



Thandulwazi Trust
MATHS AND SCIENCE ACADEMY

Thandulwazi Maths & Science Academy Annual Report for the period January 2016 to January 2017

Dear Donors, Partners & Friends of Thandulwazi

The Thandulwazi Maths & Science Academy, a nation-building programme, is committed to the transformation of education in our country and to improving the quality of teaching and learning in 'gateway' subjects in schools in Gauteng and beyond.

Thandulwazi has a vision of a South Africa where excellent education is available to all young South Africans, irrespective of their socio-economic circumstances; delivered by teachers who are professional, competent and confident in their subject knowledge; with sound pedagogic and interactional skills that will ensure the effective delivery of the curriculum to their learners.

The Thandulwazi Maths & Science Academy strives to empower young people through giving a greater number of students access to quality teaching and so providing them with the knowledge and skills set needed to become active and contributing members of the broader South African community and economy. Across the programmes offered by the academy, special focus is given to core subjects: Maths, the Sciences, English, Accounting and technology. Growing the number of matriculants with knowledge and skills in these 'gateway' subjects is seen as critical if South Africa is to produce the human capital needed to foster economic growth and build a workforce capable of filling positions emerging in the new industries arising out of the so-called *Fourth Industrial Revolution*.

Teachers have a pivotal role to play in preparing their students for a future that they cannot yet see. They too will need to acquire the necessary skills to guide the South African youth into this new era and help to prepare their students with the competencies they will need in the evolving career landscape. Such competencies will include amongst others: complex problem-solving skills, critical thinking, creativity, team work and coordination, good EQ (Emotional intelligence) and cognitive flexibility.

"We stand on the brink of a technological revolution that will fundamentally alter the way we live, work, and relate to one another. In its scale, scope, and complexity, the transformation will be unlike anything humankind has experienced before. We do not yet know just how it will unfold, but one thing is clear: the response to it must be integrated and comprehensive, involving all stakeholders of the global polity, from the public and private sectors to academia and civil society. The First Industrial Revolution used water and steam power to mechanize production. The Second used electric power to create mass production. The Third used electronics and information technology to automate production. Now a Fourth Industrial Revolution is building on the Third,

the digital revolution that has been occurring since the middle of the last century. It is characterized by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres Like the revolutions that preceded it, the Fourth Industrial Revolution has the potential to raise global income levels and improve the quality of life for populations around the world ... At the same time, as the economists Erik Brynjolfsson and Andrew McAfee have pointed out, the revolution could yield greater inequality, particularly in its potential to disrupt labor marketsIn the end, it all comes down to people and values. We need to shape a future that works for all of us by putting people first and empowering them ...”

(Klaus Schwab is Founder and Executive Chairman of the World Economic Forum)¹

Overview of the Thandulwazi programmes offered in 2016

It is our pleasure to share with you the 2016 Annual Report for the Thandulwazi Maths & Science Academy:

In the period under review, over 2800 HDSA students and educators in Gauteng and Limpopo benefited from the programmes facilitated by the Thandulwazi Maths & Science Academy.

- The Thandulwazi Intern-Teacher Training Programme trained 37 young teachers, 12 of whom graduated in December 2016 and have secured teaching positions in a range of South African schools.
- The Thandulwazi Saturday School provided curriculum enrichment and extra tuition for 1045 students from 162 high schools across Gauteng.
- Three Thandulwazi Academic Scholarships were provided to FET-phase students in 2016; and thanks to multi-year funding sourced from donors two more scholarships were awarded at the end of the year.
- The Thandulwazi Teacher Development Programme was oversubscribed, with high numbers of principals and teachers registering for the upskilling workshops and development programmes held in Gauteng (1262) and Limpopo (452).

As reflected in the monitoring and evaluation undertaken, all the programmes made good progress in 2016 - further details are provided in the body of the report. The demand for places on the programmes remained high throughout the year, with waiting lists for both the Thandulwazi Saturday School and Teacher Development Programme in Gauteng. All the programmes have grown in size and reach; new strategic partnerships have been forged; and feedback from the beneficiaries has been overwhelmingly positive. The fundraising target for 2016 was achieved and all the programmes were delivered within budget.

What has been the impact of the Thandulwazi programmes over the last two years (2015-2016)?

The Thandulwazi Maths & Science Academy has contributed positively to teaching and learning in the Gauteng region over many years; and added value to the education / professional development of over 20,000 students and teachers in the region since 2005. A snapshot of the last two years, reveals that:

The Thandulwazi Saturday School has contributed to improving Maths & Science learning in Gauteng and helped to grow the number of students that pass Grade 12 with Maths & Science subjects:

- A total of 2,058 HDSA students (Grades 10-12) from a range of high schools across Gauteng benefited from the Saturday School programme offered in 2015 and 2016.
- Over the last two years, Thandulwazi has contributed towards the education of 451 Grade 12 students, whose learning and understanding of key subjects were impacted by the Saturday School programme.
- The overall pass rate for the Thandulwazi Matric students (2015-2016) is 98,5% with 62,7% of the Thandulwazi students achieving Bachelor passes, all *with Maths and at least one Science subject*.

Thandulwazi has provided scholarships for academically strong FET-phase students to attend a school of excellence for the last three years of their basic education:

- Over the last two years, five HDSA students have been awarded academic scholarships to attend St Stithians College.
- One scholarship-holder matriculated from St Stithians Girls' College in 2016, with three distinctions; and has been awarded an Allan Gray Orbis Fellowship to study at UCT in 2017.

Thandulwazi has contributed towards growing capacity in the South African teaching corps:

- The Thandulwazi Intern-Teacher Training Programme has grown from 5 interns in 2005; to 34 interns in 2015; to 37 interns undertaking pre-service training in 2016.
- Since December 2014, a total of 25 new teachers have graduated from the Thandulwazi Intern-Teacher Training Programme: December 2014 -6 graduate teachers, December 2015 -7 graduate teachers, and December 2017 -12 graduate teachers.

Thandulwazi graduates are impacting on schools across the country (2015-2016):

A survey of the Thandulwazi graduates from the Class of 2014 and 2015, undertaken in mid-2016 reflects that:

- All thirteen graduates are still teaching and are based in schools across the country (1 in KZN; 1 in the Western Cape; 1 in Mpumalanga; and 10 in Gauteng).
- These Thandulwazi graduates are teaching in a range of South African schools:
 - 23% of these graduates are teaching in government schools;
 - 38,5% are based in low-fee paying private schools (e.g. Meridian Curro School in Dieplsoot); and
 - 38,5% are teaching at independent schools (ISASA, AdVTech, CIE schools);
 - One PGCE graduate (English major) was employed at St Stithians Boys' College in January 2016.

Thandulwazi has contributed towards improved teacher retention rates:

- Research undertaken by Sasol Inzalo in 2013 indicates that 40% of newly trained teachers will leave the profession within the first five years of teaching. The overall teacher retention rate for graduates of the Thandulwazi Intern-Teacher Training Programme since inception is 80,3%.
- This is a key indicator of the quality of the mentorship and the pre-service training provided to the Thandulwazi Interns. We are of the view that the confidence, professional skills, in-school training and classroom management experience gained by the Thandulwazi Interns during the course of their training programme are key factors in ensuring that graduates remain in the education sector.

Thandulwazi has provided in-service, professional development and upskilling programmes for educators:

- Over the last two years a total of 3,472 educators (2,603 educators in Gauteng and 869 in Limpopo), currently teaching in public schools, have benefitted from the Thandulwazi Teacher Development Programmes offered in Gauteng and Limpopo.
- Of this cohort, some 412 teachers and school leaders have benefited from the Thandulwazi school leadership programmes facilitated in 2015 and 2016.

Qualitative impact of the teacher development programme:

The Standard Bank, one of the major funders of the Thandulwazi Maths & Science Academy since 2010, commissioned an independent evaluation of the Thandulwazi Teacher Development Pilot in Limpopo, to which the Bank had contributed funding in 2014 and 2015. This evaluation was undertaken by UJ (Centre for Social Development in Africa) in November 2015. The focus groups with participating Thandulwazi teachers reflected perceived positive outcomes for teacher development in areas of knowledge, skills and attitudes.

- Educators reported perceived increases in their content knowledge and highlighted the following areas: use of technology and social media as teaching tools; leadership; child development and care.
- In addition educators felt that their skills had also improved in the following areas:
 - Communication; lesson planning and preparation; and exposure to new teaching methodologies;
 - Ability to care for children with disabilities, learning difficulties and children experiencing abuse.
- Educators believed that they had experienced attitudinal changes in that they felt more confident, and had new energy to teach their classes.
- Learner behaviour was also identified by the Thandulwazi teachers as a perceived area of change, where educators felt that their learners were more disciplined and focused; and reported on improvements in their students' academic results.
- The independent evaluation of the Thandulwazi Limpopo Pilot (2013-15), concluded that:

“Based on the research, it was clear that the Limpopo Pilot Project was perceived to have positive outcomes for teacher development. This benefit was found in areas of knowledge, skills and attitudes ...” and in learner performance where, *“significantly positive changes were found in relation to Mathematics at the Foundation Phase (an increase of 12.1%) and First Additional Language (an increase of 4.2%).”*

(UJ Centre for Development Report, August 2016)

Thank you to our partners in education

You, our partners in education, have made the impact described above possible.

The successes achieved by Thandulwazi and its beneficiaries, over the last 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. Public-private partnerships and multi-stakeholder engagement in the education sector remain essential if we are to achieve the goal of providing quality education for all students in South Africa. Over the years, Thandulwazi has cultivated strategic partnerships with schools in the independent and public sectors; tertiary institutions; other NPOs and professional associations; provincial education departments; volunteers and individual donors; grant makers and corporate funders.

We thank our many partners in education for recognizing that Maths and Science are gateway subjects; and that many students “drop out” of school or “opt out” of Maths and Science at the end of Grade 9 due to the lack of adequate support and effective teaching provided in these subjects in South African schools. Mzukisi Qobo (associate professor at the Institute for Pan African Thought and Conversation, University of Johannesburg) notes that:

“Maths and science are a gateway to new industries. Mastery of them endows an economy with the human capital needed to ride the technological wave. In his work on the industries of the future, Alec Ross, who advised Hillary Clinton on innovation during her term as US secretary of state, points out that sectors such as robotics, advanced life sciences, codification of money, big data and cybersecurity – all of which require mastery of technology and mathematical skills – are the pillars of the fourth industrial revolution. Simply put, this ‘revolution’ is the age of technology that’s already upon us. More importantly, a grasp of maths and science boosts confidence and expands career possibilities for pupils. This ultimately gives them an edge in the labour market.”²

By investing in programmes such as the Thandulwazi Maths & Science Academy, our partners are giving the Thandulwazi students, who matriculate with Maths and at least one Science subject, “*an edge in the labour market*” and so expanding their future employment and career prospects.

Teachers play a central role in the effective delivery of the curriculum in schools and educating our youth. The funding spent by our partners on pre-service training for new teachers; and providing professional development programmes and in-service training for current teachers and school leaders has helped to grow capacity and develop skills and competencies that will have a positive impact in South African schools.

Thandulwazi is blessed to have partners that share our vision and commitment to education. We thank you for the generous support provided, on many levels, to the Thandulwazi Maths & Science Academy over the past year. Together, we are empowering Thandulwazi’s beneficiaries and giving them “*an edge*” that will provide them with greater opportunities going forward.

With sincere thanks and kind regards.

Themba Mthethwa

THEMBA MTHETHWA
HEAD
THANDULWAZI MATHS & SCIENCE ACADEMY

Bev Johnson

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

31 January 2017

References:

1. Klaus Schwab <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond>
2. Mzukisi Qobo’s article published in The Conversation on 29 December 2016, <http://www.polity.org.za/article/south-africa-cant-compete-globally-without-fixing-its-attitude-to-maths-2017-01-10>
3. Clive Kronenberg, NRF Accredited & Senior Researcher; Lead Coordinator of the South-South Educational Collaboration & Knowledge Interchange Initiative, 29 December 2016, M&G Article ***South Africa can’t compete globally without fixing its attitude to maths***

“Maths education can only really flourish and generate more fruitful outcomes within the context of a well-functioning national education system. It is here, arguably, that the real problem lies. South Africa’s education system is merely a reflection of its broader social system. This is generally characterised by high levels of economic and social inequality, poverty, violence and abuse, and dysfunctionality.”³

(Clive Kronenberg, NRF)

Overview of Education in South Africa, 2016

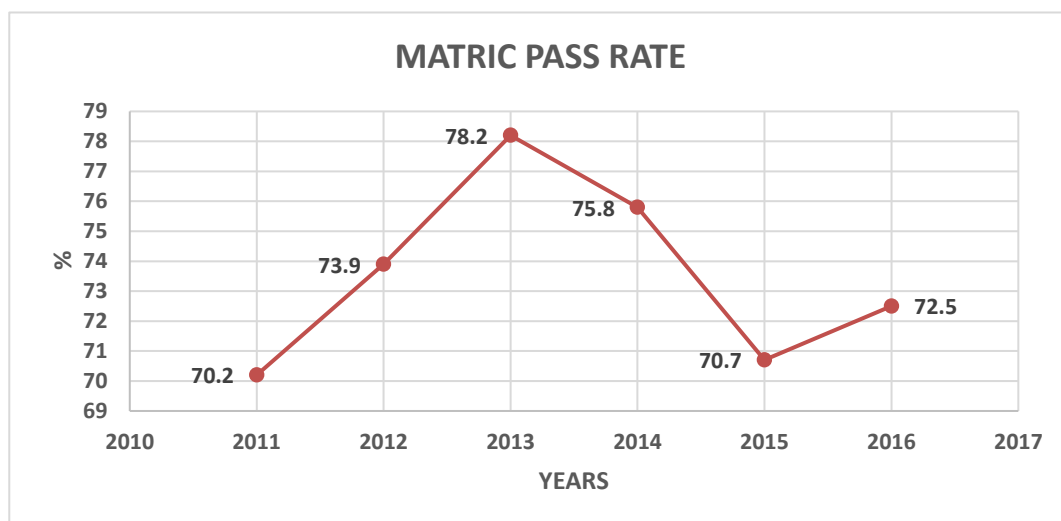
The Constitution¹ of South Africa guarantees the right to education to every citizen. While recognising efforts made by the Department of Basic Education (DBE) to improve education since 1994, there is still a general view that the education system in South Africa, particularly in subjects such as Maths, Science and Technology, is poor compared to our international counterparts including other African countries. The recent report of World Economic Forum (WEF) painted a dismal picture, with South Africa placed at 138 out of 140 countries in 2015/16 in terms of its Maths education; and placed last (at 148 out of 148) for Science education in 2014/15. The Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA) and other regional assessments such as the Southern and Eastern Africa Consortium for Monitoring Educational Equality (SACMEQ) place RSA at the bottom list in terms of its Maths and Science education.

The Maths, Science and Technology (MST) Strategy of the DBE was developed in 2001 to raise *participation* and *performance* by historically disadvantaged learners in Senior Certificate Mathematics and Physical Science; to provide *high-quality Mathematics, Science and Technology* education for all learners taking the first GETC and FETC; and to *increase and enhance the human resource capacity* to deliver quality Mathematics, Science and Technology education. The overview presented below raises concerns as to the extent to which these objectives of the MST have been realised.

Overview of the Performance of Matric in the last Six Years

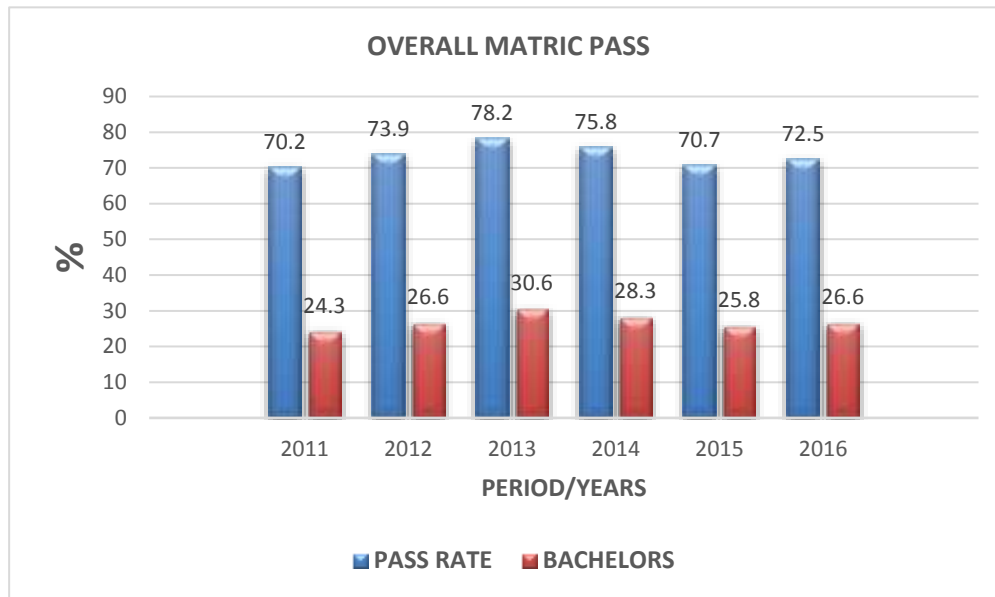
The performance of Grade 12 learners over the last six year has been inconsistent. Figure 1 below shows the average performance of Grade 12 learners in the past six years. The average Matric performance for the last six years is **73%**. It is noted, however, that the average pass rate of learners who obtained Bachelor pass is relatively low.

Fig 1. Matric pass rate in the last six years.



¹ Act 108 of 1996, s29

Figure 2 below shows the average percentages of learners passed with Bachelors.



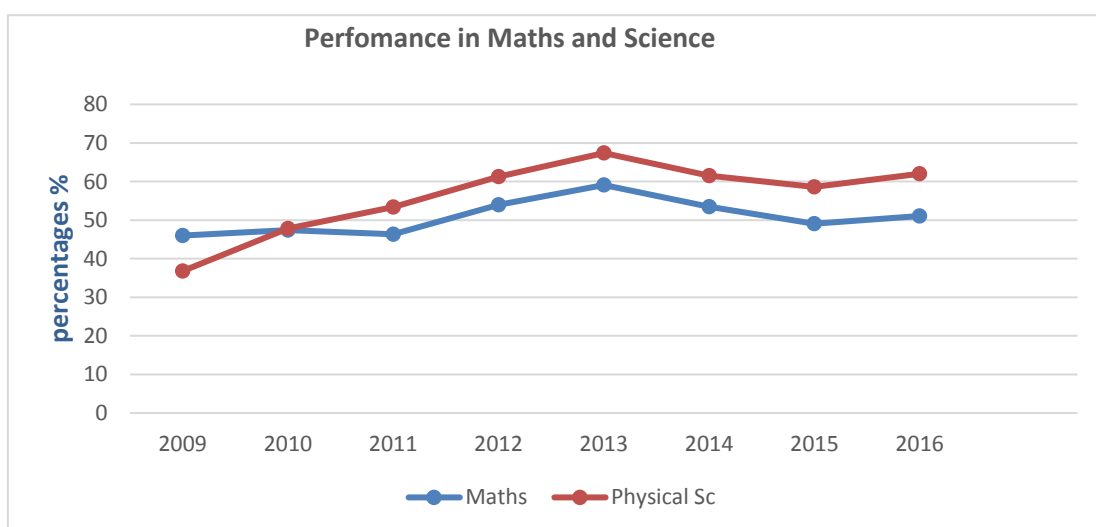
From the above figure it is observed that the average Bachelor pass per annum is 27%, which is relatively low. This shows that while 70% of candidates pass matric every year, only 27% meet the minimum requirements to study a Bachelor degree.

The Performance in Maths and Science

The performance in Science and Mathematics has been the order of discussion in the press and public forums. The table below shows the average performance of learners in Maths and Science since 2009:

Year	2009	2010	2011	2012	2013	2014	2015	2016
Maths	46	47.4	46.3	54	59.1	53.5	49.1	51.1
Physical Sci.	36.8	47.8	53.4	61.3	67.4	61.5	58.6	62

Fig 3 Performance in Maths and Science



The above table and figure 3 show that the average national performance in Maths has not reached 60% in last eight years. The performance in Science has shown improvement in the last five years.

Maths (Core) and Math Literacy numbers

The National Development Plan (NDP) requires the DBE to increase the number of learners who are studying Mathematics. There is much evidence to suggest that the number of learners who are taking Mathematics is decreasing from 2009. For example, the statistics below shows the decrease from 51% in 2009 to 40% in 2016 of learners who are doing Maths; while the number of learners opting to take Math Literacy has increased from 49% in 2009 to 61 % in 2016.

Enrolments in Mathematics and Mathematical Literacy from 2009 to 2016								
Years	2009	2010	2011	2012	2013	2014	2015	2016
Maths	290407	263034	224635	225874	241509	225458	263903	258406
Math Lit	277677	280836	275380	291341	324094	312054	388845	389163

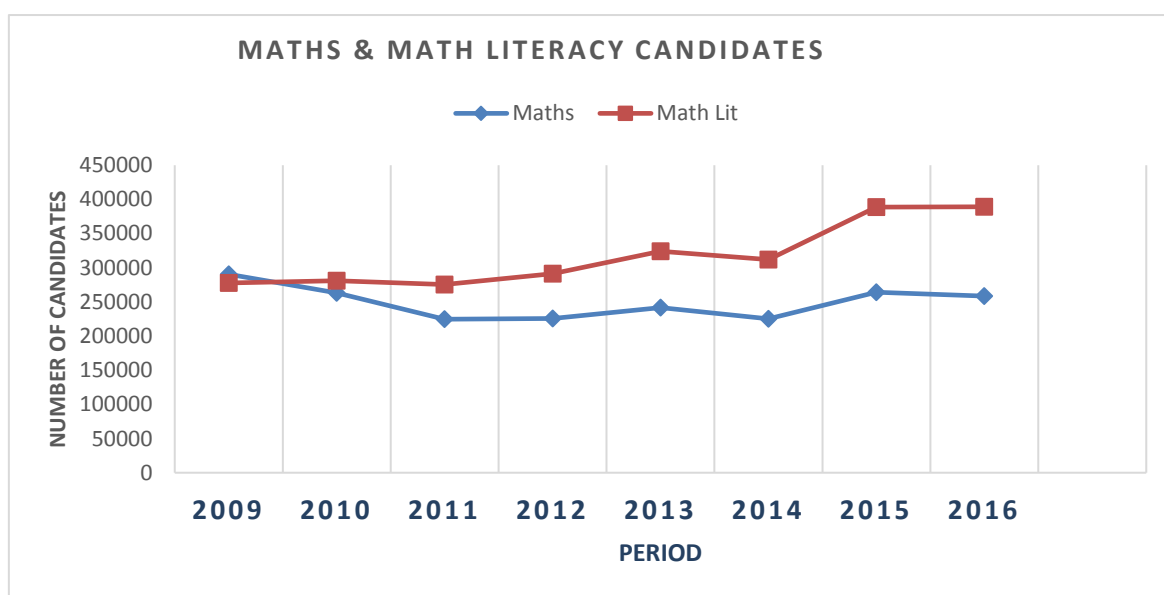


Fig 4 Maths and Math literacy candidates

The above figure shows the increasing number of candidates opting to taking Math Literacy in Matric and fewer taking core-Maths. This is a serious challenge for learners who want to do BCom, BSc, Engineering and other careers which require a background or skills in Mathematics.

DR THEMBA MTHETHWA

HEAD

THANDULWAZI MATHS & SCIENCE ACADEMY



Thandulwazi Maths & Science Academy

An educational programme established by the St Stithians Foundation

Thandulwazi - a love of learning ...

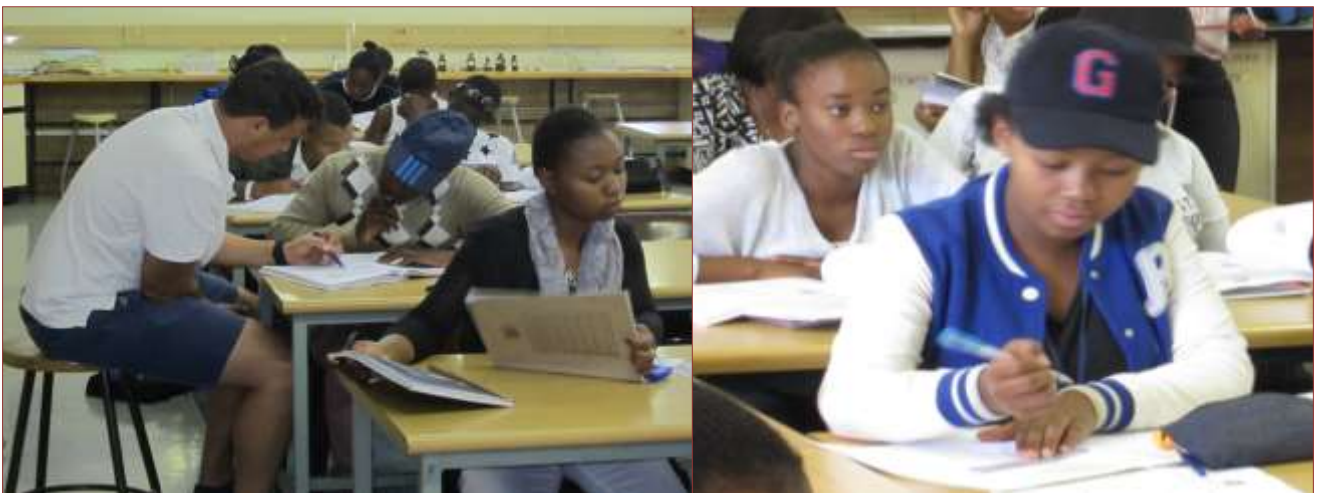
REPORT FOR THE PERIOD 01 JANUARY 2016 TO 31 JANUARY 2017

THANDULWAZI SATURDAY SCHOOL

First established in 1991, the Thandulwazi Saturday School has grown to become one of the largest programmes of its kind in the province. Since 2011 and thanks to the generous support of our funders, some 6,500 FET-phase students, from high schools across greater Gauteng, have benefitted from this programme. The Thandulwazi Saturday School has contributed towards improved learning, skills development and understanding in key subjects, viz. Maths, the Sciences, English and Accounting, and this is reflected in the Matric results achieved by the Thandulwazi students over the last six years (2011-2016).

During this period:

- The Thandulwazi Saturday School has added value to the education of 1,621 Grade 12 students, who wrote their NSC examinations.
- The overall pass rate for the Thandulwazi Matric students (2011-2016) is 97,2% with 56,3% of the Thandulwazi students achieving a Bachelor's pass, with Maths and at least one Science subject.



2016 Matric results

Congratulations to the Thandulwazi Matric Class of 2016. The Grade 12 class, comprising 230 learners, achieved an overall pass rate of 98,7% in the year-end NSC (National Senior Certificate) examinations. As in previous years, this overall pass rate is well ahead of both the Gauteng (85,1%) and national (72,5%) pass rates. Of greater significance, however, is the quality of these results. 63% of the Thandulwazi Grade 12 students achieved Bachelor Degree (BD) passes. This figure is more than double the national BD pass rate (26,6%) and well ahead of the regional rate (36,2%).

2016 Matric results	Thandulwazi	Gauteng (GDE)	National (DoBE)
National Senior Certificate, overall pass rate	98,7%	85,1%	72,5%
Bachelor Degree pass rate	63,0%	36,2%	26,6%

An analysis of the Thandulwazi students' NSC results is summarized below:

Academic Year 2016 – NSC Results

Total number of Gr 12 students who wrote the NSC exams in 2016:	Thandulwazi: 230		Gauteng (GDE): 103,829	National: 610,178
Type of pass achieved	No. of students	Percentage	Percentage	Percentage
Bachelor Degree	145	63,0%	36,2%	26,6%
Diploma	68	29,6%	35,8%	29,4%
Higher Certificate	14	6,1%	13,1%	16,5%
Failed	3	1,3%	14,9%	27,5%
Total/ Overall pass rate	230	98,7%	85,1%	72,5%

(Departmental figures source from: National Senior Certificate Examination Report, 2016, Dept. of Basic Education)

Subject analysis

The detailed analysis of the results reflects that the Thandulwazi Grade 12s achieved:

- 100% pass rate in Life Sciences, Accounting and English
- 94,6% pass rate in Mathematics
- 91% pass rate in Physical Science
- A total of 54 Level 7s (Over 80%) were achieved in subjects offered by Thandulwazi:
 - Life Sciences – 16 subject distinctions
 - Mathematics – 14 subject distinctions
 - Physical Sciences – 10 subject distinctions
 - English -7 subject distinctions
 - Accounting – 7 subject distinctions, with one student achieving 100% for his final Accounting Examination

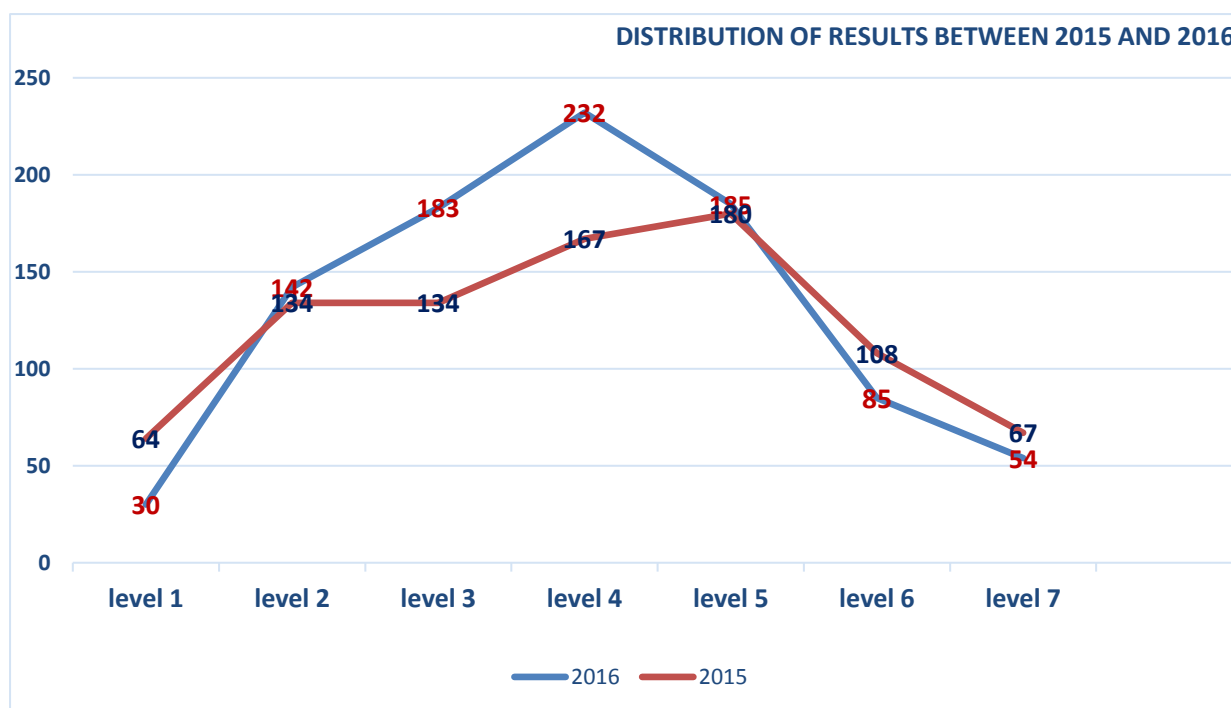
Thandulwazi Subject Analysis-2016

Percentage	80-90	70-79	60-69	50-59	40-49	30-39	0-29	Pass Rate
Levels	7	6	5	4	3	2	1	
English	7	34	93	78	34	0	0	100%
Accounting	7	7	9	15	6	5	0	100%
Maths	14	14	16	44	62	54	12	94.6%
Physical Sciences	10	9	20	39	41	63	18	91.0%
Life Sciences	16	21	47	56	40	20	0	100%
	54	85	185	232	183	142	30	98.7%

Comparison between the Thandulwazi subject results and the provincial and national results

	Thandulwazi	Gauteng	National
Accounting	100%	82.7%	69.5%
English	100%	99.8%	97.4%
Life Sciences	100%	83%	70.5%
Mathematics	94.6%	68.7%	51.1%
Physical Sciences	91%	68.5%	62%

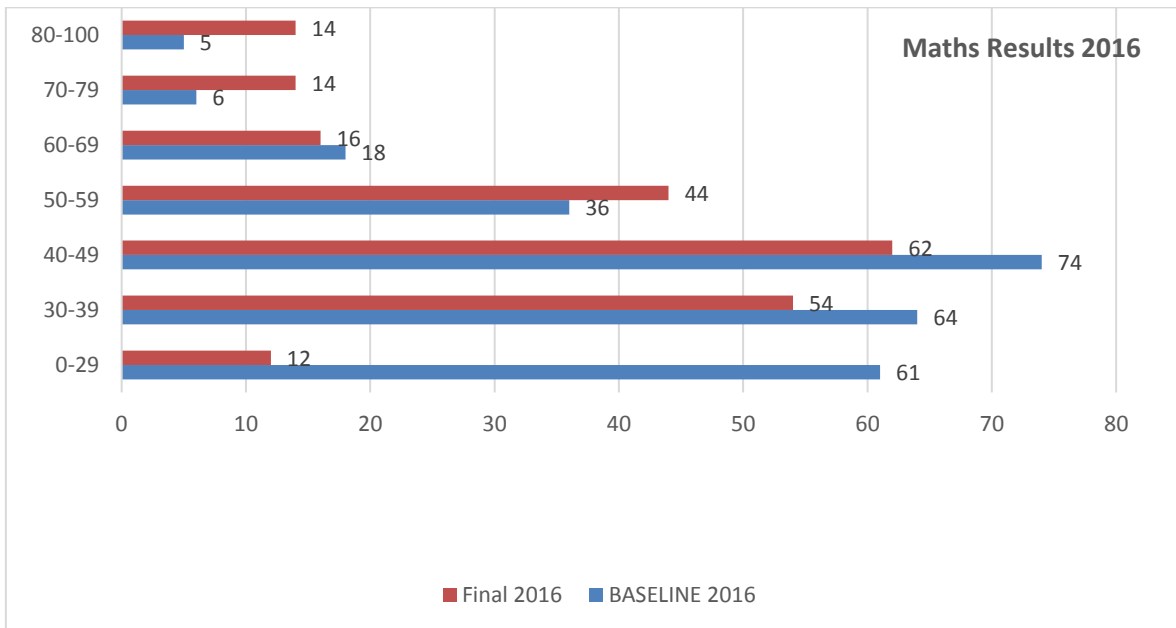
An analysis of the 2015 and 2016 Matric results for Thandulwazi students, shows that there were many candidates in 2015 who got Level 1 and fewer in 2016. From Level 2 to Level 5, there are more candidates in 2016 than in 2015. The 2016 graph shows normal distribution of marks which is statistical acceptable.



The contribution of the Thandulwazi Saturday School to Maths education is best illustrated in the graph below, which compares the final Grade 12 Maths results, with the scores achieved on the Thandulwazi Maths baseline test completed in February 2016.

- In February, only 5 students achieved above 80% for Maths; by the end of the year this number had almost trebled.
- Similarly, on the baseline test the number of students achieving Level 6 (70-70%) for Maths improved from 6 candidates in February 2016 to 14 in the final NSC examinations.
- In February 2016, 61 students failed the Maths baseline, achieving below 30%. Notably, only 12 Thandulwazi students failed Maths in the final examinations.

Final Matric results vs Baseline 2016



The top achievers were recognized at a Prize-Giving held at the Thandulwazi Saturday School on 11 February 2017.



2016 Thandulwazi Saturday School Programme, beneficiaries, staffing and attendance

Registered beneficiaries (as at 30/06/2016), per grade

Grade	Total students registered	Percentage
10	325	31,1%
11	342	32,7%
12	378	36,2%
Total	1045	

The breakdown of beneficiaries by race and gender

Black		White		Indian/ Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
359	675	0	0	3	2	1	5
34,4%	64,6%	0	0	0,3%	0,2%	0,1%	0,5%

Breakdown by gender

Male beneficiaries 363 (34,7%)

Female beneficiaries 682 (65,3%)

Programme offered in 2016

- Registration took place on 16 January 2016.
- Between January to October 2016, 32 contact sessions, were held. This included a Careers Day for all the grades; a weekend long Maths enrichment camp for selected Grade 12 Maths students; a Maths Focus day for Grade 12 students; and a two-day Physical Science enrichment camp for 100 students.

Staffing

- Dr Themba Mthethwa, the academic head of the Thandulwazi Maths & Science Academy since 01 February 2015, manages the four programmes facilitated by the Thandulwazi Maths & Science Academy.
- The Thandulwazi Head is assisted by Mr Mahlathi (Zeph) Khoza, who is the part-time programme director responsible for managing the logistics for the Saturday sessions.
- A full complement of free-lance experienced subject specialist teachers, assisted by academic tutors and volunteers, were engaged for the academic year.

Summary of the Saturday School Staffing

- 1 part-time Programme Co-ordinator – Black, Male
- 1 part-time Database Administrator – White, male
- 52 Freelance subject teachers & academic tutors

RACE	WHITE		BLACK		COLOURED		INDIAN	
GENDER	M	F	M	F	M	F	M	F
Sub-Total	11	14	19	7	0	0	1	0
TOTAL	25		26		0		1	

- 18 Volunteers: Volunteers include members of JACASS (Johannesburg Article Clerk Association); St Stithians alumni; and a Standard Bank employee (Mr Bongani Dube). Participation varies, depending on the time availability of the volunteers;
- 11 Peer Tutors: Gr 11 & Gr 12 students from St Stithians Girls' College (volunteers: participation varies depending on the student's school commitments and availability);
- Thandulwazi FET-Phase Intern Teachers – 9 Intern-Teachers from the Thandulwazi Intern-Teacher Training Programme are completing 40 hours of community service tutoring in their major subjects at the Saturday School this year.

Subjects offered in 2016

- Mathematics Core (Grade 10, 11 and 12)
- Physical Science (Grade 10, 11 and 12)
- Life Sciences (Grade 10, 11 and 12)
- Accounting (Grade 10, 11 and 12)
- English (Literacy, comprehension and questioning techniques used in assessment, for Grade 10, 11 & 12)

Weekly attendance

The attendance rates have varied on Saturdays, with a noticeable drop off after July. Unfortunately, technical

difficulties with the scanners at the Bram Fischer Drive Gate; some students accessing the campus from different entrances; and/or arriving late, impacted on the accurate recording of attendance at some sessions. The programme director then had to rely on teachers taking a head-count in class. The recorded overall attendance averaged at 38% in 2016. The Thandulwazi Head has noted this challenge and will implement steps to correct this in 2017.

Engagement with the Gauteng Provincial Department of Education (GPDE) in 2016

- The St Stithians Rector and Thandulwazi Head had a successful meeting with the Gauteng MEC for Education, Mr Panyaza Lesufi, on 14 September 2016. The Deputy Head of Advancement, Mrs Bev Johnson, was invited by the Nelson Mandela Foundation to participate in a dialogue on Inclusive Philanthropy (03 October 2016), at which the MEC presented. The MEC publicly acknowledged St Stithians and Thandulwazi as institutions impacting positively on education in the province.
- Thandulwazi was also invited to participate in the GDE (Gauteng Department of Education) Forum on Schools of Specialisation in the last quarter of 2016.
- The Thandulwazi Head continues to engage with the GDE to discuss the role of Thandulwazi in the Gauteng Province. Unfortunately changes in staff at the GDE Offices and Sci-Bono (SSIP programme) have resulted in the promised letter of endorsement recognising the Thandulwazi Saturday School as an official service provider for Saturday classes being delayed.

Additional opportunities offered to the Thandulwazi Saturday School Students

- *Donation of Calculators and Calculator Training* - Thanks to a donation of scientific calculators from JACASS and AGSA (Auditor General of South Africa) the new Grade 10 students were provided with a CASIO scientific calculator on 16 April 2016. Ms Astrid Scheiber ran CASIO calculator training workshops for all three grades on that day. Additional workshops were facilitated for the Grade 12s in Term 3 on key topics, such as Statistics.
- The *English Comprehension and Language Competition* took place over the course of the year and the Grade winners and runners-up were announced at the prize-giving held on 29 October 2017.
- The *Mathletics Challenge*, facilitated between May to October 2016, encouraged greater use of *Mathletics*, both at Thandulwazi and home/ school. The Grade winners were announced at the prize-giving held on 29 October 2017
- *Thandulwazi Careers Day* - The annual Thandulwazi Saturday School Careers Day (Grades 10 – 12) was held on Saturday 5 March 2016 in Mears Hall.
- *Take a Girls Child to Work Day, 26 May 2016* - Hill + Knowlton Strategies hosted two Thandulwazi students at their Bryanston offices for this annual event.
- *“Soft skills”/ life skills workshops* are facilitated by various partners. In support of Mandela Day, staff members from H+K Strategies workshopped with Gr 11 & 12 students on 02 July 2016 (focusing on preparing a curriculum vitae and drafting a covering letter that will stand out and catch the attention of prospective employers/ bursary committees); Mesdames Mmabatho Nkambule and Nthabiseng Sibiya, a volunteer at the Saturday School, facilitated a workshop for the students who attended the Maths Camp on *“Imagining the future of our country”*.
- *CareerXplora App* - this App, available on Smartphones or via MixIt, was offered free of charge to the Thandulwazi students.
- *Accessing tertiary bursaries* - Thandulwazi students were given the opportunity to apply for university bursaries offered by the Standard Bank; application forms were distributed to all the Gr12s on 25 June 2016; and the completed forms delivered by Thandulwazi to the StudieTrust. Additional bursary and

training opportunities were advertised via the Thandulwazi Saturday School Facebook page (e.g. Transnet & Denel bursaries; MooCs post-school online courses offered by Wits University free of charge).

- *KPMG Schools Accounting Programme* – Six Thandulwazi accounting students (Gr12) were invited to the annual schools programme hosted by KPMG at their Parktown offices on 29 June 2016.
- *Roedean School for Girls* – The Interact Committee donated over 1000 Easter Eggs, which were distributed to the Thandulwazi students on 02 April 2016.
- *St Stithians Girls’ Drama Production “Each One, Teach One”* – a Thandulwazi Gr 11 student, Enoch Salumu (Ferndale High School), joined the cast of the St Stithians Girls’ College production of *Each One, Teach One*, which was performed for the Thandulwazi Saturday School and at the SANAA Festival on 21 & 27 May 2016 respectively.



Key Challenges

Some of the key challenges include:

- **Technical problems** impacted on the scanners at the gates, which monitor attendance on two Saturdays this year.
 - **Transport:** Soaring transport costs remain a challenge and continue to impact on students’ attendance, particularly towards the end of the month.
 - **Mixed ability classes** remain a challenge for the Thandulwazi teachers. The Thandulwazi learners are drawn from more than 160 high schools, of varying educational quality, across Gauteng. Teachers use a range of methodologies to ensure that all students benefit from the extra tuition provided.
 - **Regular attendance** remains a challenge. The Thandulwazi Head has this on his agenda for 2017.
- **Tardiness:** A school-wide problem in South Africa, Thandulwazi continues to stress the importance of punctuality with students. The access at the gate is closed from 09:00 onwards on Saturdays and learners arriving late have to swipe in at the Computer Lab in order to be marked present. Students wishing to leave early on Saturdays have to obtain a “Pass Out” signed by the programme director.
 - **Discipline:** All students are expected to abide by the Code of Conduct signed at Registration and discipline and security remain tight on Saturdays. Six students were de-registered in Term 1 for disciplinary offences.
 - **Retention of students:** A nationwide challenge, the IRR statistics (February 2016) reveal that between Grade 1 and 12, more than 50% of a cohort of students will drop out of school before completing Matric. This issued impacts on the Thandulwazi programme too: in 2016, a total of 378 Grade 12 students registered for the Saturday School, yet only 230 of these Matrics wrote the NSC examinations at the end of 2016.

Strategic Partners in 2016

- 3P Learning – The licence holder of the *Spellodrome* and *Mathletics* programmes
- The Answer Series
- JACASS (Johannesburg Articled Clerks Association)

- CASIO (James Ralph (Pty) Ltd)

Assessment, Monitoring & Evaluation

Over the last few years, greater focus has been placed on Monitoring & Evaluation. Learners' progress in Mathematics is monitored mainly through the *Mathletics* programme; and the Saturday School is evaluated through an independent biennial evaluation of the programme and an annual survey of the students.

Baseline Testing

Baseline testing took place on 23 January 2016. The purpose of the assessment was to ascertain the academic levels of the learners, so that the teachers could pitch their lessons at the right level; try to identify where there were gaps in the learners' content knowledge, understanding of concepts and skills; and so implement a more targeted intervention.

Mathletics

- The October 2016 report from *Mathletics* reflected an overall school improvement of 38% for Thandulwazi learners in 2016. The results of the report are summarized below:
 - Number of learners issued log-ins 1068
 - Average of Initial Scores 64%
 - Average of Maximum Scores 89%
 - Overall School Improvement 38%
 - Total questions answered correctly 114,298
 - Total time Online 947 hours, 25 minutes
- The dedicated *Mathletics* Tutors, Mr Emmanuel Sibisi and Mr Motsamai Nonyane, both of whom are Thandulwazi Maths Interns training at St Stithians College, provided greater curriculum focus in the *Mathletics sessions* by setting specific tasks related to the topics taught in the Saturday Maths classes. This has contributed to more focused Mathletics sessions, an increase in curriculum questions answered, and time online.

Annual on-line survey of students

The annual on-line survey of a sample of students took place during October 2016. Some key findings of the analysis of the feedback from students were:

- The majority of the students surveyed reported that their marks at school, in key subjects, had improved since attending the Thandulwazi Saturday School. 71% of students reported improved performance in Maths; 79% in Life Sciences; and 90,2% in English.
- 82,9% of the respondents indicated that they shared the resources and teaching materials provided by Thandulwazi with other students at their schools. This would indicate that the impact of Thandulwazi on beneficiaries goes beyond the 1000 students registered annually.
- 60% of the learners who participated in the survey reside in Tembisa, Ivory Park and Soweto. This means that the students travel 50 kms or more to attend the Saturday School. Most of the students travel by taxi to Thandulwazi (70%).
- On average, students pay R1,125 per annum for transport to the Thandulwazi Saturday School. This is significant given the fact that the majority of the student body come from poverty stricken families where, in some cases, there is no bread-winner in the family due to the high rate of unemployment. In instances where there is a bread-winner, the survey revealed that the majority of those did not earn more than R10,000 per month.

External Evaluation

Thandulwazi is currently working with the evaluation team from the University of Johannesburg, appointed by the Standard Bank to evaluate the programme and monitor progress made by the Thandulwazi Saturday School students in 2016/17.

Tracking Thandulwazi Graduates

Tracking graduates is ongoing, mainly via social media. The Thandulwazi Saturday School 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.

Feedback from the Thandulwazi Saturday School beneficiaries

My name is Colrine Manyakane, a former student at the Thandulwazi Saturday School, I am currently studying at Monash South Africa in the social science stream. I started attending Thandulwazi Saturday School in 2015 and as an individual I would say it has helped me in all aspects of being a successful student. For instance, the teachers at Thandulwazi had a purpose and were driven to ensure that students were motivated and believed that they could excel in their results. The Thandulwazi Saturday School has helped me gain confidence in my academic work and made me believe that through practice anything is possible; hence it is important that one is self-driven in order to succeed. I wasn't the best student when it came to Mathematics; however, after taking a weekend trip to a Maths Camp with the Thandulwazi Saturday School, I learnt that in order to become a successful student you need to think critically, to solve problems and take the responsibility to seek



help when you do not understand something. I believe that if I had started earlier at Thandulwazi I would have been an excellent student. In just one year, Thandulwazi helped me to become a hardworking student and this work ethic continues till the present day.” (November 2016)

The following Facebook message was received on 06 January 2017 from a proud parent, Ms Lindiwe Zulu, mother of twin boys (pictured left, below Musa and Sphiwe Chauke of Glenharvie Combined School in Westonaria). The twins attended the Thandulwazi Saturday School in 2015 and 2016. In the final 2016 NSC exams, Sphiwe achieved four distinctions (including Maths and Physical Science) and Musa five distinctions (including Maths, Life Science and Physical Science). Both students have been accepted to study medicine at UCT in 2017:



A very good morning
I like to take this opportunity and give thanks to the Saturday school... my boys Musa and Sphiwe Chauke have made history....they passed with Distinctions....especially Maths and Science. Thanks to Thandulwazi Saturday School. May God richly Bless You guys. Thank you.
(Lindi Zulu)

6:02PM

Wonderful news, Lindiwe!! You are most welcome. Thank you to your boys for putting in the hard work and attending their school classes and their Saturday School classes; their hard work has paid off. We are also sure that your loving support has also helped them. Thanks so much for letting us know! We are very happy to read that they have done well.

Thandulwazi Saturday School Programme (2017)

New initiatives

For the period 2017 – 2025, Thandulwazi has developed a strategy with both medium and long term goals. In terms of this strategy, the focus for the period ahead will be on:

- Extending the Thandulwazi Saturday School to include 300 Grade 9 students from selected partner schools. The focus of the Grade 9 programme will be on Mathematics, Natural Science and English. It is hoped that the introduction of Grade 9 classes, while maintaining the current student enrolment numbers at the FET phase, will increase the number of potential students opting to study core Maths in Grade 10, rather than selecting Maths Literacy. Within the Thandulwazi context, introducing Grade 9 will ensure that a sound foundation of both Mathematics and Science content knowledge is built. Grade 9 learners from Kaalfontein Secondary, Ivory Park Secondary, Equisweni Secondary and Sgodiphola Secondary School registered on Saturday 28 January 2017. The Grade 9 Saturday programme will be hosted by St Stithians Girls' College.
- With respect to the Further Education and Training (FET) teacher programme planned for 2017. This new strategy aims at involving teachers from the high schools participating in our Thandulwazi Saturday School in a professional development programme in targeted subjects. It is hoped that this initiative will foster synergy within the Thandulwazi programmes.

New strategic partnerships in 2017, include:

- Silver Stars Hockey – an NPO based in Diepsloot
- Westbury Secondary School Maths Support Programme

2017 Registration (as at 09 February 2017)

Registration for the 2017 programme took place on 14 and 21 January 2017. In total 1144 students have registered for the 2017 programme:

Registration by grade and gender

	Grade 12	Grade 11	Grade 10	Grade 9	Total
Male	92	68	85	140	384
Female	155	176	175	253	758
Total	247	244	260	393	1144

Registration by grade and race

	Grade 12	Grade 11	Grade 10	Grade 9	Total
Black	229	233	247	393	1100
Coloured	18	7	12	0	37
Asian/Indian	0	4	1	0	5
White	0	0	0	0	0
Total	247	244	260	393	1144

Thank You

The Thandulwazi Saturday School values the support provided by our many partners over the last year. It is thanks to the generous funding provided by both CSI partners and individuals donors, sponsoring a student on the programme through the "Each One, Sponsor One" campaign, that Thandulwazi has been able to provide a quality programme, offering HDSA students access to excellent tuition, key resources, learning materials, and curriculum enrichment. In particular we acknowledge the contribution of the Standard Bank of South Africa, which has been the major funder of the Thandulwazi Saturday School since 2010.



Grade 11 Maths Tutorial, Thandulwazi Saturday School, September 2016

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 multi-year funding from FEM, the Nash Family Trust and Virgin Galactic three Thandulwazi academic bursaries were offered to FET-phase students studying at St Stithians College in 2016.

Thandulwazi Galactic Unite Nash Scholarship (2014-2016)

Congratulations to Rofhiwa Mukhondo, the first recipient of the above-mentioned academic scholarship, who completed Matric in December 2016. Rofhiwa has been awarded an Allan Gray Orbis bursary for her tertiary studies in 2017; and accepted at UCT to study towards a BCom Accounting.



Thanks to the generosity of Galactic Unite and Tim Nash, Rofhiwa was awarded an FET-phaser scholarship and joined St Stithians Girls' College in 2014 in Grade 10. During the three years she spent at the College, Rofhiwa was involved in the work of the Transformation Committee on campus; participated in a range of cultural activities, including the Choir, Marimba Band, Hip Hop Club, Drama major production and Movie Makers; and assisted as a Peer Tutor at the Thandulwazi Saturday School, where she provided academic assistance to Grade 10 beneficiaries in Maths, English and Accounting.

Rofhiwa successfully passed her Matric Exams in December 2016, with Level 7 (above 80%) in: English, Life Sciences (Biology) and isiZulu; and Level 6 (above 70%) in her other subjects (Maths, Physical Science, Accounting and LO). She also did an additional 8th subject (AP English), which she passed.

During this time, Rofhiwa was also mentored by US-based Maja Muric and Beth Moses, of Virgin/Galactic Unite. Beth trains astronauts involved in the space programme being developed by Virgin Galactic.

We are so proud of Rofhiwa and wish her every future success as she enters a new chapter of her life in Cape Town.

The Galactic Unite Mandela Day Scholarship at Thandulwazi (2015-2017)

Thanks to multi-year funding raised by the staff at Virgin/ Galactic, Thandulwazi was able to provide a three-year scholarship to Luyanda in 2015. A gifted musician, Lu successfully completed Grade 11 at the Boys' College in 2016.

The Thandulwazi-FEM Academic Scholarship (2016-2018)

Funding received from FEM in 2015 provided an FET-phase academic scholarship for Kamogelo (Gr 10) in 2016. Kamo is a dedicated student and a gifted thespian.

Both scholarship-holders are boarders at St Stithians College; have made sound academic progress over the last year; and participated fully in the life of the College.

THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME

Since 2005, the Thandulwazi Intern-Teacher Training Programme has provided a pre-service, full-time teacher training programme, offered over a maximum of 5 years, aimed at growing capacity in the South African teaching corps in subjects or educational phases facing critical shortages.

Thanks to the generous funding received in 2016 from the Oppenheimer Memorial Trust (OMT); OMNIA Group; PPC Group; Epoch & Optima Trusts; FEM; the Nesor Family; Growthpoint Properties; Babcock Group; Siyakha Education Trust; ApexHi Charitable Trust; JCR Equipment (Pty) Ltd; and an educational trust that has asked to remain anonymous, Thandulwazi was able to offer teacher learnerships to greater numbers of intern-teachers and to enhance the quality of the training provided. The Thandulwazi intern programme grew from 34 interns undertaking pre-service training in 2015, to 37 in 2016. Twelve new teachers graduated from this programme in December 2016.

Thandulwazi Staffing

Dr Themba Mthethwa, the academic head of the Thandulwazi Maths & Science Academy, works with the Thandulwazi Intern Director, Thobeka Mngambi, to ensure the smooth running of the Thandulwazi Intern-Teacher Training Programme.

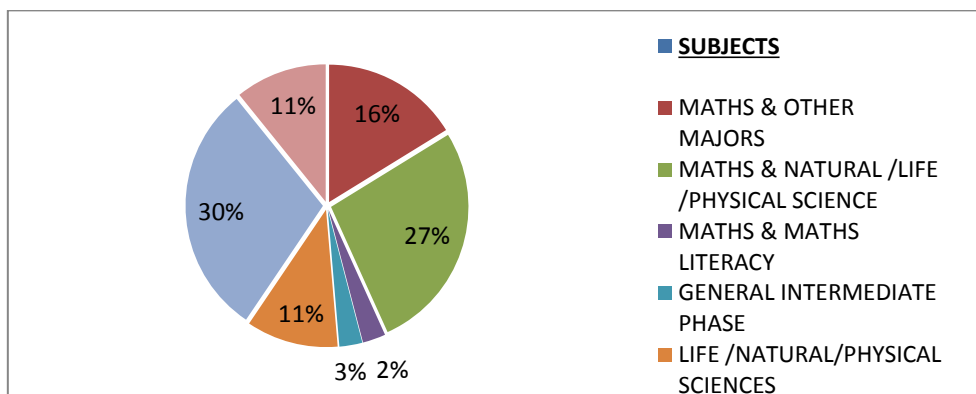
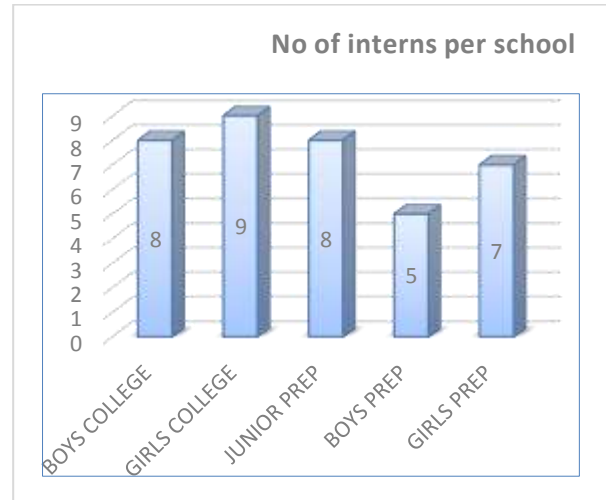
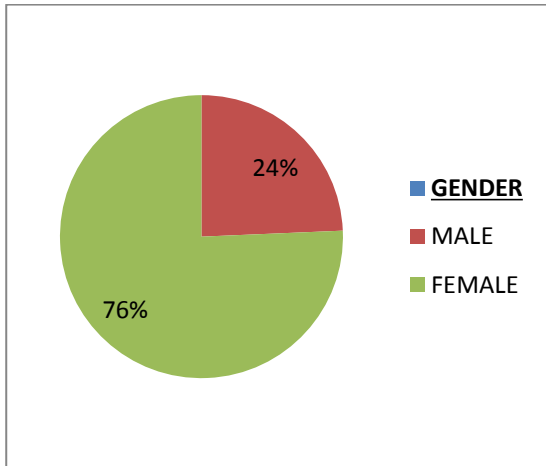
2016 Programme

- In 2016, 37 Interns trained on the programme. In line with the deliverables:
 - All the Thandulwazi Interns registered at UNISA for either a Bachelor of Education (4 year degree course) or a PGCE (completed over 1 or 2 years). Interns formed study groups with fellow interns; and completed the required assignments and biannual examinations.
 - During the course of the year, Interns attended a range of professional development and life-skills workshops to augment their in-school training and academic studies.
 - Each Intern was assigned to a St Stithians School and to an experienced mentor, who provided pastoral care, daily guidance, assistance, and feedback to the Interns as they learned their “craft” in the classroom.
 - Internal monitoring of progress was continuous, with mentors providing verbal feedback to Interns and completing classroom observation sheets; submitting termly reports on their Interns; and the School Coordinator providing a year-end evaluation on each of the Interns based in their schools. In addition the Thandulwazi Head and Intern Director visited classes and observed the Interns in action each term. UNISA provided the external monitoring of academic progress.
- The Thandulwazi Head and programme director worked closely with the Interns, their mentors and the designated School Intern Coordinators. They provided mentorship and professional guidance to the Interns; and assisted them with module choices and registration issues that arose at UNISA.
- All the Thandulwazi Interns obtained provisional registration with SACE (South African Council of Educators) and have valid police clearance certificates to ensure compliance with the legislation relating to the National Register for Sexual Offenders.
- The Thandulwazi Interns all completed 40 hours of community service, working with students from indigent communities, either at the Thandulwazi Saturday School or at partner schools in townships, such as Blue Eagle High School in Cosmo City and Kingsway Christian School, a feeder school for the Zandspruit community.

Statistics 2016

The Interns were evenly spread across the five schools at St Stithians in 2016. A breakdown of the Interns by race, gender and learning area/subject is summarised below:

Black		White		Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
9	22	0	4	0	1	0	1



Academic Progress, December 2016

A review of the UNISA exam results for the year reflected pleasing progress overall. The summary of the updated results (as at 15/02/2017) is outlined below:

	Semester 1 (July)	Semester 2 (December)	Total	Overall Percentage
Total Modules registered in 2016	126	199	325	--
Total Passed	107	171	278	85,5%
Total Modules passed with Distinction	37	83	120	36,9%
Total Supplementary exams to be written	8	18	26	8,0%
Total Failed	11	9	20	6,2%
Results still awaited from UNISA	0	1	1	0,3%

Four of the Thandulwazi Interns passed the second semester with distinctions in every module; and 27 Interns achieved distinctions in one or more modules in the year-end examinations.

The following Interns were recognised as the top academic achievers in January 2017:

- Senior/FET Phase: Mr Paseka Ramathoka with an overall average of 76%
- Intermediate & Senior Phase: Miss Siphokazi Stemele with an overall average of 80%
- Foundation Phase: Miss Nadine Lebartie with an overall average of 83%

Underperforming Interns have met with the Thandulwazi Intern Director, to determine the academic support required and to agree a strategy forward. Interns who failed a module are required to repeat the module at their own expense.

Continuous professional development (CPD)

Prof Labby Ramrathan, University of KZN (July 2016), makes the point that:

“The standard of teachers is one of the major concerns that has plagued the sector as the country strives for quality education. In the past two decades there have been several moves to improve this. Initially these were to upgrade and reskill the teachers ... more recently they have been aimed at the development of teachers throughout their careers. The teacher is now a pupil for life. The new approach is to see teaching as an ever-changing path of development.”

CPD has been a key feature of the Thandulwazi programme since inception and Interns are encouraged to see themselves as lifelong learners. Over the last year, Interns have attended a range of curriculum related workshops, seminars and life-skills courses, covering various topics. These included, for example:

- The *IEB Maths User-Group* Conference and the Examiner’s Geometry Paper 2 Workshop in February 2016; the *AMESA Problem Solving Teacher Conference* in March 2016; a two day conference on *Implementing Singapore Maths Strategies*; a *Physics Teachers Workshop and Conference*, held at St John’s College in July 2016; and *Thinking Schools* seminars;
- In-house computer skills courses (PowerPoint, Excel, iPads) and the effective use of Smartboards;
- Workshops on *Occupational Health & Safety* in schools;
- Life-skills: Swimming lessons for beginners in Term 3 of this year; workshops on *Financial Management* for all new interns; and *How to conduct yourself in an Interview* for the graduating interns.

Graduates of 2016

- At the end of 2016, a further 12 Interns graduated from the Thandulwazi Intern Programme. One 4th year Intern, who has not yet completed his Bachelor of Education, resigned from the programme on 30 November to take up a position teaching in a primary school in Swaziland in 2017.
- Effective January 2017, the following Thandulwazi graduates took up teaching positions at schools across South Africa. Thandulwazi wish them every success in the year ahead:
 - Ms Nokuthula Siwela (PGCE, Inter-Sen, Maths & Natural Science) - Motheong Primary School, Atteridgeville, Gauteng
 - Ms Nondumiso Dlamini (PGCE, Inter-Sen, English & EMS) - Durban Girls’ High School, KwaZulu Natal
 - Ms Michelle Strydom (BEd, ECD/Foundation Phase) - Rivonia Primary, Johannesburg, Gauteng
 - Ms Mahlogonolo Maredi (BEd, Inter-Sen, Natural Science) – Northcliff Primary, Johannesburg, Gauteng
 - Ms Lerato Mahlangu (BEd, Sen/FET, Maths & Physical Science) - Mitchell House, Polokwane, Limpopo
 - Ms Tshepiso Mapondo (BEd, Sen/FET, English & Life Science) - Delta Park School, Johannesburg, Gauteng

- Ms Evelyn Moabelo (PGCE, FET, Maths & Physical Science) – Hoërskool F H Odendaal, Pretoria, Gauteng
- Ms Nokubonga Mpinga (PGCE, Sen/FET, Natural Science & Life Sciences) - St Stithians Boys’ College, Johannesburg, Gauteng
- Ms Belinda Choe (PGCE, FET, Maths & EMS) - Rephasodile Secondary, Marble Hall, Limpopo
- Ms Khomotso Hlungwane (PGCE, Life Sciences) - Stanford Lake College, Magoebaskloof, Limpopo
- Mr Emmanuel Sibisi (BEd, FET/Maths) – Parktown Boys’ High School, Johannesburg, Gauteng
- One graduate, Janae Wait (ECD/Foundation Phase), intends studying further in 2017.

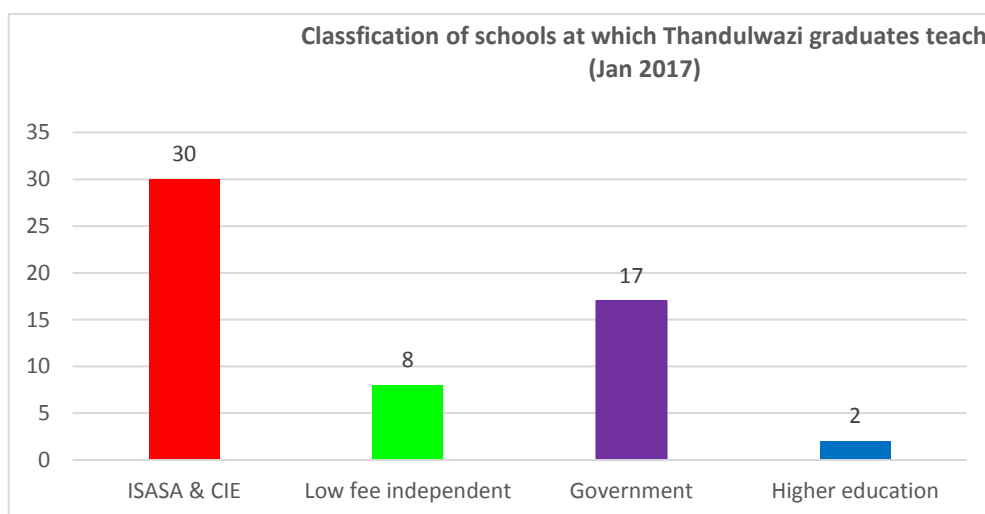
Challenges faced in 2016

Challenges faced this year include:

- The disruptions caused by the *Fees Must Fall* campaign; poor organization, communication and administration at UNISA; and the lack of guidance, relating to courses of study and degree requirements, given by the university to students.
- Sourcing affordable accommodation close to the College and rising transport costs remain a challenge for some of the Interns living in distant townships. Three male Interns have been accommodated on campus in 2016.
- Schools offering permanent teaching positions to Interns before they have completed their professional qualifications, remains a concern.

Impact of the Thandulwazi Intern Teacher Training Programme, 2005-2017

- Over the last 13 years, a total of 124 interns have trained on the Thandulwazi Intern-Teacher Training Programme (this figure includes the 36 intern who are currently training on the programme in 2017).
- In the period under review, 1 Intern was dismissed and 16 Interns left the programme for a variety of reasons.
- We were unable to trace two of our former graduates.
- Two graduates completed their teaching degrees and currently work in libraries.
- Three graduates are studying further in 2017.
- Seven graduates taught for a number of years, but are now stay-at-home mothers.
- Of the 71 Thandulwazi graduates, 57 (80,3%) are teaching at a range of schools/ institutions in 2017, as detailed below.



Recruitment for the 2017 Thandulwazi Programme

The recruitment process commenced in late April 2017. In total 3342 on-line applications were received; of which only 594 had the minimum requirements to be considered as candidates; and only 71 submitted all the required documentation. Thirty candidates were shortlisted for the first round of interviews with the Thandulwazi Head and Intern Director (June 2016); and the second round of interviews was completed by the end of July 2016. Places on the programme were offered to 13 new Interns.

The targeted number of Interns for 2017 was 40. Due to a late resignation in November 2016 and the withdrawal of 3 new Interns, who had signed contracts in November, from the programme in January 2017, this number is down to 36. The Thandulwazi Head and Intern Director are reviewing a number of late applications and it is hoped that good candidates will be found to fill these positions.

2017 Programme

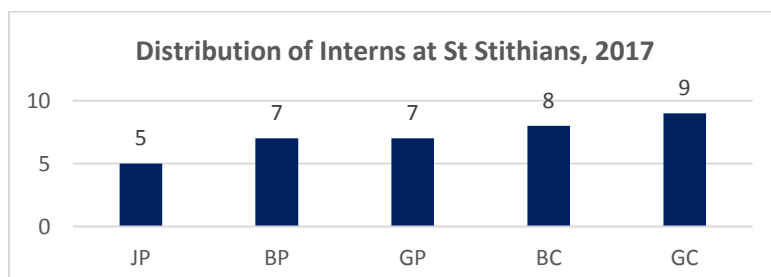
As at 31 January 2017, 36 Thandulwazi interns are training in the St Stithians schools. The breakdown of the Interns by race and gender is summarised below:

Black		White		Asian		Coloured	
Female	Male	Female	Male	Female	Male	Female	Male
16	14	4	0	1	0	1	0

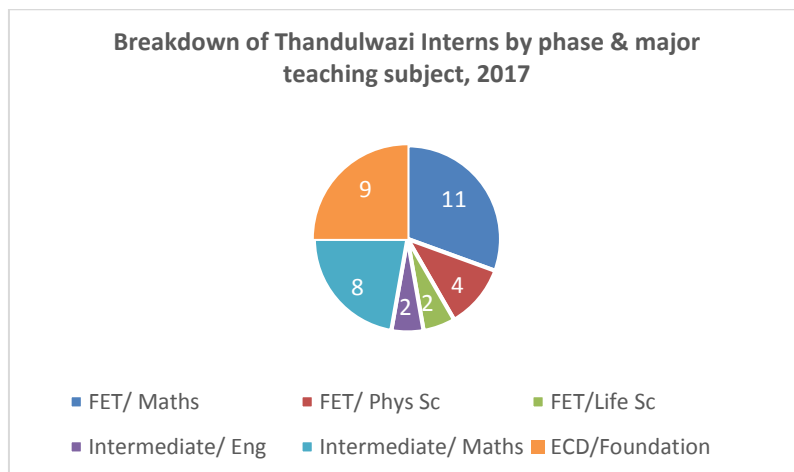


Thandulwazi Interns, 2017

The interns are based in all five schools of St Stithians College, depending on the educational phase and major subjects:



Breakdown by Phase and Teaching Major



Induction of the 2017 Interns

- The new Thandulwazi recruits attended an Induction Workshop with the Thandulwazi Head, programme director and Head of HR at St Stithians in November 2016. At this session, Interns were introduced to their mentors; taken on a tour of the school to which they had been assigned; the Intern policy was explained; and employment agreements signed.
- On 12 January 2017, Interns had the opportunity to meet and were addressed by three presenters:
 - Mrs Sian May, an English Teacher at St Stithians Girls' Prep facilitated a workshop on : *How to capture children's attention as a teacher*;
 - Mrs Lore Borello, Deputy Head at St Stithians Girls' College, addressed the topic of *Teacher Identity*;
 - Mr Richards Sibeko, currently an English teacher at Redhill and a Thandulwazi graduate (2012), shared his experiences since he left the Thandulwazi programme in December 2012.
- All 36 Interns attended the St Stithians College staff development programme on 16 and 17 January; and participated in an Intern team-building session at the Kamoka Bush School in Modimolle on 19 and 20 January 2017.



Thandulwazi Interns at the team-building session, Kamoka, January 2017

THANDULWAZI TEACHER DEVELOPMENT PROGRAMME – GAUTENG

Established in 2006, the focus of this in-service teacher training programme is on upskilling educators currently teaching in schools in Gauteng and Limpopo, across the educational phases; and on providing a leadership programme for school leaders. Thandulwazi follows an inclusive programme and educators opt-in to attend the workshops on a voluntary basis. By self-selecting to attend the programme on a Saturday morning, teachers make a personal commitment to become better educators and improve their teaching skills. There is no registration fee or charge for teachers attending the Saturday workshops.

Details of beneficiaries

Registration for the Thandulwazi Teacher Development Programme in Gauteng took place on 13 February 2016 and in total 1262 educators (teaching across the phases) registered for the teacher workshops and leadership programme. Demand for places on the programme, particularly in the Grade RR/ Foundation Phase remained high (72% of intake) and numbers in this phase had to be capped due to capacity constraints, with late registrations being placed on the Waiting List.

Black		White		Asian/ Indian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
48	1203	0	2	0	1	2	6

The breakdown of beneficiaries is listed below:

- 96% of the beneficiaries are female.
- 99,8% of the beneficiaries are black South Africans

A breakdown of the number of teachers registered per course are reflected below:

Groups	Count
Pre Grade R (4 - 5 years)	359
Grade R	475
Grade 1 English & Maths	30
Grade 2 English	19
Grade 3 English	20
IT Skills Group (4 groups across the phases)	139
Leadership A	50
Leadership B	48
Leadership C	41
Leadership D	39
Mathematics SP (Gr 7 – 9)	6
Mathematics & Natural Science IP (Gr 4 – 6)	14
English IP (Gr 4 – 6)	19
English SP (Gr 7 – 9)	3
Total	1262

Attendance

At registration, all the teachers are given a Thandulwazi Access Card with a bar code. Teachers are required to scan their cards at the Saturday sessions and in this way attendance is monitored. The attendance was logged on the database (PencilBox). The average overall attendance at the workshops this year was 69,4%.

Session 1	Registration & briefing	100%
Session 2	27 February 2016	74,2%
Session 3	12 March 2016	76,3%
Session 4	21 May 2016	58,2%
Session 5	11 June 2016	50,4%
Session 6	25 June 2016	64,6%
Session 7	23 July 2016	63%
Session 8	10 September 2016	74%
Session 9	17 September 2016	69%
Session 10	8 October 2016	64%
Session 11 – Evaluation, Closing ceremony & awards	15 October 2016	<i>+90% (final tally awaited, not included in the overall average)</i>

Attendance dropped on 11 June due to a logistical problem with the bus company that provides transport from Soweto; and in October the drop in attendance was mainly due to the government school holidays in the first week of the month.

Programme at the contact sessions

Annually, the Thandulwazi Teacher Development Programme offers a series of eleven workshop sessions in Gauteng on Saturday mornings. Workshops are facilitated by experienced teachers all of whom are specialists in their phases or subject disciplines, working daily with the curriculum and students. These facilitators are well placed to pass on methodologies and strategies that work effectively in a typical classroom.

Thandulwazi-registered teachers attend three workshops per Saturday session.

- The first is a facilitated discussion (30 mins) aimed at developing Communities of Practice (CoP) amongst teachers working in the same phase, to foster greater collaboration, sharing of resources and skills, and build informal support groups for educators. Presenters begin the morning session with a facilitated conversation around a topic or issue that has been raised by the group.
- In the second session, the 90-minute long workshop focuses on the curriculum: improved understanding of CAPS, content knowledge, learning strategies and pedagogical skills to effectively deliver the curriculum.
- The last workshop of the morning targets a range of topics: dealing with children who have learning difficulties; effective discipline strategies in the modern classroom; classroom management skills; improved computer literacy skills, integrating technology into lesson delivery, and managing resources effectively.

Time	Activity
08:00 - 08:40	Morning Tea & Attendance Register Mathletics early session (optional)/
08:40 - 09:10	“Communities of Practice”
09:15 - 10:45	First session
10:45 - 11:15	Mid-morning Tea
11:15 - 12:45	Second session
13:00	Buses Leave

In addition teachers and leaders are encouraged to register on the SACE (South African Council of Educators) personal development portal and to obtain CPD (continuous professional personal development) points annually.

“Teachers, unlike most professions, are burdened with excessive expectations from society at large, caught between high expectation and low professional esteem” (Punch and Tuetteman, 1996). Recognising this, one of the main objectives of the Thandulwazi Teacher Development Programme is to empower, build confidence and improve the morale of practising teachers. Thandulwazi achieves this through providing a practical, hands-on, professional development programme; facilitated *“by teachers for teachers”*; in a caring, non-judgmental and inclusive environment. Teachers are made to feel valued and respected as professionals; empowered through improved knowledge/skills; and encouraged to become the best professional educators they can be. Through the workshops, educators are exposed to best practice; new educational trends; how to effectively teach difficult topics or themes in the curriculum; and introduced to new ICT/technologies that can be implemented in their classrooms and teaching. The feedback from teachers would indicate that this was achieved in 2016.

Listed below are some of the teacher responses to the question *“How has the programme helped you in your professional development?”*

- *“The programme gave me lesson ideas, such as on how to teach learners about graphs and money.”*
- *“It has helped me to communicate with my children more and to make learning more fun by being more active in the learning activities.”*
- *“The programme has helped me with “how to teach” and ideas for lessons.”*
- *“Helped me with challenges I face in my school, like large class sizes and identifying children with Autism.”*
- *“I have learnt how to create a theme, how to improve my class management and be more creative as a teacher.”*
- *“It helped me to expand beyond text based learning and change to demonstrate concepts, assign projects and assess progress.”*
- *“The programme has helped me with identifying and understanding different leadership styles and how to deal with conflict in the workplace.”*

Workshops offered

All the workshops offered are informed by CAPS, as one of the key objectives of the Thandulwazi programme is to enable teachers to better understand the curriculum and to assist teachers to implement the curriculum effectively. Workshops focus on numeracy and literacy in the ECD/Foundation Phase, as well as Mathematics, Natural Science, English and ICT/Technology in the Intermediate and Senior Phase. The teachers participating in the workshops are given teaching materials, registration and log-in details for Mathletics, and files providing information on the CAPS curriculum and educational resources available.

Thandulwazi is driven by its vision of improving the quality of teaching and learning of Maths and Science. This vision aligns with the priorities of the Department of Basic Education (DBE) and the National Development Plan, which has an overall goal to improve the quality of education in order to foster economic growth and development. The following DBE priorities are addressed by the Thandulwazi through the teacher training workshops:

- Increase Numeracy competencies in Grade 3
- Increase Mathematics competencies in Grade 6
- Increase Mathematics competencies in Grade 9

- Improve average performance in Mathematics of Grade 6 learners
- Improve average performance in Mathematics of Grade 8 learners

Increasingly stakeholders involved in the education sector recognise that “*Matric starts in Grade R*” and there is far greater focus on the importance of Early Childhood Development (ECD). Significantly, the majority of the Thandulwazi teachers (both in Gauteng and Limpopo) work in the ECD/ Foundation Phase of education. Given that 6,3 million South African children are under the age of six, with 74% living in poverty (families living on less than R923 pm), this is a critical focus area for teacher training and professional development. To improve early-childhood development is not only a priority of the DBE but it is endorsed by United Nations as part of the Millennium Development Goals.

Transport

Currently, buses are provided for teachers from key points in: Soweto, Cosmo-City/ Diepsloot, Alexandra, Ivory Park and Tembisa. Following a survey of the teachers in May 2016; the rising costs of buses; and some abuses of this system, it was decided that no transport would be provided in 2017.

New venues for workshops

Thanks to our partnership with St Stithians College, venues across the three Prep Schools and the Boys’ College at St Stithians are used for the Teacher Development Programme. Due to a robbery at the Boys’ Preparatory Computer Labs, the Basic Computer Skills Course was moved to the Girls’ College classrooms, where the teachers makes use of the Classmates donated to Thandulwazi. The Classmates are not connected to the network or Internet, which means that the IT Technician has to manually load the files required for each workshop, but it gives the teachers the opportunity to practice basic skills on tablets.



Basic IT skills training using Classmates, July 2016

New features of the 2016 programme



- Thandulwazi partnered in 2016 with **Knowledge Partners** and secured access to an accredited E-skilling course, which was piloted with 48 selected Thandulwazi teachers over the year. The programme was developed by the Vaal University of Technology (VUT) and iNesi. Licences were donated to Thandulwazi in 2016. Teachers who qualified for this advanced E-Skills Pilot, received a certification from VUT for the 5 computer modules (Introduction to computers, Internet and Email, Word Processing, Presentations and Spreadsheets) completed and earned 35 SACE PD points.

- Thanks to funding received from the **Project Group** English Teacher Handbooks were purchased and distributed to all the language specialist teachers. **ESKOM** facilitated Natural Science workshops, relating to electricity and energy, and donated T-shirts to the participating teachers.



Thandulwazi Leadership Programme

It is a truism that effective school management plays a key role in the delivery of quality education in functional schools. Over the last 18 months, education in SA has been plagued by allegations of “posts for sale”, cronyism, corruption in the appointment of school principals, and the interim findings of the Volmink Commission in 2015 – all of which have heightened concerns around the appointment of school leaders, who play such a critical role in education. Research undertaken by the University of Stellenbosch in 2015 revealed that 33% of principals were 55 years or older in 2012; and that in the next decade an average of 1000 principals would retire each year. Thus highlighting the need for effective training programmes that would develop the competencies and skills needed by the next generation of school leaders. Both the Gauteng and Limpopo teacher development programmes facilitate leadership training for current school leaders.

28 school HODs attended a senior management training programme in Limpopo. 177 Gauteng school principals and aspiring school leaders participated in the Thandulwazi leadership programme in Gauteng in 2016.



Dr Richard Hayward's leadership programme for principals at Thandulwazi

In Gauteng, Thandulwazi offered 4 leadership streams in 2016. Each Saturday session commenced with a CoP session, focusing on topics or challenges identified by the leadership groups for further discussion include:

- SGBs: Board members who aren't committed and effective
- Disengaged parents
- Poor communication with parents and lack of parental support
- Staff: time on task; punctuality; lack of co-operation and dedication of staff to do their duties
- Lack of resources and funding in schools
- Insufficient space for all the school activities; classrooms that were too small for the large number of learners
- Students: discipline; poor performance of learners; lack of interest in academics; and an uncaring attitude amongst the learners

Thereafter school leaders attending two 90-minute leadership workshops focused on issues facing school leaders and implementing practical, effective policies and solutions. The presenters were: Dr Richard Hayward (retired principal); Mr Alistair Johnston (retired principal); Ms Zie Essop (an experienced educator and workshop facilitator); and Ms Sibongile Mabena (who is employed by the Department of Education, as a facilitator for adult training, and is a Provincial co-ordinator).

A three year plan has been undertaken to have all four Leadership courses endorsed by SACE by 2019. Once the SACE endorsements have been secured, the Thandulwazi programme director will focus on applying for SETA accreditation. In 2016 far the following courses were SACE endorsed:

- Group A (Richard Hayward): Potential of 15 SACE Profession Development (PD) points:
 - Workshops 1 to 8 (*Five pillars of a Quality school*) comprise the Introduction to Total Quality Education (TQE) activity. The course is SACE-endorsed and earns eligible participants 10 PD points.
 - Workshop 9 (*Growing Madiba's values in our classrooms and schools*) is also SACE-endorsed and earns eligible participants 5 PD points.
- Group C (Zie Essop) focuses on *Management of Teaching and Learning*. This course is endorsed by SACE for 5 CPD points.
- The leadership courses facilitated by Alistair Johnson (*Group B: The Nurturing School*) and Sibongile Mabena (*Group D: Basic principles of leadership, mentoring, managing expectations, conflict management, and mastering leadership skills*) were not SACE endorsed.

Tasks were assigned to the Leadership Groups based on the course work. A selection of tasks from each workshop was selected for assessment and marked by the facilitator. The submission and marking of a selection of tasks, serves as the teacher's portfolio of evidence to ensure that the PD points are achieved.

Some of the challenges identified this year by the leadership facilitators include

- Two of the leadership groups consisted largely of Heads of pre-schools. In consequence the course material had to be modified to ensure relevance.
- Regular attendance and punctuality.
- Submission of assignments by the due date.
- English language competence (in particular written English) is a problem experienced by many. This made marking very time-consuming, tedious and demanding.
- Systematic recording in files of practical application in schools of the programme suggestions was erratic.

The leadership facilitators highlighted the following positives:

- Groups demonstrated consistent interest and enthusiasm.
- Pre-school Heads appreciated being accepted as important professional educators.
- It was pleasing to witness the growing self-confidence and self-esteem in many school leaders.
- It was encouraging to see teachers buying into the concept of Communities of Practice, and of their own volition, sharing ideas and resources, contacts and experiences.

Dr Richard Hayward commented *"that there is an ever-improving level of commitment and diligence in submitting the work assigned to the school leaders. The overall quality is better than in previous years. Many assignments reflected a practical application to their own school situations of what has been discussed in workshops. A number of participants commented on how they've adapted their own school management practices to what they've learnt at workshops from both their colleagues and the presenters."*

Monitoring & Evaluation

The Thandulwazi Teacher Development Programme adopted a continuous monitoring and evaluation strategy. In accordance with this strategy every session is evaluated and monitored by the Head of the Academy and the programme director. The following aspects were assessed:

- Quality of workshops presented by the facilitators;
- Quality of workshop materials, notes and study guides;
- Relevance of materials to the CAPS curriculum

In addition the following monitoring tools have been implemented:

- *School Visits:* As part of monitoring and evaluation, school support visits are conducted biannually. The purpose of these visits is:
 - To evaluate the impact of the project at a school level,
 - To provide classroom support through co-teaching and coaching,
 - To identify the gaps in pedagogical practices and leadership which will then inform the design of the subsequent workshops.

In April the programme director visited two schools, Zerowa Christian Academy (Eldorado Park) and Denver Primary School in Malvern, east of Johannesburg. Further school visits took place in August 2016. The Head of Thandulwazi and the programme director visited the Randburg Clinic School for Autistic students; Smiley Kids Pre-school; Cosmo City Primary School; Zerowa Christian Academy and Sefikeng Primary School.

Initially, when the various schools were contacted, to request a school visit, the sentiment from teachers and principals was not positive. Schools misinterpreted the purpose of the visit as an evaluation of the school that would be reported on to the DoE. Once the purpose of the visit was explained, i.e. to gauge the impact of workshops and identify challenges that could be addressed in future workshops, the schools were excited to be involved and much more open to receiving the Thandulwazi programme coordinators. Discussions with the school principals and teachers during the school visits were informative and helped to build/ improve relationships and partnerships with these schools. Generally, discussions with principals revealed that they observed that the teachers who attended the Thandulwazi programme, had improved not only in terms of their teaching methodologies, but in particular in their style of classroom management and their understanding of the strategic goals of the DoE. Some principals also shared that the high demands of paper work and administrative tasks required by the department, meant less time for lesson planning and effective teaching and learning. Teachers and principals of schools visited, conveyed the following challenges:

- Lack of resources to enhance or improve the learning opportunities and achievements of children who come from the most disadvantaged homes and those with additional learning needs.
 - Absence of parental involvement and support: specifically, poor attendance at parent/teacher meetings, not assisting in promoting regular attendance among learners, and lack of empathy in understanding school challenges.
 - Schools expressed that it was difficult to realise the strategic goal of the DoE to improve the performance of students at Level 3 or higher in the National Assessment of Mathematics and English Reading by at least 5 percent.
- *Year-end evaluation of the programme by beneficiaries:* At the end of the academic programme, all the teachers were asked to review the programme as a whole, by completing a survey form. 531 teachers (42% of the 1262 registered teachers) completed and returned the evaluation forms on 15 October 2016. The evaluation revealed that:
 - 16% of teachers were “returning” beneficiaries and had registered at Thandulwazi prior to 2016. 84% registered for the first time in 2016.
 - 25% of the teachers travel for 120 minutes or more to attend the Saturday Sessions in Gauteng; and 37% travelled for 90 minutes.
 - The Thandulwazi teachers are drawn from across greater Gauteng. 39% of teachers live or travel from the Soweto area; 21% are from the Midrand region (inclusive of Ivory Park and Tembisa); 8% travel from the Vaal Triangle/Orange Farm region; and 2% of teachers are travelling from Pretoria.
 - The Thandulwazi beneficiaries are teaching across the educational phases, with the majority of teachers (83,62%) working with learners in the ECD/Foundation phase.

- Teacher ratings of the Thandulwazi workshops provided:
 - The majority of teachers, 95,6%, rated the quality of workshops as *excellent* and a further 2.8% as *good*.
 - The relevance of subject material was rated as *excellent* by 94,3% of teachers and a further 3.5% rated the material as *good*.
 - In addition, 92% of teachers rated the value of other workshops offered such as Integrating Culture/Music into one’s teaching as *excellent* and a further 5% as *good*.

In the evaluation, some of the highlights listed by teachers attending the 2016 Thandulwazi Teacher Development Programme included:

- *All teachers indicated that by attending the workshops, their school or ECD centre and learners benefited.*
- *Teachers were able to meet other teachers, share experiences and solutions to common challenges faced at their respective schools.*
- *Teachers enjoyed presenting their work, portfolio of evidence or professional development plans to their fellow teachers/classmates.*
- *Teachers advised that they “learned something new and exciting in every workshop”.*
- *Several teachers expressed that the highlight of attending the workshops was learning how to use and apply storytelling in order to improve the literacy levels of their learners.*
- *Teachers also expressed that they had gained confidence and were therefore better equipped to deal with the challenges faced both within their schools and classrooms.*
- *Teachers enjoyed learning how to implement different methods to engage their learners during lessons.*
- *Teachers requested more workshops on how to improve learners’ gross and fine motor skills, general health and well-being.*
- *Teachers enjoyed learning about how to make their own educational games that would make learning Mathematics interactive and “fun” for their learners.*
- *Teachers also expressed that they appreciated the workshops presented by Autism SA, as they are better equipped to identify such children earlier and advise their schools and parents about the perceived learning difficulties.*
- *Some teachers requested that Thandulwazi increase the number of workshops during the year.*

- **Mathletics**

Teachers are able to access this web-based Maths programme via log-ins provided or on Saturdays in the computer labs. The teachers had access to the Mathletics resources outside of the Thandulwazi environment throughout the year. This included access to videos, e-books, Maths Dictionary, Interactives etc. to use to “upskill” themselves as well as their learners within their formal school. Also available were the Annual National Assessment (ANA) papers. The year-end report reflected good progress.

Mathletics 2016	June Report	October Report
No of logins provided	450	450
Initial score average	84%	74%
Maximum score average	100%	92%
Questions answered	980	6535
Time on line	5 hours	161 hours

Closing Ceremony

The Thandulwazi Teacher Development Programme held its closing ceremony on Saturday, 15 October 2016. Over 1200 teachers, funders and partners, and exhibitors attended this joyous occasion. Mr Vincent Basson, a district facilitator at the Gauteng Department of Education, was the guest speaker and the theme of his address was “*Who dares to teach must never cease to learn*”. Basson spoke about teachers as lifelong learners and the important societal role played by teachers in South Africa. Based on feedback from the presenters, the top teacher in each group was awarded a prize at the Closing Ceremony. Two groups of Grade R teachers were selected to perform on the Marimbas and Djembe drums at this event.



Thandulwazi Closing Ceremony, 15 October 2016

Challenges in 2016

- Karen Walstra, the former programme director, had been involved in the Thandulwazi Teacher Development Programme since inception (2006) and so was a hard act to follow. Her successor, Ronelle Klinck settled in well as the new programme director; and with support from the Thandulwazi Head, she came to grips with her management and coordinating role.
- Due to a robbery at the Boys’ Preparatory Computer Labs in early 2016, the E-Skills Course had to be moved to the Girls’ College computer labs.
- The Basic IT Skills course, also hosted in the Girls’ College classrooms, made use of sets of *Classmates* donated to Thandulwazi in 2015. The *Classmates* were not connected to the network or Internet, which meant that the IT Technician has to manually load the files required for each workshop.
- Rising costs of bus hire and catering put the programme budget under strain.
- The demand for places at the Saturday sessions has steadily increased every year. While we are delighted that the reputation of the programme continues to grow and the workshops meet the needs of the educators, the increased numbers strain resources (both in terms of venues and budgets).

- Again the low base from which many teachers employed in pre-schools are coming, is a challenge for the workshop presenters.

Successes

- The bi-annual reports received from *Mathletics* indicated that overall teachers understanding of Maths and content knowledge had improved.
- A number of individuals have reported achieving promotional positions due to the skills they acquired at Thandulwazi and particularly from the leadership programme offered.

Strategic Partnerships

In 2016 Thandulwazi forged strategic partnerships with:

- Autism SA
- Eduaccess/ PencilBox database system for Thandulwazi
- iNesi and Knowledge Partners
- 3PLearning (Mathletics)
- RENASA Literacy Programme
- ESKOM - Teaching materials and workshops on energy and implementing energy audits in schools
- BRIDGE - Linking Innovators in Education

Planning for the 2017 programme

At the end of the year, an annual review took place with the Thandulwazi workshop presenters; and this, together with the feedback from the beneficiaries' evaluation (completed on 15 October 2016), informed the programme offered in 2017. Thandulwazi will be targeting a total number of 1300 teachers for the 11 Saturday sessions offered in Gauteng between February and October 2017; and 11 Saturday sessions targeting 400 Limpopo educators will be facilitated between January to September 2017.

Some of the initiatives planned for the 2017 Thandulwazi Teacher Development Programme in Gauteng include:

- Completing the SACE endorsement for all the courses offered by the Thandulwazi Teacher Development Programme.
- In addition, the Gauteng programme will pilot three new programmes:
 - An accredited **ECD Training Programme** for 60 selected educators: 30 ECD practitioners and 30 Grade R teachers. This is a one-year course. The selected Thandulwazi ECD practitioners will be required to complete 9 themes and the Grade R teachers 4 modules; all will attend 10 Thandulwazi workshops relating to the themes or modules covered; and receive classroom support from Thandulwazi facilitators throughout the year. At the end of the programme, these Thandulwazi teachers will receive a formal qualification accredited by UNISA.
 - **Accredited ICT Skills** for Teachers Programmes – to assist teachers with the ICT and E-learning programme being rolled out to Gauteng schools, an accredited **Basic ICT Skills Course for Teachers**, developed by Microsoft, will be offered to 240 educators (from across the phases) by both Microsoft and Thandulwazi workshop facilitators. This is a strategic partnership and Microsoft will donate the licences to Thandulwazi. Pre-training of the Thandulwazi facilitators took place in November 2016. The training will run over ten Saturday sessions in 2017, the ICT skills required to achieve ten SACE endorsed points.
 - **FET-Phase Teacher Workshops** – Maths and Physical Science – Currently the focus area is on educators teaching from Grade RR to Grade 9. In 2017, the Thandulwazi Teacher Development Programme will be extended to include FET-phase teachers from the high schools participating in the Thandulwazi

Saturday School programme in a professional development programme in targeted subjects (Maths, Physical Science and Life Sciences).

THANDULWAZI TEACHER DEVELOPMENT PROGRAMME – LIMPOPO

The Thandulwazi Maths & Science Academy, with the generous support of its partners in education, extended its footprint into the Limpopo region in 2013 and facilitated a three-year professional development pilot programme for teachers and school leaders. An independent evaluation of the Thandulwazi Limpopo Pilot (2013-15), which was co-funded by the Solon Foundation, concluded that:

“Based on the research, it was clear that the Limpopo Pilot Project was perceived to have positive outcomes for teacher development. This benefit was found in areas of knowledge, skills and attitudes ...” and in learner performance where, *“significantly positive changes were found in relation to Mathematics at the Foundation Phase (an increase of 12.1%) and First Additional Language (an increase of 4.2%).”* (UJ Centre for Development Report, August 2016)

In terms of leadership programme offered in Limpopo, the evaluation found that

“even those who were not part of the leadership programme felt that they had developed a better understanding of the managerial components of leadership. In addition, the knowledge they gained helped them to become better leaders in the classroom as well as at home ...the programme was perceived to have equipped participants with understanding of ... how leadership can enhance educator presence both in and outside of the classroom.”

(UJ Centre for Development Report, August 2016)

Thanks to dedicated funding from the Solon Foundation and PEP, two programmes were offered in Limpopo in 2016.

SMT Training Programme for HODs in Limpopo, 2016

The M&E undertaken by the Head of Thandulwazi, Dr Themba Mthethwa, in October 2015 included visits to a number of schools in the Sekhukhune District. Based on the feedback from the teachers and principals interviewed, Thandulwazi discerned that while most schools in the region had a principal, very few had Deputies. The onus for ensuring that the curriculum was implemented in schools fell onto the shoulders of the HODs (Heads of Department), many of whom were underqualified and/or ill equipped to manage this portfolio. The HODs interviewed reported that they had received no induction or training to prepare them for this leadership role.

Thandulwazi recognises that *“a school stands or falls on its leadership”* (John McBeath) and thanks to the generous support of the Solon Foundation, in 2016 the Thandulwazi Teacher Development Programme was able to offer a targeted SMT (senior management team) training programme for HODs of schools in the Sekhukhune District of Limpopo.

The programme targeted 60 school HODs. In total, 28 school leaders (100% HDSA, 4 females and 24 males) registered for the HOD Training Programme in 2016, which was conducted over 12 sessions at the host school, Marotobale Primary. Course work, policy documents and resources were loaded onto branded flash drives, which were generously funded by the Solon Foundation. Overall the workshops provided for the HODs were well attended and well received by the registered HODs and principals.

Despite the lower numbers, the Thandulwazi HOD programme ran well throughout the year; was supported

well by the community; and feedback was positive. From the M&E undertaken by the Thandulwazi Head in September 2016, it would appear that the HODs benefitted from the workshops and were able to implement their learnings effectively into their schools. The HODs have identified further topics for the training programme in 2017.

In an effort to further streamline this programme the following recommendations are made for 2017:

- More opportunity for networking will be offered;
- More hands on school visits will assist this specialised area in terms of application of knowledge;
- The certification of the program would encourage a higher rate of participation and interest in the program;
- The “*shame and guilt*” expressed by participating leaders needing to be taught their “craft” has to be addressed by having more leaders speak to other schools about their experiences on the programme.

The anticipated budget for Year I of the pilot HOD Training Programme was R150,501. The programme was funded in full by a most generous grant from the Solon Foundation.

Thandulwazi-PEP Teacher Development Programme in Limpopo

Following a successful three-year pilot and based on demand from educators and the findings of the M&E undertaken by Thandulwazi in October 2015, it was decided to continue the teacher development programme in Limpopo, offering a targeted intervention on Saturdays for ECD/Foundation Phase and primary school teachers (Grade 4-7). Thanks to dedicated funding granted by PEP for three years, the Thandulwazi PEP Teacher Development Programme in Limpopo was offered over 12 sessions in Limpopo.

Programme objectives and deliverables

Based on the feedback from the beneficiaries and the post-programme visits to schools and classrooms, Thandulwazi is of the view that the objectives of the programme were achieved in 2016; the programme was delivered within budget and the agreed timeframes:

- The **targeted number of teachers** was 400 (across the phases). A total of 424 teacher registered for the programme.

Black		White		Indian/Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
16	408	0	0	0	0	0	0

HDSA: 100%

Gender breakdown: Male: 03,8%

Female: 96,2%

- Increasingly South African researchers are recognizing the importance of Early Childhood Development (ECD) and the Foundation Phase of education. Significantly, the majority of the Thandulwazi/Limpopo teachers work in the ECD/ Foundation Phase of education. Given that 6,3 million South African children are under the age of 6 (12% of whom live in Limpopo and 650,160 (86%) in the rural areas), with 74% living in poverty (families living on less than R923 pm), this is a critical focus area for teacher training and professional development in the region.
- A review of the highest qualifications of the Thandulwazi teachers reflect that only 8% of the teachers have a formal/ post Matric qualification. Hence the need for professional development in the region.
 - 66% of the teachers have a Matric Certificate;
 - 15% have a high school a certificate between Grade 8 and 11;

- 1% of the teachers has an educational level below Grade 8;
 - 5% of the teacher have a Diploma in Education
 - 3% have a University Degree
- The programme offered **practising teachers in the Sekhukhune District of Limpopo the opportunity to attend a series of up-skilling workshops**, conducted over 12 sessions. This included a Registration/ briefing day; 10 sessions of workshops; and a Closing Ceremony. The workshops focused on improving methodology 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 indicated that the majority of participants found the quality and relevance of the teaching material excellent.
 - The **overall attendance** at workshops was 90,5%. As participants self-select or opt-in to attend, on a voluntary basis, this pleasing overall attendance rate demonstrates a real interest in the programme and a fair amount of commitment from the participants.
 - Recognising that 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, through providing an effective, hands-on, professional development programme, facilitated by teachers for teachers. The feedback from teachers would indicate that this was achieved:

“At Thandulwazi workshops we were trained to involve learners in the lesson and to make them participate actively. My learners now enjoy every lesson and I am confident that by the time they go to Grade R they will be sharp”

“I am very proud to be part of the Limpopo Project because I have learnt a lot and it has made me a better teacher because I am more confident than I was before”.

- To provide a **hands-on and practical leadership programme** for school leaders wishing to attend the programme. 28 school leaders attended a senior management team training programme, which focused on the role of HODs in schools. (This programme was funded by the Solon Foundation, a longstanding partner in the region.)
- **Continuous monitoring** and post-programme M&E were undertaken. The M&E report enclosed would indicate that the programme contributed towards enriching and improving the quality of education delivered by Thandulwazi educators in their respective schools.

Annual Closing Ceremony: Saturday 03 September 2016

To accommodate the 452 HODs and Thandulwazi teachers at the closing event, a large venue was required and so the final session took place in the Hall at Glen Cowie secondary School. Beneficiaries were addressed by a principal from Limpopo, Mr Zacharia Takala, who gave an inspirational address entitled *Built to Last*. The school choirs from Glen Cowie Secondary and Kgaladi Primary Schools (pictured below) provided the musical programme at the Closing Ceremony. All the HODs who had participated in the programme were awarded a certificate of attendance.





Kgaladi Primary School Choir performed at the Limpopo Teachers' Closing Ceremony

Thanks to our partners in Limpopo

We remain grateful to our partners in education, who make the Thandulwazi teacher and leadership programmes in Limpopo possible. Thandulwazi thanks:

- The Solon Foundation and PEP, our corporate partners in the Limpopo region;
- Eskom Holdings SOC for the facilitation of Natural Science workshops and resources provided given to the Limpopo teachers.
- Our Limpopo partners: Mr Lawrence Maaepa and Marotobale School; Messrs Fanwell Ntake and Kope Malatsi for all their support and guidance in rolling out the HOD training programme in this region; and Mrs Phaale who graciously made the Hall and choir at Glen Cowie Secondary School available for the Closing Ceremony;
- Father Shirima and the staff at the Glen Cowie Mission who graciously host the Thandulwazi workshop facilitators.



2017 Programmes in Limpopo

Registration for the Limpopo programmes took place on 28 January and the 04 February 2017. After reviewing the 2016 registration process, it was decided to adopt a more streamlined approach to registering the teachers and school leaders. A cloud based data collection system was implemented; and this allowed for a more effective registration process and the creation of more “balanced” classes/ groups. Photos as well as important documents will be stored on the Google Drive dedicated to Thandulwazi in Limpopo. This will make access to data easier for everyone.

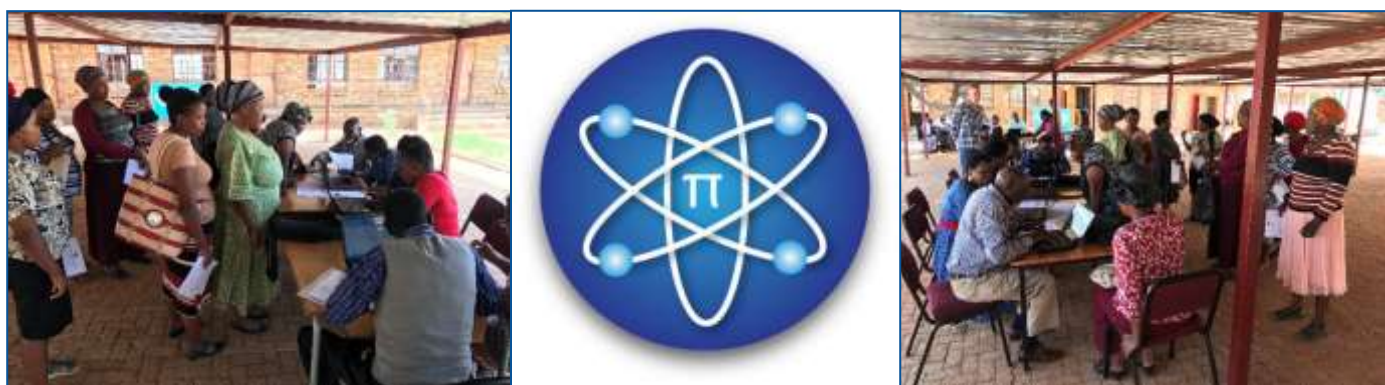
To date 212 teachers have registered for the Thandulwazi-PEP Teacher Development Programme in Limpopo and have been assigned to the following groups:

- Grade R – 210 seats (6 classes of 35 attendees each)
- Foundation Phase – 70 seats (two classes of 35 attendees each)
- Intermediate Phase - 70 seats (two classes of 35 attendees each)
- Senior Phase - 70 seats (two classes of 35 attendees each)

The allocation for school leaders registered for the HOD Programme is as follows:

- New attendees – 20 seats (1 class)
- Repeat attendees – 20 seats (1 class)

The first workshops are scheduled for 25 February 2017 and late registrations will be accepted. Thandulwazi thanks PEP for funding Year 2 of this programme and for providing branded lanyards and folders for the beneficiaries.



STAFFING FOR 2017

- Dr Themba Mthethwa, the full-time Head of the Thandulwazi Maths & Science Academy, manages the academy and works closely with the four part-time programme coordinators.
- In 2016, Mrs Lynn Sales was assigned to provide administrative back-up and assistance to the Head and programme directors.
- In 2017, the following programme directors will coordinate the Thandulwazi programmes:
 - Mrs Thobeka Mngambi – Thandulwazi Intern-Teacher Training Programme
 - Mrs Ronelle Klink - Thandulwazi Teacher Development Programme (Gauteng)
 - Mr Nicky Fernandes - Thandulwazi Teacher Development Programme (Limpopo)
 - Mr Mahlathi Khoza - Thandulwazi Saturday School Programme.
- Working with the Thandulwazi team and St Stithians Foundation Governors, Bev Johnson (Deputy Head of Advancement) drives the fundraising for the Thandulwazi Maths & Science Academy and manages donor relations, strategic partnerships and reporting.

GOVERNANCE

- Ms Khumo Morolo is the Chair of the Thandulwazi Trust. There are currently six Thandulwazi Trustees; and the Thandulwazi Trust met three times in the period under review:
 - 4 Female Trustees, 3 black and 1 Indian Mesdames Khumo Morolo, Munene Khoza, Thami Moatshe & Kelly Naidoo

- 2 black, male

Dr Themba Mthethwa & Mr Mahlathi Khoza

- PwC (Pricewaterhouse Cooper Inc) has been confirmed as the auditors for the Thandulwazi Trust going forward and will commence the 2016 audit on 03 March 2017. The firm has waived their professional accounting fee for 2016 and donated this to Thandulwazi as part of their CSI spend.
- Thandulwazi's governance standards remain high. Transparency and fiscal discipline remain hallmarks of the Thandulwazi Maths & Science Academy.

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 2016 was R9,048 m. This target was achieved. Any surplus of funds raised will be used towards the costs of the 2017 programmes.
- The fundraising target for 2017 is R 10,3m.

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 Trialogue 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 contact.

BEVERLEY JOHNSON

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

31 January 2017



Thandulwazi Maths & Science Academy

An educational programme established by the St Stithians Foundation

Thank you to our 2016 donors

The growth, impact and reach of the Thandulwazi programmes over the last 11 years would not have been possible without the generous support and benevolence of individual donors, corporate funders and grant-makers, both past and present. On behalf of the Thandulwazi beneficiaries, we thank one and all for their generosity and commitment to providing effective quality education for all in South Africa.

The Thandulwazi Trust is grateful for the funding received in 2016 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
- Babcock Africa Services (Pty) Ltd
- Babcock Nthuthuko Engineering (Pty) Ltd
- Bain & Company SA Inc
- Barloworld Trust
- Cash Bases (SA)(Pty) Ltd
- Charities Unlimited
- Dakota Design (Pty) Ltd
- Datacentrix
- Epoch & Optima Trusts
- Equity Value Consulting (Pty) Ltd (t/a Futuresense)
- ESKOM Holdings SOC Limited
- FEM
- Gareli (Pty) Ltd
- Growthpoint Properties Limited
- HNM Attorneys
- IDTek Solutions (Pty) Ltd
- I & M Smith (Pty) Ltd
- JCR Equipment
- K2Capital (Pty) Ltd
- Lightstone Group (Pty) Ltd
- Mackenzie Foundation
- Mary Nash Memorial Trust
- Mazi Asset Management (Pty) Ltd
- Mine & Quarry Supplies (Pty) Ltd
- Mota-Engil Construction SA (Pty) Ltd
- Nampak Products Limited
- Nedbank Group Limited
- NORM Investments (Johannesburg) (Pty) Ltd
- Old Stithian Association
- OMNIA Group (Pty) Ltd
- Oppenheimer Memorial Trust
- PEP
- PPC Group Services
- Project Group
- Protea Chemicals (a division of OMNIA)
- Route Gaming Solutions
- Sir Percy Hunting Foundation
- Solon Foundation
- Sparcmelt (Pty) Ltd
- Standard Bank of South Africa Limited
- TR Hindson Family Trust
- Ukhozi Pipe Line (Pty) Ltd
- Uni-Span Formwork & Scaffolding (Pty) Ltd
- Vintage with Love
- Virgin/ Galactic Unite

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:

- Mark Andrew
- Dani Anici
- Petro Asch
- Steve, Heather & Samantha Ball
- Dr Ian Beeton
- George & Judy Beeton
- Brimacombe Family
- Robin & Stuart Brown
- Carine & Bevan Bryer
- Raymond Burger & Family
- Rodney Callaghan
- Calver Family
- Justin Cooper & Family (Base One Interiors (Pty) Ltd)

- Lloyd Chater
- Noelle Crewe-Brown
- Gill & Katie Davies
- Danny de Barros
- Nick Dennis
- Christine Dieltjens
- G Dinesh
- Kate Doyle
- Anne du Toit
- Brenda Erasmus
- Frederick Ernst
- Barry Fergusson
- Forson Family
- Alicia Greenwood
- Laurinda Hartzenberg
- Karen Hawinkels & Family
- Samantha Hewlett
- Dylan Hobson
- Fabian Howard
- Sandy Hugo
- Ann Hunter & Family
- Jeremy & Campbell Ivins
- Kerry Jenkins
- Kay & Mel Karlsson & Family
- Timothy Keegan
- Alexandra Keogh
- Joe Keogh & Family
- Munene Khoza
- Sphamandla Khumalo
- Phumlane Khubeka
- Liandi & Ria Kirkham
- Patrick Knight
- Liz Kobilski
- Ntombi Langa-Royds
- Johanni La Vita
- Lelanie Laage
- Andrew Latimer
- Adrian & Devi Leahy
- Bradley Leather
- Prudence Lebina
- Lees Legal Compliance (Pty) Ltd - Chris Lee
- Thabo & Kopano Leeuw
- Ben & Colinda Linde
- John Lobban
- Mark Loubser
- Russell Loubser
- John MacKay
- JH Mackie
- Rob Masefield
- Mahlubi Mazwi
- Siyabonga Mbanjwa
- Robert McCarter
- Paul McKay
- Sarah McDonald
- Siphosihle Mdluli
- Mint Language Consultancy
- Penson Mlotshwa
- Cleo Molepo
- Val Moodley
- Matthew Morrison
- Angela Mortimer
- Mamedupi Moshidi
- Lerato Mtoba
- Brian Muguto
- Juan Munoz
- Sean Murphy & Family
- Des Nangle
- Grant & Debbie Nesor
- Joshua Nesor
- Zandile Ngwepe
- Carel Nolte
- Christa & Robert-Reece North
- Tim Nuttall
- Ayanda & Chidi Nwosu
- Zanele Nyoka
- Gavin Olivier
- Justin Pearse
- Mrs A J Phelan
- Julia Phipps
- Ria Pretorius
- Paul Rebelo
- Andrew Robinson
- Thembisile Salman
- Cecilia Sargenti
- Charles Savage
- Tim Schaerer
- Selwyn Schaffer
- Lee Scott
- Belinda Schraader
- Rolland Sibanda
- B Spook
- Alistair & Ruth Stewart
- St Stithians Girls' Prep (Gr 7 Class, 2016)
- St Stithians Girls' Prep PTA
- Gary Staunton
- Margaret Stoutt
- Danis Sumbu
- Des Thomas
- Clive & Alexia Thomson
- Larissa van Deventer
- Van Heerden Family
- Willem van Ryswyck
- Joanne & Monet Villet
- Pamela Wade Lehman
- Andrew Watt
- Mandy Webster
- Linda Wedderburn
- David Wylde
- Bruce Young

Some donors have asked to remain anonymous.

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:

- AGSA (Auditor General of SA)
- Dave Eadie & the Answer Series
- Autism SA (Teacher Workshops)
- Nicki Miller & Bottleblue Design & Advertising
- The Bureau Print
- Rachel Cauldwell & EduAccess (t/a PencilBox)
- Astrid Scheiber (Casio)
- Ferndale Textbooks
- Halls Investments
- Hill & Knowlton Strategies
- Johannesburg Article Clerk Association (JACASS)
- Konica/ Bay Drive Trading 77 (Pty) Ltd

- Lindsey Fokkens & Knowledge Partners (iNesi)
- John Miller & Oakhill Cellars
- PanMacMillan South Africa (Pty) Ltd
- PWC Inc
- Rob Masefield & 3P International Holdings (Pty) Ltd
- Roedean School Interact Committee
- Kimon Phitidis & Social Innovations
- Wade Eshelby
- Celeste Oates & Werksmans Attorney.



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)
- Mpho Moseki (Learner Scholarship Mentor)
- Zandile Ngwepe (Learner Scholarship Mentor)
- Thizwilondi Nkhumeleni (Maths tutor, Saturday School)
- Nthabiseng Sibiya (Admin volunteer, Saturday School)
- St Stithians Girls' College Gr 11 & 12 Peer Tutors

St Stithians College continues to be a major partner to 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 2016

"You will achieve more in this world through acts of mercy than you will through acts of retribution".

Nelson Mandela



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 improve 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; and the provision of quality extra tuition to FET phase learners on Saturdays.

Objectives

The overall aim of the Thandulwazi Maths and Science Academy is to actively improve 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 training and mentorship;
- Operating a teacher development programme to assist existing 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
- Providing 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 talent, by placing them in schools which have an excellent record of teaching Maths and Science.

Contact Details

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www.thandulwazi.com

Trustees

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

Key personnel in 2016

- Head of the Thandulwazi Maths & Science Academy – Themba Mthethwa
- Administrative Assistant to the Thandulwazi Head – Lynn Sales
- Thandulwazi Teacher Development Programme Director (Gauteng) –Ronelle Klinck
- Thandulwazi Teacher Development Programme Director (Limpopo) –Nicky Fernandes
- Thandulwazi Saturday School Programme Director – Mahlathi Khoza
- Thandulwazi Intern-Teacher Programme Director – Thobeka Mngambi
- Deputy Head of Advancement (Thandulwazi Fundraising, Reporting & Donor Relations) – 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 2016.