



Thandulwazi Trust
MATHS AND SCIENCE ACADEMY

Thandulwazi Maths & Science Academy
Interim Report for the period 01 January to 31 July 2017

Dear Donors, Partners & Friends of Thandulwazi

This year some 2583 HDSA teachers and students, from under-resourced schools across Gauteng and beyond, are beneficiaries of the educational programmes facilitated by the Thandulwazi Maths & Science Academy. It is our pleasure to share with you the Thandulwazi Interim Report for 2017.

Staffing

With effect 31 July 2017, Dr Themba Mthethwa resigned as Head of the Thandulwazi Maths & Science Academy. We thank Themba for his contribution to the Academy over the last two years.

We are pleased to announce that Karen Walstra, has been appointed as the Acting Head of Thandulwazi until the end of the year. Karen is well placed to take on this role, having been a member of the founding team of Thandulwazi, and having been the programme director of the Thandulwazi Teacher Development Programme for a decade. Karen is a former Director of Academics at St Stithians Boys' Prep and subsequently she has worked in sub-Saharan Africa in Google Education, and consulted widely in advancing the integration of technology in education. Karen will oversee the Academy and manage the current programme directors.

The recruitment process for the next Head of the Thandulwazi Maths & Science Academy is underway and applications for the post close on 21 August 2017.

The Deputy Head of Advancement, Bev Johnson, continues to drive fundraising and manages donor relations for all the Thandulwazi programmes.

Education in South Africa

Internationally, it is recognised that a quality education can often be the difference between a life of poverty and deprivation, and a better future for a country's citizens. UNICEF estimates that in 2017, across the world, some 263 million children of school-going age (30 million of whom live in sub-Saharan Africa) are not in places of learning; and that, in a number of instances, many of the children who are in school are not actually learning.

Compared to other developing countries, many of which allocate far less of their national budgets to education, it would seem that there is a disjuncture in South Africa, between the country's annual spend on education and learner outcomes. Education remains the largest allocation (17,5%) on this year's National Budget. Spending on education is expected to exceed R240 billion in 2017. In addition, 48% of the total CSI expenditure in South Africa, estimated to be worth R8.6 billion in 2016, was allocated to educational programmes. It is therefore deeply concerning that despite sufficient funding being allocated to education

we are still facing a crisis in education. In his Budget Speech (2017), the then Minister of Finance (Pravin Gordhan) noted that *“Despite our progress in education, over half of all children in Grade 5 cannot yet read adequately in any language. More than half of all school-leavers each year enter the labour market without a senior certificate pass. 75 per cent of these will still be unemployed five years later.”*¹

“a quarter of a century since the end of apartheid, persistent educational inequality - inadequately trained teachers, poor infrastructure, lack of educational materials, poor support and management, unmotivated learners and low educational outcomes – has resulted in what some education specialists label a vicious schooling cycle” (CDE Report, Teacher Professional Standards for SA, July 2017)

While there have been some positive improvements in education since 1994, such as greater access to basic education (for example 87,2% of five year olds are attending Gr R; and an increased numbers of Black matriculants - 1994: 201,284 students passed Gr 12; in 2015 this figure had risen to 369,903), the quality of basic education and poor learner outcomes remain concerning. Some 80% of South Africa’s 30,000 plus public schools are deemed to be dysfunctional. For many students, schooling is characterised by:

- A lack of infrastructure: schools without libraries, science and computer labs and, in some cases, inadequate or non-functional ablutions. It is widely recognised that the environment in which teaching and learning takes place is an important factor in ensuring quality education.
 - Lack of discipline; overcrowded classrooms; long and, in some cases, dangerous journeys to reach schools or inadequate transport, all of which do not encourage a positive learning environment.
 - Teacher absenteeism, a lack of management skills and poor school leadership continue to impact learner performance at schools. (It was reported in *The Star* on 22 July 2017 that of the 84,000 teachers employed in the province, *“more than 30,000 teachers have been absent from school since the beginning of the school year”* with 110 AWOL from January to May 2017.)²
- Lack of access to Ed-tech (technology in education). Research shows that mobile phone penetration in SA is now 87% and more than half the population is connected to the Internet. However, the high cost of data, lack of connectivity and intermittent electricity supply in rural areas, have created a digital divide at the school level. Some of the best performing schools are using Ed-tech and social networks, such as WhatsApp, very effectively as educational tools and this is impacting positively on the teaching and learning.

A report released by the Department of Basic Education, based on Stats SA General Household Survey, 2015, revealed that 450,000 students aged 16-18 did not attend school, with 9% citing that they found *“education useless or not interesting”* as the reason for non-attendance. There is growing concern too about the high rate of teenage boys dropping out of high school, without completing Matric, as they see no hope of getting jobs. This has prompted Deputy President Ramaphosa to call for a *“Take a boy child to work”* initiative.

In a recently published research report, entitled *Teacher Professional Standards for SA*, the Centre for Development & Enterprise (CDE) concludes that the education system is failing the majority of South Africa’s students:

*“the symptoms of the (education) crisis are severe inequality in provision and outcomes, high dropout rates, very low learner outcomes and ill-equipped teachers. As a result **the education***

system is failing the majority of the country's learners. *Despite efforts to target government spending towards poor children, the 'more resilient legacy from the past has been the low quality of education within the historically disadvantaged parts of the school system' that serve the majority of black and coloured children in the country."*³

Prospects for the youth in our country remain grim. Writing in *SA the Good News*, Stuart Pennington noted that:

- *"The Department of Basic Education's country progress report shows that although 86% of 16- to 18-year-olds are in school, only 5% complete grade 12 by age 18, the expected age of completion.*
- *Additional research shows that students completing grade 10 face only a 52% chance of employment.*
- *Further Education and Training (FET) colleges - schools that should provide vocational and practical-skills training - enrol about 200,000 students a year, but this is far from sufficient to compensate for current dropout rates, the report states.*
- *The youth unemployment rate rose by 1.6 percentage points to 38.6%, with 58% of unemployed people aged between 15 and 34 in June 2017."*⁴

Youth unemployment in South Africa is at crisis levels too. The CDE research report, entitled *No country for young people*, found that there are 20 million young South Africans between the age of 15-34; 7,5 million of whom are unemployed – i.e. so called NEETs (not employed, not in education and not in training).

*"Youth unemployment is the country's most pressing socio-economic crisis. This devastating reality for millions and millions of young people is the results of the malign legacies of apartheid and the failure of a democratic society to adopt policies that respond to the extent and severity of the crisis."*⁵

The WEF Global Competitiveness Report (2016) cites an inadequately educated workforce as the third most problematic factor for doing business in SA.

It is a truism that teachers are central to a quality education system and the main catalysts for successful learning outcomes. However, in SA the teaching corps has been characterised as having three key deficiencies: *"teachers are ill prepared for teaching, they are not accountable and they do not receive enough support to equip them as competent educators"*⁶. Increasingly, education specialists are recognising the importance of "job-embedded" professional training and continuous professional development for educators.

*"Research shows that an inspiring and informed teacher is the most important school-related factor influencing learner performance. Given the poor performance of schools, it is critical that we pay close attention to how we train and support new and experienced educators. Continuing professional teacher development (CPTD) assures a high level of expertise and ensures teachers keep up-to-date with new research on how children learn, emerging technologies for the classroom and new resources."*⁷

In line with international trends, the SA teaching profession reflects a marked gender imbalance, with 70% of teachers being female; and this gender gap is growing annually. Added to this, more than 74% of South Africa's 425,023 teachers are over the age of 40. Given this age profile, it is predicted that the country will face a major shortage of teachers by 2025, which will be particularly critical in certain subjects (Maths, Maths Literacy, Physical Science, English and African Languages) and phases (notably the Foundation Phase).

Going forward, South Africa needs to train about three times more new teachers each year, with special attention being paid to training teachers in phases and subjects facing acute shortages; and greater focus given to the quality of the training provided, both in subject matter and pedagogical aspects. So for example, both the CDE Research undertaken by Dr Nick Taylor and Dr Nic Spaull (senior researcher and education specialist at Research on Socio-Economic Policy (RESEP), University of Stellenbosch) have stressed the importance of teaching new and current educators how to teach reading systematically. The recent pre-Progress in International Reading Literacy Study (PIRLS) survey puts the number of Grade Four children in South Africa, who cannot read for meaning in any language at 58%. Spaull notes that *“there are a number of basics that we need to get in place. We need to ensure that all teachers know how to teach reading systematically and that they have the time to do so – studies have shown that teachers are only using about half of the year’s instructional time.”*⁸

The CDE sums up the state of education in South Africa as follows:

*“Since 1994, access to basic education has improved greatly in SA and the country is close to achieving universal basic education. However, the high enrolment rate hides the fact that around 15% of learners do not complete Grade 9, and only half achieve the National Senior Certificate after 12 years of schooling. Moreover the likelihood of a child from a poor socio economic background reaching Matric by age 19 or 20 is 17%, compared to 88% for a child from a more privileged background.”*⁹

Professor Linda Chisholm adds that *“educational development (in South Africa) and the emerging system has favoured an expanding racially mixed middle class”* and *“the achievements of the post-apartheid government in education are largely obliterated by persistently vast socio economic inequalities.”*¹⁰

The National Development Plan (NDP) identifies education as key to addressing the “toxic cocktail” of poverty, inequality and unemployment. If the goals of the NDP are to be achieved by 2030, education has to become **the** critical priority on our national agenda, so that the quality of schooling offered to our youth is improved comprehensively and in a sustainable way.

Thanks to our partners in education

There is still much work to be done, if we are to achieve Thandulwazi’s vision of a South Africa where every child has access to quality basic education; attending well-resourced schools; with effective teaching and learning happening across the educational phases and particularly in gateway subjects, viz. Mathematics, the Sciences and languages.

Collectively, working with our many partners in education, the Thandulwazi Maths & Science Academy strives to make a positive contribution to South African education. We thank you, one and all, for your generous support which allows Thandulwazi to provide quality education programmes for the beneficiary teachers and students. In the words of Helen Keller *“Alone we can do so little; together we can do so much”*.

With gratitude and kind regards.

Themba Mthethwa

THEMBA MTHETHWA

HEAD
THANDULWAZI MATHS & SCIENCE ACADEMY

Bev Johnson

BEVERLEY JOHNSON

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

31 July 2017

Annexure A: Direct Beneficiaries

The summary below details the total number of direct beneficiaries of the Thandulwazi programmes for the period 2011-2017

INDIVIDUAL THANDULWAZI PROGRAMMES			2011	2012	2013	2014	2015	2016	2017	TOTAL
1	Thandulwazi Saturday School	No. of direct beneficiaries (HDSA FET phase students registered for the programme in February)	1133	1100	1122	1022	1013	1045	1153	7588
2	Thandulwazi Teacher Development Programmes <i>Gauteng</i> numbers <i>Limpopo</i> numbers	No. of direct beneficiaries (HDSA educators)	688 Nil	971 Nil	1081 448	1076 299	1341 417	1262 452	960 426	9421
3	Thandulwazi Intern Teacher Training Programme	No. of direct beneficiaries (*period of study between 2-5 years)	25	21	27	28	34	37	40	212
4	Thandulwazi Learner Sponsorship (Bursary) Programme	No. of direct beneficiaries (*period of study 3 years)	1	1	0	1	2	3	4	12
TOTAL NUMBER OF DIRECT BENEFICIARIES			1847	2093	2678	2426	2807	2799	2583	17233

Thandulwazi Maths & Science Academy

An educational programme established by the St Stithians Foundation

Thandulwazi - a love of learning ...

REPORT FOR THE PERIOD 01 JANUARY TO 31 JULY 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. Over the last seven years, thanks to the generous support of our partners, some 7588 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 from 2011-2016. During this period, the Saturday School has added value to the education of 1621 Grade 12 students, who wrote their NSC (National Senior Certificate) examinations; with the Thandulwazi matriculants achieving an overall pass rate of 97,2% and 56,3% of the Grade 12 students achieving a Bachelor's pass, with Maths and at least one Science subject.

2017 Saturday School Programme

Registration

Demand for places on the programme remains high. From November 2016, the Thandulwazi Office was inundated with enquiries from parents and students, seeking information about the 2017 Saturday School programme. Hence we anticipated a busy Registration Day. It was decided to register students over two consecutive weekends. Registration took place on Saturday 14 and 21 January 2017. Initially, 926 students signed up for the 2017 programme; and registration was capped at 1150. The names of students that could not be accommodated were placed on a waiting list. As places become available, these students will be contacted via SMS and registered during the course of the year.



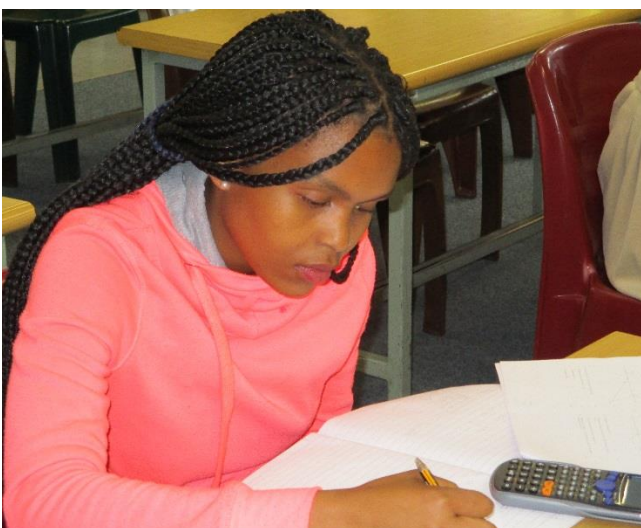
Prize Giving for Top Achievers (Matric Class of 2016)

The Matric Class of 2016, comprising 230 learners, achieved an overall pass rate of 98,7% in the year-end NSC examinations and some individual Thandulwazi students achieved outstanding results. As in previous years, the Academy honoured the Top Achievers at a special event hosted in their honour on Saturday, 11 February 2017. Twelve graduates were congratulated on their achievements by the Head of Thandulwazi and Mr Mawetu Soga (Standard Bank) addressed the Thandulwazi students, invited guests, and principals of partner schools at this event. The Top Achievers were awarded Certificates of Excellence and each student received a gift voucher and Standard Bank gift bag.



Saturday Sessions in 2017

30 Saturday School sessions are scheduled for 2017, 19 of which have been facilitated to date.



- Saturday classes are hosted by St Stithians Boys' College for students in the FET (Further Education & Training)-phase; and this year, for the first time, tuition for Grade 9 learners is being hosted at St Stithians Girls' College.
- A very successful Maths Focus Day was held on Saturday, 04 March (Grade 10 and 12 students); the annual Thandulwazi Careers Day took place on 11 March (Gr 10, 11 & 12 students); and residential, curriculum enrichment camps for Grade 12 Physical Science and Grade 12 Mathematics students were facilitated over the weekends of 01 July and 15 July 2017 respectively.

Beneficiaries (as at 31/07/2017)

During the period under review, 1153 students, from 144 high schools across greater Gauteng, have registered for the Thandulwazi Saturday School. The breakdown of beneficiaries by grade, race and gender is summarised below:

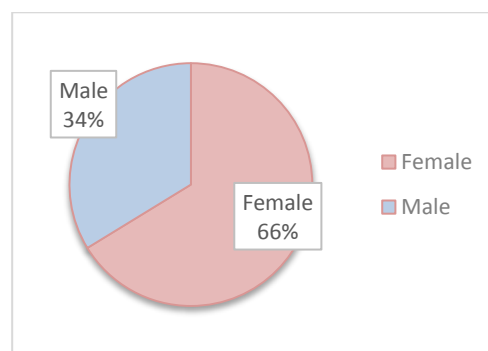
Registration per grade

Grade	Male	Female	Total
9	141	250	391
10	85	175	260
11	69	177	246
12	94	162	256
Total	389	764	1153

Racial breakdown

Black		White		Indian		Coloured	
Female	Male	Female	Male	Female	Male	Female	Male
740	371	0	0	3	2	21	16
1111 (96,4%)		0		5 (0,4%)		37 (3,2%)	

Gender ratio: Female: 764 (66,3%)
Male: 389 (33,7%)



Summary of the Saturday School Staffing

- Dr Themba Mthethwa, the Head of the Thandulwazi Maths & Science Academy, manages all the programmes facilitated by the Academy, including the Thandulwazi Saturday School.
- Reporting directly to the Thandulwazi Head, Mr MZ Khoza is the part-time programme director responsible for organising the logistics for the Saturday sessions, staffing, overseeing the academic programme delivered, and monitoring and evaluation of the programme.
- A full complement of experienced subject specialist teachers (36), assisted by 28 academic tutors and volunteers, has been engaged for the academic year.
- A part-time Database Administrator is responsible for monitoring attendance and maintaining the database.
- Volunteers include members of JACASS (Johannesburg Article Clerk Association); St Stithians' alumni and parents; and Peer Tutors (Gr 11 & Gr 12 students from St Stithians Girls' College).
- Ten FET-Phase Intern-Teachers from the Thandulwazi Intern-Teacher Training Programme are completing 40 hours of community service tutoring in their major subjects at the Saturday School this year.



Thandulwazi Maths Interns and graduates tutoring at the Saturday School, 2017

Subjects offered in 2016

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

Each subject has an appointed Head of Subject (HoD), who prepares a scheme of work for the year, as well as the weekly topics/curriculum sections to be taught, and guides the teachers in the work to be covered. Thanks to funding received from **Vintage with Love** in late 2016, this year all the Thandulwazi students were provided with copies of the *Answer Series 2-in-1 Workbooks* for Mathematics. In addition Life Sciences and Physical Science workbooks were provided to students. An additional Thandulwazi Life Science (LS) booklet was also printed and distributed to the LS students.

Two hours of Mathematics, Physical Science, Life Science and Accounting are timetabled for each Saturday (one formal lesson and a one hour Tutorial or *Mathletics* session). Academic Tutors and volunteers assist students during the tutorial sessions, which are guided by the subject-workbooks provided. One hour of English is provided at the weekly sessions.

Mathletics

Thanks to dedicated funding from **Protea Chemicals**, each Thandulwazi student is provided with an individual log-in for *Mathletics* (an internet-based CAPs-aligned Maths programme), which can be accessed at the Saturday School or externally if the internet is available. This year, Thandulwazi students have also been given access to WiFi at the Saturday School so that they can download the *Mathletics* App onto their phones.

Weekly attendance

Thandulwazi has experienced logistical and technical difficulties with tracking attendance this year and on some Saturdays hard copies of registers/ headcounts had to be taken. Hence. In the period under review there may have been inaccuracies with recording attendance. Average attendance over the 14 teaching sessions (11 February to 29 July) is recorded at 59%. The Acting Head of Thandulwazi has this as a priority on her agenda.

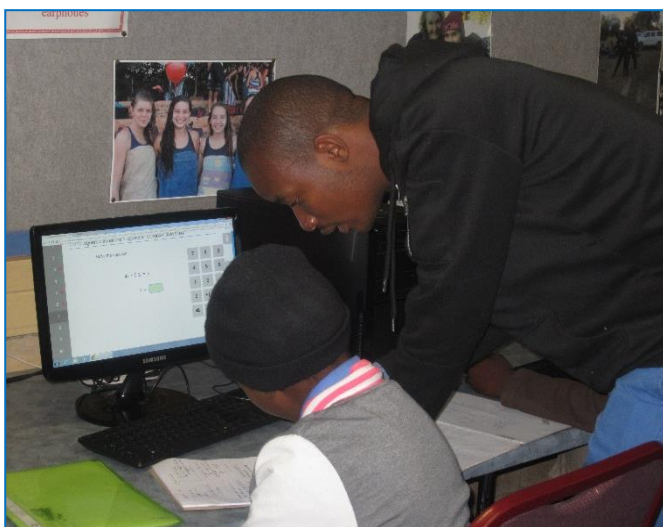
Discipline

Six Grade 9 students were deregistered in March 2017 for breaching the Thandulwazi Code of Conduct and various disciplinary offences. Students on the waiting list were offered places on the programme.

New to the Saturday School in 2017

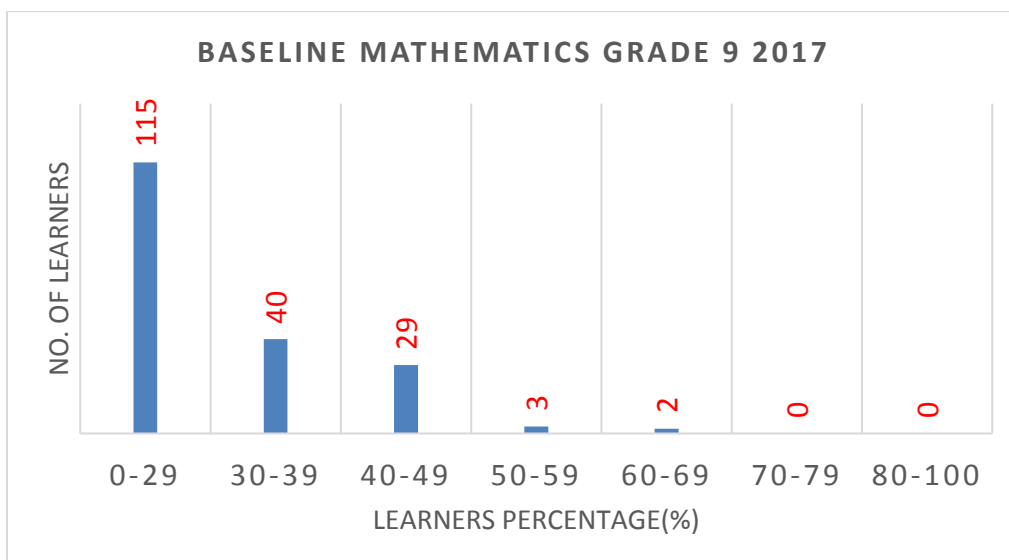
Pilot Grade 9 Development Programme

- Based on educational research and Thandulwazi's experience, there is evidence of a huge gap between the expected and acquired Maths and Science knowledge amongst learners entering the FET Phase.
- A new feature of the Thandulwazi Saturday School in 2017 is the inclusion of Grade 9 learners from nine partner schools in Diepsloot, Cosmo City, Ivory Park and Ebony Park. The Grade 9 development programme focuses on building a solid foundation in Maths and Natural Science for Grade 9 learners before they commence the FET Phase.



Grade 9 classes in action, June 2017

- The Grade 9 Maths Baseline assessment written in February 2017, reflected that the majority of the Thandulwazi students (97%) are achieving below 50% in this subject. Only five students (3%), of the 189 tested, passed the Maths assessment with 50% or higher. None of the students tested achieved Level 6 (above 70%) or Level 7 (80% or higher) on the Baseline.



- Curriculum enrichment and extra tuition are offered in Maths, Natural Science and English. Maths and Science study guides have been provided to all Grade 9 learners. In addition, basic computer skills and *Mathletics* sessions are offered on Saturdays to the Grade 9s.
- In Term 3, two Careers Days will be conducted to assist students with making subject choices relevant to the careers in which they are interested; expose Grade 9 learner to a range of vocations and post-Matric study opportunities; and websites/ Apps that could assist with making career choices, selecting institutions of higher learning and sourcing bursaries or learnerships.
- It is hoped that by extending the Saturday School to include Grade 9 students, Thandulwazi will contribute towards growing the number of students selecting to study core Maths in Grade 10, rather than opting for Maths Literacy. Within the Thandulwazi context, introducing Grade 9 will ensure that a sound foundation of both Mathematics and Natural Science content knowledge is built.

FIMO



Thandulwazi Saturday School Director, Mr Zeph Khoza, with two of the Thandulwazi students who are through to the 2nd Round of FIMO

Thanks to a new strategic partnership with **Strate**, the Thandulwazi FET phase students were offered the opportunity to participate in FIMO (the Finance Investment Management Olympiad) in 2017. Funded by Strate, the Olympiad was developed by the University of Johannesburg (UJ). 151 Thandulwazi students volunteered to participate in FIMO in 2017. The UJ Team registered the students for the Olympiad (registration fees were waived for Thandulwazi students); distributed FIMO study guides; and provided 3 x 1 hour lectures (commencing 14:00 on Saturdays 06, 13 and 20 May) to assist and prepare the Thandulwazi students for the Olympiad, which was written at Thandulwazi on 27 May. UJ also provided career guides to interested students.

22 Thandulwazi students (1 in Grade 10, 11 in Grade 11 and 10 in Grade 12) wrote the 1st round of the Olympiad; and seven students made it through to the second and final round of FIMO. Results are awaited.

Additional opportunities offered to Thandulwazi Saturday School Students

On Saturday 04 March, a **Maths Focus Day** was held for Grade 10 and 12 students. This cooperative learning day was a great success and addressed key topics in the Maths curriculum: the Grade 10s focussed on analytical geometry; the Grade 12s on Euclidian geometry. The Maths teachers were assisted by academic tutors and peer tutors in the venues to ensure that collaborative/small group learning took place and



one-on-one tuition was offered to students requiring additional assistance.

- The annual **Thandulwazi Careers Day** was held on Saturday 11 March 2017. 451 Grade 10, 11 and 12 students attended; 11 institutions exhibited (Wits University, University of Pretoria, Standard Bank, Boston College, The Twenty31 Movement, Ernst & Young, KPMG, the Maharishi Institute, the Growth Institute, Growthpoint Properties, Belgium Campus, SAADP); and a range of speakers (covering the IT sector, careers in engineering, scientific research, economics, actuarial science and teaching) addressed the Thandulwazi students.



- **Donation of Calculators and Calculator Training** - Thanks to a donation of scientific calculators from **JACASS** all the new Grade 10 students were provided with a CASIO scientific calculator on 13 May 2017. Ms Astrid Scheiber ran CASIO calculator training workshops for all three FET Phase grades on that day.
- In celebration of Youth Month, on 10 June 2017 youth-focused **Life-skills workshops** were presented to the Grade 10, 11 and 12 students in the St Stithians Chapel. The workshops were coordinated by a St Stithians parent, Ms Nthabiseng Sibiyi, who is also a volunteer at the Thandulwazi Saturday School. The theme of the workshops was *"We are the future – No to the abuse of Women and Children – Future leaders, future parents"*.
 - Mesdames Noluthando Moyana and Boitumelo Mokolopeng from Lawyers against Abuse addressed the Grade 10 students regarding a campaign to stop the abuse of women and children;
 - Dr Terrence Sibiyi addressed the Grade 11 learners on *"Create the future you want"*;
 - Mr Mandla Madi addressed the Grade 12 learners on *'Gender violence as a violation of human rights'*.

Students were treated to refreshments supplied by Ms Sibiyi and each learner received a goody bag with a stress ball and bookmark.

- Two **curriculum enrichment camps** for Grade 12 students took place in July 2017:
 - 70 Matrics attended the Thandulwazi Physical Science Camp from 30 June to 02 July 2017. The camp was hosted by St Stithians Boys' College; and the students accommodated overnight in the two boarding houses. The focus of the camp was on key curriculum themes (e.g. Momentum and Impulse; vertical projectile motion; Work, Energy and Power; Newton's Laws; Organic Chemistry); lab work and scientific experiments linked to the curriculum (such as Acids and bases Titration, Rates and reaction, Electro-chemistry), and working through past papers in preparation for the preliminary examinations.



Thandulwazi Science Camp for Grade 12s

- All the Grade 12 students were invited to attend the Maths camp. A total of 83 students signed up for the Thandulwazi Mathematics Camp, facilitated from 14-16 July 2017 at the Heronbridge Retreat. Students were accommodated on site. The programme focussed on preparation for the preliminary examinations and working through past papers.
- The **English Comprehension & Language Competition** is underway. The winners of the competition will be announced in **October**.
- The annual **Mathletics Challenge** aims at encouraging greater use of *Mathletics*. The challenge is underway again this year (May to October 2017) and the winners will be announced on 21 October 2017.

Engagement with the Gauteng Provincial Department of Education (GPDE)

In the period under review, the Thandulwazi Head has engaged with GDE officials in Districts 9 and 10, to present the Thandulwazi Maths and Science Academy programmes. Dr Mthethwa reported that the response from these districts was very positive and he hoped that this engagement would assist the Academy to market its programmes in the districts and also make it easier to access Matric results at the end of the year.

Historically, Grade 12 student attendance at the Saturday School has dropped in the last term. A reason cited for this has been that many principals make it compulsory for Matrics to attend the SSIP Programme facilitated by the Gauteng Department of Education. The Deputy Head of Advancement met with Mr Don Haripersad, GPDE Director of FET Curriculum Coordination, on 10 July 2017. Following this meeting Mr Haripersad and the Chief District Director have issued a memorandum to the District Directors and the Project Manager of SciBono/SSIP, advising that School Principals should exempt the registered Thandulwazi students from attending the SSIP programme if they wished to attend the Thandulwazi Saturday School.

Key Challenges

Some of the key challenges include:

- **Technical problems** impacted on the scanners at the gates, which monitor attendance. This meant that attendance was not accurately recorded in the period under review.
- **Transport:** transport costs remain a challenge and continue to impact on students' attendance.

- **Mixed ability classes** challenge the Thandulwazi teachers. This year the Thandulwazi students are drawn from over 140 high schools, of varying educational quality, across Gauteng. The Thandulwazi teachers use a range of methodologies to ensure that all students benefit from the extra tuition provided.
- **Punctuality** remains a school-wide problem in South Africa. Thandulwazi continues to stress the importance of punctuality with students and measures have been put in place to deal with late-comers.
- **Discipline:** Discipline and security remain tight on Saturdays. All students are expected to abide by the Code of Conduct signed at Registration.
- **Regular attendance** remains a challenge. It is hoped that the letter of endorsement provided the GPDE will assist with this.
- **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.

Strategic Partners

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



Assessment, Monitoring & Evaluation

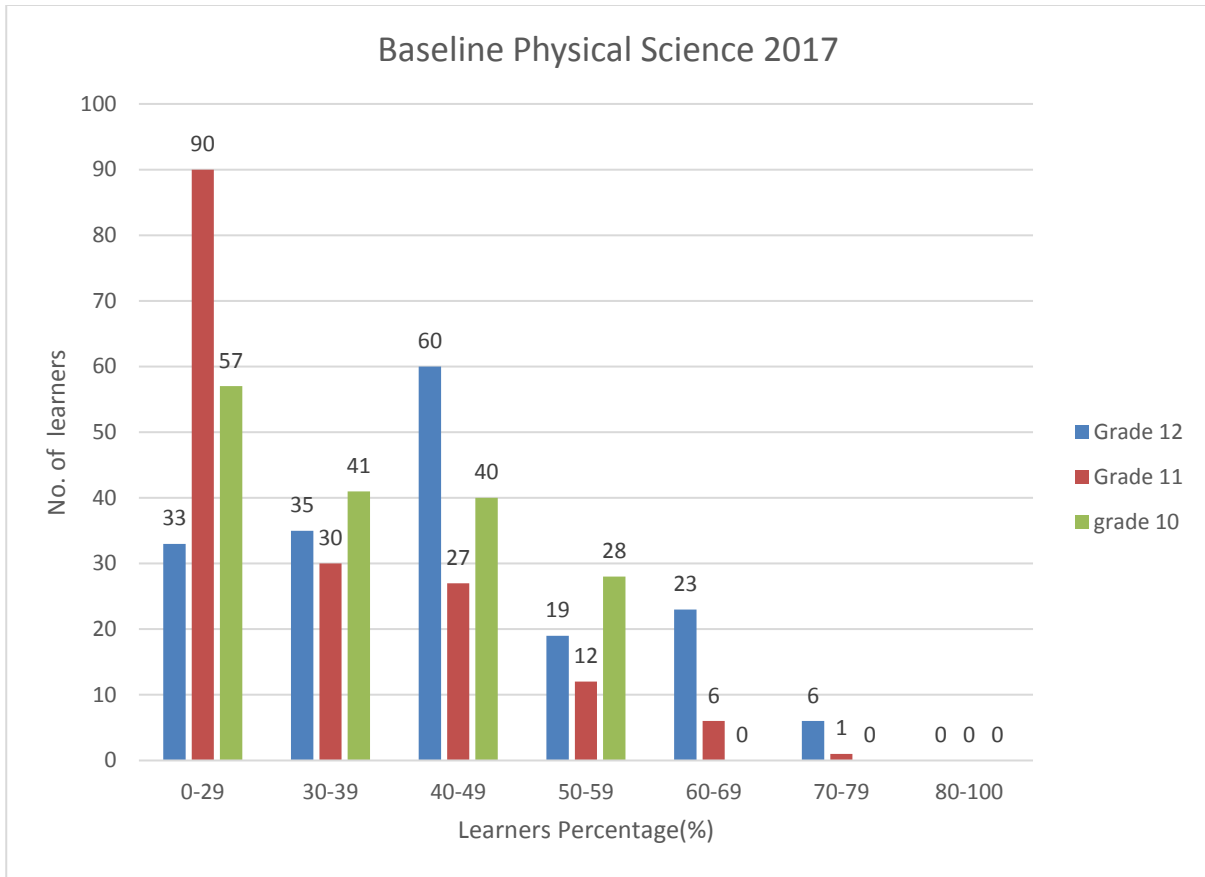
Monitoring and evaluation remain a work in progress. Learners' improvement in Maths is monitored mainly through the *Mathletics* programme and in class. The Thandulwazi Saturday School is evaluated through an independent biennial evaluation of the programme and an annual survey of the students.

Baseline Testing

Baseline testing took place on 28 January 2017. Baselines are conducted to gauge students' prior knowledge in the gateway subjects offered. Given the fact that Thandulwazi follows an inclusive model and the Saturday School draws learners of mixed ability from 144 high schools or more, the students join Thandulwazi with different levels of content knowledge and skills in subjects. The results from the Baseline are particularly useful in determining knowledge gaps across the critical themes in the subjects offered, thus informing the focus and design of the Thandulwazi intervention. Once again, the 2017 Baseline assessments have confirmed that the Thandulwazi students come with a wide range of scientific, Mathematical and language proficiencies. No baseline was written for Accounting this year.

Summarised below are some of the results of the 2017 Baseline Tests.

Figure 1



As reflected in the table above, the vast majority of FET-phase students, achieved below 50% in the Science Baseline. Only 7 students achieved at Level 6 (70% and above); and no students achieved Level 7.

Figure 2

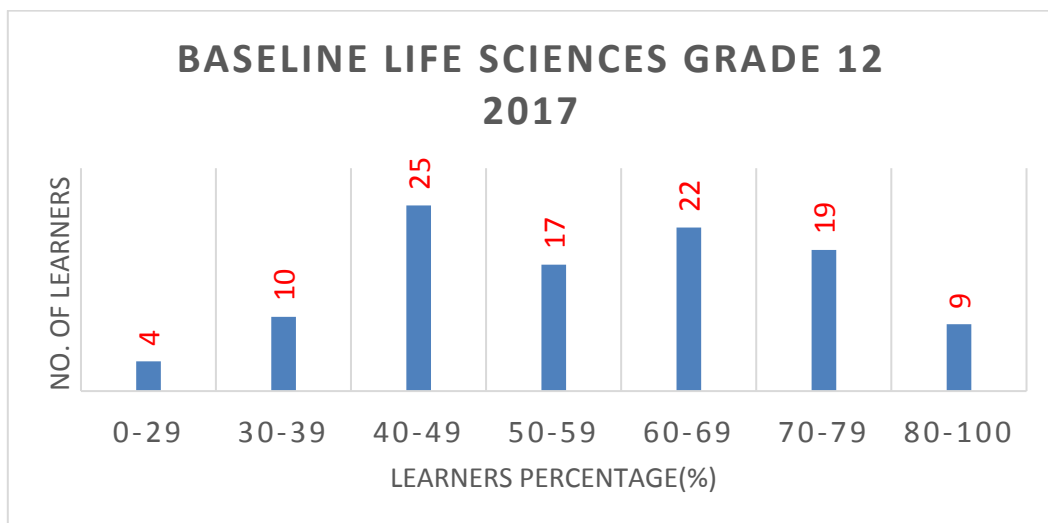


Figure 3

Similarly, the Maths Baselines (see Figure 3 below) written across the Grades reflect that the majority of the Thandulwazi students are not achieving above 50% for Maths.

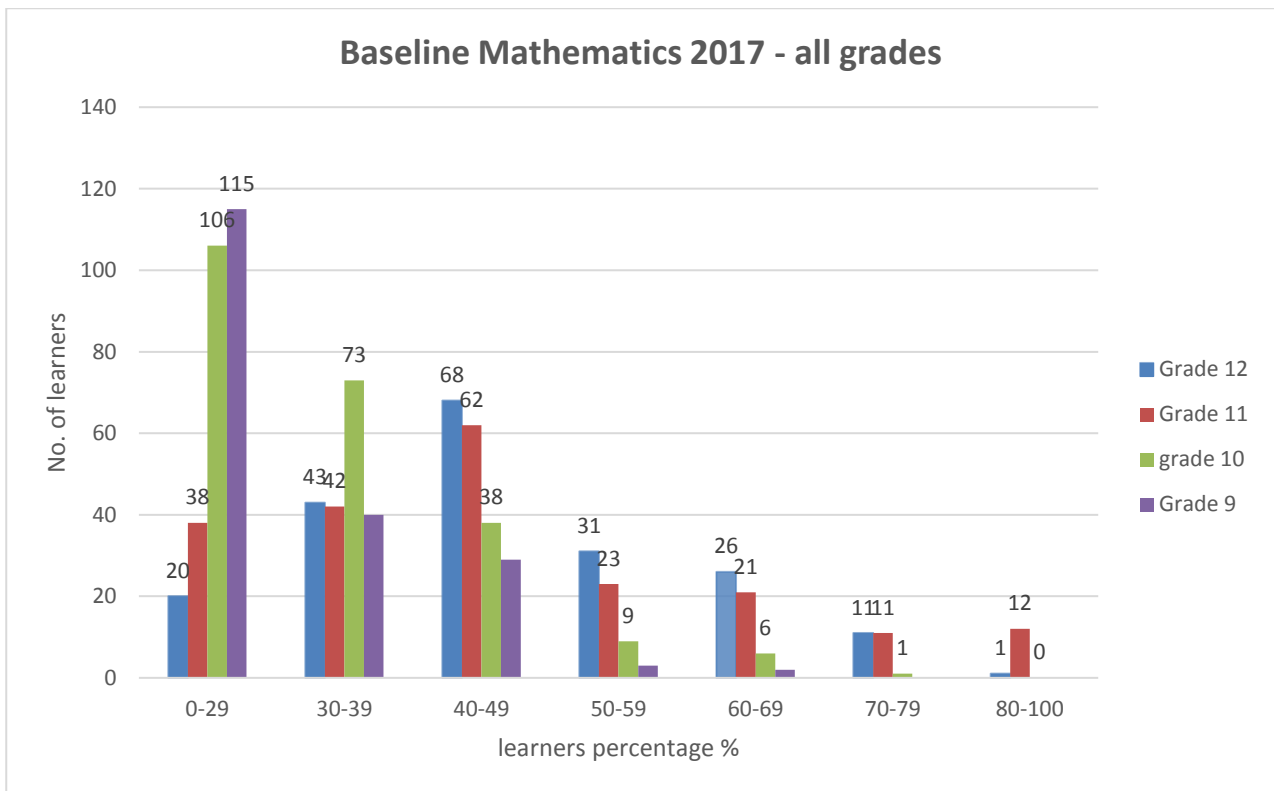
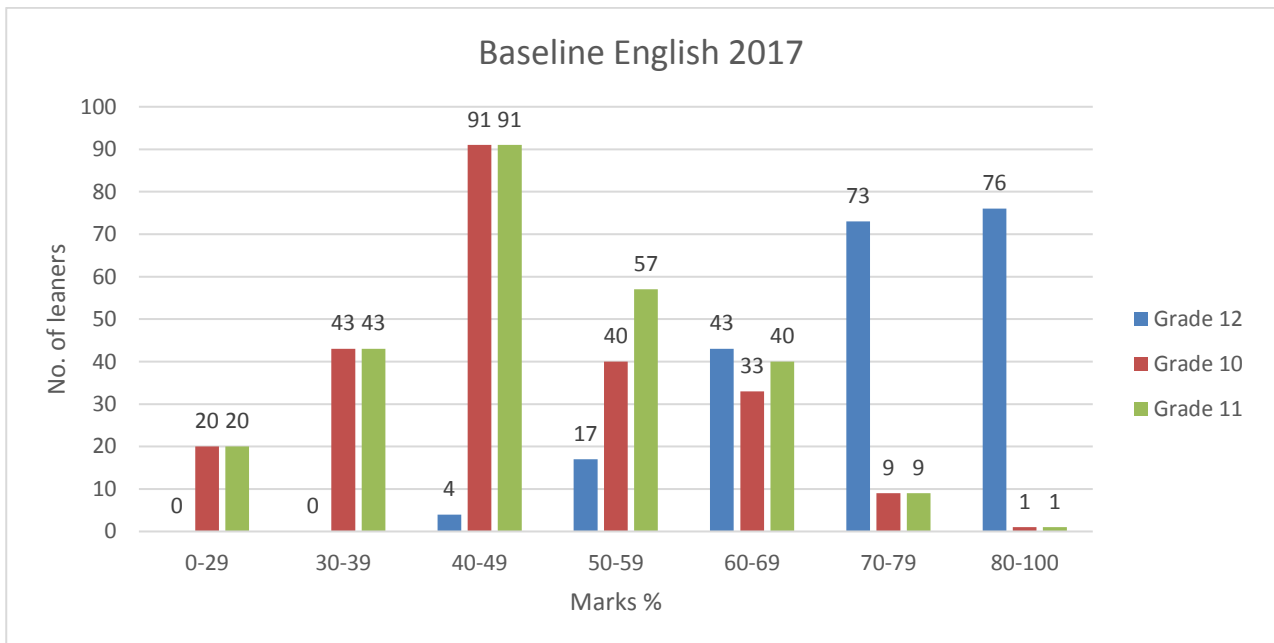


Figure 4



The English Baseline assessment (Figure 4) was particularly encouraging at the Grade 12 level, where 98% of the students tested achieved 50% or higher on the assessment. The majority of Grade 10 and 11 students passed the assessment with 40% or higher.

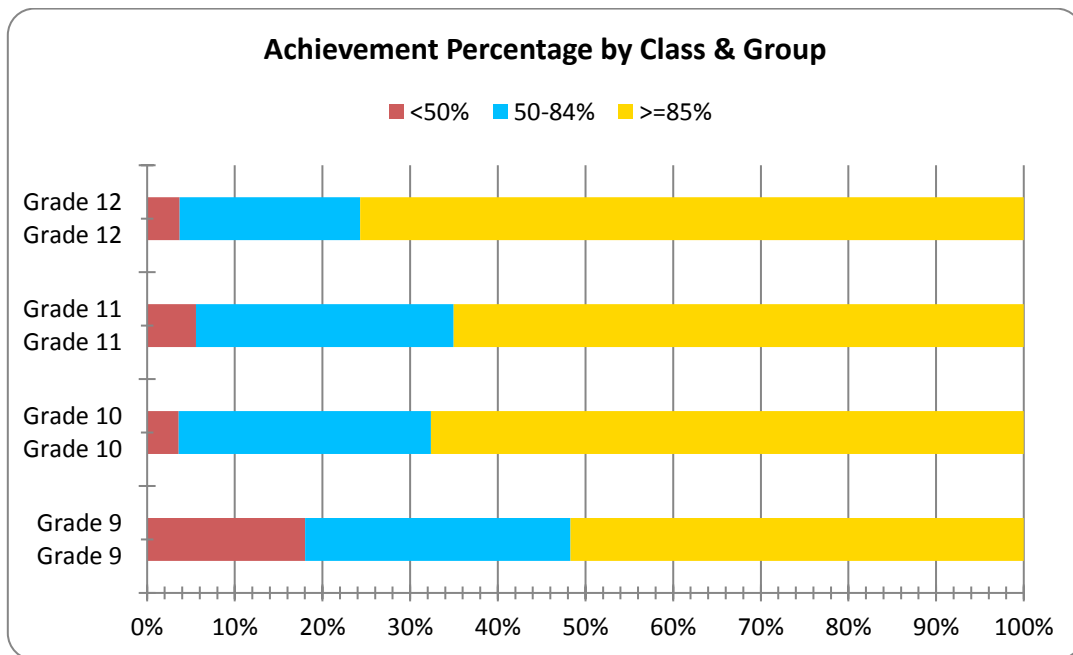
Mathletics Mid-Year Report

- Individual log-ins for the Mathletics programme have been issued to all the registered students. Students have been encouraged to download the *Mathletics App* and to use this resource off site.

- Dedicated *Mathletics* Tutors, Messrs Devin Kane, Emmanuel Sibisi and Motsamai Nonyane, oversee the *Mathletics* sessions and align tasks to the topics taught in the Saturday Maths classes.
- The mid-year report received from *Mathletics* (SA) reflected an overall school improvement of 37% for Thandulwazi learners as at 30 June 2017. The results of the report are summarized below:
 - *Number of learners issued log-ins* 1151
 - *Time Online* 989 hours

Grade	Participation			Certificates			Usage	
	Curriculum Points	Live Points	Total Points	Bronze	Silver	Gold	Sign Ins	Approx. Time Online
9	135,300	40	135,340	5	0	0	642	328h 59m
10	262,840	3,830	266,670	38	0	0	554	322h 59m
11	97,450	529	97,979	15	0	0	396	193h 41m
12	74,330	493	74,823	10	2	1	262	143h 39m
School	569,920	4,892	574,812	68	2	1	1,854	989h 18m

Of Activities completed, percentage by Class



Average results by Grade

Grade	First Score average	Recent Score Average	Class improvement
9	54.8	77.9	42.0
10	67.7	89.3	32.0
11	62.9	88.9	41.3
12	67.9	90.4	33.0

The *Mathletics* report notes that:

“All results and reporting will depend on the number of learners that have signed on and completed activity work on Mathletics. An extra 989 hours of Maths has been completed so far for 2017 using Mathletics. This work will be completed voluntarily by the learner or will be worked assigned to the learner by the Tutors.

The Tutors are required to discuss with the Thandulwazi Maths teachers the work that is being taught in class and then set the tasks on Mathletics to practice and consolidate the learnings. This liaison between Tutors and Teachers is improving all the time which in turn benefits the students. When a Tutor sets a piece of work, the learner is forced to complete these activities before they can use other parts of Mathletics such Live Mathletics, that is why we have seen an increase in activity work against the fun part.

We continue to encourage the Thandulwazi learners to access Mathletics outside the Thandulwazi Saturday School and to complete all activities and all work found in the e-books available on Mathletics.”

Annual on-line survey of students

The annual on-line survey is scheduled for October 2017.

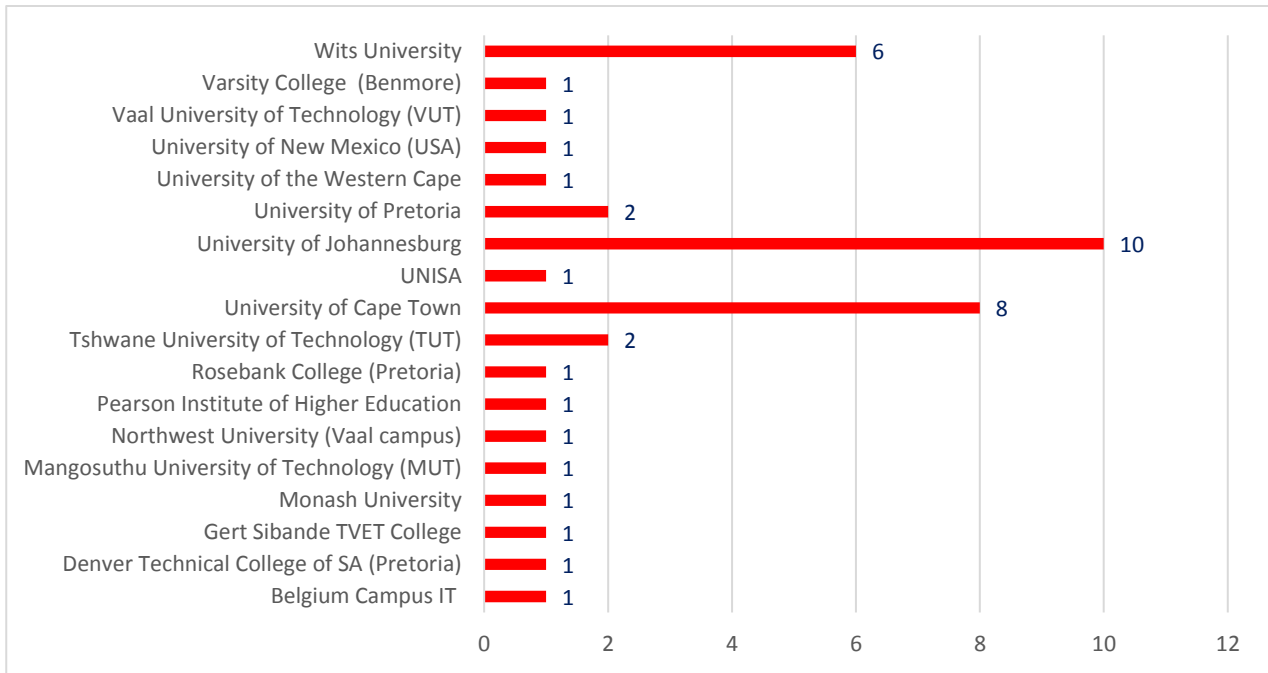
External Evaluation

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

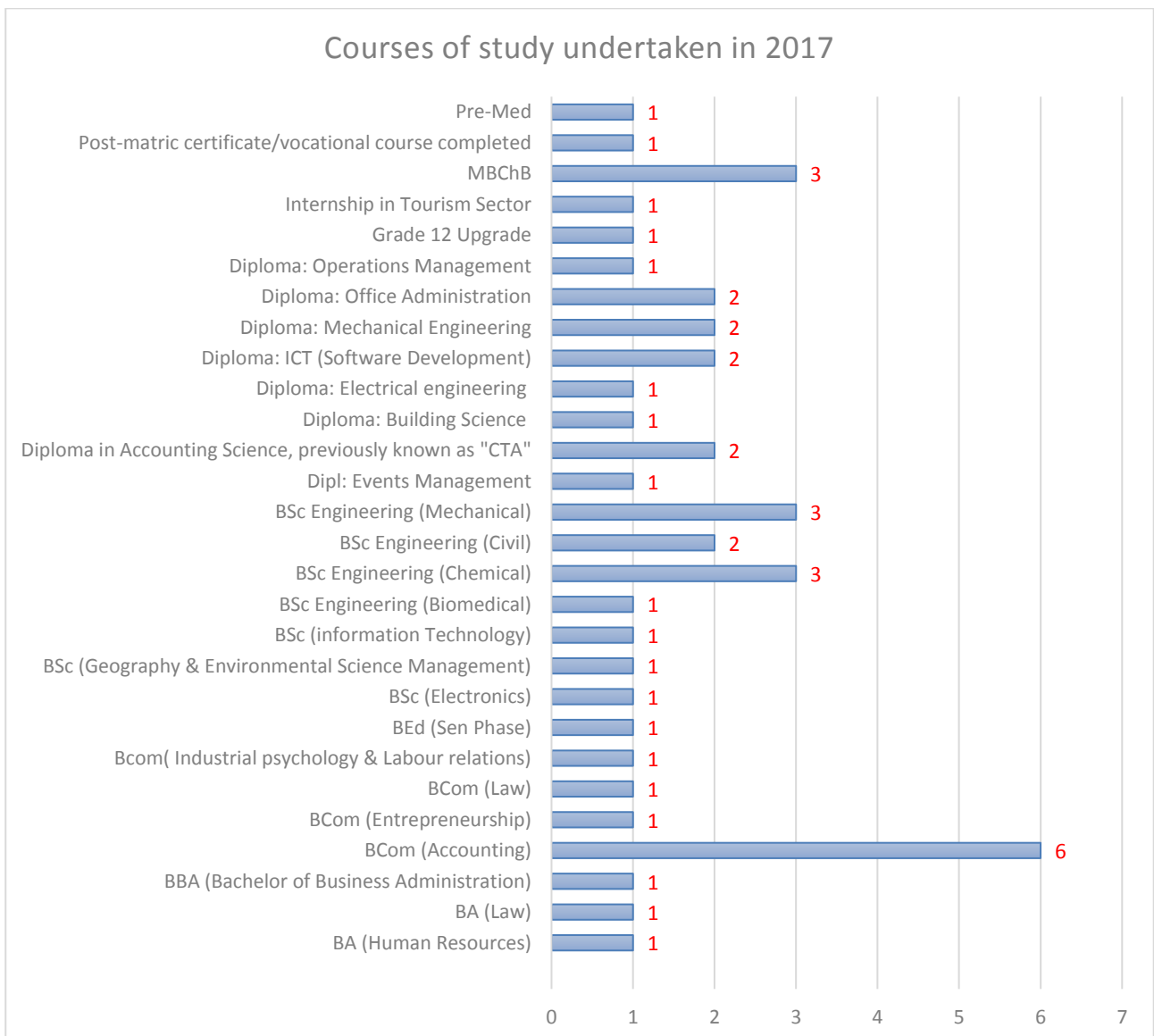
Tracking Thandulwazi Graduates

- Thandulwazi relies on Social Media to track graduates of the Thandulwazi Saturday School programme. The Facebook page (www.facebook.com/ThandulwaziSaturdaySchool), SMS and Twitter (@TeamThandulwazi) are currently used to communicate with current students; advertise bursary/ post-Matric training opportunities; and to track graduates.
- In 2017, one Thandulwazi graduate is volunteering at the Saturday School: (Mr Hector Nkosi, Class of 2013).
- Three former Thandulwazi students graduated from the Thandulwazi Intern Teacher Training Programme, having completed their Bachelor of Education degrees at UNISA, and are teaching in Gauteng schools in 2017.
- Tracking Thandulwazi Saturday School graduates remains a challenge for the Academy. In April, the database administrator posted a message on Facebook and sent an SMS to 1067 Grade 12s who had matriculated over the last four years (2013-2016), requesting students to update Thandulwazi on their tertiary studies/ career paths. Only 44 students responded to this appeal.
- An analysis of the feedback reveals that:
 - 28 of the respondents are studying at institutions of higher learning in the Gauteng region;
 - Two students had completed post-Matric vocational training and had found employment in those sectors (travel and aviation) after Matric, while one was upgrading her Matric results;
 - Respondents are studying a range of courses most of which require Maths, Science or both subjects.

Institutions at which students are studying in 2017



Courses of study undertaken in 2017



Bursaries awarded to Thandulwazi Graduates

- In April 2017, the StudyTrust confirmed that the four Thandulwazi graduates (Matric Class of 2015) awarded bursaries by the **Standard Bank** and the **StudyTrust** had successfully completed their first year at university in 2016 and were in the second year of their respective courses:
 - Nhlanhla Manzini (Standard Bank Bursary) is studying BSc Mechanical Engineering at the University of Pretoria
 - Tshepang Templeton Mapiti (Standard Bank Bursary) is at UCT studying BSc Mechanical Engineering
 - Koketso Ngoepe (Standard Bank Bursary) is at UJ studying BCom Accounting
 - Sibusiso Paul Mhlanga (StudieTrust Bursary) is studying at Wits in the field of BSc Biomedical Engineering
- In 2017 the following tertiary bursaries were awarded to Saturday School graduates by Thandulwazi's partners in education:
 - **Mazi Capital** renewed the bursary first granted in 2015 to Thandulwazi graduate Mr Hector Nkosi (Matric 2013). Hector is now in his final year of study for a BCom (Accounting) at Wits.
 - **Mota-Engil Construction (SA)** renewed the bursary granted in 2016 to Ms Palesa Makamole (Matric Class, 2014). Palesa is completing her final year of Civil Engineering at the Mangosuthu University of Technology in Natal.
 - The **Babcock Group** awarded an engineering bursary to Mr Manase Phiri (Matric 2016) who commenced his BSc (Engineering) studies at UCT.
 - The **BPSF** awarded a bursary to Mr Nhlangano Sindane (Matric 2016), who is studying BCom (Accounting) at Wits University.
 - The **Sir Percy Hunting Foundation** provided bridge funding for Musa and Sphiwe Chauke, currently in 1st Year Medicine (MBChB) at UCT.
- A range of bursary and learnership opportunities have been advertised to current and past students via the Thandulwazi Facebook page. On 10 June 2017, Standard Bank bursaries for tertiary studies (2018), administered by the StudyTrust, were advertised to the Thandulwazi students and printed copies were distributed to the Grade 12s.

The impact of the Thandulwazi Saturday School Programme - the feedback from graduates

On Saturday 29 July 2017, Musa and Sphiwe Chauke (on a break from UCT, where they are studying Medicine) visited the Thandulwazi Saturday School and addressed the current cohort of learners. Musa and Sphiwe spoke of the importance in seeing potential in oneself despite the circumstances afforded to you. Musa said: *"At Thandulwazi I started seeing potential in myself and I hope that the programme does that for you so that you can start seeing the potential you have within. At the Saturday School, the resources are given to you and the result is what you make of them. Should I give you any advice, it is grab this opportunity with both hands"*.

Sphiwe added *"the Thandulwazi programme was really helpful in assisting us achieve our marks and giving us inspiration. Putting in the effort was our*

part but we were willing to do what we needed to to achieve our goal". Musa and Sphiwe shared their 1st Semester results with Thandulwazi and both students have excelled, passing all their subjects.





Manase Phiri (pictured left, Matric Class of 2016) has successfully completed the 1st Semester, BSc (Eng) at UCT. He writes:

"I want to inform you that the first semester at UCT has ended, I've safely arrived back in Johannesburg. The exams went by quickly. I managed to write all my June exams. Some of the exams were fairly easy and some were not so easy but I will only know for sure once the results are available of how I performed. Thank you for the good wishes and positive thoughts you sent in your previous email. They really help to give me the extra strength to cope through the stressful exam period. UCT has been one of the best places to be and study at. To begin with, the transition from high school to university has been an interesting one and in some areas, a challenging transition. Learning to take more responsibility for myself, developing skills like effective communication, having to improve my ways of learning and studying such as time management and reducing the habit of procrastinating, and learning how to interact with people from more diverse backgrounds compared to high school has been awesome. Away from the academic side, being part of a leadership structure such as the one at my residence, Development Committee, has taught me hugely on aspects of being a leader and a group member too. How qualities such as confidence and team spirit are important for individuals and groups to achieve a common goal(s) much more effectively and efficiently. Furthermore, joining SHAWCO has been one of the most cherishing experiences I've had at my time in UCT so far. Helping others to improve their education brings joy to the heart. I never thought I would ever be able to teach others and be in a position like how the many teachers who have taught me in my life. Keep well Mrs Johnson and thank you for everything you and Thandulwazi have done for me."

Email from Richard Maseko (03/08/3017)

"I am Richard a graduate from the class of 2016 at Thandulwazi. This year I am currently doing Electrical engineering at college level, where I obtained my N2, N3 and now registering for N4. My dream is to become a pilot, which as I write you I'm going to Bluechip flight school tomorrow 4th Aug to start my registration on this endeavour. It's with great honour I write to thank everyone who is part of Thandulwazi: Trust, the teachers, St Stithians College etc. THANK YOU"



E-mail received from Simon Lu (Matric 2015), 09 June 2017 *"I am currently in my second year of undergraduate studies in BCom (Accounting) following the CA stream at UCT ... Thank you so much for your continued support and well wishes. I will always value Thandulwazi as it has played a significant role in my educational development."*

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

THANDULWAZI LEARNER SCHOLARSHIP PROGRAMME

Since 2009, eight young people have benefited from the Thandulwazi academic scholarships. Growing this initiative remains dependent on Thandulwazi's ability to source dedicated multi-year funding, to ensure that the scholarship holders' fees are fully covered for three years during the FET Phase (Grade 10, 11 and 12), of their education.

Thanks to the generous support of FEM, the Nash Family Trust and Virgin Galactic four students are currently the beneficiaries of Thandulwazi academic scholarships and studying at St Stithians College in 2017. All the scholarship holders are fully involved in the life of the school and continue to make good progress academically.

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

Luyanda is currently in Grade 12. A gifted musician, Lu is a boarder at St Stithians Boys' College.

The Thandulwazi-FEM Academic Scholarship (2016-2018)

Kamo is a hard-working, dedicated learner and a gifted drama student. Currently in Grade 11 Kamo is a boarder at St Stithians Girls' College.



Thandulwazi FEM Academic Scholarships Awarded (2017-2019)

David, a gifted Mathematician, is currently in Grade 10 at Stithians Boys' College, and is a day-scholar.

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

was awarded to Thobile. An effervescent, energetic all-rounder, Thobile is currently in Grade 10 at St Stithians Girls' College and is a day-scholar.

The *Thandulwazi academic scholarship for 2018* has been advertised via *The Star*, Social Media, the website, the Methodist Church of SA, funders and strategic partners. The closing date for applications is 30 August 2017.



THANDULWAZI TEACHER PROGRAMMES

Thandulwazi's vision is a South Africa, where all our young people receive quality basic education, delivered by teachers who are professional, competent and confident in their subject knowledge, with practical and interactional skills that will ensure the effective delivery of the curriculum to their learners.

Thandulwazi recognises that an education system is only as good as the quality of its teachers and that educators are at the centre of the education crisis in South Africa. They too are the catalysts who can bring about the changes needed to transform basic education in our country. Hence, Thandulwazi offers two programmes focussed on educators to achieve this goal: the in-service Thandulwazi Teacher Development Programmes for current teachers in Gauteng and Limpopo; and the pre-service Thandulwazi Intern-Teacher Training Programme in Gauteng.

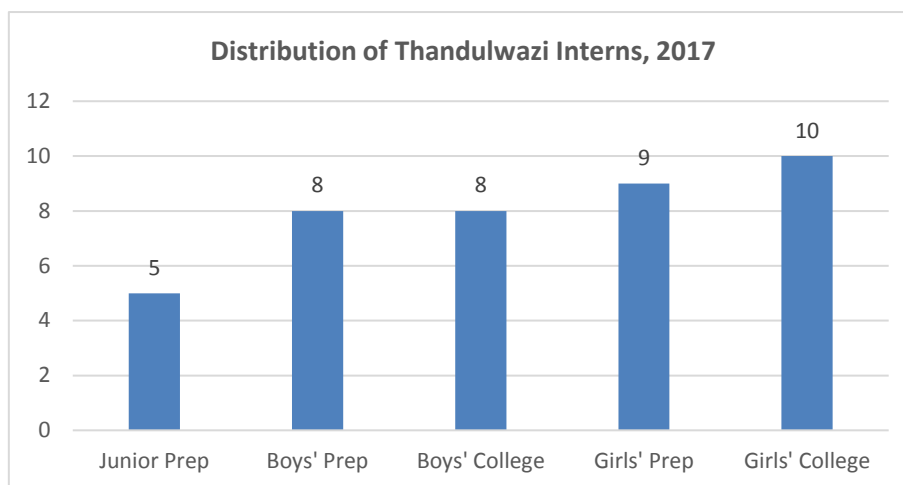
THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME, 2017

There is much international evidence to confirm that the most effective professional training and development is “job-embedded”. Under the direction of the Thandulwazi Intern Director, Mrs Thobeka Mngambi, 40 Interns are training on the Thandulwazi Intern-Teacher Training Programme in 2017 at the St Stithians schols. In line with the deliverables and objectives of this programme:

- All the Thandulwazi Interns have registered at UNISA for either a Bachelor of Education (BEd) or PGCE; have commenced with their academic studies and assignments; formed study groups with fellow interns; and completed mid-year exams.
- The Interns’ academic year started on 12 January 2017 with an Induction morning and workshops presented by Loredano Borello, on *Teacher Identity*; Sian May on *How to capture children's attention as a teacher*; and a Thandulwazi graduate, Richards Sibeko, currently an English teacher at Redhill, who shared his journey since he graduated from the Thandulwazi programme in December 2012. Thereafter, Interns (pictured below) were taken on a two-day residential team-building session at the Kamoka Bush School (Modimolle) on 19 & 20 January 2017.

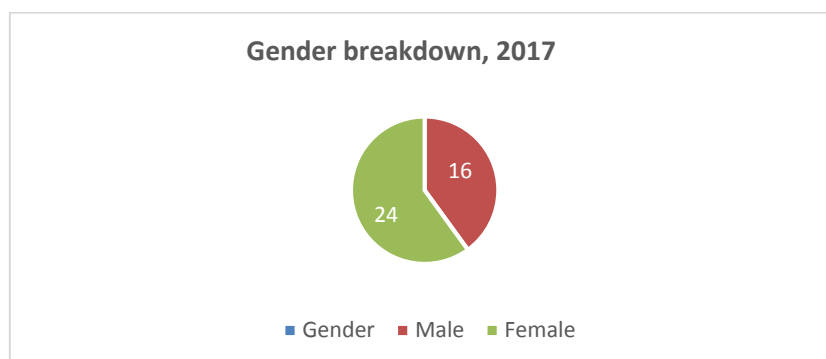


- Each Intern has been assigned to a well-managed and well-resourced St Stithians School and to a mentor who offers pastoral care, professional support and guidance daily, assistance and feedback to the Interns as they learn their “craft” in the classroom.



- The racial and gender breakdown is as follows:

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



- Interns are drawn from areas across Gauteng, including: Alberton, Turffontein, Oakdene, Daveyton, Ennerdale, Soweto, Braamfischerville, Thokoza, Tembisa, Midrand, Sebokeng, Katlehong, Hillbrow/CBD, Highlands North, Randfontein, Zandspruit and Randburg.
- Over the last seven months, the Thandulwazi Interns have been exposed to all facets of teaching and have attended a range of professional development and life-skills workshops to supplement their in-school and academic training. Monitoring of progress is continuous.
- The Thandulwazi Head and programme director continue to provide mentorship and professional guidance to the Interns; and to assist them with module choices and registration/administrative issues that may arise at UNISA.
- All the Thandulwazi Interns have applied for provisional registration with SACE (South African Council of Educators) and have a valid police clearance certificate to ensure compliance with the legislation relating to the National Register for Sexual Offenders.

- Ten FET-phase Thandulwazi Interns have completed 40 hours of community service, working with students from under-resourced schools, at the Thandulwazi Saturday School. The ECD/Foundation Phase and Inter-Sen Phase Interns will complete their community service during the August school holidays, where they will assist at partner schools for a week (40 hours).
- Following the mid-year UNISA examinations, out of the 40 interns training this year, 7 are on track to complete their studies in December 2017 and graduate from the programme.

Interns' Academic Progress, 31 July 2017

A review of the mid-year exam results reflected pleasing progress overall. The summary of results is detailed below:

	Number	%
Total Modules registered in 2017	177	--
Total Passed (of 150)*	127	84,6%
<i>Total Modules passed with Distinction</i>	43	33,9%
Total Supplementary exams to be written	16	10,7%
Total Failed	7	4,7%
UNISA results still awaited for 3 Interns	16 modules*	--
Year-long modules to be written in November	11*	--

- It is pleasing to report that three of the Thandulwazi Interns passed their first semester with distinctions in every module; and 20 Interns achieved distinctions in one or more modules.
- The six Interns who failed one or more modules are required to repeat the module/s at their own expense. Interns who under-performed have been identified and will meet with the Thandulwazi Head and Intern Director in September, to determine what academic support is needed and agree a strategy going forward to assist the relevant Interns with improving their academic results.
- This semester, three interns completed their resident, compulsory Botany practicals at the University of the North-West in Potchefstroom.
- Most of the interns registered for their UNISA teaching practicals this semester have achieved assessments above 70%.

Continuous professional development (CPD)

Thandulwazi Interns are encouraged to become lifelong learners and CPD is a key feature of the programme. This semester Interns have attended a range of subject/teaching related seminars and life-skills workshops, covering a range of various topics:

- FET-phase Maths Intern-teachers attended the IEB Maths User-Group Conference (February 2017) and all final year Maths and ECD/Foundation Phase interns have been invited to attend the *AMESA Maths Conference* in Pretoria from 2-4 August 2017;
- 1 Intern attended the *Reggio Emilia Conference* for Foundation Phase Teachers in June 2017;
- Five Thandulwazi Interns attended the *Global Teachers Summit* at Wits University from 17-20 July;
- Interns have attended in-house computer literacy workshops (Excel, PowerPoint and Google Classroom) facilitated by the St Stithians Ed-Tech coaches; and on 07 July 2017 a workshop presented by the St Stithians HR Manager on *How to stand out in the workplace*;
- Interns attended the *ISASA Additional Languages Conference* held at St Stithians in 2017;
- Swimming lessons are offered on Sunday mornings by a professional coach to Interns who have not mastered this essential life skill.

2017 Challenges

Some of the challenges faced over the last six months include:

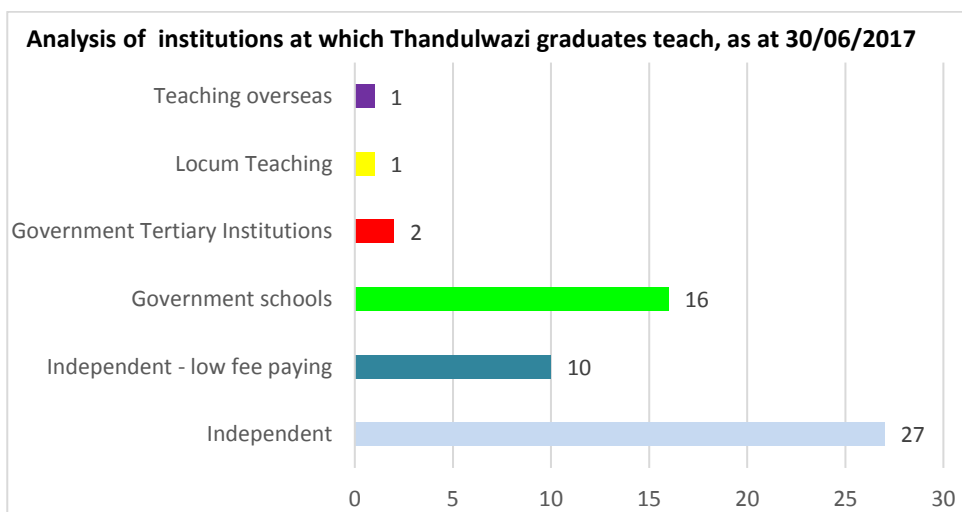
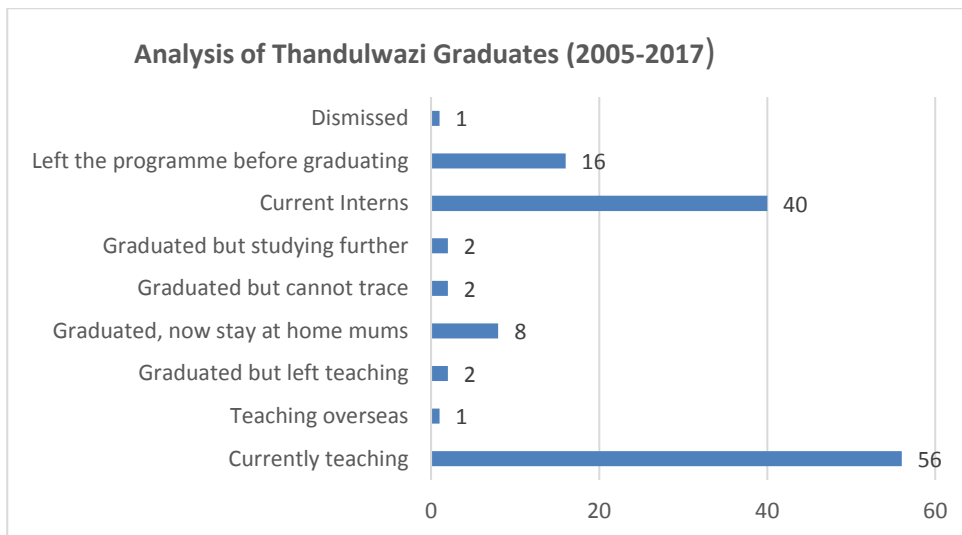
- Poor communication, organisation and administration at UNISA remain a challenge. The changes to the mid-year examination dates were disruptive and delayed the release of examination results. The Thandulwazi Head, together with ISASA School Heads, has opened discussions with the Education Faculty at the University of Johannesburg about offering a part-time Bachelor of Education degree at that institution.
- Affordable accommodation close to the College remains a challenge. Interns were offered the opportunity to rent accommodation in a block of flats recently purchased by St Stithians College. Bev Johnson has liaised with a B&B, adjacent to the College, about offering termly boarding for female Interns; and one of the Interns successfully applied for the assistant house-mother post in the Girls College boarding house, which provided accommodation on site. Three male interns are currently accommodated in the staff quarters at the St Stithians Boys' College boarding facility.
- Some of the Interns live in distant townships so the cost of transport and the time spent travelling remain challenges for them.
- Lack of professionalism and repeated breaches of the code of conduct resulted in the contracts of three interns being terminated at the end of July.
- Poaching of interns by schools, who are employing Interns as teachers before they have completed their professional qualification, remains a concern. At the end of Term 2, two of our final year PGCE Interns resigned from the programme to take up teaching posts: one at a high school in Limpopo and the other at the American International School in September.

Recruitment for the 2018 Thandulwazi Programme

- The recruitment process commenced in May 2017. The advert was placed on various key websites (e.g. St Stithians College and ISASA websites); advertised to the Saturday School students; and through various partners and stakeholders. This year the online application process was streamlined to ensure that only those applicants who met the key criteria went through to the next level. In total 458 applications were received.
- 36 candidates were shortlisted for the first round of interviews with the Thandulwazi Head and Intern Director in June 2017. The second round of interviews was completed on 28 July and the final cohort of applicants are now required to complete Thomas profiles, which will be evaluated by the HR department and Thandulwazi Team.
- Although the Thandulwazi Intern-Teacher Training Programme was advertised to the Grade 12s attending Saturday School, no applications were received from the Matric students.
- Thandulwazi hopes to grow the number of Interns on the programme to 45 in 2018.

Impact of the Thandulwazi Intern Teacher-Training Programme, 2005-2017 (As at 30/06/2017)

- In the period under review, a total of 128 interns have trained on the Thandulwazi Intern-Teacher Training Programme; 40 of whom are current interns.
- 1 Intern was dismissed and 16 Interns left the programme for a variety of reasons before graduating.
- Of the 71 Thandulwazi graduates:
 - 57 (80,3%) are currently teaching in a range of schools/ institutions.
 - 8 graduates taught for a number of years, but are now stay-at-home mothers.
 - 2 graduates left teaching and work in libraries.
 - 2 graduates are furthering their studies in 2017.
 - 2 graduated cannot not be traced.



Feedback from a Thandulwazi Graduate Teacher

Michelle Strijdom completed her training on the Thandulwazi Intern-Teacher Training Programme in December 2016. Michelle is currently teaching at Rivonia Primary School and writes:



Ms Michelle Strijdom and her students, 2017

“My first six months at Rivonia Primary have been incredible. I am so happy where I am and proud of how far I've come in such a short space of time. I have a great team that I work with and the environment is positive with plenty of opportunity for growth.

I walked into my first day with butterflies in my stomach, a mixture of nerves and excitement. Now, I have successfully made it through two terms, the first one was the scariest! But having completed two terms I know what to expect and I've developed my routine with my learners. I have made my classroom into my space and I love my children.

Teaching them this year on my own has not been as difficult as I thought it would be. The truth is – Thandulwazi and Saints challenged me, pushed me out of my comfort zone. This is what helped me land my job at Rivonia Primary. The Intern-Training Programme was my foundation, just like Grades R to 3 are the foundation of any school career. That is where I learnt how to be strong, confident and flexible. I was given room to grow, chances to fail and opportunities to learn in between. The variety of classes I taught: boys, girls, single-sex and co-ed, prepared me for the unknown. I now have thirty children of my own to care for and it's actually not as scary as I thought it would be. Yes, it's challenging at times and adapting learning and support for thirty very different individuals is not easy, but I was taught how to see a challenge as an opportunity and not a threat.

I am ever so grateful and appreciative to all who gave me opportunities at St Stithians and the Thandulwazi Intern Programme. However, there are no words that fully encapsulate how far ahead those four years have placed me. I can only go out into my teaching career, welcoming children with open arms, instilling a love for learning in them, teaching them to be passionate and to be hungry for developing their true self.

Thank you, is simple enough but I left Thandulwazi with a full heart and eyes filled with tears. Happy tears and gratitude that will be with me as far as I go.”

Networking

- In February 2017, Thandulwazi hosted a cluster meeting of ISASA schools in Gauteng, running Intern-teacher training programmes, at St Stithians College. At this forum, Thandulwazi shared details of the Thandulwazi Intern-Teacher Training Programme, including the Intern Policy, induction programme for Thandulwazi Interns, and employment contracts, with the schools in attendance. The Thandulwazi Intern Director attended the forum’s follow up meeting at Kingsmead in May 2017.
- In June 2017, the Deputy Head of Advancement engaged with the HR Director at Diocesan College in Cape Town about growing their Intern programme and sourcing CSI funding for this programme.

Strategic Partners

- UNISA
- ISASA Schools Intern Forum

THANDULWAZI TEACHER DEVELOPMENT PROGRAMME

The Thandulwazi Teacher Development Programme has a footprint in Gauteng and Limpopo in 2017. In total, 1386 teachers will benefit from the professional development programmes offered in the both regions this year.



Gauteng Programme to date

Hosted by St Stithians College, using facilities across all five schools, the Thandulwazi Teacher Development Programme is scheduled to run over 13 Saturday sessions in 2017. The schedule includes: 2 registration/briefing day; 10 Saturday sessions of workshops; and the annual Closing Ceremony. In the period under review, workshops have been facilitated on 8 Saturdays so far this year.

Profile of the Beneficiaries

- Registration took place on 11 and 18 February 2017. A total of 960 teachers registered across the phases for the teacher workshops and leadership programme. Gauteng numbers have dropped. One of the reasons for this may be that transport is no longer provided for teachers.
- Demand for places in the Grade RR/ Foundation Phase remains high. As in previous years, 74% of the registered educators teach in the pre-Grade R and Foundation Phase.
- Of the 960 educators registered for this programme. 94% of the registered teachers are female; with 99,8% of the beneficiaries being HDSA.

RACE	WHITE		BLACK		COLOURED		INDIAN	
GENDER	M	F	M	F	M	F	M	F
Sub-Total	0	2	56	855	2	44	0	1
TOTAL	2		911		46		1	

- Teachers come from pre-schools and primary schools across the greater Gauteng region. The breakdown of teachers per phase course is reflected below.

Groups	Total
Leadership	189
Pre Grade R (4- 5 years)	316
Grade R	342
FP: Grade 1	24
FP: Grade 2	13
FP: Grade 3	14
IP: Grades 4 – 6	34
SP: Grades 7 – 9	30
Total	960

Attendance at workshops

For the first eight Saturday sessions overall attendance averaged at 72%.

UNISA Accredited ECD Teacher Pilot in 2017

In February 2017, Thandulwazi selected 60 teachers to participate in the accredited (NQF Level 5) ECD and Grade R pilot project, which is offered by the Thandulwazi Teacher Development Programme in Gauteng in partnership with UNISA. The Thandulwazi Team assisted the selected beneficiaries with the UNISA registration process, arranged payments to UNISA for the courses, and have offered guidance with assignments. Both courses are administered through the UNISA College of Education: Centre for Continuing Education and Training; and module-related workshops are presented by the Thandulwazi facilitators. As this

is a year-long course, the Thandulwazi teachers were not required to write mid-year exams, but have been completing and submitting assignments to UNISA as required.

- (i) A total of 30 Grade R teachers have been registered for the course entitled: *Course in Education Management in Early Childhood Development (Code: 70271)*. The aim of this course is to equip the Grade R teachers with management skills such as knowledge of professionally managing staff, learners, parents, programmes and safety in the early childhood development phase in an African context. Assessment for this course comprises:
- Formative assessment: Students must complete and pass a compulsory assignment in each of the three modules. The assignment will involve workplace-based exercises, projects, and self-assessment. The assignment will contribute 10% to the final mark in each module.
 - Summative assessment: Students must pass one two-hour examination at the end of the year which will assess competence in Modules 1, 2 and 3. A sub minimum of 40% is required in the examination, below which the year mark does not count.
- (ii) Similarly, a total of 30 pre-Grade R teachers have been registered for the course entitled: *Practitioners in Early Childhood Development Qualification (Code: 70297)*. Assessments is based on:
- Assignments and a written two-hour examination in each of three modules (PECD014, PECD025 & PECD036).
 - PECD048 is non-venue based module. Students are required to submit 2 assignments and a portfolio which is completed during the compulsory 3 weeks consecutive teaching practice at a registered preschool.

Classroom support visits will take place in August and September.

Leadership Programme

Five leadership streams are on offer at Thandulwazi this year and 189 educators are attending this programme.

Leadership Groups A and B are facilitated by Dr Richard Hayward. Workshops 1 to 8 is a course endorsed by SACE and earns eligible participants 10 professional development points. The following content is covered in this course:

- Workshops 1 to 8 - Title: *An introduction to Total Quality Education (TQE)*
The workshop is an adaptation of the best principles and practices found in the business, commercial and other professional sectors. The TQE model looks at five core pillars that are common to all excellent quality schools. The course shows the application of each pillar within a school. Participants receive a copy of the workbook, *An introduction to Total Quality Education (TQE) – a 'how-to' guide for every teacher*. The book is used as the basis of the workshops. The five pillars are:
 - Values
 - Leadership
 - Improvement planning
 - Communication
 - Tools and techniques
- Workshop 9 - Title: *Growing Madiba's values in our school*
Nelson Mandela's core values are timeless. The workshop takes a brief historical and nostalgic look at how Madiba "walked the talk" of true values. There's a sharing of ideas on how school leaders can make such values live every day in their classrooms and schools.
- Workshop 10 - Title: *The kids are hell. What can I do?*

There is no such thing as the class that is always perfectly well-behaved unless it is under “a reign of terror”! However, there are thousands of teachers who are able to maintain happy, hard-working classes. Their simple and most effective discipline strategies are discussed in this workshop.

In partnership with *Ukhanyiso Ebantwini*, Thandulwazi offers to Leadership Groups C and D an Advanced Certificate in Education (ACE): School Management and Leadership, SAQA qualification 73529. It is a Level 6 qualification, the equivalent of a 1st and 2nd year of a Bachelor degree, and requires 120 credits to complete. The purpose of the qualification is to develop in these educators fundamental knowledge, skills, values and attribute so that they can lead and manage schools effectively and contribute to improving the delivery of education across the school system.

Leadership Group E, is offered to teachers who are aspiring to be schools leaders in their institutions. The course is facilitated by Mrs Sibongile Mabena, a facilitator at the Department of Education, and other school deputies. The course covers the following content: basic principles of leadership, mentoring, managing expectations, conflict management, mastering leadership skills, and creating a nurturing school environment.

FET-Phase Teacher Workshops – Maths and Science

The focus of the Thandulwazi programme has traditionally been on educators teaching from Grade RR to Grade 9. In 2017, the Thandulwazi Teacher Development Programme will be extended to include FET-phase teachers from the high schools, whose students participate in the Thandulwazi Saturday School programme, in a professional development programme in targeted subjects (Maths, Physical Science and Life Sciences). A series of workshops for 60 FET-phase subject specialists is planned for the last term of the academic year.

ICT integration programme

The 4th Industrial Revolution is upon us. Teachers have a pivotal role to play in preparing their students for a future that they cannot yet see. Educators 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 needed for an evolving future society. Computer skills, integrating ICT/technology into their teaching and classrooms, and the ability to roll out e-learning to students, are now key competencies for teachers. However, the sad reality of South African education is that we have an aging teaching population, many of whom have not embraced technology into their teaching or been effectively trained on how to integrate technology into their lessons and classrooms. Given the provincial education department’s roll out of E-Learning in schools across Gauteng, upskilling the computer skills of teachers is seen as a critical need for educators. Part of the offering provided by the Thandulwazi Teacher Development Programme is ICT training. The programme provides basic computer skills training for educators, teaching across the phases, to enable them to integrate technology into their teaching and classrooms.

- In 2017, in partnership with *Microsoft South Africa*, 204 teachers are completing a SACE endorsed programme. The Microsoft course is entitled *ICT Skills for Teachers* and earns participating teachers between 5-10 CPD (professional development) points. All 4 Thandulwazi course facilitators attended specific Microsoft training on how to implement the course in November 2016. The course is more realistic and is based on various problem solving scenarios which is more in line with 21st century skills for teachers.
- Teachers from the following groups: Grades 1 to 9 and Leadership Group B have been introduced to the *Microsoft Educator Community*. The online community allows teachers to do various courses i.e. application specific as well as pedagogical courses at the own pace and time. Completing any of the courses on the community also earns teachers SACE points



Monitoring & Evaluation

- Monitoring of the programme is continuous. The focus has been on the quality of the workshops; and the usefulness of the workshop content and resources/ materials provided.
- School visits will be conducted in the last quarter of the year at selected schools.
- In October, registered teachers will complete an on-line evaluation of the 2017 programme.

Challenges in 2017

- The Gauteng programme has not achieved its target of 1300 registered teachers this year. The decision taken by the Thandulwazi Head and programme director not to offer buses from key areas in 2017, appears to have impacted on numbers.
- The process of completing the modules for the courses offered at the Thandulwazi Teacher Development Programme, in preparation for the final submission to SACE for their endorsement, is ongoing but progress has been slow. It is hoped that this will be completed by the end of the year.
- More than 70% of ECD practitioners in South Africa have no formal qualification. For many of the teachers selected for the ECD/Grade R UNISA Pilot, this has been their first opportunity to study at the post-Matric/tertiary level. Hence the Thandulwazi Team has had to provide a lot of support, encouragement and assistance with the registration process at UNISA; with obtaining the UNISA course-work; and with the submission of assignments to UNISA.
- Administrative challenges at UNISA remain problematic:
 - To date the UNISA lectures for the Grade R and pre-grade R courses have not materialised and no additional course workshops have been scheduled by the university. Despite several efforts to source dates or a training schedule, there has been no further communication from the university.

- Trying to obtain sufficient UNISA envelopes for the Thandulwazi teachers to submit their assignments has been difficult.
- Obtaining the assignment marks for UNISA teachers has also been challenging.

Strategic Partners

- Autism SA
- BRIDGE
- Ukhanyiso Ebantwini
- 3P Learning – *Mathletics* for Teachers
- Microsoft SA
- UNISA Faculty of Education: Centre for Continuing Education and Training



Overall the Thandulwazi Teacher Development Programme in Gauteng is on track in 2017. Eight contact sessions have been held to date; overall the workshops have been well attended; feedback from the registered teachers has been positive; and the programme is within budget.

Thandulwazi-PEP Teacher Development Programme in Limpopo

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

Statistics

As at 31 July 2017, 426 educators and school leaders have registered for the Thandulwazi-PEP Teacher Development Programme in Limpopo. The breakdown is as follows:

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

Historically, disadvantaged black South Africans: 100%

Gender breakdown: Male: 06,3%
Female: 93,7%

Registration took place on 28 January and 04 February 2017; and teacher workshops will run over 10 sessions; with the closing ceremony planned for Saturday 02 September. Notably, more than 70% of the registered teachers are ECD/ Foundation Phase practitioners/educators. Special provision has been made to accommodate additional ECD/ and Foundation Phase teachers on the programme, given the need and demand for the training in this phase in the region (and indeed across South Africa).



The Thandulwazi teacher workshops take place in the Sekhukhune District of Limpopo, which is largely rural. The district covers a large area of the Limpopo province. The main urban centres are Groblersdal, Marble Hall, Burgersfort, Jan Furse, Ohrigstad, Steelpoort and Driekop. Outside of these towns, one finds almost 605 villages which are generally sparsely populated and widely dispersed throughout the district. All the registered Thandulwazi teachers are from the Sekhukhune region; and all attendees are from a previously disadvantaged background.

Host School in Limpopo

In March 2017, it was decided to move the workshops from Marotobale Primary School to a new venue, Malekutu High School, which lies within Mamone village in the Sekhukhune District. The new host school provides additional, larger venues and is more conducive to running effective teacher workshops. The programme also has the support of the principal and SGB.

Monitoring & Evaluation

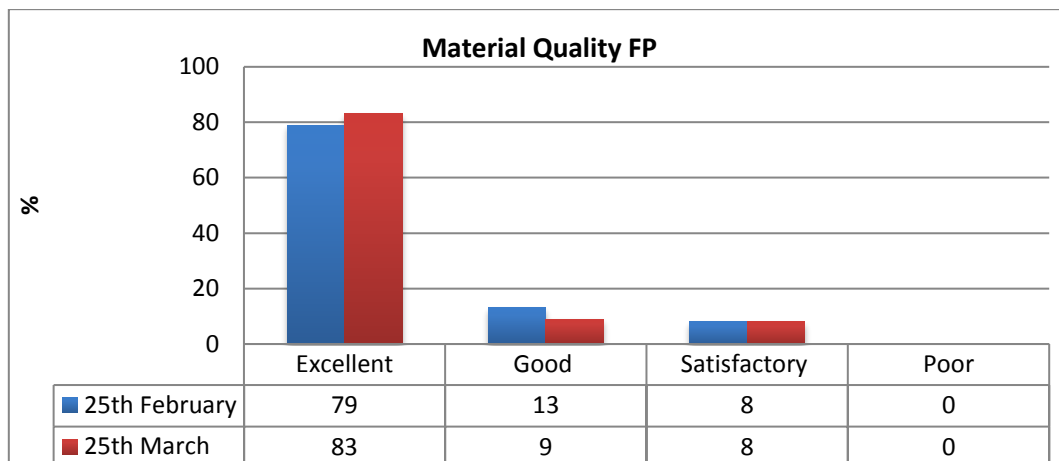
Monitoring of the programme is continuous. A simple evaluation report is compiled after each workshop. This report allows Thandulwazi to recap on the workshops that took place that month and to flag and address any issues that might have arisen at the workshop before the next session.

Attendees are asked to rate the workshops in in the following categories:

- Quality of Presenter
- Quality of Materials
- Relevance of the training to the CAPS curriculum

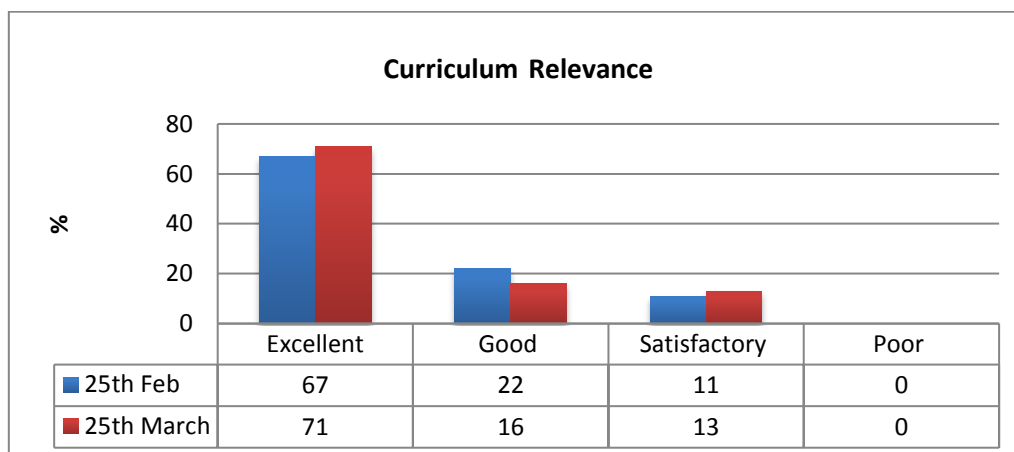
An example of the feedback on the workshops from the Limpopo beneficiaries is detailed below:

Foundation Phase feedback on quality of material for workshops held on 25 February & 25 March 2017



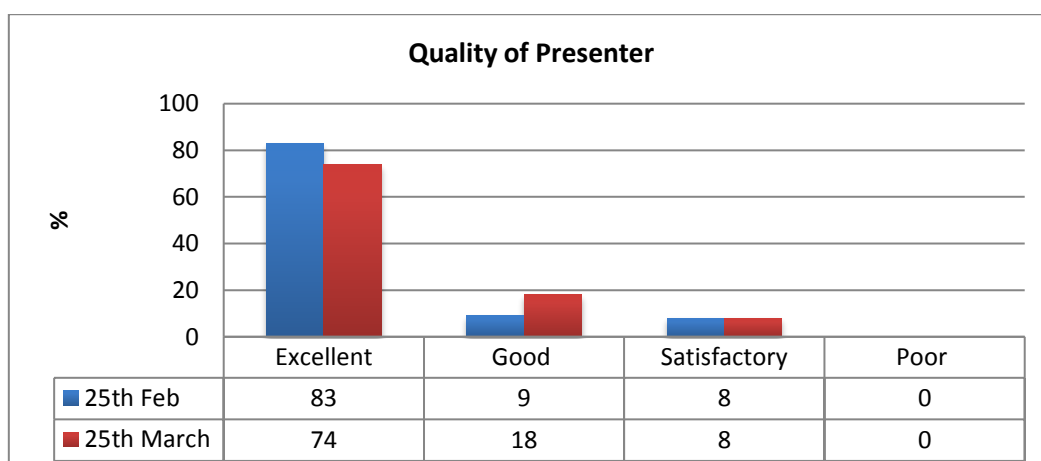
The quality of material was rated at 79% and 83 % respectively over both workshops. No attendee believed that the material was poor.

Foundation Phase feedback on curriculum relevance for workshops held on 25 February & 25 March 2017



The majority of attendees (67 % and 71 % respectively) believed the workshops were excellent in terms of curriculum relevance and 22 % and 16 %, respectively, rated the link between the workshops and the curriculum was good.

Foundation Phase feedback on quality of presenter for workshops held on 25 February & 25 March 2017



The presenters for the Foundation Phase were also rated highly with 83% of the attendees believing the quality of presenter was Excellent in February and 74% in March.

As part of the planned M&E, school support visits will be conducted in September 2017 at 20 schools, including those visited by the Thandulwazi Head last year.

Resources and Continuation of Learning

Thandulwazi has experimented with a new system in Limpopo this year. Following countless complaints from registered teachers that they had no access to the CAPS documents, Thandulwazi tried to source physical copies of the relevant policies for each teacher from the Limpopo Department of Education without success. Following an informal survey to ascertain how many schools had at least one internet access point, most of whom did; it was decided to use this information to create a Cloud that would electronically store the following documents for the Thandulwazi teachers:

- CAPS policy documents
- Resources used in the workshops
- Additional resources for teachers

The teachers could then download worksheets and information as needed. Each presenter was asked to compile a toolkit of resources that the attendees could access. On 12 August each Thandulwazi teacher will receive a link to access the Cloud and the programme coordinator will then track the use of this resource to see if it fulfils the intended purpose.

Budget & Programme Costs (as at 30 June 2017)

The anticipated budget for this year's programme is R735,013. So far the budget is on track and no overspends are anticipated.

In summary, the targeted number of registered teachers has been achieved in 2017; nine contact sessions have been held to date; overall the workshops have been well attended (average attendance rate: 73,8%); feedback from the registered teachers has been positive; and the programme is within budget.

We remain grateful to:



- PEP for its generous funding of the Limpopo Programme and commitment to providing quality education for all in our country;
- Mr Kimon Phitidis of Social Innovations for his support and wise counsel;
- ESKOM SOC Holdings for providing the Thandulwazi Grade R teachers in Limpopo with educational resources on Energy/ Electricity that can be used in their Natural Science lessons;
- Our Limpopo partners at Marotobale Primary School and Malekutu High School, for their support and for providing the venues for the teacher workshops; and Limpopo principals Mr Takalo Molokoane and Father Kope Malatsi..

THANDULWAZI TRUST

Governance

The Thandulwazi Trustees have met three times this year. There are currently six Trustees and the Chair of the Thandulwazi Trust is Ms Khumo Morolo. The Thandulwazi Trust's governance standards remain high; and transparency and fiscal discipline remain hallmarks of the Thandulwazi Maths & Science Academy.

Financial Report

- The Thandulwazi Finance Committee is chaired by Mr John Williams (CA). An annual budget is prepared for the Thandulwazi Maths & Science Academy and for each programme; and submitted for approval to the Foundation Governors and Thandulwazi Trustees. So far the programme budgets are on target and no major overruns are anticipated in 2017.
- PwC Inc undertook the audit of the 2016 financials in March 2017. The firm waived its professional accounting fee for this project and donated their services to Thandulwazi as part of their CSI spend. The 2016 AFS were approved by the Thandulwazi Trustees at the AGM held on 09 May 2017 and circulated via a printed Annual Report to all funders and partners in July 2017.
- The Thandulwazi Trust's financial year end is 31 December 2017 and PwC Inc are the appointed auditors for 2017/18. The 2017 audit is scheduled for March 2018.

FUNDRAISING

Thandulwazi pays no fees to professional fundraisers. The Deputy Head of Advancement, Bev Johnson, drives the fundraising for the Thandulwazi Maths & Science Academy; and manages donor relations and partnerships.

Currently, fundraising targets are determined by the annual budget for the four programmes offered by the Thandulwazi Maths & Science Academy. The Academy relies on grants, CSI funding, donations from individuals, and fundraisers to operate the programmes offered to HDSA students and teachers in Gauteng and Limpopo. 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.

Fundraising Strategies

A multi-pronged approach has been adopted to drive the fundraising strategy to ensure that the fundraising targets are achieved:

- *CSI contributions and grants* provide more than 80% of Thandulwazi's annual funding. This funding is sourced from a range of trusts, corporate funders and individual donors for the Thandulwazi programmes, so ensuring that the future financial sustainability of Thandulwazi is not dependent on only one or a handful of funders. Funding applications to existing and new donors are submitted annually on an ongoing basis.
- The *Each One, Sponsor One* initiative encourages individuals to sponsor a teacher or student to attend the Thandulwazi programmes.
- *In-kind donations* of teaching materials; textbooks and professional services that will be of value to the Thandulwazi programmes and help to reduce costs are also actively pursued. Strategic partnerships that will benefit the programmes and extend the reach of Thandulwazi have also been negotiated.

- In addition, *new sources of funding* are explored annually. This year the *Bryanston Country Club* nominated Thandulwazi as its charity of choice and has hosted a number of events and golf days to raise funds for the Academy.
CN&Co and the *Thai Africa Group of Restaurants* ran a fundraising campaign, entitled #smallbitesgobigger, during Youth Month and raised R36k for the Thandulwazi Saturday School in June 2017.
Team Thandulwazi will be in action again at the Telkom 947 Cycle Challenge to raise funds for the Academy.
- To ensure future sustainability, the Thandulwazi Trust has a *B-BBEE strategy* in place to encourage companies wishing to take advantage of the BEE status of the Trust, to make scorecard compliant Socio-Economic Development (SED) contributions and Skills Training contributions to Thandulwazi; and/or donate shares to the Trust. It is hoped that in time the dividends generated from such partnerships will provide funding for the Thandulwazi programmes going forward.

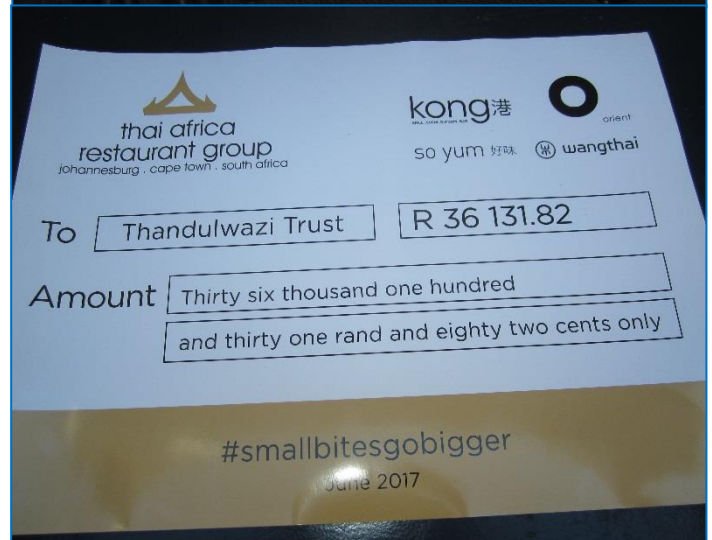
Fundraising Targets for 2017

The approved budget for the Thandulwazi Maths & Science Academy (Gauteng and Limpopo) in 2017 is R10,3 million. Thanks to the generosity of our partners, as at 31 July 2017, this funding target has been achieved. Any surplus funds raised will be used towards the costs of the 2018 programmes.

A full list of Thandulwazi’s funders and partners in 2017 is available on the website or on the following link:

<http://www.stithian.com/thandulwazi/content/page/thandulwazi-funders-and-partners>

The budgeting process for 2018 is underway; targets have been set and planning for next year is on track; and funding applications are in the pipeline.



Thank you, one and all, for your encouragement, generous support and partnership with the Thandulwazi Trust.

Should you have any queries or if further information is needed, please do not hesitate to contact me.



BEVERLEY JOHNSON

DEPUTY HEAD OF ADVANCEMENT

(ST STITHIANS FOUNDATION, THANDULWAZI & STRATEGIC PROJECTS)

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31 July 2017

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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 October 2005, developed out of the need for effective action in addressing the critical issues pertaining to the teaching of Maths and Science in schools in and around Gauteng. *Thandulwazi* derives from the isiZulu, meaning “*the love of learning/ knowledge*”.

Vision

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

Mission

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

Operational address: 40 Peter Place, Lyme Park, Sandton



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thandulwazi@stithian.com

Website:

www.thandulwazi.com

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

Thandulwazi Trustees

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

Key personnel in 2017

- Head of the Thandulwazi Maths & Science Academy – Themba Mthethwa
- 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

(Correct as at 31 July 2017)