



Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

Thandulwazi Maths & Science Academy Interim Report for the period 01 January to 31 July 2015

“Teachers are fundamental to the quality of schooling in South Africa”

(Nic Spaull¹)

Dear Donors, Partners & Friends of Thandulwazi

This year, Thandulwazi celebrates 10 years of empowering young people through education. It is our pleasure to share with you the mid-year report on the Thandulwazi Maths & Science Academy, which details the progress made to date.

Education in South Africa

Internationally, education is regarded as the single most important factor in the development of any given country. Indeed, this is evident in numerous international resolutions and agreements such as the Millennium Development Goals (MDGs) of the United Nations and Education for All (EFA) Dakar Framework of Action (2011). The South African Constitution places education as a fundamental human right; and the National Development Plan (NDP) proposes a 2030 vision for a better education system.

Despite improved access to schooling and increased expenditure on education since 1994, the South African Education system continues to falter, with South African students lagging behind their counterparts in both developed countries and developing African states. Reasons for this are many and complex, but include:

- The historical *“ghosts of apartheid education”*, which continue to divide education between historically disadvantaged schools, found mainly in townships and rural areas; and advantaged schools (such as the former Model C schools) found mainly in former white areas. Socio-economic circumstances will, in most instances, determine not only access to schooling but access to learning and the quality of education a child will receive in South Africa.
- Deep systemic challenges remain, such as poor school management, lack of leadership and governance skills; lack of essential facilities (e.g. ablutions) and basic resources in many schools across the country.
- At a symptomatic level, poorly trained teachers, lacking in subject knowledge and classroom management skills, high absenteeism and poor time-on-task, compound the issues.

Leading education researcher, Nic Spaull, contends that *“Education is meant to level the playing fields and mitigate inequalities, but in South Africa it propagates them²”*. He writes that:

“20 years after democracy the reality is that most Black children in South Africa continue to receive an education which condemns them to the underclass of South African society, where poverty and unemployment are the norm, not the exception. Where 10 million people live on less than R10 a day. This substandard education does not develop their capabilities or expand their economic opportunities, but instead denies them dignified employment and undermines their own sense of self-worth and agency. In short, poor school performance in South Africa reinforces social inequality and leads to a situation where children inherit the social station of their parents, irrespective of their motivation or ability. Low quality education becomes a poverty trap that is virtually inescapable.” (<http://nicspaull.com/>)

There is a general consensus that South Africa students are performing poorly in Maths and Science across all grades. This is evident in international assessments, such as The Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA), and regional assessments such as the Southern and Eastern Africa Consortium for Monitoring Educational Equality (SACMEQ). Similarly, the Annual National Assessments (ANA) have shown disappointing results particularly in Mathematics at both Intermediate Phase and Senior Phase.

Yet, ironically, in July 2015, the Department of Basic Education revealed that 1 in 4 South African schools do not offer Mathematics at the FET-phase (Grade 10, 11 and 12). At this time of rapid technological development across our continent and the world, when research indicates that 75% of the fastest growing occupations require Maths and Science knowledge, how is this deemed to be acceptable? In Gauteng, the economic hub of the country, only 64% of high schools (20 out of 31) in Johannesburg West offer Maths as a subject to students.³

Research into poor learner performance and our experience point to the poor background knowledge and ineffective teaching and learning starting at the foundation phase. A shortage of qualified Maths and Science teachers in South Africa has been a problem for many years. There is little doubt that one of the major challenges facing the education system in South Africa is the capacity to train professional, competent and qualified educators, capable of delivering quality teaching in schools across the phases and in all subjects.

The recently published CDE (Centre for Development & Enterprise) report, entitled *Teachers in South Africa: Supply and demand, 2013-2025*, commended Government “for turning around a severe shortage of teachers in 2009, such that it is meeting its overall targets of new graduates”; but noted that much more still needed to be achieved “to address the many challenges inherent in the composition of the teaching force, the quality of the ITE (initial teacher education) provision, and teacher shortages in key phases and subjects”.⁴

The CDE Report highlighted the following significant challenges facing the South African education system in the period 2013-2025:

- Increased learner enrolment, which is expected to rise from 12,4 million (2013) to 13,4 million (2023), and training sufficient numbers of teachers to meet the need. The CDE estimates that the teaching force will need to expand by 30,000 teachers over the

“South Africa will produce sufficient teachers to meet the growing demand over the next decade. However attention needs to be given to significant projected shortages for different school phases (for example Foundation Phase) and subjects (languages, mathematics and mathematical literacy). There are also considerable inefficiencies in the graduation rate of teachers from higher education institutions which need to be addressed. South Africa will face challenges arising from the unusual age profile of teachers (as a result of years of very low graduate numbers in the first decade of the 21st century) and the resignation of more qualified teachers than unqualified ones.”

CDE Report, *Teachers in South Africa: Supply and demand, 2013-2025* (March 2015)

next 12 years (i.e. from around 426,000 educators in 2013 to 456,000 in 2025).

- The uneven demand for teachers in the various school phases and the critical shortage of teachers in the Foundation Phase, where the “demand outstrips the supply”.
- Significant shortages of teachers in key subjects persist. The CDE research highlighted shortages of language teachers across the educational phases; Mathematics in the Intermediate and Senior phases; and Maths Literacy in the FET phase where nearly 260% of Grade 12 students are studying the subject (58,5% of all 2014 Grade 12 students wrote Maths Literacy in the NSC Exams).
- The age profile of South African teachers reflects an aging cohort, with most teachers (74%) aged between 40-49 years in 2013, who will be ready for retirement in 2025. In 2025, the smallest group of teachers will be in the age 40-49 bracket (15%), which is typically the group from which school leadership is drawn; and the CDE predicts that teachers with less experience will need to be promoted to fill these management and leadership positions.
- Currently some 19% of South African teachers are partly qualified or unqualified, i.e. with Matric but no professional teaching qualification; and nearly a third of these unqualified teachers are employed in KZN schools.
- High teacher turnover and retention remains a concern, with more qualified teachers leaving the profession than returning.

In summary, the CDE report notes that the current shortages of well trained, competent teachers persist in subjects such as languages, Mathematics and Maths Literacy, and will impact negatively on the delivery of quality learning and teaching and in turn the future development and success of South Africa.

In a recent report on the State of the Youth, the Helen Suzman Foundation (HSF)⁵ makes the point that *“the knowledge and skills acquired by our youth must be relevant to the economy if it is to have a material impact on future job prospects. Over the past decade, the number of all people aged 20 years and older who have completed grade 12 has also increased from 22.3% in 2003 to 27.7% in 2013 but only 12.8% have completed a post school education qualification.”*

The HSF report quotes the following statistics around youth unemployment:

- The official unemployment rate is 24.3%. On the expanded definition it is 34.6%.
- Unemployment is higher for Black Africans (39%) compared to their counterparts (Coloured: 26.8%; Indian/Asian: 16.8%; White: 9.4%).
- Of the 4 909 000 officially unemployed people in South Africa, 66.2% are youth, with 2 887 000 being Black African youth. This makes unemployment predominantly a youth employment problem.
- Just under a third of the 15 - 24 cohort are neither employed nor in education and training.

“Maths is pivotal to economic growth. We are growing into a global economy and everything has a connected thread. Understanding qualitative and quantitative numeracy is the key to being successful because in any business you need to be able keep the books, do accounting, understand profit and loss, and so on. There isn't a single business as I understand it where mathematics up to a certain level is not required.”
(Sharanjeet Shan, Maths Centre, 2015)

The HSF cautions that:

“South Africa has experienced rapid development in its social and economic spheres over the past 21 years. But the youth of today are no longer satisfied with formal rights alone. Material equality is on the agenda ... Extremely high youth unemployment numbers have an impact on both the economic and social landscape of a country. More and more young people find themselves in frustrating situations and are taking to the streets to express their anger and disappointment, (as witnessed by) the rise in the number and level of protests and demonstrations taking place in different locations from Bekkersdal to Soweto to Cape Town to Durban...”

Thank you to our partners in education

The Thandulwazi Maths & Science Academy envisions a South Africa where every child has access to quality teaching in well-resourced schools, across the educational phases and particularly in core subjects, viz Mathematics and Science. Working with our like-minded partners in education, the Thandulwazi Maths & Science Academy aims to make a positive contribution to South African education, by training new teachers, upskilling current educators, and growing the number of school leavers, with the requisite Maths and Science skills set, who will address the country’s skills shortages and so boost economic development.

We thank our partners for sharing this vision and for their generous commitment to education and youth development in South Africa.

With sincere thanks and kind regards.

Themba Mthethwa

Bev Johnson

THEMBA MTHETHWA

DIRECTOR
THANDULWAZI MATHS & SCIENCE ACADEMY

BEVERLEY JOHNSON

DEPUTY DIRECTOR OF ADVANCEMENT
(FOUNDATION, THANDULWAZI & STRATEGIC PROJECTS)

Sources:

1. <http://mg.co.za/article/2013-03-10-absentee-teachers-are-a-thorn-in-our-side>
2. <http://mg.co.za/article/2012-09-21-intervening-after-school-is-too-late>
3. <http://m.news24.com/news24/SouthAfricanNew/10facts-about-SAs-school-maths-gures-20150716>
4. CDE (Centre for Development & Enterprise) report, entitled *Teachers in South Africa: Supply and demand, 2013-2025* (March 2015)
5. <http://hsf.org.za/resource-centre/hsf-briefs/the-state-of-youth-1-part-1-2013-perspectives> (May 2015)



Thandulwazi Maths & Science Academy

An educational programme established by the St Sithians Foundation

Thandulwazi - a love of learning ...

REPORT FOR THE PERIOD 01 JANUARY TO 31 JULY 2015

THANDULWAZI SATURDAY SCHOOL

The Matric results over the last four years, 2011-2014, bear testimony to the quality of the teaching at the Saturday School and the commitment of the learners, who self-select to attend Saturday classes on 30 weekends per annum and so improve their results. Since 2011, the overall pass rate for Thandulwazi matric students is 97%, with an average of 53% of Grade 12s achieving Bachelor degree passes.

Overview of the 2015 Programme

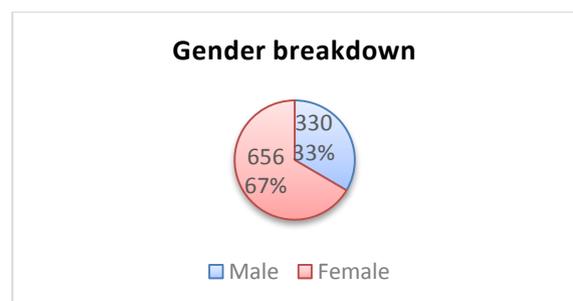
Statistics

In total, 1010 students registered for the Thandulwazi Saturday School on 31 January 2015. Following irregular attendance, 76 students were deregistered at the end of April 2015 and students on the Waiting List were invited to register for the programme. The statistics as at 31 July 2015 are as follows:

Registration per grade:

Total no. of students: 986

Grade	Students registered
10	312
11	351
12	323
Total:	986



The breakdown of beneficiaries by race:

Black		White		Indian/ Asian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
325	651	0	0	3	3	2	2

Staffing

Dr Themba Mthethwa, the academic Director of the Thandulwazi Maths & Science Academy, manages the four programmes facilitated by the Thandulwazi Maths & Science Academy, including the Thandulwazi Saturday

School. The Thandulwazi Director is assisted by Mr Zeph Khoza, who is the part-time programme coordinator and responsible for organizing the logistics for the Saturday sessions.

Programme for the year ahead

Thirty Saturday School sessions are scheduled for the year. In addition, a three-day Maths Camp for the Grade 12 Top Set (10-12 July) and a Grade 12 Maths Focus Day (08 August) are planned for the year.

Subjects offered in 2015

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

Two hours of Mathematics are timetabled for each Saturday (one formal lesson and a one hour Maths Tutorial/*Mathletics* session). Each learner is provided with an individual log-in for *Mathletics*, which can be accessed at the Saturday School or at home/Internet Café/high school if the internet is available. Two of the Thandulwazi Maths Intern-Teachers have been appointed to monitor and implement the *Mathletics* programme this year, using four computer labs.

Weekly attendance

18 Saturday School Sessions have taken place to date. Attendance rates in the first quarter averaged at 76%, but have dropped to 61% overall in the second quarter. Historically attendance tends to dip in the Winter term. Due to the government school holidays, no Saturday classes were held in July.

Engagement with the Gauteng Provincial Department of Education (GPDE)

In an effort to improve overall attendance rates, the Thandulwazi Director has engaged with the organisers of the SSIP Programme at SciBono and the Gauteng Provincial Department of Education (GPDE) to request that the Thandulwazi Saturday School be formally endorsed, so that learners can select to attend Thandulwazi on Saturdays rather than SSIP, which some principals have made compulsory for their Grade 12 students. The Director reports that his initial engagement with the GPDE was positive and the department is willing to support Thandulwazi in all possible ways. The Director is working on the formal proposal for the endorsement of the Saturday School programme. It is hoped that the endorsement of the Thandulwazi programme will not only assist with improved attendance but also help Thandulwazi to gain greater access to the learners' academic results, particularly the final results (NSC grades) from the participating schools.

Additional Maths tuition provided: Maths Camp & Maths Focus Day

- Following the Baseline Testing, a Top Set of Maths students (learners who achieved 70% or above) have been identified in Grade 12. Thirty three students attended a Maths Camp held at the Kamoka Bush School (Modimolle) from 10-12 July 2015. This camp was funded by Growthpoint Properties, who also provided T-shirts, notepads and travel mugs for the participating students. All the camp participants were highly appreciative of the opportunity.
- A Grade 12 Maths Focus Day is scheduled for Saturday 08 August, to assist students with their preparations for the preliminary exams.

New features of the 2015 academic programme include

- Students are able to register for curriculum enrichment in both Physical Science and Life Science this year (previously they had to choose one of the sciences). This has been appreciated by the students and Life Science classes have been so well supported that an additional teacher has been engaged to ensure that the class-sizes for this subject are manageable.
- Thanks to dedicated funding from *Vintage with Love*, in 2015 all the Thandulwazi students were provided with copies of the *Answer Series 2-in-1 Workbooks* for both Mathematics and Physical Science. The workbooks guide the students' studies in the tutorial sessions and at home. In addition, thanks to dedicated funding from Mrs Ntombi Langa-Royds, a Foundation Governor, the Grade 12 Life Science students have been provided with additional study guides (*Answer Series*).
- In 2015, the Thandulwazi students were provided with access to the *Spellodrome* programme, sponsored by 3PLearning, to assist students with improving their English spelling skills. Students have been given individual log-ins and to date mainly Grade 10 students have used this resource. After the mid-year break, the service provider will engage with the English teachers and students again to encourage greater usage of this programme.
- The English teachers have also introduced Scrabble into their English classes, which is proving popular.
- "Soft skills"/ life skills workshops have been facilitated by the members of the Mbewu Movement on four Saturdays this year, which included a focus on public speaking, leadership and effective communication.



• *Figure 1: Mbewu Movement Leadership Workshop with Gr 12s, 07 February 2015*

Additional opportunities provided for Thandulwazi students

- Thandulwazi Grade 12 students were given the opportunity to apply for tertiary bursaries offered by the Standard Bank; Barloworld Education Trust; General Electric; Investec and Nedbank.
- KPMG offered four Grade 12 Thandulwazi accounting students the opportunity to participate in their Schools Programme on 26-27 March 2015. Most pleasing feedback was received on the Thandulwazi students who participated:



30/03/2015

Dear Bev

Thank you so much for supporting me and giving me the learners I need.

Thandulwazi attended both days on time, I was particularly happy with Romeo, he was engaging from day one, wasn't afraid to participate and ask questions.

Tebogo, Tshегоfatso and Thembinkosi were really shy the first day but opened up on the second day.

Romeo received a present for being the overall team player and when they were leaving Friday he mentioned that he will be pulling up his socks because he wants to pass and come work for KPMG, out of the Big Four companies he visited, we take the crown and he really wants to join our family.

It was a pleasure hosting them all and we are looking at increasing the number of learners this year so I will be knocking on Thandulwazi's doors again.

Thank you once more.

Regards,

Lorraine Molefe | KPMG Services (Pty) Ltd | 01 Albany Road, Parktown | Tel: (011) 647-5564 | Fax: 010 001 6514 | lorraine.molefe@kpmg.co.za

- Thanks to dedicated funding from Moto-Engil Construction SA (Pty) Ltd, JACASS and James Ralph (Pty) Ltd each Thandulwazi student, who did not have a calculator, was provided with a CASIO scientific calculator on 18 April 2015. In addition, Ms Astrid Scheiber (CASIO) facilitated calculator training workshops that Saturday for all three grades.
- Learner scholarships for places at the UWC international schools were advertised by a former scholarship-holder (Ms Nobuhle Ndlovu) to the Grade 10 and 11 students on 23 May.
- Bev Johnson engaged with Ms Sharon Ramborosa of the STUDIETRUST, a bursary organisation working with a number of corporates and foundations; and requested assistance for the Thandulwazi Grade 12s wishing to source bursaries for tertiary studies.

Grade 12 Careers Day

- 227 Grade 12 Saturday School learners, participated in the annual Thandulwazi Careers Day, held at St Stithians Girls' College, on Saturday 07 March 2015. The students were addressed by a range of speakers about different career options, including optometry; careers in the recording industry and sound engineering; opportunities in Industrial Engineering; becoming a Chartered Accountant; technical training opportunities in the new unmanned drone technology; and teaching as a career.
- Students were also given the opportunity to engage with a variety of tertiary institutions (Pretoria University; UNISA; Wits University; Boston College) and companies (Standard Bank, Eskom, Ernst & Young, Unmanned Technologies) about bursary, training and career opportunities available.
- The Careers Day for the Grade 10 and 11 students is scheduled for 08 August 2015 and will be linked to National Science Week.

Key Challenges

Some of the key challenges faced by the Saturday School programme are:

- **Loadshedding** has impacted both on the scanners, which monitor attendance, and the computer labs and prevented access to *Mathletics* on two Saturdays this year.
- **Transport costs:** Soaring transport costs have impacted on the regular attendance of some students.
- **Mixed ability classes** remain a challenge for the Thandulwazi teachers. The Thandulwazi learners are drawn from more than 180 high schools, of varying educational quality, across Gauteng. Teachers use a range of methodologies to ensure that all students benefit from the extra tuition and to "fill in" the gaps in their subject knowledge and skills.
- **Tardiness:** A school-wide issue, Thandulwazi continues to stress the importance of punctuality and time-on-task with students. Access at the gate is closed from 09:00 onwards on Saturdays. This means that learners arriving late have to swipe in at the Computer Lab in order to be marked present and they have to explain why they are late. Students wishing to leave early on Saturdays have to obtain a "Pass Out" signed by the programme coordinator.
- **Discipline** remains tight and all students are expected to abide by the Code of Conduct signed at Registration. To date there have been no serious disciplinary issues.
- **Regular attendance**, particularly in the Winter term, remains a challenge. Although attendance has declined over the last two months, there is a sizable core group of learners who are making the most of the golden opportunities afforded to them by the Thandulwazi Saturday School and this bodes well for the future.
- **Retention of students:** The IRR (Institute of Race Relations) statistics reveal that between Grade 10 and 12, more than 50% of a cohort of students will drop out of school before Matric and/or fail a grade, which impacts education across the board.

Strategic Partners

- **3P Learning** – The licence holder of the *Spellodrome* and *Mathletics* programmes, 3P Learning has been a partner for the last five years. This internet based programme and self-study tool, developed in line with the national curriculum, offers students the opportunity to practise mathematical concepts and examples/problems on-line. Thanks to funding from Protea Chemicals, Thandulwazi has renewed its *Mathletics* licence in 2015. 3P Learning have generously made *Spellodrome* an internet-based spelling improvement programme, available free of charge to Thandulwazi learners.
- **JACASS** – the articled clerks from JACASS (Johannesburg Articled Clerks Association) all of whom are graduates working at the major auditing firms across Johannesburg, continue to mentor and tutor small groups of Grade 12s in the Accounting Tutorials. This year JACASS donated funding for the purchase of scientific calculators for the new Grade 10 intake of Thandulwazi students.

- **University of Johannesburg (UJ)** – in 2012 Thandulwazi signed a three-year agreement of co-operation with the Education Faculty at the University of Johannesburg, allowing 4th Year BEd and PGCE students to undertake their community service (a degree requirement) at the Thandulwazi Saturday School and to serve as Academic Tutors. This year eight UJ students are tutoring at the Saturday School.
- **CASIO (James Ralph (Pty) Ltd)** – Astrid Scheiber has again volunteered her services to train the Thandulwazi students on how to effectively use a scientific calculator. Training sessions for each grade were held on Saturday, 18 April 2015.



- **Mbewu Movement** – This is a new partnership. The Mbewu Movement *“is a forum created by a group of young, ambitious African women who share common interests and are like-minded in light of their passions and vision for the African continent”*. Through their Pay it Forward Project, members have volunteered to assist Thandulwazi with a programme of “soft skills” workshops for students; sourcing speakers for the Careers Day; and sourcing donations in kind, e.g. snacks for distribution to students on Saturdays.

Assessment, Monitoring & Evaluation

Over the last few years, greater effort has been placed on monitoring learners’ progress (mainly through the *Mathletics* programme); and evaluating the programme (through an independent biennial evaluation of the Saturday School and an annual survey of the students). We look forward to working with an evaluation team from the University of Johannesburg in 2015. The data from the annual survey and evaluation will assist Thandulwazi with planning for the year ahead and to improve on the programme offered.

Baseline Assessments 2015

Baseline testing in Maths, Physical Science, Life Science and English took place on 07 February 2015. The purpose of this testing was to ascertain the academic levels of the learners, so that the teachers can pitch their

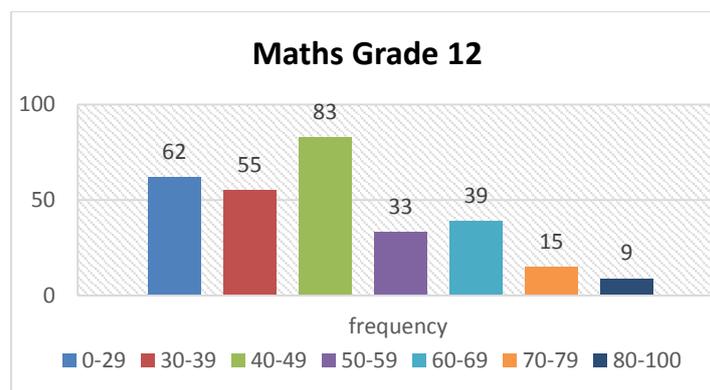
lessons at the right level; and to try to identify where the gaps are in the learners' content knowledge, understanding of concepts and skills.

The Baseline Test results reflect just how mixed the abilities of the Thandulwazi learners are. For example the Grade 12 Maths marks ranged from 8% (lowest score) to 96% (highest score), with the grade average being 44% on the Baseline Test.

As an example, the summary of the Maths baseline results are detailed below:

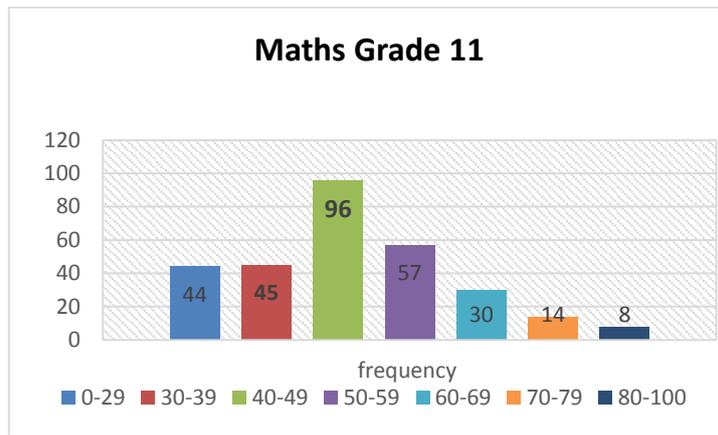
Maths Grade 12

%	frequency
0-29	62
30-39	55
40-49	83
50-59	33
60-69	39
70-79	15
80-100	9
Total number of students wrote	296
Lowest Mark	8%
Highest Mark	96%
Class Average	44 %



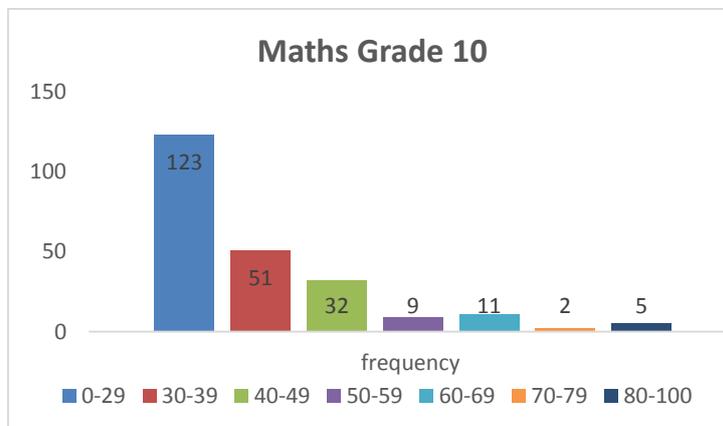
Grade 11 Maths

	frequency
0-29%	44
30-39%	45
40-49%	96
50-59%	57
60-69%	30
70-79%	14
80-100%	8
Total number of students wrote	294
Lowest Mark	12
Highest Mark	96
Class Average	46



Maths Grade 10

%	Frequency
0-29	123
30-39	51
40-49	32
50-59	9
60-69	11
70-79	2
80-100	5
Students wrote	233
Highest mark	88
Lowest mark	4
Average mark	32



Mathletics

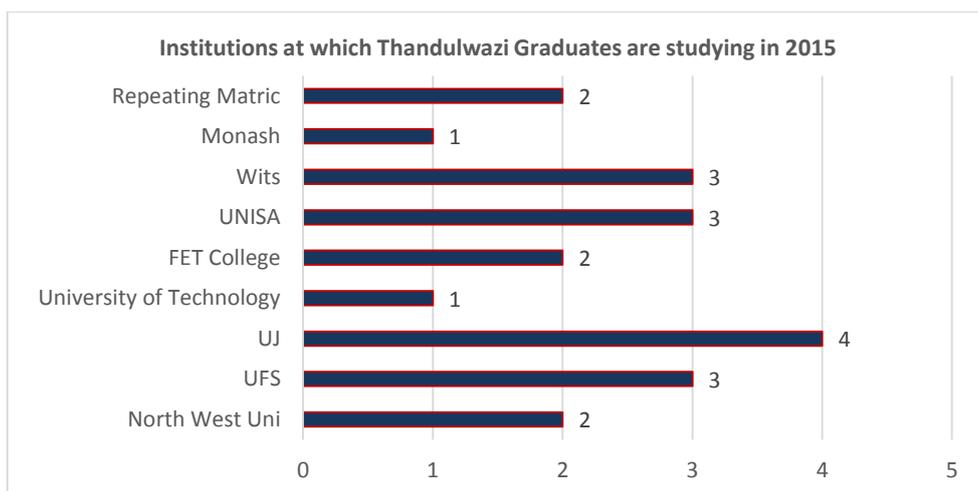
- At registration, all students were given an individual log-in for *Mathletics* in 2015.
- *Mathletics* Africa provides two progress reports annually (in June and October). The mid-year report reflects an overall school improvement of 37% for Thandulwazi learners in 2015. There was an increase in time online for half the year and the number of questions answered compared to the full year of 2014.
- The dedicated *Mathletics* Tutors, Mr Emmanuel Sibisi and Mr Paseka Ramathoka, both of whom are Thandulwazi Maths Interns training at St Stithians Boys' College, have focused on setting specific tasks related to the topics taught in the Saturday Maths classes and this has contributed to the increase in curriculum questions answered and time online.

- To encourage greater use of *Mathletics*, the *Mathletics Challenge* will be run again this year from May to October 2015.

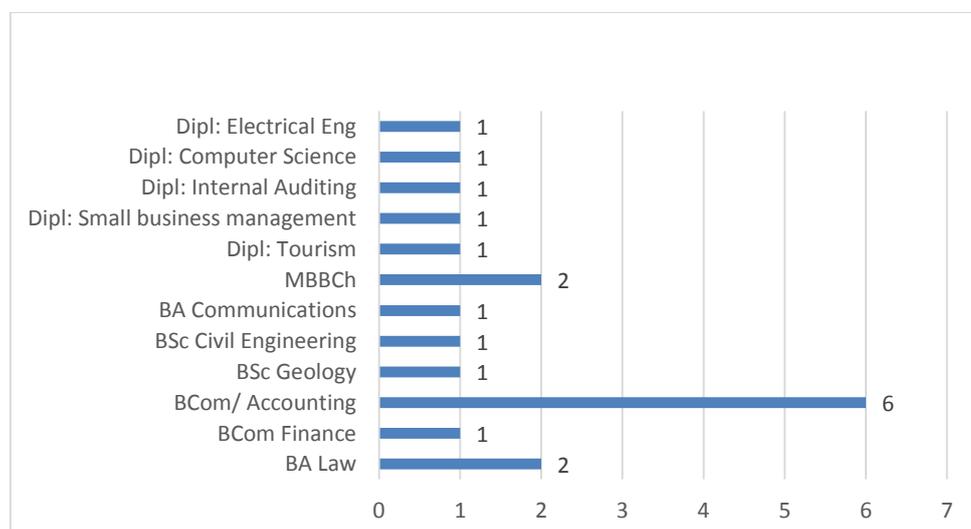
Tracking Thandulwazi Graduates

Some progress has been made this year:

- In 2014, we were delighted to welcome back to Thandulwazi Mr Hector Nkosi (Matric Class of 2013), who is currently in his second year of study (BCom, Accounting) at Wits. Hector tutors Accounting and Maths at the Saturday School. This year, Thandulwazi celebrates its 10th Anniversary and Hector was invited to share the podium at the annual St Stithians Founders’ Day with Ms Gcina Mhlope, a gifted orator and story-teller, and to tell his “Thandulwazi Story” to the 4000 strong audience. We were so proud of this Thandulwazi graduate (see *Annexure A* attached).
- The Thandulwazi Saturday School Facebook page is being used to communicate with current students (www.facebook.com/ThandulwaziSaturdaySchool); advertise bursary/ post-matric training opportunities; resources for current students; and to track graduates, who are encouraged to provide details of their post-Matric studies or employment status. Following a recent appeal for graduates to update their information, we received updates from 21 students from the Matric Class of 2013 and 2014.
- The Thandulwazi graduates are studying towards a range of careers and at various institutions, as detailed below:



Course of studies undertaken



THANDULWAZI LEARNER SCHOLARSHIP PROGRAMME

Thanks to Mr Tim Nash and Virgin Galactic multi-year funding was awarded to this programme for the period 2014-17. Rofhiwa Mukhondo entered St Stithians Girls' College in 2014 as a Grade 10 student. Her tuition fees are covered by the Virgin Galactic Nash scholarship until she matriculates in 2016. The Virgin Galactic staff raised funds for a second scholarship at Thandulwazi in support of Mandela Day. This academic scholarship was awarded to Luyanda Mazibuko (from the Drakensberg Boys' Choir School) for the FET-phase of his education from 2015-2017.

- Rofhiwa is currently in her second year at the Girls' College and is a weekly boarder. Her Grade 11 (2015) academic report reflected hard work and commitment. Rofhi was placed academically amongst the top 15 Grade 11 students at St Stithians Girls' College at the end of Term 1; and was one of 10 Grade 11 girls invited to attend the University of Pretoria's Top Achievers Event on 21 May 2015. Rofhi continues to go the extra mile in all that she does at the College; to make the most of the many opportunities offered to her (for example, she volunteered to write the National Maths Olympiad and made it through to the second round); and approaches her studies with energy and commitment. This is reflected in both her results and the remarks made by her teachers and tutor. Rofhiwa participates fully in the College's extra-mural programme: she attended the Grade 11 Leadership Camp and the Choir Camp; she is actively involved in the College Choirs, which performed at the Valentine's Day Concert and Founders' Day; she is a member of a number of cultural clubs, the PR, Transformation and Community Service Committees. Rofhiwa was a member of the Saints Moviemakers Team which recently won an award at the Mzansi Short Film Festival for their film on Pixie Lowe.
- Luyanda is in Grade 10 and this is his first year at St Stithians Boys' College. He is settling in as a boarder, but has found the transition from a very small school in KZN to a large boys' school in Gauteng challenging. The necessary support structures have been put in place to assist him, both academically and pastorally. Luyanda needed some academic support in key subjects, but is thriving in terms of his involvement in Music (Choir, drumming, The Dukes). He is a valued member of the boarding house and is starting to build friendships with his peers. Luyanda has been involved in a number of musical events, including Chapel Services, the Dukes Valentines Concert and the massed choir event at Founders' Day; he played rugby this term; and made it through to the final round of the Saints Singer/Musician of the Year (singing and drumming) and was awarded distinctions in both categories. This is a wonderful achievement in his first year at the College.

In April 2015, staff and future astronauts competed in the London Marathon and raised sufficient funds to cover Lu's tuition fees for 2016.



- An advert inviting applications for the 2016 Thandulwazi Academic Scholarship (2016-2018), targeting Grade 9 girls (2015), has been made placed in the press and on relevant websites.

THANDULWAZI TEACHER DEVELOPMENT PROGRAMMES

Thandulwazi's vision is to ensure quality education for all young South Africans, 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 offers two programmes for educators to achieve this goal:

- (i) **Thandulwazi Intern-Teacher Training Programme** – 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.
- (ii) **Thandulwazi Teacher Development Programme** – a voluntary, in-service development/upskilling programme for current teachers offered over 11 Saturdays per annum. This is an inclusive programme and teachers self-select to attend and upgrade their skills and hone their craft.

Thandulwazi Intern-Teacher Training Programme

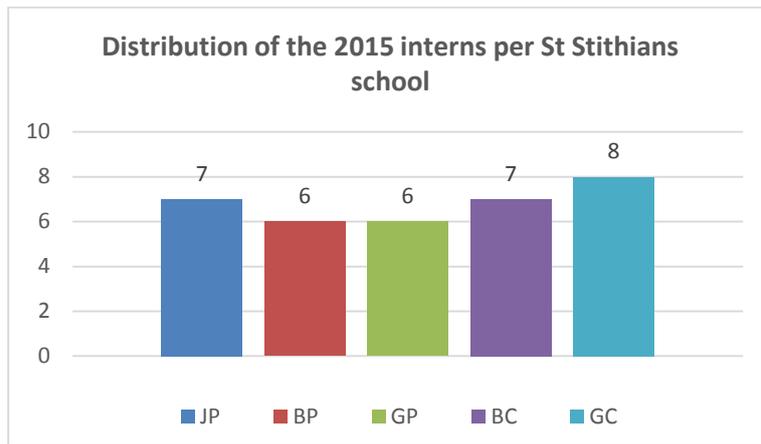
The Thandulwazi Intern-Teacher Training Programme aims at growing capacity in the South African teaching corps. In partnership with St Stithians College, Thandulwazi offers a pre-service, full-time teacher training programme to train teachers in specialist subjects or phases facing critical shortages. The research recently published by the CDE (Centre for Development & Enterprise), *Teachers in South Africa: Supply and demand, 2013-2025*, would indicate that the recruitment process followed by the Thandulwazi Intern-Teacher Training Programme since 2011, is on target. Thandulwazi identified critical shortages of not only Maths and Science teachers, but also language specialists and Foundation Phase teachers; and has targeted recruitment accordingly over the last five years. Thanks to the support of the funders of this programme, Thandulwazi currently has 34 Interns training on the programme.

Staffing

Dr Themba Mthethwa, who joined Thandulwazi as the full-time Director of the Thandulwazi Maths & Science Academy on 01 February 2015, manages this programme and works closely with Ms Thobeka Mngambi, the intern programme coordinator. Given his strong academic background in Mathematics, teacher training, and knowledge of universities, Themba has been a great asset over the last six months and has offered valuable guidance to the Interns on both their module choices and assistance with UNISA.

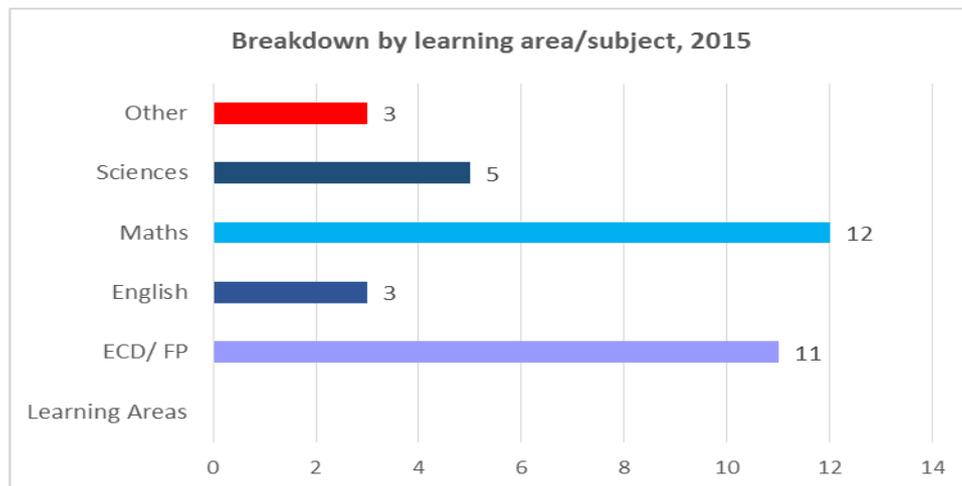
Programme to date

- Given the high calibre of the applicants for places on the 2015 Thandulwazi Intern-Teacher Training Programme, places were offered to 17 new Interns in the last quarter of 2014. Following the withdrawal of 4 applicants in December 2014, 34 Interns are training on the programme this year.
- The current cohort of Interns are training across the educational phases and are based in all five St Stithians schools.



- The 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	18	1	5	0	0	0	1



- The Thandulwazi Director and programme co-ordinator continue to provide mentorship and professional guidance to the Interns. They advise the Interns on module choices, assist with any registration issues that may arise at UNISA, work closely with the school coordinators and mentors, and monitor the progress of the Interns closely.
- All Thandulwazi Interns are required to register with SACE (South African Council of Educators).
- The Interns are required to complete 40 hours of community service, working either for 10 Saturdays at the Thandulwazi Saturday School (FET phase Interns only); or for a week during the August school holidays at a partner school.
- Out of the 34 interns training this year, 5 are expected to complete their studies in December 2015.

Continuous professional development

A key feature of the intern training programme offered by Thandulwazi is continuous professional development (CPD). The Thandulwazi Interns are encouraged to become lifelong learners, which is vital for educators if they are to keep abreast of educational thinking and best practice; and effectively deliver the curriculum to their students. To date the Interns have attended a range of CPD and life-skills workshops, covering various topics

such as:

- Managing diverse classrooms
- Sensory profiling
- In-house iPad and Tablet training
- Thinking Schools
- Dealing with bullying effectively
- IEB User Group Conferences in specialist subjects, e.g. Maths
- Financial Literacy Workshop facilitated by the Standard Bank
- Level One Cricket Coaching Course
- Staff from Hill & Knowlton Strategies, a new Thandulwazi donor, presented a wonderful series of short workshops on effective communication, networking and building one's personal brand, to the Thandulwazi Interns on Friday, 26 June.

“The teacher should be a guide who enables learners from early childhood throughout their learning trajectories, to develop and advance through the constantly expanding maze of knowledge.”

(UNESCO Report, Rethinking Education, towards a global common good, 2015)



Thandulwazi Foundation Phase Interns in action

Academic Progress

All the Thandulwazi Interns are registered at UNISA for either a Bachelor of Education (BEd) or Postgraduate Certificate in Education (PGCE). The Interns have commenced with their academic studies and assignments; formed study groups; and completed their mid-year UNISA examinations.

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

	Number	%
Total Modules registered in 2015	124	100
Total Passed	103	85%
Total Distinctions	42	35%
Total Supplementary exams to be written	8	7%
Total Failed	10	8%
Year modules (exams still to be written)	3	-

Interns who fail a module are required to repeat the module at their own expense. Interns who did not perform well have been identified and the Thandulwazi Director will develop a strategy to assist them accordingly with their academics. It is pleasing to report that five of our Interns passed all their first semester modules with distinctions in each subject.

Challenges

- Finding affordable accommodation close to the College for the Interns remains a challenge. Three male interns have been offered accommodation in the staff quarters at the St Stithians Boys' College boarding facility. This remains on the Director's agenda and options are being discussed with the Thandulwazi Trustees and St Stithians College.
- A source of concern is the 'poaching' of Thandulwazi Interns by other independent schools, who are employing Interns as teachers before they have qualified.

Recruitment for the 2016 Thandulwazi Programme

The recruitment process took place in April and May 2015. 11,000 on-line applications were received for the 2016 programme. Following three rounds of interviews, places have been offered to 17 candidates for 2016. It is hoped that the programme will grow to 40 Interns in the year ahead.

Impact of the Thandulwazi Intern Teacher Training Programme, 2005-2015

Tracking the Thandulwazi graduates and monitoring teacher retention rates remain an area of focus. An analysis of the Internships over the last decade reveals the following statistics:

- Between 2005-2015, a total of 100 Intern-Teachers have trained on the Thandulwazi Intern-Teacher Training Programme.
- Of that number, 34 Thandulwazi Interns are currently studying on the programme

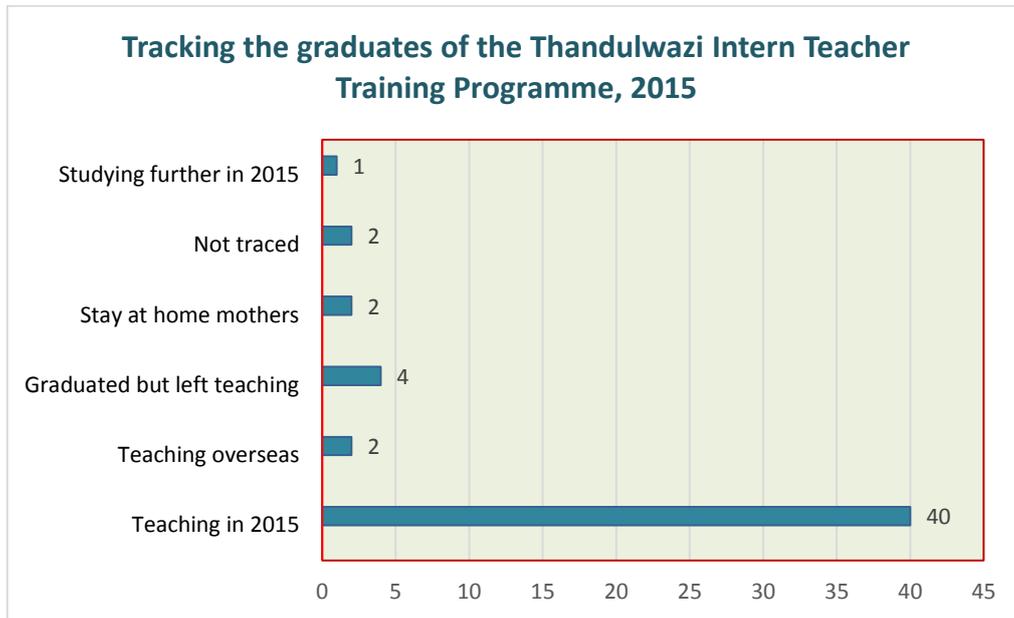
Of the remaining 66 Interns:

- 14 left the programme, prior to the completion of their teaching qualification
- 1 was dismissed from the programme
- 51 graduated as teachers

Of the 51 graduates:

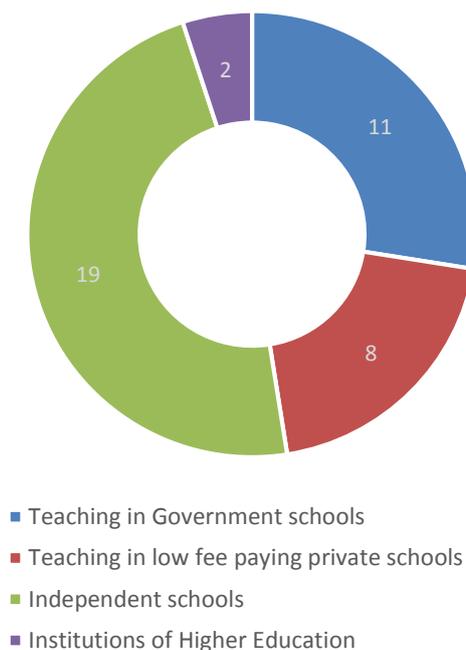
- 40 are still teaching or lecturing locally
- 2 are teaching overseas (Brazil and South Korea)
- 1 graduate is studying further in 2015
- 2 taught after graduation, but are now stay-at-home moms
- 4 have left teaching (1 is a drama therapist; 1 is working in business; 2 are librarians at the Johannesburg City & Venda University Libraries)
- 2 graduates could not be traced

The overall teacher retention rate for graduates of the Thandulwazi Intern-Teacher Training Programme is: 82,4%.



The Thandulwazi graduates are teaching in a range of South African schools (township/ government schools; former Model-C schools; low fee paying private schools; and ISASA schools) and two are lecturing students at Rhodes University (Pure Maths and Applied Maths) and the Vereeniging FET College (Maths).

Breakdown of SA schools/ institutions at which the Thandulwazi graduates teach (as at 25/06/2015)



Thandulwazi Teacher Development Programme

This programme focuses on up-skilling the teaching methodologies of teachers currently working in under-resourced schools in previously disadvantaged areas, in both Gauteng and rural Limpopo. The provision of professional development for these educators focuses on Mathematics/Numeracy, Natural Science, English and leadership. This programme is coordinated by Mrs Karen Walstra and involves a total number of 48 workshop presenters and 3 volunteers.

Gauteng programme to date

- In February 2015, a total of 1341 teachers registered across the phases for the teacher workshops and leadership programme. 96,3% of the teachers are female.

Black		White		Asian/ Indian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
49	1281	0	0	0	1	0	10

- Registration was capped on 14 February and teachers wishing to register thereafter were placed on the Waiting List. Demand for places on the programme remains high.

Grades/programme	Registered teachers	Workshop groups per phase/subject
ECD Educators	393	11
Grade R Educators	585	15
Grade 1 Educators	48	2
Grade 2 Educators	14	1
Grade 3 Educators	26	1
Senior Phase Educators	95	3
Leadership Programme	176	5
Total	1341	38

- Given the high numbers, particularly in the ECD/Foundation Phase (79,5%) additional facilitators were recruited and additional venues sourced. Currently classrooms and facilities across all three of the prep schools at St Stithians College are used for the Thandulwazi workshops on Saturdays.
- Transport for teachers via bus is offered from: Soweto, Cosmo-City/ Diepsloot, Alexandra, Ivory Park and Tembisa.
- The programme coordinator reports that attendance has averaged at 70% this year.

Saturday Programme

- 11 Saturday sessions of workshops are timetabled for this year, nine of which have already taken place.
- The programme reflects the continuous professional development of teachers not only in their pedagogical content knowledge and classroom management skills, but also in the holistic development of individual teachers as lifelong learners.
- Presenters begin the Saturday morning sessions with a facilitated discussion (Communities of Practice – CoP) around a topic or issue that has been raised by the group. The delegates share their cellphone numbers, e-mail addresses (if available) and useful resources; and collectively find solutions to common problems faced in their phase of teaching. Collaboration and support are fostered, with teachers reporting that through the CoPs, they have shared information with other teachers and made new friends/ contacts.
- Thereafter teachers attend two sessions of workshops (90 minutes each): the first is curriculum focused; and the second session targets improved classroom management, computer literacy and technology skills.
- In addition to improving subjects knowledge and skills, the workshops presenters are expected to:

- Develop professional pride in participating teachers / leaders for being teachers
- Prepare detailed planning and share information and resources with the teachers
- Communicate with teachers and leaders between sessions, via MixIt or WhatsApp
- Encourage feedback after each session
- Make teachers and leaders aware of SACE (South African Council of Educators) and the need to obtain CPD (continuous professional personal development) points annually
- Encourage teachers to register on the SACE personal development portal.

Monitoring & Evaluation

Thandulwazi Academy adopted a continuous monitoring and evaluation strategy. In accordance with this strategy every session is evaluated and monitored by the Director of the Academy and the programme coordinator. The following aspects have been monitored:

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

As part of monitoring and evaluation, school support visits are to be conducted biannually. The purpose of these visits is:

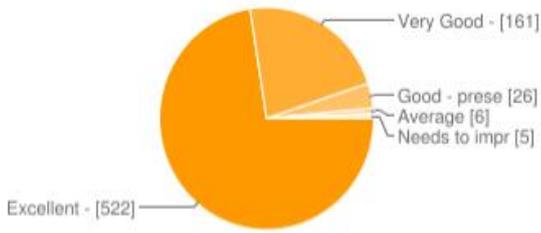
- To evaluate the impact of the project at a school level,
- To provide classroom support through co-teaching and coaching,
- To identify the gaps in pedagogical practices and leadership which will then inform the design of the subsequent workshops.



In April 2015, the Thandulwazi Director and programme coordinator visited two schools in the Mogale City Local Municipality area in April and were warmly welcomed by the principal and teachers. The Director reports that both schools were a pleasure to visit with interesting, educational information on the school walls, in well-structured spaces.

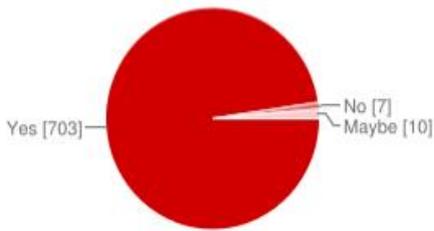
To date the teachers attending the workshops on Saturday reported that they valued the workshops and skills they acquired during the sessions. Weekly monitoring of workshops takes place via the delegates completing a Google form each Saturday on the workshops provided and this has worked well in 2015.

The workshop was . .



Excellent - presenter well informed & content relevant	522	72.5%
Very Good - presenter prepared & content useful	161	22.4%
Good - presenter & content	26	3.6%
Average	6	0.8%
Needs to improve	5	0.7%

I could use what I learnt in my teaching environment



Yes	703	97.6%
No	7	1%
Maybe	10	1.4%

Limpopo Pilot Project

The educational challenges facing the Limpopo Province have been well documented. Limpopo is one of the struggling provinces when it comes to performance of schools, hence the Thandulwazi Academy of Maths & Science introduced a pilot project for teachers in 2013. Now in its third year of operation, demand for places at the Thandulwazi Limpopo Teacher Development Programme remains high.



The overall aim of the project is to improve the quality of teaching and learning of Mathematics and Science in Limpopo Province through teacher development. In the current year, the project will facilitate six (6) contact sessions on Saturdays. These sessions are facilitated by well qualified and experienced facilitators from both Limpopo and Gauteng. The participating teachers are drawn from pre-primary and primary schools across the

Sekhukhune District, and comprise a mixed group of teachers from Grades RR to 7. Workshop topics cover a range of aspects from subject content knowledge (focusing on Maths and Natural Science), to pedagogical content knowledge and curriculum policy issues. Additionally, leadership training, IT skills and literacy skills training is provided to enrich teachers.

Dr Themba Mthethwa has managed the Limpopo Pilot in 2015. He has been ably assisted by Nicky Fernandes (a Polokwane-based educator), who has been involved in the Limpopo pilot since inception and is being “groomed” to coordinate the Limpopo teacher workshops going forward. Given the language issues encountered in 2013/14, a new development this year has been the use of more Limpopo-based workshop facilitators, with a knowledge of the local language (Sepedi).

Registration & workshops

Registration for the workshops took place over two weekends. This year 417 principals and teachers have registered for the six Saturday sessions of workshops, with late registrations not accepted due to capacity constraints; and a number of teachers having to be turned away at each session.

The workshops took place in the Sekhukhune District, which covers a large area of the Limpopo province. It lies north-west of Mpumalanga and towards the south of the Limpopo Province. The main urban centres are Groblersdal, Marble Hall, Burgersfort, Jane Furse, Ohrigstad, Steelpoort and Driekop. Outside of these major towns, one finds almost 605 villages which are generally sparsely populated and dispersed throughout the District. Registered teachers are drawn from 449 villages across the district.

The 2015 workshops are hosted by Kgaladi Primary School and Glen Cowie Secondary School in Limpopo on the following dates:

- Saturday 11 April, Kgaladi Primary
- Saturday 18 April, Glen Cowie Secondary
- Saturday 23 May, Glen Cowie Secondary School
- Saturday 27 June, Kgaladi Primary School
- Saturday 15 August, Kgaladi Primary School
- Saturday 22 August, Glen Cowie Secondary School

The workshops were presented by SACE accredited teachers, deputy principals and retired school principals. The following groups were catered for in these sessions:

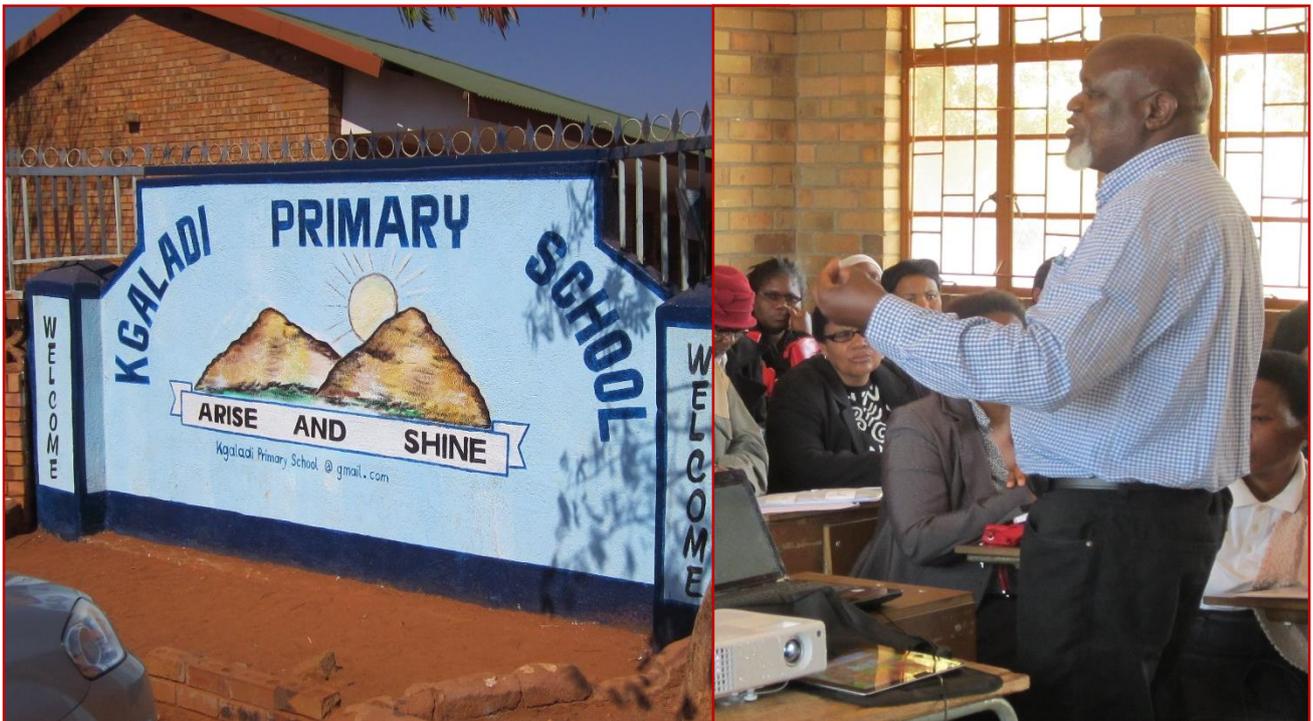
Group	Classes
ECD/ Foundation Phase	3
Grade R	6
Intermediate and Senior Phase	3
Leadership	2

Each workshop was an hour and a half in length; and each delegate attended two workshops per Saturday session. Five of the six sessions have been conducted during the period under review and the average attendance rate of delegates to date is 81%.

Venues and staffing

The principals of Kgaladi Primary and Glen Cowie Secondary School, Mr Ntake and Mrs Phaala, both of whom run very successful and well managed schools, despite lack of resources, have been very welcoming, supportive

and organised. The venues provided have been neat and tidy; all the venues have electricity; and the schools have WiFi access, which they generously allowed Thandulwazi to use for the on-line registration process on 11 April 2015. The catering provided by the schools for the delegates was well organised. The principals also arranged for students to assist the Thandulwazi facilitators with registration and to escort the registered teachers to the designated venues. Both schools have proven to be wonderful partners and the workshops have run well this year.

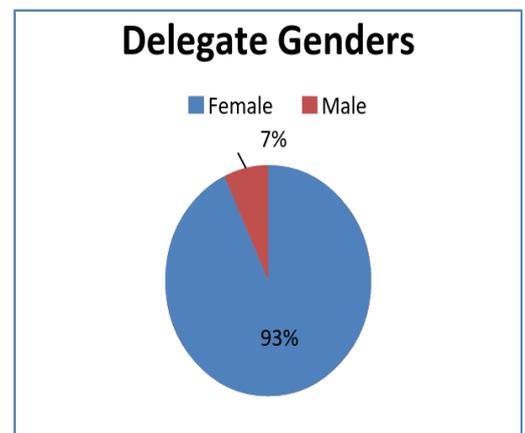


Analysis of the delegates

The majority of the teachers attending the workshops are female, many of them work at pre-schools and crèches. Of the delegates, 93% are females and 7% are males, which is consistent with previous years.

Summary of delegate highest qualification

- 45% of delegates who attended had a Matric Certificate.
- 20% of delegates had only a certificate between Grade 8 and 11.
- The number of delegates with Diplomas (15%) and Degrees (13%) was roughly equal.
- 1 % of the delegates had an educational level below Grade 8.



Delegates current teaching level

- 61% of the registered teachers currently teach in ECD pre-schools and crèches.
- 30% teach in the Foundation Phase (Grade 1 – Grade 3).
- 9% of the registered teachers are teaching in the Intermediate / Senior Phase or serve in school leadership positions.

Monitoring & Evaluation

Following each session, delegates were asked to evaluate the workshops in three areas, namely:

- Quality of workshop materials and workshop content

- Relevance of materials to topic and CAPS curriculum
- Quality of the presentation by the presenter

Feedback was largely positive.

Delegates rated the material in each workshop.

- 66% of the delegate rated the material as excellent;
- 27% of the delegates rated the workshops as good;
- 7% of the delegates rated the workshops as satisfactory.

Delegates rated the subject matter and its relevance.

- 60% of the delegates rated the material as excellent;
- 29% of the delegates considered the material as good;
- 11% of the delegates rated the subject matter as satisfactory

The delegates were asked to rate the quality of the presenters.

- 83% of the delegates considered the presenter quality as excellent;
- 17% of the delegates considered the presenter quality as good.

The best indicator of impact is evidence of application in the teachers' own classes. The Thandulwazi Director will be visiting schools in the region during August/ September to evaluate impact.

Challenges in 2015

Little seems to have changed in terms of the challenges faced by teachers working in rural schools over the last three years:

- most teachers continue to operate in under-resourced schools;
- under-qualified or unqualified educators with a poor understanding of English are common in the region;
- teachers continue to travel long distances to attend the Thandulwazi/Limpopo workshops on Saturdays;
- for the Thandulwazi facilitators logistical issues such as a lack of access to printers and photocopiers on site is problematic and the organisers have to anticipate and transport all the workshop materials needed to this very rural site;
- poor Internet connectivity, intermittent electricity supply, and poor road infrastructure present challenges too.

Overall the workshops provided for the Limpopo-based teachers have been well attended and feedback from the participating educators has been positive. The new venues have been conducive to running effective workshops; and we have valued the new partnerships forged with Kgaladi Primary School and Glen Cowie Secondary School.

Funding the Limpopo Pilot

We are grateful to the Solon Foundation and our corporate partners (Afrisam SA (Pty) Ltd; AKA Capital; and Standard Bank) for the funding granted in 2015. Our sincere thanks go to Mr Ntake and Mrs Phaala, who have been such gracious and generous hosts; the staff and senior students at Glen Cowie Secondary School who hosted the visiting teachers at their facilities; and to Thandulwazi's strategic partners who add value to and make this Limpopo pilot possible (St Stithians College; a number of individual donors from the St Stithians community; ESKOM and Autism SA whose presenters have facilitated workshops in 2015).

South Africa needs good teachers who are competent, dedicated and committed to making a difference in classrooms. Many reports, including the recent Education for All 2013/14, contend that *“The quality of an education system is only as good as the quality of its teachers.”* Thus, there is a need to expose every child to a good teacher; however, the majority of South African children, particularly those coming from poor backgrounds and those exposed to different kinds of vulnerabilities, are not afforded the opportunity to be taught by the best educators. Major reforms are required to address, first and foremost, initial teacher education and the broader question of how we recruit, train, and support teachers in South Africa. While it is critical that we put some of the best teachers in every classroom and in every school in this country we also need to ensure that we mobilise stakeholders from various sectors in society to get involved in the education of our children.

GOVERNANCE

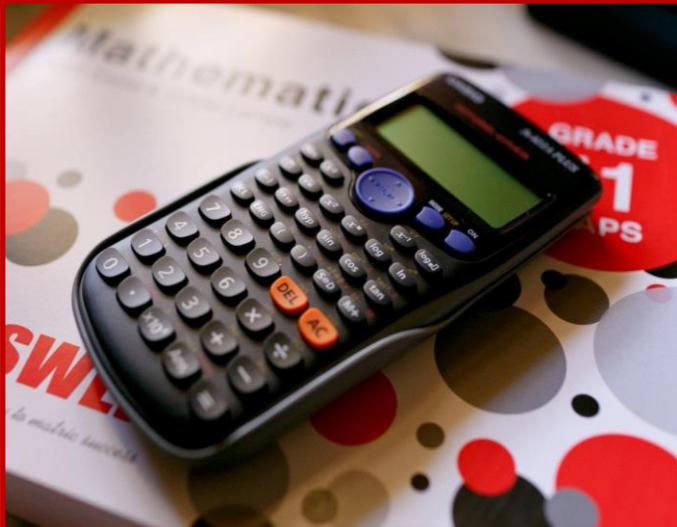
Transparency and high standards of governance are hallmarks of the Thandulwazi Trust. Given the changes to the B-BBEE Codes, which came into effect on 01 May 2015, the Thandulwazi Trust Deed is under review to ensure that it is fully compliant with the legislation.

The Thandulwazi Trust’s financial year end is December; and PWC Inc are the appointed auditors for the financial year ahead. The 2015 audit is scheduled for March 2016. It is anticipated that the 2015 AFS will be available in May next year.

The 2014 AFS were approved by the Thandulwazi Trustees at the AGM held on 12 May 2015 and printed annual reports were posted to all Thandulwazi’s partners mid-year. A soft copy of the AFS for 2014 are available on request.

FINANCIAL UPDATE

- 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 2015
- The Foundation and Thandulwazi Directors monitor all expenditure and the Assistant Bursar at St Stithians College prepares the monthly financial reports for the programmes facilitated by the Thandulwazi Maths & Science Academy.
- Financial transparency and fiscal discipline are key features of the Thandulwazi Maths & Science Academy. Thandulwazi remains acutely aware of the need to apply donor funding responsibly and sensibly, with the focus on optimising the teaching and learning outcomes. All expenditure is carefully monitored, with a strict approvals policy in place, and financial controls that ensure that there is no wastage of donor funding and that the funds are spent directly on the programme and its beneficiaries.
- No fee is paid to professional fundraisers.
- Fundraising targets are aligned with the programme’s annual budget. Any surplus at the end of the financial year-end is carried over into the Thandulwazi programmes for the following year.



FUNDRAISING

Working with the St Stithians Foundation Governors, Bev Johnson drives the fundraising for the Thandulwazi Maths & Science Academy and manages donor relations and partnerships. Critical to the continued operation of Thandulwazi is funding; the development of new strategic partnerships; maintaining successful symbiotic relationships with current partners; anticipating and meeting the needs of educators and learners; and expanding the reach and impact of the programmes. Currently, fundraising targets are determined by the annual budget for the four programmes offered by the Thandulwazi Maths & Science Academy.

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

- CSI Funding and grants are sourced from a range of trusts, corporate and individual donors for the Thandulwazi programmes, so ensuring that the future financial sustainability of Thandulwazi is not dependent on only one or two funders. Funding applications to existing and new donors are submitted annually on an ongoing basis.
- 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. For example, in 2015 Thandulwazi registered as a beneficiary for the *MySchool Card* programme; we drive an annual Christmas appeal; funds are raised through various sporting events (e.g. Comrades, Momentum 947 Cycle Challenge); the *Each One, Sponsor One* campaign encourages Thandulwazi supporters and the St Stithians community to sponsor a student or educator at Thandulwazi.
- Donations to Thandulwazi can now be made via PayGate. The link to use is <http://giving.stithian.com>.

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 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.

THANK YOU

Ensuring that every South African child has access to and receives quality teaching in well-resourced schools, across the educational phases and particularly in core subjects (Maths and the Sciences), remains the overall vision of the Thandulwazi Maths and Science Academy. Together with our many like-minded partners and funders, Thandulwazi strives to make a positive contribution to South African education; and to help grow the number of school leavers, with the requisite Maths and Science skills set, who will address the country's skills shortages and so boost the economy.

The Thandulwazi Trust thanks you, one and all, for the encouragement, generous support and partnership.

With kind regards.

Themba Mthethwa

THEMBA MTHETHWA
DIRECTOR
THANDULWAZI MATHS & SCIENCE ACADEMY

Bev Johnson

BEVERLEY JOHNSON
DEPUTY DIRECTOR OF ADVANCEMENT
(FOUNDATION, THANDULWAZI & STRATEGIC PROJECTS)

31 July 2015



Thandulwazi Maths & Science Academy

An educational project facilitated by the St Stithians Foundation

Thank you to our 2015 donors

The Thandulwazi Trust is grateful for the funding received in 2015 from the following companies, grant makers and trusts in support of the Thandulwazi Maths & Science Academy:

- Afrisam (South Africa) Pty Ltd
- AKA Capital (Pty) Ltd
- ApexHi Charitable Trust
- Astra Fasteners (A division of Astra Group Holdings (Pty) Ltd)
- Babcock Africa Services (Pty) Ltd
- Babcock Nthuthuko Engineering (Pty) Ltd
- Babcock Target Plant Services (Pty) Ltd
- Cashbases SA (Pty) Ltd
- Charities Unlimited
- Ceiling & Partition Warehouse (Pty) Ltd
- Empowerplus (Pty) Ltd
- Epoch & Optima Trusts
- ESKOM Holdings SOC Limited
- Growthpoint Properties Limited
- Hill & Knowlton Strategies
- Infection Protection Products
- Johannesburg Articled Clerks Association (JACASS)
- Joest (Pty) Ltd
- K2Capital (Pty) Ltd
- Ké Concepts (Pty) Ltd
- Leeroy Agencies
- Liberty Group
- Lightstone (Pty) Ltd
- Mackenzie Foundation
- Mary Nash Memorial Trust
- Matemeku Development Trust
- Mazi Asset Management (Pty) Ltd
- Mota-Engil Construction SA (Pty) Ltd
- Motor Music cc
- Multinet Group
- Nedbank Group Limited
- Oppenheimer Memorial Trust
- Parnis Engineering
- PPC Ltd
- Protea Chemicals (a division of OMNIA)
- Sir Percy Hunting Foundation
- Solon Foundation
- Sparcmelt (Pty) Ltd
- St Stithians Girls' College, Grade 8 Businesses
- Standard Bank of SA Limited
- TR Hindson Family Trust
- Ukhozi Pipeline (Pty) Ltd
- Uni-span Formwork and Scaffolding (Pty) Ltd
- 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
- Petro Asch
- Steve, Heather & Samantha Ball
- George & Judy Beeton
- Carine & Bevan Bryer
- Raymond Burger & Family
- Calver Family
- Jon Crick
- Christine Dieltjens
- Kate Doyle
- Louise Eichner
- Tania Fredericks
- Kerry Jenkins
- Kay Karlsson & Family
- Munene Khoza
- Liandi Kirkham
- Liz Kobilski
- Johanni la Vita
- Ntombi Langa-Royds
- Ben & Colinda Linde
- Thando Mkatshana
- Cleo Molepo
- Val Moodley
- Mamedupi Moshidi
- Lerato Mtoba
- Grant & Debbie Nesor
- Zandile Ngwepe
- Carel Nolte
- Ayanda & Chidi Nwosu
- Zanele Nyoka
- Ria Pretorius
- Sean Riskowitz
- Erna Robey
- Schlebusch Family
- Margaret Stoutt
- Wharton-Hood Family

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:

Autism SA (Teacher Workshops); Nicki Miller & Bottle Blue Design & Advertising; The Bureau Print; Rachel Cauldwell & EduAccess; Hill & Knowlton Strategies; Astrid Scheiber & James Ralph (Pty) Ltd (Casio); Victor Ngobeni & Microsoft SA; PWC Inc; Bonny Loureiro & RENASA; Snackworks; Wanda Moraka & Transcend Capital; Celeste Oates & Werksmans Attorneys.

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)
- Mbewu Movement Volunteers
- Kopano Mashishi (English tutor, Saturday School)
- Lee Moodley (Volunteer, Saturday School)
- Lori Borello (Leadership Workshop Presenter)
- Mogola Segooa (Accounting tutor, Saturday School)
- Mpho Moseki (Mentor)
- Munier Badat (Maths tutor, Saturday School)
- Renaldo de Gouveia (Maths tutor, Saturday School)
- Tshediso Khuzwayo (Accounting tutor, Saturday School)
- St Stithians Peer Tutors (Katie Davies, Samantha Ball, Gene Firth, Tiaan Harmse, Jesse Rabinowitz & Luca Milanesi)
- UJ Tutors (Naledi Nong, Jodi Broadhurst, Candice Pienaar, Azra Asvat, Waseela Yusuf, Njabulo Nkabinde, Paul Segole, Nakita de Villiers)

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.

The growth, impact and reach of the Thandulwazi programmes would not have been possible without the support and benevolence of individual donors and corporate funders, both past and present. On behalf of the Thandulwazi beneficiaries, we thank you for your generosity and commitment to providing effective quality education for all in South Africa.

31 July 2015



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 2006, 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”.

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 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.

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Trustees

Lee Astfalck, Mahlathi Khoza, Khumo Morolo, Kelly Naidoo

Key personnel

- Director of the Thandulwazi Maths & Science Academy – Themba Mthethwa
- Thandulwazi Teacher Development Programme coordinator – Karen Walstra
- Thandulwazi Saturday School Programme coordinator – Mahlathi Khoza
- Thandulwazi Intern-Teacher Programme Programme coordinator – Thobeka Zuma-Mngambi
- Deputy Director of Advancement & Thandulwazi Fundraiser – 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. Each year a full account of all income and expenses, including audited financial statements, is made available to donors. Pricewaterhouse Cooper Inc (PWC) has been appointed as the Trust's auditors for 2015.

ANNEXURE A

ST STITHIANS COLLEGE FOUNDERS' DAY 2015 HECTOR NKOSI, A THANDULWAZI GRADUATE, TELLS HIS STORY



Mr Hector Nkosi, Ms Gcina Mhlope, Mr Malungelo Zilimbola (of Mazi Capital which has provided a bursary for Hector in 2015)

"There are people who believe in you, those people who see your greatest potential, and I am honoured this morning to be standing here in front of you to talk about those people. Ladies and gentlemen, from the co-ordinators, distinguished guests and all protocols clearly observed, good morning.

I am Hector Nkosi, a Thandulwazi graduate (matriculated in 2013) I am originally from a township called Tembisa, I'm currently at Wits University studying Bachelor of Accounting sciences (CA-stream).

I joined Thandulwazi in 2012, and I was doing grade 11 by that time. I came with low marks that I obtained in grade 10. When my friend told me about the Saturday School, I actually thought I needed to be part of this and I was also immediately attracted by the name Thandulwazi, meaning "Love-the knowledge".

The school gave me courage, it developed me in many ways and it also played a big role in my life. Talking about academics, my marks improved drastically from being a D candidate to an A candidate.

People, I never knew that one day I would be studying at a higher institution, since I am from a disadvantaged family and grew up with my grandmother. But the Thandulwazi Saturday School school did it all for me and I also got a bursary through Thandulwazi.

The Saturday School has very brilliant teachers, the likes of Mr Perold (who was my accounting teacher). This man he is such an inspiration, and he is the reason I got a distinction for accounting in Matric.

To give back to Thandulwazi, for the last two year I have tutored Maths and Accounting at the Saturday School so that others like me can benefit.

In my conclusion, I would like to thank the school and also the St Stithians staff for allowing us to use their resources during Saturdays, and not forgetting the programme coordinator of the school, Mr Khoza, and St Stithians Foundation Director Bev Johnson, and my sponsors, Mazi Capital."

Hector Nkosi, 07 June 2015

FEEDBACK RECEIVED VIA E-MAIL & FACEBOOK FROM THANDULWAZI GRADUATES – MAY/ JUNE 2015

Adolf Mulovhedzi I attended Thandulwazi In 2013 !! It was one of the best decisions I ever made in my life. You guys were super handfult! Am currently doing my 2nd year accounting at Monash University all thanks to u guys - keep inspiring young lives!! Super keen on coming back one day!!

Hi my name is **Chanterelle Renecke**, I am a former Saturday school student, I was in matric last year I am currently doing my first year at Wits Bcom Accounting ☺ Thank you so much for the opportunity that you give to high school students!

Good day. My name is **Prince Matope**, I attended the Thandulwazi program in 2013. I am now in my second year Bachelor of Accounting Sciences (CA) at UJ. Thank you for all your work, keep on empowering students!
Kind regards, Prince Matope

Greeting Thandulwazi trustees and Funders, I **Neo Sibisi** is doing very well Thank you, and currently Studying a National Diploma in small business management at the University of Johannesburg.

I am **Bongiwe Gule** a former Thandulwazi student who is now an intern at Tourvest Destination Management through the learnership which I had joined last year March. My plans are to enrol at Unisa and to study Supply chain management while with Tourvest so as to be able to pay for my fees.

I am a former Thandulwazi student, and I'm doing great, I'm studying Bachelor of Medicine and Surgery at the University of the Witwatersrand. Kind regards **Buhle Mathews**

I thank Thadulwazi because the program gave me a great level of confidence going into the exam in my matric year and I believe it contributed greatly towards me passing with a bachelors. After my matriculation year I went to Varsity College Sandton campus pursuing a degree in Corporate Communications which I thoroughly enjoyed. while at VC I was able to enter into exams with an average of 3-4 distinctions and 2-3 distinctions after exams.I really enjoyed it. However, my parents could not afford the fees so I had to move to UJ and am now studying HR because i don't qualify to do what I did at VC which I am not satisfied with but I am forced to understand the situation of my parents. Kind Regards, **Ntokozo Masilela**

Hi I'm **Tinomudaishe Zindi** I'm doing good I m enrolled at Northwest University studying BCom Accountancy Vaal triangle campus . My gratitude to the thandulwazi crew that helped me to succeed in pursuing my dream thank you enjoy your day

I am currently at the University of the Free State, doing a four- years BSc degree in Geology. This is my 1st year and I must say the 1st few months were a thrilling rollercoaster. But I am doing great and it's all a big THANK YOU to Thandulwazi Saturday School and St.Stithians College at large! I'll forever be grateful for I was once a part of you. Thanks again! Regards, **Reabetswe Matsile**.

After graduating with 2 distinctions for accounting and business studies, with an average of 72%. I managed to find a bursary with the help of Thandulwazi. I'm currently doing my second year in BCom Finance at UJ. Kind regards, **Nomalanga Faith**

Good day, I am **Mbali Mahlaba** a proud former Thandulwazi student, I commenced during my matric year in 2013 and the programme has been positively influential upon me. Currently studying towards a degree in chartered accountancy at NWU Vaal, did extremely well in my first year, and also continuing to do so this year. I was exposed to many opportunities through my learning experience at Thandulwazi, I am currently signed with one of the Big 4 audit firms, and I would like to express my gratitude as I wouldn't be where I am today if it was not for the foundation I had received