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FOUNDATION

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CYRIL RAMAPHOSA FOUNDATION | AN OVERVIEW 2014-2019



Cyril Ramaphosa
FOUNDATION

AN OVERVIEW
CYRIL RAMAPHOSA FOUNDATION
2014-2019



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Education will
liberate people out
of poverty
~ Dr James Motlatsi
CYRIL RAMAPHOSA FOUNDATION TRUSTEE

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IMPROVING LIVES THROUGH DYNAMIC DEVELOPMENT MODELS

CYRIL RAMAPHOSA FOUNDATION IS AN INDEPENDENT PUBLIC BENEFIT ORGANISATION

A LEADER IN EDUCATION AND

SME 
DEVELOPMENT

Cyril Ramaphosa Foundation is an independent public benefit organisation. It has earned a reputation as a leader in education and small business development through the building of effective development models over the last 15 years.

The Foundation has its genesis as Shanduka Foundation, which was launched in 2004 as part of the Shanduka Group. The Foundation changed its name in 2015 following Cyril Ramaphosa's divestment from the Shanduka Group. The transition from a corporate foundation to an independent foundation involved the establishment of a project management office to manage the setting up of the organisation, which involved over 700 setup tasks. This process was invaluable to consolidate the organisation's strategic positioning and chart its long-term vision toward 2030.

This report consolidates the annual reporting periods from 2014/15 – 2018/19, and provides a five-year overview of the Foundation's:

- Strategic positioning
- Vision, purpose, objectives and values
- Operationalisation of its strategy
- Partner entities and development models
- Footprint and impact.



A MESSAGE FROM THE CHAIRPERSON

One of the Foundation's key value propositions is to build and promote effective models for development that are sustainable, and can be shared and replicated.

~President Cyril Ramaphosa
~ CHAIRPERSON CYRIL RAMAPHOSA FOUNDATION

THE IMPACT OF THE FOUNDATION ATTESTS TO THE VALUE OF PARTNERSHIPS

As South Africa celebrates 25 years of freedom and democracy, we continue to confront the challenges of inequality, unemployment and poverty.

Just as we eradicated institutionalised injustice and oppression, we have it within us to overcome these challenges. This requires a partnership between government, corporates, NGOs and active citizens. The work and impact of Cyril Ramaphosa Foundation attests to the value of such partnerships.

At its establishment in 2004 as the Corporate Social Investment arm of the Shanduka Group, the Foundation set out its mandate to support initiatives to improve education and grow small black businesses. It committed to spend R100 million over 10 years. By the beginning of 2019, Cyril Ramaphosa Foundation had already contributed over R359 million and additionally leveraged over a billion rand through its partner entities to programmes

that support the development of education, youth, SMEs and vulnerable children and women. Well over a million learners, students and emergent entrepreneurs have participated in and benefited from the programmes of the Foundation.

This would not have been possible without the committed support of the Foundation's partners, stakeholders and associates. In this, the Foundation's 15th anniversary year, I pay tribute to the individuals and entities that have helped carry it this far and who continue to be committed to its shared purpose and have participated with great enthusiasm in the Foundation's work to foster an inclusive and empowered society. I believe this bears witness to active citizenship.

South Africa's development challenges are however immense, and development programmes need to be implemented on a much greater scale and with greater effect.



2004-2014 TARGET TO INVEST R100 MILLION SURPASSED



OVER R359 MILLION CONTRIBUTED OVER THE PAST 15 YEARS



OVER R1 BILLION LEVERAGED BY OUR PARTNER ENTITIES

WE HAVE IT WITHIN US TO OVERCOME OUR CHALLENGES

The Foundation aims to build and promote effective models for development that are sustainable, and can be shared and replicated. I encourage fellow development practitioners to study the Foundation's holistic models for school development, access to tertiary study and small business development, which are profiled in this report. These ever-developing models seek an integrated approach that addresses the multiple factors that impact on outcomes.

The Foundation believes that progress in education and enterprise development are essential to improving the quality of life for South Africa's people. This is in line with the National Development Plan, which notes education, skills and work opportunities as key capabilities for decent lives.

The strategic focus of the Foundation is, however, being redefined by new contexts, like the 4th Industrial Revolution. As the world changes at an ever-faster rate, we need to ensure that none of our children, youth or businesses are left behind. Globalisation, technological disruption and digitisation are re-shaping the way people live, work, socialise, share knowledge and participate in increasingly complex, dynamic and diverse societies.

We are called on to embrace the 4th Industrial Revolution and harness the opportunities it offers to eradicate key challenges that our society faces:

 **POVERTY**

 **UNEMPLOYMENT**

 **INEQUALITY**

I commend the boards, executives and staff of Cyril Ramaphosa Foundation and its partner entities for the impressive results that they have achieved in the period of this report. The Foundation and its partner entities continue to show consistent and sustainable growth towards the achievement of a bold vision for a better society.

President Cyril Ramaphosa
- CHAIRPERSON, CYRIL RAMAPHOSA FOUNDATION

Progress in education and enterprise development are essential to improving quality of life

~President Cyril Ramaphosa
- CHAIRPERSON, CYRIL RAMAPHOSA FOUNDATION

A MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

This report consolidates the annual reporting periods from 2014/15 to 2018/19. It provides an overview of the entities that drive the goals of the Foundation and profiles the pillars upon which the Foundation's development objectives rest. It speaks to our impact achievements, our learnings, and orientation and programme development going forward.

Cyril Ramaphosa Foundation was launched in 2004 as Shanduka Foundation, part of the Shanduka Group. Its name changed in 2015 following Cyril Ramaphosa's divestment from the Shanduka Group. Over the years, it has transitioned from being a corporate foundation to an independent philanthropic foundation. The transition required the consolidation of its strategic positioning, and the finalisation of some 700 organisational tasks. These tasks related to systems, structures, policies and governance, regulatory and fiduciary requirements. These were in the main concluded in 2016 and are noted in the report as the

operationalisation requirements of the Foundation's strategy. The continuity, sustainability and further significant growth of the Foundation since its transition as a corporate foundation is notable. It has remained anchored by its founding values and principles, and is enhanced by broader partnerships that have brought unique opportunities to co-create solutions for our social and economic challenges. This report graphically illustrates the reach and depth of our work with the support of our partners since 2014.

Cyril Ramaphosa Foundation is a pioneering organisation. It undertakes and pilots needed initiatives, in line with national and global development objectives, and models them into sustainable and cost effective programmes over time. Through this report, the Foundation is pleased to share the details of these development models, tried and tested over 15 years, for broader implementation and scalability.

Adopt-a-School, our primary and secondary education programme, spent its early years focused on the physical infrastructure needs of schools. Over time, Adopt-a-School advanced to also address leadership, curriculum, social welfare and conducive environments in schools.

Adopt-a-School has for several years implemented social programmes to support the health and welfare of learners in its adopted schools. In 2017, Cyril Ramaphosa Foundation expanded on this, piloting the Thari programme to address growing social challenges facing learners in schools. Thari provides psychosocial support for women and children, and established Safe Parks and multi-sectoral stakeholder forums of local organisations and professional services to address social and safety challenges in school communities.

KST, a collaboration between Kagiso Trust and Cyril Ramaphosa Foundation, leverage the best practices of each organisation's Whole School Development programme on a district-wide basis. In 2013, KST partnered with the Free State Department of Education to implement the District Whole School Development model in the Fezile Dabi and Motheo districts. The model advocates partnership toward systemic change in the education system, targeting districts as centres for driving change and improvements in schools.

Resulting from the involvement of KST, in 2018, the Free State was the second highest performing province in the country, with an average matric pass rate of 87.5%. The Fezile Dabi district was the top performing district, for the second year running, with an average pass rate of 92.3% in 2018.

Our maiden programme, the Cyril Ramaphosa Education Trust (CRET), founded in 1996, has evolved from an ordinary bursary scheme that supported five students in business studies, to a programme that seeks



CYRIL RAMAPHOSA FOUNDATION IS A PIONEERING ORGANISATION

to develop highly efficient adults through holistic student development initiatives. This programme is consistently adapting to meet changing student needs. Most recently, among other initiatives, CRET has introduced a driver-training programme and formalised a psychosocial support programme for its students. These additions to the wrap-around support for students contributes to the success of students in attaining their qualifications and improves the employability of CRET graduates. CRET now supports over 100 students in 2019. It has succeeded in producing 84 graduates, with an average pass rate of 85%.

Black Umbrellas is the Foundation's entrepreneur and small businesses development partner entity. Its proven model successfully incubates and accelerates the growth and sustainability of 100% Black-owned businesses. The model involves a pre-incubation programme followed by three years of full incubation in its nine incubators across South Africa.

In 2018, Black Umbrellas celebrated R2 billion collective turnover since inception by its incubation clients. Over the past year, this grew to almost R3 billion. The programme boasts the creation and preservation of nearly 12 000 jobs by the businesses in incubation since 2012. Black Umbrellas continues to include innovative value-add programmes for its clients through access to markets and funding opportunities. As such, it was awarded in 2016 and 2019 with the InBIA award for the best incubation programme globally.

My sincerest gratitude goes out to the Chairperson and all the members of the Board of the Foundation for their vision, support and leadership that has steered the organisation over the years. I am also grateful and indebted to the executive management and staff of the Foundation and all its partner entities for their dedication in seeking to improve the lives of our beneficiaries.

Mmabatho Maboya
~ CHIEF EXECUTIVE OFFICER

The work that we do creates opportunities that changes lives. We have through our 15 years of existence developed tried and tested models that make a sustainable difference. With the continued support of our partners, as well as new ones, we effect real and meaningful change for disadvantaged school communities, tertiary students and Black entrepreneurs

Mmabatho Maboya
~ CHIEF EXECUTIVE OFFICER

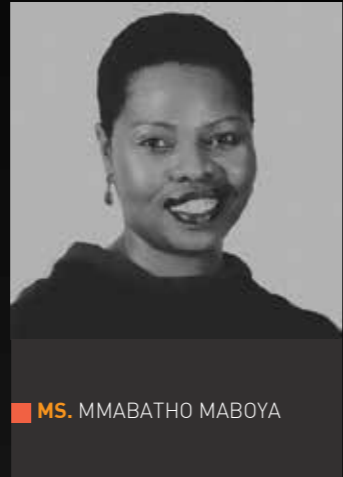
BOARD MEMBERS AND TRUSTEES

THE EXECUTIVE COMMITTEE

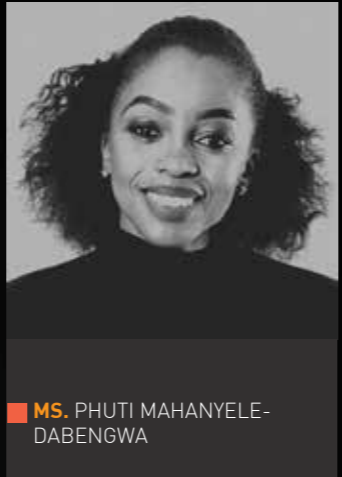
BOARD OF TRUSTEES



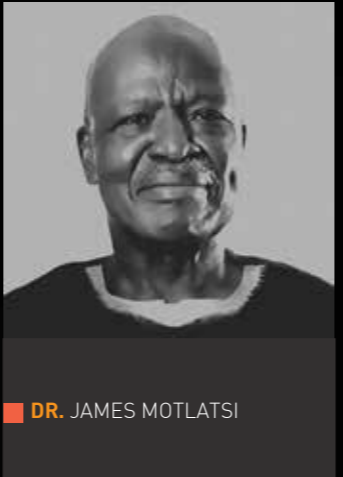
PRESIDENT CHAIRMAN CYRIL RAMAPHOSA



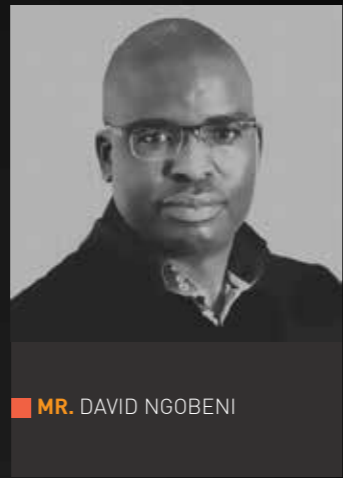
MS. MMABATHO MABOYA



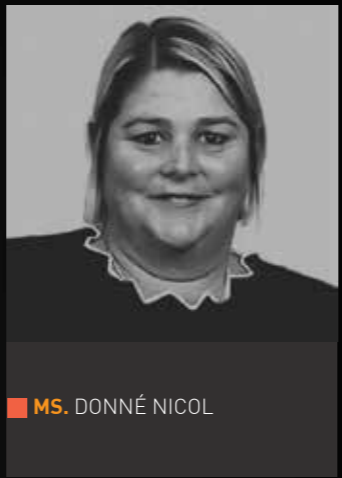
MS. PHUTI MAHANYELE-DABENGWA



DR. JAMES MOTLATSI



MR. DAVID NGOBENI



MS. DONN E NICOL



MS. WONNE THEMBA



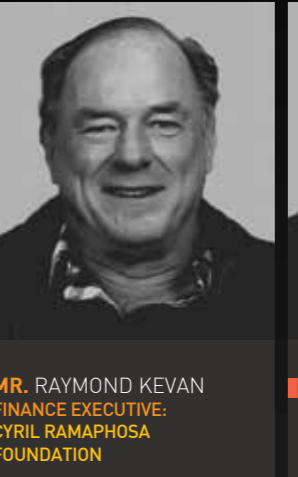
MS. MMABATHO MABOYA
CHIEF EXECUTIVE OFFICER:
CYRIL RAMAPHOSA
FOUNDATION



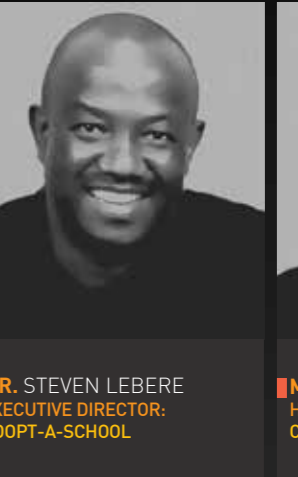
MS. NYASHA DZUMBUNU
CHIEF FINANCIAL OFFICER:
BLACK UMBRELLAS



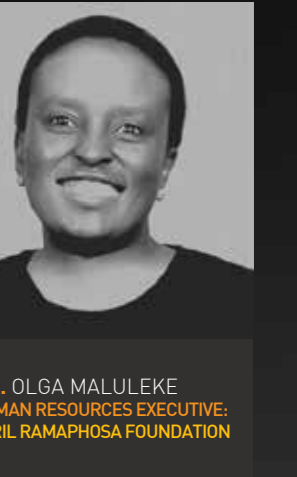
MR. MARK FRANKEL
CHIEF EXECUTIVE OFFICER:
BLACK UMBRELLAS



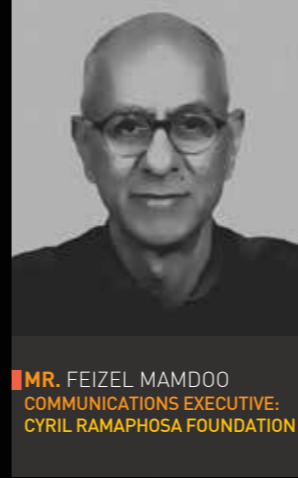
MR. RAYMOND KEVAN
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CYRIL RAMAPHOSA
FOUNDATION



MR. STEVEN LEBERE
EXECUTIVE DIRECTOR:
ADOPT-A-SCHOOL



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CYRIL RAMAPHOSA FOUNDATION



MR. FEIZEL MAMDOO
COMMUNICATIONS EXECUTIVE:
CYRIL RAMAPHOSA FOUNDATION



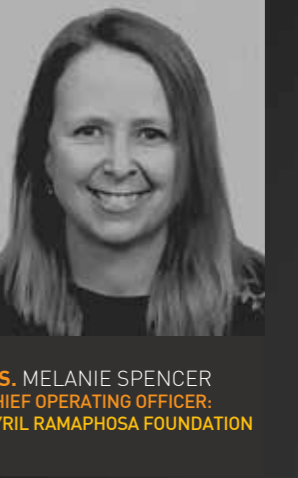
MS. BANYANA MOHAJANE
HEAD OF SOCIAL AND SKILLS
DEVELOPMENT: ADOPT-A-SCHOOL



MR. XOLILE NDUMNDUM
CHIEF OPERATIONS OFFICER:
BLACK UMBRELLAS



MS. CHANTELE OOSTHUIZEN
EXECUTIVE DIRECTOR: CYRIL
RAMAPHOSA EDUCATION TRUST



MS. MELANIE SPENCER
CHIEF OPERATING OFFICER:
CYRIL RAMAPHOSA FOUNDATION

STRATEGY 2030

WE HARNESS THE POWER
OF PARTNERSHIPS TO
CREATE AND SHAPE
SOLUTIONS FOR SOUTH
AFRICA'S DEVELOPMENTAL
CHALLENGES

At its establishment in 2004, Cyril Ramaphosa Foundation set its mandate to improve education and grow small black businesses.

To make a meaningful contribution to this, the Foundation sought to address the social and economic factors that impact on outcomes in these areas, such as poverty and gender inequality. The Foundation's strategic approach is encapsulated as "Strategy 2030". The requirements to operationalise the strategy formed the substance of the Foundation's transition from a corporate foundation to an independent foundation.

RESPOND

COLLABORATE

ADAPT

STRATEGY 2030

The Foundation embarked on a strategy journey in 2016, commencing with the review and formulation of a vision, purpose, values and objectives to guide the organisation toward 2030.

The strategy was derived from a detailed analysis of trends and opportunities in the national and global development environment of the sectors in which it operates. This enabled the Foundation to confirm its mandate in education and entrepreneurship development; as well as adding new focus areas of youth development, support for women and children, and social cohesion and nation formation.

To realise its vision, the Foundation's strategic approach is to:

- RESPOND** through interventions targeting socioeconomic challenges in education, small business development, youth development as well as those affecting women and children.
- COLLABORATE** and harness the power of partnerships to create and shape solutions for South Africa's developmental challenges.
- ADAPT** to the changing environment and deliver relevant solutions.



OUR COMPREHENSIVE GOVERNANCE STRUCTURE ENHANCES DECISION-MAKING AND OPERATIONAL FUNCTIONALITY

EDUCATION

In education, the Foundation aims to:

- advocate for a dedicated social and emotional learning curriculum or embed it in existing curricula to deliver on 21st century skills requirements
- develop a programme to enhance early reading and literacy
- explore participation in Early Childhood Development initiatives with like-minded organisations
- advocate for integration of entrepreneurship education in the curriculum
- implement Global Citizenship Education in schools by working with credible partners.

YOUTH DEVELOPMENT

The Foundation's youth development programme aims to:

- partner with youth employment accelerator programmes to assist unemployed youth
- partner with youth mentorship programmes aimed at capacitating youth
- support the establishment and functioning of vocational and technical skills training programmes
- partner with youth development organisations to facilitate non-cognitive skills development
- increase the number of Cyril Ramaphosa Education Trust (CRET) students
- support youth entrepreneurship in the Foundation's programmes.

ENTREPRENEURSHIP

With regard to entrepreneurship, the Foundation aims to:

- support and accelerate development of high impact entrepreneurs
- pilot capacity development programmes for youth and necessity-driven entrepreneurs in partnership with institutions of higher learning
- institute business enhancement competitions for entrepreneurs
- partner with ICT organisations for better access to technology by emerging businesses in remote areas
- advocate for entrepreneurial skills development in the schooling curriculum.

WOMEN AND CHILDREN

Schools will be the centre of the Foundation's interventions to address issues affecting women and children. The Foundation will:

- implement a collaborative programme for the support of women and children in Botshabelo and Diepsloot;
- participate in programmes that promote the implementation of a school health integrated policy.

SOCIAL COHESION

The Foundation will:

- explore partnerships with youth-led organisations that deliver non school-based programmes that drive social cohesion;
- develop and implement a national campaign promoting non-racialism, non-sexism and nation building;
- support and promote a community-based reading campaign in partnership with like-minded organisations;
- facilitate a volunteer programme through the programmes of the Foundation.

CYRIL RAMAPHOSA LIBRARY AND ARCHIVE CENTRE

The Foundation intends to develop a resources centre to:

- conserve information that embodies and showcases Cyril Ramaphosa's life and values;
- preserve and profile the work of the Foundation;
- establish a Cyril Ramaphosa reading collection and other information of general social development interest.

To ensure strategic alignment of the Foundation and its partner entities, the Foundation has established a comprehensive governance structure that enhances decision-making and operational functionality. A combined and integrated management structure, the Executive Committee, consists of senior executives and managers from all the Foundation's entities.



**OUR PURPOSE IS TO FOSTER
AN INCLUSIVE SOCIETY THAT
IS EMPOWERED**

**WE
BELIEVE
IN THE
POTENTIAL
OF OUR
COUNTRY
AND ITS
PEOPLE**

VISION

To be an innovative and effective agent of social and economic change focused on improving lives and creating opportunities in the communities we serve.

PURPOSE

To foster the development of an inclusive society that is empowered.

OBJECTIVES

- Contribute to the developmental needs of education and small business growth.
- Build and promote effective models for development that can be shared and replicated.
- Establish and maintain a positive reputation as a partner of choice in development and a catalyst of change.
- Advance our founder's values on social cohesion and nation-formation.
- Develop and maintain funding models that will ensure the long-term sustainability and optimal impact of our work.

VALUES

- INSPIRING** We believe in the potential of our country and its people. We are committed to inspire others through our work.
- PASSION** We infuse passion and precision in everything we do.
- PERFORMANCE** We strive for excellence in performance through teamwork.
- INTEGRITY** We are truthful, honest and respectful. We uphold the reputation of Cyril Ramaphosa Foundation in everything we do.
- INNOVATION** We are creative and develop innovative solutions to enhance our impact on society.

OUR PARTNER ENTITIES

WHAT WE DO



ADOPT-A-SCHOOL

Adopt-a-School was established in 2002. It implements a Whole School Development model that aims at improving the governance, academic, infrastructural, social and security environment in schools. Adopt-a-School motivates the private sector to partner with it to develop optimally conducive teaching and learning environments. It works with the Department of Basic Education, service providers, and best practice NGOs to implement sustainable solutions to a school's development and educational outcomes.



THARI

Adopt-a-School also implements the Foundation's Thari programme at select schools in Botshabelo, Free State and Diepsloot, Gauteng. Thari is a pilot programme that addresses the impact of social issues such as violence and abuse on learners and their learning outcomes. Thari provides psychosocial support for women and children and facilitates multi-sectoral networks of local organisations and professional services to address social challenges in school communities. The programme aims to provide schools and communities with a safe environment that is free from violence, is academically effective, inclusive and gender-sensitive, while promoting health and well-being for all.



KST

KST is a collaboration between Kagiso Trust and Cyril Ramaphosa Foundation that leverages the strategic, technical and best practices of each organisation's Whole School Development programmes. The result is a dynamic District Whole School Development model that addresses school infrastructure development, curriculum support, social welfare and school leadership in primary and high schools on a district basis. In partnership with the Free State Department of Education, the programme is implemented at all schools in Fezile Dabi district and in the Botshabelo and Thaba Nchu circuit in Motheo district.



CYRIL RAMAPHOSA EDUCATION TRUST

The Cyril Ramaphosa Education Trust provides bursaries for tertiary study and holistic support for disadvantaged students, as well as essential work experience opportunities. CRET partners with corporate sponsors and individuals to provide the support that includes tuition, accommodation, books, stationery, a personal allowance, mentoring and psychosocial support. Students also attend an intensive holiday programme twice a year and are exposed to team-building activities, general personal development and a supportive family like environment, which is the hallmark of the CRET bursary programme. CRET encourages the ethos of 'giving back' and develops committed civic-minded students.



BLACK UMBRELLAS

Black Umbrellas develops small Black-owned businesses through a nationwide incubation programme. It promotes entrepreneurship as a desirable economic path and nurtures 100% Black-owned businesses in the critical first three years of their existence. Black Umbrellas provides a structured and subsidised programme of access to expertise, office infrastructure and resources. It works to ensure that the correct resources, skills development, mentoring and access to markets are in place to support development at all levels. It links big business to emerging Black suppliers and increases economic opportunities that arise from enterprise development.



NEXTGEN ACADEMY

NextGen Academy was launched by Black Umbrellas in 2017 as part of a diversified resourcing strategy that is not dependent on any one funding stream. Nextgen is a business and entrepreneurship development training organisation. It partners with business schools, the private sector, skills authorities and Government to develop and promote entrepreneurship skills and to harness entrepreneurial activity in South Africa. NextGen Academy aims to deliver self-sustaining reinvestments into Black Umbrellas.

15 YEARS OF GROWTH AND DEVELOPMENT

CHANGE ACHIEVED

- The Cyril Ramaphosa Education Trust (CRET) is formally established.
- Cyril Ramaphosa is contacted by his former Primary School, Tshilidzi, in Chiawelo, Soweto to donate a fax machine.

- Adopt-a-School Foundation is officially established by Cyril Ramaphosa and James Motlatsi and focuses on improving school infrastructure.

- The Foundation provides its first business loan and mentoring of small businesses begins.

- Black Pages, an annual directory of Black-owned businesses, is launched.
- CRET implements its experiential workplace programme.

- Adopt-a-School pilots the Back to School for a Day initiative.
- The Foundation wins 2nd place in the 'CSI' category of the Business Times Top 100 Companies survey.
- Black Umbrellas wins the 'Companies doing most for Black Economic Empowerment' category in the Professional Management Review Awards.

- The Foundation celebrates 10 years.
- The Shanduka Foundation changes its name to Cyril Ramaphosa Foundation.
- Adopt-a-School has 184 schools under adoption.
- KST has introduced 137 schools into the DWSD programme.
- Black Umbrellas has 308 donors with 260 clients in incubation.
- Black Umbrellas wins the international NBIA Incubator of the Year Award.

BLACK UMBRELLAS ACHIEVES R1 BILLION IN COMBINED TURNOVER



- Black Umbrellas reaches R2 billion in combined turnover of its small business clients.
- Black Umbrellas launches NextGen Academy.
- The Foundation launches the pilot of the Thari Programme.

MMABATHO MABOYA IS APPOINTED CEO



- The Foundation celebrates its 15th anniversary, having invested over R359 million and additionally leveraged over a R1 billion.
- Adopt-a-School has adopted 223 schools.
- KST has extended its implementation programme by a further 5 years with the First Rand Empowerment Fund.
- Black Umbrellas has 9 incubators, the latest in Soweto, with 176 businesses in incubation.
- Black Umbrellas businesses have generated over R2.87 billion in turnover since inception.
- CRET has 100 students in the programme and celebrates 20 graduates in 2018. 84 Students have graduated since inception.



- Cyril Ramaphosa begins supporting students to attend University.



- Cyril Ramaphosa founds the Shanduka Group, a Black-owned investment company.
- A 5% Shareholding is set aside for two trusts; Fundani, an educational trust, and Mabindu, a small business development trust.



- The Foundation is formally launched with CRET and Adopt-a-School as integral programmes.



- Adopt-a-School begins to offer a development model, called Whole School Development.
- The Foundation partners with Black Umbrellas investing R5.2 million to escalate the programme country-wide.



- Adopt-a-School adopts its 100th School.
- The Foundation is runner up in the 'Best Social Responsibility' category of the Africa Business Awards.



- KST partners with the Free State Department of Education to implement District Whole School Development.
- Black Umbrellas has 100 clients in incubation.
- Black Umbrellas wins the Impumelelo Award as Social Entrepreneur of the Year.

2014 2016 2017 2018 2019



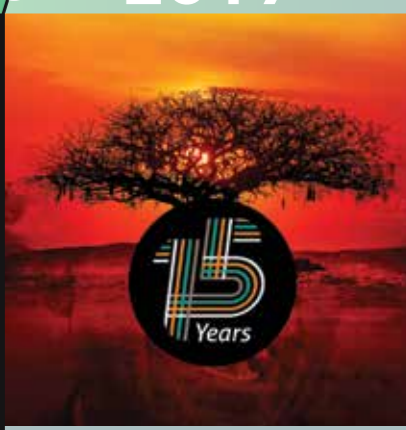
ADOPT-A-SCHOOL HAS 184 SCHOOLS UNDER ADOPTION

- Adopt-a-School hosts its 10th Back to School Party, raising in excess of R5 million.
- Black Umbrella achieves R1 billion in combined turnover by its incubator clients.
- Free State Province achieves a matric pass rate of 88.2%, the highest in the country.



THARI PROGRAMME LAUNCHES

- Donné Nicol resigns as CEO of Cyril Ramaphosa Foundation to take up the position of Special Advisor to the President of the Republic of South Africa.
- Mmabatho Maboya is appointed CEO of Cyril Ramaphosa Foundation.



CYRIL RAMAPHOSA FOUNDATION CELEBRATES ITS 15TH ANNIVERSARY

PILLARS OF DEVELOPMENT

**EDUCATION AND ENTERPRISE
DEVELOPMENT IS THE MOST
DIRECT MEANS TO AN INCLUSIVE
AND EMPOWERED SOCIETY**

The Foundation develops and implements holistic programmes to improve education and support small business development among South Africa's disadvantaged individuals and communities.

South Africa's National Development Plan (NDP) indicates key capabilities that individuals need to live decent lives. Of these, it notes that education, skills and work opportunities is where progress is most needed. For the Foundation, education and enterprise development are strategic foci.

Education is seen as critical to the development and self-fulfilment of people, including to function in society, earn livelihoods, and contribute to social, economic and psychological well-being. Education is believed to be significant in interrupting the cycle of poverty and reducing inequality of opportunity and income. However, access to quality education does not guarantee employment, because job opportunities in a challenged economy are limited. Many young people are unable to find work. The need to create work opportunities is addressed through the Foundation's development of small- and medium-enterprises (SMEs).

For the Foundation, progress in education and enterprise development would be the most direct means of improving the quality of life for South Africa's people and promote the Foundation's purpose to develop an inclusive and empowered society. This purpose is contributed to more broadly by the Foundation's positioning to contribute to the NDP's goals, including on the economy and empowerment, education, training and innovation, social protection, and transforming society and uniting the country.

The Foundation also acknowledges and strategically contributes to several of the United Nation's Sustainable Development Goals (SDGs). Access to quality education and employment is impacted on by social and economic inequalities. Poorer and marginalised members of society experience greater structural barriers. Factors of inequality like poor health and housing facilities, under-resourced schools, lack of finances, the technological divide, race and gender discrimination and the like, impact on educational and employment access and fulfilment, and need to be addressed.

SUSTAINABLE DEVELOPMENT GOALS

THE FOUNDATION ALIGNS WITH AND CONTRIBUTES TO THE UNITED NATION'S SUSTAINABLE DEVELOPMENT GOALS

THE SUSTAINABLE DEVELOPMENT GOALS TOWARDS 2025 THAT RESONATE WITH THE WORK OF THE FOUNDATION AND ITS PARTNER ENTITIES ARE:



The SDGs towards 2025 that resonate with the work of the Foundation and its partner organisations are:

- GOAL 1:** Ending poverty in all its forms.
- GOAL 4:** Ensuring inclusive and equitable quality education and promoting lifelong learning.
- GOAL 5:** Striving for gender equality and the empowerment of women and girls.
- GOAL 8:** Promoting sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.
- GOAL 16:** Promoting peace and justice.
- GOAL 17:** Building partnerships to support the goals.

OVER THE YEARS THE FOUNDATION HAS PIONEERED AND PILOTED DYNAMIC DEVELOPMENT MODELS

OUR MODELS

Cyril Ramaphosa Foundation's strategic approach is to develop and pilot effective models that may be replicated to achieve impact of scale and systemic change.

Over the years the Foundation has pioneered and piloted dynamic models relevant in responding to national and global development objectives. The development of models is underpinned by collaboration and partnership with others, with the aim of delivering cost effective and quality programmes that respond to the needs of stakeholders and beneficiaries.

The Foundation does not see its models as perfect and permanent solutions. It recognises that model-building and development is an ongoing process, responsive to changing conditions and consequent objectives to stay relevant and meaningful. Indeed the Foundation pre-emptively anticipates changed circumstances in

the shaping and development of its models. The effectiveness of the Foundation's models is open to ongoing critical assessment, including through monitoring and evaluation, and through a practice of collaboration, sharing and learning. They are adapted and developed as the need may be. However, the core elements of a model are stable and of long-term relevance, in line with qualitatively distinct phases of change in the environment.

Through 15 years of experience and impressive impact results, the Foundation is a recognised leader in pioneering development models in education and small business development.



THIS IS HOW WE ARE DOING IT



A HOLISTIC APPROACH

**INFRASTRUCTURE
ALONE DID NOT
RESOLVE THE
CHALLENGES FACED
IN THE PROVISION OF
QUALITY EDUCATION**

ADOPT-A-SCHOOL FOUNDATION

When Adopt-a-School Foundation was first established, it focused on developing and building school facilities, such as classrooms, administration buildings, laboratories, computer centres and sports fields. However it recognised that infrastructure alone did not resolve the challenges faced in the provision of quality education. The development of effective leadership and management systems, educators' skills, curriculum structures, improved learner well-being and safety were as important. This holistic approach paved the conceptualisation of the Whole School Development model.

WHOLE SCHOOL DEVELOPMENT MODEL

The Whole School Development Model looks to incrementally address a myriad of issues facing a school. These include:

SCHOOL LEADERSHIP AND MANAGEMENT:

- Strategic planning
- Leadership development
- Management and governance
- Teambuilding and motivation
- Youth leadership development.

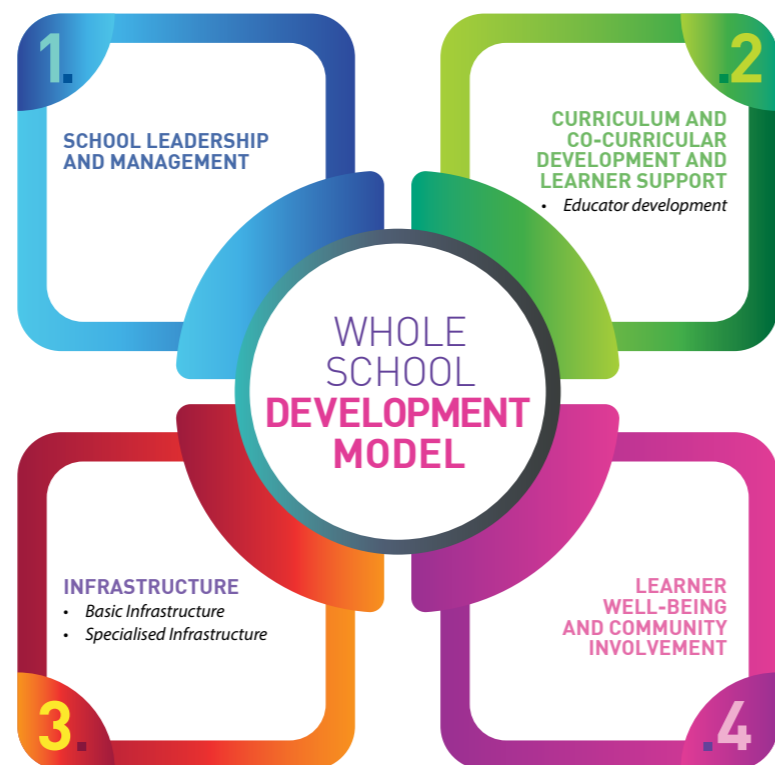
CURRICULUM AND CO-CURRICULAR DEVELOPMENT:

• EDUCATOR DEVELOPMENT:

- // Classroom-based support
- // Content knowledge gaps
- // Teaching skills and tools
- // Assessment and recording.

• LEARNER SUPPORT:

- // Supplementary lessons
- // Study camps
- // Exam preparation
- // Career guidance
- // Extra-curricular activities.



INFRASTRUCTURE:

• BASIC INFRASTRUCTURE

// This refers to addressing urgent building and renovation needs such as: classrooms, ablution facilities, access to electricity and water sanitation, Grade R facilities and school security.

• SPECIALISED INFRASTRUCTURE:

// This refers to the building and renovation of educational spaces such as libraries, science laboratories, ICT centres, administration centres, school halls and sports facilities.

LEARNER WELL-BEING AND COMMUNITY INVOLVEMENT:

- Assisting with access to basic social services.
- Health and sanitation programmes.
- Parental workshops.
- Visual and auditory support programmes.
- Community-based building model.
- Developing support systems for orphans and vulnerable children.
- Development of school vegetable gardens.

THROUGH THE INTEGRATED ADDRESSING OF THESE KEY ISSUES, LONG-TERM SUSTAINABLE SOLUTIONS FOR HEALTHY AND FUNCTIONAL SCHOOLS ARE ESTABLISHED

The Foundation identifies a healthy school as one that possesses a number of characteristics:

- Well-developed, accountable and supportive leadership with an established and clear vision for the future of the school
- Dedicated and committed educators.
- Clean and well-maintained surroundings and facilities with all necessary resources
- Good relationships and coordinated interventions with different stakeholders
- Improved learner performance and an excellent pass rate (80% – 100%)
- A safe, healthy and happy environment that promotes human dignity
- A dedicated, committed and accountable school community that promotes the long-term sustainability of the school.



CREATING HEALTHY AND FUNCTIONAL SCHOOLS



THARI PROGRAMME MODEL

FOR THE SUPPORT OF VULNERABLE
WOMEN AND CHILDREN

THARI

In 2017, Cyril Ramaphosa Foundation launched a pilot programme, implemented by Adopt-a-School, for the support of vulnerable women and children. The Thari programme adopts a multi-sectoral approach at a local level. It involves government departments, the business sector, civil society organisations, faith-based organisations, non-governmental organisations, youth groups and school communities.

THARI THEORY OF CHANGE



THARI, A SETSWANA WORD, IS A TRADITIONAL BLANKET USED TO CARRY AND COVER A CHILD

The programme is aligned with the Department of Basic Education's Action Plan to 2019: Towards the Realisation of Schooling 2030, as well as its 2016 Strategy on Psychosocial Support for Learners in South African Schools. This is with specific reference to Goal 25, the Integrated School Health Policy and SIAS policy.

Thari aims to strengthen the school community by creating a safe and empowering environment that is:

- **FREE FROM VIOLENCE**
- **INCLUSIVE**
- **GENDER SENSITIVE**
- **PROMOTES HEALTH AND WELL-BEING**



PSYCHOSOCIAL SUPPORT SERVICES FOR WOMEN AND CHILDREN



SAFE AND THERAPEUTIC PARKS FOR VULNERABLE CHILDREN



MULTI-SECTORAL APPROACH

FACING THE CHALLENGES

WE WORK AT A LOCAL LEVEL IN COLLABORATION WITH ALL STAKEHOLDERS TO ENSURE A HARMONIOUS APPROACH

THE CHALLENGE

- High level of gangsterism among children and adults in the community.
- High level of alcohol and substance abuse.
- High level of teenage pregnancies.
- Disorganised families and high prevalence of gender-based violence.
- High numbers of orphans and child-headed households.
- **THE GOAL:** strengthen the school community by creating a safe and empowering environment that is free from violence, academically effective, inclusive, gender sensitive and promotes health and well-being for all.

THE THARI PROGRAMME MODEL

TO WORK AT A LOCAL LEVEL IN COLLABORATION WITH ALL STAKEHOLDERS IN ORDER TO ENSURE A HARMONISED APPROACH

CORE ACTIVITIES AND INTERVENTIONS

- School participation.
- Creating safe environments.
- Capacity building.
- Establishment of forums.
- Identification of childcare workers.
- Psychosocial support.
- Community mapping of school related gender-based violence (SRGBV) services.
- Training of forums and NGO's.

KNOWLEDGE AND CHANGE

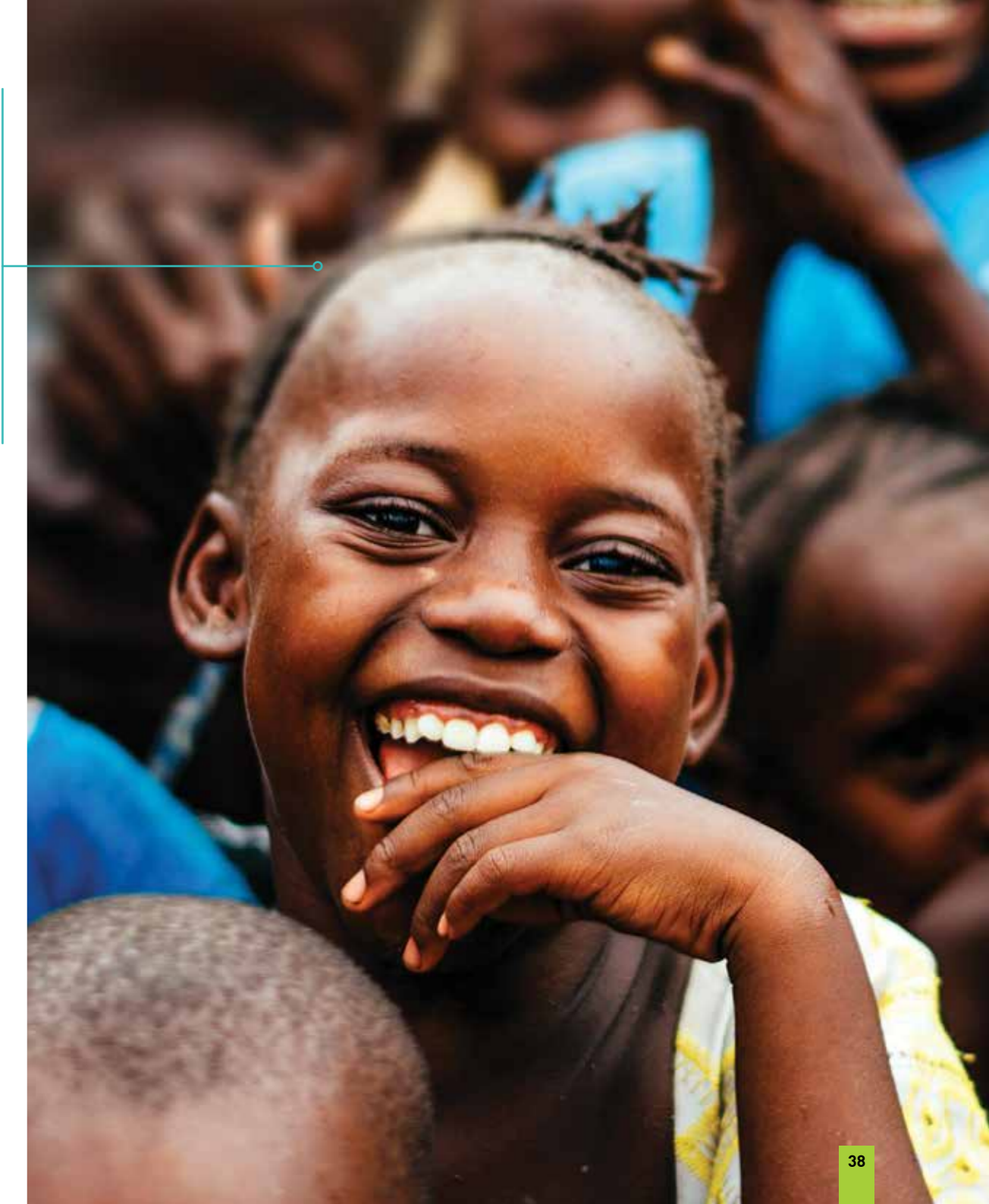
- Change in knowledge, attitude, practices and behaviour.
- Knowledge of school-related gender-based violence (SRGBV) services.
- Functional community forums and NGO's.

THE INTERMEDIATE OUTCOME

- Psychosocial well-being and resilience of children.
- Community assessing.

THE LONG-TERM OUTCOME

- An empowered community with access to services.
- A safe school.

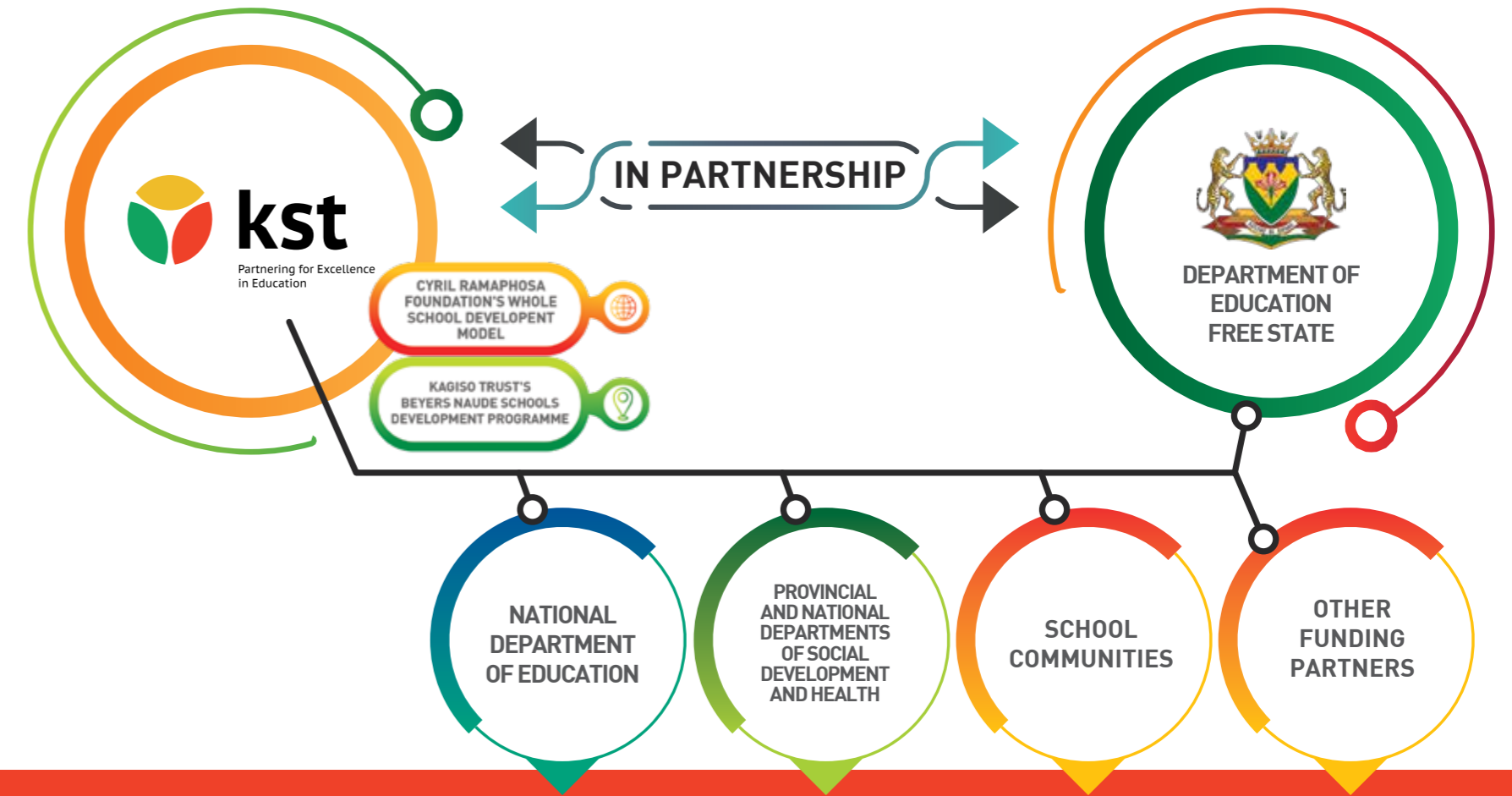


POOLING RESOURCES FOR A BIGGER IMPACT

KST

In 2011, Cyril Ramaphosa Foundation and Kagiso Trust began a conversation about sharing best practices and pooling resources to have an even greater impact on education transformation. KST was formed as a result. In March 2013, it partnered with the Free State Department of Education to transform 428 schools in the Fezile Dabi and Motheo districts.

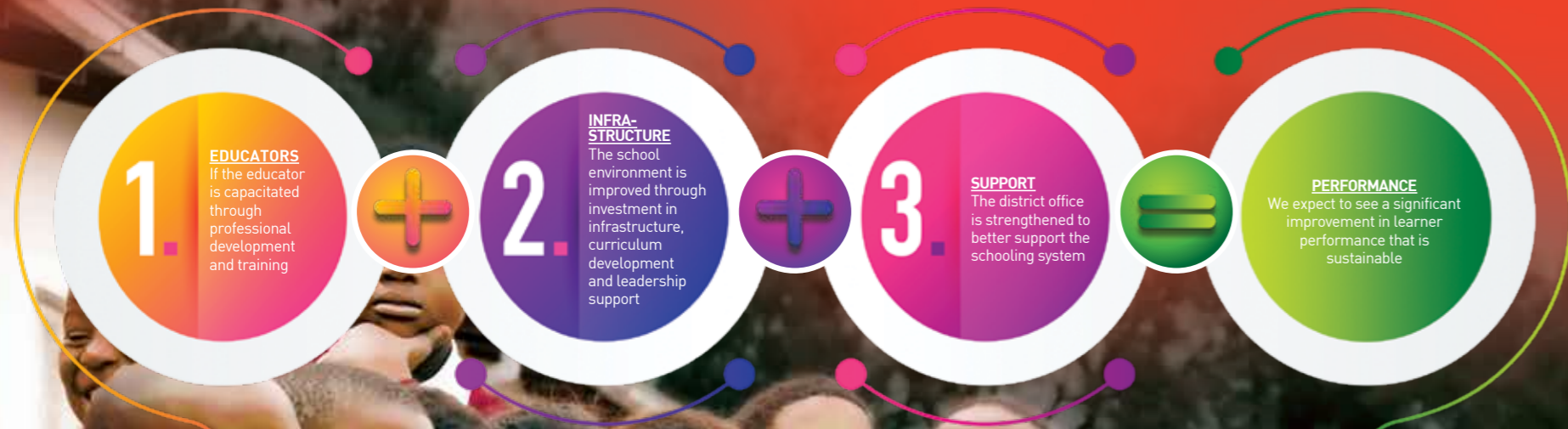
STRIVING TOWARDS EXCELLENCE



District Whole School Development is based on a strategic and co-funding partnership with the provincial government to drive institutional change at a district level. The district office has an important role to play in supporting and strengthening the schooling system. Through efficient and effective systems it may make for good resource governance; professional and developmental support to educators and schools; and recognition and incentives for best practices, performance and excellence.

DISTRICT WHOLE SCHOOL DEVELOPMENT MODEL

THE KST THEORY OF CHANGE STATES



THE KST MODEL



CRET BURSARY MODEL

CRET IMPLEMENTS A HOLISTIC BURSARY
SUPPORT AND YOUTH DEVELOPMENT MODEL

OBJECTIVES

- A.** TO SUPPORT DESERVING, DISADVANTAGED STUDENTS BY PROVIDING BURSARIES TO FURTHER THEIR EDUCATION AT A TERTIARY LEVEL.
- B.** TO IDENTIFY AND RECRUIT CANDIDATES THAT DISPLAY POTENTIAL AND OVERALL LEADERSHIP QUALITIES, AS OPPOSED TO ONLY ACADEMIC EXCELLENCE.
- C.** TO SUPPORT AND DEVELOP CRET BENEFICIARIES TO BECOME RESPONSIBLE, CARING LEADERS AND ACHIEVERS IN SOCIETY.
- D.** TO CONTINUE TO GROW SUPPORT FOR THE PROGRAMME THROUGH COLLABORATIONS WITH PARTNERS AND SPONSORS.
- E.** TO PROMOTE SCARCE SKILLS, TECHNICAL AND VOCATIONAL EDUCATION, AND ENTREPRENEURSHIP AS CAREER CHOICES.

OTHER SUPPORT SERVICES

WE IMPLEMENT A HOLISTIC BURSARY SUPPORT MODEL THAT OFFERS SKILLS AND EDUCATIONAL DEVELOPMENT

ORIENTATION

- Career guidance and psychometric testing.
- Orientation support on campus for first years.
- Regular campus visits and "check-in" points.
- Ongoing career development programmes, including participation in national career expos.

STUDENT WELLNESS

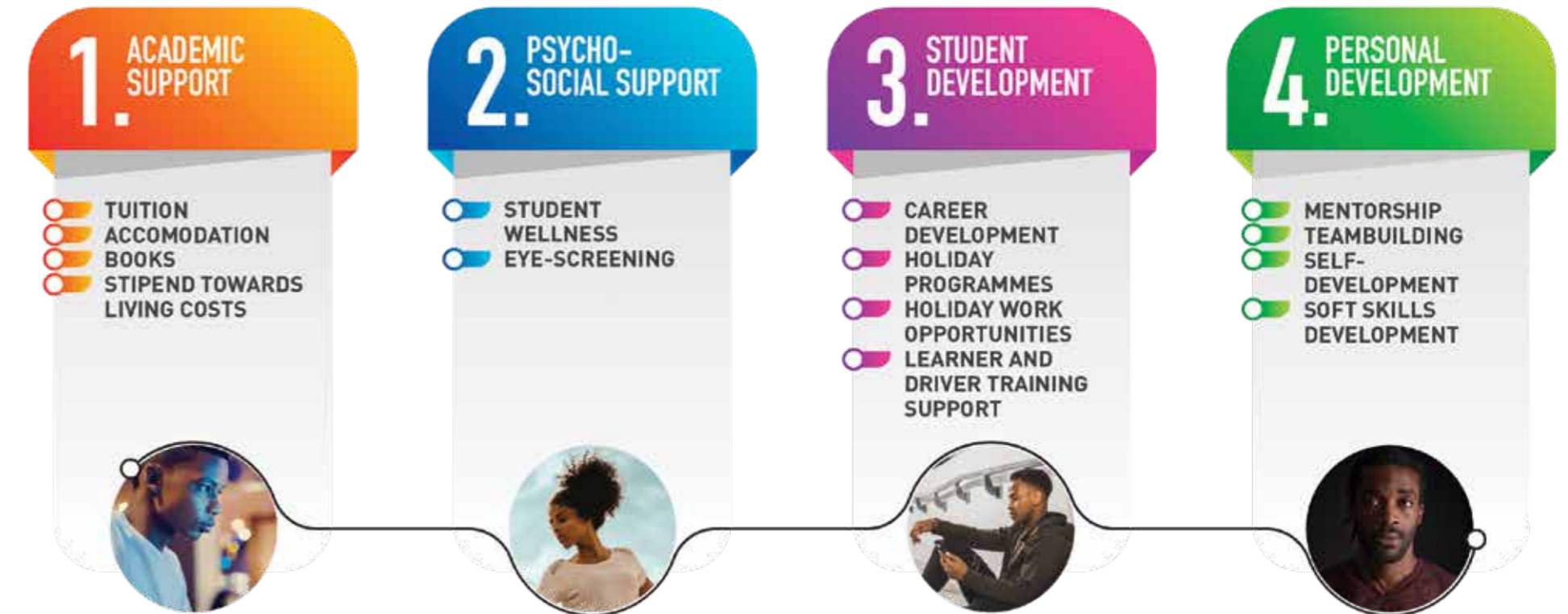
- Access for students and their families to 24/7 ICAS psycho-social wellness support.
- Access to private social workers and psychological services.
- Regular eye-testing and provision of spectacles.
- A "family" orientated approach that is hands-on and utilises a strong alumni base.

SKILLS & PERSONAL DEVELOPMENT SUPPORT

- All students receive a laptop to support their academic studies.
- On-going soft skills training, including team building, time management, budgeting, emotional quotient (EQ), personal branding and computer skills.
- Public speaking opportunities.
- Bi-annual holiday programmes.
- Annual awards ceremony.
- A one-to-one mentorship programme.
- Community service and social responsibility commitments.

WORK READINESS SUPPORT

- Learner and driver training. All CRET students graduate with a valid driver's licence.
- Career guidance, work-readiness workshops, CV and interview skills assistance.
- Holiday work opportunities.
- Internship opportunities.



EMPOWERMENT FOR GROWTH

The Black Umbrellas model is aimed at supporting emerging Black businesses through an incubation programme so that they are able to emerge as independent, viable businesses. Fundamental to the success of the model is a tiered intervention, where applicants transition and bolster their business through successive levels of activation. The programme activation begins with a pre-incubation phase (3 months), followed by full incubation (3 years) through to graduation.

**HELPING 100% BLACK-OWNED
BUSINESSES EMERGE
AS INDEPENDENT AND VIABLE**

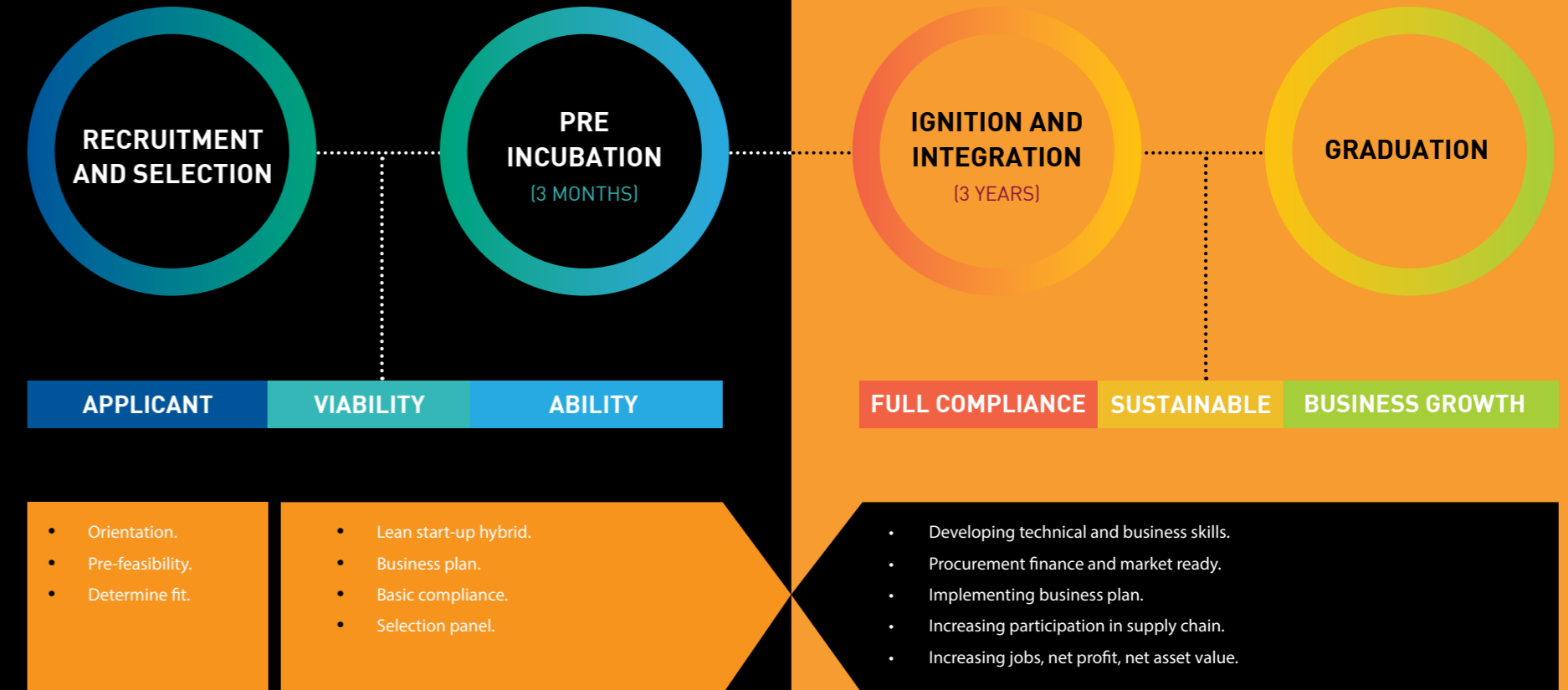
SMALL BUSINESS DEVELOPMENT AND TRANSFORMATION

The Black Umbrellas model uses its national reach to enable clients to benefit from guided mentorship, through which clients receive the transfer of business skills, knowledge and network linkages. Currently incubators are fully operational in Cape Town, Johannesburg, Durban, Mooi-nooi, Lephalale, Pretoria, Richards Bay and Port Elizabeth. An incubator is underway in Soweto.

The businesses are assessed for their credit risk and an advisory committee offers their technical experience to assess the weaknesses and strengths of the businesses.

Ongoing support through the incubation centres and the office infrastructure linked to these include:

- bookkeeping services at standard rates
- access to networking and marketing events
- ongoing mentoring
- assistance with finance access
- workshops aimed at business and personal development.

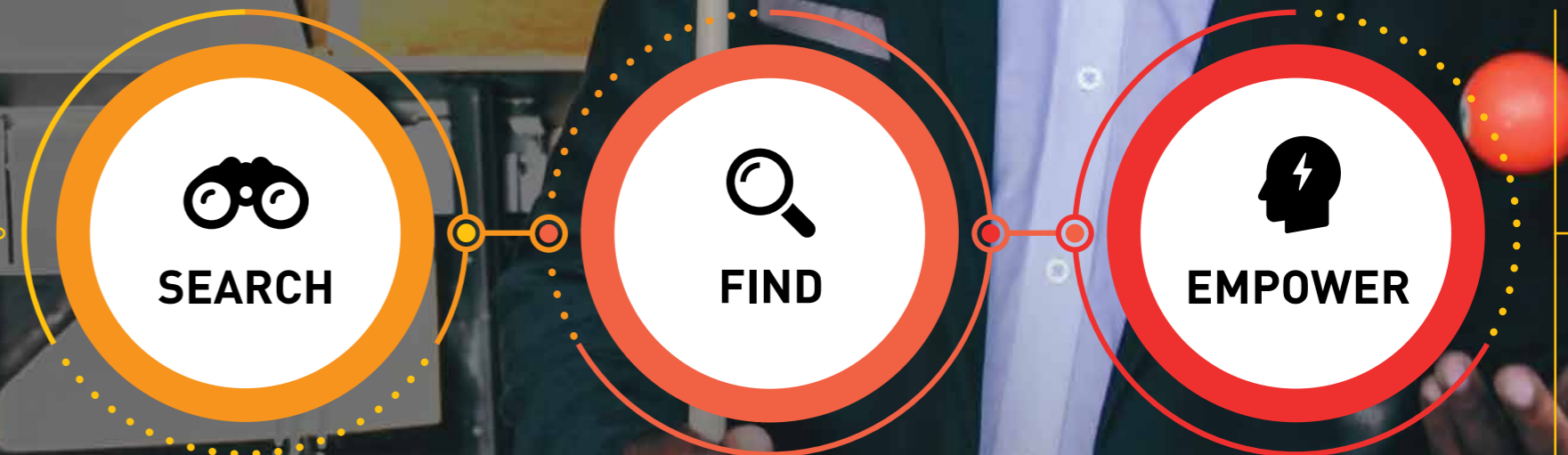


BLACK UMBRELLAS / BLACK PAGES

In 2002 Black Umbrellas launched Black Pages, a powerful online national directory connecting big business to smaller Black enterprises to transform procurement in South Africa. The platform provides procurement professionals with a tool, aided by the ease of navigation, through which they can quickly search, filter and locate approved suppliers listed on the Blackpages database.

**A POWERFUL ONLINE
NATIONAL DIRECTORY
CONNECTING BIG AND
SMALL BUSINESSES**

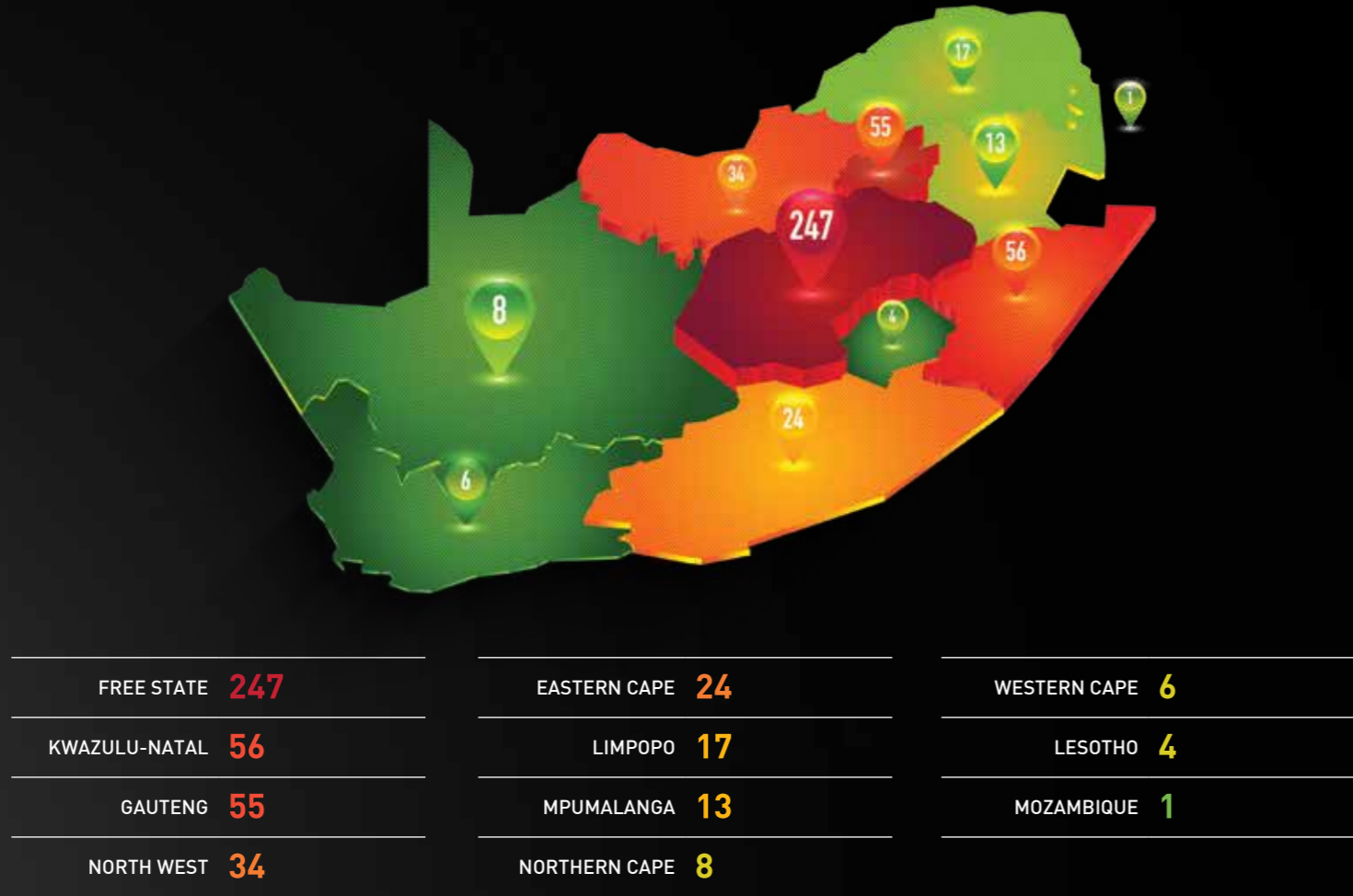
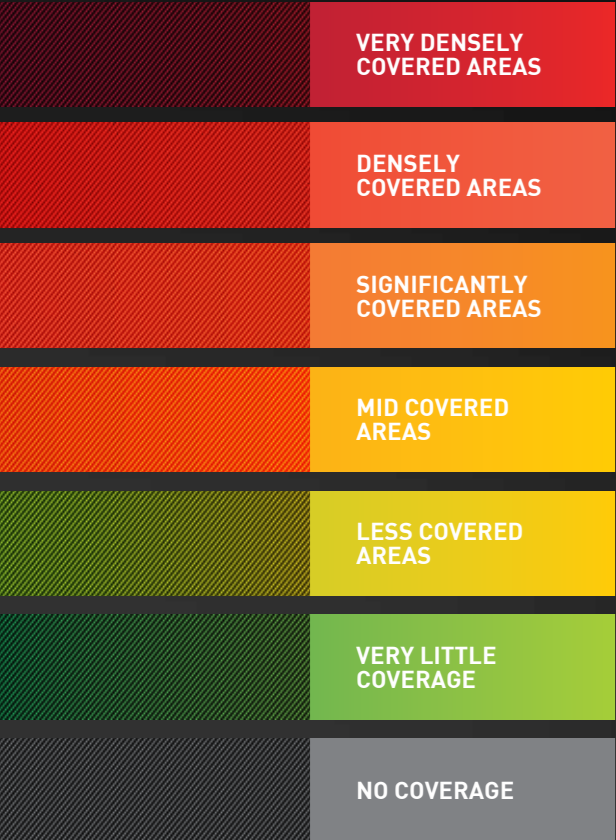
**// SEARCH
// FIND
// EMPOWER**



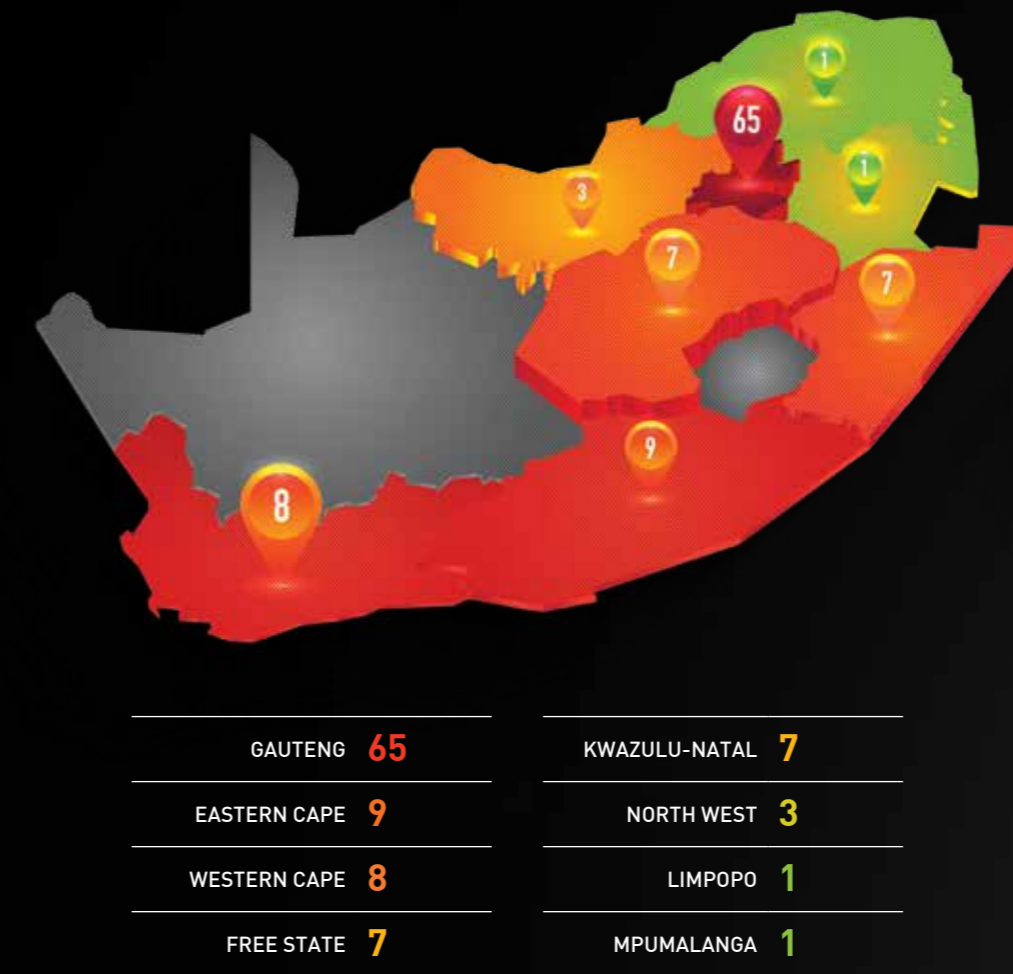
HOW WE ARE DOING



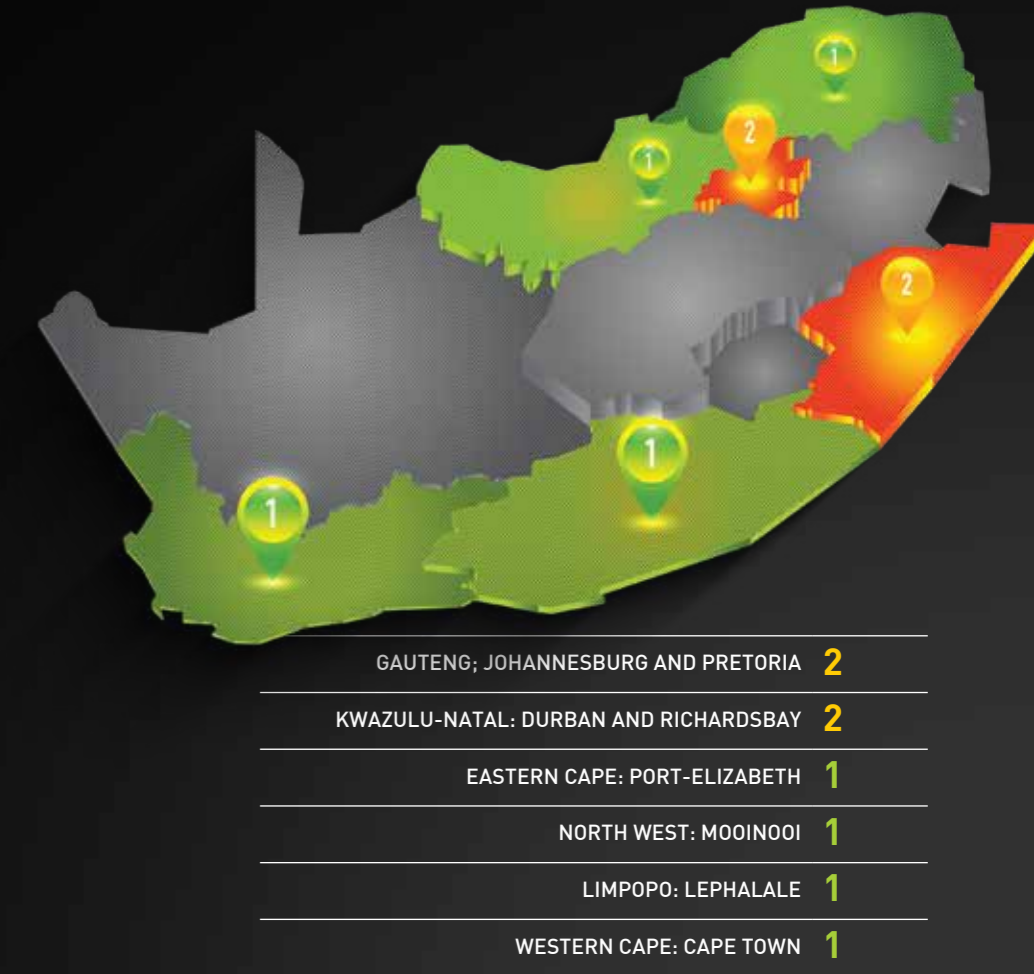
SCHOOLS



STUDENTS



INCUBATORS

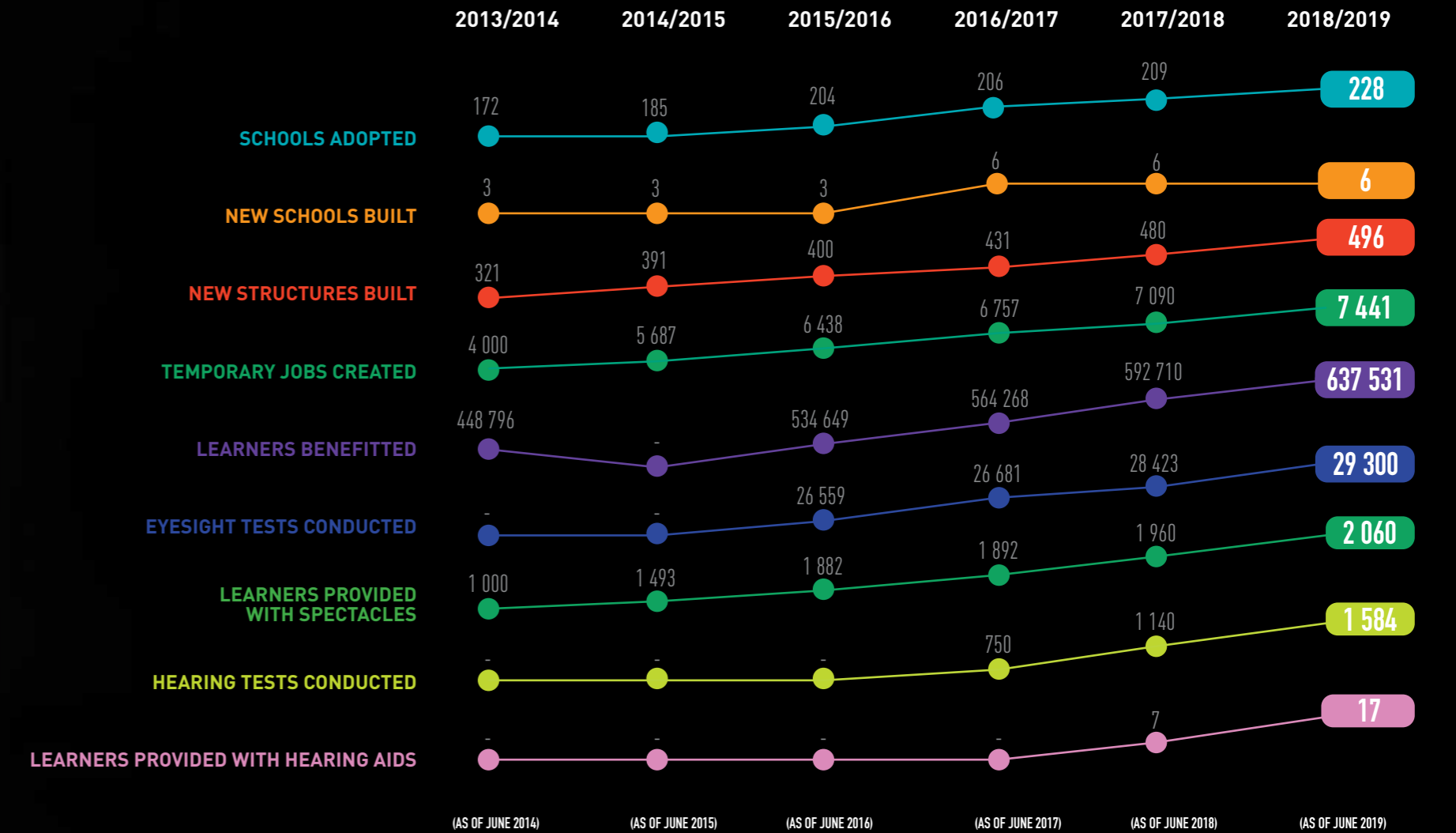





2 555
EDUCATORS DEVELOPED IN CURRICULUM

1 378
SMALL BUSINESSES SUPPORTED

REPORTING PERIOD STATISTICS





FROM MUD TO MORTAR AND MORE

THE TRANSFORMATION OF THREE SCHOOLS IN RURAL KWAZULU-NATAL

In 2019, Adopt-a-School handed over three new and fully resourced schools to communities on the outskirts of Danhauser in rural KwaZulu-Natal. These schools - formerly made of mud, asbestos and old shipping containers - have been rebuilt with brick and mortar, providing spaces that promote excellence in teaching and learning. The schools, Enhlanhleni, Lembe and Ingweniphaphama primary schools, have travelled a long road with the Foundation, committing to the Whole School Development model and working to build the schools they wanted for their learners.

Features of the transformation:

- 249 local community members hired to participate in the building process.
- 42 new and renovated facilities built.
- Each school now has enough classrooms to cater for existing learners and the anticipated growth in school enrolment.
- Each school boasts a multimedia centre that includes a library, computer laboratory, science laboratory, a nutrition and dining area, administration facilities, ablution facilities, security and all necessary furniture.
- 17 educators have been trained in Early Childhood Development, literacy and mathematics.
- 21 school leaders and educators have been developed in leadership and governance.

42

NEW AND RENOVATED
FACILITIES

17

EDUCATORS HAVE BEEN
TRAINED IN EARLY CHILDHOOD
DEVELOPMENT

21

SCHOOL LEADERS AND
EDUCATORS DEVELOPED IN
LEADERSHIP AND GOVERNANCE



I was proud to be a woman doing this work with other women. It showed that we can be part of uplifting and benefiting our community

Busisiwe Buthelezi~
INGWENIPHAPHAMA ALUMNI

TESTIMONY

Busisiwe Buthelezi is a past learner of Ingweniphaphama and was one of 58 women employed by Adopt-a-School to work on the construction of the school. Her children now attend this school. This is her testimony:

"The day we started building I couldn't really believe it. It was even more difficult to believe as we saw the different buildings, how big it is compared to the mud school. I had experience of building from before, but I have learnt so much more from this project and gained many new skills. I believe my involvement shows that I am a parent who would like to see my children have a bright future, because of my hard work. Because of this, my children's futures are full of new opportunities that we never had

before. I was proud to be a woman doing this work with other women. It showed that we can be part of uplifting and benefiting our community.

I also hope that the story of our building this school for them gets passed on to their children. This history is ours and we must be proud of it."

**58 WOMEN
EMPLOYED
BY ADOPT-A-
SCHOOL TO
WORK ON THE
CONSTRUCTION**

LEVERAGING CHANGE THROUGH LEADERSHIP

115
EDUCATORS WERE TRAINED



As Whole School Development has matured, one of Adopt-a-School's key lessons has been the value of school leadership in sustainable and systemic change.

As a result, the Strategic Planning and Leadership Development programme became a core element of Whole School Development and a determining factor in the success of the model. In 2019, after nearly 10 years of building the model, Adopt-a-School launched its own internal SETA accredited NQF Level 4 leadership advancement course. The course, not limited to management positions, assists all teachers to discover and develop the leaders in themselves, empowering them to play a greater role in the success of their school.

Adopt-a-School's School Leadership Advancement programme also serves as a critical part of a sustainable fundraising strategy. By bringing this programme in-house, Adopt-a-School has not only up-skilled its existing team but offers a new arm of service.

The programme aims to:

- Promote leadership growth in all staff members, assisting in the development of a conducive working environment
- Enhance the abilities of the School Management Team (SMT) and staff
- Create a platform for self-reflection
- Clearly define school goals and priorities
- Provide strategic guidance in the sustainable implementation of initiatives by Adopt-a-School
- Develop an understanding of effective leadership, management and governance of a school
- Create a team that works together respectfully and efficiently
- Improve the morale of educators and learners
- Improve the performance of the school through improved teaching and learning.

EMPOWERING TEACHERS TO PLAY A GREATER ROLE IN THE SUCCESS OF THEIR SCHOOLS

MODEL EXPANSION

WHOLE SCHOOL DEVELOPMENT

DEPARTMENT OF BASIC EDUCATION'S ACCELERATED INFRASTRUCTURE DEVELOPMENT PROGRAMME

Has adopted Whole School Development as one of its implementation strategies in the transformation of South Africa's remaining mud schools.

ANGLO AMERICAN SCHOOLS PROGRAMME

Has partnered with Adopt-a-School to implement key elements of Whole School Development in 44 adopted schools.

INDUSTRIAL DEVELOPMENT CORPORATION (IDC)

Has adopted and implemented Whole School Development in 30 schools located in all nine provinces in South Africa.

A REVIEW

Triologue conducted an external review of the Industrial Development Corporation's Whole School Development programme with Adopt-a-School and highlighted the following key findings:

- Improved the school's functionality in each of the Whole School Development focus areas.
- Appreciation of the model - 96% of respondents stating that they would either encourage it or 'do everything in their power to have it' if their school was not part of the Adopt-a-School programme.
- 79% of principals, teachers and learners indicated an increase in school pride.
- 80% of survey respondents indicated that the matric average had significantly increased as result of and attributable to Adopt-a-School interventions.
- 70% of the schools indicated that learner well-being and community involvement had improved between 2013 and 2017.



CSI programmes in South Africa are becoming increasingly aligned to national and international frameworks such as the National Development Plan (NDP) and the Sustainable Development Goals (SGD's). Projects are being supported for longer periods with the goal of deriving measurable and sustained impact through investments made. This more considered investment approach is also characterised by long-term partnerships as a means of embedding sustainability and ensuring holistic solutions. In line with this, the Adopt-a-School Foundation provides opportunities for individuals and corporates to invest in education effectively by adopting and supporting under-privileged schools with the aim of addressing the inequalities and inadequacies that plague South Africa's rural and disadvantaged schools by enhancing their learning experiences and environments.

– Triologue Report for the IDC/Adopt-a-School Foundation programme, March 2018

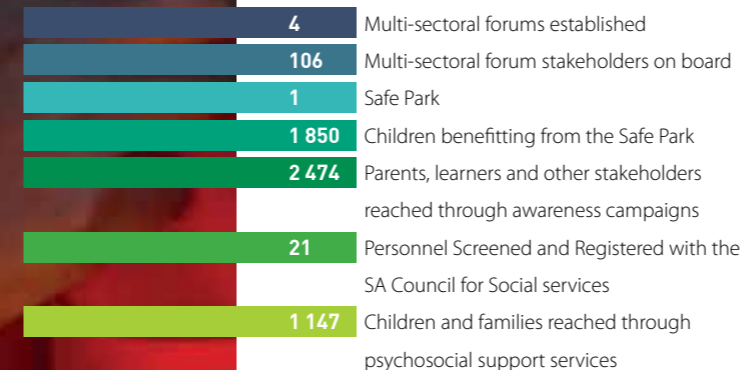


REPORTING PERIOD STATISTICS

	2014	2015	2016	2017	2018	2019
CHILDREN BENEFITTING FROM THE SAFE PARK	-	-	-	-	-	1 850
PARENTS, LEARNERS AND OTHER STAKEHOLDERS REACHED THROUGH AWARENESS CAMPAIGNS	-	-	-	-	-	2 474
MULTI-SECTORAL FORUMS ESTABLISHED	-	-	-	-	-	4
CHILDREN AND FAMILIES REACHED THROUGH PSYCHOSOCIAL SUPPORT SERVICES	-	-	-	-	-	1 147



THARI HAS DEVELOPED SYMBIOTIC RELATIONSHIPS



THARI

THE PILOT AND JOURNEY TO BUILD AN EFFECTIVE MODEL

Action Plan to 2019: Towards the Realisation of Schooling 2030.

The programme is aligned with the Department of Basic Education's Action Plan to 2019, as well as its 2016 Strategy on Psychosocial Support for Learners in South African Schools. This is with specific reference to Goal 25, the Integrated School Health Policy and SIAS policy.

One of the key concerns when formulating the model was that Government and civil society organisations were working in silos,

providing disintegrated services. Working in the communities of Botshabelo in the Free State and Diepsloot in Gauteng, Thari had to first understand the existing landscape and collaborate with all active stakeholders to develop a cohesive and symbiotic working relationship. As it built trust in the community and within the schools, it has influenced the functionality of community bodies and school-based support teams. Already, important steps have been taken toward sustaining the programme through the development of a Theory of Change and a measurements framework that can be used on a wider scale.

THARI'S OBJECTIVE IS TO CREATE A SAFE AND EMPOWERING SCHOOL ENVIRONMENT

BUILDING THE FRAMEWORK

FEASIBILITY STUDY

Focusing on education and welfare stakeholders with the purpose of:

- Introducing Cyril Ramaphosa Foundation and its mandate
- Data collection
- Needs analysis and baseline studies

Key findings:

- Develop a contextual guide for operations in terms of political, environmental, social, cultural, economic and institutional conditions as well as available resources and existing initiatives.

The objective of Thari is to strengthen the school community by creating a safe and empowering environment that is free from violence, academically effective, inclusive, gender sensitive, and promotes health and well-being for all.

OUR THREE STRATEGIC PILLARS

PSYCHOSOCIAL SUPPORT SERVICES

Through the services of Youth and Child Care Workers.

To address emotional problems, sexual abuse, neglect, other forms of abuse and poverty related issues.

SAFE PARKS

A therapeutic space for vulnerable children requiring psychosocial support services and a safe after-care facility.

To address the lack of interest, lack of discipline and absenteeism through recreational facilities and life skills programmes at the Safe Park.

MULTI-SECTORAL MODEL

A harmonised approach to address social factors that make women and children vulnerable, especially gender-based violence.

To address gangs, substance abuse and bullying through dialogue sessions in collaboration with forums.

IMPLEMENTATION

ANNUAL EVALUATION

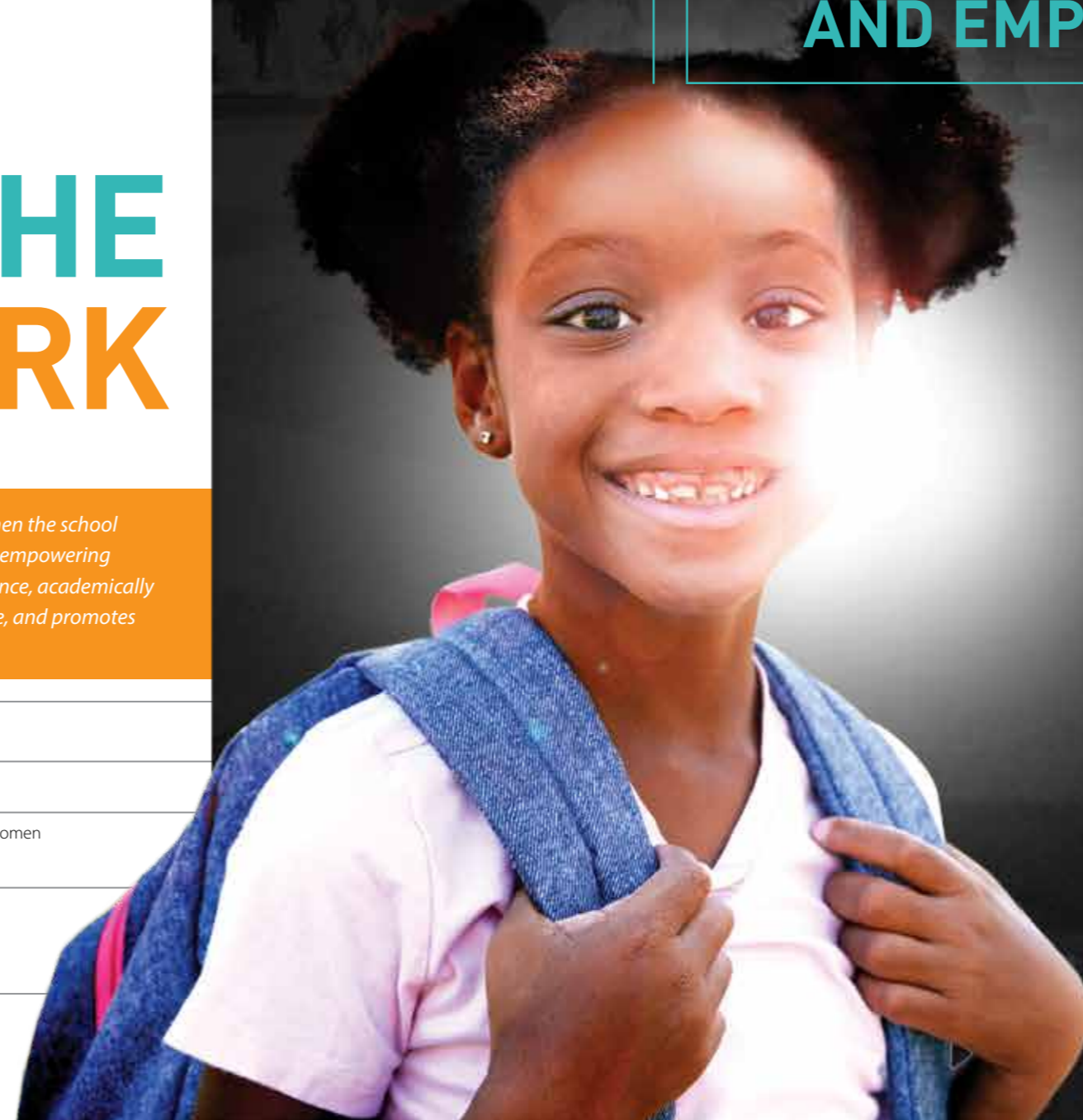
While real change will take longer to realise and effectively measure, our annual evaluation was able to identify more improvements than deterioration, showing a level of impact being achieved. The annual evaluation also identified areas of weakness or gaps in the implementation of the programme, which were documented and addressed.

MONITORING AND EVALUATION FIELD GUIDE

This includes a Theory of Change and a measurement framework that will identify the key performance indicators and measurement tools for the programme.

KEY LEARNINGS

- A clustered approach is more viable as opposed to implementation in single schools.
- Not all stakeholders take a holistic approach – the multi-sectoral approach must coordinate efforts and ensure it maintains a bird's eye view.
- Community-based organisations to receive intensive capacitation on organisational development and Thari model principals, programme logic, implementation strategies, monitoring and evaluation systems and fundraising strategies for them to sustain the programme.
- Child and Youth Care Workers are an efficient workforce for the programme as they are aligned with the new model of social services outlined by the Children's Act. Child and Youth Care Workers need to be capacitated on how to address problems faced by learners in the school environment, in addition to therapeutic services in the life space of children. The development of the Child and Youth Care workforce is also aligned with other government priorities and is aimed to reduce the cost of social services.
- A minimum period of five years for the facilitation of the programme is necessary to be able to measure the impact against the developed measurement framework. This will also allow time and assist in developing an articulated strategy for the protection of women within the programme.
- The Theory of Change is a living document and Thari will engage an independent Monitoring and Evaluation service.
- CRF will host a biennial conference as a platform for ongoing engagement with other stakeholders on issues of school safety and protection of women and children from violence.



PSYCHOSOCIAL SUPPORT



WE TAKE A HARMONISED APPROACH TO ADDRESS SOCIAL FACTORS THAT MAKE WOMEN AND CHILDREN VULNERABLE

PSYCHOSOCIAL SUPPORT CIRCLE OF CARE





TAKING A STAND AGAINST VIOLENCE

THARI PARTNERS WITH SPECIALISTS

Thari partners with specialists in the field of children well-being and violence against women and children.

Some of its partners include:

- Department of Basic Education Psychosocial and Social Inclusion and Partnerships in Education (provincial and national Level).
- Department of Education School Safety Unit (provincial and national level).
- UNICEF – Social Policy and Child Protection Unit .
- Department of Social Development (at provincial and national level).
- South African Police Services.
- Department of Health.



KST

When KST partnered with the Free State Department of Education in 2013, the mission was to create positive change at an institutional level to drive consistent and sustainable improvement in academic performance. The partnership prioritised leadership transformation at a district level while building educator capacity, strengthening community involvement, and upgrading school infrastructure. This investment has brought about several significant improvements in the delivery of education in the Fezile Dabi and Motheo districts, where the programme is active. Most noticeable has been the improvement in matric results in these districts.

THE POWER OF PARTNERSHIPS THAT DRIVE PERFORMANCE



REPORTING PERIOD STATISTICS

	2015	2016	2017	2018	2019
SCHOOLS IN THE PROGRAMME	215	216	234	240	269
SCHOOLS THAT ATTENDED EMPOWERMENT AND TRANSFORMATION WORKSHOPS	215	216	243	251	269
LEARNERS BENEFITTED SINCE INCEPTION IN 2013	-	262 250	304 953	337 445	409 682
NEW FACILITIES BUILT	66	72	114	325	334
TEMPORARY JOBS CREATED	748	918	1 145	1 434	1 951
EYESIGHT TESTS CONDUCTED	16 067	10 020	26 141	58 606	150 530
LEARNERS PROVIDED WITH SPECTACLES	539	639	795	2 588	6 192

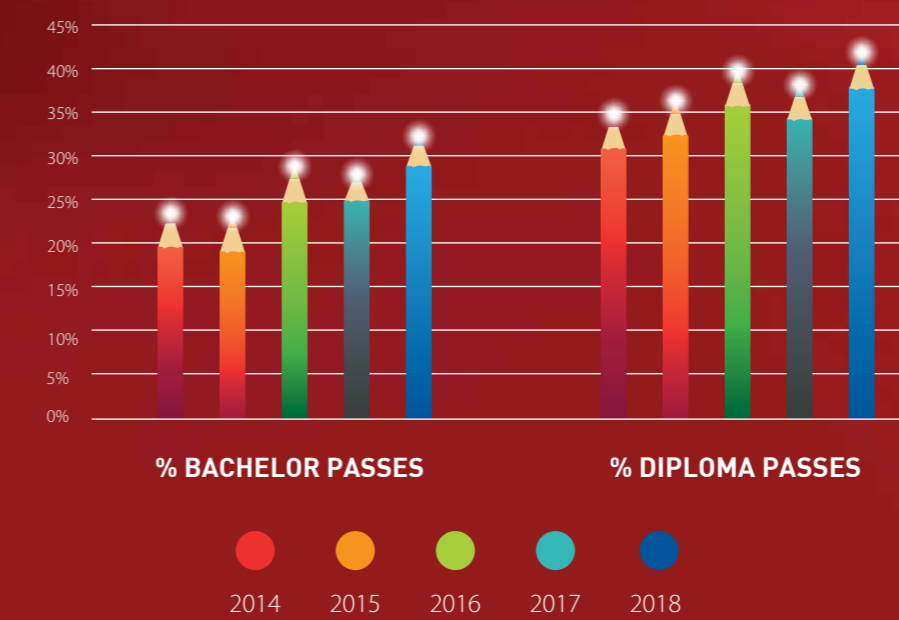
TAKEN FROM THE AR 2013-2014 2015-2016 2016-2017 SEPTEMBER 2018 AUGUST 2019

49% OF KST PROJECT SCHOOLS ACHIEVED **90%**

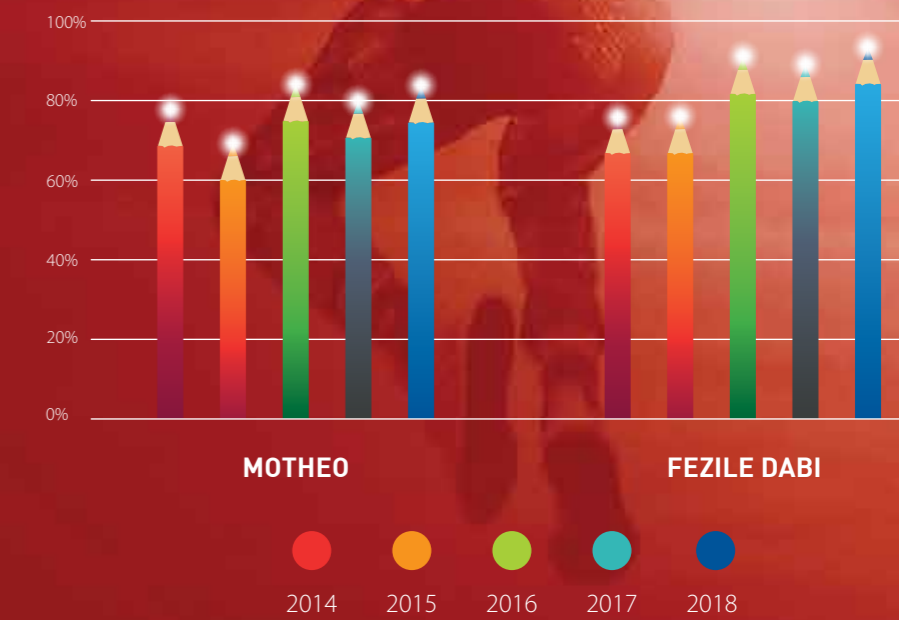
289 SME'S SUPPORTED

10 338 EDUCATORS DEVELOPED IN CURRICULUM

QUALITY OF PERFORMANCE IN KST PROJECT SCHOOLS



DISTRICT PERFORMANCE



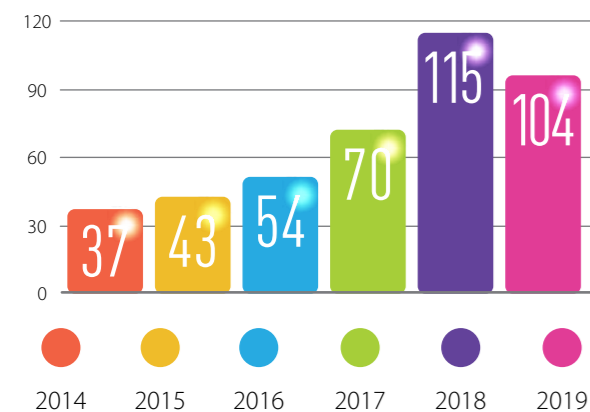
SHARING OUR JOURNEY

THE GIVING BACKBONE OF CRET

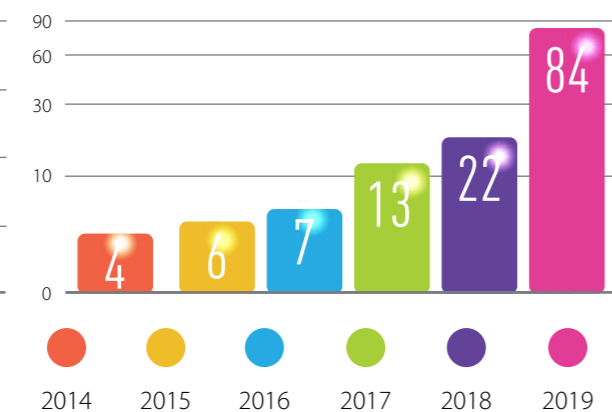
Since 2012, CRET has enjoyed an average pass rate of 86%. CRET has supported over 240 young adults with their tertiary education and is currently supporting over 100 students. With 84 successful graduates, it has built a strong alumni community who meet throughout the year to share their journeys, motivate new students, and support and promote the work of CRET. In 2017, the CRET Alumni launched an Alumni Fund that has raised over R400 000 and is funding bursaries through CRET to two students.

CRET ENROLMENT AND THROUGHPUT

STUDENTS ENROLLED



CRET GRADUATES



THE GIVING BACKBONE OF CRET THE ALUMNI FUND RAISED OVER

R400,000

CRET SUPPORTED OVER 240 YOUNG ADULTS

CRET ENCOURAGES STUDENTS TO EMBRACE THE ETHOS OF PAYING IT FORWARD

REPORTING PERIOD STATISTICS

	2014	2015	2016	2017	2018	2019
STUDENTS	37	43	54	70	115	104
GRADUATES	4	6	7	13	22	84
AVERAGE PERFORMANCE PER YEAR	91%	89%	84%	87%	80%	TBC

2	Students provided bursaries by the CRET Alumni.
R431 480	Amount raised by Alumni Fund since 2015.
86%	Average performance since 2014.
14	Students elected into the International Honorary Golden Key Society since 2014.
56	Mentors.

A JOURNEY FROM CLASSROOM TO BOARDROOM



LOFTTY'S LEGACY

A Cyril Ramaphosa Foundation Success Story

As a young boy, growing up in a impoverished community in Kagiso, north-west of Johannesburg, Loftty Mmola became aware of external investment in his schooling. His school, Thuthuzekani Primary School, was one of Adopt-a-School's first adopted schools and received support in the form of books, furniture and new classrooms.

"I realised that there was someone who was concerned about us, when we were learning without books or chairs or even walls. I didn't know who was helping us, but I felt noticed and important and I wanted to work hard and do well because of it."

Loftty was soon noticed by Adopt-a-School and Cyril Ramaphosa Foundation for his academic efforts. He matriculated from another school in Adopt-a-School's stable and went on to receive one of the first CRET bursaries to a matriculant from an adopted school.

Having never left the borders of Kagiso township, Loftty moved to KwaZulu-Natal and successfully completed his accounting degree at the University of KwaZulu-Natal. With CRET's support, he travelled between Durban and Sandton every holiday to gain work experience at the former Shanduka Group, the then corporate parent of the Foundation, and to mentor his peers in the bursary programme and other young high school learners from his former schools. Loftty graduated with a BCom Honours in Economics in 2013 and spent the next 20 months of his early career as an intern at Shanduka Group. He is now an equity research analyst at FNB Wealth and Investments and a driving force in CRET's mentorship programme.

In five years, CRET has grown from an enrolment of 37 students in 2014 to 115 students in 2018. In 2014, CRET celebrated four graduates. In 2018, 22 of its students received their qualifications.

A CRET SUCCESS STORY

I realised that there was someone who was concerned about us, when we were learning without books or chairs or even walls. I didn't know who was helping us, but I felt noticed and important and I wanted to work hard and do well because of it



MEET SOME OF

OUR GRADUATES



MAVIS MAHLANGU

DEGREE: Honours Degree in Accounting
INSTITUTION: Nelson Mandela Metropolitan University.
CURRENT POSITION: Audit Manager at Deloitte.
CAREER ASPIRATION: To become a senior manager and possibly work internationally in the financial field.



KOPANO NKOANA

DEGREE: BSc Mechanical Engineering. Kopano was a member of the Golden Key Society and on the Dean's list at WITS University.
INSTITUTION: WITS University.
CURRENT POSITION: Candidate Engineer.
CAREER ASPIRATION: Executive member of engineering firm.



PRECIOUS MONARENG

DEGREE: Honours Degree in Economics. Precious represented her university in an academic programme at Fordham University in New York.
INSTITUTION: University of Pretoria.
CURRENT POSITION: Credit Risk Analyst.
CAREER ASPIRATION: To be a well-rounded economist in corporate and investment banking.



MXOLISI ZULU

DEGREE: BCom Accounting.
INSTITUTION: UKZN.
CURRENT POSITION: Analyst Internal Auditor at Richards Bay Minerals.
CAREER ASPIRATION: Risk and Governance, Chief Auditor, executive businessman.



Thanks to the support of CRET, I have realised my dream. The CRET bursary is not a typical bursary. It goes beyond a financial contribution to students. Life skills are learned and holiday work experiences give an insight into the working environment. It is an honour to have been a custodian of CRET and I will continue flying the flag high.

~Nkululeko Mindu
ASSOCIATE CONSULTANT, PWC SA, JOHANNESBURG



SUSTAINABLE JOB CREATION IMPACTS FIVE RURAL COMMUNITIES

Inspired by the diversity and scale of industry giants like Bidvest Group entrepreneurial duo Sarina Malatji and David Masikhwa formed GMSQ and MA Holdings in 2011.

It aimed to service clients in the facilities management, construction, retail and consulting industries. A Black Umbrellas incubation client since February 2018, the group has seen multiple successes, including growing their staff component to 500 permanent employees and the opening of a second office in Polokwane. The company is on track to create 1 000 permanent jobs by 2020.

- Winner of the Black Umbrellas Regional Award for Most Jobs Created.
- 2nd runner up of the Black Umbrellas Regional Award for Best Performing Company.
- Impacting the Limpopo Province communities of Polokwane, Lephalale, Thohoyandou, Tzaneen and Groblersdal.
- 2018/2019 Financial turnover: R33,6 million.

ACCELERATED SUCCESS THROUGH BUSINESS INCUBATION IN THE MINING INDUSTRY

Modi Mining is a story of how a successful medium-sized business used the Black Umbrella's programme to triple its staff component and grow its annual turnover by almost 100% in less than three years.

The 100% Black-owned company was founded in 2007 by mining engineer and entrepreneur Samuel Molefi and Motlapele Molefi. The company has the sole objective of rendering differentiated contract mining services and to be a supplier of choice to the mining industry.

Modi Mining joined the Black Umbrellas programme in 2015 to access partnership and procurement opportunities. Only two years later, with the support of Black Umbrellas, Modi Mining was awarded a three-year R158 million contract by mining giant South32 in 2017. This was the first core mining contract awarded to a 100% Black-owned company, a milestone that marked an important breakthrough in the development of Black-owned businesses in the South African mining sector. Today, Modi Mining is a proud Black Umbrellas graduate and continues to support SMEs entering the programme.

We contribute in the funding of SME development. Our interest stems from having undergone the programme ourselves and having benefited immensely from it. What better way to express our gratitude than paying it forward to emerging businesses

REPORTING PERIOD STATISTICS

	2014	2015	2016	2017	2018	2019
BLACK UMBRELLAS INCUBATORS	8	8	8	8	9	9
BUSINESSES INCUBATED	659	914	934	1 191	1 278	1 481
TOTAL JOBS CREATED AND PRESERVED	6 079	8 211	10 137	10 896	11 678	11 828
COMBINED TURNOVER OF INCUBATED BUSINESSES SINCE 2009	R421 MILLION	R890 MILLION	R998 MILLION	R2 BILLION	R2,66 BILLION	R2,87 BILLION
NET ASSET VALUE	R459 MILLION	R416 MILLION	R163 MILLION	R792 MILLION	R1,11 BILLION	R1,123 BILLION

R193 MILLION TAX PAID BY SMMES
R714 MILLION SALARIES PAID
14 383 BUSINESSES LISTED IN BLACK PAGES
98 MENTORS
176 BUSINESSES CURRENTLY IN INCUBATION

SINIKA: WE ARE GIVING!

Cyril Ramaphosa Foundation's development values are lived by its staff. SINIKA, the Foundation's internal giving programme that was established in 2018, is a personal commitment from Foundation employees to a development programme. Staff make a monthly voluntary contribution to the Modilati Entrepreneurs Club at Modilati High School in Hammanskraal, Pretoria. The initiative, implemented by NextGen Academy, aims

to develop the entrepreneurship spirit and skills of learners in this adopted school. This year's programme will culminate in a Market Day that will showcase the entrepreneurial talents of learners in the club.

LOOKING AHEAD

The Foundation continues to critically engage its core purpose, unpacking what it means to be working towards an 'inclusive' and 'empowered' society and, the complexities of and structural challenges to this mission. The era of the 4th Industrial Revolution is a case in point of new implications for this purpose.

The Foundation's focus on education and small business development however remains strategically relevant to this purpose. Yet its offerings evolve to attain greater depth and scope as is relevant.

Over the years, the Foundation has anchored its approach in model-building, and acknowledges the interrelationship of multiple factors in development. Adopt-a-School's piloting of the Thari programme for example, addresses the impact of violence and vulnerability that children experience on learning outcomes. CRET's mentorship, work experience and driver training programmes link higher education access and throughput with job prospects. Black Umbrellas' Black Pages, an online directory that connects big business to SMEs, helps address SMEs' inabilities to access markets. In these respects, the

models of the Foundation are impelled toward being ever more holistic, addressing the multiple factors that impact on specific development objectives.

A further strategic imperative for the Foundation is to enhance the synergies between its partner entities and ensure its models can leverage off one another. The Foundation seeks to fulfil human potential from primary and secondary education through to successful entrepreneurship and sustainable employment. Such coherence and integration is a hallmark of the approach of the Foundation, and the manner in which it positions its role and significance in the development landscape.

Going forward, the Foundation aims through appropriate partnerships to:

- develop a national campaign to promote early reading through school and community libraries;
- explore the development of an ECD programme;
- advocate for the integration of entrepreneurship education in the school curriculum;
- encourage institutions of higher learning to implement a capacity development programme for entrepreneurship skills development that targets eligible youth;
- advocate for additional extramural activities in schools that are both cognitive and non-cognitive, such as sports and drama;
- promote Global Citizenship Education in schools, which aims to instil values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development;
- support the acceleration of high impact entrepreneurs;
- accelerate the integration of SME participation in regional and global value chains;
- advocate for innovative financing models to support entrepreneurs, such as social impact investments, micro financing and crowdfunding;
- develop targeted programs for necessity-driven businesses, empowering them to develop more entrepreneurial business models based on price competitiveness, procurement and distribution practices;
- promote access to ICT services and infrastructure in remote areas;
- promote access to technology for emergent businesses in remote areas;
- champion the cause for reforms and regulations that increase the ease of doing business and lessening bureaucratic burdens; and
- forge stronger partnerships with system leaders in the sectors in which it operates.

IN THE END, THOUGH DEVELOPMENT IS A DYNAMIC AND CONTINUOUSLY EVOLVING PROCESS WITH UNINTENDED CONSEQUENCES AND NEW CHALLENGES ALONG THE WAY, SYSTEMIC CHANGE IS REQUIRED TO ENSURE SUSTAINABILITY. THE AGILITY WITH WHICH THE FOUNDATION APPROACHES ITS ENDEAVOURS, WILL REMAIN AN IMPORTANT TEST FOR ITS RELEVANCE IN SOCIETY.