

MATHS AND SCIENCE TUTORING PROGRAM REPORT - 2019

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1. Introduction and Background

Bergville Community Builders herein referred to as “BCB” is an independent Non Profit Organisation, which incorporates and integrates social responsibility by a group of professionals who were raised and educated in rural areas of mainly Bergville (*+/-55km from Ladysmith*) and the surrounding areas.

BCB was formed on the 23 April 2003 and commenced its activities on the 09 August 2003. At present the organization operates in the underdeveloped rural area of Bergville, and is operated by professionals who are working and also make time for their community of birth.

Members are working on voluntary basis, and lately many volunteers from outside areas have joined BCB to work on various initiatives.

The organization’s main objective is to help Grade 10, 11 and 12 learners by motivating, sharpening and broadening their dreams and provide tertiary careers knowledge. The organization provides the learners with necessary information that is more related to their future career interests, and also provides them with thorough guidance in terms of life skills, financial aids and surviving techniques at tertiary institutions. The group also provides learners as early as Grade 9 level with information regarding the importance of having a vision for ones future, setting goals and taking charge of their lives and thus their future.

BCB interacts with educators on a regular basis and through members’ adopt a school initiative. BCB provides educators with proper material to enhance their teaching and make them aware of any open days to be organized by the surrounding companies that will benefit the learners. It also provides career guidance, mentoring to learners from Bergville area that have succeeded to tertiary institutions and also encourage them to plough back to their communities.



BCB organizes yearly career guidance and information sharing events. In these events a variety of qualified professionals and organisations are invited to the schools to share information concerning their qualifications. The information includes entry requirements to tertiary institutions, choosing the right courses, the importance of working hard and achieving above average results, their experiences whilst both at tertiary institutions and when at work. The professionals further give advices to the learners regarding finance for their studies, advice on how to apply for finance and the different types of financial assistance available. They also give clarity to the learners on issues related to their profession including different career path available per field of study.

Furthermore, a focused approach on extra weekends Maths and Science classes for grade 12 learners of the surrounding schools is another initiative which has seen a number of matriculants from the Bergville area getting top results and also being part of top achievers in the province and in the district.

a. Vision

To be a highly recognized and reputable socially responsible organization in the effective development of education in the currently underdeveloped rural areas of South Africa and to provide necessary support to the learners and educators where needs have been identified.

b. Mission

- To empower learners to make informed decisions about their future.
- To provide information and guidance to rural high schools.
- Give an opportunity for the learners to speak to qualified professionals relating to their study of interest.

- To contribute towards the improvement of the quality of life of currently disadvantaged South African learners through better education and awareness of all the available career paths.
- To narrow the gap between the educational programs and the expectations of the business world.
- To support and link our schools to other educational initiatives organized by Dept of Education or Private Sector.
- To maintain and support interactions between learners and BCB even at tertiary institution levels
- To sustain our existence by involving and encouraging tertiary students to take part in the organization and drive some of BCB initiatives.

c. SERVICES

- Maths and Science Tutoring Program
- Career guidance, mainly to historically disadvantaged learners in rural areas.
- Promoting education especially in areas of Mathematics, Science, Commerce and Technology as well as Entrepreneurship.
- Giving life skills advice concerning the learner's tertiary education and working environment.
- Mentoring and tutoring of tertiary students from Bergville
- Identify, develop and implement community development initiatives geared towards sustainable education and career related developments.
- Liaise with educators, district & regional Dept of Education of the requirements identified when communicating with the learners.

2. Project History and description: Maths & Science Tutor Program

Due to shortage of Maths and Science teachers in the area, many of the schools are using inexperienced teachers to teach these subjects. To combat this challenge and improve the quality of education in affected schools, BCB in collaboration with Wits University Department of Engineering started this program to support the teachers in teaching them how to improve teaching of these critical subjects. This program was initially run on a monthly basis where Masters Students from Wits came into the area for 2 days (Fridays and Saturdays) and a group of Maths and Science teachers were assisted on topics they required help on in the Maths and Science school syllabus.

In parallel to the support for Grade 12 learners extra Maths and Science Tutoring Saturday classes are conducted to utilizing educators that are coming from best performing schools in these subjects. These educators are selected based on a continuous trend of good results at their schools.

This year (2019) Eskom assisted as the main sponsor of the learners Maths and Science Tutoring program. Through this program, consistent group of learners from each of the 34 high schools were selected based on academic performance and special needs. These top learners participated and were supported to improve their knowledge and understanding of these subjects. They each went back to their respective schools to educate others of what was taught in the sessions, share knowledge and information with their fellow classmates who were not part of the programme. The main aim is to maximize the quality of results of the Bergville schools and make Maths and Science fashionable.



Over the years we have seen tremendous improvement in the quality of results obtained by the learners. This outstanding achievement has drawn media attention as well as the attention of Provincial heads and National MEC of Education. Most importantly, this program equips the learners with the knowledge and skills required to gain easy entrance to tertiary institution especially in careers in Technology, Engineering, Accounting and Sciences.

The Tutoring Program gives opportunity by providing total support to the schools in order to achieve the following:

- Increase a number of quality passes (60-100%) in Maths and Science at our schools
- Develop teachers for Maths and Science to gain enhanced teaching skills to increase pass marks and improve quality of education and be able to entrench good basis for these important subjects.
- Promote networking forums for the schools to assist each other on common challenges.
- Creates healthy competition among teachers and learners.

3. The 2019 Programme

The program started on the 16 March 2019 and ended on the 21 September 2019 with the award ceremony and also this was when schools embarked on the mid-term examinations and also started doing the final preparations for the Grade 12 examinations.

On each event learner were provided with transport to get to Bergville CMC, copies for the learning topic on the day, examples and exercises. Also refreshments during the cause of their lessons were provided.

Educators were also provided with an honorarium to cover their petrol and travel cost to the venue all the time.

On the last event a level 3 and 4 test on both the subjects were set to check readiness of the learners for the examinations and for BCB to measure programs effectiveness.

As part of recognizing of the learners that did well in these tests, motivating others, wishing them well on their examinations and also recognizing of the educators for the sterling work they are doing an award ceremony and closing event was organized on the 22 September 2019 to achieve the above.

The results and the ceremony outcome is as detailed below.

4. 2019 Results and Award Ceremony for Maths & Science

This year saw a remarkable improvement in the quality of results produced from the Maths and Science Olympiad. The tables below show a sample of only the Top 20 Maths achievers, Top 20 Science achievers and Combined Top 20.

RESULTS			
No	Name of school	Name of a learner	Maths (100)
1	Amaphisi High School	Sgubudu Snaye	88
2	Mqedandaba High School	Dladla Nkosikhona	88
3	Tabhane Secondary School	Ngobese Mlondise	84
4		Mpahlane Thobeka	81
5	Tshanibezwe High School	Khoza Samukelisiwe	80
6	Thokoza High School	Mvelase Fisokuhle	79
7	Hoye Secondary School	Mthabela Senzokuhle	78
8	Thokoza High School	Mazibuko Thakasani	78
9	Mqedandaba High School	Sibaya Fisokuhle	74
10	Thokoza High School	Shabalala Samkelisiwe	72
11	Tshanibezwe High School	Nhlanhla Sibeko	68
12	Ekwaluseni High School	Mazibuko Thulani	67
13	Tshanibezwe High School	Hlongwane Anele	67
14	Mavumbuka High School	Hlongwane Luvuyo	65
15	Tshanibezwe High School	Ndaba Samukelisiwe	64
16	Mqedandaba High School	Nkabinde Bongeka	62
17	Hoye Secondary School	Ngwenya Sphesihle	61
18	Mqedandaba High School	Simelane Sibusiso	60
19	Tabhane Secondary School	Mpinga Sinethemba	60
20	Tshanibezwe High School	Miya Nosipho	60

BERGVILLE COMMUNITY BUILDERS RESULTS			
No	Name of school	Name of a learner	Phys (100)
1	Hoye Secondary School	Ngwenya Sphesihle	92
2	Mqedandaba High School	Sibaya Fisokuhle	90
3	Thokoza High School	Shabalala Samkelisiwe	87
4	Mqedandaba High School	Simelane Sibusiso	86
5	Mqedandaba High School	Dladla Nkosikhona	86
6	Amaphisi High School	Sgubudu Snaye	83
7	Tshanibezwe High School	Hlongwane Anele	82
8	Amaphisi High School	Miya Nkosikhona	81
9	Mqedandaba High School	Majola Mandisa	81
10	Tabhane Secondary School	Ngobese Mlondise	81
11	Thokoza High School	Mazibuko Thakasani	81
12	Tshanibezwe High School	Khoza Samukelisiwe	79
13	Thokoza High School	Sakhile Msibi	76
14	Thokoza High School	Mvelase Fisokuhle	76
15	Nqobile Combined School	Ngobese Ntuthuko	74
16	Hoye Secondary School	Zwane Thalente	73
17	Hoye Secondary School	Mkhize Xolisani	73
18	Hoye Secondary School	Mazibuko Amahle	72
19	Nobomi Secondary	Kubheka Nkosingiphile	72
20	Tshanibezwe High School	Miya Nosipho	70

BERGVILLE COMMUNITY BUILDERS RESULTS					
Positions	Name of school	Name of a learner	Phys (100)	Maths (100)	Avg Score
1	Mqedandaba High School	Dladla Nkosikhona	86	88	87
2	Amaphisi High School	Sgubudu Snaye	83	88	85,5
3	Tabhane Secondary School	Ngobese Mlondise	81	84	82,5
4	Mqedandaba High School	Sibaya Fisokuhle	90	74	82
5	Thokoza High School	Shabalala Samkelisiwe	87	72	79,5
5	Thokoza High School	Mazibuko Thakasani	81	78	79,5
5	Tshanibezwe High School	Khoza Samukelisiwe	79	80	79,5
8	Thokoza High School	Mvelase Fisokuhle	76	79	77,5
9	Hoye Secondary School	Ngwenya Sphesihle	92	61	76,5
10	Tshanibezwe High School	Hlongwane Anele	82	67	74,5
11	Mqedandaba High School	Simelane Sibusiso	86	60	73
12		Mpahlane Thobeka	61	81	71
13	Amaphisi High School	Miya Nkosikhona	81	59	70
14	Ekwaluseni High School	Mazibuko Thulani	68	67	67,5
15	Hoye Secondary School	Mkhize Xolisani	73	58	65,5
15	Mqedandaba High School	Majola Mandisa	81	50	65,5
15	Nobomi Secondary	Kubheka Nkosingiphile	72	59	65,5
18	Tshanibezwe High School	Miya Nosipho	70	60	65
19	Hoye Secondary School	Mazibuko Amahle	72	57	64,5
19	Hoye Secondary School	Zwane Thalente	73	56	64,5
21	Mqedandaba High School	Nkabinde Bongeka	66	62	64
21	Thokoza High School	Sakhile Msibi	76	52	64

5. Project Management

Bergville Community Builders (BCB) are Project managers for this program and our responsibility are:

- To facilitate and ascertain that all initiatives listed above are organized and achieved.
- to ensure the reach of these projects to the relevant schools.
- Monitor improvement and performance of the schools
- Manage finances towards the initiatives
- Budget and control accordingly to ensure equitable benefit of the schools
- Survey the benefit of the schools and learners to ensure quality of the content and support
- Interface with Dept of Education and other local and provincial stakeholders
- Seek sponsorship for initiatives and ensure all involved stakeholders are reputable, serious about the programme and are committed to the programme.

6. Lessons Learnt and areas of improvement

- In the beginning there was a lot of communication that could not reach some of the schools due to invitation letters not reaching schools on time. This eventually was solved through the introduction of bulk SMS to schools Maths and Science educators and Principals which enabled better reach of our messages to the schools
- We have relied on one ground coordinator Sicelo Majola who has been promoted to the principal of Tshanibezwe High School position. Although he is still keen to support the BCB programme, we have noted the need to immediately get him an assistance for next year 2020 to mitigate the risk of him getting too busy with school leadership roles and not having enough time for the programme.
- There was a suggestion by the educators that during the first week of March 2020 a Maths and Science educators workshop for 4 days with all school educators of these subjects must be held to align the entire content of the tutoring programme, also to educate them on the various sections and discuss what is expected of the educators as the learners come back from the sessions.
- The program for next year 2020 is planned to start on the second Saturday of March 2020.
- The educators put a target for themselves for the matriculation year 2019 that Bergville is likely to get 50 or more Level 7 (A) pass with the caliber of the learners they have this year and due to the effort they put in the programme.

7. Conclusion and Acknowledgements

BCB believes it is on course to change the plight of Maths and Science challenges in Bergville schools through its programmes that remain focused on the pulse. It is further working hard to encourage teachers that are better in these subjects to continue staying in the area for continuity and to maintain the momentum of improvements in our schools. We believe that our continued relationships with various stakeholders in education the challenges will be a thing of the past.

Bergville Community Builders (BCB) wishes to acknowledge the Department of Education for providing its facilities for the programme, especially Mrs Makhosazana Mbongwa who is always there to assist us with any coordination and availing of the facilities.

We also unreservedly thank Eskom (all protocol observed) for the sponsorship which is enabling more learners to attend and eat on the programme, and most of all allow this programme to now be more predictable and concise because learners no longer have financial challenges to attend the programme.

We also thank the dedicated high flying Maths and Science Educators who are making these subjects more fashionable again to the learners of our schools whilst also improving results. We hope and pray that they stick around Bergville for many more years to come and to keep on enjoying these subjects.

We also acknowledge Sicelo Majola for his sterling coordinating work despite his busy schedule. His passion and leadership skills in driving this programme will never go unnoticed.



Lastly we wish all the learners of our schools the best in 2019 Matric Examinations and we hope for the best results that will propel them to their future careers of choice.