Dear Donors and Friends of Thandulwazi

Further to the Interim Report circulated on 31 August 2012, it is with pleasure that we enclose the year-end report for the Thandulwazi Maths & Science Academy. Overall, Thandulwazi’s growth, expansion and progress this year were pleasing and we are of the view that the goals and objectives of the Thandulwazi Maths & Science Academy were achieved.

The Thandulwazi Directors continue to drive their programmes with energy, professionalism and passion; with the goal of delivering quality education to the beneficiaries of the programmes. All the initiatives grew and expanded their reach in 2012; and interest and demand for places remained high throughout the year. Thandulwazi’s focus on Maths and Science remained at the core of all the programmes offered; and the year-end surveys revealed that, in the view of the participating learners and teachers, Thandulwazi added value to their education and the learning/teaching of Maths and Science, in particular.

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; IT equipment, computer labs and internet access; staff to administer and co-ordinate the programmes; academic staff who teach at the Saturday School, facilitate workshops and mentor interns; and funding for the shortfall on the Intern-Teacher Training Programme.

Education in South Africa

Deeply rooted, systemic issues continued to plague South African education over the last year, with leading commentators warning that education in our country was “sinking deeper into mediocrity”¹ and some calling for a “Marshall Plan” for education². Concerns were heightened in 2012 by the Limpopo textbook debacle; the lengthy disruption to schooling in the Northern Cape, following service delivery protests, which culminated in the Matrics in that region having to write their final NSC Exams in a “secret location”; the fact that the provincial education departments in the Eastern Cape and Limpopo were placed under national administration; and the disappointing Annual National Assessment (ANA) results released on 03 December 2012, which reflected poor levels of literacy and numeracy amongst the 7,2 million Grade 1 to 6 and 9 learners tested in 24,000 schools nation-wide.

Footnotes:
² Mark Heywood, Daily Maverick, 13 December 2012 – “Whose education is it anyway?”
The 2012 ANA Results reflected that nationally pupils in Grade 9 scored an average of 13% in Maths, with provincial results ranging between 9% to 17%. The percentage of Grade 9 learners achieving 50% and more for Mathematics was 2,3%.³

Similarly, the National Senior Certificate (NSC) results of 2012 once again reflected that the South African schooling system continues to underperform in Maths and Science. While all welcomed the Minister’s announcement on 03 January 2013 of the improved overall pass rate for Grade 12 students, questions and concerns remain about the quality of the passes that pupils obtained; the low pass mark required (30%); and the declining number of students achieving a Bachelor Degree pass with Maths (Core) and Science. The Editorial in the Sowetan (03 January 2012) was pertinent: “While the improved pass rate deserves praise from all stakeholders involved, we need to pause and ask whether we are producing the kind of quality high school graduates that our country needs ... We need a growing pool of educated and productive young people who are ready to take on the world.”

Professor Jonathan Jansen, writing in The Sunday Times on 06 January 2013⁴, about the Minister’s announcement, summarised succinctly the major concerns about the NSC results:

“No one ... asked why, again, more than half-a-million children who started (school) 12 years ago in Grade 1 did not make it to Grade 12 ... Nobody noticed the now consistent drop in the number of male pupils writing and passing the examinations compared with girls .... Nobody asked why there were even fewer pupils writing mathematics or physics than in 2009 and 2010 ... Nobody asked why the proportion of pupils writing mathematical literacy has again risen sharply in relation to those in the 2012 doing mathematics.”

Jansen went on to point out that if one “unpacked” the results, the number of Matric learners who passed key subjects with 50% as the pass mark, only “22,7% would pass mathematics, 24,4% physical science, 24,8% life sciences … Most of these pupils will be in the former white schools.” (In 2012, of the 226,218 matriculants who wrote Maths, 54% or 121,970 passed with a mere 30-39%).

“The big picture of education captured in the international benchmarks is gloomy: in the 2012/13 World Economic Forum (WEF) Global Competitiveness Report, South Africa was ranked 140 out of 144 countries in overall quality of education; and 143 out of 144 for Maths and Science education. The WEF Report on Financial Development placed South Africa last in a survey of 62 countries (which included Bangladesh, Kenya, Tanzania and Colombia) in the quality of Science and Mathematics education.

Footnotes:
3: Department of Basic Education Report in the Annual National Assessments 2012, Grade 1 to 6 & 9, Table 4.18, dd 03 December 2012
4: Sunday Times, 06 January 2013, “Our Matric results and schooling: two ways of doing the maths”
At this stage of South Africa’s development, it is critical for the education system to align with the needs of the economy; and to produce matriculants with the skills set needed to meet the demands of our growing economy. Nomvula Buthelezi writing for Engineering New in August 2012, noted that: “In South Africa, we currently have a ratio of one engineer to every 3166 citizens. This is far behind other developing countries such as India (1:157) and Brazil (1:227), and not nearly sufficient to meet the infrastructural development needs of our growing country.”

The current shortfall of Matric learners with Maths and Science skills will continue to impact negatively on economic growth and development in SA, and on all sectors of the economy and industry.

“It is in your hands to make of our world a better one for all.”
(Nelson Rolihlahla Mandela)

Thank you to our donors

The Thandulwazi Trust remains grateful to all our partners in education, who have recognised that education is a gift for life, as it empowers our youth and helps to break the circle of poverty that prevails in many communities. The successes of the past year would not have been possible without the generosity, involvement and encouragement of our many corporate funders (both past and present); the growing number of individual donors; the companies and individuals who provide donations-in-kind or professional services; the staff and volunteers involved in the Thandulwazi programmes; and St Stithians College. Thandulwazi values your support and thanks you for impacting positively on the lives of all the learners and educators who benefit from the programmes offered by the Thandulwazi Maths and Science Academy. Thank you for making a difference.

With kind regards

LEE ASTFALCK
CHAIR
THANDULWAZI TRUST

LEE ASTFALCK
CHAIR
THANDULWAZI TRUST

BEVERLEY JOHNSON
FOUNDATION DIRECTOR &
THANDULWAZI CO-ORDINATOR
Annually, the Thandulwazi Maths & Science Academy impacts directly on about 2000 historically disadvantaged South African learners and educators, mainly from poorly resourced schools across Gauteng. The Thandulwazi programmes continue to focus on the provision of quality tuition for learners and professional development of an excellent standard for educators. An overview of each of the initiatives follows:

**Thandulwazi Saturday School**

Learners who register for the Thandulwazi Saturday School self-select to attend classes and to improve their academic results. Thandulwazi does not select learners or offer places to students based on the results of an assessment. Instead, Thandulwazi has adopted an inclusive programme, providing academic support and extra classes to all learners in the FET Phase (Further Education & Training, Grades 10-12) who seek additional tuition and assistance.

31 Saturday sessions were held in 2012: two Registration Days; two Careers Days; and 27 teaching sessions. The Thandulwazi Saturday School commenced in late January 2012 with registration and just over 1100 students in Grades 10, 11 and 12 were enrolled. Most pleasing was the number of parents who accompanied their children to the Registration Day. It would appear that a growing number of parents are concerned about their children’s schooling, the annual Matric results, and are taking a more active interest in their children’s education.

In 2012, Thandulwazi learners were drawn from 168 feeder high schools across Gauteng (stretching from Kagiso on the West Rand, to Soweto and Orange Farm, to Ivory Park and Tembisa on the East Rand, and as far north as Soshanguve). The Thandulwazi learners are 100% HDSAs (historically disadvantaged South Africans) and the gender breakdown is approximately 75% girls and 25% boys.

Formal classes began on 04 February and lessons focused on Mathematics (Core), Maths Literacy (Gr 12 only), Physical Science, Life Science, Geography (Grade 12 only), Accountancy and English. The final Saturday School session for the year took place on Saturday 27 October 2012. The last four sessions of the 2012 programme were dedicated to revision and working through past examination papers with all the learners in all the subjects. Thanks to a donation by a St Stithians parent, copies of the three Maths 911 CDs and Grade 12 revision supplements, circulated via the *The Star* in October 2012, were distributed to all the Matric learners prior to their final NSC examinations.
Overall, the 2012 academic programme ran smoothly. The new timetable introduced in January 2012 allowed for two hours of Maths tuition every Saturday; and the Liberty/Mindset Maths and Physical Science workbooks (Grade 11 & 12) added value to the tuition offered to the learners attending Thandulwazi.

A pilot study undertaken by Pearson Education Achievement Solutions (PEAS) in 2012, involving the diagnostic assessment of Grade 12 Maths students in schools across SA, found that fewer than 17% of Matric learners were able to effectively use scientific calculators to complete Maths problems. In 2011 the Directors noticed that many of the Thandulwazi learners were sharing simple pocket calculators or using their cellphones to complete complex Maths and Science problems. Hence, in February 2012 the Foundation Director launched a calculator drive and, thanks to donations received from a range of sources, new CASIO scientific calculators were provided to all the Thandulwazi learners between February and April. In addition, a professional CASIO presenter gave three training sessions on how to effectively use these educational tools. This had a positive impact in Maths and Physical Science classes. On 06 October, the same presenter gave an hour-long revision lesson to the Grade 12s focusing on questions related to Statistics and Linear Programming and how to answer these using their calculators.

The tiered teaching approach (professional subject specialist teachers are assisted in the classroom by academic tutors and peer tutors) was used in all classes and proved effective in reducing the teacher:pupil ratio in classes and providing more individualised attention for learners who struggled in certain subjects.

Attendance was strictly monitored and tracked via access cards and scanners. Pupils were advised at registration that the tuition offered at Thandulwazi would only impact results if they attended regularly; and students were warned that failure to attend classes would result in deregistration, so that pupils who were on the waiting list could be given the opportunity to attend Saturday School. In March and July 2012, after being sent an SMS warning them of the consequences of non-attendance, a number of students were de-registered and new learners from the waiting list were enrolled.

The Saturday School maintained a steady enrolment of just over 800 students throughout the year. For the first twenty three Saturday sessions, attendance averaged 68%; however, after August attendance by Gr 12 learners dropped off, due to many high schools making Saturday catch-up classes or the GDE/SSIP Programme compulsory for their Matric students. Socio-economic factors and high taxi costs continue to impact on the learners’ regular attendance, which tends to dip towards month-end.
Discipline remained tight and a Code of Conduct for learners was enforced. The punctuality of learners on Saturdays remains a concern, with many learners citing public transport as a problem. Over 80% of the learners travel by taxi to the Thandulwazi Saturday School.

Throughout the year, demand for places remained high (with a few late registrations occurring in September); and requests for information and details of the registration date for 2013 were received on a daily basis. This is reflective of the need for Saturday School programmes that cater for pupils of mixed ability, who are not necessarily the “cream of the crop” or Level 6 or 7 candidates; but who wish to improve their results and are capable of doing so through targeted interventions; quality teaching; and extra tuition in core subjects, Maths and Science particularly.

Thandulwazi salutes the Matric group of 2012, who in their final examinations achieved an overall pass rate of 99,4%, which is ahead of both the Gauteng (83,9%) and National (70,9%) pass rates. Particularly pleasing was that 51,4% of the Thandulwazi Grade 12s achieved a Bachelor Degree pass. This figure is up on the 2011 Thandulwazi results (95,3% pass rate; and 46,2% Bachelor Degree passes); and tops both the Gauteng (36,2%) and National (26,6%) scores for 2012. Several of the Thandulwazi learners achieved exceptional results and overall attained 129 subject distinctions. A summary of the Matric results is below:

<table>
<thead>
<tr>
<th>Total Grade 12s registered at Thandulwazi Saturday School</th>
<th>348</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category of NSC Pass Achieved</td>
<td>%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>51,4%</td>
</tr>
<tr>
<td>Diploma</td>
<td>34,2%</td>
</tr>
<tr>
<td>Higher Certificate</td>
<td>13,8%</td>
</tr>
<tr>
<td>NSC Pass</td>
<td>Nil</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>99,4%</td>
</tr>
<tr>
<td>No result found/assumed failed</td>
<td>0,6%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Comparison to GDE and National Results for the 2012 National Senior Certificate (NSC)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>Gauteng (GDE)</th>
<th>National (DoBE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSC pass rate</td>
<td>99,4%</td>
<td>83,90%</td>
<td>73,90%</td>
</tr>
<tr>
<td>Bachelor pass rate</td>
<td>51,4%</td>
<td>36,20%</td>
<td>26,60%</td>
</tr>
</tbody>
</table>

Highlights of the 2012 year included:

- The Careers Day organised for the Grade 12s on 17 March 2012; and Yvonne Chaka Chaka’s address to the Grade 10 and 11 learners at the Careers Day held on 14 July 2012.
- Sodexo sponsored soup and bread rolls for the Saturday School on a cold Winter’s day on 09 June 2012.
- The Mathletics Challenge was launched in May 2012 to encourage learners to make greater and better use of the Mathletics programme both in and outside of the Saturday School. The competition was hotly contested and closed on 01 September. A prize giving was held on 06 October 2012, at which the top student in each grade was awarded a certificate of excellence and a cash prize, sponsored by Mathletics Africa, was deposited into their Standard Bank student achiever accounts.
- Life Coaching was provided for the first time this year. Ms Jennifer Ash, a Saints parent and professional Life Coach specialising in teenagers, volunteered her services to Thandulwazi in 2012. Jennifer assisted with the Careers/ Life Skills workshops run on Saturdays for the Grade 11s.
- The Peer Tutor programme grew, with 33 St Stithians learners and a Grade 11 pupil from Sacred Heart College participating as peer tutors or volunteering to serve in the computer labs at the Thandulwazi programmes.
- The 2012 NSC results announced on 03 January 2013, reflected that many in the Thandulwazi Matric class had excelled.
Monitoring & Evaluation
This year, Dr Derek Verrier, who is an Evaluation Specialist from the Development Bank of SA, donated his professional services to Thandulwazi (in his personal capacity). Dr Verrier analysed the programme evaluation forms completed by the learners in October 2012. Key results of the survey are indicated below:

- 79% of the 2012 learners were new and registered for the first time in 2012; 21% were returning students.
- 80% of learners were reliant on taxis for transport to Thandulwazi; with 41% indicating a weekly transport cost of between R 25-60 each Saturday.
- 20% of the learners travelled from the Soweto/Orange Farm area; 17% from Tembisa/ Ivory Park; 13% from Diepsloot; and 50% from a broad range of suburbs across Gauteng.
- 36% of learners cited transport costs as the main reason for non-attendance; and 39% indicated that compulsory school events impacted regular attendance.
- 84% of the learners indicated that they shared the teaching materials/workbooks/handouts distributed at Thandulwazi with other learners at their high schools, who did not attend the Saturday School. So the exponential reach of Thandulwazi is far greater than the ±1000 students registered for the Thandulwazi Saturday classes.
- In response to the question: “Since attending Saturday School have your school marks improved overall”, 91% of the learners indicated that overall their marks had shown an improvement; with 81% reporting on improved Maths results at school and 77% reporting on improved Science results.
- Only 59% of the learners had a functioning library at their high schools; while 99% reported that their schools had electricity.
- 63% of the learners surveyed had access to the internet at their schools.
- 93% of learners felt that the Thandulwazi Saturday School was administered effectively and efficiently; and 99% indicated that they would recommend the Thandulwazi Saturday School to other learners.
- In terms of career choices: only 1% of learners surveyed indicated that they wished to train as teachers; 29% intended to study further in the Health Sciences field; 37% favoured an accounting or commercial course of study; and 15% hoped to study towards an engineering qualification. 69% of the learners indicated that they would need to apply for a bursary or student loan if they wished to study further.
- The major negatives emerging from the survey were:
  - No tuckshop or food supplied.
  - The distance from the Bram Fischer Gate to the classrooms.
  - Break was too short.
  - Limited subjects on offer.

As far as possible, the findings of this survey have been factored into the planning for 2013.

A number of strategic partnerships continued during 2012 and the Thandulwazi Saturday School will continue to grow these alliances in the year ahead:

- **Dinaledi Schools**: One of our major funders, Standard Bank, has “adopted” 23 schools designated as Dinaledi Schools by the Department of Education. The Programme Director visited the Principals/ Maths HODs at each of these schools twice in 2012; and was encouraged by the growing number of pupils from these schools who attended the Saturday School classes. Most of the top achievers in the Thandulwazi Matric Class of 2012 were drawn from these Dinaledi schools, as were the winners of the Mathletics Challenge.

- **BRIDGE**: Thandulwazi has been involved in the Monitoring & Evaluation, Maths Community and Saturday School Forums co-ordinated by BRIDGE. BRIDGE aims at developing a network of educational
programmes; the sharing of best practice; creating a document library; developing a database and stakeholder mapping.

- **University of Johannesburg (UJ):** The strategic partnership with the UJ Education Faculty worked well this year. The nine 4th year BEd students (majoring in English, Accounting, Maths and Life Sciences) involved at the Saturday School were of a high calibre, very committed, and it was a pleasure to have them on board at Thandulwazi. Their input, interest in the learners and professionalism proved to be an asset to the programme. We look forward to welcoming ten new trainee teachers to the Saturday School in the year ahead.

- **Mathletics Africa:** Mathletics is an internet based programme and self-study tool, developed in line with the national curriculum. It offers students the opportunity to practice mathematical concepts and examples/problems on-line, either in the Saturday School computer labs or on PCs at home/school/internet café. Thandulwazi renewed its Mathletics licence in 2012 (thanks to a dedicated donation received for this purpose) and all students were given their personal log-ins for the programme, which could be used at home, school or Thandulwazi. This programme was used by teachers to monitor and assess their students’ progress in Mathematics.

A number of school Heads and learners expressed their thanks to the Thandulwazi Team and the donors, whose funding made these workshops possible:

“*I would like to thank you and your staff for a job well done, because if it was not for you I wouldn’t have got the marks I got in my matric results. I feel honoured and privileged to have become one of your students for it has made a great change in my life. With these little words I’m trying to say thank you for everything you have done for me.*”

Email received from Muphulusi Masindi, 12 Jan 2013 (Gr 12, Vuwani Secondary School, Matriculated with university exemption and one distinction, 2012)

“*Thandulwazi is helping me to shape up my tomorrow today; and every Saturday when I wake up I look up (sic) to coming to school because I know that here at Thandulwazi my success is guaranteed. So, I’m playing my part towards becoming a student who knows where he is going in life ... I would like to thank Thandulwazi for giving me knowledge and discipline.*”

Hector Nkosi, October 2012 (Gr 11, Jiyana Secondary School)

At Thandulwazi “*the teachers are awesome and they don’t mind helping where you don’t understand and take a bit of their time in class for a one on one with the student.*”

Asanda Dube, October 2012 (Gr 12, Thuto Lesedi Secondary School)

“(Thandulwazi) has helped me a lot. I started doing Maths Lit in Grade 12 – all along I had been doing pure Maths and it was difficult for me to understand most of the things in my school because we don’t learn maths every day. Some people are slow learners so they need extra time to understand, with revision papers and workbooks to help you study on your own.”

Nonhlalo Buhle Khumalo, October 2012 (Gr 12, Freedom Community College)
“The programme assisted all the learners in Grade 10 (2011 Intake). All of them passed well and they are in Grade 11 this year. This programme is very helpful to learners.”
Mr J S Kunene, Principal of Eqinisweni Secondary School (Tembisa), August 2012

“Our learners are always excited to go to Thandulwazi every Saturday. This is reflected in their 100% attendance. This programme gives experience, opportunities and a different environment of excellence. ... I am glad to be part of this programme, as the learners who participate perform better holistically in school. Please sustain the programme.”
Dr VK Joseph, Principal Mandisa Shiceka High School (Kagiso), August 2012

“Thandulwazi has helped me to understand more about Accounting and Maths Lit. I was getting poor marks before I came to this school ... (at Thandulwazi) I learn extra work and I can help other learners from my school who do not understand the work. I am really grateful for this opportunity ...”
Puleng Nkhetsi, October 2012 (Gr 12, Hoërskool Die Burger)

“Being a student at Thandulwazi Saturday School is amazing and enjoyable. Through Thandulwazi ... I have managed to challenge all the difficulties I encountered at school especially in accounting. The school is quite unique in terms of teachers who are able to interact with us learners in a good manner, which makes it easier for us learners to grasp and understand ... I cannot believe that I am considering accounting as a career – it is all because of the Thandulwazi Saturday School and I would like to thank Mr Zeph for giving me the opportunity to study here.”
Sabelo Lupoko, October 2012 (Gr 12, Thuto Lesedi Secondary School)

The Programme Director (pictured below engaging with the 2012 learners during break) runs an effective and efficient Saturday School for over 800 learners, of mixed ability and from a wide range of schools, which vary in the quality of the education offered and in the resources available to learners.

At Thandulwazi a disciplined learning environment prevails: learners are taught that with rights come responsibilities; and to respect the rights of others to learn. The focus of the Thandulwazi Saturday School remains on providing quality teaching, encouraging a ‘love of learning’, building a work ethic amongst learners, and adding value to the education received by the FET Phase learners in core subjects (Maths, Science, Life Science, Accounting and English). Thandulwazi is grateful to the dedicated team of teachers and tutors, who ensure that the quality of tuition delivered to the learners on Saturdays is of a high standard.
Thandulwazi Learner Sponsorship Programme

The aim of the Thandulwazi Learner Sponsorship Programme is to recruit talented learners (from the group described as previously disadvantaged South Africans), who are currently in an environment where they will not be able to optimise their Maths and Science talents, and placing them in schools that have an excellent track record of teaching these key subjects. To date, Thandulwazi scholarships have been awarded to three talented young female learners.

The scholarship holder for 2008-12, Faith Matumba was a weekly boarder at St Stithians Girls’ College for five years. Faith matriculated with university exemption in December 2012 and achieved an overall aggregate of 68%. Faith has been accepted to study towards a BCom at the University of Pretoria in 2013.

Growing this initiative remains a challenge and is dependent on Thandulwazi’s ability to source donors/funders, who are committed to multi-year funding so ensuring that the bursary student’s fees are covered for three years during the FET Phase, i.e. Grade 10, 11 and 12. It is essential to secure this funding before new bursary students are recruited onto this programme. A Thandulwazi scholarship has not been awarded for 2013.

Thandulwazi Intern-Teacher Training Programme

2012 was a busy year for the 21 Thandulwazi Interns on the programme, four of whom were still in school last year. It has been encouraging to see the personal and professional growth that has taken place in many of the Interns this year: they have matured; grown in confidence and ability; and learnt new skills, how to deal with learners effectively in the classroom and to manage their time. The members of the group have established friendships and working relationships with the Intern Director, their mentors and staff in their schools. They provide each other with support and assistance, both academically and on a personal level. Overall the feedback from the Interns, mentors, staff and Heads of the St Stithians schools has been overwhelmingly positive; and the general consensus is that the programme has run successfully this year.

Academically, the Thandulwazi Interns made good progress in 2012 and this is reflected in the reports received from their mentors and the year-end university results, which mirrored their determination and commitment to the Internship Programme. The university year-end results for the Interns were pleasing overall: the interns enrolled for 162 modules, 155 of which were successfully completed with 40 distinctions achieved; two Interns failed a module each, which they have to repeat at their own expense; and six Interns have to write supplementary exams one subject each in May 2013. The Intern Director has met with the two interns who failed a subject (and their mentors) and has put academic support structures in place to assist them going forward.

During October 2012, the Intern Director (Mrs Thobeka Mngambi) visited classrooms and observed all the Interns teaching in their respective schools. The Intern Director reported that “it was a pleasure to witness the high calibre of these future educators currently on the Thandulwazi Intern-Teacher Programme.”

Highlights this year have included:

- **The award of three donated Laptops to top achieving interns:**
  As an incentive for the trainee-teachers involved in the Intern-programme, the Foundation Director secured a donation of three Laptops for the Interns from Simplified Technology Solutions and Lightstone (Pty) Ltd. Two laptops were awarded to Interns based on their university academic results; and the third
was awarded to the Intern who received the best overall report from his/her school coordinator, mentor and others.

Paul McKay, owner of Simplified Technology Solutions and a Saints parent, presented a laptop to Njabulo Mhlongo, a 3rd Year Maths Intern based at St Stithians Boys’ College, on 02 August. Njabulo achieved four distinctions and an overall average of 78% in the mid-year UNISA exams and the report from his mentor was inspirational.

Based on the feedback received from his mentor, the school coordinator, community service project leader and the Intern Director, a laptop was awarded to the Intern who was most highly rated this year at the College. On 23 November 2012, this laptop was awarded to Emmanuel Sibisi at the Interns’ year-end workshop.

The third laptop will be awarded on 18 January 2013 to Mr Sanele Ndaba. This award was based on the year-end academic results from the universities. Sanele achieved three distinctions and an overall average of 74,6% in the year-end UNISA exams.

- **Compulsory community service:**
  Compulsory community service for all Interns was introduced for the first time in 2012. The FET Interns each completed 40 hours of community service tutoring on 10 Saturdays at the Thandulwazi Saturday School. The Foundation Phase and Intermediate Interns, based in the St Stithians Prep Schools, completed 40 hours of community service during their school holidays, from 13-17 August 2012, at various partner school:

  - Tapson Kaunda and Reuben Mandlazi taught at at Akani Junior Primary in Diepsloot.
  - Meryl Leslie and Samantha Monik were based at Diepsloot Primary School.
  - Lerato Mahlangu tutored at Bhukulani High School in Soweto; and Tshepiso Mpondo was based at Barnato Park High School in Berea.
  - Jenna Lind taught at Basa Primary School in Diepsloot and absolutely loved her experience there.
  
  Jenna noted that it was an “eye opener for her” and made her appreciate all the opportunities she had received.

  We were particularly proud of Lerato Mahlangu, who attended a Chess Workshop on behalf of St Stithians Girls’ Prep in September, and used the opportunity to persuade the organisers to offer assistance to and donate chess sets to the school at which she had completed her community service (Bhukulani High School, Soweto).

- **Former Saturday School Learners:**
  In 2012, two former Thandulwazi Saturday School learners were accepted onto the Thandulwazi Intern-Teacher Training Programme (Mr Themba Richard Sithole and Ms Tshepiso Vivian Mapondo both of whom matriculated in 2011). It has been a privilege to watch their progress and personal development over the year.

- **Workshop for Mentors:**
  On Saturday, 17 November 2012, the Foundation and Thandulwazi Intern Directors together with some of the mentors and school Intern Co-ordinators attended a Mentors Workshop, hosted by the Epoch/Optima Trust at Sacred Heart College and facilitated by Colin Northmore. This provided the opportunity to engage with other government and independent schools involved in mentoring Intern-teachers; to exchange ideas and experiences; and share best practice.
Graduating Interns
At the end of 2012, five Interns graduated from the programme:

- Richard Sibeko, an English Intern at the Girls’ College completed his undergraduate degree at Wits in June 2012 and taught as a locum at the Girls’ College in the Third Term. Richard secured a teaching post at Lebone II College (Rustenburg) in 2013 and will complete his PGCE during this time.
- Caley Reynolds, a Foundation Phase Intern, accepted a position at a Junior Primary School in Northriding for 2013.
- Sian Davidson, graduated from the University of Pretoria with a BEd (Foundation Phase) in December 2012. Sian is currently working as a relief teacher at St Stithians Junior Prep. Thereafter, Sian will take up a Grade 3 locum post at St Stithians Girls’ Prep for three months in 2013.
- Jenna Lind, Intermediate Phase PGCE Intern based at the Girls’ Prep, completed her PGCE in one year and graduated in December 2012. Jenna was an exceptional Intern and was been appointed as a teacher at Heronbridge.
- Belarani Kanjee, FET Maths Intern studying at UCT, has decided to complete her BSc Honours Degree in Applied Mathematics in 2013. Thereafter, Bela will study towards her PGCE.

Tracking Interns who have graduated from the Thandulwazi programme remains a challenge. Thandulwazi is of the view that retention of teachers in the education sector is critical and so the Director and mentors try to stay in touch with their former Interns, to offer support and to share professional expertise/ knowledge with colleague teachers.

“The education allows individuals to shape the society around them, to enrich their inner life. It allows us all to become authors of our own life stories. In this, the teacher is our society’s most valuable asset. We know that nothing matters more in improving education than giving every child access to the best possible teaching. There is no profession more vital and no service more important than teaching ... teaching – (is) the means by which we liberate every child to become the adult they aspire to be.”


The year ahead
Since its inception in 2005, the Thandulwazi Intern-Teacher Training Programme has grown organically and in 2013 28 Interns have been offered places on the programme. The long-term goal is to grow the project, to increase the number of Intern-teachers on the programme and to have one Intern per teacher in the five schools at St Stithians. This remains a strategic imperative, but is dependent on the availability of funding.

Over 250 applications were received for the 2013 Intern-Teacher Training Programme. Three full days of interviews were held; 27 short-listed candidates were interviewed; the proposed 14 new Interns completed Thomas Profiles and their names were sent to the St Stithians School Heads for consideration. (This included two applicants who were Matric learners (2012) at the Thandulwazi Saturday School.) In mid-September, the list of Interns for 2013 was finalised; and all the new Interns were contacted. 50% of the Interns in 2013 will be brand new to the programme. All the new Interns have registered with UNISA to study part-time towards a BEd degree or PGCE.
The new Interns attended an Orientation Workshop on 30 November 2012, at which they were introduced to key staff members; issued with their contracts of employment for the year ahead; taken on a guided visit to the schools in which they were to be based; and introduced to the Head of school, school intern coordinator and their mentors.

2013 Interns: Breakdown by Race, Gender and Learning Area/Subject

<table>
<thead>
<tr>
<th>Race</th>
<th>Gender</th>
<th>Learning Area/Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDSA</td>
<td>Male</td>
<td>ECD 37%</td>
</tr>
<tr>
<td>White</td>
<td>Female</td>
<td>ECD 67%</td>
</tr>
</tbody>
</table>

Under the direction of Mrs Thobeka Zuma-Mngambi, the Thandulwazi Intern-Teacher Training Programme continues to offer a professional, mentored training programme for new teachers. The programme is aimed at increasing the number of professionally trained teachers in South Africa, particularly in subjects/learning areas where there are skills shortages (such as Maths, Science, English and Early Childhood Development). At the conclusion of their studies, these teachers are encouraged to teach in South African schools, where their talents and training will impact most on the education of the youth.

Thandulwazi is grateful to St Stithians College, the Liberty Group and the Paul & Stella Loewenstein Trust for the funding allocated to this programme in 2012.

Thandulwazi-Rokunda Teacher Development Programme

Now in its 7th year of operation, the Thandulwazi-Rokunda Teacher Development Programme registered a record number of educators in 2012. Eleven Saturday sessions of up-skilling workshops were facilitated in 2012 (commencing 11 February and ending on 27 October). This year 971 teachers and principals registered for the programme from over 430 schools across Gauteng, Limpopo, Mpumalanga, the Free State and the North West Province. Interest and demand for places remained high throughout the year, with new teachers continuing to arrive at each session to register. The majority of the registered teachers were ECD (Early Childhood Development) and Grade R teachers.

2012 Statistics (as at 31 October 2012)

Total number of registered teachers & school leaders for 2012: 971

Breakdown per education phase

Foundation Phase (Grade R to 3): 634 teachers

- Grade R teachers: 410
- Grade 1 teachers: 138
- Grade 2 teachers: 41
- Grade 3 teachers: 45

Intermediate Phase: 76 teachers

Senior Phase: 81 teachers

FET: (Maths Literacy Workshops) 8 teachers

Leadership groups

- Aspiring leader group (teachers aspiring to leadership positions): 60
- Existing leaders (current principals, Deputies: and HoDs): 112

Percentage of attendance: Averages to about 73% per week
Total number of represented schools: 430 schools are represented at Thandulwazi.

Breakdown of participants per region

<table>
<thead>
<tr>
<th>Region</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gauteng (including: Soweto, Ivory Park, Tembisa, Cosmo City, Diepsloot)</td>
<td>776</td>
</tr>
<tr>
<td>North West</td>
<td>2</td>
</tr>
<tr>
<td>Free State</td>
<td>2</td>
</tr>
<tr>
<td>Limpopo (including Nebo, Ga-Marishane, Marble Hall, Sekhukune, Sterkfontein)</td>
<td>170</td>
</tr>
<tr>
<td>Mpumalanga (including Middelberg, Balfour, Moretele)</td>
<td>4</td>
</tr>
<tr>
<td>School addresses not given</td>
<td>5</td>
</tr>
<tr>
<td>Not teaching at present</td>
<td>12</td>
</tr>
</tbody>
</table>

In addition to the content-based workshops offered in Maths, Literacy, Science and Technology, a number of new innovations were introduced at Thandulwazi this year:

- **Environmental education**: Eskom presented a series of workshops on energy saving; conducting power audits in schools; and how to grow energy awareness in learners. In addition Professor Colleen Vogel, a former Wits geography lecturer and expert on climate change, facilitated workshops on global warming and how to teach climate change in an interesting manner to children.

- **Developing the computer/IT skills of educators**: Microsoft’s *Partnership in Learning* was a new initiative this year. Microsoft provided training for the Thandulwazi presenters and a CD for each of the registered teachers. *Partnership in Learning* is a CD-based teacher and student learning tool. Each of the Thandulwazi teachers received a CD on registration and the IT workshops focused on this programme, as well as the internet based *Mathletics* programme and basic MSWord Skills for teachers.

- **The Leadership Programme** was refined in 2012 and facilitated by four retired former principals to current and aspirant school leaders. The workshops were based on Dr Richard Hayward’s programme entitled “Making Quality Education happen: a ‘how-to’ guide for every teacher”. In addition to the workshops, a mentoring programme was offered to current school principals attending Thandulwazi. Principal-to-principal discussions were run for small groups of principals from 08:00 to 8:45 at each Saturday session. Mr Greg Faasen, from *Goal Setters*, also conducted workshop on how to set goals for oneself and one’s learners, and the importance of goal setting.

- Given the high number of Grade 10-12 learners studying Maths Literacy in government high schools, *Maths Literacy Workshops* for FET Phase teachers were introduced for the first time this year. Thandulwazi was delighted to secure the services and expertise of Ms Pippa de Wet (HOD of Maths Literacy at St Stithians Girls’ College and the current IEB Maths Literacy Examination Moderator), who facilitated these workshops.

**Challenges in 2012**

The high demand for places at the Thandulwazi Teacher Development Programme this year has been both a blessing and a challenge:

- Thandulwazi is marketed purely by word of mouth. We are gratified that the reputation of the programme is such that demand for places at the Saturday sessions continues to grow every year (from 50 participants in 2006 to 970 registered teachers in 2012); by the number of teachers who return year after year to register for workshops, often bringing their colleagues with them; and by the fact that teachers self-select to attend the workshops, often struggling to pay for transport costs (e.g. 170 Limpopo-based teachers attended workshops in 2012, travelling in excess of 3 hours each Saturday and at an expense of R300 per trip).
• Demand has been a challenge this year in that Thandulwazi budgeted in 2012 for 600 educators (based on the previous year’s registration numbers) and numbers grew to 970. A decision had to be taken in March 2012 to cap registration at 1000.

• Demand for places at ECD/Grade R workshops was particularly heavy and the Programme Director had to limit the numbers at this phase (409) and close registration, due to budgetary, venue and presenter constraints.

• Many of the teachers pay for their own transport costs and this tends to impact on regular attendance by some of the teachers attending from other regions (such as Limpopo, Mpumalanga, Free State and the North-West Province). In 2011, 250 Limpopo-based teachers attended the workshops; this year the number dropped to 170 and the Programme Director was advised that many of the teachers could no longer afford the transport costs.

• The Leadership programme: Messrs Tom Borquin and Richard Hayward, two of the retired Heads who present the programme, have noted some of the challenges experienced in the Leadership workshops and comment that: “Discussions tend to be practical as opposed to theoretical leadership issues and the involvement from those attending is positive, with some very interesting responses and some impressive ideas based on a genuine professional philosophy. Some are still very much caught up in aspects of the harsh, old, unimaginative system they themselves experienced.” (Richard, Tom and other attendees suggest and discuss alternative ways of dealing with difficult situations in schools, handling discipline and parental issues.) Punctuality was a concern at the Leadership Workshops. In terms of gender, Dr Hayward commented: “We would be most interested to learn why so few male Heads are attending the programme, which is largely female in composition. They would add real value and gain some benefit themselves.”

Successes

• The growing demand for places at the Thandulwazi Teacher Development Programme in 2012 is indicative of the need for well-run, practical and hands-on teacher development programmes and up-skilling workshops.

• A key success has been that workshops are facilitated by experienced, practising teachers, who work with the new CAPS documents on a daily basis and are au fait with some of the problem areas and issues faced by teachers in delivering the curriculum to the learners. Often the facilitators are able to pass on personal “tips” around classroom management, effective techniques and best practice to workshop participants.

• A number of individuals have reported that they have achieved promotional positions due to the skills they acquired at Thandulwazi and particularly from the leadership programme offered:
  o **Mr Makoatsane Andrew Molelekoa** was appointed as the headmaster of Phehello Primary School, in the Vaal Triangle. He says this was due to the leadership course he attends at Thandulwazi Rokunda
  o **Mrs Kgetheng Dlamini** attributes her appointment this year as Head of Kingsway Primary School in Zandspruit to the guidance she received from the Thandulwazi leadership programme presented by Dr Richard Hayward, which formed the basis of her preparation for her application and subsequent interview.
  o **Mrs Eleanore F R du Plessis** (Dowling Avenue Primary School) reported she was selected by her school to attend the technology workshops at Thandulwazi from 2007 to 2009, and then received a bursary to study at Tshane University of Technology. She attributes this to her involvement with Thandulwazi. She achieved a BEd (Tshwane University of Technology) and subsequently a BEd
Eleanore registered for the Thandulwazi Workshops again in February 2012 because “she enjoys it so much and finds it so beneficial”.

Ms Jeska Mnguni refers to Thandulwazi as “ubuntu in action”. Jeska teaches at Mdelwa Hlongwane Primary, in Pimville (Soweto) and has attended the Thandulwazi workshops for a number of years now. Jeska completed the National Curriculum Statement Grade R Certificate, a one year Course at the University of Witwatersrand in 2011. Jeska received a bursary to complete this course and attributes this to the help and knowledge she acquired at Thandulwazi. Jeska has registered again in 2012 for the teacher workshops.

Thandulwazi Closing Ceremony

All the registered teachers, donors and friends of Thandulwazi were invited to attend the Thandulwazi-Rokunda Closing Ceremony on Saturday, 27 October 2012. Professor Cheryl de la Rey, Vice Chancellor and Rector of the University of Pretoria, was the guest speaker at this event and addressed over 700 teachers. Professor De la Rey made the point that teachers were the solution to the educational ills facing the country not the problem.

“No education system can be better than the quality of its teachers. It seems to me that we sometimes forget that education is fundamentally about people and most importantly about those responsible for teaching – the teachers. ‘No matter how much curricula are updated, no matter how many equity and quality improvement programs are implemented …. if we do not recognize teachers as the central factor in change, the changes that we most need will not take place’. To achieve significant and effective improvements in the quality of our education system, we must give much more attention to teaching as a profession.”

(Professor Cheryl de la Rey, Vice Chancellor and Rector of the University of Pretoria, 27 October 2012)

Fifteen companies exhibited at the Closing Ceremony. In attendance were: Riso Africa Print Solutions, ESKOM, Oxford University Press, Time to Read, Whuzoo Language CDs, Speed Stack Physical Education, Khulu Business Solutions (E-Beam), Welcomp Technology, Microsoft Partners in Learning, the Liberty Group, Edutrade, Evaluanet Educational Software, Feedback Rocket (protected online feedback conversations and anti-bullying school software and communication), and Maropeng Africa.

Principals attending the Leadership Programmes were requested to write letters about the impact of the programme and their experiences at Thandulwazi. From these letters prize-winners were identified: 13 schools received printers (donated by KRONES, Lightstone, Torben’s Electrical and individuals); a donation of Biblion Educational Assessment Software for a year for their computer lab was awarded to the Future Comprehensive School (Limpopo); and the major prize, an E-Beam valued at R23k, was donated by Khulu Business Solutions to Newclare Primary School. The 2 best teachers’ letters were awarded donated iPads loaded with school apps, an iPad cover and an apps book; while the next 10 best teachers’ letters received signed copies of Mark Henning’s book on teaching, entitled Zest, handed over by the author in person.

It was a most successful event and we are grateful to the exhibitors; donors (both corporate and individual); St Stithians Council Members; Foundation Governors; and parents who attended the ceremony.
Strategic partnerships
This year, a number of strategic partnerships were forged with a range of organisations, including:

- Wits University and UJ’s Education Faculties: Teachers’ Forum Workshops
- Mathletics Africa
- Microsoft Partnerships in Learning
- The Tomorrow Trust - teachers attended workshops in 2012
- ESKOM Holdings (Integrated Demand Management) – energy education programme
- BRIDGE Forums (Monitoring & Evaluation; Maths & Science Community; Tertiary Colloquim: Saturday School Programmes; Linking Innovators in Education Forum)

Monitoring and Evaluation

- The efficacy and impact of workshops are monitored weekly by the programme director.
- Each term the Programme Director visits participating schools, to assess the impact of the workshops on the individual teachers in their classrooms; their peers/colleagues; and the schools in general. In February 2012, the Programme Director visited the Kanana Pre-school in Ivory Park (all these teachers attend the workshops) and was delighted to see how effectively the teachers were implementing the ideas that had been passed on to them during the teacher workshops: despite being housed in tin shacks, classrooms had colourful walls, information posters were on walls, and children’s work was displayed. In August 2012, the Programme Director visited Tirisano-Mmogo Junior Secondary School in Cosmo City 6, where she spent time in class with two of the Thandulwazi teachers based at the school and engaged with some of the learners whose instruction had been positively impacted by what the teachers had learnt at the Thandulwazi workshops, in terms of discipline techniques and engaging with students who had learning difficulties and required academic support. In November 2012, the programme director visited the Future Comprehensive School (Limpopo; over 170 Limpopo teachers registered for and attended Thandulwazi Workshops in 2012); Newclare Primary School; Phehello Primary School in the Vaal Triangle; and Kingsway Primary School in Zandspruit.
- Monitoring teachers’ understanding/content knowledge of Maths is through the internet-based Mathletics programme.
- An assessment of portfolio of work/lesson planning exercise was completed and shared by teachers. In May 2012.

All the participating educators were required to complete an evaluation form on 27 October 2012. The feedback was analysed by an independent evaluator, Dr Derek Verrier. The key findings of the survey are indicated below:
- 97% of the registered teachers were black; and 94% were female.
92% of those surveyed found it beneficial to network with educators from other schools; and 98% of the teachers indicated that they would attend the workshops again in 2013.

56% of the teachers surveyed had a Grade 12 certificate or lower. Only 12% of the Thandulwazi teachers had a university degree.

41% of the educators indicated that Thandulwazi had assisted them in achieving promotional positions.

The results of Dr Verrier’s survey have been factored into the planning for 2013.

Planning for 2013
Planning for 2013 is currently underway. Thandulwazi will be targeting a total number of 1 000 teachers for the up-skilling workshops and Leadership Programme in Gauteng.

The main focus during 2013 for Grade 4-9 teachers remains Maths, Science and Technology, but with a stronger focus on English and Literacy. Excellent new presenters for Literacy Workshops have been
sourced.

- The Early Childhood Development (ECD) component and Gr R will remain an area of focus. This programme will be reviewed and restructured, with perhaps having the teachers of the younger children in separate groups and focussing on topics to suit their teaching needs.
- The Foundation Phase (Gr 1-3): the main focus will remain Mathematics and Literacy.
- The Leadership Programme will be refined to include other practising Heads of schools.
- Maths Literacy Teacher Workshops will continue next year.
- Some teachers have requested that Thandulwazi offer other high school subjects. This will be determined by demand, budget and capacity; and will be carefully considered, as numbers are high already.

In addition to the existing partnerships, a number of new strategic partnerships will be in place for the year ahead:

- JAC-ASS (Johannesburg Articled Clerks Association) is keen to present workshops to the Leadership Groups on effective budgeting and best practice in accounting principles; and to tutor in the Saturday School.
- Evaluanet - online assessment tools (Dereck Marnewick).
- Maropeng Africa Educational Workshops – historic educational workshops, various age levels (Magel van der Venter).
- iSchool Africa will offer iPad workshops, using subject related apps in 2013 (Michelle Lissoos).
- Enrichment Programmes – literacy workshops (Joan Gernsholtz).
- Whuzoo Language Development - language workshops (Greg & Barbara Jones).
- PenciBox – has agreed to design a database for Thandulwazi-Rokunda.

If dedicated funding can be obtained, Thandulwazi hopes to expand the footprint of Thandulwazi-Rokunda into the Limpopo region in 2013. In partnership with the Future Comprehensive School, based at Masemola in the Sekhukhune District, the plan is to host a pilot project, facilitating six teacher development sessions on Saturdays, between April and August 2013, for 400 primary school teachers. The focus would be on upgrading teaching skills in Mathematics, Literacy/English, Technology and Natural Science.

Many of the Thandulwazi teachers wrote inspirational and moving letters of thanks to the Thandulwazi Director and the donors, whose funding made these workshops possible. Extracts from a few of these letters are included below:

“| A good teacher is like a candle – it consumes itself to light the way for others (Author unknown) At times our own light goes out and is rekindled by a spark from another person. Each one of us has cause to think with deep gratitude of those who have lighted the flame within us – this is what the Thandulwazi Teacher Workshops meant to me... The Saturday Workshops have helped me to become a better educator and to implement what I have learnt during all our sessions both in my grade 3 class and as deputy principal ... I would like to thank the Thandulwazi Rokunda sponsors once again. You may not see the fruit of today’s work but you have seeded a lifetime of knowledge within us and we will always treasure it wherever we go. As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.” |

Ms Roewayda Areff, Newclare Primary School
“We feel privileged to be associated with such a wonderful programme. The programme has had an impact on the way of life at our school even though we are so far away ... The information we have collected/amassed has helped our management, teachers and learners to be co-participants in the learning areas and management (of our school) ... Thank you for having allowed us to take part in this wonderful initiative.”

Mr Patrick Magowe, Principal, Future Comprehensive School (Limpopo)

“I would like to express my sincere thanks and gratitude for the opportunity to better myself through this program. Coming to Thandulwazi I was computer illiterate, but now I present to you a letter typed by yours truly. I will be joining the program again next year. Attending the exciting, stimulating workshops has made me one of the most favourite teachers to the kids. I now have excited, enthusiastic and eager to learn pupils ... through this program you did not only upgrade us teachers but you have helped tomorrows (sic) generation...”

Ms Elizabeth Dube, Smedmore Nursery School

Overall, 2012 was a successful year for the Thandulwazi-Rokunda Teacher Development Programme. The work being done by the Thandulwazi is helping to address many of the critical challenges faced in South African schools; and is making a difference in the professional skills and abilities of educators, and the many young South African learners whose lives they impact.
The Thandulwazi Trust is grateful for the funding received in 2012 from the following companies and trusts in support of the Thandulwazi Maths & Science Academy:

- Allen John Educational Trust
- ApexHi Charitable Trust
- Astra Fasteners
- Barloworld Equipment
- Barloworld Trust
- Blain Projects (Pty) Ltd
- Cash Bases SA (Pty) Ltd
- Catapult Commercials
- Charities Unlimited
- Datacentrix
- Dial Direct Fund
- Discovery Life
- ESKOM
- FEM
- Hooker Attorneys
- Johannesburg Articled Clerks Association
- K2 Capital (Pty) Ltd
- KONICA (t/a Bay Trading)
- Liberty Group
- Lightstone (Pty) Ltd
- Paul & Stella Loewenstein Trust
- The Mackenzie Foundation
- Mary Nash Memorial Trust
- NAMPAK
- Nedbank Group Limited
- OMNIA Group (t/a Protea Chemicals)
- Option Ads (Pty) Ltd
- PPC Ltd
- Simplified Technology Solutions (Pty) Ltd
- Standard Bank of South Africa Limited
- Steinmüller Africa

Our sincere thanks go to the following individual donors for their generous support of the Thandulwazi programmes: Samantha Ball; Sandy Milns; Christine Dieltjens; George & Judy Beeton; Munene Khoza; Carel Nolte; the Eberle Family (France); Schlebusch Family; Chris & Chloe Johnson; Sarah Wharton-Hood; Diana Springer; Nic & Rene Swart; Dr Kay Karlsson & Family; Lucy Bushill-Matthews & Family; Margaret Stoutt; Zanele Nyoka; Val Moodley; Jill Wheater; Lesley de Jager; the Nesar Family; Thabo Mosololi; Michael Blain; John MacKay; the Weaver Family; Liz Kobilski; Dorothy Kobe; James van Heerden & Robert- Reece North (Grade 6, Boys’ Prep). A number of individual donors have asked to remain anonymous.

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: Bottle Blue Design & Advertising; Bubblegum/Liberty Mindset; Lightstone (Pty) Ltd; Ms Jennifer Ash (Life Coach); Ms Mamedup Moshidi (Careers Volunteer); Mathletics Africa; Ms Pippa de Wet; James Ralph (Pty) Ltd (Casio); Simplified Technology Solutions; SODEXO; Microsoft SA; KRONES Lifecycle Service Centre Africa; Rosewall Agencies; Lorna & Andrew Kirk; Ms Carla Braga; Ms Sue-Anne Bray; RISO; iSchoolAfrica; Torben’s Electrical; Evalunet; Khulu Business Solutions; and Dr Derek Verrier.

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; 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 December 2012

The Thanduwazi learners and educators thank you.

Siyabonga - Re a leboa

31 December 2012
The **Thandulwazi Maths & Science Academy** is an educational outreach project initiated by the St Stithians Foundation. The Foundation, established in 2002 by resolution of the St Stithians Trust, is not a separate legal entity, but a separate division of the St Stithians Trust, operating under its own mandate and governance procedures. The Thandulwazi Maths & Science Academy was established in 2006 and commenced operations in 2007.

**Thandulwazi Trust**
The Thandulwazi Trust was established as a separate legal entity in October 2010. Effective from 01 January 2012, Thandulwazi Maths and Science Academy falls under the Thandulwazi Trust. Thandulwazi is registered as an educational trust; and has Section 18A and PBO status. The Trust is also a registered NPO.

**List of Thandulwazi Trustees**
The Trustees are: Mr Lee Astfalck, Mr Mahlathi Khoza, Mrs Khumo Morolo and Mrs Kelly Naidoo.

**Objectives of the Thandulwazi Maths & Science Academy**
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 apprenticeship to Meister Teachers;
- Operating a teacher development programme to assist existing teachers in improving their teaching skills, classroom management techniques and methodologies, particularly in the teaching of Numeracy/Maths, Literacy, Science and Technology;
- 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; and
- 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-resourced areas in and around Johannesburg.

**List of Foundation Governors in 2012**
The St Stithians Foundation Governors and Foundation Director drive the fundraising for the Thandulwazi Maths & Science Academy. The Foundation Governors in 2012 were:
List of Directors

- Foundation Director – Beverley Johnson
- Thandulwazi-Rokunda Teacher Development Programme – Karen Walstra
- Thandulwazi Saturday School – Mahlathi Zeph Khoza
- Thandulwazi Intern-Teacher Training Programme – Thobeka Zuma-Mngambi

Financial Records

Thandulwazi’s financial records are compiled on the basis of excellent, transparent governance and unquestionable ethics and are audited annually by independent auditors, BDO Africa Incorporated.

Each year a full account of all income and expenses, including audited financial statements, is made available to all donors.

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

31 December 2012