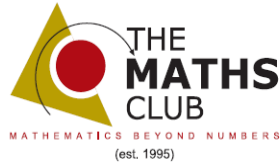
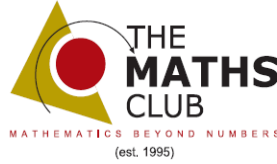


# ORGANISATION PROFILE



## Contents

1.1 MISSION.....	2
2.2 VISION.....	3
2.3 PHILOSOPHY.....	3
3. HISTORY.....	3
4. WHAT WE DO.....	7
5. CAPACITY.....	11
6. OUR SUCCESS.....	13
7. SUSTAINABILITY.....	14
8. RATIONALE.....	14
9. CURRICULUM VITAE OF MA MTSHALI.....	17
10. CURRICULUM VITAE OF MS KHANYILE.....	22
11. CURRUCULUM VITATE OF LB NTULI.....	26
12. Inkway Referral Letters.....	41



## 1.1 MISSION

Mzansi Afrika Education seeks to provide far reaching holistic solutions in education through innovative programmes and products that bring the best out of each learner.

## 2.2 VISION

**Every learner** in any of our public schools having a **fair chance** to learn and succeed.

## 2.3 PHILOSOPHY

Each learner must be given an opportunity to realise his/her full potential in learning with such learning experience building a confident and a motivated young person ready to conquer the world.

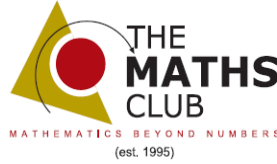
Education must give learners an opportunity to excel, even if excelling means struggling learners are supported to achieve beyond elementary levels. Every learner must experience education as a means to a better future.

## 3. HISTORY

### **PERIOD: The formative years (1995 – 2000)**

The Maths Club turned 20 years old on 04 July 2015 with Inkway Consulting (now Mzansi Afrika Education) the legal entity under which The Maths Club operates turning 10 years old. The first programme started on the 4<sup>th</sup> of July 1995 as a Winter School for 70 learners in Umzimkhulu formerly in the East Griqualand district of the Eastern Cape.

The early highlight was assisting Mt Fletcher district improve to the second position from position 7 in the East Griqualand district in 2000.



### **PERIOD: 2000 – 2006**

The year 2000 also saw the first publications, viz. Mathematically Correct and Physical Science Worksheets (now Physical Sciences Spectrum).

This period was dominated by the work done for Umlazi Comtech High School and Dlangezwa High School. As a result of working with The Maths Club the two schools achieved improvement of more than 40% in mathematics and science with more than 100 distinctions achieved in mathematics in the five year period of engagement.

### **PERIOD: 2006 – 2010**

In 2006 The Maths Club partnered with the University of Zululand Science Centre to deliver mass seminars in mathematics in the Zululand area. More than 12000 learners from approximately 300 schools attended the seminars each year between 2006 and 2010.

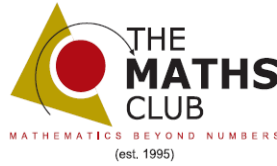
The seminars contributed positively to the mathematics pass rate in the three districts from a low base of 25% in the early 2000s to more than 45% in 2010.

In 2008 The Maths Club also introduced the Peer Tutoring Programme in Dlangezwa High School.

### **PERIOD: 2010 – 2015**

The Peer Tutoring Programme (PTP) gained momentum and shape and was introduced to Bizana Village in 2011. The results were astounding with Bizana Village secondary improving from 43% to 76% in mathematics and from 52% to 65% in science. The school achieved 11 distinctions in mathematics for the first time in 2011.

The PTP graduated to the Activity-Based Classroom Model in 2012 implemented in 25 schools in Bizana and Mt Frere districts.



**PERIOD: 2010 – 2015**

The ABC Model did not achieve much success in Bizana and Mt Frere, however a few schools like Mt White experienced phenomenal improvements in their results.

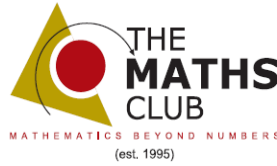
The real success of the ABC model manifested in Umkhanyakude district (KZN) in 2013 with an improvement of more than 6% in the mathematics results after intervening on just one third of the district schools. One of the schools improved from 13% to 100%, another from 30% to 97% in mathematics in one year.

## 2013 highlights

MOST IMPROVED SCHOOLS			
NAME	2012	2013	Improved with
ZOMBIZWE	13%	100%	87%
KINGDOM CHRISTIAN	30%	97%	67%
BHEKINDLELA	22%	85%	63%
MSHUDU	39%	88%	49%
JIKIJELA	40%	85%	45%
BHEVULA	25%	69%	44%

**15 distinctions out of 61 schools**  
**79% of the school improved Overall**

**Figure1:** Summary of Maths performance in Umkhanyakude schools that participated in the ABC Project in 2013: Showing the most improves schools in Mathematics.



## **PERIOD: 2010 – 2015**

The ABC Model was introduced to 8 schools in Mpumalanga province in 2014 with half of the schools posting marked improvements. The programme was funded as a special project by the Transport Education and Training Authority (TETA), a SETA registered with the Department of Higher Education.

The Maths Club worked with the Eastern Cape province to implement an Exam Preparation Programme in 11 districts. Notable impact was observed in Qumbu and Mt Fletcher districts even though the timeframes were unfavourable for impactful intervention. The intervention involved supplying Maths guides (21000), training educators (374), training lead teachers for Spring School (60) and conducting learner seminars.

## **PERIOD: 2015**

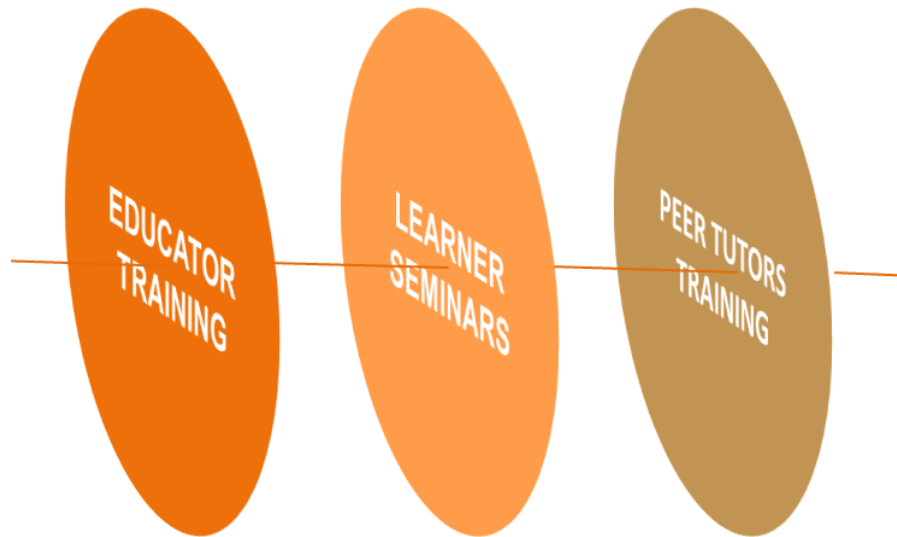
The first quarter of 2015 focussed on implementing the ABC model in Butterworth district. This involved training mathematics and physical sciences educators, conducting an induction workshop for peer tutors and conducting tutorials for 400 peer tutors over 4 days during the Easter Holidays.

Inkway Consulting (now Mzansi Afrika Education) /The Maths Club was then contracted to implement the Study Group Project in Mpumalanga province in 2015, training 300 educators and conducting 10 Saturday Tutorials for 7080 Study Group Leaders (3000 Grade 12 Maths and Science and 4080 Grade 9).

The project included recruiting and training more than 250 tutors for Grade 9 and Grade 12, training more than 40 coordinators and paying the tutors and coordinators at the end of each term.

The coordinators, who are subject advisors in the province, have reported an improved outlook in the performance of the subjects with September preparatory examination showing marked improvement compared to the same period in 2014.

## 4. WHAT WE DO



**Figure 2:** A simplified breakdown of our delivery approach that includes impacting on learners and educators.

### 4.1 ACTIVITY BASED CLASSROOM (ABC Model)

The Activity-Based Classroom Model advocates active learner engagement inside and beyond the classroom. This active engagement must be a result of a deliberate effort by the educator and the school. Learning must be central to all classroom activities and the experience must extend beyond the classroom.

Each lesson is a hub of activity with learners discussing, debating, analysing, interrogating and interpreting concepts and solutions to given problems. This is driven and managed by the educator who prompts and encourages all learners to partake in the activities.

The ABC Model sees interaction among learners as an opportunity for deeper learning.

## **4.2 PEER TUTORING PROGRAMME (PTP)**

Learners with good comprehension of mathematics assist their peers with basic concepts and continuous revision.

The ABC Model emphasises active learner participation inside and beyond the classroom. Peer Tutoring is used inside and outside the classroom to facilitate this learner participation. Peer Tutors will lead group activities in class and will organise and run tutorials during the afternoons and weekends.

## **4.3 GET EDUCATOR WORKSHOPS**

We conduct workshops for all three phases in the GET Band. The workshops focus on then strategic implementation of the curriculum (innovative teaching and learning) and the technical understanding of mathematics (content). All workshops are designed to respond to ANA so that educators prepare every learner to give their best in the assessment.

The first GET workshops were conducted for Grade 6 and 7 educators in Umkhanyakude District in 2014. The feedback was positive and the Grade 6 ANA results improved markedly in the district.

## **4.4 FET EDUCATOR WORKSHOPS**

We conduct workshops for all the three grades in the FET Band. The focus is on strategies to improve teaching and learning with the emphasis of giving each learner a fair chance to comprehend the subject content. The training seeks to help educators understand the Activity-Based Classroom Model while improving educators' understanding of content.



The idea is that educators get a deeper understanding of content to be learned and develop methods and strategies for mediating the content in the classroom for the benefit of every learner.

## 4.5 TUTORIALS FOR PEER TUTORS/SGLs

We conduct tutorials for Peer Tutors who are in turn expected to conduct tutorials for their peer in schools assisted by the educator. The tutorials focus on remediation, consolidation and enrichment.

The tutorials also focus on leadership and organisational skills of these Peer Tutors.

The benefit is that Peer Tutors improve their comprehension of the concepts during the tutorials, experience deeper learning as they conduct tutorials for peers and help their peers improve their comprehension of the concepts.



**Figure 3:** The Maths Club's Operations Manager with learners during a Peer Tutors' workshop in Lamontville High School in 2012. All three achieved distinctions in Mathematics.



**Figure 4:** Lamontville Peer Tutors hard at work during a training session in 2012.

## 4.7 LEARNER SEMINARS

Seminars help learners consolidate their understanding of concepts learned in the classroom. The seminars are also instrumental in helping learners understand areas they may have not understood or were not properly covered in the classroom lessons.

We conduct seminars for Grade 10, 11 & 12 learners to consolidate and give different perspectives on what has been discussed in the classroom. The seminar takes about 4 hours and about 600 learners attend each seminar at a given time. Each year we teach more than 12 000 learners from approximately 300 schools.

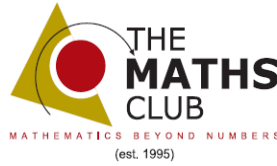


**Figure 5:** 1200 matric learners attending a Maths seminar at Imbizo Conference Centre eMpangeni KwaZulu-Natal .

## 5. CAPACITY

### 5.1 MANAGEMENT TEAM (See attached CVs)

Mzansi Afrika Education has a very strong and innovative management team with vast experience in education. The Managing Director is an accountant who has taught and led at school level and lectured at an education college before starting the private school that is now more than 20 years old. The Operations Director has vast experience in mathematics having developed programmes for intervention for more than 20 years and having published widely used study guides including Mathematically Correct, Physical Sciences Spectrum and Sigma.



The Projects Director is a scientist. He has taught Physical Sciences at school level, spent a year in the United States as part of a Dinaledi exchange programme, developed and conducted virtual experiments for TRAC Lab and the University of Zululand Science Centre and authored the Physical Sciences Spectrum study guide.

## **5.2 PERSONNEL**

Our personnel are highly regarded educationists with more than 50 years of experience between them. The project team comprises of subject specialists, provincial examiners, chief markers, authors and former curriculum directors from the department of education. Our science department is led by an educationist who has had international experience through maths and science exchange programme in the US.

We also have a database of tutors and associations with professional organisation such as AMESA and CASME. This means we can source and supply tutors on demand.

## **5.3 TEACHING and LEARNING RESOURCES**

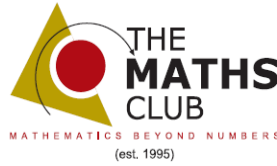
We produce our own LTSM for the projects we undertake particularly in mathematics and physical sciences. We are expanding our scope to cover accounting and life sciences in 2016. We also have relationships with content producers/publishers in other subjects.

We can print thousands of materials on demand and delivery within a week of starting the project.

Our workshops and seminars are conducted through the Wacom Pen Display Interactive Monitors which allow handwriting and projection on a big screen.

We are currently developing interactive Maths and Science content using Adobe Flash and Illustrator.





## 6. OUR SUCCESS

- ❑ More than 300 distinctions in mathematics over the past 10 years.
- ❑ More learners achieve passes above 40% in mathematics and physical sciences.
- ❑ Schools can improve to 100% pass in mathematics some having achieved 100% bachelor passes (Zombizwe Secondary School)
- ❑ Schools and districts that we work with experience improvements of at least 10%\*.
- ❑ Most learners from our programmes are directed into careers in science and technology.

Umkhanyakude district in northern Kwazulu-Natal improved from being position 12 district in 12 district in the province to position 7 in 2013. Zombizwe high school from the district improved from 13% in mathematics in 2012 to 100% in 2013, achieving 100% in every subject and scoring 100% bachelors.

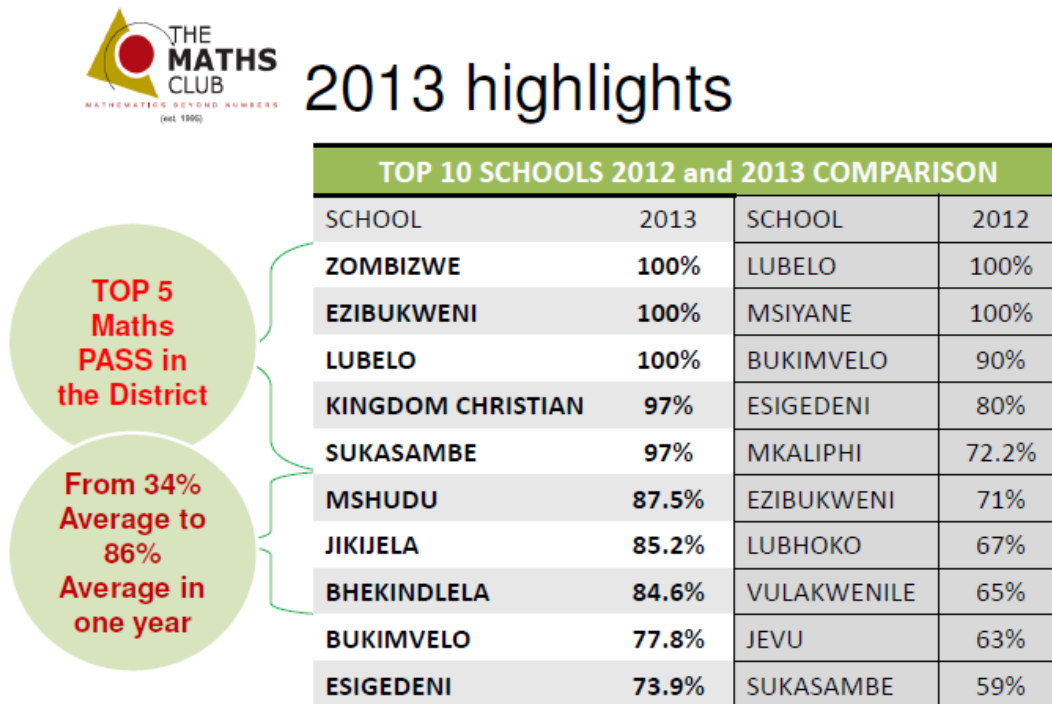
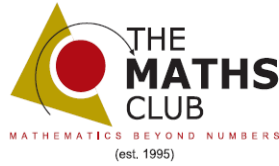


Figure 6: Comparison of top 10 Maths Performance in Umkhanyakude district for 2012 and 2013.



Our programmes do not just influence the subjects targeted but, because they focus on teaching and learning, extend to other subjects since learners gain practical methods on improving their learning experience.

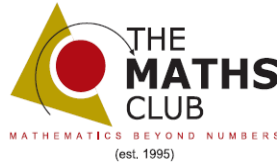
The improvements in Qumbu district and Mt Fletcher district in 2014 are worth mentioning as partly contributed by Exam Preparation Programme in September/October 2014.

## 7. SUSTAINABILITY

Our interventions emphasise the **involvement of educators** and HODs at school level and **curriculum officials** at district level. In Mpumalanga Province we have worked with provincial heads of Mathematics and Physical Sciences and all the Maths and Science Subject Advisors (GET and FET). The **relationship** between the service provider and the curriculum specialists and educators is important to **facilitate smooth running** of the project/programme being implemented. To the benefit of the client, the department of education, the **interaction translate to a deeper understanding** of the intervention by educators and the officials.

## 8. RATIONALE

Schooling is a structured and an accelerated way for society to gain knowledge and develop into an economically active community. It is designed to give equal opportunities to people irrespective of their background and has proven to be the greatest leveller in divided societies. Every learner going through the system should therefore have an equal opportunity to succeed regardless of background; every learner must exit the system ready to make a life in the economic space of the country. The schooling system must be developed such that no learner fails



to progress; learners with established learning barriers must be supported immensely such that they at least achieve above elementary level. No learner should be allowed to fail, and never in this day and age can we let any learner leave the system for we know that is the beginning of their demise.

Notwithstanding the known challenges in our education system our programmes advocate that we target 100% pass rate at all time; all learners must be given adequate preparation to pass. Targeting anything less than 100% implies that we have space for some learners to fail; and most often than not our efforts do not go much beyond our targets. On the other hand targeting 100% means no learner has any space to slack and put the target at risk, everyone pulls in the same direction for the same outcome.

We steadfastly believe and insist that our programmes have the capacity and quality to improve education outcomes such that all learners have a fair chance to succeed. While we cannot guarantee success of every learner in the examination, however, every learner must enter the exam room with enough confidence to succeed.

We pull all stops to ensure that all learners have the intrinsic motivation to give their best and take active interest in their learning process.