

Thanda Proposal for Albert Wessels Trust



Physical Address

2 Sipofu Rd
Umtwalume, KwaZulu-Natal
South Africa, 4220

Mailing Address

P.O. Box 476
Hibberdene
4220

Contact Information

W: www.thanda.org
P: +27 039 699 1253
E: info@thanda.org

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Proposal Summary

Children growing up in rural communities face myriad challenges that interfere with daily life – high levels of malnutrition, unstable family structures, poor access to education, and a lack of support or security. These inequities cause barriers to developmental, educational, and skills advancements, catalyzing a vicious cycle of generational poverty. Without effective interventions, children growing up at the centre of these problems face no chance of succeeding.

As a direct result of the substandard education offered in rural communities, children develop negative associations with reading and learning, and few complete matriculation or even secondary education. The need for improved educational opportunities is great, as local schools are ill-equipped to address the developmental needs of young learners. Thanda seeks to address the academic inequities that exist in rural communities by providing after-school programming that is both fun and educational. These programmes place heavy emphasis on developing strong foundations in literacy, numeracy, and science, as well as self-esteem, empathy, creativity, and concern for others. We believe that education is the most powerful tool for building peaceful, self-reliant communities and it is with this approach in mind that we aim to develop sustainable community-based solutions to help people overcome the cycle of generational poverty. Our After-school Programmes play a vital role in achieving this mission by producing graduates who are curious, life-long learners and critical thinkers with the knowledge & skills to make positive contributions to their communities. Thanda, therefore, respectfully requests R178 040 from the Albert Wessels Trust to continue providing educational after-school programming for 210 primary school children in rural KwaZulu-Natal.

Organisational Background

History and Mission

Following five years of research on models of care for orphans and vulnerable children, Angela Larkan co-founded Thanda with Tyler Howard (Programme Director) in 2008 in the rural community of Umtwalume on the South Coast of KwaZulu-Natal. Thanda's model was developed around the idea of using local resources to provide after-school programming – sessions take place in empty classrooms at local schools and members from the community are hired and trained to become After-school Facilitators. This solution eliminates the need for large-scale infrastructure developments, creates jobs for the local community, and provides children and youth with access to improved educational opportunities.



The rural community of Umtwalume is comprised of rolling hills punctuated by traditional rondavel-style huts

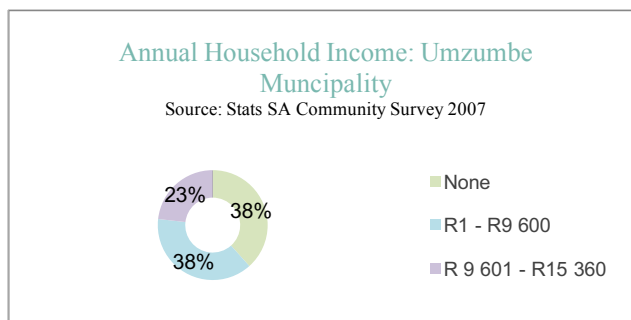
Recognising a pressing need to address the underlying issues of food insecurity, malnutrition, and unemployment that plague the Umtwalume community, Thanda began offering an organic farming programme in 2013. Most recently, the organisation branched into Early Childhood Development to extend services to the youngest and most vulnerable members of the community.

Through a variety of programmes and services, Thanda aims to break the cycle of generational poverty that exists in rural communities. Thanda's mission is to empower people to create positive change – change in individuals, change in their communities, and eventually changes that impact the world.

Population Served

Umtwalume is located in the Umzumbe local municipality within the Ugu District on the South Coast of KwaZulu-Natal – 25km from the nearest town of Hibberdene. The community faces noticeable challenges including high rates of HIV/AIDS, poverty, food insecurity, and unemployment. Compounding these problems further is that the vast majority of the population has inadequate levels of education and training. As such, the sector has been unable to develop new business opportunities or a diversified economy.

According to the 2001 Census, the municipal unemployment rate hovers around an astonishing 70% (the seventh highest rate of unemployment in the country). Of the estimated 50% of the population that is categorised as economically active, only 9.55% are formally employed (Stats SA, 2011). Nearly 60% the Umzumbe Municipality's total land area is underdeveloped, exhibiting enormous potential for agricultural development, but despite the vast availability of arable land, few people know how to grow their own food.



The Umzumbe Local Municipality has an estimated total population of 160,975, 99% of which are black Africans (Census 2011). The KZN Department of Health reports that 25,788 people in Umzumbe were estimated to be affected by HIV/AIDS in 2004, and that the municipality faces a 13.7% growth rate of HIV annually. The quality of education in Umzumbe remains poor, with only 20.2% of youth completing matriculation (Stats SA, 2011). Nearly half of learners enrolled in Thanda's after-school programmes are orphans – due to having lost a parent or guardian to HIV/AIDS – and 39% report not having enough food to eat at home.

Current Programmes & Services

Through the programmes/services listed below, Thanda's team of 41 staff and volunteers – all hired from within the local community – served over 18,000 individuals in 2015. Programmes and services offered by Thanda include:

- **Early Childhood Development:** Provides all day educational activities adapted to the developmental needs of children ages two through four
- **After-school Education:** Offers interactive, educational after-school programming for 600 orphans and vulnerable children and youth in Grades R-11
- **Feeding Scheme:** Provides nutritious meals for ~450 children and youth enrolled in Thanda's Early Childhood Development and After-school Programmes



Learners in Thanda's After-school Programme enjoying a nutritious lunch

- **Outreach Programmes:** Teach children and youth in the surrounding community a wide range of educational and life skills relating to literacy, science, numeracy, health & nutrition, drug awareness, and employability through once-off events, workshops and puppet shows
- **Organic Farming Training & Small-Business Development:** Builds self-reliance, improves food security, and encourages local enterprise development by teaching youth and adults how to farm organically, as well as market and sell their produce
- **Community Centre:** Serves as the hub of all Thanda operations, a safe place for children and youth to spend their free time, and a homestead model for the local community – includes the municipality’s only library, art centre, science lab, playground and skate park, as well as an on-site kitchen, organic vegetable garden, pig pen, and chicken coop



The main building at Thanda's Community Centre is powered entirely by wind and solar energy, and hosts the municipality's only library and science lab

Statement of Need

Local schools offer poor quality education, and are ill-equipped to address children’s developmental needs. As a result, children are passed on to the next grade without strong foundations in literacy,



An After-school Facilitator reading with children in Thanda’s library

numeracy or science, and few are motivated to learn. The vast majority of youth in the community leave their homes in search of work opportunities in nearby cities (mainly Durban), but find themselves unable to compete with their peers due to inadequate levels of education, training and skills. Consequently, they either become involved in gangs and/or drugs, or are forced to return home jobless.

Thanda, in partnership with the local community, seeks to address these issues by promoting equal and improved educational opportunities for children and youth in rural areas. However, we are in need of support for our after-school programmes so that we can continue providing quality learning opportunities to over 600 children and youth in this underserved community.

Project Description

Methodology

After-school sessions are held every school day (excluding holidays) and take place in classrooms at local schools – eliminating the need for children to find transportation to participate. Thanda’s After-school Facilitators are hired from within the local community and undergo intensive training to



After-school learners experimenting and having fun in Thanda’s science lab

prepare them for their roles as educational facilitators and role models. Each afternoon, Thanda’s 18 facilitators travel to a total of six participating schools, carrying with them all necessary educational resources as well as nutritious lunches for children enrolled.

Subject matter covered in Thanda’s after-school sessions incorporates a wide variety of topics and skills that are designed to complement learners’ standard education and are typically not covered in school. Contrary to the usual ‘sit and listen’ format employed by schools, facilitators use hands-on activities and interactive discussions to engage children in the learning process. Lessons are developed around available resources, rather than waiting for packaged solutions. Creativity and skills are prized above knowledge and right answers, and children are encouraged to have fun and take risks. All programmes are inclusive of boys and girls, providing one of few opportunities for both genders to collaborate on projects together, while promoting a culture of gender equity and mutual respect.

Goals and Objectives

Thanda’s After-school Programmes embody a modern version of “Ubuntu” where concern extends to the environment and all people. Thanda’s Creative Learning Curriculum (outlined below) serves as the foundation for after-school programmes and aims to create active and conscious citizens who will go on to make positive contributions to their communities.

Focus Area	Allocation	Objective
Literacy	35%	Children grow to love reading, develop empathy by identifying with characters in stories, and have strong foundations in literacy that enables them to access all other areas of learning.
Science	15%	Children are encouraged to examine their surroundings, ask questions, and develop a sense of wonder for the world around them.

Numeracy	10%	Children develop solid foundations in mathematics, and understand its real life application in flexible and meaningful ways.
The World We Live in	15%	Children learn to link global issues to the local community, and use historical evidence to explore processes and patterns across cultures.
Creative Me	15%	Children use art to broaden perspectives and as a way to communicate thoughts, experiences, and emotions.
Confident Me	5%	Children develop the self-esteem to make healthy decisions and learn that respect & joint action are essential in creating a better world.
Care for the Environment	5%	Children connect with the natural world through hands-on learning and develop an understanding of ecological interdependence.

Key Differentiators

While after-school educational and enrichment programmes are widespread, curriculum, pedagogy and quality of delivery are often poor or inconsistent. Thanda distinguishes itself from other organisations in three key ways:

- **Extensive Coverage:** Approximately 75% of children in six local schools participate in Thanda’s After-school programmes, eliminating the stigma attached to “OVC programmes” for orphans and vulnerable children. Thanda identifies children who are most vulnerable or most in need of support, with teachers’ help. Currently, Thanda’s After-school Programmes support 600 children and youth in Grades R-11.

- **Curriculum Design:** Thanda’s After-school Curriculum is built around stories, which are used to broaden horizons, make lateral connections across subject areas, link global issues to the local community, and cultivate empathy & respect. Literacy represents more than one-third of the curriculum – stories, comic books and news articles are used as educational



After-school learners showing off handmade *Gruffalo* masks

tools to tackle a variety of learning areas. For example, *The Mysterious Tadpole* is used with Grades R & 1 learners to learn about frogs, world history and geography; examine life cycles and interdependence within ecosystems; bring counting and maths activities to life; engage in

artistic activities; and discuss respect and empathy. A number of other literary resources are used to discuss a wide range of subject matter with each grade group.

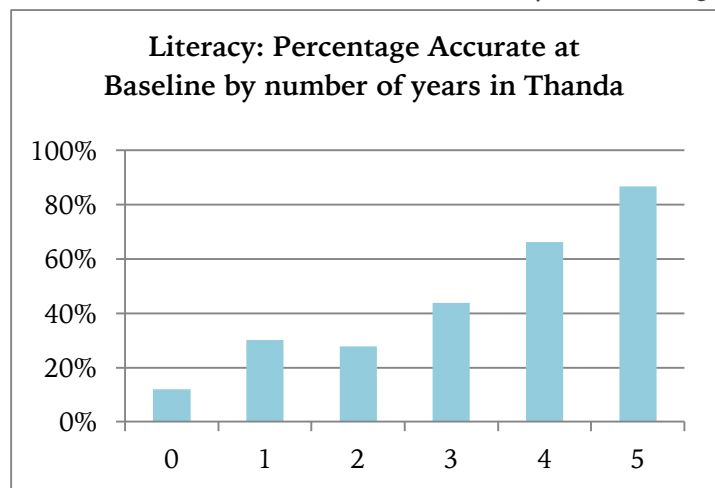
- **Facilitator Training:** After-school Facilitators are hired from within the community, which allows for community representation at all levels of programming and creates local employment opportunities. Facilitators attend an initial five-week training programme that places heavy emphasis on child psychology, history, and global issues, while creating space for them to go through the same learning processes they aim to spark in children – delving deeply into stories in order to ask critical questions about the world. Following the initial training period, facilitators attend regular training sessions on a daily basis in the morning and work with children in the afternoon.

Community Impact

Thanda's impact is widespread and all-encompassing – extending to thousands of people in the Umtwalume community on a daily basis. In 2015, Thanda reached 557 children and youth through After-school Programmes; 12,520 children and youth through Outreach Programmes/Events; and 144 youth and adults through Organic Farming Training. Furthermore, an estimated 1,216 people are eating produce grown by farmers enrolled in Thanda's Organic Farming Programme.

Last year, 51,239 meals were served to learners in our After-school Programmes through our Feeding Scheme, with 100% of the vegetables sourced from farmers in our

Organic Farming Programme. Learners in Thanda's After-school Programmes continue to demonstrate significant improvements in all areas of learning. In 2015 alone, learners in primary school programmes exhibited the following average improvements over their baseline level testing:



The graph above shows the percentage accurate at baseline assessments in literacy, relative to number of years enrolled in Thanda's After-school programmes.

Average Percentage Improvements in 2015

117% improvement in literacy	119% improvement in numeracy
76% improvement in critical thinking	131% improvement in science
32% improvement in self-esteem	67% improvement in empathy

Evaluation

Thanda's facilitators are trained to measure the success of all programming. At the beginning of the school year, facilitators conduct baselines that are developed in-house using an activity (a worksheet, game, or project) within each age group. The same activity is administered at the end of every school year and change is measured by each child's ability to complete the activity successfully. This method is used to measure changes in literacy, library skills, science, creative arts, health & nutrition, and environmental consciousness, while a method of teacher-observed evaluation is used to compare changes in self-esteem over the course of the year (specifically in attachment, trust, and trauma). Since local schools have some of the same educational objectives, specific indicators are used that are unique to Thanda's programmes and curriculum.



Two After-school Facilitators prepare lesson plans in Thanda's library

Budget Narrative

Thanda respectfully requests your consideration in funding after-school programmes for 210 children at one of our partner schools – Sosukwane Primary. The total budget for this project from April 2016 through February 2017 is approximately R412 400. To date, we have raised R234 360 but are faced with a funding shortfall beginning in August of this year. We would, therefore, like to request R178 040 in funding from the Albert Wessels Trust, which would fulfill this programme's unmet funding requirements for the 2016-17 financial year.

Funds provided by Albert Wessels Trust would cover salaries for facilitators, as well as various programming costs outlined below. The funding will also provide facilitators with adequate training and educational resources needed to efficiently deliver quality after-school programming.

FUNDING PERIOD: AUGUST 2016 – FEBRUARY 2017

Item	Total Amount
Gr. R Facilitator	R32 379
Gr. 1 Facilitator	R15 542
Gr. 1 Facilitator	R16 405
Gr. 2 Facilitator	R28 148
Gr. 3 Facilitator	R20 291
Gr. 4 Facilitator	R16 405
Curriculum & Training	R21 154
Monitoring & Evaluation	R4 663
Driver	R6 476
Supplies	R6 217
Transport	R10 361
TOTAL AMOUNT	R178 040

Staff Qualifications

Thanda's Founder/Executive Director, Angela Larkan, graduated with High Honors from Wesleyan University in the U.S. and conducted several years of research on orphans of HIV/AIDS in KwaZulu-Natal. For her outstanding commitment to social change, Larkan has received numerous accolades including the Southern Africa Trust Drivers of Change Award, Mail & Guardian 200 Most Influential South Africans Award, and the Mzansi Soul Award for Ubuntu, Innovation, and Entrepreneurship. Tyler Howard, Thanda's Co-Founder/Programme Director, is passionate about developing a new model of education for South Africa. Recognising that the old school of thought "sit and listen" was ineffective at engaging children actively in the subjects they were learning, he has revolutionized the way we think about and approach education. Howard oversees all of Thanda's Educational Facilitators and day-to-day operations.

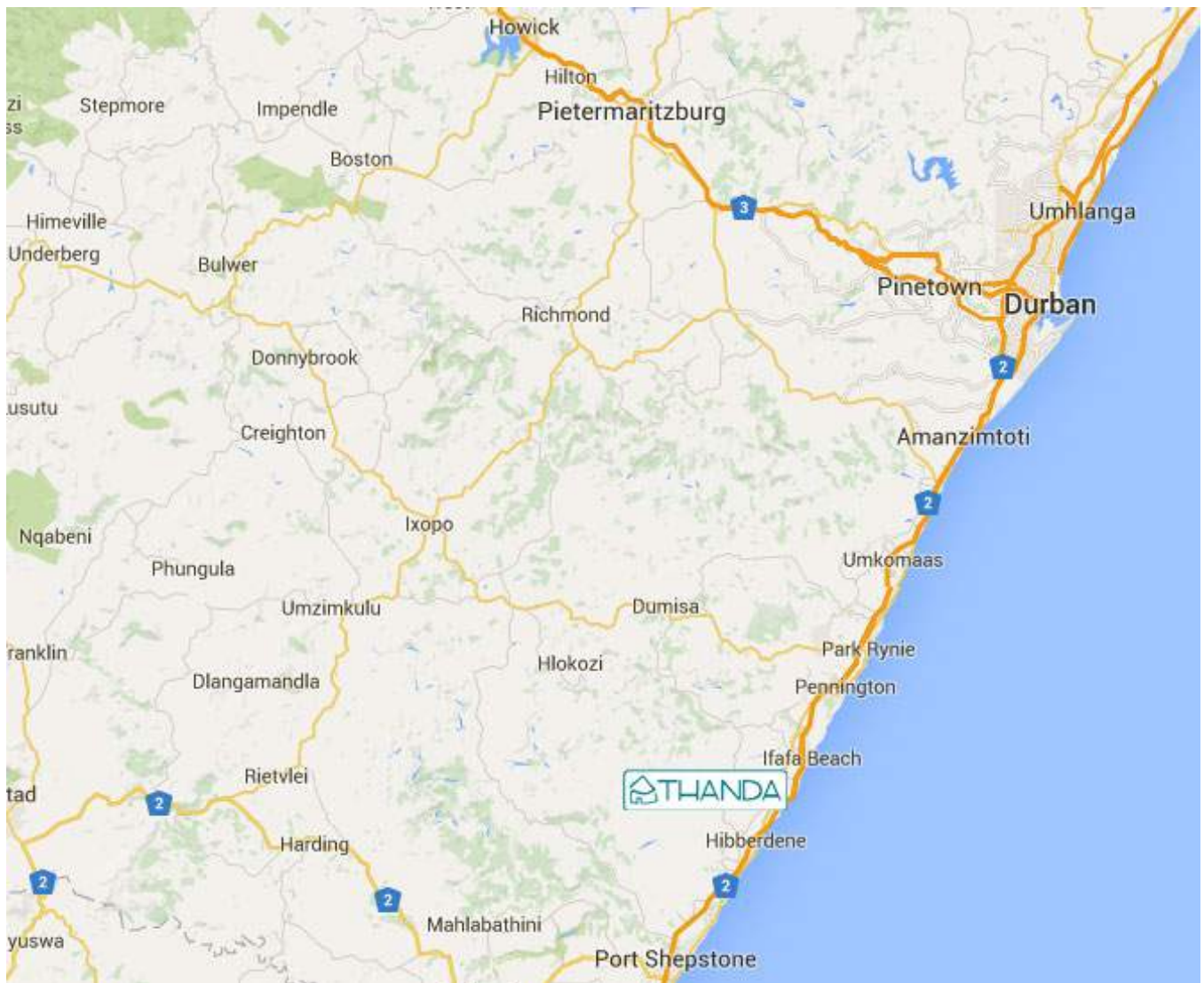
All of our Educational Facilitators & Managers are hired from within our community – enabling them to relate to children more easily and provide role models within the community. They are responsible for implementing our curriculum, planning activities in accordance with the curriculum, and leading our After-School Programmes. Upon hiring, our Educational Facilitators participate in a five-week intensive training. Subsequently, training is daily and ongoing – facilitators attend training each morning, and work with children in the afternoon.

Sustainability

Our eight years of experience are a testament to our marked success within our community. While our After-school Programmes are free for learners, we request a monthly tuition fee of R40 for our ECD Programme. This helps to cover some of our operating costs, and ensures fair competition with other local crèches.

We are constantly in the process of diversifying our funding sources by raising money internationally as well as domestically, forming strong local partnerships, and exploring income generating opportunities. Our current income generation projects include pigs, community-based agriculture initiatives, a tuition-based Global Citizenship course for foreign youth, and a socially responsible jewelry project that employs local women to make & export innovative Zulu beadwork. Moreover, our low cost model requires few technological resources and environmentally friendly solutions are employed whenever possible.

Project Location





CERTIFICATE OF REGISTRATION OF NONPROFIT ORGANIZATION

In terms of the Nonprofit Organisation Act, 1997, I am satisfied that

Thanda After-School

.....
(name of the nonprofit organization)

meets the requirements for registration.

07 January 2011

The organisation's name was entered into the register on
(date)

Registration number

085-981-NPO

Director's signature

A handwritten signature in black ink, appearing to be 'A. B. C.'.

07 January 2011

Date

Department of Social



Development

TAX EXEMPTION UNIT



Enquiries
MRS EJ VAN ZYL

Telephone
012 422 8800/1/2

Facsimile
012 422 8830

Email
evzyl@sars.gov.za

PBO Reference No*
930031027

Income Tax Reference No*
9271/213/18/4

Date
28 January 2010

The Director
Thanda After-School
PO Box 476
HIBBERDENE
4220

Attention: Ms A Larkan

South African Revenue Service

Tax Exemption Unit (TEU)
Pro Equity Court
1250 Pretorius Street
Hatfield, 0083

PO Box 11955
Hatfield, 0028

SARS online: www.sars.gov.za
Email: teu@sars.gov.za
Switchboard: 012 422 8800

* Please quote the reference number
in your correspondence with the TEU.
* All correspondence must be
addressed to The Head: Tax
Exemption Unit at the above-
mentioned postal address.

Dear Madam

INCOME TAX EXEMPTION AND SECTION 18A APPROVAL: THANDA AFTER-SCHOOL

Your undated letter received in this office on 13 January 2010 has reference.

1. It is confirmed that: -

- 1.1 the Company has been approved as a public benefit organisation in terms of section 30 of the Income Tax Act, (the Act);
- 1.2 the public benefit organisation has been approved for purposes of section 18A(1)(a) of the Act and donations to the organisation will be tax deductible in the hands of the donors in terms of and subject to the limitations prescribed in section 18A of the Act;
- 1.3 donations by or to the public benefit organisation are exempt from donations tax in terms of section 56(1)(h) of the aforementioned Act;
- 1.4 bequests or accruals from the estates of deceased persons in favour of the public benefit organisation are exempt from the payment of estate duty in terms of section 4(h) of the Estate Duty Act, 45 of 1955.

2. Kindly note that the relevant exemptions are subject to the following conditions:

2.1 Annual income tax returns IT12EI must be submitted to the Tax Exemption Unit.

2.2 The following information must be given on the tax deductible receipts issued **(please refer to the PBO Guide, which can be downloaded from the SARS website: www.sars.gov.za / Taxpayers / Exempt Organisations, for further information relating to the issuing of tax deductible receipts as well as an example of such receipts):**

2.2.1 The reference number of the public benefit organisation, issued by the Commissioner for the purposes of this section (The PBO reference number quoted on this letter).

2.2.2 The date of the receipt of the donation;

2.2.3 The name of the public benefit organisation, which received the donation, together with an address to which enquiries may be directed in connection therewith;

2.2.4 The name and address of the donor;

2.2.5 The amount of the donation or the nature of the donation (if not made in cash); and

2.2.6 A certification to the effect that the receipt is issued for the purposes of section 18A of the Income Tax Act, 1962, and that the donation has been or will be used exclusively for the object of the public benefit organisation concerned.

2.3 The public benefit organisation will **within a period of twelve (12) months** from the date hereof formally amend the Memorandum of Association to include the provisions of sections 30 and 18A of the Act, or whenever an amendment is effected to the Memorandum and Articles of Association, whichever date occurs first.

Sincerely


Tax Exemption Analyst

for COMMISSIONER FOR THE SOUTH AFRICAN REVENUE SERVICE

SOCIO-ECONOMIC DEVELOPMENT BENEFICIARY ANALYSIS CERTIFICATE

BROAD-BASED BLACK ECONOMIC EMPOWERMENT

**THANDA AFTER-SCHOOL T/A
THANDA**

Company Registration No: **085-981 NPO**

VAT Number: **N/A**

Address Details: **2 Sipofu Road, Umtwalume, 4220**

HAS BEEN EVALUATED ACCORDING TO INFORMATION PROVIDED TO SAB&T BEE SERVICES (PTY) LTD AND IS HEREBY PROVIDED WITH THIS INDEPENDENT COMPETENT PERSONS REPORT BASED ON THE VALIDATION AND ANALYSIS, WHICH DOES NOT CONSTITUTE AN AUDIT OR REVIEW, PERFORMED ON THE INFORMATION AS AT THE DATE OF CERTIFICATION.

**BROAD BASED BLACK SOCIO ECONOMIC
DEVELOPMENT BENEFICIARY BASE: > 75%**

B-BBEE SOCIO ECONOMIC DEVELOPMENT RECOGNITION: 100%

B-BBEE SED ANALYSIS	RESULT
Black Recipient Profile in accordance with Codes Series 700, Clause 3.2.2	> 75%
B-BBEE Socio-Economic Development Recognition	100%
Certificate number	18923-120815
Date of Issue	12 AUGUST 2015
Date of Expiry	11 AUGUST 2016

Conclusion:

Based on our procedures, which do not constitute an audit or review, we have determined that the level of Black (as defined in Government Gazette no 29617 of 2007) Beneficiary Base is greater than 75%. Thanda After-School qualify as a 100% Black Socio Economic Development Beneficiary as defined in the B-BBEE Codes of Good Practice, Government Gazette no 29617 of 2007. Payments made to Thanda After-School qualify under clause 3.2.4.7 of code series 700 of the Codes of Good Practice, Government Gazette no 29617 of 2007.

We do not accept or assume responsibility to anyone other than Thanda After-School, for our work, for this report, or for the conclusion we have reached.



Shameema Ismail
Registration No.: 506422
B-BBEE Approved Registered Auditor

Date of issue: 12 August 2015
Expiry date: 11 August 2016
Period of validity: 12 Months

TO WHOM IT MAY CONCERN

I am a member of the community where Thanda operates. I have noticed a significant change in all my 11 grandchildren and in all the youth who attend Thanda Afterschool programs. As I am playing a role of a parent to my grandchildren I sometimes do sex and HIV/AIDS education with them and I find out that they are knowledgeable with the information involving safe sex and HIV/AIDS. They are saying they do safe sex and HIV/AIDS programs at Thanda. We as parents of the youth find it so important because they (youth) are scared to talk to us.

Some of my grandchildren are doing lower grades at school and they show so much enthusiasm in reading in a way that they come back home from Thanda with books to read almost every day. They even ask me to read for them which is something I did not get a chance to do for my kids because of the lack of resources. My grandchildren go to Thanda even on weekends and holidays to read books. It is very easy to see that there is a lot of good things they learn at Thanda.

We, as the community, are very thankful for such wonderful work that Thanda does.

Kind regards

TC Gumede

T.C. Gumede

(Community member)

I am writing this letter of recommendation because Thanda After-School has helped the learners at our school significantly over the last year. More than 100 children from our school attend their after-school programmes every day, where they receive a meal and educational support. Our learners are now healthier because they receive a nutritious meal every day and learn about health. They are happier because they receive attention and participate in activities that build their confidence. Their behaviour has improved because they are more respectful.

Mostly, however, the children are more excited about learning and pay attention in class. Their literacy skills have improved and they are enjoying reading more than before. Their math skills have improved and the children in Thand now attend school significantly more than they did before. The teachers have noticed an overall change in the children's confidence in learning and reading, which has helped them to improve their marks.

We are very grateful to have Thanda at our school and we appreciate their support.

Kind regards,

Mrs. C. R. Radebe

Principal *CR Radebe*

Dibi Primary School

DEPARTMENT OF EDUCATION
DIBI PRIMARY SCHOOL
EMIS NO:121027
2015-05-07
PRINCIPAL'S SIGNATURE: <i>CR Radebe</i>
P.O. BOX 845 HIBBERDENE 4220