

Realema

teacher intern programme



Feedback Report **2019**

.....
Growing teachers for tomorrow

www.realema.org

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HELP US GROW TEACHERS

Realema relies on donations to develop teachers.

Realema is a Trust, Non-profit and Public Benefit Organisation and we can issue our donors with S18A tax certificates. We have received external verification of 100% B-BBEE SED compliance.

Donations can be made via EFT to the following account:

Realema Teacher Intern Programme
Standard Bank
Business Current Account
Rosebank (004305)
Account number: 28 247 145 6
Ref: Surname/Company name

To receive a tax certificate, please send us an email confirming your donation to pier@global.co.za. It will also enable us to acknowledge and thank you.

CONTACT US

For queries or to donate, please contact:

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LETTER FROM THE TEAM

Writing an annual report can be an onerous task - especially at a non-profit organisation, where fiscal diligence limits our ability to outsource, necessitating us to become Jacks-of-all-trades. This report gives our stakeholders an overview of our work during 2019, while also offering us an opportunity to reflect on our efforts; to honestly review our progress and the validity of our responses to challenges. For that we are grateful.

One of the difficulties in reporting on Realema's work is to quantify our impact. Deep, personal change usually does not happen through a once-off 'big bang' event. We meet most of our interns during their matric year, when they are only 17 years old. They grow from teenagers into adulthood during the four years that they spend with Realema and our Partner Schools - and anybody with older children will know that those can be turbulent times!

There is little as rewarding to us as building strong relationships with our interns. The deep, personal mentoring, group workshops and academic tutoring that we offer, help to shape our interns into professional teachers and passionate, responsible adults. Our interns forge friendships and lasting relationships with their Goodwill and Academic mentors and the many teachers who support them at their Partner Schools. And among their Realema peers, they make friends for life. Realema interns are held accountable for the mistakes they make, and we celebrate their successes with them - long after they graduate and join Realumni, our alumni association.

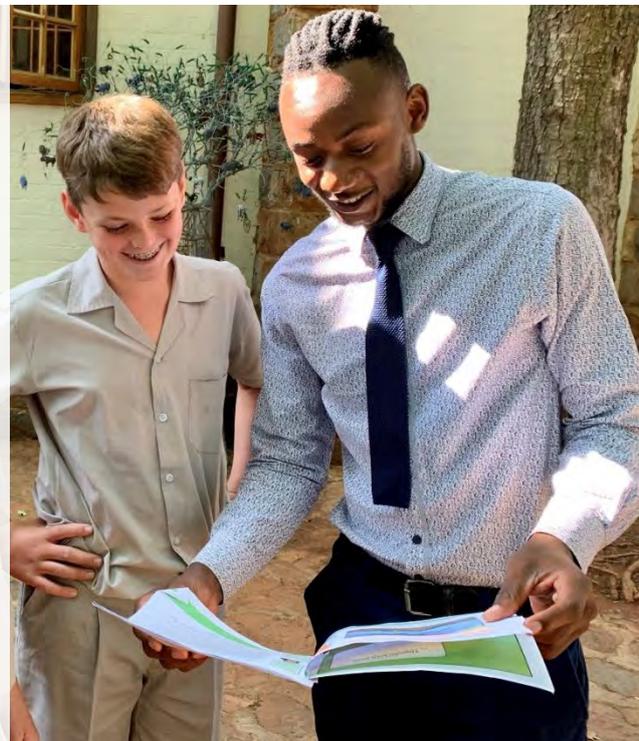
How do we measure the impact of our life-long friendships with our interns, the mutual respect forged and the lessons that we learn through each other? How do we measure the positive impact that we have had on each other? Indeed, we often feel that we learn more from them than they learn from us. How do we showcase those small but meaningful changes of behaviour that lead to academic and professional success? We cannot measure the hope that our bursaries offer to interns' siblings or younger learners at their schools. Nor can we quantify their increased desire to reach higher and dream bigger - flames ignited through their immersion in professional teaching environments at top South African schools. Even small personal adjustments to time and stress management can have a profound and lasting impact on individuals who had never learnt those skills before.

This report will offer the reader insight into our work and approach. We will also provide some impact numbers, but the essence of our impact is best found in the feedback given by interns themselves. We hope you enjoy their reflections as much as we did.

During 2019, with the tremendous support of our donors and trustees, we embarked on our expansion strategy by setting up a second cluster of Partner and Feeder Schools and expanding the number of bursary recipients and the depth of our bursary offering.

As we write this, we are in Covid-19 lockdown, presenting us with a new set of challenges. It is now as important as ever to live our values of accountability, adaptability, hope, kindness and resilience. Our challenges are learning opportunities through which we can continue to build a sustainable programme that develops the passionate and professional teachers that South Africa so badly needs.

Realema will not be possible without all our wonderful donors and volunteers who mentor and help Realema in so many ways. To our friends, present and future, from the bottom of our hearts, thank you!



Patrick Lees
Founder

Pier Myburgh
Director

Susan Crosse
Manager

WHAT WE DO

Realema offers comprehensive bursaries to talented and hard-working black students, who could not otherwise afford a tertiary degree, to study for a Bachelor of Education degree, while gaining valuable work experience as full-time teacher interns at top schools. We help our bursary recipients build sustainable careers in teaching, while also developing the passionate and professional teachers that South Africa so badly needs.

Our Vision

To offer selected black, financially disadvantaged students the opportunity to study a teaching degree, thereby developing professional, passionate and well-trained teachers who will contribute to South African education and communities.

Our Mission

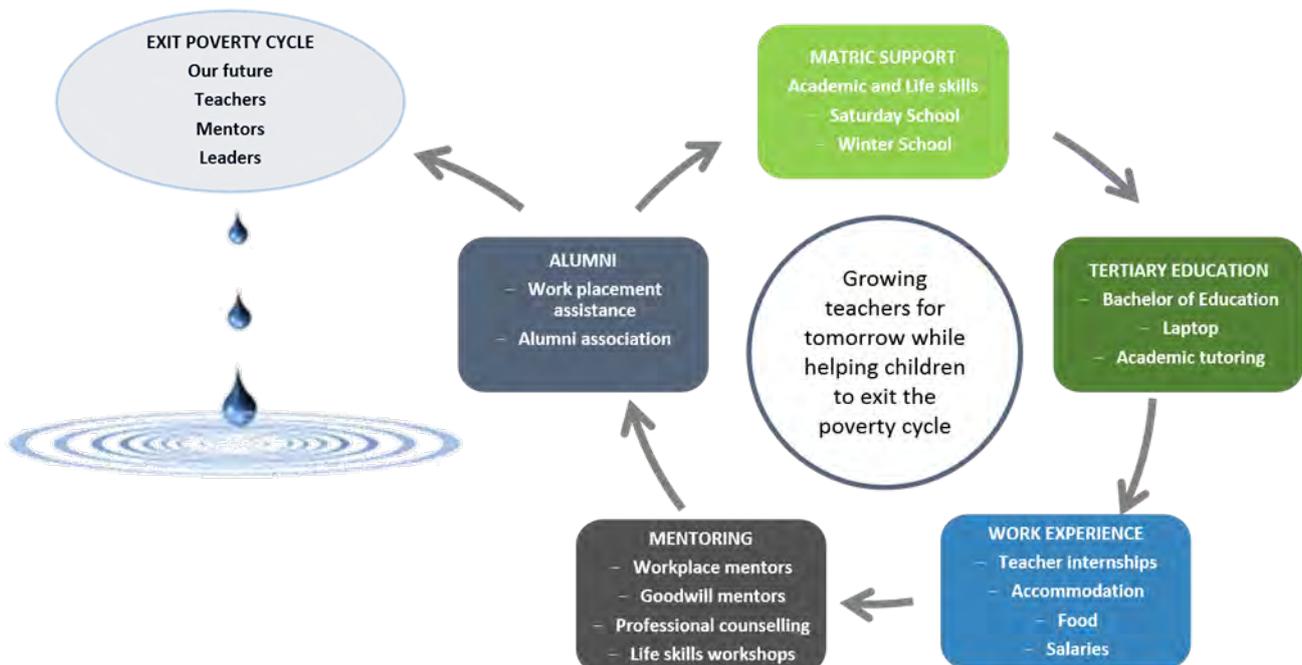
We will provide the selected candidates with the necessary support to encourage their successful completion of a professional teaching degree. We will make use of existing and available expertise and manage resources and processes responsibly, to ensure the long-term sustainability of the programme.

We get to know our prospective bursary recipients during matric when they join our Matric Programme. We offer them life skills lessons such as stress management, study skills and interview skills, and they complete comprehensive aptitude tests to help them make informed decisions about their future. They also job shadow teachers for a week at a school in Johannesburg so that they can experience what it feels like to be a teacher.

Towards the end of their matric year, they apply for tertiary Realema Internship bursaries, which are awarded following an extensive selection process.

Successful applicants receive full bursaries to study for a distance teaching degree while gaining valuable full-time work experience at top schools. The bursaries are offered for the four years that it takes them to complete a Bachelor of Education degree, and include food and accommodation, university fees and books, a salary, laptop and IT support, academic tutoring, professional counselling, multi-layered mentoring, life skills support and part-payment of medical insurance.

Escape poverty and pay it forward through teaching



AT A GLANCE

Realema was founded in 2013. **Realema** is a Sesotho word that means 'to plough' or 'prepare soil for growth'.

Governance

- Trust: IT003152/2017(G)
- NPO: 217-250 NPO
- PBO: 930063219
- B-BBEE SED recognition: 100%
- Audited annual financial statements

Trustees

- Patrick Lees
- Steven Milton
- Graeme Montgomery
- Pier Myburgh
- Daniel Pretorius
- Nombuso Ramokgopa

2019 at a glance

- Number of interns 31
- Number of graduates 11
- Full-time teaching positions offered 13
- Number of Partner Schools 9
- Number of Feeder Schools/Programmes 5

Realema interns' results - 2019

Subjects written	Pass	Distinction	Supplementary	Fail
353	326 92.5%	113 32%	11 3%	16 4.5%

* Some supplementary exams are pending. We trust that most interns will pass those exams, which will improve our pass rate.

Realema's direct impact since 2013

Annual tertiary bursaries	Matric support impact	Meals given by Partner Schools	Lodging given by Partner Schools at R56 000 p/a	Laptops	Intern salaries paid by Partner Schools (conservative ave)	Graduates through Realema	Permanent teaching posts
155	315	93 000	R6 721 600	47	R5 931 000	11	13

Our main challenges during 2019:

- Growing teachers for communities that need them most
- Funding
- Navigating inefficient university administration and registration processes
- Limited administrative and human resources
- Offering accommodation to our interns
- Inclusion of public schools as Partner Schools

Our Values

Accountability

Adaptability

Hope

Kindness

Resilience

WHAT DIFFERENTIATES US

Our interns are not strangers to us.

- We source our interns from predetermined feeder schools and programmes, so we receive excellent input on their characters before offering them bursaries.
- We start the support of our interns during school through our Matric Programme to help them achieve the best matric that they can and start preparing them for life after school.
- We track their academic progress during their matric year.

We ensure that our interns are suited to teaching.

- During matric, our intern candidates need to complete an aptitude test, shadow St John's College teachers for a week during their holidays, write a motivational letter and have numerous interviews.
- Our existing Realema interns give feedback on the matric candidates as they actively participate in some aspects of the Winter School.

Our comprehensive mentoring system.

- We have a comprehensive and layered mentoring system. Each intern is offered two mentors: A Workplace Mentor and a Goodwill Mentor. They receive individual additional academic tuition, have free access to a professional counsellor and have full access to Realema's Manager and Director. They receive additional life skills development workshops and have monthly get-togethers where they share knowledge.

Our Partner School system.

- Our Partner Schools are top schools who support our vision and give freely of their time and expertise to help our interns succeed and give them the work experience that sets them apart from other graduates. All the Partner Schools provide Workplace Mentors to our interns, to assist them with teaching and other professional development challenges.

Our accommodation arrangements.

- All our interns receive food and lodging at our Partner Schools. This eliminates daily commuting stress and expenses and alleviates some of the pressures they may experience in their home environments.



STRATEGIC REVIEW

Background

During 2019, we conducted a strategic review to safeguard the sustainability of Realema. We tested our mission against the education needs of our country, identified challenges and agreed on a plan to mitigate against them, and developed an expansion strategy to increase our geographical impact.

Discussion

With reference to Stellenbosch University research on Quantitative Applications in Education¹ and other reports on the quality of education in South Africa, we agreed that:

- There remains a shortage of teachers: We need 20 000 - 30 000 new qualified teachers each year just to replace the teachers leaving.
- Our offering of teacher internships remains essential, as university graduates lack practical experience.
- South Africa's greatest teaching need is in the Foundation Phase, so that children can learn to read with understanding.
- Junior school children are particularly impressionable and affected by behaviours that they learn from their teachers. Intermediate Phase teachers who are good role models are essential.
- The general lack of professional behaviour and passion for teaching amongst South African teachers, across all phases and subjects, is the greatest threat to the quality of education offered.



Findings

- Our focus will remain to grow teachers across all phases, with an emphasis on a BEd degree in Foundation and Intermediate Phases.
- Senior and FET phases will not be discouraged, but applicants must be academically sound, with a minimum of 60% in English and an average of 60% in Matric as a general guideline.
- Our bursaries must continue to include immersive internships at quality schools, where professional behaviour can be taught through example with targeted and guided practical experience.
- We will continue to offer multi-layered and personal mentoring to our bursary recipients, to develop the emotional health needed for passionate and professional execution of their academics and work.

Challenges and Responses

- Most of Realema's graduates are not employed in communities where the need is the greatest:
 - Our interns come from financially disadvantaged communities and they help to support their families. As such, they should be free to accept the best teaching positions available to them.
 - They play an important role in transforming education in SA wherever they teach.

¹Van Broekhuizen, H 2016; *Teacher Supply in South Africa, ReSEP Conference on Quantitative Applications in Education*, Stellenbosch University, viewed 15 April 2020, <<http://resep.sun.ac.za/wp-content/uploads/2016/09/2.-Teacher-Supply-in-South-Africa-Hendrik-van-Broekhuizen..pdf>>.

“...life sets us a challenge to test our courage and willingness to change.” Paulo Coelho

- Some of our interns want to gain experience in independent schools while they are junior teachers, to move to public schools in senior posts, where they can make a difference.
- It would not be optimal for first-year graduates to teach at schools that cannot offer the structures and mentoring needed, due to financial constraints and disillusionment by some teaching faculty.
- Looking ahead, we will include community service requirements in Realema’s bursary conditions. We are also expanding our model to include public schools as Partner Schools.
- Fundraising is difficult in this challenging economic climate with a limited donor pool:
 - We continue to explore every avenue of fundraising and use all opportunities to apply for funds from government, corporates and individuals.
 - We apply excellent donor stewardship, focus on existing donor retention, research innovative and group fundraising opportunities and emphasise our B-BBEE offering.
 - We continue to apply strict financial management.
 - We conduct financial forward projections every year and only offer bursaries when we have funds in place to support our bursary recipients for the four years that it takes them to complete a BEd degree.
- University administration and registration processes are challenging and strain our limited human resources.
 - We have visited and built good relationships with senior faculty at UNISA and North-West University, who have proven to be most helpful in assisting with administrative challenges.
 - We encourage our interns to become self-reliant and manage their own university relationships.
- Limited human resources and funding for office and administrative costs:
 - Realema’s Director and Manager subsidise administrative costs by working from home and using their own IT, phones and vehicles - and will continue to do so until funding allows for offices to be set up.
 - Realema’s Founder offers his services to Realema free of charge.
 - Budget projections include office and administrative costs, so that fundraising targets are realistic.
 - We negotiate competitive fees or find pro bono service providers where possible.
- Finding Partner Schools that can offer accommodation to our interns:
 - We target schools with boarding facilities that can afford to accommodate and feed our interns, and we try to find accommodation alternatives where schools cannot offer boarding.
 - We now include part-payment of accommodation in our funding requests, so that we can assist schools who don’t have boarding facilities, or who can’t afford to accommodate and feed our interns.
- Including public schools as Partner Schools where our students can do internships. Public schools generally have fewer financial and human resources to spend on offering internships, accommodation and mentoring, and they rely more heavily on interns as teaching resources. Interns who have just matriculated are too young and don’t have the experience to cope in such internships:
 - It is important that we develop partnerships with public schools, so we will accommodate the needs of these schools as best we can - and adapt our Partner School arrangements.
 - We will only place third or fourth-year interns at public schools.

We respond to South Africa’s need

Unemployment in July 2019

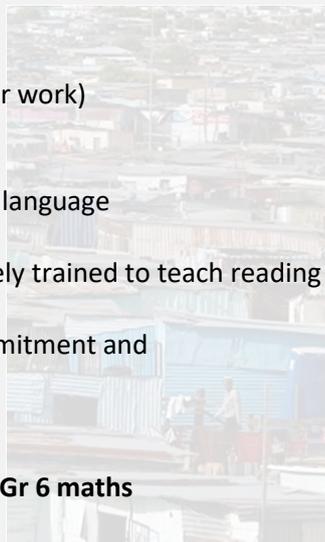
- 29% (38.5% including people who do not look for work)
- **56.4% - youth unemployment**

Literacy

- 8 out of 10 children cannot read properly in any language
- **78% of Gr 4 learners cannot read for meaning**
 - Foundation Phase teachers are not adequately trained to teach reading
 - Poor schools do not have money for books
 - Absenteeism and time wasting - lack of commitment and professionalism

Teacher quality is poor

- 10% of all teachers are absent every day
- **79% of Gr 6 maths teachers do not understand Gr 6 maths**



OUR IMPACT

Direct beneficiaries

Realema's beneficiaries are all black, financially disadvantaged students from impoverished areas, such as Orange Farm, Berea, Yeoville and Hillbrow. We believe in offering deep, meaningful impact to every bursary recipient, so that we leave a lasting impact on their lives. The result is that we spend substantial human and financial resources on mentoring and supporting our interns, and that we therefore offer fewer bursaries than we would have done, had we only applied funding to paying university fees and offering internship positions at schools. However, the interns' excellent academic results, outstanding delivery at our Partner Schools and the excellent teaching posts offered to our graduates, lead us to believe that our approach of care is the right one.

Realema's direct impact

Year	Annual tertiary bursaries	Matric support impact	Meals provided by Partner Schools	Lodging offered by Partner Schools at R56 000 p/a	Laptops	Intern salaries paid by Partner Schools (conservative averages)	Graduated through Realema	Permanent teaching posts offered
2013	0	25	0	R0	0	R0	0	0
2014	4	30	2 400	R225 600	4	R144 000	0	0
2015	11	35	6 600	R616 000	7	R396 000	0	0
2016	19	45	11 400	R1 064 000	8	R684 000	0	0
2017	25	45	15 000	R1 400 000	6	R900 000	1	0
2018	30	50	18 000	R1 680 000	5	R1 170 000	4	5
2019	31	55	18 600	R1 736 000	7	R1 209 000	6	8
2020	35	30	21 000	R1 960 000	10	1 428 000	Tbc year-end	Tbc year-end
Total	155	315	93 000	R6 721 600	47	R5 931 000	11	13

Since 2013, over 400 children have benefited from Realema.

- Post-matric bursary recipients live and work at Realema's Partner Schools while studying a long-distance teaching degree. They receive food and accommodation at the schools, which have collectively provided about 93 000 meals to Realema's interns since 2013. The interns also attend professional learning sessions that are offered to teaching staff at their respective Partner Schools.
- Our Matric Programme has impacted 315 matric students: Realema's Matric Intern Candidates who enrolled for our Matric Programme, and Masibambane College matrics, who have been included in Realema's academic tutoring lessons and other interventions at Masibambane College.

Indirect beneficiaries

- Realema enables many of the interns to offer financial support to their families directly after leaving school and some interns are their families' sole breadwinners. They are also often the first generation to receive a tertiary education and become role models to younger siblings and children in their communities.
- Realema raises the earnings potential of our bursary recipients, who become tax paying citizens, injecting money into our economy. Statistics SA and Analytico have found that a degree increases potential earnings by 330%. The average earnings of a matric qualification is about R60 000/annum, while the average earnings of a bachelor's degree is R258 000/annum.¹
- The impact of a good teacher on a class is widely accepted and has been quantified by a study at Columbia University in the United States of America. It found that the influence of one good teacher for one year in one class resulted in a lifetime earnings gain of \$250,000 for the learners in that class.²
- Realema has had a positive impact on Masibambane College in Orange Farm, where it has offered support and provided learners with sustainable tertiary options, thereby offering children something to strive for.
- The placement of Realema interns in our Partner Schools encourages transformation in these schools.
- Realema addresses the crisis of quality education in South Africa.

¹ <https://businesstech.co.za/news/finance/149531/how-much-you-could-earn-based-on-your-level-of-education-in-south-africa/>

² <https://news.columbia.edu/news/study-impact-good-teachers-sparks-national-attention>

OUR PROGRAMME PLAN

Realema's programme runs in five-year cycles that are divided into two parts: The Matric Programme and the four subsequent years of long-distance tertiary studies for a BEd degree, while working as teacher interns at top schools.

MATRIC PROGRAMME

The Matric Programme helps our candidates to decide whether teaching is the right career for them, while also introducing them to life skills that can help them deliver their best during matric and in the tertiary studies that will follow. The Matric Programme forms an essential part of our selection process, as we get to know the bursary candidates during our Winter School and the aptitude tests give us further insight into their characters. We adjust the Matric Programme annually, and in 2019 it included:

- Workshops: Study Skills; Mindfulness; Stress Management; and Interview Skills
- Winter School: Job shadowing at St John's Preparatory School
- Aptitude tests, character analyses and feedback.

Matric Programme Detail

Our Feeder Schools and Programmes

In 2019, in line with our expansion strategy, we included two new Feeder Schools, and accepted a limited number of external applications, which we received via our website. Our Feeder Schools and Programmes were:

- Masibambane College
- St John's Academy
- Roedean Academy
- King Edward VII
- Jeppe High School for Boys

We received over 60 applications and accepted 26 students onto our Matric Programme.

Life Skills Workshops

We offered a study skills workshop to all the matrics at Masibambane College. We also gave them lessons in interview skills, and two sessions on Stress Management and Mindfulness, offered by Nicola Aylward. She reviewed the physiology of stress and then taught them practical and fun stress management tools, such as basic mindfulness exercises, breathwork, dance breaks and gratitude. She also taught them some of Amy Cuddy's work on body language ("power postures" which are very useful when delivering speeches, presentations and interviews).

Winter School

The matric candidates spent a week at St John's Preparatory, Pre-Preparatory and The Bridge Nursery Schools, where they were given the opportunity to shadow teachers in their classrooms and during extra-mural activities. This was to give them a taste of what it felt like to be a teacher, so that they could decide whether teaching was truly something they wanted to pursue. They experienced different age groups, so that they could decide whether they wished to study Intermediate or Foundation Phase.

Aptitude tests

Our Matric candidates wrote comprehensive aptitude and psychometric assessments. Most of them had not written such tests before, and the personal feedback reports sent to each student offered many of them the first objective insights into their characters and strengths. The aptitude tests were one of the indicators used in our selection process.





MATRIC PROGRAMME

TEACHER INTERNSHIP BURSARY

We offer full bursaries to study long-distance for a Bachelor of Education degree, while working full-time at top South African schools. The interns become fully integrated into the teaching faculty and all aspects of the academic and sporting lives of Realema's Partner Schools where they are placed. The bursaries include:

- University fees and books
 - We also offer administrative assistance such as ordering and delivering books, physical portfolio submissions, intervening when problems persist at universities, and arranging and funding out-of-town tutorials and related accommodation.
- Accommodation and food
- Internship stipend
- Laptop and IT support
- Individual academic tutoring
- Professional psychological counselling
- Comprehensive and multi-layered mentorship that includes two mentors per intern
- Life skills workshops such as financial management, workplace etiquette, time management and goal setting.
- Assistance with medical aid
- Assistance in applying for teaching posts after graduation

2019 Academic Results

Our interns set a high academic standard, while also adjusting to new living environments and working full time at their respective schools. Their results become even more impressive when read against the Department of Higher Education and Training's annual statistical report of 2015, which states that more than 85% of all undergraduate students enrolled at South Africa's universities fail their studies and drop out. When selecting our interns from the matric candidate pool, we don't necessarily choose the strongest academic performers; our selection process focuses on passion and aptitude for teaching, the individual's potential and financial need.

Realema interns' results - 2019

Subjects	Passes	Distinctions	Supplementaries	Fails
353	326	113	11	16
	92.5%	32%	3%	4.5%

* Some supplementary exams are pending. We trust that most interns will pass those exams.

Our interns' performances are not solely measured against their academic achievements. We receive feedback from our Partner Schools on their internships and are tremendously proud of all their wonderful efforts in their classrooms.

Our top academic performers

Leeanne Ndlovu	Enrolled for and passed 15 exams	12 distinctions
Mugoli Cizungu	Enrolled for and passed 14 exams	9 distinctions
Nonhlanhla Latha	Enrolled for and passed 15 exams	8 distinctions
Jessica Makamba-Otto	Enrolled for and passed 15 exams	7 distinctions
Khuselwa Somlota	Enrolled for and passed 11 exams	7 distinctions
Palesa Leta	Enrolled for and passed 15 exams	6 distinctions
Clint Ndebele	Enrolled for and passed 10 exams	6 distinctions
Lesego Ndaba	Enrolled for and passed 9 exams	6 distinctions





TERTIARY INTERNSHIP BURSARY

OUR PARTNER SCHOOLS AND INTERNS

Realema's Partner Schools are vital to the successful development of our interns. The schools offer comprehensive internships through which our bursary recipients can learn best teaching practice. Our interns become integrated into the schools, where they are welcomed as colleagues. The Partner Schools' teachers mentor them and share their expertise and teaching resources freely, to help grow our interns into professional teachers. The schools also provide accommodation and food on or near their campuses, which greatly reduces the stress and expense that goes with commuting and staying far from work. The interns are paid a stipend, and some schools assist Realema with university fees.



In 2019, more schools committed to partnering with Realema. In 2020, in addition to the schools listed here, we have interns working at King Edward VII, Jeppe High School for Boys and Nova Pioneer. From 2021, we hope also to place interns at St Benedict's College and Holy Rosary School for Girls.

St Mary's School

St Mary's has been fortunate enough to host three interns through the Realema programme. We have always felt that to give young adults the opportunity to study and have first-hand experience of working within a school is vital to the sustainability of the teaching profession in South Africa. We are so grateful that Realema provides the means for students to study through Unisa or North West University, while we provide the practical teaching component in various settings across a variety of age groups. This practical component adds another dimension to the experience of a student studying full time at a university.

It is not always easy for the interns to adapt to the demands and expectations of our school as their own schooling experience is for the most part so different. Mentoring takes place every day and is provided by teachers, caregivers and Realema. It is this collaboration with all stakeholders that makes this such a rich experience for everyone. We learn as much from the mentoring as the interns learn from being mentored. The regular one-on-one discussions have become a meaningful component and are essential for the success of the relationship, both for the intern and the school.

Our interns are welcomed into classrooms, on the sport fields, into chapel and on stage to observe, teach and learn. They have inspired us all with creative ideas, a fresh youthful outlook and, of course, energy. The girls enjoy their interactions and show them the respect they deserve. The interns are always eager to offer us their support and are never afraid to hold the reins and teach for the day when a staff member is absent.

They are given time for their own assignments and are generally confident enough to ask for assistance when required. They love sharing their academic successes and feel proud of their achievements. Of course, there have been occasions when some firm mentorship with regard to academic demands has been required but this is, after all, part of the learning experience.

Our interns are assistants in the boarding houses which makes their integration into the school so much easier than if they were required to travel every day. They assist with evening duties, prep duties and weekend duties, and they learn how important it is to be able to engage with high school girls in a professional and nurturing manner rather than being a friend to the girls who are sometimes only a year older than them.

Most of the interns' practical experience has been at St Mary's but HA Jack, our neighbouring state school, has assisted us by offering to host our interns for part of their most recent teaching practice. This is an important move as the more diverse a student's experience is the better the outcome for her future.

Lesego Ndaba, our first intern, is already employed by Nova Pioneer and she continues to make a success of her teaching. Caslida Paine and Nombulelo Masilo are in their third year and second year, respectively. We wish them continued success for the remainder of the academic year. - **Di Gordon: Deputy Headmistress**

Reflections from St Mary's Interns

I have had a great experience with Realema. I have learnt a lot about classroom management and how to interact with the girls successfully. I have adapted to the different approaches to teaching and have come to understand the importance of teamwork. I have bonded with the girls and am learning how to be more outgoing and engaging with them on their level. I have learnt how to effectively take control of a class of pupils too. So far, it has been an amazing journey of work experience.

- **Nombulelo Masilo**

My Realema experience has been great. I have experienced a wonderful relationship with all my colleagues as they have been so supportive and encouraging in terms of my academic and emotional needs. I have been blessed with the support structures at work. The varied experiences with the girls I have taught have enabled me to alter my methods; if I reflect back to my first year I have radically changed the manner in which I now teach as I have become so much more aware of girls with different learning abilities. Thank you to Realema and St Mary's for providing me with the opportunity to become an educator who can make a difference in the lives of children. - **Caslida Paine**



Roedean Junior School

Roedean Junior School hosts four Realema interns, three of whom are based in the Foundation Phase (St Margaret's) and one in the Intersen Phase.

The three interns at St Margaret's are in their third year of studies and have become an integral part of the St Margaret's team. Each year they are allocated to a different grade and they divide their time between the two classes within the grade. This gives them the opportunity to observe the different teaching styles of the two teachers, whilst interacting with two separate groups of girls. As third-year students, we encourage our interns to prepare and teach as many lessons as possible, usually with the teacher present. The teacher will subsequently offer advice and suggest aspects of the lesson on which to reflect. Over the past year they have been exposed to the IBL teaching methodology, which they have embraced with great enthusiasm.

During her first year, our intern based in the Intersen Phase, was placed in Grade 4. She followed the class timetable and observed several different subjects and teachers. In 2020, she is based in Grade 6, and has started teaching lessons in some of the subjects. She is mentored by one of our Grade 6 class teachers.

All four of our interns are expected to participate fully in the life of the school. Although cognisance needs to be given to their academic demands, they attend departmental and whole school professional development and staff meetings whenever possible. They assist with break duties and waiting class duties, and from their third year onwards they also sit in on parent-teacher interviews. Our interns have been remarkable in their willingness to participate in preparing for school productions - demonstrating creativity and energy. They are also encouraged to join the teachers in various social events held after school hours.

Whilst the Realema programme provides financially disadvantaged students an opportunity to become professional teachers, there is no doubt that it is a reciprocal initiative, benefiting both the student and the school. It is an honour to mentor these young ladies. - **Megan Raines: Deputy Head – St Margaret's: Roedean School (SA)**

Reflections from Roedean Junior School Interns

*I have always wanted to become a teacher. When I was young, I would come home from school, put my teddies in a row and teach them what I had learnt. I am grateful to Realema for helping me turn my dream into reality. Being a distance student is not easy; one could easily lose track of your schoolwork or start to feel too much pressure. However, Realema's tutor has helped me cope with the workload and taught me to approach my work in a calm manner. My overall experience with Realema has been filled with growth (professional, emotional, educational and social). I am also very grateful for the mentoring and support from Roedean, as I have learnt a great deal from all my mentor teachers. - **Leanne Ndlovu***



*I still recall the day I was offered the Realema internship bursary as though it was yesterday. I was nervous like any other child, but deep down I was looking forward to this journey. I felt that I was being pushed into a future version of myself. I have met amazing people through Realema; mentors who always go an extra mile to ensure that I get the best training. I have overcome so many challenges and obstacles. My internship experience has taught me what it means to be a teacher, e.g. I have learnt how to prepare lesson plans and manage my teaching time well during a lesson. As a perfectionist, anxiety can get the better of me, but I have learnt that things don't always run smoothly in a classroom and that making mistakes is part of learning. Being open to learning something new from my mentor teacher and learners every day, and allowing myself to be vulnerable, has helped me to grow, adapt, and think on my feet. - **Mugoli Cizungu***

Reflections from The Ridge Interns

*I want to be a teacher because I want to leave a mark on this world, even if it is as small as inspiring a child to do something great. Realema is helping me achieve my dream through the work experience that I receive at The Ridge. Realema has also supported my studies and it feels great to have someone advise me whenever I feel overwhelmed. At first I found distance study difficult, but it became easier when I started working with other interns. Realema's English tutor has also helped us a lot. At The Ridge, in addition to my internship and sporting duties, we assist at their partner school, Salvazione. I plan fun games for their PE classes every Friday, and I'm always happy to see how they appreciate the small things we do for them. Another privilege is that I get to travel around the country on sports tours, which I enjoy a lot; I recently went to Durban on my first cricket tour, which was pretty great. I have matured as a person, as I am working with older people. I have learnt how to make my own decisions and own up to them when they don't work out. I have learnt that hard work will always pay off, as I have seen other interns graduate and get good positions in their respective schools - all because of the extra work they put in. I have taught myself to save money, which is very important to me. In addition to all of this, Realema provides me with a tertiary education, so that my parents don't have to stress about that, and for which I am very grateful. - **Bruce Ncube***



*The past year has been fruitful and prosperous for me. I am grateful to everyone at Realema and The Ridge who helped me to successfully complete my BEd degree in June 2019. My graduation ceremony was in October; it was a special event and turning point in my life. I realised that I must serve and inspire young lives through the knowledge and the qualification that I have obtained. I am now a full-time teacher at The Ridge, which is a wonderful opportunity for me to gain more experience in teaching. - **Zibula Dladla***



*Realema has given me a platform to show my capabilities and an opportunity to start my journey of bringing change in Black Africans' lives. I want to help my fellow Africans find their roots and teach them to speak our African languages again. The brother and sisterhood of the Realema family has been a positive experience for me. Life after school is different and tough. I have grown mentally and changed my attitude towards working hard - I now work much harder than I did at school, and I create opportunities through hard work. I have experienced some challenges; I practice being professional with my mental coach. I have learnt the importance of communication and asking for help in tough times, and I'm developing the habit of answering emails in a timely manner. My salary helps me assist my loved ones financially. - **Obakeng Maila***



Reflections from Kingsmead Interns

*I want to be a teacher because I love children. Teachers play an important role in building children (I had an awesome Gr 3 teacher and to this day I can't forget her) and I would like to positively contribute to that. I have received tremendous support from both Realema and Kingsmead. I love working in a place where I feel I belong and am part of a team. I have learnt so much from this experience; amongst many things, Kingsmead has taught me to work smart, be flexible and some valuable thinking skills. From Realema I've learnt time management and by watching them work, I've learnt to keep commitments. I joined the Realema netball team and that has been a blast. I also helped with hockey, athletics and soccer for the first time last year and I couldn't believe how much I enjoyed it. I also volunteer for buddy reading, reading to the elderly and charity drives that happen at Kingsmead. I must say, the person I am now has grown so much from the person I used to be when I started. - **Palesa Leta***



Kingsmead Interns cont.

I decided to become a teacher to be a permanent helping hand in building bright futures for the next generation. Finding a balance between work and studies is a challenge, which I overcome by creating a timetable and trying my best to follow it.

I've learned that it's okay to make mistakes as long as you learn from them, because they develop and increase your knowledge. When you are stressed or angry, never bottle up your feelings. When you work with children, stop, think and plan before you do something. You don't want to release negative energy because your emotions got in the way.

I am fortunate to be a Realema intern, who is surrounded by supportive people, such as my Goodwill Mentor and school supervisors. They are just a phone call away. My colleagues at Kingsmead are dedicated to teaching. I enjoy working with the girls and will learn to let go of self-doubt. - Tsholofelo Rapoo



I wanted to be a teacher because I love being around children, and most importantly learning. You'd be surprised at what 3-4-year olds already know! Recently, we had many butterflies in Johannesburg. Whilst playing outside, I asked if they knew what they were and they confidently told me how the insect started as a caterpillar, who sheds its skin until a butterfly is formed. I was planning a lesson on butterflies - it turned out that I didn't even need Google! Realema has enhanced my love for children and taught me to be open minded and have good communication skills both inside and outside of the classroom.

I am amazed at how willing the Realema interns and Kingsmead colleagues are to help. I already have a file full of every activity or lessons my class teacher and I do, so I am not only observing, I am also learning and growing. My personal growth has been unbelievable. I've learnt never to close the door to collaboration, because that's where you learn the most. I'm even participating in sports; I am learning how to swim and playing Netball again.

The Realema interns are very supportive of each other. We have had some game nights, which was so much fun as we got to know each other and share school and life lessons. Being around future educators makes me more motivated, dedicated, determined and thankful.

My salary has been a great help, especially because I have a son. I've recently started saving R500 per month for him, to cover emergencies and so on. I also send money to my mother for my son's clothes and other necessities. I cannot wait to go home and teach him everything I have learned here at Kingsmead. During the holidays I am going to be Teacher Mommy - I even borrowed some books from school to read for him.

- Phindiwe Tshabalala

Being with Realema has had a great impact on my life. I have learnt to get out of my comfort zone and aim for the stars. I have had great opportunities to grow and better myself. The impact I have on the kiddos I work with gives me reason to be the best I can possibly be. Challenges are my motivation to keep moving forward. I strongly believe that I have made no mistake in aspiring to be a teacher.

- Jessica Makamba-Otto (Kingsmead and Nova Pioneer)



St John's Preparatory School

The St John's Intern Programme strives to help meet the need for well-qualified young teachers in the country. At present, we have fifteen teacher-interns enrolled on our programme (including nine from Realema) from Grade 3 to Grade 7. There is a diverse cultural and age range, with some joining the programme straight after school and others signing up at a much later stage, moving from the commercial world into education.

Our interns complete their degrees or post-graduate studies long-distance, while working full-time at the Prep School during the mornings and coaching sport in the afternoons. Part of the success of the programme is the rich peer learning that happens in such a diverse group.

Interns interact closely with the fifteen class teachers, and work together to draw up a mutual contract, outlining both parties' expectations for the year. For the teacher, this could include what marking is expected, and what administrative and pastoral duties need doing. For the intern, this might focus on being involved in preparation and teaching, or guidance on pupil management and behaviour. This contract is reviewed termly, and honest conversations are held as to what is working well and what might need reviewing. The focus lies chiefly on how we can best grow these wonderful young people into superb teachers of the future.

An essential part of the programme involves the interns attending the Prep School's professional learning sessions. These weekly sessions cover a wide range of topics such as Inquiry-Based Learning, Decolonising the Curriculum, Utilising New Learning Spaces and Basic First Aid. The interns also have their own professional learning sessions every Wednesday morning for an hour. These topics are of their own choosing, e.g. Study Skills, Networking, Dealing with Difficult Parents, Assessment and Marking, Interviews and CVs, as well as a range of tech skills (G-Suite, Office, Flipgrid, etc.). In the hurried conversion to online learning last term, these skills have proved invaluable! Courses are offered by St John's staff, with external speakers coming in from time to time. Training now continues online as well, as you can see from the picture below.

At the end of each term, a reflection breakfast is held to celebrate their successes through the term. At this occasion, each intern shares something that they are particularly proud of – as well as something that they found challenging. At the end of the year, a formal intern dinner is held to honour them – and here they may each invite the teacher they work with to attend as their guest. It's a very special and moving evening.

Our interns are also encouraged to visit other schools to gain experience and establish their own networks. We have an Intern Shotgun Week, where our 3rd and 4th year interns swap with their counterparts at St Peter's Boys Preparatory and learn about a different teaching environment. This has resulted in a few happy exchanges, with one of the St Peter's interns moving to St John's for her final year of study, and one of the St John's interns taking on a permanent post at St Peter's in the third term of this year.

All this happens while they are also completing their own teaching practicals and assignments, studying for and writing exams, coaching sport, substituting lessons and assisting with the dozens of extra tasks that our teachers ask them to do. We are growing a fine crop of young teachers! - **Margot Long: Second Mistress - Academics & Staff Learning**



Reflections from St John's Interns (Prep, Pre-Prep and The Bridge)



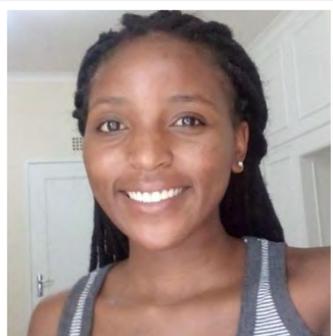
*My journey with Realema has been the most enriching and delightful experience. From day one, I have been presented with endless opportunities that I have had the privilege to explore. Sport is a big part of St John's and it has also become an integral part of my time at the school. I have learnt to coach different sports, such as swimming, cricket and hockey, to name a few, ranging from the young boys at the Pre-Prep and Prep to netball with the Sixth Form students. Through that, I have learnt essential skills such as being an excellent communicator, being patient and confident, having strong organisational skills and a great work ethic. Being at St John's has been a journey of self-discovery and one which I believe lays strong foundations for my career and life from here on. Amongst many achievements, one of my highlights has been immersing myself into breathwork and mindfulness, where I have learnt the importance of being in the present and the very essence of breath and gratitude in everyday life. Through this whole experience I have met the most phenomenal people, teachers, mentors and fellow interns who have all played a crucial role in who I have become today. - **Khuselwa Somlota***



*Being a Realema intern has been a journey of self-discovery. Through St John's, I've discovered qualities I never knew I had, and the giant that for many years had been sleeping within me has been reawakened - the ability to inspire other people and myself. My love for children has grown immensely and I have developed leadership skills. I have learned the importance of decision-making and the fundamentals of self-dependence, especially when it comes to being a distant student. I have received the opportunity to be involved in sporting and other professional school activities, and it's been a fulfilling experience to be part of a supportive team. Most importantly, I have discovered that I am indeed passionate about educating and having a positive impact on people's lives. - **Hlengiwe Zulu***



*I am a first-year student, so it is my first official year with Realema. However, Realema started supporting me while I was still in my matric year. I attended Winter School in which I observed a day in the life of a teacher for various grades. It was really exciting. I also attended a mindfulness workshop where I learnt how to calm myself down through breathing. This year, I still receive support from Realema. We have been appointed an excellent academic tutor who helps us to ensure that we are on track with our work. The salary that I receive is tremendously helpful because I can send money back to my family and still have some to take care of my personal needs. We had an incredible trip to Constitution Hill as part of our monthly meeting. We gained more insight into the hardships of black people during the Apartheid Era. This was an eye opener for me as I realized how lucky I am to have received such an opportunity straight out of high school. Realema really gives young people the opportunity to fulfill their dreams. - **Michaela Welcome***



*I want to give back to my community as a passionate and committed teacher, and Realema is helping me become a better teacher by giving me an opportunity of a four-year experience as a teacher intern and also assisting me with tertiary fees. As much as I have grown professionally, I've also grown emotionally and psychologically. I've learnt how to understand different personalities and how to manage different emotions. My salary really helps me to assist at home and I have improved my ways of managing money. - **Octivia Lerato Baloyi***

I wanted to be a teacher because I saw the role teachers played in my identity and how education can shape a person's life - and assist in breaking the cycle of poverty. Realema and St John's have allowed me to realise my dream by accommodating and feeding me, paying for my tuition and books, and affirming me as an individual.

I have learnt new approaches to teaching; the skills that are necessary for this generation and to critically apply thinking routines when introducing topics within a subject, thereby helping learners to apply their minds. It can be challenging to adapt to a foreign environment, but I have learnt to ask for advice and to fully immerse myself when an opportunity for growth arises. Personal growth, emotional intelligence and the ability to handle disappointments and failures are vital to learning. I now communicate my viewpoint and set boundaries where necessary to balance different aspects of my life.

My internship salary helps me to assist my family in emergencies and with day-to-day expenses when needed. I also contribute to family projects. I try to use money efficiently and to set financial goals. Learning to swim, not just for leisure but as a survival skill, has been invaluable to me. I'm also pleased to have learnt leadership skills, as we are all leaders in our own environments.

*St John's Prep started an Academy to help students from the same disadvantaged community in which I grew up. I 'pay it forward' by teaching the Academy children the computer skills that I have learnt at St John's. Realema's psychological assistance has strengthened my overall mental wellbeing during those times when I became too busy to look after myself. - **Tshepiso Maretela***



*My internship with Realema has been a life-changing experience. I have had the chance to work in a professional environment with highly qualified teachers. I have attended staff training and intern workshops, which have equipped me with skills that will come in handy when I become a qualified teacher. Working with children every day in the classroom and seeing how my mentor communicates with parents have given me a taste of what I can expect in the future. I have learnt that children are unique and that they learn and develop differently - and that it is very important to assess and differentiate as a teacher. Lastly, I have also had the opportunity to be part of sports at my school, which I have to balance between work and the after-school activities. I feel ready to enter the professional world at any time! - **Lydia Teleki***



*I would like to send my gratitude to Realema for giving me this opportunity. Being both a student and an intern at The Bridge has been nothing but amazing and a wonderful experience. In these few months, I have learnt a lot from The Bridge's staff, and I have grown as an individual. I used to be this shy girl, and although I still am, my confidence levels have improved. I'm glad to say my class management skills are improving as I learn from the supportive staff. The children are amazing and wonderful to work with. Being a first-year student and an intern at the same time is not easy, but I've learnt to discipline myself and I have grown mentally and emotionally, and I've become independent. I know this is going to be an exciting journey and the best is yet to come. - **Sisanda Mzimkhulu***



"These wonderful young interns begin their training as young saplings, unfurling bright green leaves full of promise. They grow into majestic trees and in their branches many future South African children will climb and play, and in their shade they will read and learn."

- Margot Long

HOW WE MENTOR

We pride ourselves on the depth and quality of support that we offer our interns – from matric until they graduate with a Bachelor of Education degree. Our multi-layered mentoring programme offers guidance while also teaching our interns to take responsibility for managing their own challenges. All our interns are offered two mentors: A Workplace Mentor and a Goodwill Mentor.

Our volunteer mentors are invaluable to us. They tend to have a good understanding of their interns' Partner Schools, so they often act as an additional link between the Partner Schools, the Interns and Realema, providing valuable insights, support and advice when needed. Mentors provide regular feedback to Realema, so that additional professional support can be given to the interns when necessary.

Our comprehensive mentoring programme consists of:

- Dual mentor system
 - Workplace Mentor (teacher who assists with general work and academic issues)
 - Goodwill Mentor (volunteer who provides extension and life skills guidance)
- Individual mentoring and feedback sessions with Realema's Director and Manager
- Walking mentoring: We walk and talk with interns who need additional support, for 30 minutes once a week
- Academic Tutor
- Professional counsellor
- Life skills workshops, e.g. time management, managing your reputation at work, stress management
- Real-buddies: Peer mentoring between senior and junior interns



Monthly gatherings

Our interns meet once a month as a group with our Director and Manager. They connect with each other over snacks, share experiences, celebrate successes and raise concerns. These gatherings forge and strengthen bonds and aid peer mentoring, as it reminds everyone (interns and management alike) of commitments made to each other and Realema. We also sometimes offer extension life skills workshops during this time.

Time management workshop

The time management workshop helped students manage work, study and life commitments. They discussed the ingredients of academic success, e.g. goal setting, managing stress and maintaining a positive outlook. The students received practical tools to find time and prioritise, reduce workload and avoid procrastination. They were taught how to balance study and life commitments through structured routines, by working smart, creating study groups and overcoming distractions.

Building a positive workplace reputation

Mr Hugo Meirim, a clinical psychologist at St John's College, offered our interns an interactive presentation on reputational risk and building a professional reputation, which included managing social media habits and its pitfalls.

Stress management

Our interns enjoyed an interactive class with Nicola Aylward on stress management. They were guided in finding gratitude in life's simple pleasures and creating moments of peace and presence in their lives through mindfulness and by using their breath as a calming tool in stressful situations.



Goodwill mentors

Behind the scenes are wonderful men and women, who give up hours of their time to mentor Realema's interns. They broaden our interns' horizons, provide a shoulder to lean on, offer guidance and sometimes simply a much-needed informal chat over a cup of coffee. We are so grateful to all the Goodwill Mentors who have supported our interns over the years.

Realema's Goodwill Mentors

Nikola Daniels	Koo Montgomery	Candice Kirschman
Rob Band	Karlene Schwegmann	Dr Sharon Munyaka
Cebi Mtshali	Rizwana Bawa	Zukhanye Mayekiso
Steve Milton	Natasha Patsika	Paskalinah Marebane
Rob Nugent	Zanele Mkwazi	Khaya Skhosana
Sharon Mbangwa	Bridget Chakwawa	Marion Shaer
Merese Rana	Refilwe Mkhonza	Allan Sweidan
Dana Altini	Phumi Setiloane	Mel Stewart
Nicola Aylward	Sonwabile Lugeba	Nomfundo Bongwe
Carl Chemaly	Maud Maseko	Duduzile Mashele
Steven Ford	Mpumelelo Mbangwa	Richard Lane
Christopher Whitcutt	Dennis Williams	Antonia Wadley



Orientation and Induction of interns

In 2019, we developed Realema's Orientation Programme, to help our new bursary recipients prepare, practically and emotionally, for their new environments and roles, thereby alleviating some of the stress they feel about starting their tertiary lives. The programme ran over two mornings (one after their matric exams, and another before the start of the following academic year) and culminated with our usual Induction and Reaffirmation Service in the St John's College Chapel, which included all our interns, their parents and Realema's team and mentoring community.

The new interns each received a laptop and comprehensive information packs to help them settle into their accommodation, places of work, study and tertiary life in general. They were introduced to their Partner School mentors and Realema's Counsellor and Academic Tutor. Each new intern was allocated an experienced Realema intern to guide them throughout the year, called a 'Real-buddy'. This peer mentoring system offers support to new interns, while giving existing interns some mentoring experience and a chance to give back to Realema. Ntsiki Ndumela, an organisational relationship systems coach and facilitator, offered our new interns and their buddies

a workshop on how to mentor and receive mentoring. The new interns also received workshops to help bridge the gap between school and their new professional environment, in time management, workplace etiquette and managing social media.

Academic support

Many of our interns find the university subject, English, the most challenging, as it often is not their mother tongue. At times, this also negatively affects their confidence to communicate in English, their ability to read with understanding, and to plan and write the essays that are required for most of their subjects.

Realema provides weekly individual and group English tuition to our interns. In addition, they receive support in essay writing, referencing, organisational skills and further general academic guidance, which they can apply to other subjects.

Realema's Academic Tutor

Gill Gallagher has extensive experience, having taught both the IEB and government school curriculum. In recent years she has primarily focused on teaching and guiding children with special needs. Prior to relocating to Johannesburg, she was the principal of a school that followed the IEB curriculum from Grades 1 to 12.



2019 Induction and Reaffirmation service



OUR ALUMNI: REALUMNI

Eleven of our interns have graduated through Realema and thirteen have received full-time teaching posts at South African schools of their choice - some even before graduating with their BEd degree. Sifiso Adams went on to complete his Honours in Education Management and Leadership. We do not guarantee our interns teaching posts after graduation, but we assist them with job applications, interview skills and guide them in CV writing. We stay in touch through our alumni association, Realumni, and host informal dinners to connect over a meal and share experiences. We also continue to guide them individually when requested.

Our alumni

Sifiso Adams	Katleho Diefo	Khensani Mabona	Faith Ralane
Mashudu Nebutalu	Zibula Dladla	Nonjabulo Radebe	Felicity Nkala
Teboho Dlamini	Lesego Ndaba	Gift Nkosi	



Realema: A springboard to teaching passion and success

*This is my second year as a Resident teacher at Nova Pioneer and I have loved every moment of it. I have experienced tremendous growth; in my first year I was accepted into Nova Pioneer's Emerging Leaders Programme, equipping me with leadership skills 'the Nova Pioneer way.' I'm also part of the school's blog team, allowing me to share our best practices with others. Reading is closest to my heart, and the opportunity to lead the Wonder Book Club has given me more reason to wake up each morning. It is also a great platform for me to encourage kindness through literature. Our members have become known for their acts of kindness. They were recognised by Random House Children's Books and officially 'Certified Kind' - making Nova Pioneer the first school in Africa to be listed on the Certified Kind Classroom Map. My passion for education has led me to create a YouTube channel, called Simply Put, offering 5-minute video lessons to help improve learners' understanding of complex concepts using basic vocabulary. I cater to a wide range of learners with quick access to tailored educational lessons and the latest educational trends through my videos and blogs. - **Khensani Mabona (Teacher at Nova Pioneer)***

*Having my career start at Saints is something I would have never imagined even in my wildest dreams. I have had a good start to my teaching career here and I am constantly looking for avenues to learn and improve as a teacher. I have wonderful mentors by my side, whose doors are always open to me. I have grown immensely in many different facets during my first year at Saints, resulting in my appointment as a house master of one of the houses. I am truly grateful to all of my mentors over the years who have helped me along the way. Realema's alumni are gradually becoming forces to be reckoned with, and it is thanks to Realema's good stewardship. I hope to one day also do amazing work with interns. - **Sifiso Adams (Teacher at St Stithians)***

*This year has been plentiful for me so far. At The Ridge, I was promoted to head the isiZulu department in the senior preparatory level. With the increased responsibility came an amazing opportunity to work with, and learn from, more experienced teachers. I have started another degree in B.A Systematic Theology, with which I intend to elevate the spirituality of the community that I serve. Furthermore, I recently tied the knot with the love of my life - we will make a successful team who will try to help others. - **Zibula Dladla (Teacher at The Ridge)***

OUR COSTS

We will only offer a bursary if we have donations or strong pledges in place to cover the four years that it takes to complete a teaching degree. Our Partner Schools provide accommodation and food and pay the interns' stipends. Some Partner Schools also offer to pay university fees. To reduce costs, we enlist volunteers where we can and produce Realema's marketing and communication materials ourselves. We are grateful to St John's College for allowing us the use of their facilities from time to time.



2020 Estimated Costs to Realema/intern/annum R102 145

Expense	Output
R26 250	University fees, books and other study materials
R24 000	Accommodation and food of R2 000/mth (to assist public Partner Schools where needed)
R6 000	Individual academic tutoring; Psychological counselling
R10 500	Technology (Laptop, Software, It Support)
R2 625	Mentoring (Mentor training, Induction Service, Orientation, Monthly gatherings)
R3 370	Life skills workshops
R1 100	Transport
R2 000	Audit and other professional fees
R24 200	Management costs (Fees, Office, Telephone, Printing, Travel, Marketing)
R2 100	Medical insurance (Intern and Realema share cost at 50% each)

2020 Estimated Cost to Partner School/intern/annum R106 313

R58 800	Accommodation and food (cost-to-company using average boarding school rates)
R47 513	Internship salary (starting at R3 350/mth with annual increases). While this seems low, it must be remembered that the bursary is comprehensive, covering most other costs)

OUR TEAM

Our management team, supported by a Board of Trustees, has the expertise and passion needed to manage and oversee a successful and growing education non-profit organisation and trust such as Realema. Operational duties include engaging with our multiple stakeholders, implementing our programme plan, offering mentoring and support to our interns, marketing and fundraising, and the financial oversight and governance of Realema. The team also develops and implements Realema's expansion and sustainability strategies.



Patrick Lees: Founder, Executive Committee and Trustee

Patrick is a passionate educator with 25 years' experience as a teacher. He served as headmaster of our founding Partner School, St John's Preparatory for 10 years and he is currently the Executive Headmaster of Pridwin Preparatory School. Patrick has a heartfelt desire to develop teachers in the holistic interest of children. He is excited about transformation and 21st century education and its relevance to the South African context.



Pier Myburgh: Director, Executive Committee and Trustee

Pier Myburgh started her working life as a journalist at the Financial Mail. She became a stockbroker in 1988, trading derivatives for ten years, during which time she owned her own stockbroking business. She has completed a Master's Degree in Creative Writing and published several short stories in South Africa and the USA. After heading up corporate sustainability at Liberty and Absa Capital, she joined Patrick Lees in 2013, to help him design, launch and implement Realema's strategy.



Susan Crosse: Manager, Executive Committee

Susan Crosse qualified as a chartered accountant in 2000 after completing her articles at Deloitte. Her career included both external and internal audit, as well as a financial director role for a medium-sized short and long-term insurance company. While studying honours in Industrial and Organisational Psychology, she joined the St John's College Foundation, where her passion for improving our country by growing passionate and capable teachers was kindled.



Graeme Montgomery: Trustee

Graeme is an Independent Business Advisor and Non-Executive Director serving on several boards and governance committees. His previous executive roles include being the Head of Corporate Banking and the Private Bank at Standard Bank, as well as a Senior Industrial Advisor at Financial Investment Group Brait. He has been a Trustee of the St John's College Foundation since 2009 and served as Chairman from January 2016 to May 2018. He was a member of the St John's College Council from 2010 until February 2019 and has served as a Trustee on the Natures Valley Trust since 2009.



Nombuso Ramokgopa: Trustee

Nombuso Ramokgopa qualified as a professional nurse from Chris Hani-Baragwanath Nursing College in 1996 and has worked in both the public and private healthcare sectors in various capacities. She is involved in the care space for the elderly and in youth and women upliftment projects. Nombuso holds a Master's Degree in Bioethics from Wits University, is a member of the IoDSA and serves on boards of several non-profit organisations.



Steve Milton: Trustee

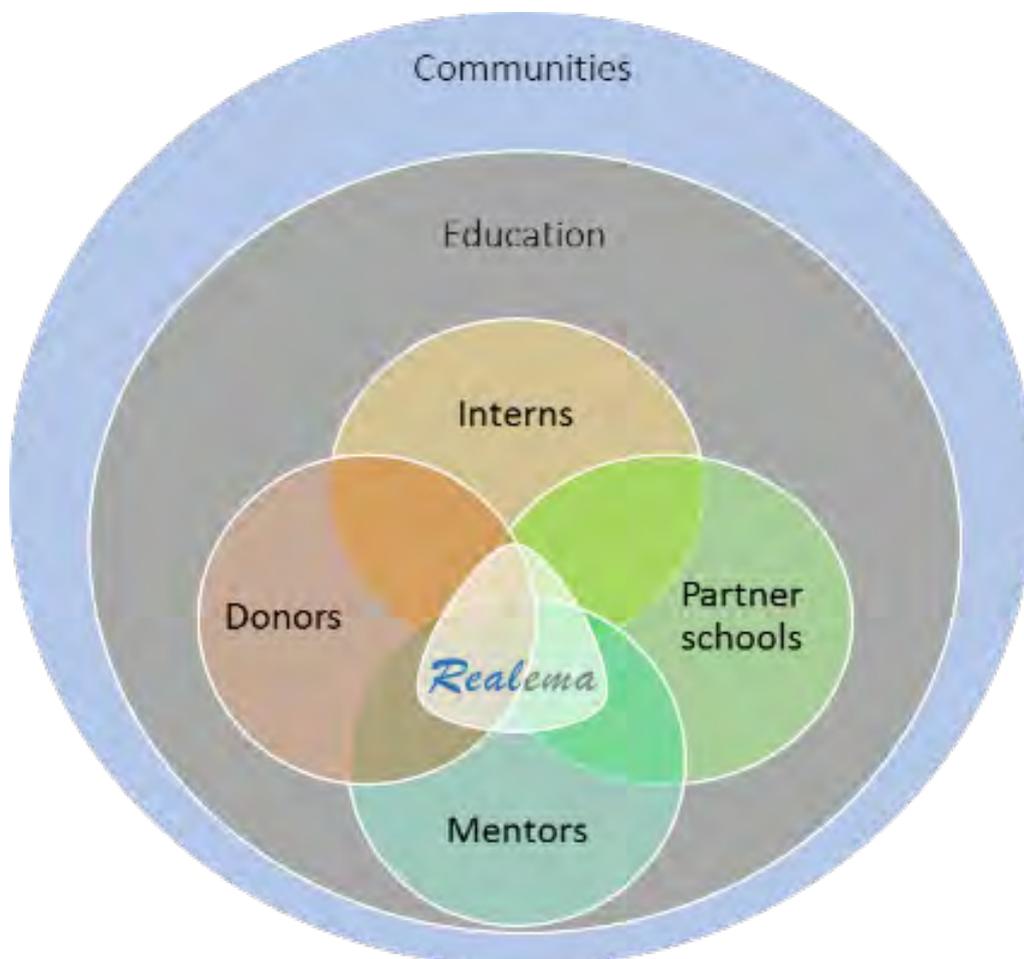
Steve spent 13 years as the managing director at Grant Thornton Capital, at the time one of the biggest independent financial planning businesses in SA. He was a member of the founding team of Omega Capital, a specialist wealth management company, in 2009. Finding balance and understanding his purpose in life is important to Steve. His work as a Realema trustee enables him to connect his passion for education, financial management and social service.



Dr Daniel Pretorius: Trustee

Daniel Pretorius is a partner at Bowmans, practising in the public law and regulatory areas, with a special focus on education. Daniel has served on the governing bodies of St John's College, Holy Family College, St Martin de Porres School, and St Augustine College of South Africa. From 2013 until 2018, he took a sabbatical from law to teach History and Latin at St John's College. During that time, he served on many of the school's committees, including the transformation & diversity committee.

Together, we grow teachers for tomorrow



Where the tremendous effort of our interns, donors, Partner Schools, mentors and friends intersect, you will find Realema. As much as Realema influences others, so others influence Realema.

COVID-19: SPECIAL RISK REVIEW

At the time of writing this report, South Africa is in COVID-19 lockdown. We have considered the many unknowns and risks that can affect Realema and feel that, while we expect challenging times ahead, our conservative financial and management approach ensures that Realema's risks are limited in the short to medium term.

- **Internships:** Our interns have contracts with their Partner Schools and are included in arrangements made with staff members. At present, they continue to receive their salaries. Many of our interns are their families' sole breadwinners, who would have been in grave situations, were it not for their Realema bursaries. Most of our interns help with the online lessons offered by their Partner Schools, teaching them new and valuable skills. Persistent lockdown and social distancing may lead to staff cuts at Partner Schools. If Realema interns were to be retrenched, we will assist them in investigating and applying for UIF.
- **Data and connectivity:** Many of our interns remain accommodated at their Partner Schools for lockdown, where they have access to Wi-Fi. We provide data to those who went home and cannot afford data.
- **Additional financial support:** Realema has given each intern additional financial support.
- **Tertiary studies:** Our interns all study distance teaching degrees and they are accustomed to online studying. We expect universities to continue delivering their distance courses with little disruption.
- **Tutoring and mentoring:** We continue to support our interns remotely via WhatsApp, email and telephone chats. We speak to them individually and send them group motivations. Academic tutoring continues online through Zoom and e-mail. Our counsellor can offer Skype counselling sessions when needed.
- **Selection and interview processes:** If social distancing and lockdown extends to year-end, we will conduct interviews remotely and adapt our selection metrics.
- **Administrative functions:** Realema's management has always worked from home, so there is no disruption to output. Governance and donor stewardship continue as before.
- **Fundraising:** We expect fundraising to become more challenging, but we will continue to explore every avenue as we always have done. Education underpins our country as a whole, and as such we trust that donors will continue to support Realema.
- **Financial sustainability:** Our conservative financial approach (we only offer bursaries if we have enough funding in place to support interns' university fees and books for the four years that it takes to complete a teaching degree) ensures that none of our existing interns are at risk of having to interrupt their studies due to shortage of funds. Realema's Director and Manager already subsidise Realema by working from home, using their own cars and office equipment, and their fees are well below South African non-profit benchmarks. We are scrutinising all our expenses to cut back wherever we can.
- **Expansion and bursary offering:** We will offer new bursaries commensurate to our ability to support them for four years, as has always been our strategy. This may mean that we offer fewer bursaries at the end of the year than usual and delay our plans to expand further to new Partner Schools and areas. We strongly believe that our personal interaction and knowledge of each intern is what sets Realema apart in terms of best being able to support each wonderfully different intern – this underpins our strategy of expansion.
- **Matric Programme:** We may not be able to offer the full Matric Programme and job shadowing experience. We will assess lockdown and social distancing developments and adapt our programme where necessary.

Mxolisi Mangena's feedback during the lockdown in April 2020

The things we have learnt and experienced through Realema have been of great help throughout this time of panic and uncertainty. Students worldwide have had to take care of themselves academically, physically and mentally, and it saddens me to say that many of them are not coping - but not us Realema Interns. Realema equipped us with skills that were invaluable long before the lockdown happened. The time management workshop helps me to manage my time like a guru, the stress management and meditation workshops help me stay sane and goal-orientated, and the constant motivation to be physically active is a major help, especially now that we are cooped up. Now, more than ever, I am grateful and proud to be a Realema intern. I wish more students worldwide could get what Realema offers!



OUR FINANCIALS

Below is an extract of Realema's audited financial statements for the financial year ending 28 February 2020. The full set of financials is available on request from pier@global.co.za. It is important that we build reserves so that we can support our interns for the four years that it takes them to complete a Bachelor of Education degree.

Realema Teacher Intern Programme Trust

(Registration number: IT003152/2017(G))

Annual Financial Statements for the year ended 29 February 2020

Statement of Financial Position as at 29 February 2020

Figures in Rand	Note(s)	2020	2019
Assets			
Current Assets			
Other receivables	2	72 551	-
Cash and cash equivalents	3	4 755 988	2 828 291
		4 828 539	2 828 291
Total Assets		4 828 539	2 828 291
Equity and Liabilities			
Equity			
Trust capital		100	100
Accumulated surplus		3 471 909	1 566 614
		3 472 009	1 566 714
Liabilities			
Non-Current Liabilities			
University fees due	5	1 003 817	906 806
Current Liabilities			
Trade and other payables	4	12 191	12 001
University fees due	5	340 522	342 770
		352 713	354 771
Total Liabilities		1 356 530	1 261 577
Total Equity and Liabilities		4 828 539	2 828 291

Realema Teacher Intern Programme Trust

(Registration number: IT003152/2017(G))

Annual Financial Statements for the year ended 29 February 2020

Statement of Comprehensive Income

Figures in Rand	Note(s)	2020	2019
Income		3 347 634	4 025 626
Operating expenses		(1 702 523)	(2 558 770)
Operating surplus		1 645 111	1 466 856
Interest received		260 184	99 758
Surplus for the year		1 905 295	1 566 614

OUR DONORS

Our heartfelt thanks to all the donors who have supported Realema throughout the years.

Behind every gift that we receive, is an individual or group of people who understands the importance of transforming teaching in South Africa, to secure a future for our children and grandchildren. More than that, our donors feel compassion for children who deserve a tertiary education and a chance to a sustainable career; children who can become leaders in their own communities, but who simply don't have the financial means to get there.

At Realema, we manage our funds with great care. It is our policy to only offer internships when we have funding in place for four years of study. We save costs where we can and rely on the goodwill of our many volunteers. We have also built up a library of university books returned by interns who have completed modules, so that the books can be used again.

Corporate donors; Trusts; NPOs

- The Brait Foundation
- Momentum
- Pick n Pay
- Jonathan and Jennifer Oppenheimer Foundation
- Oppenheimer Memorial Trust
- Roy McAlpine Charitable Foundation
- Vintage with Love
- St John's College Parents' Association
- UK Foundation (UK OJ Cricket Day)
- Investec Charitable Trustees (Pty) Ltd
- Lomaen Medical (Pty) Ltd
- JSE Ltd
- Nedbank Foundation
- Kamers/MAKERS
- Dennis Williams Design
- The Aall Foundation
- Johannesburg Indian Woman's Association (JIWA)
- Transtech Logistics (Pty) Ltd
- Value Capital Partners
- Igus (Pty) Ltd
- MySchool My Village MyPlanet
- Absa CIB
- Vestact

Individual donors

- Jonathan and Melanie Stewart
- Nikola and Philips Daniels
- Penny Plougmann
- Nicola Gnodde
- Pier Myburgh
- Nhlanganiso Mkwanzazi
- Mandy Poole
- Rob and Darlene Hamer
- Niall Lynch
- Felicity and Nick Fouche
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- Marion Shaer and Paul Theron
- Andrew and Heather Crosley
- Kim Holmes
- Delphine Joustra
- Adrian Vermooten
- Paul and Shameela Okeahalam
- Martin and Liz Kriegler
- Kirsten van der Riet
- Craig Cleaver
- Allan and Lucy Sweidan
- Helmine Myburgh
- Angie Chapman
- Ben Kruger
- Stephen Crosse

Donations in kind

- Partner Schools: Accommodation, food, stipend, internship opportunity
 - St John's College (incl. university fees); Masibambane College; The Ridge (incl. university fees); Kingsmead College; St Mary's School; Roedean School SA; King Edward VII; Jeppe High for Boys; Nova Pioneer.
- Bowmans: Pro bono assistance with our trust application
- Sun1 Hotels: Furniture and computers for intern accommodation
- XFacta: Development of logo
- Paolo Cavalieri: Intern accommodation
- Amici Pizzas: Pizzas and entrepreneurship training
- Frank Magwegwe: Financial Readiness Workshops
- Nicola Aylward: Stress Management and Mindfulness
- Elmarie Papageorgiou: Coaching
- Gus Macrobert: Laptop
- Mel and Jonathan Stewart: Printer and scanner
- Sandra Wood of Sandy's Kitchen: Fundraiser catering
- Mandy Poole: Laptop
- Jill Brodie: Mindfulness training
- Frances Boltler: Workplace Readiness Workshop
- Adèle Green: Workplace Readiness Workshops
- Nadia Kinghorn: Aptitude tests
- Mary Raubenheimer: Laptop
- Steve Hall: Leadership workshop
- Ntsiki Ndumela: Coaching workshop

Realema

teacher intern programme



Thank you for helping us

Grow teachers for tomorrow

www.realema.org