Delivery of a quality education to the previously disadvantaged South African

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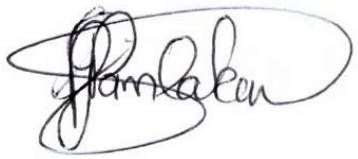
DECLARATION

I, Priscilla Ramlakan, declare that this consultancy report is my own work, except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Wits Business School, University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.



Signed at ***RANDBURG***

On the ***28*** day of ***August*** ***2018***

DEDICATION

For those who dream of a better tomorrow, keep reaching. Never give up!

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ACKNOWLEDGEMENTS

I thank GOD for the gift of life. I have found during this journey that life is indeed for living.

My gratitude goes out to my life coach and loving husband, Yasheen Ramlakan. Your belief in me has been my strength and kept me going through the times when I felt hopeless.

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Kaileigh and Seheshan, my children, my reason for being, the endless cups of tea, meals prepared, time given up for me and the burden of motherly chores undertaken on my behalf, will forever be etched onto my heart. You are truly priceless.

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EXECUTIVE SUMMARY

This project was undertaken to highlight the need for funding from private enterprises who are dependent on a competent workforce. This funding would be utilised to address the gaps of learning prevalent in the education space that prevents this competency from materialising. Star Schools have identified and addressed this gap. Funding from private companies is helping to put together incubator programmes which will tackle this problem, especially in rural communities in South Africa. The problem that Star Schools faces is that this funding has dwindled due to stressful economic climates and failure on the part of CSI managers to translate the value of the programme to the bottom line of the business. The need for the funding is emphasised through the improvement shown in the learner results. This improvement generates a calibre of learner that can enrol in tertiary programmes. Once the tertiary qualification is gained, and the learner gainfully employed, an economic benefit can be realised. This has been calculated to a monetary value, based on the field of tertiary study, which is compared to the donors' initial investment. This comparison allows one to determine the benefits to the organisation and whether the programme has contributed to the pool of competent labour needed to sustain the business. The unintended consequence of sustaining these projects is that it helps fulfil governments' Medium-term Strategic Framework (MTSF), and National Development Plan (NDP) goals. These positives align to the government's strategy of building a stronger foundation for South Africa to sustain and build upon its economic goals. By promoting educational goals, youth are empowered to sustain their own future goals (Akoojee, Nkomo & Nkomo, 2008).

Being equipped with the skills set that is lacking in the work environment, would enable youth to find and sustain jobs. This helps decrease unemployment and poverty, thereby achieving a key goal of both the MTSF and NDP plans.

Five companies were approached to take part in the survey . Four of which completed it. The aim of the survey was to determine what their intentions were in funding the programme. The assumption at the start of the research was that funding was provided to boost CSI

points for BBBEE scoring, as well as a tax write-off for donation expense. On concluding the research, each company had different intentions in mind.

AACI funded learners in the hope of generating a competent pool of learners in the STEM subjects, (Science, Technology, Engineering and Mathematics). They were looking at promoting mathematics and science in senior secondary education. They felt that these subjects needed to be promoted to foster an interest in the STEM fields, as the lack of students in these fields would be detrimental to their business in the long term. The results of the learners have proven that AACI attainted their goal (Charette, 2013).

Selati Sugar had the same goal in mind but geared towards the Nkomazi Municipality. One of the key performance areas of the Nkomazi Municipality (where this programme operates), is to 'initiate capacity building programmes that contribute to the development of employable, educated and skilled citizens'. Selati Sugar is the key contributor in assisting the municipality with achieving this objective. Furthermore, the programme is contributing towards the realisation of the National Development Plan, which is South Africa's vision for 2030 and the goals laid out by the Department of Basic Education. The challenge faced by Selati Sugar was that the programme impacted negatively on their finances and faced closure. Selati have invested over R8.6 million, over the past twelve years. 46.2% of the alumni that attended these programmes were tracked down and responded to surveys regarding the benefits that they have derived from the programme. The earnings from this sample equate to approximately R76 million per annum. If equated to a thirty-year work life cycle, the impact is close to R2 billion in the South African economy. The problem that the donor encountered was that they could not sustain the funding. This is the reason for the research information being tracked to 2015 and not a more recent time frame. Star Schools has worked tirelessly in finding ways that the programme could be restored and is happy that through this research, a collaborative partner was found in Sasol. This joint collaboration will commence this year and hopefully continue.

The Meyerton Metalloys programme, also geared towards the improvement of mathematics and science for learners, chose not to benchmark and thereby choose learners from various schools, which is the manner that Star Schools would choose learners for the programmes.

The differentiating factor of the Meyerton programme was that all learners came from one school, i.e. Meyerton High School. Meyerton Metalloys wanted to fund a specific school, with the intention of standardising the learners' environment. They felt that this would provide a clearer result regarding the impact of the programme. Their aim in funding the programme was to ensure that the mathematics and science results obtained for the National Senior Certificate (NSC) examinations was of a higher quality than what was previously produced and would lead to a higher pass rate. The results of the programme showed a move from a pass rate in 2016 of 70% to a pass rate of 95.8% in 2017. The success of the programme was not only attributed to Star Schools and Meyerton Metalloys, but also to the dedication of the principal in driving the programme. This type of partnership, if replicated across South Africa, has the potential to boost not just the matriculation pass rate, but also the quality of the pass achieved.

The Hotazel Manganese grade 12 programme is a 2017 Northern Cape Saturday School Programme which sponsors 300 candidates who attend schools located in the Ga-segonyana and Joe Morolong district municipalities. Learners are divided into two groups. The split into two groups was based on learner performance in the Star Schools benchmark tests. The reason for the split was to allow for a more targeted intervention that dealt specifically with the academic needs of both groups. It is noteworthy to report that approximately 70% of the group scoring +16% in the tests, attend schools in Ga-segonyana, while approximately 70% of the group scoring -15% in the tests mainly attend schools in Joe Morolong. The results obtained by the two groups differ substantially. Joe Morolong is the poorer of the two districts. However, due to the lack of foundational knowledge and problem-solving skills discovered in the latter group, their results were not as impressive as the former group who achieved +16% in their bench mark tests. This uncovered a serious flaw in the education system where learners were promoted to higher grades without having achieved competency in the foundation phases of schooling. This flaw would explain the large dropout rate of learners at grade 10 level. 2017 marked the year that the Multiple Examination Opportunity (MEO) option was made available to learners. MEO allows learners to be examined on a limited number of subjects in the first sitting of the NSC examination and be examined on the remaining subjects in the subsequent examination. The group who

achieved less than 15% in their bench mark would have benefited from this option, as it would have meant that they would have received an increased amount of tuition to pass well in the NSC exams. This programme was specifically aimed at addressing the foundational problems that learners faced. Since 2017 was the year of implementation, 2019 would be the year when the results for the initial grade 10 cohort would prove its impact. The grade 12 results achieved have shown that the programme in its first year gained success. This programme's results are included in order to highlight the impact of a lack of foundational skills and the negative effect that progressing learners have.

The scope of the Grade 9 Mathematics Programme was to equip learners from K.P. Toto Secondary with the foundation skills necessary to succeed in mathematics and thus lead to improved beneficiary results in the subject. This, in turn, would encourage more learners to select mathematics in the FET phase of their schooling, with the long-term objective of enabling more students to enter the fields of engineering or other fields where mathematics is a prerequisite for acceptance. Although the programme was intended to solidify foundations and help learners with the application of basic skills, the analysis found that learners lacked basic mathematics skills. Educators have suggested that the programme be implemented at grade 8 level, which is when learners are introduced to basic skills. They have observed that the programme outcomes may be more successful if learners are assisted one grade earlier, and if the Star Schools programme works in tandem with content delivered by educators. This type of collaboration and partnership called for, has proved successful in the Meyerton project run by Star Schools and may prove to be the solution to addressing this lack of basic skills which are needed for learners to excel at matriculation level and beyond (Todd & Mason, 2005).

The objectives of each donor in funding the incubator programmes may vary in focus, but the goal remains the same in that they seek to help build and create a competent pool of labour, which is essential to the sustainability of business. Businesses in South Africa are labour intensive and have been found to be lacking in fields where the STEM (Science, Technology, Engineering and Mathematics) subjects are key components. This objective has been threatened due to lack of funding. The results that learners produce because of these programmes will ensure that competent labour for business can be sustained. Without

these programmes, this pool will dwindle, and the result will be a collapse in the labour market, which will lead to the failure of business. The solution that this project provided is a simple one. Cross subsidisation from multiple donors, for one or more projects, will ensure that these projects are sustained and will grow. The competent pool of labour for business will therefore be sustained.

1 INTRODUCTION

1.1 Background

The National Development Plan (NDP) vision 2030 states that ‘education is the single most important investment any country can make is in its people. Education has intrinsic and instrumental value in creating societies that are better able to respond to challenges of the 21st century. It is a core element in eliminating poverty, reducing inequality and creating an equal society’.

The National Skills Development Strategy reports that there are more than three million youths in South Africa between the ages of 18 and 24 years who are unemployed. Furthermore, it states that they have poor educational foundations or have been poorly prepared to undertake any further learning. To exacerbate this issue, many youths between the ages of 16 and 18 years old drop out of school. The leading factors in causing this problem are a deficiency of language, literacy and numeracy skills.

South Africa was a deliberately segregated population prior to 1997. The Bantu education act of 1953, was one of the most oppressive acts of legislation enacted (Harvey, 1980). Its aim was mainly to bring education under the control of government, to further its Apartheid agenda. This system had the effect of denigrating the black population. This was evident in the words of the then Minister of Native Affairs, DrH.F. Verwoerd, when explaining the education policy to parliament, “There is no space for him [the "Native"] in the European Community above certain forms of labour (Wolpe, 1972). For this reason, it is of no avail for him to receive training which has its aim in the absorption of the European Community, where he cannot be absorbed. Until now he has been subjected to a school system which drew him away from his community and misled him by showing him the greener pastures of European Society where he is not allowed to graze” (Hendrik Verwoerd – 10 quotes, 2016). To this end, the education system designed to school this disadvantaged group was by far, inferior to what other population groups were subject to, the white population being at the other end of the spectrum. The 1976 Soweto Uprising saw the uprising of South African youth, when government tried to implement the teaching of certain key subjects in Afrikaans

(the language of the oppressor). This uprising was the catalyst for the beginning of the end of Apartheid itself. During this era, students felt aggrieved by being forced to learn in a language that was unfamiliar to them, at the higher primary and junior secondary stages ("Sharpeville Massacre, 21 March 1960", 2011). This decision would result in increased failure rates and decreased average marks, thereby exacerbating the destruction promulgated by the Bantu Education Act of 1953. South Africa is at a stage in history where its citizens must admit that this hurdle faced by the past has not been surmounted, it has just been shifted. As much as 40% of learners at secondary school level do not make it to matriculation (Stats SA, 2017). Yet we boast a pass rate of 75%. If we consider the total number of learners against those passing, this percentage is closer to 37-40%. Considering that the general household survey of 2011 presented that only 44% black and coloured youth attained a matriculation pass when compared to 83% of Indian and 88% of white youth, South Africa's primary and secondary education system are not benefiting the previously disadvantaged masses of the country (Spaull, 2015). A more focused approach is needed at secondary school level to redress this failing (Seekings, 2008).

Aggrey Klaaste, the editor of the Sowetan newspaper, approached William Smith, the owner of Star Schools to assist black learners who had lost out on an entire year of schooling due to the 1976 protests. This gave birth to the Star Schools Matric rewrite programme run from the University of Witwatersrand campus. The programme started with approximately 950 students, achieving an average pass rate of 72%. Star schools currently service approximately 4000 students per year, on this programme. The pass rate has increased from 72% to 78%. Star Schools realised that the level of education it was providing to learners who could afford to pay for additional tuition, could not be rolled out to those who needed it most in the rural areas, due to the lack of funding. Various sponsors were approached to fund programmes within rural areas throughout South Africa. This gave rise to the incubator programmes, run by Star Schools and funded by donors. Star Schools currently run 20 incubator programmes, with a collective donor investment of approximately R13.5 million. An average of 1700 - 2000 learners benefit from these programmes, on an annual basis. Star schools faces the prospect of having to decrease the number of beneficiaries each time a donor decreases the level of funding or withdraws from a

programme. The problem is twofold: Firstly, It could be asked how does one convince private business that it is ultimately to their benefit to fund programmes that will yield a more competent and loyal workforce? Secondly, private business should not be driven to funding from excess monies, or CSI initiatives alone, as this would be the first area where costs would be cut in lean times. This study delivers a solution to the problem of regular and increasing funding for secondary education. The proof of its sustainability lies in detailing the benefits to the organisation, as well as the economy at large. The study shows that the solution lies in a collaborative effort between parties for the upliftment and benefit of South Africa as a whole.

1.2 Context

South Africa has recently been through a baptism of fire regarding the feasibility of free tertiary education. The uprising started around October 2015 and has been coloured by student activists and political agendas being pushed (Finkel & Ernst, 2005). The campaign has been lulled into a false sense of hope, by the populist presidential announcement on the 13th November 2017 that government's intention was to implement free higher education, all in the name of uplifting the previously disadvantaged masses (Du Preez, Simmonds & Verhoef, 2016). One fact creeps up on us. Most students that can meet university entrance requirements, do not come from this sector. The previously disadvantaged are failed by an educational system that cannot produce the required foundation to firstly, gain university entrance and secondly, does not equip them with the skills required at tertiary level (Msila, 2014).

With the spotlight on tertiary education, all the noise seems to drown out a stark reality. Only 10% of children who start school at the foundation phase complete an undergraduate degree. This, coupled with the fact that of the roughly 1 million children entering the schooling system, only an average of 50% sit for the matriculation examinations, leads one to believe that the matric pass rate paints a bleak picture (Spaull, 2015). If the matriculation pass rate of 72-75% is any indication of the success of the South African education system and is based on the number of learners who sit for the examination, this would imply that

roughly 65% of the cohort are left without a relevant qualification. An unequal education system seems to be giving rise to an unequal labour market which has the effect of children inheriting the economic social class of their parents (Spaull & Kotze, 2015).

Based on the legacy briefly alluded to above, and the statistics of the post-apartheid graduates, an intervention is necessary (Pretorius, 2016). The role of private business in South Africa, in the form of corporate social investment, is highlighted as a solution to this problem. The CSI funds would then need to be channelled through service providers who have the necessary capabilities and expertise to roll out secondary schooling programmes that enhance and supplement the current public education system. Township and rural schools should be targeted. This will ensure a focused effort, benefiting those who need it most. The blanket assistance of government subsidies to public schooling falls short of assistance to this group, as it is based on the number of learners within a school. Rural schools and township schools are being neglected and face closure due to the lack of financial support. This paper focuses on an organisation that has championed this task since 1968, namely Star Schools.

1.2.1 Star Schools

Star Schools identified a gap in secondary learning, specifically regarding mathematics and science, and started a programme on the University of the Witwatersrand (Wits) campus in the late 1960s to assist secondary school pupils attain the skills needed to pass these subjects and to prepare them better to continue at a graduate level. The offer of winter school programmes and revision courses developed to a fully established matriculation rewrite centre. Star Schools quickly learnt that the challenges faced by students of attaining a quality education at matriculation level ran deeper and went on to offer supplementary education back to grade 9 level. Star schools have recently been awarded a certificate, among its many over the years, from Wits University, declaring them a preferred feeder school. The matriculation pass rate at Star Schools is a real 78%. This percentage belongs solely to previously disadvantaged black students. This is where focus is needed most.

Star Schools is now a supplementary education service provider that has been delivering and facilitating turnkey teaching, learning and management solutions to basic education for the past 46 years, with a specific focus on grades 10, 11 and 12. All materials and programmes are developed in line with the national curriculum and tailored to meet the specific needs of South African high school learners. Star Schools' success in improving South Africans' access to world-class education through the provision of top-quality supplementary educational products and services is unrivalled.

The purpose of the Star Schools Learner Incubator Programme is:

- To upgrade the academic standards and develop committed learners to overcome the challenges placed before them.
- To motivate learners to further their own education and think 'entrepreneurship'.
- To produce individuals who question and innovate.
- To encourage incubator learners to assist fellow learners, creating a ripple effect of learning.
- To equip learners with the skills needed, not just to fulfil their potential, but also to participate confidently in our nation's economy.

Star Schools' educators are tasked with creating a climate of empowerment and participation. Inspired by their ethos, *growing today's learners into tomorrow's leaders*, they seek to foster a sense of community spirit, interdependence and respect among learners that impacts favourably, not only on their own environment, but also the broader society (Davies et al., 2013).

The leaders of tomorrow need education and nurturing today. Through high-performance teaching and constant learner tracking and assessment, the Star Schools Learner Incubator Programme creates a sustainable pipeline between secondary and tertiary education and ultimately, the workplace.

Using Star Schools as a strategic blueprint, the foundations of our education sector can be fortified. This paper highlights the need and importance for a supplement to government-based education, focused on this disadvantaged group (Msila, 2014). The role and expectations of corporate citizens in funding these targeted programmes is addressed, as well as the impact of these secondary school programmes, on those sponsored. Lastly, a solution is proposed to ensuring sustained funding for projects that ultimately empower the previously oppressed sector to achieve their true potential.

1.2.2 Importance

Following endogenous growth theory, a private public partnership would be of the most benefit towards sustained economic growth for South Africa. The investment in human capital and knowledge, together with innovation, are cornerstones of endogenous growth theory. It is these pillars that would lead to economic growth, according to the theory. These pillars can only be fortified if the shortcomings of the primary and secondary education space are addressed, (A strong foundation is of the utmost importance for education to contribute meaningfully to the upliftment of the youth of South Africa. The ultimate contribution to the economy will give South Africa the edge when it comes to stability and sustainability of its economy. Government will need to loosen its hold over the direction of education and play a regulatory role instead. Peretto explains in his article on economic growth that “one of the most exciting aspects of endogenous growth theory is that it provides a paradigm wherein government policy affects growth rates in the long-run” (Peretto, 2003). Government needs to regulate and supplement the education sector instead of controlling and dictating. Public private partnership is needed to tackle, not just the funding of primary and secondary schooling, but to formulate a strategic blueprint for delivery of quality education, focused on the previously disadvantaged youth of South Africa. Education should become the responsibility of all South African citizens, particularly corporate South Africa, as they stand to gain the most from its success (Bloom, Canning, Chan & Luca, 2014).

1.2.3 Objectives

The Heher commission stated, “We have always maintained that it is not the sole responsibility of the state to fund higher education and thus accordingly call on all private sector role-players, in particular the commercial banks to support the efforts of the State in ensuring access to higher education for the poor.” (Heher, 2017). From this statement, we deduce that “free” higher education is only a feasible option when coupled with corporate intervention due to funding challenges faced by government (Akoojee, Nkomo & Nkomo, 2008).

This can be extended to include the secondary education space in South Africa, as well as all corporates and not just the banks. We investigated the extent of this involvement, its benefits and implications for both the corporate sector and those sponsored through their secondary school years. Corporates have various expectations of each programme. Those being sponsored have certain goals that needed to be attained. This study determines whether the expectations of the corporate were met. Did the ambassadors of the projects achieve their goals, and lastly, what is the impact of the sponsorship, for individuals and collectively for society? In concluding the report, we deduce how this model can be used to strengthen the educational foundations for the previously disadvantaged sector, thereby empowering them to capitalise on the many benefits of assisted funding, towards a better education. Lastly, we use the collated data to determine whether Star Schools can market their blueprint in various ways that could help them gain funding through public and private partnerships.

2 LITERATURE REVIEW

The literature review undertaken has three distinct key components that were examined. The rising cost of a quality education in South Africa, has been investigated. This has had a negative impact on providing a quality education to the previously disadvantaged South African. Secondly, governments' published pass rates are skewed due to the "culling "of students at the intermittent phase of schooling. The problems faced by those students who have been "culled" are ignored. Lastly the concept of a public private sector partnership has been researched towards resolving the aforementioned conundrums faced by the South African community.

2.1 Theories

2.1.1 The rising cost of quality education

The end of the Apartheid era in South Africa has lingering ghosts. The Inter-generational consequences of political apartheid, and colonialism has seemingly reached out the grave to strangle the efforts of the new dispensation (New Africa, December 2015). Education was brought under the control of the government in 1953 in a bid to oppress the majority black population, consisting of the indigenous black, Indian and coloured population groups. The rise of the 'black diamond' in South Africa was the key to poverty eradication and economic growth. The past 20 years has seen the government table various policies to address the social injustice of the legacy of the apartheid education system. It was through the introduction of the National Education Policy Act (NEPA), and the South African Schools Act (SASA) that black parents saw the opportunity of choosing what they deemed to be the best school for their child (Donohue & Bornman, 2014). The unintended consequence of an attempt by government to retain the middle class within the public education institutions gave rise to a separated system where schools could charge school fees and the control of running the school lay with the governing body of the school. This resulted in a movement away from township schools to the more affluent "Model C" schools which were run by school governing bodies. Since government subsidies to schools were based on the number of learners, the problem of funding for township schools was exacerbated. The

principles and values towards education in the new dispensation were so focused on opening the doors of learning and culture to all, as per the freedom charter edict, that government missed the lack of a strategic roll out plan (Pretorius, 2016). This gap in the market gave rise to, initially, low cost quality private education. This later bloomed into high cost quality education, when government tried to address the disparity by enforcing quotas within these schools. This meant that most of the previously disadvantaged classes simply could not afford the rising costs of a quality education. Private schools have seen an influx of teachers seeking a better life for themselves. Public schools have been further compromised by this loss of good teachers. Private companies such as Curro and ADvTECH have capitalised on these shortcomings and have made a significant profit over the past decade which has seen their share prices increase by between 300-1850% (Probyn, 2018). This rapid expansion of the private sector education in South Africa is due to the gap left unfulfilled by lacunae in the public education system**.**

Most learners being accepted in the tertiary sector come from private sector schooling or previous model C schools. Therefore, the fees must fall campaigns will have minimal impact on improving the lives of the previously disadvantaged South African, since very few of them are achieving entrance into the tertiary space (Badat, 2016).

2.1.2 The real Matriculation pass rate

The release of the matriculation results in South Africa has become a widely publicised event. The competition between the provincial heads on whose province fared the best has been ongoing. The Minister of Basic Education released the 2017 results in January 2018 to much celebration as the pass rate had increased from 72.5% in 2016 by 2.6% to 75.1% in 2017 (DBE, www.education.gov.za).

According to the Democratic Alliance member of parliament, (DA MP), Nomsa Marchesi, 41% of students enrolled in 2015 in grade 10, did not make it to matriculation. She further elaborated, “It is clear that the schooling system is failing learners not just in matric, but long before they reach the final years of school” (Marchesi, 2018). SADTU suggested that their statistics indicated that of a cohort of 1,182,011 learners entering Grade 1 in 2006, 543000

of those had sat in 2017 to write the matriculation examinations. This indicated a dropout of 54%. Education analyst Nic Spaull commented on twitter regarding this, “where did the other 400 000 odd kids go? Not to FET & into jobs- unlikely” (Spaull, 2018). The above sentiments have been echoed year after year by analysts, concluding that the publicised results can be effectively halved because of the way it is calculated.

2.1.3 Public Private Partnership

Many corporates in South Africa have come to realise the importance of funding educational development through the utilisation of their CSI initiatives. Their future employees and therefore, the well-being of their organisations would depend on the calibre of youth being generated from our educational system. The recent Heher commission findings singled out South Africa’s banking institutions as aiding in the form of student loans, backed by Government surety. This raises the question as to why can assistance not extent further to include other private institutions (Davids, 2016)?

South Africa has a treasure of hidden assets in the form of low fee private schools who operate almost at the level of a social entrepreneur (Coetzee, 2014). Profitability for these organisations are low, yet the social upliftment they bring to a sector of the population where it is needed most cannot be ignored (O'loughlin, 2007). The problems faced by these institutions range from merely financial to more significantly, regulatory. These problems can be eradicated with a partnership between public, private and educational institutions. The benefits of a partnership between public, private and educational institutions will have far reaching positive consequences for economic growth. This threefold partnership must have its roots in primary and secondary education to solidify the foundation for it to be successful at the tertiary level. This partnership can focus its resources on the upliftment of the previously disadvantaged youth, and therein lies its greatest benefit, that of concentrated focus (Bloom, Canning, Chan & Luca, 2014).

2.1.4 Evaluation

The stark reality is that the matriculation pass rate in South Africa lies between 37-40% and not the much publicised 72-75%. The calculation was based on the number of students who sat for the examinations and not the total cohort of what should have been the matriculation class. Should the dropouts, prior to the examination sitting be factored in, the real pass rate, under consideration of the entire cohort, would be closer to 39.25%. Figure 1 depicts the trend over the past five years'

Year	Registered for matric exams	Pass rate	Cohort enrollment in gr. 2	Cohort pass rate
2017	629,155	75.1%	1,022,853	**39.25%**
2016	674,652	72.5%	1,081,652	**41.98%**
2015	667,925	70.7%	1,118,690	**41.65%**
2014	532,860	75.8%	1,109,201	**37.2%**
2013	562,112	78.2%	1,111,858	**40.42%**
2012	511,152	73.9%	1,012,892	**38.07%**

Figure 1: Pass rate trend over the past five years (South Africa's real Matric pass rate, 2017).

The government and specifically, the Department of Education, has not addressed learner retention. Equal Education, an advocacy group, has stated that a university degree being unattainable for learners, is evident from as early as grade 3. Reliable information needs to be shared as publicly as the matriculation results to address the gap in foundation and secondary schooling. The rise of private schooling to address this gap over the past two decades has been phenomenal, yet analysts expect the markets to correct the over optimistic expectation of this continued upward trajectory growth. Should this materialise, we would not only see a slowing down of the number of providers, we would witness the decline in profits for these institutions as competition increases. A private public partnership with institutions hailing from industries other than educational, could act as a catalyst in this change process.

2.1.5 Hypotheses

It is because of this gap alluded to above, that private sector education has been booming in South Africa. The South African curriculum is world class and is used by the majority of the private sector educational institutions. It is the execution, regulation and monitoring of the programme where the public domain falls short. The focus on the blanket matriculation pass rate has been at the expense of much needed monitoring of the performance of learners at the foundation phase. This is necessary to ensure a higher true matriculation pass rate and future success at the higher education levels. This is the root cause of the problems facing South African youth (Teferra & Altbachl, 2004). It has resulted in the profiteering of private sector schooling due to the void of a failing system. If not addressed and corrected, no amount of funding will assist in alleviating the problem of inequality of education. The previously disadvantaged, without the crutch of a decent educational level, will be haunted by the social standing of their families (O'loughlin, 2007). The rich private schools will become richer, the poorer disadvantaged communities will be sacrificed in the name of black tax in the hope that they will be towed out of the poverty cycle, and government will continue massaging the numbers if no intervention occurs. A strong intervention is needed and will only impact this if it hits home hard. Corporate citizens need to ally themselves with government to fight this fight. Government has failed its citizens by not providing a quality education for all. The government should look at ways of privatising schools and stepping back into a regulatory role for education to be improved. They have provided a good curriculum, and we will conclude this paper with ways to take this and deliver it to the people in a manner that will yield the results we have so long waited to see.

The rising costs of quality education need not result in the poor being trapped in a cycle of poverty. South Africa has seen a rise in the educational entrepreneur who is consciously involved in community upliftment. The lack of funding to drive this initiative will be solved, once the benefits of its investment are brought to the fore.

Government needs to play its part as a regulator as well. The private education sector in South Africa can have its own board of examiners, the Independent Institute of Education which is closely aligned to the Independent examinations board (IEB), these bodies need to

be policed so that their influence does not grow further. The impact would be that a quality education will be seemingly out of reach for those who cannot pay for it.

3 RESEARCH METHODOLOGY

3.1 Approach

Donors - Interviews were semi-structured. A qualitative approach, utilising face-to-face interviews with various corporate organisations was undertaken. The cost to donors was determined and the desired results they wished to attain was discussed. The qualitative questions posed at this interview covered the expectations of the organisation in funding the project. **Recipients** - A qualitative approach was also used for the recipients of the donor funds to determine their expectations when joining the programme and to confirm that the demographics of recipients are from the desired group being targeted for study. A questionnaire was compiled in a manner which allowed only recipients of donor programmes to complete the questionnaire. Questionnaires were emailed out to recipients, some answered telephonically. An overall quantitative approach spelt out the economic impact of the funding. The Rand value benefit to the economy for the Rand value of donor funds was determined. The study concluded with each programme highlighting the merging between the qualitative and quantitative aspects of the study and how they contributed to achieving the goal of reinforcing the importance of donor funding.

3.2 Study design

Donors - The interviews with corporate organisations took the form of a semi-structured interview. The key determinants were the expectations of the programme and benefits to the organisation. **Recipients** - Questionnaires were drawn up for the recipients of the CSI funds. These were distributed to a specific target market, being black African previously disadvantaged learners, who benefited from the programmes chosen for the study. The questions posed attempted to determine the recipients' expectations of the programme and how the programme has benefitted them to strengthen their educational foundation. Did the programme assist in them achieving a tertiary education? Lastly what was the economic impact of their success?

3.2.1 Sample Size and composition

Donors - Four corporates responded to the research. Anglo-American Colliery, TSB Sugar, BHP Billiton (Hotazel Manganese) and Metalloys programmes were used as a basis for the study. Together these programmes have sponsored more than 2000 learners over the years.

Recipients - I have gathered information from approximately 200 recipients. All recipients are from the black African population group. I targeted a mixture of urban and rural recipients, in a 40/60 proportion. The sample of students belong to various schools across South Africa, and are funded by one of the donors mentioned above. The respondents however hail mostly from the rural projects.

Star Schools is the service provider that manages and engineers the programmes on behalf of donors. All samples came through Star Schools, who run the programme. Funding for the programmes are from various corporate social investment (CSI) donors, as mentioned above.

3.2.2 Research instruments

Donors – Face-to-face interviews were first undertaken, with the corporate donors. A series of predetermined questions were circulated prior to the interview. The representative was given the choice to either complete the questionnaire electronically or grant me an interview, some did both, others answered the questionnaires and returned them via email.

Recipients - All recipients were contacted via SMS, email or telephonically, prompting them to complete the survey. The survey was made available electronically and could be completed via an email link.

3.2.3 Reliability and Validity

Data was gathered manually and electronically. The target sample came from the learner database of students registered with Star Schools between the years 2012-2017. The

learners' name and attending school acted as a unique identifier. Only a specific target was engaged in gathering data. Individuals approached from the corporate space either headed the CSI department or played a key role therein. All data will be stored offsite on a secured server for a period of 2 years.

4 DATA ANALYSIS

The data has been collated and analysed using Excel. All donor investments over a five-year period have been recorded against the approximate number of recipients. This was used to determine the total amount invested by donors. The recipient feedback determined the earning potential of each recipient. This figure was then annualised. A conclusion was then drawn from the calculations of the above on the economic success of the project. Data on two key areas of expectation from donors and recipients were identified and measured to determine if goals were met. Lastly, the data from recipients on current and future earning potential, as a direct result of tertiary level education, was used to measure the overall economic impact.

Star Schools has a proven track record. The tables below illustrate the performance of Grade 12 Incubator learners over the past six years against the national pass rates.

Table 1: Star Schools learner pass rates over the past six years Vs National pass rates

Pass Rate %			**University Entrance %**	
Year	**National**	**Star Schools**	**National**	**Star Schools**
2015	70.7	99.0	25.8	78.0
2014	75.8	99.0	28.3	77.0
2013	78.2	99.0	30.6	83.0
2012	73.9	98.0	26.6	74.0
2011	70.2	97.0	24.3	74.0
2010	67.8	98.0	23.5	75.0

Table 2: Distinctions obtained by Star Schools' learners over the past six years

Year	English	Mathematics	Physical Science	Total
2015	44	121	86	**251**
2014	36	97	86	**219**
2013	65	111	85	**261**
2012	75	98	89	**262**
2011	41	78	86	**205**
2010	81	217	168	**466**
Total	**342**	**722**	**600**	**1664**

4.1 Anglo American Colliery Programme

4.1.1 Summary of results

The 2017 AACI Mathematics and Science Learner Incubator Programme sponsored 150 candidates. The overall performance of these candidates is impressive and above the national average. The programme succeeded in producing twenty-eight (28) distinctions and forty-six (46) level 6 passes. This is indeed a remarkable achievement.

For the first time in the history of the South African education system, candidates were afforded the opportunity to choose whether they wanted to sit for the final matriculation examination. This was done in line with the Minister of Education's promulgated policy on progression, in which certain learners are permitted to choose the Multiple Examination Opportunity (MEO) option. MEO allows learners to be examined on a limited number of subjects in the first sitting of the NSC examination and be examined on the remaining subjects in the subsequent examination. Schools were requested to make this decision in consultation with parents.

The AACI Class of 2017 showed a high level of readiness as none of the candidates on the AACI Mathematics and Science Learner Incubator Programme chose the MEO option.

The overall performance of the AACI Mathematics and Science Learner Incubator Programme is summarised in the table below:

Table 3: AACI Final Results 2017 – Overall Performance

Pass Rate						
Year	**National**	**Provincial**	**District**	**AACI**	**No. Distinctions**	**No. Level 6 Passes**
2015	70.7%	78.6%	72.6%	100%	20	34
2016	72.5%	77.1%	75.9%	100%	36	37
2017	75.1%	74.8%	76.5%	100%	28	46

Table 3 clearly shows that the pass rate achieved on the AACI Mathematics and Science Learner Incubator Programme for the past three years has been consistent at 100% and has surpassed achievements at national, provincial and district level each year.

4.1.2 Individual Learner Results

Table 3, under supplementary files and information, represents grade 12 performance on the AACI Mathematics and Science learner incubator programme. The national rate for learners achieving a bachelor's pass is 29%. The rate for the AACI program is 98%. Only one learner was awarded a diploma pass from the total cohort.

4.1.3 Pass rate analysis – Grade 12

This section provides an analysis of the programme results at national and provincial levels. In 2017, a total of 629 115 candidates nationwide registered for the NSC exam, of which 534 435 wrote. Of those who wrote, 401 435 candidates passed, which equates to a national average pass rate of 75,1%. This is lower than the 100% pass rate achieved on the 2017 AACI Mathematics and Science Learner Incubator Programme. An analysis of the results achieved on the AACI programme is provided in Tables 4, 5 and 6 below.

Table 4: AACI Grade 12 Analysis – 2017

Descriptors	2017
Pass %	100%
Bachelor pass (%)	98%
Diploma pass (%)	2%
Higher Certificate pass (%)	0
Mathematics pass rate (%)	100%
Physical Sciences pass rate (%)	100%
No. Distinctions (Level 7)	28
No. of level 6 pass	46
Percentage of Maths > 40%	98%
Percentage of P Science > 40%	94%

It is clear from the above results that AACI Class of 2017 performed significantly above the national pass rate of 75,1%. The 100% pass rate achieved equates to 98% bachelor passes and 2% diploma passes. Additionally, 28 distinctions (level 7 passes) and 46 level six passes were achieved.

Table 5: Grade 12 Mathematics Pass Rate

Year	National	Province	AACI
2015	49.1%	55.5%	100%
2016	51.1%	53.6%	100%
2017	51.9%	47.8%	100%

Table 6: Grade 12 Physical Sciences Pass Rate

Year	National	Province	AAC
2015	58.6%	62.6%	100%
2016	62.0%	63.6%	100%
2017	65.1%	61.6%	100%

With reference to tables 4 and 5 above, a 100% pass rate was achieved on all supported subjects: English, mathematics and physical sciences. Mathematics and physical sciences are priority subjects in terms of government's Medium-Term Strategic Framework (MTSF)

and the Sector Plan for Basic Education. Of the 100% pass rate achieved in mathematics, 98% of the learners achieved more than 40%, which is also higher than the national average of 35.1%. Of the 100% pass rate achieved in physical sciences, 94% achieved more than 40%, which is also higher than the national average of 42.2% for this subject.

Table 7: University Entrance – 2017

Descriptors	National			Province			AACI		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Bachelor pass	26%	27%	29%	25%	23%	23%	91%	98%	98%
Diploma pass	29%	29%	30%	34%	34%	32%	9%	2%	2%
Higher Certificate pass	16%	17%	16%	20%	20%	19%	0%	0%	0%

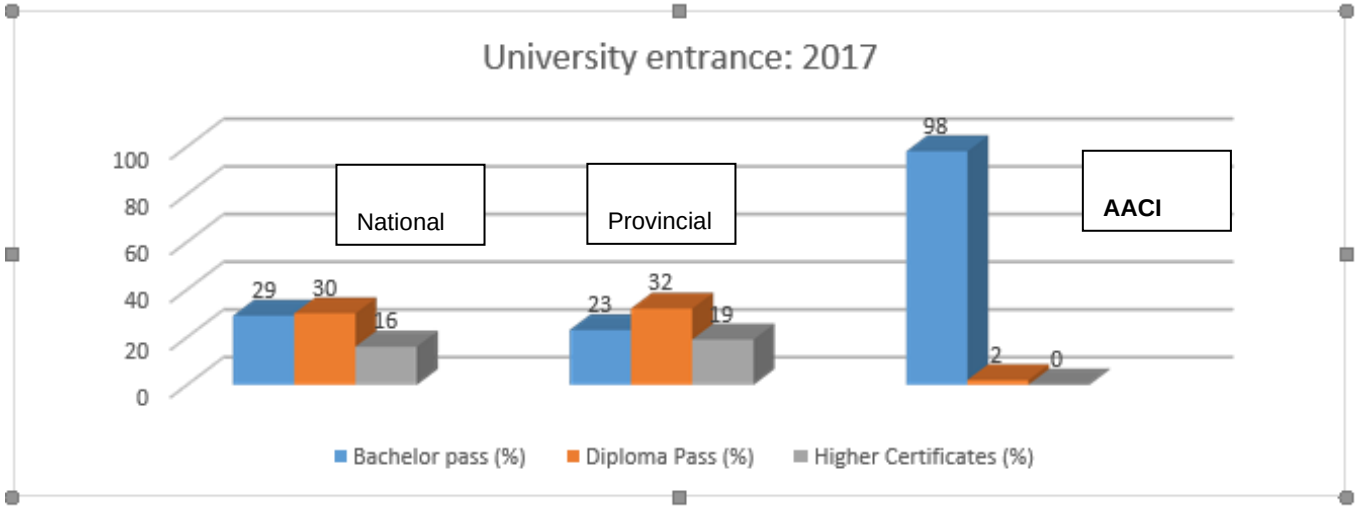


Figure 2: University Entrance – 2017

The above data indicates that the AACI Mathematics and Science Learner Incubator Programme has produced quality results across the board, surpassing national and provincial results. The 98% rate of bachelor passes is more than three times the percentage of bachelor passes produced on national and provincial levels.

4.2 Selati Sugar Programme

Government Gazette No. 39604 outlines the list of occupations in high demand and was published with the purpose of steering 'universities, colleges, education and training

providers, employer bodies, employers, professional bodies, trade unions and other organisations in their decision-making processes'. It is not cited what these decision-making processes are or should be, but that they need to be responsive to individual citizens, communities, the economy and the broader developmental objectives of the country. The publication raises the issue of the 'mismatch between qualifications and occupations - a problem that is particularly important to address, given that the South African labour market is characterised by high unemployment on one hand, and skills shortages on the other'. Interestingly, almost all the professional occupations in high demand require either mathematics, physical science or both.

The Mathematics and Science Programme sponsored by Selati Sugar is comprised of the following deliverables and objectives:

- Providing supplementary tuition and resources to Grade 10 to 12 learners in mathematics, physical science and English
- To assist in addressing the priorities of the Department of Basic Education, i.e. to improve bachelor pass rates and the quantity and quality of mathematics and physical sciences attainment
- Play a role in addressing the skills shortage in South Africa by equipping learners with the skills needed to fulfil their potential and participate confidently in the nation's economy
- Motivating learners to further their own education and think entrepreneurship
- Availing tertiary, career and bursary information from a host of providers
- Promoting careers with sound employment opportunities
- Offering bursary study and internship opportunities to deserving candidates
- Producing individuals who, because of the programme, think and innovate

Learners are put on a three-year path, joining in Grade 10 and exiting in Grade 12. The programme, although intensive, provides a means to break the poverty cycle, which in turn contributes to growing the economy. As mentioned earlier, education and unemployment are closely linked. Education is critical to alleviating poverty, as it increases employment opportunities and raises levels of earned income.

4.2.1 Summary of results

The Selati Sugar Programme has been operating for approximately 11 years, of which there are records for 10 matric classes. Each year, 50 Grade 12 learners exit the programme. Since 2006, over 500 learners from Nkomazi have graduated from the Selati Mathematics and Science Programme, of which 470 have qualified for university entry. An additional 20 learners have qualified for diploma courses. Collectively, 98.0% of the sponsored learners have gained access into tertiary institutions, i.e. 490 learners. The programme is actively contributing towards challenging and changing the education levels in the Nkomazi Municipality.

The table below provides an overview the 10 matric classes who have participated in the programme:

Table 8: Overview of 10 matric classes in programme

Selati Sugar Incubator Pass Rates 2006 – 2015				
Year	**Selati**	**National DBE**	**Selati**	**National DBE**
	Pass Rate	**Pass Rate**	**Uni. Entrance**	**Uni. Entrance**
2006	96.0%	69.3%	82.0%	16.0%
2007	96.0%	65.2%	96.0%	15.1%
2008	100%	62.5%	74.0%	20.2%
2009	100%	60.6%	94.0%	19.0%
2010	100%	67.8%	100%	23.5%

2011	100%	70.2%	100%	24.3%
2012	100%	73.9%	100%	26.6%
2013	100%	78.2%	100%	30.6%
2014	100%	75.8%	100%	28.3%
2015	100%	70.7%	94.0%	25.8%

A further analysis has been included below which provides a comparison of learner entry and exit results, i.e. from when they entered the project in Grade 10 to exiting at the end of Grade 12. The results used are the Grade 10 benchmark results vs. the Grade 12 final examination results. We have compared three different cohorts of learners and improvements were achieved across the board.

It must be noted that learner results tend to decrease as they progress from Grade 10 up to Grade 12. It is unlikely that they will increase, let alone be maintained, in a normal schooling environment (Davies et al., 2013).

Table 9: Summary of results from Selati programme

Star Schools **Selati Overall Programme Improvement**

Year	**Pass Rate (%)**			**Class Average (%)**		
	ENG	**MATH**	**PHSC**	**ENG**	**MATH**	**PHSC**
2015 G12	100	96,3	98,1	64,4	63,7	63,8
2013 G10	55,0	58,0	38,0	40,0	33,0	28,0
Difference	**45,0**	**38,3**	**60,1**	**24,4**	**30,7**	**35,8**
2014 G12	98,0	100	100	64,0	66,5	61,0

2012 G10	2,0	38,0	87,0	19,0	28,0	36,0
Difference	**96,0**	**62,0**	**13,0**	**45,0**	**38,5**	**25,0**
2013 G12	100	100	98,0	71,7	74,5	68,6
2011 G10	8,0	55,0	84,0	21,0	27,0	35,0
Difference	**92,0**	**45,0**	**14,0**	**50,7**	**47,5**	**33,6**

All the differences calculated are positive. Research shows that learners participating in after school programmes display a better attitude towards school, develop higher education aspirations and exhibit a deeper engagement to learning. Opportunities which strengthen academic performance are essential in attaining sustainable youth development (Teferra & Altbachl, 2004).

4.2.2 Return on investment

Selati Sugar has spent approximately R8 600 000 since the inception of the programme in 2006. To measure the return on investment, Star Schools attempted to contact every learner who had studied on the programme. Unfortunately, telephonic records of learners prior to 2009 are not on record therefore only a small number of learners (17.0%) were found via Facebook for 2006, 2007 and 2008. Feedback for alumni who graduated from 2009 onwards is more concise, however 41.0% could not be reached. On locating an alumnus and confirming what they are currently doing, the information provided was inserted into a pay scale calculation and the average median taken to assume probable earnings. Please note that these earnings will more than likely increase as alumni progress over time towards their own personal goals.

The sum of learners per year, based on their current employment or probable average earnings, according to qualification, have been inserted into the table below. The findings are astonishing.

It must be noted that only 46.2% of alumni are included in this calculation and therefore it can safely be assumed that the figures are most likely higher. It is extremely difficult to track learners once they leave the Star Schools Programme, mainly due to contact details changing.

Table 10: Calculation of Annual Earnings Based on Qualifications

Calculation of Annual Earnings Based on Qualification		
Year	**No. of Learners**	**Avg. Median Earnings**
2006	5	R 1 750 470,00
2007	12	R 3 214 311,00
2008	9	R 2 196 013,00
2009	21	R 8 389 954,00
2010	21	R 6 903 549,00
2011	22	R 7 676 682,00
2012	49	R 14 007 604,00
2013	39	R 14 158 806,00
2014	30	R 9 686 752,00
2015	23	R 7 778 519,00
Total Earnings		**R 75 762 660,00**
Average Earnings		**R 327 976,88**

The above table illustrates that, once qualified, 46.0% of the Selati Alumni are contributing approximately R76 million into the economy annually. If we assume that each person is gainfully employed for 30 years, we can comfortably deduce that the R8 600 000.00 investment in the youth of Nkomazi will return R2 272 897 800.00 back into the local and South African economy at today's rand values. This figure is over R2 billion.

The process used in determining the calculation for each year is detailed below.

2015 Alumni

- Nineteen learners could not be reached
- Contact was made with 36 learners
- Eight learners are not studying or working this year due to various personal and financial reasons
- One learner is working full-time
- Four learners are 'upgrading' selected subjects this year
- Twenty-three learners are studying at Universities, Universities of Technology or TVET colleges
- The breakdown is as follows - Central University of Technology (2); Medical University of South Africa (2); Nelson Mandela Metropolitan University (1); Nkangala College (1); University of Cape Town (1); University of Johannesburg (3); University of Limpopo (3); University of Mpumalanga (1); University of Zululand (1); University of Pretoria (2); Vaal University of Technology (1); University of the Witwatersrand (5)
- Learners are studying towards the following degrees - Electrical Engineering (6); Bachelor of Social Science (2); Library and Information Science (1); Civil Engineering (2); Engineering (2); Medicine (3); Bachelor of Education (2); Pharmacy (1); Computer Science (1); BCom

Accounting (1); Chemical Engineering (1); and Agriculture (1)

- The above professions were inserted into a pay scale calculation and the average median was used to determine probable earnings

- It is important note that most professions entered by the 2015 alumni are contained within the 'List of Occupations in High Demand' as published in the Government Gazette No. 39604. This is significant in that the Selati Sugar Programme is not producing a group of alumni with a skill mismatch to South Africa's needs, but rather a group who are filling the skills shortage.

One of the key performance areas of the Nkomazi Municipality (where this programme operates), is to 'initiate capacity building programmes that contribute to the development of employable, educated and skilled citizens. From the above analysis, Selati Sugar is contributing to and assisting the municipality with achieving this objective. Furthermore, the Programme is contributing towards the realisation of the National Development Plan, which is South Africa's vision for 2030 and the goals laid out by the Department of Basic Education.

It can be further stated that the project has contributed towards the increase in Grade 12 and tertiary attainments in the municipality; and as the letters from alumni have attested (see supplementary files and information), produced some of the top learners in the province. The poverty index is highly likely to decrease even further as more alumni graduate and bring their earnings back into the local economy. For future generations within this community, this is the first step towards eradicating poverty.

4.3 Meyerton Metalloys Programme

The 2017 Meyerton Grade 12 Mathematics and Science Revision Programme sponsored all grade 12 mathematics and physical science learners enrolled at

Meyerton High School. No selection criteria were applied and thus the programme was open to all learners who had elected to write their final examinations in these two subjects. Meyerton High School is in the Sedibeng East District and support, both from this office, and that of the school principal, Mr Koma, were key to the success of the programme.

The aim of the programme was to:

- Support learners in mathematics and physical science.
- Clarify and practise problem areas.
- Work towards improving their final NSC results.

Both stakeholders welcomed the focus of the programme and were enthusiastic in their encouragement to the learners and the Star Schools team.

4.3.1 Summary of results

Table 11 below provides a consolidated summary of results for the centre.

Table 11: Consolidated Summary of Results

Year	Pass Rate	Bachelor Pass	Diploma Pass	No. of Distinctions (Level 7 Passes)	No. of Level 6 Passes (70.0% - 79.0%)
2017	95.8%	77.5%	20%	2	6

The overall performance of the candidates is impressive and significantly above the national average.

Table 12: Pass Rate analysis

Year	National Pass Rate	Provincial Pass Rate	District Pass Rate	Meyerton HS Pass Rate
2017	75.1%	85.1%	87.8%	95.8%
2016	72.5%	85.1%	86.0%	70.0%

Table 12 above shows the performance of the 2017 cohort and compares results to the school performance in 2016. Since all mathematics and most physical science learners attended, credit can be given to the programme as a contributor towards the improvements achieved.

Table 13: Meyerton High School Mathematics and Science Grade 12 Beneficiary Analysis

Descriptors	2017
Mathematics Pass Rate	94,2%
Physical Science Pass Rate	91,6%
Pass Rate	100,0%
Bachelor Pass	77,5%
Diploma Pass	20,0%
Higher Certificate Pass	2,5%
Distinctions	2
Level 6 Pass	6
Mathematics Pass Rate > 40%	76,5%
Physical Science Pass Rate > 40%	66,7%

Table 14: Grade 12 Mathematics Pass Rate

Year	National	Province	District	MHS
2017	51.9%	67.7%	75.4%	94.2%
2016	51.1%	68.7%	71.7%	27.0%

Table 15: Grade 12 Physical Sciences Pass Rate

Year	National	Province	District	MHS
2017	65.1%	70.4%	69.6%	87.0%
2016	62.0%	68.5%	71.9%	52.0%

**Please note: some physical science learners did not participate in the programme therefore the beneficiary pass rate for physical science as reflected in table 3 is higher than the school pass rate stated in table 5.*

With reference to tables 14 and 15 above, mathematics and physical sciences are priority subjects in terms of the government's Medium-Term Strategic Framework (MTSF) and the Sector Plan for Basic Education. The Meyerton High School Grade 12 Mathematics and Science Revision Programme has played an important part in contributing towards the performance achievements of this framework.

Of the 94.2% pass rate achieved in mathematics, 76.5% of the learners achieved more than 40%, which is higher than the national average of 35.1%.

Of the 94.1% pass rate achieved in physical sciences, 66.7% achieved more than 40%, which is also higher than the national average of 42.2% for this subject.

4.3.2 Subject average improvements

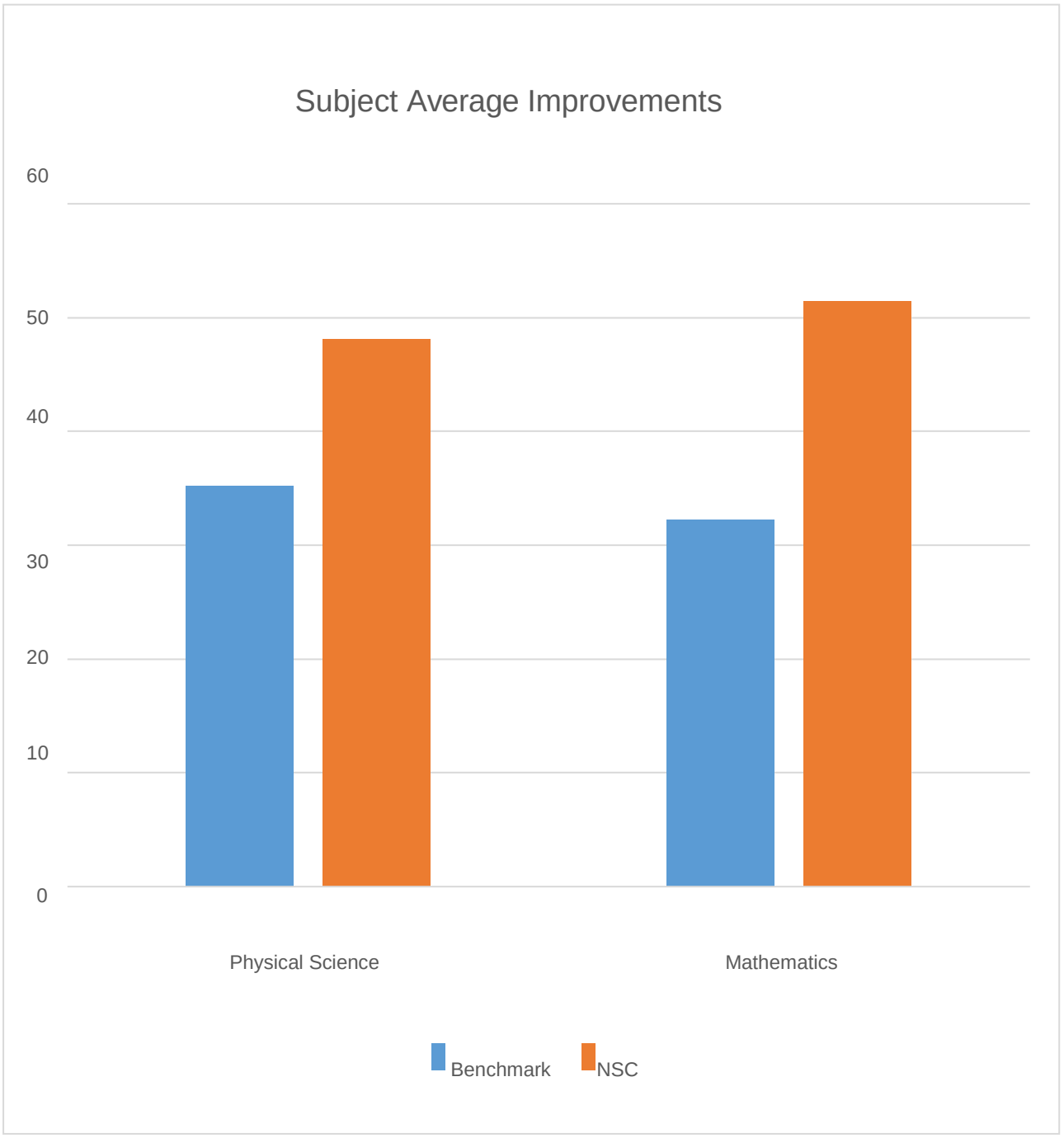
Table 16 below illustrates improvements made in the quality of results obtained, in comparison to the benchmark tests.

Table 16: Improvements in quality of results

Subject	Subject Avg. Benchmark	Subject Avg. Final
Physical Science	35.2%	48.1%
Mathematics	32.2%	51.4%

The graph below provides a graphical representation of subject average improvement gains.

Figure 3: Subject Average Improvements



4.3.3 Individual learner results

Table 17, under supplementary files and information, represents grade 12 performance on the Meyerton Grade 12 Mathematics and Science programme. The national rate for learners achieving a bachelor's pass is 29%. The rate for the Meyerton programme is 77.5%. Only one learner was awarded a Higher Certificate pass, eight diploma passes were recorded,

with the balance achieving a bachelor's pass. Two learners from the total cohort did not achieve a pass.

Table 17: University Entrance – 2017

Descriptors	National	Province	Star Schools	MHS Beneficiaries
Bachelor Pass	28.7%	36.0%	85.0%	77.5%
Diploma Pass	30.2%	35.4%	12.0%	20.0%
Higher Certificate Pass	16.1%	13.7%	03.0%	02.5%

The above data indicates that learners who attended the Grade 12 Mathematics and Science Revision Programme have produced a good set of quality results. Both subjects surpassed national and provincial percentage achievements.

4.3.4 Meyerton Conclusions

The success of the Meyerton High School Grade 12 Mathematics and Science Revision Programme has been applauded by all stakeholders. Analysis of the data shows that improvements were made across the board. There is no doubt that the programme has not only provided the 2017 grade 12 cohort with hope, but also the grades following in their footsteps. The programme has given beneficiaries the opportunity to become more employable and to further their studies.

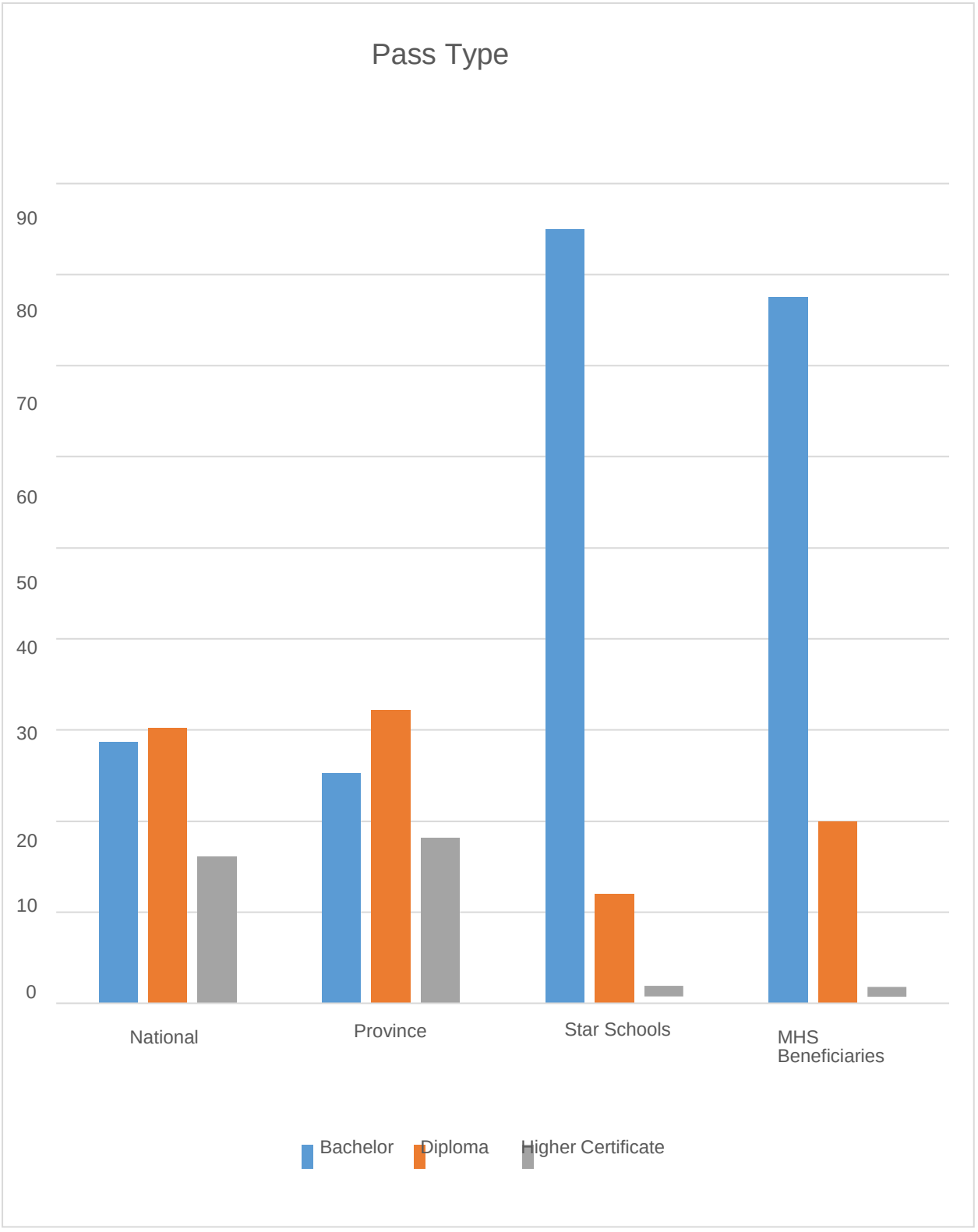


Figure 4: Pass Type – 2017

4.4 Hotazel Manganese Mine – Grade 12 Programme

The 2017 Northern Cape Saturday School Programme sponsors 300 candidates who attend schools located in the Ga-segonyana and Joe Morolong district municipalities. Learners are divided into two groups of 150 learners each. Each group consists of 50 grade 10, 50 grade 11 and 50 grade 12 learners. The split into two groups was determined by learner performance in the Star Schools benchmark tests. Groups for 2017 were split as follows:

- Learners who achieved 15% and lower in the benchmark tests
- Learners who achieved 16% and higher in the benchmark tests

The reason for the split was to allow for a more targeted intervention that dealt specifically with the academic needs of both groups. The programme design was implemented in 2017, based on the findings of subject-specific diagnostic analyses and learner results achieved throughout the 2016 academic year. Prior to implementation, the project model was presented to, and is supported by, the John Taolo Education District.

It is noteworthy to report that approximately 70% of the 16%+ group attend schools in Ga-segonyana, while approximately 70% of the 15%- group mainly attend schools in Joe Morolong. The results obtained by the two groups differ substantially.

4.4.1 Summary of results

Table 18 below provides a consolidated summary of results for the two centres.

Table 18: Consolidated Summary of Results

Year	Pass Rate	Bachelor Pass	Diploma Pass	No. of Distinctions (Level 7 Passes)	No. of Level 6 Passes (70.0% - 79.0%)
16%+	98%	78%	13%	15	27
15% -	56%	16%	33%	1	8

The overall performance of the candidates from the 16%+ group is impressive and significantly above the national average. However, although the outcomes of the two groups are very different, table 19 below shows that the project improvements for both cohorts are excellent.

Table 19: Summary of Improvements

Project	Measurement	Pass Rate			Subject Average			Distinction & 70% - 79%	
	Examination	Benchmark	NSC	Improve	Benchmark	NSC	Improve	Benchmark	NSC
Group 16% +	English	100%	100%	0.00%	61.4%	67.7%	06.3%	15	20
	Mathematics	44.7%	98.0%	53.3%	30.3%	55.4%	25.1%	0	11
	Physical Sciences	78.9%	96.0%	17.1%	42.6%	55.5%	12.9%	1	11
Group 15% -	English	79.6%	100%	20.4%	43.1%	60.8%	17.7%	3	8
	Mathematics	0.00%	29.0%	29.0%	06.2%	24.0%	17.8%	0	1
	Physical Sciences	06.1%	48.0%	41.9%	14.5%	29.6%	15.1%	0	0

The table above illustrates improvements in both subject pass rates and subject averages. Learners have achieved gains across the board, in comparison to the benchmark tests.

Figure 5 below illustrates that the improvements in subject averages are in a similar range for both groups. However, due to the lack of foundational knowledge and problem-solving skills, the gains for the 15%- group were not enough to obtain similar pass rate percentages.

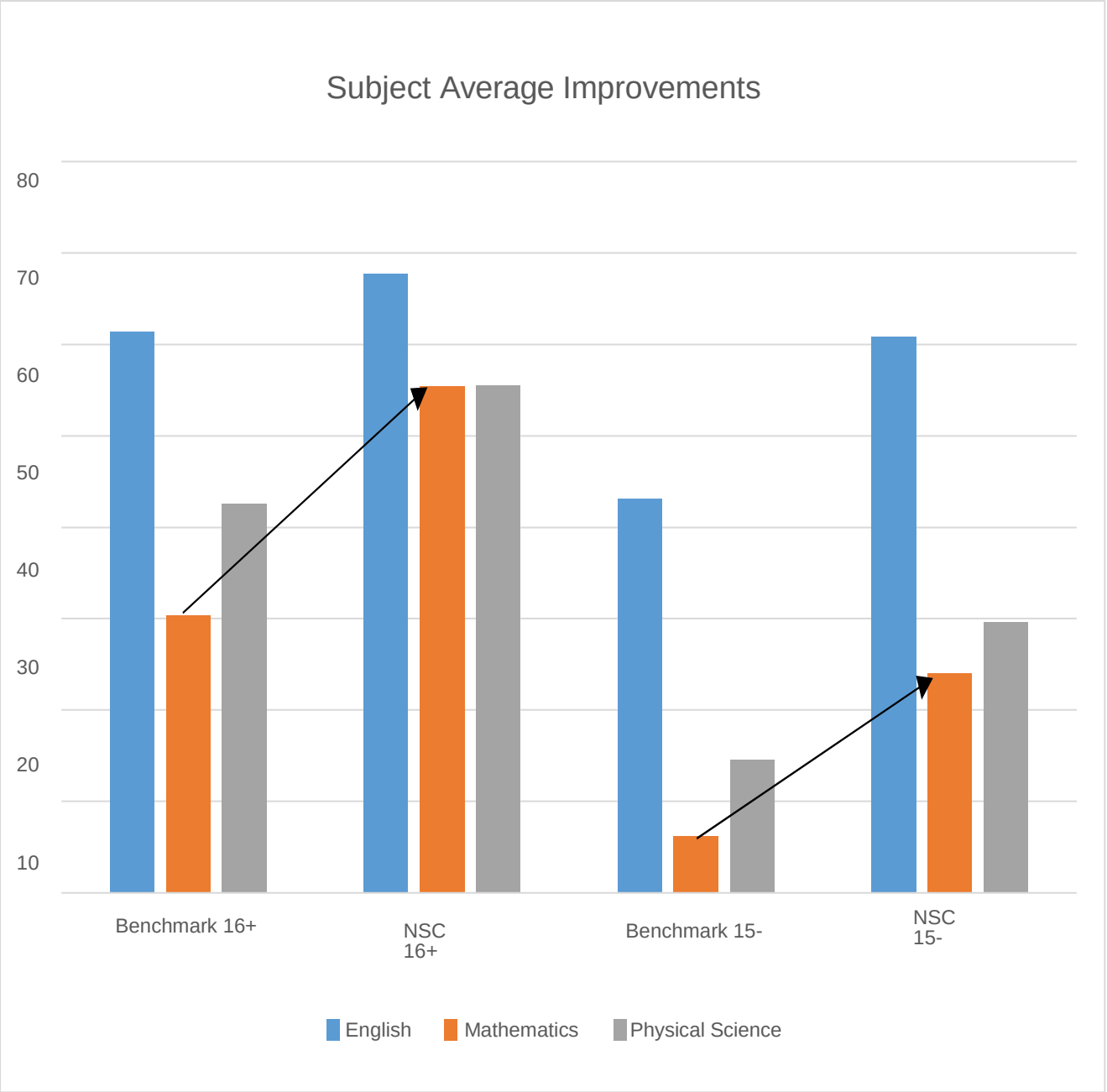


Figure 5: Pass Rate Improvements

For the first time in the history of South African education system, grade 12 candidates were afforded the opportunity to choose whether they wanted to sit for the final matriculation examination. This was done in line with the Minister of Education's promulgated policy on progression, in which certain learners are permitted to choose the Multiple Examination Opportunity (MEO) option. MEO allows learners to write a limited number of subjects in the first sitting of the NSC examination and write the remaining subjects in the subsequent examination. Schools were requested to make this decision in consultation with parents.

Retrospectively, several of the 15%- group may have benefited from this policy. However, if they had exercised this opportunity, the gap exists of no teacher being available to teach them the content.

It is worth noting that two of the level 6 passes obtained by the 15%- group in table one, was achieved by a progressed learner i.e. a learner who has failed a grade within the FET phase more than once and was therefore progressed to the next grade. Furthermore, the distinction candidate came from a school which only obtained a 36.5% pass rate. It is also pleasing to note that two learners from this school were selected for the 16%+ group, of which one achieved a distinction and two level 6 passes.

4.4.2 Pass rate analysis

Table 20 below shows that performance of the 16%+ group is significantly above the national average, whereas the 15%- group is below the national and provincial average.

Table 20: Pass Rate analysis

Year	National Pass Rate	Provincial Pass Rate	16% + Group	15% - Group
2017	75.1%	75.6%	98.0%	56.0%

It is interesting to note that if we look at the performance of the school where each candidate attends and creates an average pass rate, the 16%+ group of

schools achieved a pass rate average of 67.9%, while the 15%- group achieved a pass rate average of 60.2%.

It must be reiterated that the learners who participated in the 15%- group were exceptionally weak. Analysis shows that 16% of learners were progressed into grade 12. When classes commenced, the overall pass rate for the 15%- group was 28.5%. The pass rate has therefore increased by 27.5% to 56.0%. It is highly likely that this would not have been realised without the Star Schools intervention. Tables 4 and 5 found in the supplementary section, represent grade 12 performance on the Northern Cape Saturday School Programme.

The results show the number of learners who achieved between 25% and 30% and thus missed the pass result cut-off by a relatively small margin i.e. 15.6% of mathematics learners and 24.4% of physical science learners.

An analysis of the grade 12 results achieved on the Northern Cape Saturday School Programme is provided in the tables below.

Table 21: HMM Grade 12 Analysis – 2017

Group 16%+	
Descriptors	**2017**
Pass Rate	98%
Bachelor Pass	78%
Diploma Pass	13%
Higher Certificate	7%
Mathematics Pass Rate	98%
Physical Science Pass Rate	96%

Group 15%-	
Descriptors	**2017**
Pass Rate	56%
Bachelor Pass	16%
Diploma Pass	33%
Higher Certificate	7%
Mathematics Pass Rate	29%
Physical Science Pass Rate	48%

It is clear from the above results that the performance between the two groups differed substantially. This points to a seemingly larger issue regarding foundation phase areas of learning.

Table 22: Grade 12 Mathematics Pass Rate

Year	National	Province	District	16%+	15%-
2017	51.9%	57.4%	49.1%	98.0%	29.0%

Table 23: Grade 12 Physical Sciences Pass Rate

Year	National	Province	District	16%+	15%-
2017	65.1%	56.8%	50.8%	96.0%	48.0%

With reference to tables 22 and 23 above, mathematics and physical sciences are priority subjects in terms of the government's Medium-Term Strategic Framework (MTSF) and the Sector Plan for Basic Education. The HMM programme provides vital support towards the achievements of this framework in the John Taolo Education District. Of the pass rate achievements in mathematics for the 16%+ group, 82% of the learners achieved more than 40%, which is higher than the national average of 35.1% and the district average of 28.7%. Similarly, 80% achieved above 40% in physical sciences, which is also higher than the national average of 42.2% and district average of 26.8% for this subject. It is also worth noting that although the 15%- group did not achieve at the same level, it most certainly contributed towards the mathematics and physical sciences results for the district.

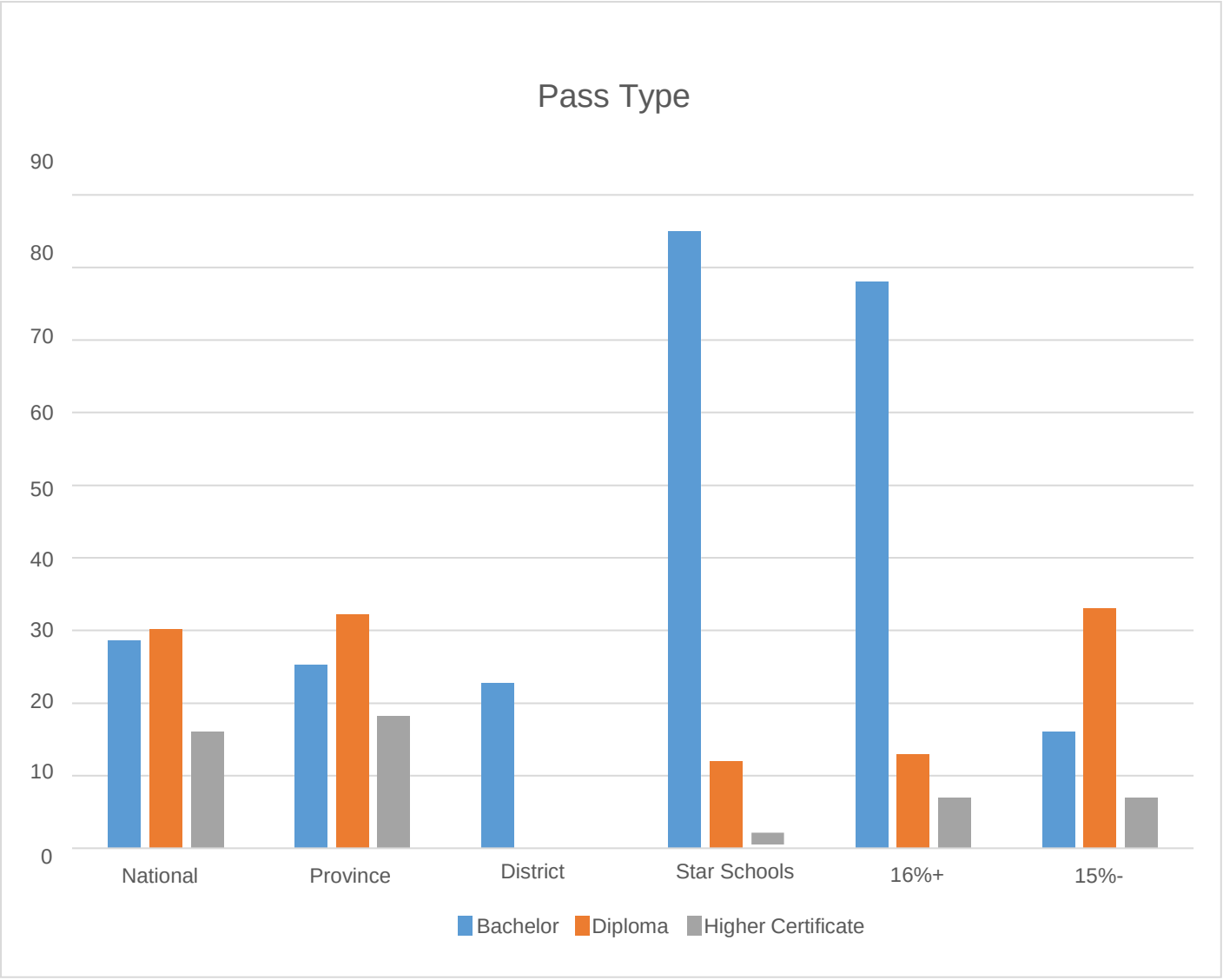


Figure 6: Pass Type – 2017

Table 24: University Entrance – 2017

Descriptors	National	Province	District	Star Schools	16%+ Group	15%- Group
Bachelor Pass	28.7%	25.2%	22.8%	85.0%	78.0%	16.0%
Diploma Pass	30.2%	32.2%	Unavailable	12.0%	13.0%	33.0%
Higher Certificate Pass	16.1%	18.2%	Unavailable	03.0%	07.0%	07.0%

The above data indicates that learners on the Northern Cape Saturday School Programme in the 16%+ group have produced quality results across the board, surpassing national, provincial and district results. The data also shows that 49% of the 15%- group achieved the minimum entry requirements required to access either a university or university of technology to pursue further studies. The difference in bachelor passes in comparison to the district is 6.8% for this group.

For the purposes of this report, an attempt was made to contact all the learners who passed their grade 12 year. From the two groups, contact was made with 44 learners. The balance could not be located by the time of writing. The feedback received was as follows:

- Seven learners are upgrading mathematics and physical sciences results (very positive indication)
- Twenty-three learners are enrolled at institutions for higher learning
- Two learners are waiting for a response from relevant tertiary institutions
- Twelve learners are not studying (some cited financial reasons)

Analysed further, the combined annual earnings of the careers for which the 23 learners have enrolled, once qualified, calculated on the average median to a figure of R10 090 000.00 per annum. Should each learner be employed for 30 years, the contribution back into South Africa's economy is estimated to be R302 700 000.00. The original investment by HMM was R3 321 367.00.

4.4.3 Hotazel Manganese Grade 12 programme conclusions

The success of the Northern Cape Saturday School Programme cannot be denied. Although the group that falls into the 16%+ range performed better, improvements were made across the board. However, the gains are bitter-sweet, since in the 15%- group, many learners are still failing mathematics. To make greater advances, learners require more hours of Saturday School tuition and a great deal more practice. Smaller classes for this subject should be explored. The fact that the average attendance in 2017 for grades 10 and 11 (group 15%-) was 81.5% highlights learner commitment to the programme.

There is no doubt that the programme has given many young people hope and the opportunity to become more employable. The contribution by Hotazel Manganese Mine has positively aided in changing the South African education landscape and the lives of the learners who benefitted from the programme.

4.5 Hotazel Manganese Mine – Grade 9 Programme

The scope of the Grade 9 Mathematics Programme was to equip learners from K.P. Toto Secondary with the foundation skills necessary to succeed in mathematics and thus lead to improved beneficiary results in the subject. This, in turn, would encourage more learners to select mathematics in the FET phase of their schooling; with the long-term objective of enabling more students to enter the fields of engineering or other fields where mathematics is a prerequisite for acceptance.

4.5.1 Summary of results

The section below analyses learner performance throughout the 2017 academic year and draws comparisons to their results.

Table 25: Comparative Subject Averages

Class	Pre-Assessment	Post- Assessment	Final Exam
9A	4.3%	25.5%	21.8%
9B	3.3%	17.3%	21.0%
9C	5.0%	17.3%	22.3%
9D	3.7%	23.3%	21.2%
Total	**4.1%**	**20.9%**	**28.9%**

Table 25 above compares learner performance between the pre-assessment, post-assessment and final examination; and shows an impressive improvement of 24.8% in the quality of results achieved. However, what the table does not show is that although learners have made substantial gains in their mathematics subject knowledge, this was still not enough to obtain a pass, and consequently failed their final examination. Table 26 below shows the pass rate progression for the group.

Table 26: Comparative Pass Rates

Class	Pre-Assessment	Post- Assessment	Final Exam
9A	0%	4%	4%
9B	0%	2%	5%
9C	0%	1%	6%
9D	0%	6%	4%
Total	**0%**	**3.3%**	**6.5%**

An analysis of the data presented in the two tables shows the alarming fact that although the quality of results increased by 24.8%, only 6.5% of beneficiaries passed their final examination.

To provide a more comprehensive analysis of improvements, a breakdown of the percentage distribution was done and is shown in the table below.

Table 27: Symbol Distribution

Centre	Exam	0 - 9	10 - 19	20 - 29	30 – 39	40 – 49	50 – 59	60 – 69
9 A	Pre	34	4	1	0	0	0	0
	Final	1	19	15	1	2	0	1
	Trend	**-33**	**15**	**14**	**1**	**2**	**0**	**1**
9 B	Pre	35	4	0	0	0	0	0
	Final	1	19	14	3	2	0	0
	Trend	**-34**	**15**	**14**	**3**	**2**	**0**	**0**
9 C	Pre	29	6	1	0	0	0	0
	Final	0	14	17	5	1	0	0
	Trend	**-29**	**8**	**16**	**5**	**1**	**0**	**0**
9 D	Pre	35	3	0	0	0	0	0
	Final	1	18	16	3	1	0	0
	Trend	**-34**	**15**	**16**	**3**	**1**	**0**	**0**

The above analysis shows that 130 learners' results improved and moved into a higher percentage range. However, the table also highlights that only 18 learners passed their final examination.

Diagnostic Analysis of Performance

A diagnostic analysis was completed on each assessment written by the beneficiaries and the following observations were made:

- Most learners struggle with algebraic expressions and therefore equations
- Fractions prove to be very difficult and confusing to learners
- The application of Pythagoras' Theorem is a challenge
- Learners cannot do straight line geometry
- Learners have no basic skills and therefore cannot apply knowledge
- The programme needs to go back a step further and address the learning of basics, as opposed to the application of basics

The findings of the diagnostic analysis highlights the fact that the K.P. Toto grade 9 learners have no basic mathematics skills. Although the programme is intended to solidify foundations and help learners with the application of basic skills, it failed to successfully achieve these outcomes since the basic skills do not exist.

Educators have suggested that the programme rather be implemented at grade 8 level, which is when learners are introduced to basic skills. They have observed that the programme outcomes may be more successful if learners are assisted one grade earlier, and if the Star Schools programme works in tandem with content delivered by K.P. Toto educators during the week (Todd & Mason, 2005). The design of the programme would focus on reiterating and solidifying the content covered by K.P. Toto educators and sections highlighted by the John Taolo District Office as problematic.

4.5.2 Conclusion Hotazel Manganese Mine – Grade 9 Programme

The Hotazel Manganese Mine Grade 9 Mathematics Foundational Skills Programme has served to offer clarity to learners on whether to pursue mathematics as a subject in the FET stage of schooling. Many learners may have selected mathematics in grade 10 due to the out-of-school opportunities this subject offers, but not have the ability or entrenched foundational knowledge to do well. The danger these learners would face is that they can fail mathematics

throughout the FET phase but still pass the grade. The result would be failing mathematics in grade 12 and not achieving a seven-subject matric pass and thus closing further doors.

However, for the learners who have passed, several will now have the courage to approach Mathematics with confidence. The long-term benefit is that some of these students will have acquired the skills, positive mind set and ability to further their studies in the fields of engineering or other fields where mathematics is a required prerequisite for study at institutions of higher learning. Furthermore, learners from this group will receive the benefit of attending the Northern Cape Saturday School Programme sponsored by Hotazel Manganese Mine and therefore have a better chance of gaining access to their career of choice.

5 CONCLUSION

The results of the analysis performed is strong enough to support the conclusion that the programmes run by Star Schools are of economic benefit to the country and ultimately, the NDP 2030 vision that is seen to be government's plan to eradicate poverty through job creation in South Africa (Psacharopoulos & Patrinos, 2004).

The research for this project uncovered a lack of information on the secondary school phase of education. A vast body of knowledge exists on primary and tertiary education, yet very little is focused on secondary schooling and the STEM subjects. This posed a challenge and resulted in a more in depth survey and research process utilising Star Schools programmes and learners. The results of this project will add to the body of knowledge available. It has also provided a solution to the funding dilemmas faced by corporates and providers like Star Schools (Charette, 2013).

In tackling this project, a solution was sought to finding an avenue of sustainable funding for secondary school education, focused on the FET phase (Grades 10-12), for Star Schools. Funding has seemed to be drying up over the years due to donors not being aware of the economic impact of the programme and tough economic climates. This has led to organisations cutting down or withdrawing funding from programmes.

This project uncovered a manner to alleviate the financial burden on any one organisation through collaboration with likeminded organisations. This collaboration led to complementary relationships between organisations for the greater benefit of the communities in which they serve and from which they profit. The funding on the TSB sugar programme (Selati), was withdrawn due to financial constraints on the part of the donor. They could not afford the full value of what the programme needed to run. Star schools approached Sasol who expressed an interest in funding a programme but were not sure as to the monetary value that they could afford at the time. Star schools received an undertaking from Selati on what they were prepared and able to commit, calculated what the short fall would be and therefore had a figure in mind when they had a follow-up meeting with Sasol. A mutually beneficial agreement was struck, and the survival of the programme is ensured for the next three years.

This type of collaboration is what is needed to drive the growth of the incubator funded business. Complementary business partnerships need to be identified and initiated towards the goal of building and sustaining a pool of competent labour.

When researching the reasons for BHP Billiton's' involvement in the incubator programme, a crucial role that government could play in this process was brought up. BHP donates to the programme because it is a requirement from the mining authority in the region. If government enforces regulations that stipulate the involvement of enterprises who benefit from communities to be responsible for aiding and ensuring the educational upliftment of those communities, funding would not dwindle or be withdrawn. South Africa is a commodity-based economy. Those mines that reap the benefits and profits of their endeavours should be regulated to contribute to the communities that are affected, through the upliftment of the youth, by providing funding that will lead to a quality education (Psacharopoulos & Patrinos, 2004).

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Supplementary Files

AACI Final Results – 2017

Colour key: **Green:** Outstanding achievement or distinction in the subject
Yellow: Meritorious achievement or level 6 in the subject

No	Surname	Name	School	Results						BD
				Eng %	Level	Math %	Level	Science %	Level	
1	Ngwenxane	Abenathi	KI Twala	78	6	71	6	74	6	1
2	Madonsela	Siphesihle	KI Twala	62	5	87	7	92	7	1
3	Shabangu	Phethile	KI Twala	74	6	65	5	69	5	1
4	Sithole	Prince	KI Twala	69	5	78	6	74	6	1
5	Mahlangu	Cindy	Thomas Nhla	86	7	81	7	79	6	1
6	Kwaza	Songeziwe	Thomas Nhla	70	6	69	5	73	6	1
7	Ntshalintshali	Zimpande	Thomas Nhla	74	6	65	5	48	3	1
8	Siwela	David	Thomas Nhla	70	6	80	7	75	6	1
9	Mthimkhulu	Samkelisiwe	Thomas Nhla	76	6	56	4	54	4	1
10	Matlou	Pheladi	Thomas Nhla	82	7	72	6	75	6	1
11	Ntshalong	Thabiso	Vukuqhakaze	72	6	65	5	68	5	1
12	Ntshalong	Thabang	Vukuqhakaze	74	6	60	5	65	5	1
13	Nkosi	Mafika	Vukuqhakaze	61	5	66	5	66	5	1
14	Lwaba	Kabishi	Osizweni	65	5	40	3	50	4	1
15	Mahlangu	Khosi	Osizweni	66	5	81	7	73	6	1
16	Mtsweni	Mthokozisi	Osizweni	52	4	69	5	60	5	1
17	Mashweu	Tshepo	Osizweni	52	4	83	7	81	7	1
18	Kgabo	Tumelo	Osizweni	47	3	86	7	78	6	1
19	Mutema	Blessing	Chief Ampie	77	6	65	5	75	6	1
20	Mtsweni	Sthembiso	Chief Ampie	87	7	70	6	78	6	1
21	Ngwenya	Dudu	Ikhethelo	69	5	72	6	83	7	1
22	Msibi	Jacob	Ikhethelo	42	3	53	4	36	2	1
23	Sibeko	Ayanda	Ikhethelo	75	6	72	6	79	6	1
24	Zucule	Solomon	Sizwakele	81	7	98	7	100	7	1
25	Nkosi	Thobile	Sizwakele	92	7	63	5	71	6	1
26	Nzimande	Mfundo	Sizwakele	79	6	62	5	63	5	1
27	Chidamba	Margareth	Sizwakele	91	7	94	7	96	7	1

No	Surname	Name	School	Results						BD	D
				Eng %	Level	Math %	Level	Science %	Level		
28	Maseko	Ndumiso	Sizwakele	64	5	68	5	62	5	1	
29	Nkosi	Nkosingiphile	Mzinoni	60	5	65	5	61	5	1	
30	Maseko	Sibusiso	Kiriyatswane	79	6	97	7	99	7	1	
31	Simelane	Siyabonga	Kiriyatswane	64	5	71	6	68	5	1	
32	Hlatshwayo	Nomfundo	Thistle Grove	61	5	54	4	55	4	1	
33	Malik	Anisa	Thistle Grove	62	5	74	6	82	7	1	
34	Menze	Weziwe	Thistle Grove	61	5	83	7	80	7	1	
35	Patel	Qurashia	Thistle Grove	68	5	78	6	79	6	1	
36	Xaba	Tebogo	Thistle Grove	63	5	67	5	73	6	1	
37	Sibanyoni	Happy	Thistle Grove	47	3	56	4	63	5	1	
38	Nkabinde	Sibusiso	Kiriyatswane	85	7	87	7	96	7	1	
39	Sibanyoni	Sindisile	Mzinoni	67	5	41	3	35	2	1	
40	Mlungu	Siyabonga	Sizwakele	78	6	74	6	82	7	1	
41	Fetman	Lindiwe	Kiriyatswane	70	6	38	2	32	2	1	
42	Houane	Stanley	Kiriyatswane	77	6	59	4	59	4	1	
43	Morajane	Zinhle	Osizweni	55	4	62	5	60	5	1	
44	Mosheledi	Lebogang	Kiriyatswane	75	6	44	3	55	4		
45	Mphoma	Mokhethi	Kiriyatswane	71	6	76	6	79	6	1	
46	Radebe	Promise	Kiriyatswane	74	6	40	3	45	3	1	
47	Themba	Belinda	Thomas Nhla	70	6	66	5	51	4	1	
48	Nzima	Ntokozo	Kiriyatswane	70	6	60	5	47	3	1	
49	Nkosi	Pretty	Kiriyatswane	58	4	55	4	46	3	1	
50	Mahlangu	Sandile	K I Thwala	61	5	50	4	48	3		1
				69,3		**67,8**		**67,8**		**48**	**1**

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Meyerton Individual Learner Results

No	Surname	Name	Gender		Results				BD	D	HC
			M	F	Math%	Level	Science%	Level			
1	Adedotune	Kayode	1		57	4	ACCN	ACCN	1		
2	Baloyi	Bongani	1		41	3	37	2		1	
3	Choga	Annisha		1	46	3	54	4	1		
4	Dhladhla	Nompumelelo		1	MLIT	MLIT	22	1		1	
5	Dube	Leon	1		79	6	76	6	1		
6	Fanya	Thato		1	30	2	23	1			
7	Kgatuke	Bradley	1		57	5	66	5	1		
8	Khalo	Khalo	1		86	7	76	6	1		
9	Komati	Lebohang	1		MLIT	MLIT	31	2		1	
10	Lekalakala	Shimanki	1		44	3	47	3		1	
11	Mabitsela	Mmaphuti	1		46	3	50	4	1		
12	Madawo	Ashley		1	49	3	ACCN	ACCN	1		
13	Madima	Jane		1	50	4	58	4	1		
14	Madolo	Asive	1		50	4	58	4	1		
15	Maine	Boitumelo		1	MLIT	MLIT	58	4	1		
16	Malefofane	Pfunzo	1		35	2	ACCN	ACCN	1		
17	Malimabe	Malefetsane	1		MLIT	MLIT	59	4	1		
18	Mapholi	Rilinde	1		66	5	ACCN	ACCN	1		
19	Matsabu	Andrew		1	55	4	59	4	1		
20	Mayiyane	Thulisile		1	25	1	25	1			
21	Mdeni	Mpumelelo	1		MLIT	MLIT	30	2		1	
22	Mfene	Samuel		1	50	4	54	4	1		
23	Motaung	Kamohelo	1		40	3	30	2	1		
24	Mpese	Tshepiso	1		49	3	43	3	1		
25	Mtambo	Buhle	1		71	6	ACCN	ACCN	1		
26	Mtyida	Mxoleli	1		37	2	40	3	1		
27	Mzenzi	Lerato		1	MLIT	MLIT	35	2	1		
28	Naledi	Lisemelo		1	22	1	35	2		1	
29	Ndlovu	Thembinkosi	1		43	3	ACCN	ACCN		1	
30	Ngorora	Taini	1		62	5	58	4	1		
31	Ntuli	Sibongile		1	MLIT	MLIT	33	2		1	
32	Oliphant	Sive	1		65	5	66	5	1		
33	Oramalu	Emeka	1		56	4	55	4	1		
34	Pupuma	Onikwa		1	32	2	32	2			1
35	Sekobolo	Goitsemang		1	66	6	68	5	1		
36	Sithole	Edward	1		38	2	42	3	1		
37	Thabanyane	Gift	1		66	5	67	5	1		
38	Thobeli	Excelent		1	MLIT	MLIT	32	2	1		
39	Thoolsi	Krishen	1		54	4	40	3	1		
40	Twala	Teboho	1		69	5	46	3	1		
41	Tsotsotso	Kamohelo	1		79	6	85	7	1		
42	Zikhali	Senzo	1		34	2	42	3	1		
Colour key: **Yellow:** Outstanding achievement or distinction in the subject **Blue:** Meritorious achievement or level 6 in the subject **Grey:** Not achieved or level 1 in the subject									**31**	**8**	**1**

HMM 16%+ Final Grade Results – 2017 Hotazel Grade 12

No	Surname	Name	School	Results						BD	D	HC
				Eng%	Level	Math%	Level	Science%	Level			
1	Bareki	Onkarabile	Baitiredi	78	6	56	4	57	4	1		
2	Dinalemang	Rethabile	Baitiredi	82	7	67	5	77	6	1		
3	Dipone	Masele	Lesedi	73	6	59	4	61	5	1		
4	Dithebe	Marang	Galaletsang	69	5	46	3	36	2			1
5	Gaebetse	Karabo	Kalahari	55	4	8	1	17	1			
6	Gaetsewe	Lesedi	Baitiredi	69	5	54	4	48	3	1		
7	Hantisi	Tokisetso	Baitiredi	70	6	55	4	40	3	1		
8	Kies	Tlhalefo	Kalahari	68	5	64	5	ACCN	ACCN	1		
9	Maemela	Refilwe	KP Toto	66	5	33	2	35	2		1	
10	Makhutle	Lebang	Itlotleng	63	5	41	3	51	4	1		
11	Mamabolo	Itumeleng	Galaletsang	72	6	47	3	53	4	1		
12	Maphage	Realeboga	Kalahari	78	6	55	4	52	4	1		
13	Matlhare	Tshireletso	Galaletsang	76	6	46	3	51	4	1		
14	Modukanele	Reaobaka	KP Toto	58	4	43	3	61	5	1		
15	Mohamed	Kabo	Baitiredi	65	5	35	2	30	2		1	
16	Mokgara	Boikago	Kalahari	54	4	53	4	52	4	1		
17	Mokheleng	Boitshepo	KP Toto	72	6	52	4	68	5	1		
18	Molema	Tshidiso	KP Toto	65	5	55	4	59	4	1		
19	Moncho	Motlamedi	KS Shuping	78	6	81	7	85	7	1		
20	Mongale	Gofaone	Galaletsang	80	7	82	7	91	7	1		
21	Morapedi	Tshepang	Galaletsang	69	5	69	5	58	4	1		
22	Moremi	Bokamoso	Baitiredi	59	4	52	4	54	4	1		
23	Motsetau	Onkemetse	Baitiredi	50	4	30	2	26	1		1	
24	Motshabi	Goitseone	Galaletsang	65	5	75	6	84	7	1		
25	Namusi	Tsholofelo	Moshaweng	72	6	40	3	35	2	1		
26	Ntsayagae	Olorato	Lesedi	50	4	64	5	55	4	1		
27	Pitiele	Temoso	Galaletsang	46	3	71	6	50	4	1		
28	Plaatjie	Tiisetso	KP Toto	70	6	74	6	70	6	1		
29	Ranko	Lopang	Lesedi	69	5	55	4	64	5	1		
30	Rwida	Thembekile	Segopotso	73	6	52	4	45	3	1		
31	Sechogela	Kaone	Kalahari	48	3	34	2	33	2		1	
32	Segami	Bophelo	Galaletsang	63	5	38	2	44	3		1	
33	Segano	Botshelo	Kalahari	59	4	41	3	44	3		1	
34	Segano	Thebe	Kalahari	71	6	84	7	88	7	1		
35	Senatle	Bokamoso	KP Toto	58	4	57	4	58	4	1		
36	Sephiri	Kealeboga	Galaletsang	79	6	79	6	71	6	1		
37	Stalk	Sinovuyo	Galaletsang	83	7	50	4	49	3	1		
38	Sethibe	Thulaganyo	Itlotleng	81	7	77	6	78	6	1		
39	Teise	Noxolo	Galaletsang	80	7	76	6	76	6	1		
40	Thamage	Maduo	Galaletsang	86	7	77	6	71	6	1		
41	Thubisi	Oemelenna	Moshaweng	68	5	63	5	47	3	1		
42	Tsagae	Lorato	Baitiredi	65	5	34	2	35	2			1
43	Tshikedi	Tlotlo	Galaletsang	58	4	35	2	34	2			1
44	Tsogang	Tshwanelo	Kalahari	55	4	44	3	61	5	1		
45	Wildebees	Tlotlo	Galaletsang	79	6	88	7	87	7	1		
										35	**6**	**3**

HMM 15%- Final Grade Results – 2017 Hotazel Grade 12

No	Surname	Name	School	Results						BD	D	HC	F
				Eng%	Level	Math%	Level	Science%	Level				
1	Bacwadi	Boikhutso	Moshaweng	54	4	27	1	27	1				1
2	Baithei	Tshepang	Moshaweng	55	4	23	1	21	1				1
3	Batsile	Kamogelo	Galaletsang	73	6	70	6	55	4	1			
4	Batsile	Keotshepile	Galaletsang	47	3	22	1	25	1				1
5	Bojosi	Boitshwarelo	K.S. Shuping	67	5	24	1	37	2		1		
6	Booysen	Amogelang	Segopotso	72	6	20	1	30	2	1			
7	Botilo	Themba	K.P Toto	70	6	44	3	45	3		1		
8	Chwene	Keobakile	Itlotleng	67	5	11	1	18	1				1
9	Dipolelo	Baitsiwi	Galaletsang	66	5	32	2	37	2			1	
10	Dipone	Gabanyane	K.S. Shuping	62	5	18	1	26	1				1
11	Dithebe	Marang	Galaletsang	69	5	46	3	36	2		1		
12	Ditsele	Abel	Moshaweng	57	4	9	1	18	1				1
13	Gae	Keotshepile	Itlotleng	64	5	32	2	30	2		1		
14	Gaobusiwe	Gomotsang	Moshaweng	61	5	30	2	24	1			1	
15	Letwaba	Dithapelo	Itlotleng	81	7	35	2	50	4	1			
16	Letwaba	Joseph	Itlotleng	64	5	32	2	28	1			1	
17	Lobane	Rebaone	Wrenchville	54	4	39	2	ACCN	ACCN	1			
18	Mabale	Neo	Segopotso	65	5	8	1	26	1				1
19	Mabaso	Ntombikayise	Hotazel	76	6	15	1	27	1				1
20	Mabilu	Odirile	K.S. Shuping	65	5	12	1	30	2		1		
21	Mannedi	Keotshepile	Moshaweng	58	4	36	2	27	1		1		
22	Moagi	Bonolo	Itlotleng	55	4	21	1	38	2		1		
23	Modibe	Gamangwe	Segopotso	68	5	14	1	25	1				1
24	Moletsane	Chris	K.P Toto	70	6	61	5	67	5	1			
25	Moncho	Orefilwe	Itlotleng	47	3	13	1	25	1				1
26	Moncho	Lesedi	K.P Toto	59	4	35	2	47	3		1		
27	Mongale	Lebogang	Segopotso	35	2	10	1	9	1				1
28	Moseki	Otshepeng	Moshaweng	69	5	26	1	32	2		1		
29	Mothlanke	Kedibone	K.S. Shuping	74	6	19	1	30	2		1		
30	Mothomogolo	Tshireletso	Galaletsang	66	5	27	1	31	2		1		
31	Motingwe	Kgomotso	K.S. Shuping	69	5	35	2	34	2		1		
32	Myatasa	Tshepiso	Moshaweng	62	5	26	1	22	1				1
33	Ndlovu	Kitsoyaone	Segopotso	41	3	7	1	16	1				1
34	Ngakaditsile	Matlhogonolo	K.S. Shuping	76	6	28	1	39	2	1			
35	Ntau	Olorato	Hotazel	44	3	21	1	26	1				1
36	Seikaneng	Nthabeleng	K.P. Toto	68	5	23	1	38	2		1		
37	Sekwa	Kehilwe	Hotazel	62	5	8	1	18	1				1
38	Selemogo	Keorapetse	Segopotso	54	4	10	1	12	1				1
39	Seloge	Lemogang	Itlotleng	53	4	13	1	30	2		1		
40	Seshuba	Thato	K.P Toto	48	3	25	1	32	2		1		
41	Setlogelo	Karabo	Itlotleng	50	4	9	1	24	1				1
42	Setshogela	Tlotlo	K.S. Shuping	65	5	10	1	17	1				1
43	Smaosho	Tshepiso	K.S. Shuping	47	3	12	1	24	1				1
44	Swarts	Oratile	Moshaweng	61	5	29	1	33	2	1			
45	Tlhalepe	Thapelo	Itlotleng	45	3	14	1	27	1				1
										7	15	3	20

Colour key:

Yellow: Outstanding achievement or distinction in the subject

Blue: Meritorious achievement or level 6 in the subject

Grey: Not achieved or level 1 in the subject

Testimonials

DRIEKOPPIES COMBINED SCHOOL

STAND 756
DRIEKOPPIES VILLAGE
SHONGWE MISSION
TEL: 013-7870153
CELL: 072 7127756
ENQ: CHIBI E.S
E-mail: drieschool1@gmail.com

P.O. BOX 878
SHONGWE MISSION
1331

15 NOVEMBER 2016

TO: **THE MANAGER**
STAR SCHOOL

FROM: **THE PRINCIPAL**
DRIEKOPPIES COMBINED SCHOOL

SUBJECT : **REQUEST FOR THE CONTINUATION OF THE STAR SCHOOLS PROGRAMME**

We as Driekoppies Combined School, hereby to request the company to continue with the programme of the Star Schools. The Star School's programme has been beneficial to the learners at our school. Since the learners has joined the programme we have seen a great improvement in their results.

The programme gave the chance to the learners to gain extra knowledge in Maths, Physical Sciences and English. The combination of the lesson's which are offered by the best educators in the subjects has improved the learners results.

The programme create a chance for learners to build friendship and study group amongst the learners from various schools. The programme have been able to provide learners with busaries since most of our learners are from the poor background.

All of the above information can also be a fact that the upcoming FET generation can benefit from the continuity of this life changing programme.

MPUMALANGA DEPT OF EDUCATION
DRIEKOPPIES COMBINED SCHOOL
OFFICE OF THE PRINCIPAL
15 NOV 2016
KHULANGWANE CIRCUIT
PO BOX 878 SHONGWEMISSION 1331
TEL: 013 787 0153
drieschool1@gmail.com EMIS No: 600002824

.....
CHIBI E.S
PRINCIPAL

MTIMANDZE SECONDARY SCHOOL

Enq. KL Maphosa
Conztact no.
0825732788
Private BagX519
Malelane
1320

Stand no. 883
Phosaville
Extension 2

To : Management - RCL Sugar

From : Principal – Mtimandze Secondary School
Maphosa K.L

Date : 26 September 2016

Re : Letter of Appreciation

On behalf of the abovementioned school, i would like to thank you for sponsoring our learners for extra tuition through Star Schools Programme.

Your support continues to ensure that learners from poor socio-economic background are afforded an opportunity to be taught by some of the best educators in the sub region. The performance of the participating learners has drastically improved.

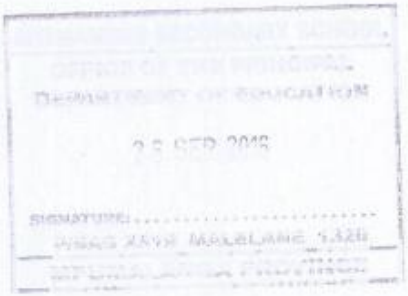
Your support has opened new opportunities for these learners and helped them to develop into their full potential. Your contribution will enable them to participate in highly distinguished careers.

Your contribution will go a long way on ensuring that their dreams are realised. Without your company's support, these learners would not be able to reach their goals.

Thank you once again for your generous support of our learners.

Yours sincerely

Maphosa K.L.



MTIMANDZE SECONDARY SCHOOL

Enq. KL Maphosa

Contact no. 0825732788
Private BagX519

Malelane

1320

TREASURING EDUCATION

Stand no. 883

Phosaville

Extension 2

To : Coordinator – RCL Foods Incubator Programme

From : Principal – Mtimandze Secondary School

I wish to extend the words of appreciation to RCL Foods for giving our learners an opportunity of a lifetime.

Our school is situated in the poor part of the location (Kamhlushwa). The rate of illiterate is very high amongst the members of the community.

Since the inception of the project, our learners have been beneficiaries. I have seen the performance of the participating learners improve each and every year.

Learners have been receiving the study guides and other material that assists them with their studies. Participating learners have been assisting those learners that were not selected for the project.

Our learners were being assisted with bursary and tertiary institution applications.

Our participating learners have been getting exceptional results in matric since the inception of the project.

The project has produced doctors, engineers, teachers just to name the few.

The project is a beam of hope for our learners. Hope that one day they will be able to change the socio-economic background of their families.

It is with great sadness to hear that the project is being phased out.

We would appreciate if the project is not discontinued so as to ensure that the scarce skills are addressed in our country.

Yours sincerely

Maphosa K.L.

(Principal)

DEPARTMENT OF EDUCATION
MTIMANDZE SECONDARY SCHOOL
OFFICE OF THE PRINCIPAL
2016 -11- 07
SIGNATURE:
P/BAG X 519 MALALANE 1320
MPUMALANGA PROVINCE

MPUMALANGA DEPARTMENT OF EDUCATION

P O Box 154
MZINTI
1352
RSA

Tel (013) 782 4654
Int +27 13 782 4654
Fax (013) 782 4654
Int +27 13 782 4654

SIKHWA HLANE SENIOR SECONDARYSCHOOL

Enq: MPAPANE ZA
CELL: 076 361 5554
Email: sikhwahlanesec@gmail.com

25.09.2016

DEAR SIR/MADAM

APPRECIATION OF THE INCUBATOR PROGRAMME

The above-mentioned school hereby appreciates the RCL Foods Company for offering our learners a chance to learn in the programme.

Since the inception of the project, learners in our villages benefitted inexplicably through informed teaching and learning from highly qualified teachers boasting of tremendous experience. The programme has already produced artisans and professionals. It is for this reason that as a school we salute RCL Foods for continuing to supplement knowledge to our learners in preparation for tertiary education.

We would appreciate if the project could continue to educate the nation in generations to come.

Yours faithfully

Principal

DEPARTMENT OF EDUCATION
Sikhwahlane Secondary School
2016 -09- 25
P.O. Box 154, Mzinti 1352

MBAMBISO SECONDARY SCHOOL

Stand No. 1048
Boschfontein
Mbambiso
1335
Emis : 013649
Centre No. : 6262406
Paypoint : 401224

TOGETHERNESS IS OUR STRENGTH
MBAMBISO HIGH
MBAMBISO HIGH SCHOOL
Since 1985

P.O. Box 905
Shongwe Mission
1331
Phone: 013 785 1393
Cell: 082 353 1849
Fax: 086 574 1463
E-Mail: mbambisohigh@yahoo.com

APPRECIATION OF STAR SCHOOL AT SIDLAMAFA S.S

The principal on behalf **Mbambiso School Community** would like to appreciate the continued relations between the star school and the school.

Over the last seven years the school has benefited greatly from the contributions made by Star School. Our Grades 10-12 were enrolled for the Mathematics, Physical Sciences and English First Additional Language.

Our results have steadily improved and University entries have increased for the scarce skills professions.

Looking forward to the excellent service between the two institutions.

Thanking you.

SAMBO A.B (Principal)

SCHOOL STAMP
DEPARTMENT OF EDUCATION
MBAMBISO SEC SCHOOL
EMIS: 800013649
2016 -11- 14
P.O. BOX 905 SHONGWE MISSION 1331
CELL: 082 353 1849
MPUMALANGA PROVINCE

Never in my life had I thought I would be in such a wonderful program such as the one which has completely changed my life. The Star school's incubator programme which is sponsored by you TSB.

I am honestly grateful and out of words of how to thank you TSB for giving me such an experience to be taught and natured by the best teachers of Nkomazi. To be honest, the program has done its job in bringing out the best out of me. What's even more interesting is that it has been offering the help I needed upon the most challenging "Maths and Science" subjects free of charge, which is a bailout for most of us who are unable to afford those expensive study materials.

As a young person I have been kept off from the streets ever since I joined the program. I have also learned to take more responsibility of my studies and my life through this programe. I have also improved from obtaining average marks to an outstanding rank which is good evidence that your funding was not a waste but a good investment in the right sphere of life. The end of year award ceremony we have in the program encouraged me once more to be more competitive in my studying and aim for much higher results which is why I am even aiming to be among the provincial top 10 this year.

Our school now even trust me and the other learners in the program to offer more help in maths and sciunce problems that other learners have. Through the content I learned from the program each Saturday I have also been able

grateful for that TSB. More learners are improving and some are still going to improve just because of you.

As a company, what you have invested in Nkomazi will keep on growing and develop our beautiful lands into one of the best developed places around Mpumalanga, through your investment in education. I believe that even though financial constraints may arise because of the failing economy, you will not stop sponsoring this programme so that even our poorest neighbours, friends and relatives can learn through it and advance into pioneers of the future.

May the good lord who made you to have the heart of giving back richly increase your territory in Mpumalanga and advance your revenue more and more so that you can keep on transforming lives and making dreams come true.
Thank you.

How THE Tsb Incubator Programme has helped us?

We the matriculants of the 2016 Academic year, would like to express our gratitudes to the funders of the tsb Incubator Programme for giving us the opportunity to explore in the fountain world of knowledge and wisdom.

At the begining of the year, we were stressed about the workload and difficulties of Grade 12 especially in subjects like mathematics, physical sciences and English. Majority of us had a confusion about the bridge of the information between Grade 11 and 12. The re-opening of the star schools made a differente.

In the teaching enviroment of the project, we w are taught of solving mathematical, scientific and youthlife problems. Where we are also trained and supported by the best team of teachers, I mean the Award-winning educators. They bring education to us in a simplier, funnier and understa-ndable way. The stigma of saying maths and physics are the difficult subjects faded when this team came to our rescue.

Some of us did not have teachers at our own schools who can take us through the journey of understanding and others do have teachers but they don't understand the manner in which they explain with. The team of teaches in this programme played a big role in addressing such problems. Not only our marks have improved since we joined this ship of knowledge but our social and academic skills too.

You have created a legacy for us to live with. The opportunities that we're exposed to and the information that we were prouded with makes a concrete positive impact in our lives. We acquired resources to help us in studying such as; study guides, starschools textbooks, study skills & pact exam question papers.

We appreciate the extended care that you provide us with by giving us bursary and university application forms, daily updates of the closing dates of the applications as well as encouragement to write the National Benchmark Test of which some of us never new that it (nbt) exsted. By all of this support we become capable of achieving all our academic goals and even getting alot of distinctions at the end of the year.

To this we say "HATS OFF TSB!!!"

Many community members and alumni were both unhappy and sad to hear that the Selati Sugar Programme will be coming to an end. The following are emails received from alumni sharing their experiences of the programme and how it has changed their own lives for the better.

Greetings,

My name is Dudu Thabile Nkuna and I am one of the few learners from my school: Nhanyane Secondary school that was fortunate enough to benefit from the Star schools Saturday Program. I completed my grade 12 in 2012 with excellent results, thanks to the program. I managed to get six distinctions which opened doors for me to get into one of the top universities in South Africa and Africa, the University of the Witwatersrand. I was the top student in my school, Khulangwane circuit and awarded the 2nd top learner in the region. I am currently studying towards a degree in Chemical Engineering. When I was doing my grade 12 we did not have extra classes for Mathematics and Physical Sciences in my school but the Star Schools program really helped me understand most of the things that I did not understand. My schoolmates and I would then share what we learnt on Saturdays with our fellow classmates from our school. Words cannot explain how much the program helped me to gain knowledge, help my fellow classmates, network with pupils form other schools and achieve excellent results. If it were not for the Star schools programme I do not think I would have qualified to study at the University of the Witwatersrand. During my matric year while preparing for the final year exams, we were left without a Physical Sciences teacher when the teacher we had left our school prior to us writing out trial exams. We had to rely on the star schools programme for revision and I managed to get 91% for physical sciences. The program did not only help those who attend but also those back at school that were not fortunate enough to attend as we shared what we learnt from them. When the matric results came out even our teachers were shocked because they did not expect us to achieve such good results because we did not have extra classes and we had no Physical Sciences teacher during the time of our exams.

From: **suprise thwala** <suprisethwala@gmail.com> Date: Thu, Nov 10, 2016 at 9:38 PM

Subject: Comment about caning of star schools programme

7 I am suprise thwala currently doing second year in mechanical engineering sponsered by Tsb company.i was once attending the star school programme classes attended at sidlamafa secondary school. When i was doing grade10 i was experiencing difficulties in Mathematics and science, such that i was getting an average of 40% in my perfomance,when i started to attend the classes for star schools every saturday, that helped me to improved my performance up to an average of 95% at school , since i was meeting with different candidates from different schools and helped each other to solve problems using different approach , and i manage to get my distinction in Maths and science.Star schools programme helped me to persue the career of my own choice .caning of star schools wil affect the perfomance of other candidates who are facing difficulties in maths and science.Thank you

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From: **THEMBELIHLE MALALE** <thembelihlemalale@gmail.com> Date: Thu, Nov 10, 2016 at 6:37 PM

Subject: Motivation to continue with the star school programme

Dear Mr Mthembu

To be part of the star school was an opportunity for me to take me where Iam today because it improved my grades in science which was needed when I applied at universities. Today I'm doing my final year in Human Nutrition and Dietetics in a Medical University because of the star school, if it wasn't for it I'm sure I was not gonna be accepted.

I think that the star school program should continue because science is taken as a difficult subject in which the star schools is trying to make things easier for the students and improve the grades of science.

From: **nompumelelo cassentre** <nompumelelocassentre@gmail.com> Date: Thu, Nov 10, 2016 at 4:35 PM

Subject: Star schools

Star schools is not only for intelligent students but it enables ordinary students like me to turn into stars. It is one of the most important and helpful studying programs for under priviledge students. Attending star schools really helped me during my academic years to

an extent that I obtained a Bachelors degree with remarkable percentages. Passing grade 12 with good marks enables you to study in a University of your dreams and do the course of your choice. Star schools increases the passing rate because it is guranteed that all those students attending are going to pass due to the facts that they are provided with extra materials. Being taught by different teachers from various schools in different ways improves your understanding and increases your ways of solving problems. Closing down of Star schools will result in declination of pass rate and obtaining Bachelors degrees. This program must continue because it helps students spend their time revising and learning more from other students and as well as from teachers. Please do not close down Star schools because there are upcoming stars that needs to be discovered and encouraged to shine brighter than they can on their own. With an extra help from Star school you succeed beyond your limitations.

From: **banele khoza** <banele.khoza@outlook.com> Date: Thu, Nov 10, 2016 at 8:34 PM

Subject: Star school program

Good evening Sir

My name is Banele Khoza , an alumna from the stars schools program. I matriculated in 2010, I can not express the gratitude I have due to the contribution of the program,

There many community based programs that are rendered by companies but none can be compared to what stars schools program, as it shapes the future for young people through the much needed education.

With help the of stars school i managed to get 6 distinction , 98 % and 100% in maths and physical science respectively . Am currently working for MottmacDonald as a civil engineer, this wouldn't have be possible without the stars school.

On the note I therefore plead with all the parties involved to continue making this much needed contribution to our community of nkomazi.

Regards Banele Khoza

From: **Sylvia Mkhatshwa** <Sylvia@mpa.co.za> Date: Thu, Nov 10, 2016 at 10:19 AM

Subject: Star School

Hi

The purpose of the star school programme is to create a healthy and vibrant working and learning communities that enhance academic performance; and to foster intellectual growth, creativity, and innovation through an experiential program where students from grade 10 to Grade 12 attend classes on weekends for Mathematics, Physical Science and English first additional language.

The Star school programme empower young people including myself. Getting an opportunity to be taught by the best teachers in Nkomazi and receiving good study guides and tools gave me hope and strength to focus and work hard for my academic progress. i finished my matric at Mahhushe Agricultural high school in 2011 and qualified for an Eskom bursary and Department of public works to commerce my studies. Today I am a qualified civil engineering junior technician at MPa Consulting engineers in Durban. i was exposed to design, drawing, structural analysis, site inspection , contract administration and surveying. I am determine to excel in my career and aims to commerce B-Tech degree specialising in Transportation Engineering in 2017. My goal in life is simple If I stop learning I am not living.

Best Regards Sylvia Mkhatshwa Technician

#SaveStarSchools

I joined the Star Schools Programme in 2011-2012 and it was an honour to be part of the programme as it helped us in reaching our potential through learning Maths, Science and English. A programme like this in a less privileged community did not only offer us help in academic but also helped some us financially through sponsorships (Hexagon Trust, TSB bursary and more) to further our studies in university.

As an individual, this programme helped me a lot to perform exceptionally well in both my school and the programme where I attained Top position and was the 1st runner up on t

The STAR school programme was established to empower young and aspiring individuals in promoting exceptional learning of Maths, English and Science and help students reach their dreams. Hearing that the programme will be closed, is saddening as many of us benefited from and we would like to see it continue the good work it has done ever since it started. Noting the current academic crisis and financial crisis, Star Schools programme is one of the assets the country needs to help maintain the current academic issues faced.

Therefore I Mthobisi Mhlongo a Star Schools Alumni support the continuation of this programme, to continue helping students in learning Science to achieve their dreams.

Yours Sincerely Mthobisi Mhlongo

From: **khulile sibiya** <sibkhulie93@gmail.com> Date: Thu, Nov 10, 2016 at 3:20 PM

Subject: Star School

Hi Mr Mthembu ☺

I was very saddened to hear that Star Schools might be closing down.

I feel like this is an opportunity that gifted pupils need to help pave their future irregardless of any circumstances that they may be facing.

I for one learned alot from star schools, not only did i get to learn from the best teachers in our region but i also got the opportunity to network with learners from different High Schools and that helped get insight on challenging topics that i needed assistance with. Star Schools gave me, not only access

to greener pastures but also access to a better learning; access to the best teachers and learning; access to a GREAT learning experience and to top it off, a bursary for my hardwork. After achieving great results in matric the only factor standing in one's way is how to finance tertiary learning. Star Schools lifted that off me and my family's shoulders and for that i will forever be greatful.

I currently have a Bachelor of commerce in Supply Chain Management and Marketing from University of KwaZulu Natal and am enrolling for my honours, I plan on furthering my studies till PhD level and that is because education I believe education is an asset everyone should invest in.

Star Schools should most definitely continue, it encourages the youth to focus on education and gives them hope that irregardless of where you come from, if you work hard and stay focused, it will pay off. It reassures even those that don't believe in themselves to be worth anything that their gifted minds are not unnoticed. Many are discouraged by the mere fact that their environments don't promise anything positive, but that Saturday morning filled with peers with the spirit and energy of learning and positivity as well as educators ready to unlock and plant knowledge changes everything.

This is an opportunity that shouldn't be taken away from anyone, especially talented, eager and deserving youth . For some, this is the only hope they have. I do hope the program carries on, there are more young and intelligent minds that would benefit from Star Schools. I know I am where I am today because of them.

I truly thank you and the rest of the educators from Star Schools for investing your time and knowledge in me. Thank you for being an educational haven for all of us.

Kind Regards

From: **Charity Matikwane (212512530)** <212512530@stu.ukzn.ac.za> Date: Thu, Nov 10, 2016 at 11:30 AM

Subject: SAVE STAR SCHOOLS PROGRAM

Good day,

I like to greet you and I trust that you are fine. My name is Charity Nkanyiso Matikwane, I was part of the 2011 star school learners from Mahhushe High School. I am writing to express how star schools helped me through my academics. Attending star schools opened my eyes to what I could be, what I could do, in a way that I've never thought possible. The teachers there were very helpful and always encouraged me to work very hard. This made me realise my areas of interest whereby I could use my full potentials. With the help of star schools I managed to get good matric results and that opened a lot of opportunities for me. I got a sponsor from SITFE (Sugar Industry Trust Fund for Education) to do BS.c Mechanical engineering at the University of KwaZulu-Natal and I am in a position to finish in December 2016.

I think the star school program should continue so that other learners could be given the same opportunity that I had. I think this will also help them as It help me.

Kind regards Charity Matikwane

From: **lwazi dlakude** <lwazidlakude@gmail.com> Date: Thu, Nov 10, 2016 at 2:15 PM

Subject: Star Schools

I Lwazi Marvellous Dlakude one of the former star schools beneficiaries from 2005 to 2007 would like to add on that the programme shouldn't stop with the following reasons:

1. That programme benefitted a lot of us from underprivileged background.
2. The guides which we're provided and practicals for Physical sciences helped us improve our results.
3. Bursaries we awarded to high performing learners after their metric, I was one of those who we're awarded with the Bursary but couldn't make it coz I haven't applied to any tertiary institution.

passed my metric/ grade 12 with flying colours, thanks to the Star Schools programme.

Today i am an educator, teaching mathematics at a secondary school, that very same mathematics which was polished by star schools made me who I am today.

Lastly I so wish to see most of my brothers and sisters on that programme because it is a helpful one. Not all of us can understand our teachers in class but with a help of good Samaritans we can change our thinking mentality and goals we aim to achieve in life.

From: **nompumelelo cassentre** <nompumelelocassentre@gmail.com> Date: Thu, Nov 10, 2016 at 4:35 PM

Subject: Star schools

Star schools is not only for intelligent students but it enables ordinary students like me to turn into stars. It is one of the most important and helpful studying programs for under priviledge students. Attending star schools really helped me during my academic years to an extent that I obtained a Bachelors degree with remarkable percentages. Passing grade 12 with good marks enables you to study in a University of your dreams and do the course of your choice. Star schools increases the passing rate because it is guranteed that all those students attending are going to pass due to the facts that they are provided with extra materials. Being taught by different teachers from various schools in different ways improves your understanding and increases your ways of solving problems. Closing down of Star schools will result in declination of pass rate and obtaining Bachelors degrees. This program must continue because it helps students spend their time revising and learning more from other students and as well as from teachers. Please do not close down Star schools because there are upcoming stars that needs to be discovered and encouraged to shine brighter than they can on their own. With an extra help from Star school you succeed beyond your limitations.

From: **Success M** <successmabuza@gmail.com> Date: Thu, Nov 10, 2016 at 8:04 PM

Subject: Star schools

To: simukunxav@gmail.com

Greetings

My name is Success Thamsanqa Mabuza and I was part of the TSB Star school saturday Math and Science program from 2010-2012. I was given the award for best matric learner in the program in 2013 for the year 2012 and I am currently studying towards a Bachelor of Medicine and Surgery at the University of the Witwatersrand in Johannesburg.

The star schools program played a critical role towards me falling in love with Science and Mathematics, it achieved that by combining students from different schools creating a positive form of competition to be the best student within the group. The program helped open my mind to how other students understand Science and Mathematics. The program helped push me to become a better student. It helped me get closer to my goal of becoming a Medical practitioner, by improving my performance it opened up my possibilities. I don't think that I would be where I am today without it.

I think that the star schools program should have an extra component to it, one where former participants in the program sort of give back to the program and it doesn't have to be a monetary contribution but rather sharing of their past and current experiences (a where are they now type of thing) this is to keep current learners motivated.

Regards, Success Thamsanqa Mabuza (Star schools learner 2010-2012)

From: **Desiree Sambo** <desireesambo@gmail.com> Date: Wed, Nov 9, 2016 at 10:40 PM

Subject: Star Schools

To: simukunxav@gmail.com

Sir/ Madam

My name is Lerato Sambo, I matriculated in the year 2011. I started attending the star Schools programme in grade 11 (2010) till I matriculated in 2011.

This programme helped me a lot with my Mathematics, Physical Sciences and English. It helped in a way that it added on to what my teachers were teaching me in school, building an even stronger foundation for me to understand everything in detail. This programme helped me improve my marks to grant me admission to Sefako Makgatho Health Sciences University (formerly known as University of Limpopo - Medunsa campus) into their Occupational Therapy programme.

What I learned at Star Schools still come in handy in some of the subjects I'm taking I.e Statistics and Biophysics. I have a background of the basics in these subjects as they have some mathematical calculations and so on.

It is crucial that the programme continue running as it will help other learners to improve the way I did and get to be admitted at tertiary institutions of their choice and study towards the career of their dreams.

I hope this finds you in order Sincerely

Lerato Sambo 0765176113

Star Schools Programme Report And Reflections

Nhlakanipho Marvin Mkhabela

November 11, 2016

About The Author

My name is Nhlakanipho Marvin Mkhabela, born and raised in a small rural settlement in Mpumalanga called Schulzendal. I attended my primary school at Driekoppies Educode and then moved on to Mahhushe Agricultural High School in the years 2006-2010. I went on to obtain a Bachelor Of Science degree In Computer Science And Mathematics in the year 2014 and a Bachelor Of Science Honours degree in Computer Science in the year 2015. In the year 2016, I entered the job market as a Junior Java Developer in a company known as the Business Systems Group (BSG) Africa at their Johannesburg office.

My Star Schools Experience

As evident in the alma mater outlined in the previous section, I have had a very privileged journey through the education system and it is with great pride that I declare some of this due to the opportunity that I was offered to join the Star Schools programme.

My journey through the programme began in 2008 when I was selected to attend this programme. I can still remember the letter I was sent home with to inform my parents that I had been selected to join this programme and would have to attend on Saturdays.

The programme was really inspiring to go through, I remember the vim and zeal to study I had after joining the programme and this was due to two reasons, since there were limited spaces in the programme I had taken it to heart that I was an ambassador of my school and I had to do our brand justice and secondly, the offerings were so content rich and since interactions

were only on Saturdays, I got very curious and the only way to quench that was to sit down and read.

By merely attending the star schools classes, I had two advantages over the typical student. Firstly, I had one extra session of reinforcement in the three core subjects (English, Mathematics and Physical Science) and secondly, I had more context on the different topics that were included in the Syllabus through the top educators I got access to in the programme.

The merits of this are easily visible, at the end of my high school career, I left the system as one of the top ten matriculants in the province with seven distinctions out of eight subjects, and full marks for Physical Science.