



SHAPING OUR FUTURE

BUILDING COMMUNITIES THROUGH EDUCATION



**“EDUCATION IS THE MOST
POWERFUL WEAPON
WHICH YOU CAN USE TO
CHANGE THE WORLD”**

NELSON MANDELA



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FOREWORD



The activities of the SIOC-cdt are best reflected in its projects. Through its socio-economic investments, initiatives and interventions the Trust contributes to the growth of healthy and resilient communities and ensures their sustainability.

The projects implemented within the Northern Cape and Limpopo provinces have, through the years, had an impact beyond the targeted beneficiary communities. They also contribute towards social stability, economic growth and job creation within the provincial and regional economies. Through its community development projects the SIOC-cdt gives substance to its stated intention to “defining ourselves through actions, not our words.”

The Trust has taken a conscious decision to focus its efforts on a number of clearly defined areas that will bring measurable benefits to the communities it serves, most notably in the area of education.

The Trust work with 5 Beneficiary Trusts in the Northern Cape and Limpopo provinces, that is, John Taolo Gaetsewe Developmental Trust, Gamagara Development Forum, Tsantsabane Development Trust, Maphalane Disability Trust and Godisang Thabazimbi Development Trust. Representative boards of Beneficiary Trusts continue to play decisive roles in the identification of potential programmes and in conducting oversight in their implementation. The SIOC-cdt's board and management ensure that the highest standards of corporate governance are adhered to. The Trust also strives towards the highest levels of cooperation and coordination with provincial, district and local governments to ensure resources are not wasted or duplicated and agreement is reached on the intended objectives and outcomes of projects. In this regard the Trust has signed an MoU with the Northern Cape Department of Education outlining areas of collaboration, the Trust is also partnering with the National Education Collaboration Trust in the Waterberg District of Limpopo province.

The Trust's focus on education is reflected in the fact that 60% of its allocation to beneficiary communities go towards programmes designed to improve educational outcomes. The programmes take into account the shortage of skilled and sufficiently-qualified teachers, especially in rural communities.

Within both the Northern Cape and Limpopo the Trust has implemented a District Education Improvement Programme in collaboration with provincial education departments. The emphasis is on capacity building among educators and improvements in educational outcomes, especially in critical subjects such as mathematics, English and life science.

An analysis of matric results in the JTG and Waterberg districts over the past two years show a


marked improvement in pass rates within participating schools and the programme has received significant praise from education authorities in both provinces.

Another key success area for the Trust is its bursary programmes. Deserving students from the beneficiary communities are provided with the financial resources and support to continue their studies at universities and technikons. The focus is on studies in the fields of engineering and accounting while support is also given to nursing students to address the critical shortage in health care workers within communities.

One of the primary challenges for the SIOC-cdt is to identify and finance projects and initiatives that yield maximum benefits to communities and can be sustained over time.

The primary responsibility for education provision rests with government in the national and provincial spheres. The Trust does not have the resources or capacity to run day-to-day programmes or replace the role of provincial and local administrations.

However, the Trust sees as an increasingly important role for itself as a catalyst for development and a partner of government and communities, especially in the field of education. For 2016 and beyond, the Trust has prioritised early childhood development, teacher professional development, school management team development and bursaries for tertiary education. The Trust believes that the successful implementation of these programmes will contribute to sustainable and systemic changes in education.

A handwritten signature in black ink, appearing to read 'Mr Reuben Matlala', with a stylized flourish at the end.

Mr Reuben Matlala Projects Director



BACKGROUND

The Sishen Iron Ore Company-Community Development Trust (SIOC-cdt) also known as the “Super Trust” was created in 2006 when Kumba Resources was unbundled to form Kumba Iron Ore and Exxaro - Not only did the Kumba Resources company want to empower more South Africans, it wanted to ensure that the communities that are adjacent to the mines also benefit through the five beneficiary trusts.

The SIOC-cdt, through the dividend flow from this transaction, has spent close to R1 billion furthering the interests of the communities it serves.

The SIOC-cdt is the sole beneficiary of 3% of the shares in the Sishen Iron Ore Company (SIOC) and the dividend flow from this ownership provides the monetary resources which the Trust and its Beneficiary Trusts uses to fund projects to benefit the communities it serves.

During the establishment phase, SIOC-cdt focused on getting local communities on board to develop a strong local economic development thrust as local authorities are a key focus for such development and the Trust wanted to ensure that it was synchronized with these local authorities’ efforts.

As a Public Benefit Organisation, SIOC-cdt considers certain public benefit activities in line with the PBO Act, namely healthcare, education and enterprise development. When SIOC-cdt was established, five separate legal entities had been created as Beneficiary Trusts that would operate within and serve the communities around the areas of the Sishen Mines of the Northern Cape and Limpopo provinces, with SIOC-cdt playing an overseeing role in the monitoring, governance and compliance of funds disbursed to the five Beneficiary Trusts.

When funds are allocated, 20% is set aside as a discretionary budget to fund projects that are outside of the immediate areas of host communities but still within the provinces. This allows for a greater reach to communities within the Northern Cape and Limpopo provinces as a whole.

The balance of the funds is allocated to the Beneficiary Trusts according to pre-set percentages. Actual disbursements are done on a project basis with each of the Beneficiary Trusts submitting projects they believe will benefit their communities. These are forwarded for consideration by the SIOC-cdt Board of Trustees. In this way the projects submitted are the ones that have been chosen by the communities.

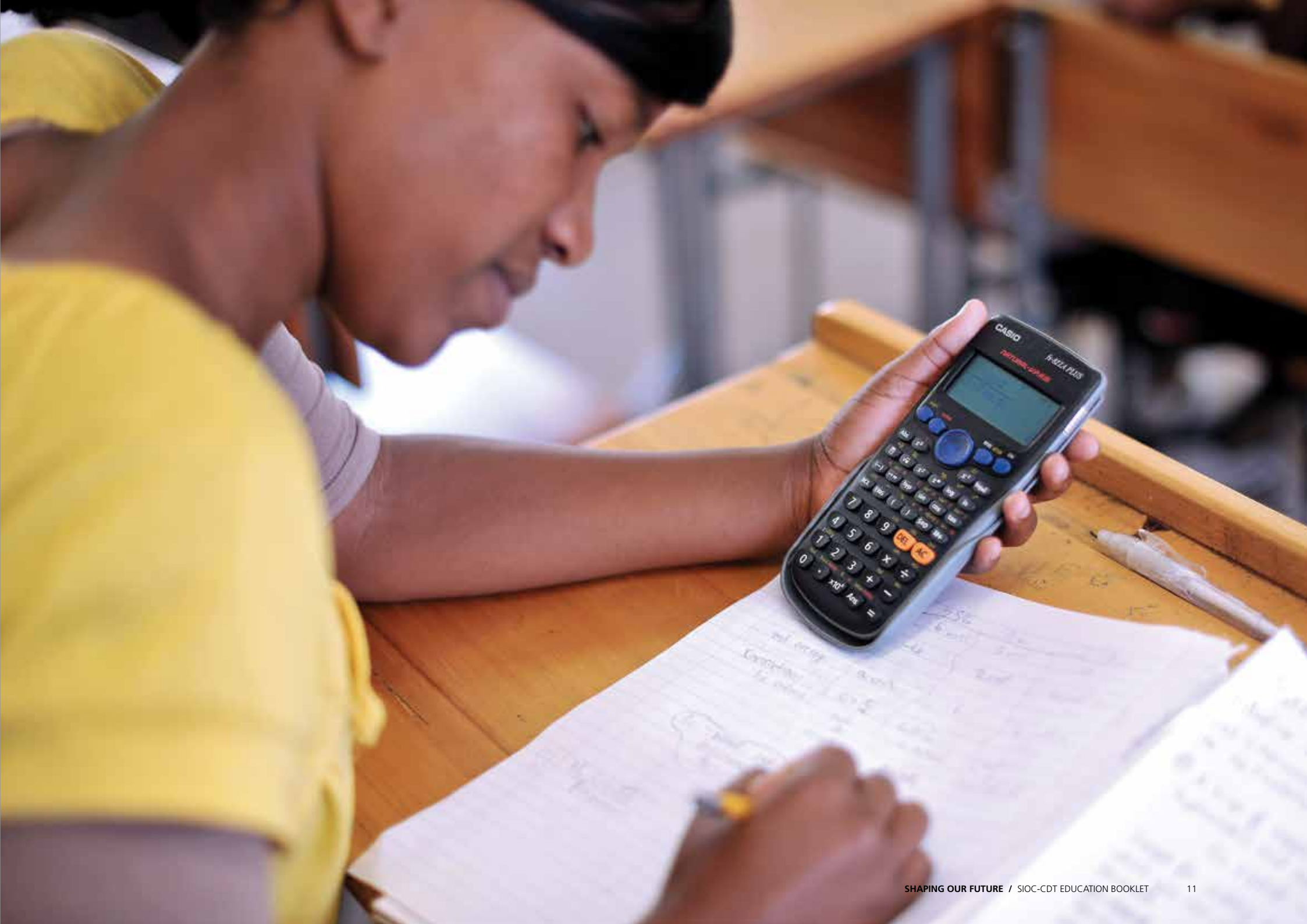
THE ROLE OF SIOC-cdt IN EDUCATION

SIOC-cdt since its inception has prioritised education programmes in both the Northern Cape and Limpopo provinces due to the challenges faced by these rural provinces. The quality of education in the two provinces was not at the desired level as illustrated in the Annual National Assessments (ANA) and the National Senior Certificate results. Given these challenges SIOC-cdt implemented a number of programmes in partnership with the Department of Basic Education in the two provinces in the following focus areas:

- Education Infrastructure
- Learner support programmes
- Teacher Development
- Bursaries

The table indicates projects and programmes that were implemented by SIOC-cdt in the Northern Cape and Limpopo provinces to the value of R 520 million.

PROJECT NAME	TOTAL AMOUNT MADE AVAILABLE
Physical and Life Science Intervention Programme (2012 - 2014)	82 271 711.00
Mathematics Intervention Programme (2012 - 2014)	75 018 863.00
JTG English Intervention Programme (2013 - 2014)	41 515 648.00
Bursaries and Teachers Assistance Programme	49 917 437.00
Rhodes University - Teacher Development Programme	23 538 763.00
PILO Programme	14 965 817.00
Grade 9 Exhibition, Telematics, Winter and Spring Schools	14 045 900.00
SANTS ECD Education training programme (Maphalane)	8 975 400.00
Science and Technology Support (Tsantsabane)	7 043 356.00
Qualibooks Naledi (Mobile library)	16 430 939.00
Thabazimbi - Teacher Professional Development and SMTs	6 216 325.00
Operational Costs for education intervention programmes	2 221 036.00
JTG HRD Foundation Programmes	11 660 300.00
School Curriculum Programmes	8 318 156.00
Upgrading of school infrastructure, ECDCs renovations,	105 020 037.00
JTG Science Laboratories and Equipment	53 709 924.70
TOTAL	520 869 612.70



A.DISTRICT ATTAINMENT IMPROVEMENT PROGRAMME (DAIP)

1. Objectives

As part of its commitment to the improvement of the socio-economic conditions of its beneficiary communities, SIOC-cdt invested a great deal of resources in the provision of quality education. In the years between 2012 and 2014 SIOC-cdt funded a large-scale education programme in its beneficiary regions, with the objective of improving the performance of learners in the National Senior Certificate (NSC or Matric) examination. This initiative was largely in response to poor 2011 NSC results in the SIOC-cdt regions, particularly in the John Taolo Gaetsewe Education District, which was among the worst performing districts nationally in 2011, as just 51.1% of learners who wrote the NSC passed.

The objective of the programme was to improve NSC pass rates in all the SIOC-cdt regions, including JTG, ZF Mcgawu, and Thabazimbi. More specifically, it sought to improve the outcomes in four target subjects, namely Life Science, Physical Science, Mathematics, and English. The interventions focused on two critical target groups:

- Provision of direct support to learners through extra classes, camps, and other activities
- Teacher Professional Development, which was specifically aimed at improving their subject content, methodological competence and classroom practice.

2. How the Programme was implemented

In order to achieve its objective, SIOC-cdt engaged the services of professional organisations that specialise in Mathematics, Science, and English. These organisations developed innovative plans on how they will support the learners and teachers in the target subjects, in order to help them achieve improved performance. The plans included the employment of a variety of strategies aimed at

facilitating learning. These activities are described in the subject-specific sections below.

2.1 Mathematics and Science Intervention

The intervention activities for Mathematics and Science were very similar, therefore, they are dealt with together in this section. Service providers were appointed for Science, both Life Science and Biological Science subjects. They implemented the programme in all three districts, targeting a total of 25 schools in JTG District, 10 in ZF Mcgawu, and 5 in Thabazimbi. The Mathematics intervention was implemented by the JTG-Development Trust who appointed professional maths facilitators to implement the programme. They implemented it in a total of 25 schools in the JTG District, and 10 in ZF Mcgawu. There was no Mathematics intervention in Thabazimbi. To achieve the objectives, the service providers engaged the beneficiaries in the following activities:

- Saturday Classes for learners
- In-class or on-site support for learners
- Spring and Winter Camps for learners
- Structured workshops for teachers
- In-class or on-site support for teachers

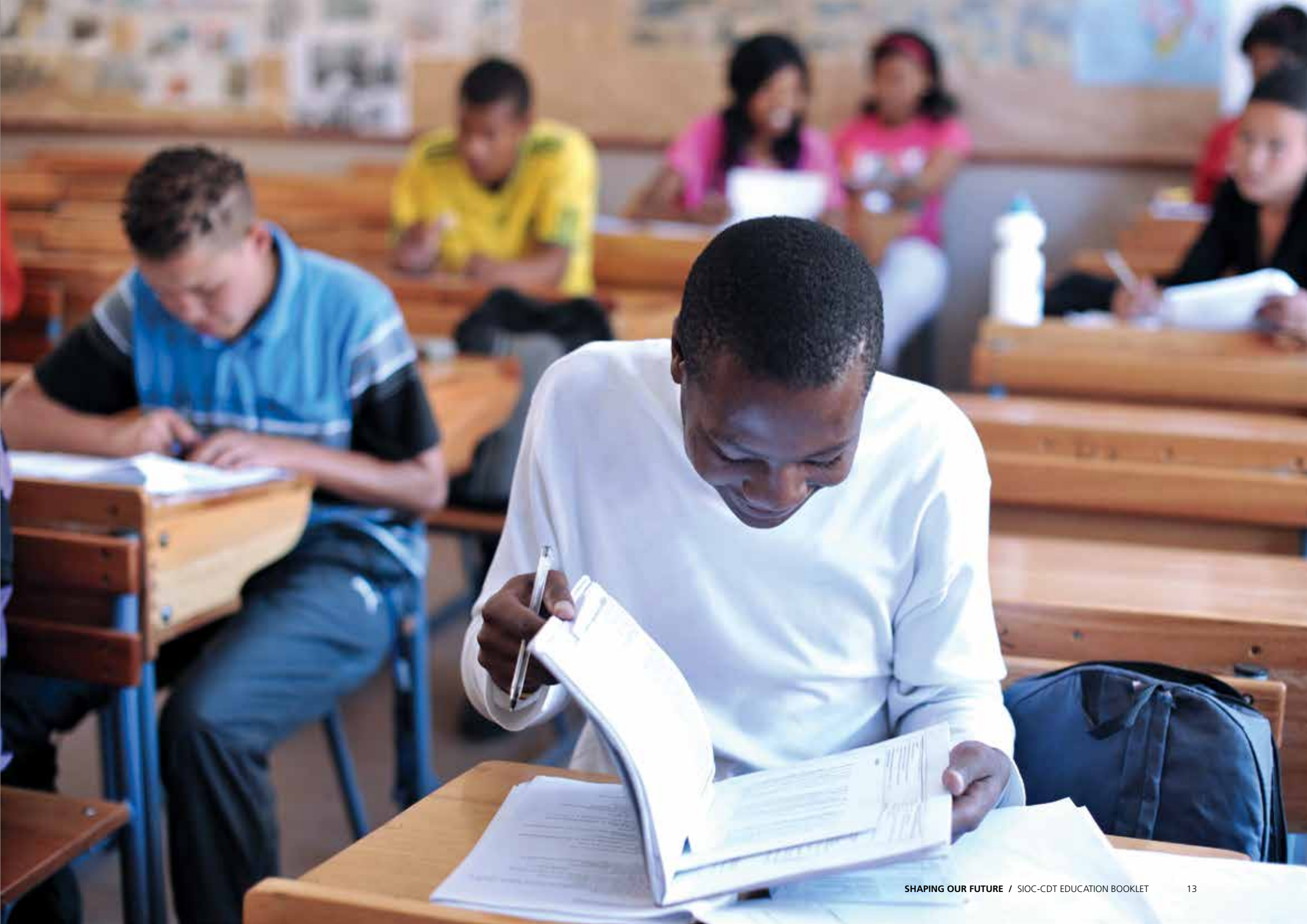
2.2 English Intervention

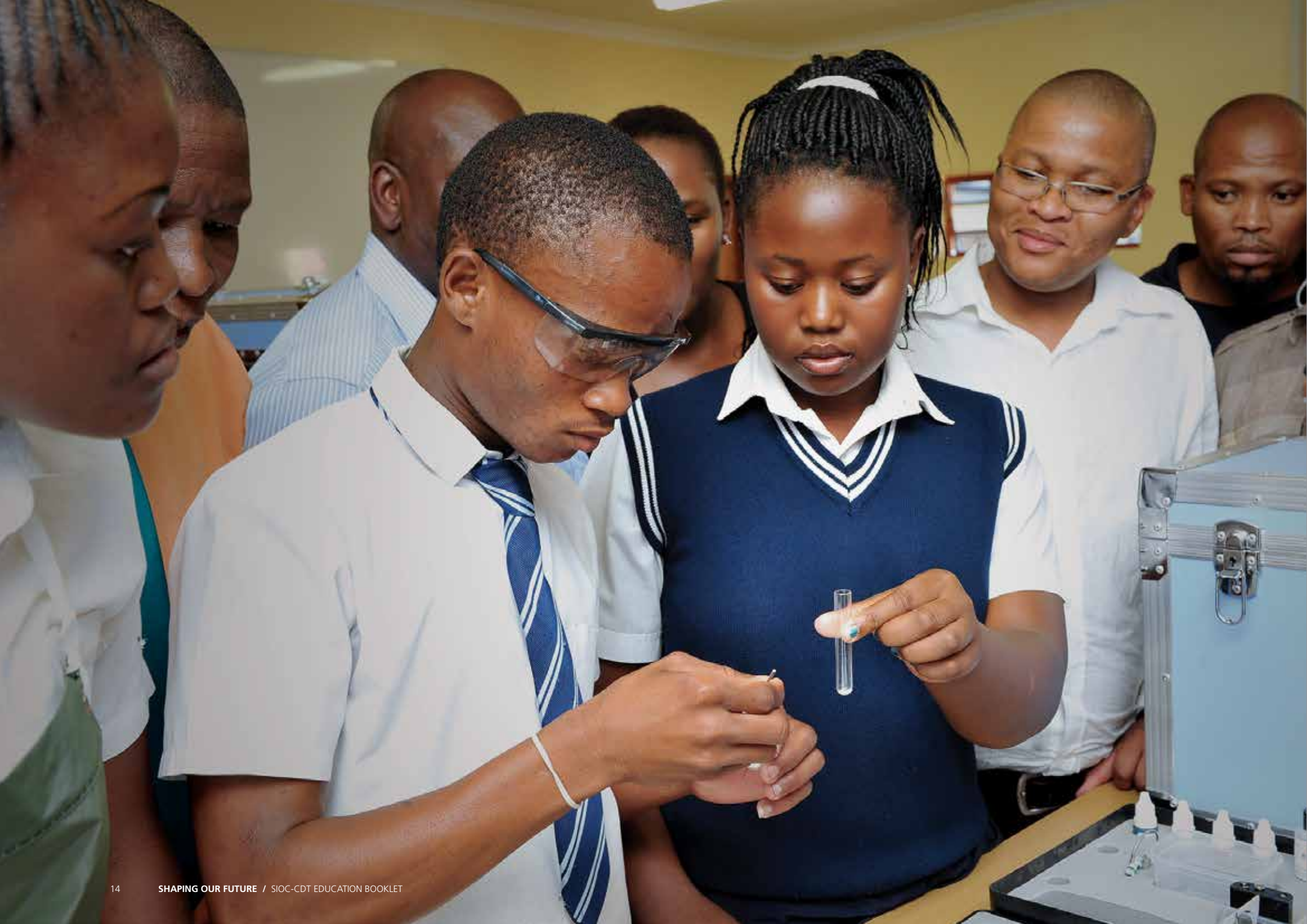
The service providers were used for this intervention. The intervention involved a wide range of activities and strategies aimed at improving learners' and teachers' mastery of English as a subject as well as the medium of instruction in all the target schools. The following implementation strategies to achieve the objectives of the initiative were used:

- afternoon and Saturday classes for learners
- winter and spring holiday sessions for learners
- In-class support for learners
- Off-site, structured workshops for teachers
- On-site and In-class support for teachers

In addition, very innovative cultural activities were implemented in the schools and within communities, which were aimed at promoting literacy among students and in some instances, among community members. The core emphasis of the cultural activities were to improve the ability to Read, Write, Speak, Listen, and View, among learners. It is commonly agreed that these abilities give learners access to other schools subjects and other forms of knowledge.

It is not surprising that the cultural activities were a very popular programme among learners. One of the key indicators of this was the high levels of interest and participation in these cultural activities. In the three years of the implementation of this programme, and the rolling out of these





numerous activities, thousands of learners took part in one form or another. As SIOC-cdt we believe these activities created both a qualitative learning experience as well as a vibrant and stimulating cultural experience for the learners. They also changed the school environments and ethos, which are critical factors in school effectiveness

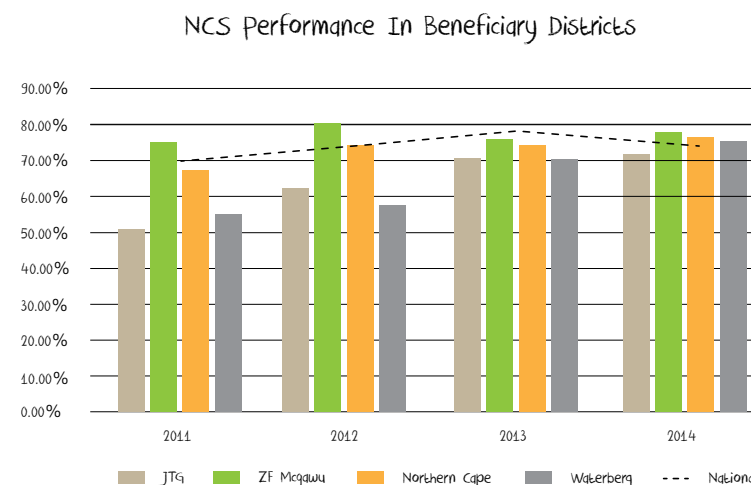
One of the key successes of the English intervention was the recruitment, training, and deployment of many unemployed young people as Read Leaders in the participating schools. The Read Leaders worked under the supervision of the Facilitators to promote reading among learners. The strategy created job opportunities for many young people, gave them exposure, and also got them involved in constructive education development work. As a result of these opportunity, some of them got incredible motivation to pursue their studies in education as well as other fields. Others stayed on and were able to contribute some income to their families. SIOC-cdt is proud of this initiative that empowered and changed the lives of many unemployed local youth in our beneficiary communities.

3. DAIP Impact

John Taolo Gaetsewe Education District, which is where the majority of target schools are located, experienced a significant improvements in performance in all the three years of the DAIP initiative. In the first year of DAIP, the overall pass rate increased from 51.1% in 2011 to 63.5% in 2012. In the second year, it shot up even higher to 71.7 in 2013. In 2014, which was the last year of the DAIP Programme, the JTG District maintained an upward trajectory, and the pass rate was 72.8%. While ZF Mcgawu remains the second best performing district in the NC Province, its overall pass rate has declined from 80.1% in 2012 to 76.1% in 2013. However, there was a slight increase in the last year of the programme, namely, to 77.9 in 2014.

“IN THE FIRST YEAR OF DAIP, THE OVERALL PASS RATE INCREASED FROM 51.1% IN 2011 TO 63.5% IN 2012”

The charts below provide a valuable comparison of the NSC examinations performance for 2011 to 2014, between the target districts, the Northern Cape Provincial Education Department, where most of the interventions occurred, and national performance. In the main, the trajectory in terms of overall NSC performance is upwards.



Subjects Results

The SIOC-cdt intervention focused specifically on supporting learners and teachers in the gateway subject, namely English, Mathematics and Science. In the context of limited resources and the need to intervene with impact, SIOC-cdt took a conscious decision to pay attention to subjects that, if learners master them, then they will have the tools to access all the other subjects and future careers.

The performance of participating schools in the JTG District, which are the majority of the programme schools (25 schools), has in the main been going up since the inception of the programme. This is particularly important given that the improved performance has been realised across all three target subjects. This is clear indication that the programme has been one of the key factors that contributed significantly and positively in the improvement of the outcomes in the JTG District.

Unfortunately, the same cannot be said about the participating schools (10 schools) in the ZF Mcgawu District. The performance of the participating schools in target subjects of Maths and



Science has been somewhat less encouraging. A few schools were consistently performing relatively well, whilst the majority experience fluctuating or declining performance during the course of the programme. It is also important to note that the performance of the district as a whole has been declining. Therefore it could be argued therefore that there are broader factors, which are beyond the intervention that could be considered to explain the overall declining educational outcomes in the district.

Similarly, the five schools in Thabazimbi where the interventions were Science specific, improvements were for the most part insignificant. Apart from one school, which has consistently been improving its performance for the better in both Physical Science and Life Science, the others have seen significant declines. Therefore, the programme has not fully achieved its objectives in this area. Notwithstanding, the Waterberg Education District's overall performance has been improving. This district was one of the 11 that were declared by the DBE as underperforming district in 2011.

Future Interventions

The programme was undoubtedly successful, particularly in the JTG Education District, where the majority of the participating schools are located and where the education challenges have been greater. In recent years, JTG Education District has been acknowledged as one of the most improved districts in the country. At the beginning of this year, JTG received awards in three categories at the DBE's national Education Districts Excellence Awards, and the District Director was invited to Parliament as the minister's guest during her budget speech. SIOC-cdt is proud that its intervention programme made a significant contribution to the overall improvement of the JTG Education District in terms of learner outcomes as well as district performance.

Notwithstanding these successes and some challenges relating to the intervention programme we started three years ago, SIOC-cdt has also learnt important lessons that have informed its education strategy going forward. One of the most critical lessons is that interventions at higher levels only address the symptoms and not the root causes of our education challenges. SIOC-cdt needs to focus its efforts in building a solid foundation at the lower levels, which will ensure that learners are able to develop basic literacy and numeracy skills. This approach, that involves partnering with other players to intervene in the early years of schooling, has a longer term impact on educational outcomes, and it is sustainable.



B. RHODES UNIVERSITY BACHELOR OF EDUCATION (BEd) PROGRAMME

Objectives

Sioc-cdt acknowledges that teachers from schools in marginalised communities, such as our beneficiary communities, face multiple constraints in delivering lessons, all of which impact on learner performance. Among these constraints, are poor subject content knowledge, low command of teaching strategies, lack of proficiency in English (and other languages of instruction), poor assessment skills, and ineffective classroom management skills. These adversely affect good teaching and the resultant improved learning outcomes. Hence teacher development occupies a central position in Sioc-cdt's education strategy.

Teachers are key in the improvement of learning outcomes. Therefore, an investment in high quality teacher professional development initiatives that improve specific content knowledge, methodological competence and classroom practice, goes a long way in improving learner performance.

What the RU Programme is about

Given this context, Sioc-cdt has partnered with the NCDoe to invest in the provision of high quality, content-rich, pedagogically sound, and properly accredited teacher professional development programmes. Therefore Sioc-cdt funded the Rhodes University (RU) to implement a BEd Programme for Maths, English and Foundation Phase teachers from our beneficiary communities. The first cohort RU Programme participants started in 2012 and completed the BEd degree in 2014. A total of 107 teachers participated in the programme. Of these, 33 registered for the Foundation Phase course with the RU Centre for Social Development (CSD), 38 were registered for Mathematics with the RU Mathematics Education Project (RUMEP), and 36 were registered for English with the RU Institute for the Study of English in Africa (ISEA). SIOC-cdt invested R21 million over three years to this initiative.

The strategy that Rhodes University uses to deliver the courses is unique to traditional teacher development methods. The courses are delivered using a hybrid model, which includes 3 contact sessions in Grahamstown campus, 2 district-based workshops per term in the Northern Cape, and seminars based on demand, classroom visits by lecturers at the schools where the teachers are based

(1 per term per teacher), the availability and use of high quality materials, and assisting teachers to set up peer group support networks that enable teachers to learn collegially and find common solutions to their daily challenges.

Teachers' experiences

Teachers were very committed to this initiative. Attending 3 contact sessions per year gave them access to up to 22 days of an intellectually rich university-campus experience on a regular basis during their studies. Although the teachers had to travel up to 800 kilometres from various parts of the Northern Cape to Grahamstown, they used to look forward to these attendances because of the advantages of being away from many distractions, access to university facilities, opportunities to interact with lecturers and colleagues from both similar and different contexts, and a sense of identity and association with a scholarly environment. Similarly, the workshops and classroom visits by the RU Coordinators gave them enormous onsite support on an ongoing basis, and helped them put into practice what they learned at the university.


There were, undeniably, a number of challenges for some of the teachers, given the depth, intensity and demanding nature of the programme. Consequently, some teachers dropped out. However, the majority stayed with the course. We at SIOC-cdt and our partners, the NCDoe, are proud that a total of 66 teachers graduated. Of these, 32 are Foundation Phase teachers, 17 are Maths teachers, and 17 were English teachers. Four of the teachers graduated with distinctions, and this level of excellence is highly appreciated. All of the 32 Foundation Phase graduates were female teachers. Of the 17 Maths graduates, 10 were male and 7 were female. There were 12 female graduates and 5 male graduates in the English programme.

Impact on the teachers' lives and teaching practice

The programme has changed the lives of teachers in a significant way. It has given them confidence, as their content knowledge and methodological competence have improved significantly. They are highly motivated and their classroom practice has changed. They have reported significant improvements in terms of the performance of the children that they teach. Further, some of the teachers taken on important responsibilities in their schools and districts, as their efforts are getting recognition from colleagues and the education authorities.

Following the success of this initiative, the SIOC-cdt Board of Trustees approved the continuation of the programme, to benefit a second cohort of teachers. The programme will run for four years, and it will benefit a total of 108 teachers, in the priority areas of the Foundation Phase, Mathematics, and English. SIOC-cdt will invest R26 million over a period of four years. As SIOC-cdt we believe investing in teachers in this ways is certainly a long-term, sustainable investment in education.

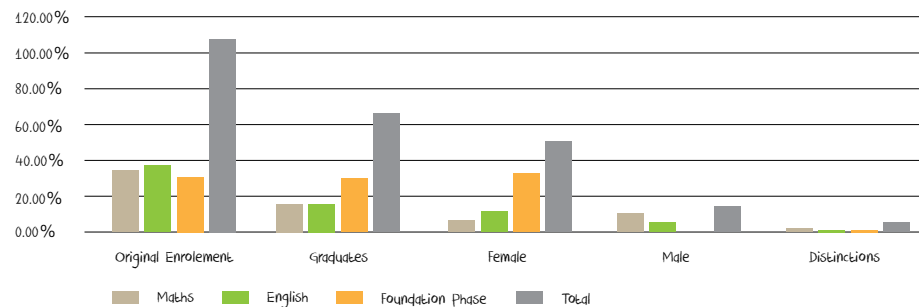




*" PILO IS A COLLABORATIVE EFFORT
BETWEEN THE PUBLIC AND PRIVATE
SECTORS THAT WILL HELP TO BRING
ABOUT SYSTEMIC CHANGE TO IMPROVE
SCHOOLING FOR YOUNG PEOPLE."*

C.PROGRAMME TO IMPROVE LEARNING OUTCOMES (PILO)

Rhodes Graduates



SIOC-cdt funded PILO to implement a district-based change model in the John Taolo Gaetsewe Education District. This was based on SIOC-cdt's strong commitment to sustainable education change. SIOC-cdt felt it needed to implement a model that will identify key levers of change, and focus on them to bring about impactful systemic change. These key levers, which SIOC-cdt believe are critical for improving learning outcomes, include giving special focus to learners, by creating a conducive learning environment; to teachers by empowering them with the knowledge, skills and motivation to teach better, to School Management Teams by empowering them to provide sound instructional leadership, and to the District Officials by empowering them to provide qualitative support to schools.

PILO is a collaborative effort between the public and private sectors that will help to bring about systemic change to improve schooling for young people. PILO is a large scale effort to improve public schooling in South Africa. It is a programme that is intended to reach 10% of learners in South Africa through a district-based change model. PILO is an implementing programme of the National Education Collaboration Trust.

PILOS's objective is that at the end of the programme interventions will have been implemented that can easily be copied and rolled out for improvements throughout the entire education system. PILO aims to strengthen and improve ordinary practices of schools, and the education system PILO targets its efforts at critical points of weakness within the education system. PILO's plan is to introduce simple and concrete measures that will re-ignite a passion and pride in teachers and schools, along with a belief in their ability to bring in the meaningful changes that will get education working more effectively.

- Learners, who come to school, are well nourished and thus able to learn, have access to books, a desire to learn, and text and workbooks.
- There is a teacher in every classroom that feels supported in his or her teaching efforts. The teachers have learning materials with which to work, are assisted by their Head of Department (HOD) to ensure curriculum coverage (with a focus on English and maths), and are meeting at least quarterly with peers to discuss improvements and innovations in teaching practices.

- HODs and School Management Teams (SMTs) have received rigorous training in school planning and management, (key emphasis on the English and maths curriculum coverage). HODs have received 2 years of coaching and mentoring that has included monthly face time with a mentor
- Supportive District Officials who visit schools regularly and provide support based on focused targets and information around attendance (teachers and learners) curriculum coverage and school meals.

PILO started in earnest in October 2014 with one of its key components, namely the profiling of the district and on-boarding. The district profile provided invaluable information on the contextual challenges that impact on education provisioning, and the efforts that in place to address such challenges. The on-boarding component entailed engaging beneficiaries, i.e. the Provincial Department of Education, the JTG Education District, and key stakeholders, i.e. teacher unions, NGO operating in the area, local chiefs, among others. This engagement succeeded in mobilising and securing buy-in from beneficiaries and key stakeholders around the programme. All evidence shows that as a result of the on-boarding exercise, as well as the quality of the programme itself, it enjoys enormous support from the beneficiaries and key education stakeholders.

PILO continues till the end of the 2015 academic year. It has succeeded in giving beneficiaries the appropriate tools, including the knowledge, skills, values, and support material, that will enable them to do their core work of ensuring curriculum coverage more effectively.

Since the implementation of the initiative, PILO has succeeded in creating a great deal of renewed passion, dedication and a sense of responsibility among district officials, SMTs, teachers, and key stakeholders. In this spirit, the PILO initiative in the JTG District is rightfully known as 'A Re Tokafatseng Seemo Sa Thuto', which means 'Together, let us improve the quality of education' in the District. This is indeed the type of spirit that will form the shape and vision of a transformed and revitalized public education system in South Africa.

PILO will produce a tested prototype of a significantly improved education system, where the all the players are located where they should be, equipped and able to do what they need to, and where key relationships in the system (such as learner and teacher; teacher and HOD; and school and district) all work in harmony to deliver optimum results. As SIOC-cdt, we hope that aspects of this model will be adopted, institutionalised, and scaled across the system, by the education authorities. We believe this is critical for a long-term, impactful, and sustainable education change.

WHAT THE BENEFICIARIES HAD TO SAY ABOUT THEIR EXPERIENCE OF THE PILO PROGRAMME:

"THIS TRAINING IS VERY FRUITFUL TO ME BECAUSE I FULLY UNDERSTAND THE CONTENT OF IT, AND I'M SURE IT WILL HELP US A LOT IN OUR SCHOOL"

AOBAKWE BAIKEPI - PRINCIPAL, KOPANO PRIMARY SCHOOL

"IF THE PILO PROGRAMME CONTINUE, WE WILL PRODUCE GOOD RESULTS IN OUR SCHOOLS AND RESOURCES ARRIVING ON TIME"

FLORA BOOYSEN - LOGOBATE PRIMARY SCHOOL, ACTING PRINCIPAL

"THANKS FOR THE EFFORT THAT PILO IS DOING TO SUPPORT SMT TO IMPROVE THE STANDARD OF EDUCATION"

JEAN APRIL - HOD, NOORD KAAP PRIMARY



"DANKIE VIR N' GOOD VOORBEREIDE LESING.
ORGANISASIE WAS BAIE GOOD"

ANNIMARI MOLLER - HOD, KALAHARI CHRISTIAN ACADEMY

"CURRICULUM CONTENT AND ASSESSMENT TRACKERS
AND RESOURCES ARE NEEDED FOR ALL SUBJECTS AND
FOR ALL FOUR TERMS"

T.M. JONATHAN - PRINCIPAL, MASANKONG PRIMARY SCHOOL

"AS TEACHERS LET US BE READY TO EMBRACE CHANGE
THAT FOSTERS BETTER AND QUALITY EDUCATION
THROUGH THE PILO PROGRAMME. THE ONLY THING
THAT IS CONSTANT IN LIFE IS CHANGE"

NONG ARON - EDUCATOR, MAMASILO PRIMARY SCHOOL

"KEEP IT UP BY CONTINUING WITH THIS
EXCELLENT WORKSHOPS"

DALENE COETZEE - EDUCATOR, KALAHARI HIGH SCHOOL

"IMPORTANT TRAINING LIKE THIS MUST GIVE
CERTIFICATE OF ATTENDANCE FOR ALL PORTFOLIOS"

P. CHINGOMBE - EDUCATOR, MAPHINICKE PRIMARY SCHOOL

"THE WORKSHOPS ARE HELPING EDUCATORS,
PRINCIPALS AND HODS"

SELAO KGOMOTSO - HOD, A.B. KOLWANE

"I REQUEST PEOPLE IN POWER TO INCLUDE OTHER
SUBJECTS, TO HAVE A BETTER PERFORMANCE"

GOMOLEMO MOTHIBEDI - HOD, VAN ZYLSRUS

D.SIOC-CDT BURSARY PROJECTS

Background and objectives

Since its inception, SIOC-cdt has been offering bursaries to young people in the beneficiary communities. These bursaries are managed by all the 5 Beneficiary Trusts (BTs) of SIOC-cdt. The main objectives of the bursary projects are as follows:

- To provide opportunities through financial and psycho-social support to deserving students from disadvantaged backgrounds, to further their studies at reputable public higher education institutions across the country;
- Contribute to the overall development and upliftment of the communities through the acquisition of higher level education outcomes as well as the development of higher level knowledge, skills, values and attitudes amongst community members.
- To empower young people to participate actively in the country's economic and social life, and contribute positively to its growth; and
- To improve the quality of life of the individual bursars, their families conditions, and the communities where they come from, as well as the country as whole.

Over the years SIOC-cdt's Beneficiary Trusts have granted bursaries to numerous students to improve the levels of their education. At the beginning of 2015, SIOC-cdt introduced a single consolidated bursary policy, which the Beneficiary Trusts are implementing to administer all bursary projects. This is part of SIOC-cdt commitment to improve the efficiencies and effectiveness of the bursary projects.

The new SIOC-cdt bursary policy is grounded on good research, best practice in the sector, and an understanding of the socio-economic context of our beneficiary communities. It will improve efficiencies and effectiveness in aspects such as:

- recruitment strategies
- selection criteria and process
- student support strategies
- targeted fields of studies
- record keeping and information management systems, reporting, and budgeting
- ensuring accountability.

The achievements of the BTs in terms of the bursary projects they have implemented since our inception are commendable. To date we have granted bursaries to deserving young people from our beneficiary communities to enroll at various Higher Education Institutions across the country. In addition, through the Maphalane Disabled Children's Trust, we have also given bursaries to disabled students to attend special schools across the Northern Cape Province.

The SIOC-CDT Bursary Scheme provides for a full value bursary that is paid directly to the academic institution and service providers of accommodation and for books and assistive devices, on behalf of the bursars, and consists of an amount to cover the following aspects as determined by SIOC-cdt:

- 100% of the registration and tuition fees for the year of the curriculum for the qualification. This amount includes the cost of compulsory excursions and seminars;
- 100% of the fee for accommodation and meals in a bursar's residence administered by the academic institution;
- A living out allowance of accommodation and meals per semester paid towards bursars that are not staying in the residence administered by the academic institution;
- A book and stationery allowance per bursar, per semester registered;
- Learners and Students with disabilities to receive an allowance for assistive devices for the duration of the studies;
- Learners and Students with disabilities receive a transport allowance per month for the duration of their studies, if required.



*"THE NEW SIOC-CDT
BURSARY POLICY IS
GROUNDED ON GOOD
RESEARCH, BEST PRACTICE
IN THE SECTOR, AND AN
UNDERSTANDING OF THE
SOCIO-ECONOMIC CONTEXT
OF OUR BENEFICIARY
COMMUNITIES."*

Qualifications that are relevant

The Higher Education students are enrolled in universities and technical and vocational education and training institutions (TVET) for a variety of disciplines, ranging from the following, among others:

- all categories of engineering,
- financials studies,
- medical studies,
- ICT studies,
- Legal studies,
- social studies,
- artisanship,

SIOC-cdt and the BTs do their best to encourage students to enrol for the fields that are relevant to the economic growth of the areas where the youth come from, and from which the country as a whole will benefit. The courses range from one year to four years.

The students are given ongoing support by the bursary administrators in the Beneficiary Trusts, by using a variety of strategies, including regular visits to the students on campus, electronic communication with the students, and student visits to the offices of the BTs. This constant support to the students is meant to ensure their welfare and quality academic performance.

Impact

The bursary projects has changed the lives of many underprivileged students. Many of them had to leave their homes in deep rural areas to go and live and study in unfamiliar environments in the big cities where most universities are located. We believe with the support of the BTs, most of the students have managed to stay the course. In the last five years alone, SIOC-cdt has invested in bursaries in the following way:

- A total of R37 million on higher education bursaries for 360 young students and 500 disabled school children enrolled in special schools. A total of 150 students have graduated from various higher education universities across the country. Of the remaining students, the majority of them are in the last years of their studies, and therefore at the end of this academic year and the next one, many will be graduating.
- In total SIOC-cdt has invested R82 million into bursaries for a total of 575 higher education students and 500 disabled children in special schools. Thus far 216 higher education students have graduated, and more of these will be graduating in this and the next academic year. SIOC-cdt is very proud of these achievements. We hope that the graduate will be active in the economy of the country, be successful, and plough back into their communities in order to uplift them. We are putting in place innovative strategies that will ensure that our graduate do succeed in the real world, and opportunities are created for them to indeed plough back into their communities. Bursaries are an integral part of our education strategy.

BURSAR TESTIMONIALS ON OUR BURSARY SCHEME

Beneficiary Trust: John Taolo Gaetsewe Developmental Trust
Name of Student: Rorisang Roderick Raokwe
Name of Institution: Cape Peninsula University of Technology
Course: Electrical Engineering

My father passed away in the year 2003 and my mother is unemployed. Things got tough for me at a young age and I was not sure if I would survive. I had a hope that one day the world will be smooth for me. As I grew up nothing was promising and I was slightly falling astray until I passed my matric. JTG Developmental Trust came to my rescue and at least I feel restored.

I was awarded a bursary by JTG Developmental Trust in 2014, which covered my admission fee, tuition fees and accommodation, including a monthly allowance.

I started appreciating conditions at home and made a promise to bring about a positive impact in my family and as well as my society. It is very vibrant and inspiring to see my dream come true. Every time I feel exhausted I think about the opportunity that I have of which someone out there is really looking for.

I have learnt that tenacity, endurance, and perseverance are the major principles of victory. With great support from JTG Developmental Trust, I am positive about my future and I am willing to use this opportunity wisely.

Sincerely,
Rorisang Roderick Raokwe

Beneficiary Trust: John Taolo Gaetsewe Developmental Trust
Name of Student: Keneilwe Letty Moagi
Course: Mechanical Engineering

I am honoured to be one of the students receiving the JTGDT bursary, thank you for your generous and financial support towards my higher education.

Growing up in a low-income background family and being raised by a single parent has not only provided me with a financial and academic problems, but has made me realise the value of higher education. This award has made a positive impact in my life in pursuing my career goal.

My dream is to become a mechanical engineer. I am currently doing my diploma, which I found myself fortunate to do and I plan on pursuing my studies in doing BTech. I now have access to education, acquiring knowledge and skills. The financial support that I am receiving has allowed me to be one step closer to my goal.

I would not have made it this far without generous support from a sponsor like you. I appreciate all the things you have done for me; thank you for making it possible for me. I will never forget the generosity that is granted to me. I hope you will continue in helping students that are less fortunate in achieving their goals.

You do make a huge difference in one's life and I am grateful for that.

Thank you.
Keneilwe Letty Moggi

Beneficiary Trust: John Taolo Gaetsewe Developmental Trust
Name of Student: Daniel Modise
Name of Institution: Tshwane University of Technology Garankuwa
Course: Internal Auditing

The Bursary scheme offered by JTQ Developmental Trust was the answer to my prayers after struggling with fees for my tuition for 2 years, after passing my matric.

The Trust fund bursary has indeed benefited me a lot, and has made a huge impact in my life because if it wasn't for it I wouldn't have attended University.

I just want to say thank you to co-workers of the Trust fund bursary like, sis Refilwe, sis Tshidi and everyone who welcomed me in 2011.

I want to say to those who are still wondering what are they going to do for 2016 to never worry because the word of God says that, "You are not a mistake or determined by your background of where are you from, you are determined by the word of my father Jesus Christ," stay bold and apply, you can do it!

With Regards
Daniel Modise

Beneficiary Trust: Gamagara Development Forum
Name of Student: Pheny Pitse
Name of Institution: Vaal University of Technology
Course: Metallurgical Engineering

I am currently on my first year of studies to be a Metallurgical Engineer at Vaal University of Technology. I am more than grateful and exultant to have been awarded the GDF bursary and the opportunities it presented.
GDF really practices their core values, especially the Integrity and Caring values as they

indeed do what they say and they are accountable and responsive to the needs of the Gamagara communities. I was very jubilant when the Project Manager for Education and Skills Development, Mr. Tebogo Bodumele and the Bursary Administrator came to visit me at my residence Vanderbail Park, to ensure that I was living comfortably. That made me feel really cared for and very special.

I will continue to work hard and make sure that I pass all the modules exceptionally well, because I don't want to disappoint GDF after all their efforts in ensuring that I was happy and comfortable.

My dream is to plough back to the community of Gamagara Local Municipality (GLM) by working for one of the mines in the GLM, and maybe one day work for Kumba Iron Ore because it has always been my dream.

Thank you
Phenyo

Beneficiary Trust: Gamagara Development Forum
Name of Student: Mosimanegape Cosmos Morwalela
Name of Institution: University of North West (UNW)
Course: Local Development Management

I am a 22 years old young man residing at Mapoteng in the Gamagara Local Municipality, and am studying towards a degree in Local Development Management at the University of North West, Mafikeng Campus, completing in 2015.

My parents couldn't afford to take me to school. I am grateful to GDF for having afforded me the opportunity to go to school and am most indebted to GDF for having turned my dream in to a reality by going the extra mile of ensuring that I further my studies.

I intend ploughing back to the community by working for the Gamagara Local Municipality. If possible, improving the services that are already existing, like sustainable development in the area, and the outstanding future plans and visions of the municipality.

Regards
Mosimanegape Cosmos Morwalela

Beneficiary Trust: Tsantsabane Community Development Trust
Name of Student: Makgotso Cindy Makgoka
Name of Institution: Tshwane University of Technology
Course: Logistics

The Bursary Scheme has benefited me a lot as my mother is a single parent in debt, following an accident she was involved in 2013, her medical aid was exhausted, therefore she was supposed to pay medical expenses from her own pocket. I really thank the Trust as they sponsored me from 2013 until now.

The bursary really helped me a lot as it paid for everything and somehow gave me peace of mind, knowing that I am able to continue with my studies during this difficult time, so I am very thankful for this opportunity.

Thank you!
Ms Makhotso Makgoka

Beneficiary Trust: Tsantsabane Community Development Trust
Name of Student: Moswadiwapula Minah Matiti
Name of Institution: Vaal University of Technology (Upington Campus)
Course: Tourism Management

The Bursary Scheme has benefited me a lot as I would not be able to afford the fees for the university as there is no one who is having a permanent job at home.

My sister is a bread winner and does not have a stable job. I really wish I'd be had it not been for the Trust. I am grateful that the Trust has helped through this opportunity. I did practicals and worked as a receptionist at the guest house as part of experiential learning.

Thank you.
Ms Moswadiwapula Minah Matiti

Beneficiary Trust: Maphalane Disability Trust
Name of Student: Petrus Goeieman
Name of Institution: University of Free State
Course: B Ed

The bursary has been valuable to me in that it has played a chief role in ensuring that my studies are both a triumph and that I become a sanctioned, erudite and skilful prospective candidate in my field of specialisation.

The bursary has had a constructive impact in my life in that it provided me with the fiscal means to bring about momentous alterations in my life by getting a tertiary education, and by ensuring that I obtain the necessary assistive technology, so as to ensure that the aforementioned is accomplished without any perturbations.

Thank you
Petrus Goeieman

Beneficiary Trust: Godisang Thabazimbi Community Trust (formerly Thabazimbi Development Forum)
Name of Student: Shimi Mpete
Name of Institution: Boston City Campus
Course: Diploma in Media

After completing my matric, I found out about Thabazimbi Development Forum and went there to apply for a bursary to study further. They offered me a bursary and I was able to continue with my Diploma in Media at Boston City Campus in Pretoria for 3 years.

Today I am an official Graduate and I'm ready to take the film and television industry by storm.
I believe this is the first step to achieving my dreams.

A special thanks to Thabazimbi Development Forum. I didn't benefit on my own, but also the rest of Thabazimbi residents will be proud.

Thank you
Shimi Mpete

E.SIOC-CDT EDUCATION STRATEGY

SIOC-cdt, like many funders, has tended to focus its education interventions on children in the higher grades. Evidence shows that these type of interventions, such as Matric Intervention Programmes, simply deal with the symptoms and not the root causes of education challenges facing our country. Also, they are ‘too little too late’ type of interventions, they are not sustainable, and there is very little return on investment.

It is in this context that we developed a strategy that focuses on building a strong foundation among our children. The strategy will focus on initiatives that will ensure that children in our beneficiary communities are able to read, write and count. Therefore, SIOC-cdt’s education strategy now only focuses on two critical phases of children’s development, namely, Early Childhood Development (ECD) and the General Education and Training (GET) band, namely in Grades R to 9. It will achieve this by empowering ECD practitioners, schools teachers, and school management teams as the agents of change.

The SIOC-cdt’s education strategy has the following inextricably interwoven components, as captured in the logical framework (log-frame):

A. Goal (Impact Level)	To improve the quality of education in the beneficiary communities in the NC and Limpopo.
B. Purpose	To improve the quality of learner performance in Maths, Science and English (EFAL) and Home Language (HL) in General Education and Training (GET: Grades R to 9)
C. Strategic Focus Areas	Outcomes
1. Invest in Early Childhood Development	Improve access to quality ECD facilities and programmes for children in the Beneficiary Communities
2. Focus on EFAL, Maths, and Science in GET	Improve the teaching and learning of gateway subjects in GET to build a solid foundation
3. Teacher professional development	Improve teacher subject content knowledge, methodological competence, and classroom practice
4. Strengthen the capacity of school management	To provide strong instructional leadership and improve school functionality
5. Provide high quality content and related materials	Train teachers and learners to use materials effectively to improve learning outcomes
6. Promotion of the use of ICT in education	To provide the basic infrastructure – as well as online, ongoing, accessible high quality content support to teachers and learners
7. Establish teacher resource centres	To act as hubs of professional development for teachers and SMTs;
8. Grant bursaries to underprivileged and deserving students	To develop high levels of skill and knowledge among youth in order for them to participate actively in the economy and society, and in turn improve their lives, families and their communities.
9. Undertake rigorous monitoring and evaluation of interventions	To ensure that the set objectives are met and intended outcomes are realized.

SIOC-cdt's focus on education is reflected in the fact that 60% of its allocation to beneficiary communities go towards programmes designed to improve educational outcomes. The programmes take into account the shortage of skilled and sufficiently-qualified teachers, especially in rural communities. The trust sees itself as a catalyst for development and a partner of government and communities, especially in the field of education.