



2019 IMPACT REPORT

(2 of 4) Education



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Impact Report Overview

(2/4) Education

You may be aware that our After-school Programme was where Thanda started. When Thanda opened in 2008, we offered homework help for children in the Mtwalume community every day after the last school bell rang. Our After-school Programme has evolved tremendously since those early days and it continues to grow from strength to strength. It is now just one part of our Education Initiative.

You are currently reading the second of four publications that comprise our 2019 Impact Report. This publication highlights our Education Initiative, which includes our After-school and Community Centre Programmes.

See real impact from 2019 and read stories of After-school participants, skateboarders, chess players, book worms and so much more!

If you have any questions or would like to get in contact with us please email info@thanda.org or visit our website www.thanda.org

(1 of 4) Early Learning

Through **inquiry-based learning** and **imaginative play**, our **Early Learning** Initiative gives children the foundational skills necessary for a positive start in life.

(3 of 4) Creative Learning

Our **Creative Learning Initiative** aims to create systemic change in education. By sharing our programme **curricula**, **lesson plans** and **resources** with other organisations, as well as providing additional training and mentoring, we guide trainees through experiences that help them build **Game-changing Skills** among children and youth in their own classrooms or education programmes.

(4 of 4) Organic Farming

Through ongoing mentoring and support, our **Organic Farming** Initiative empowers community members to sustainably improve household nutrition, strengthen self-reliance, and **build a local economy**.



Meet The Malimelas

Zilindile is the matriarch of the Malimela family. She is warm with a friendly smile and cheeky laugh.

Although she came to us with some prior farming experience, she's been part of our Nisela Organic Farming Programme for four years. She grows spinach, cabbage, onions and beans both in her Thanda garden and a little home garden.



We begin our chat with her while standing outside her home, overlooking the valley below where a few rondavels, long grass, and rows of produce dot the landscape. One of her family members sees that our chat might take a while and soon emerges with two chairs and a small foot stool for us to sit on. The sun shines on our backs as chickens and a rooster scratch around at our feet. Mrs Malimela explains that working with the Thanda mentors helped her to increase her yield.



Olwethu Malimela

Now when she reaps her crops, she has more than enough to cook nutritious meals for her family and there is even excess that she can sell through Thanda to local markets and grocery stores. She tells us that the income received from these sales allows the family to buy other necessary items like rice, oil and household items.

When it comes to Thanda's Early Learning and Education Programmes, Mrs Malimela grins as she describes the incredible change she's seen in each of the four young children in her care and it is clear that she is very invested in their optimal development. She takes time to describe each child individually and speaks about their character and behaviour before and after attending our After-school Programmes.

“Lingomso (3 years old in Grade 000 in 2019) has completely broken out of her shell,” she says excitedly. The little girl was almost mute before attending our After-school Programme and “would cry all the time for seemingly no reason.” Now she “chats, plays with other children and laughs often.” A happier child indeed.



Sinokuhle Malimela

Sinokuhle (3 years old in Grade 000 in 2019) also started out a little shy but now she’s very enthusiastic and “loves helping with house chores, she’ll even sing the ‘Tidy Up’ song”, learned at Thanda, when helping with chores at home. She also loves practicing her English with Mrs Malimela, her grandmother.

Olwethu (3 years old in Grade 000 in 2019) has always been outgoing and excitable but she also operates in her own world and spends a lot of time daydreaming. Since joining our After-school Programmes, she has developed a love for books. “She doesn’t know how to read but will pick up a book and invent her own story based on the pictures.”

“Ayabonga (5 years old in Grade 1 in 2019) is reserved and takes his time with his schoolwork.” Mrs Malimela shares that he is a little slower than the other children but his involvement with Thanda has helped him to understand concepts that he struggled with before. She has also seen a notable improvement with his schoolwork. “When given the time to make his way through the work, he always gets to the correct answer.” She then adds that, “He is a creative child and he spends a lot of time drawing, even outside of Thanda’s [after-school] sessions.”



Ayabonga Malimela

When Thanda started over ten years ago, we had a vision to make use of school classrooms that were sitting empty in the afternoons. That vision exploded into what Thanda is today -- a multi-faceted organisation with a goal of empowering people to make positive change in their own lives and households.



Sandile Dlamini Siyazazi After-school Programme Manager

Sandile loved his time spent as the Siyazazi After-school Programme Manager in 2019.

His favourite thing about Thanda is that it is a vehicle for change, and he's seen these changes in many different areas -- changes in our After-school Facilitators as their confidence grows with every child they are able to help and changes in children who are encouraged to just 'be kids' while they are exploring, making mistakes, learning and having fun.

Then, there are the changes that are experienced by guardians; some of them are sceptical at first, thinking that our Siyazazi After-school Programme is all play and no work or a sneaky ploy for children to shirk their home duties.

However, in a few short weeks, it becomes evident that allowing their children space to discover and explore new things does amazing things for their development.

Sandile explains that field trips are always his favourite part of the year and 2019 was no different. Whether it's Croc World, Mitchell Park or uShaka Marine World, the kids can barely contain their joy.

With eyes wide, they do their best to take in and make sense of every new sight and sound. Coming from the small rural community of Mtwalume, these trips show children things that they've never before seen and once they've experienced an up-close encounter with a crocodile or exotic bird or tested their bravery on the tallest water slides they've ever seen, they are fundamentally changed.

You can almost see their minds expanding as they start to realise how big the world really is and the great things that might lie ahead of them.

SIYAZAZI AFTER-SCHOOL PROGRAMME

Siyazazi (which means “to know yourself” in Zulu) is our core programme within our Education Initiative. The programme is based on themes found in story books and aims to develop what we call Game-changing Skills (perspective, empathy, critical thinking, creativity and self-esteem) as well as literacy, numeracy and empirical thinking skills. We believe that these skills are vital for creating a generation of resilient, confident adults who understand interconnectedness and contribute positively to their communities.

Key Programme Components



Resourceful - We use school classrooms to hold our after-school sessions, eliminating the need for children to find transportation to participate.



Hands-on - Lessons are active, experiential, and fun - encouraging curiosity and critical thinking.



Theme-based - Our curriculum is theme-based, usually around a storybook to ensure that it comes alive in the children's hearts and minds.



Dedicated Education Team - Our Education Team works directly with our After-school Facilitators to develop innovative curricula and provide ongoing staff training.



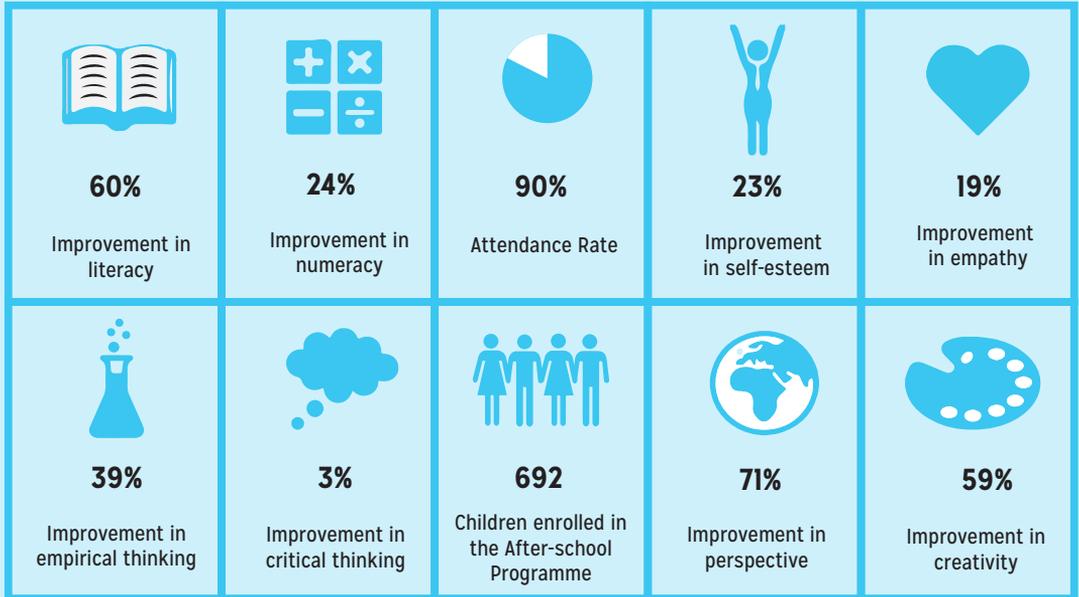
Healthy Meals - All children are fed a nutritious meal at every After-school session so that tummies are full, and brains are firing for the entire duration of the session.



Locally Hired Staff - Members of the community are hired as facilitators to ensure that the whole community rises together.



Siyazazi After-school Programme Impact in 2019



Thanda's Community Centre and Education 2019 Highlights!

184

After-school sessions



More Solar

An additional 21kwh per day



146

Chess sessions



108 466

Meals served



6027

Weekend & holiday visits

9145 Books

Borrowed



380 Young Men

Reached at boys night



3824 Children

Reached with puppet shows and Woonga awareness

Water
122 500 Litres

Increased capacity in our rainwater harvesting and purification system



52

Sunday skate sessions



Siyazazi Spotlight

Mandisa was 15 years old and in grade 6 when she joined Siyazazi at the beginning of 2019. Her facilitator, Nomzamo, noticed that she had learning difficulties. Mandisa was unable to write properly and could read very little in both her home language of isiZulu and her second language, English.

Even with these difficulties, she borrowed many books from the library. She had an obvious desire to read what her peers were reading but, when she returned the books and our Mobile Librarian, Nozipho, asked Mandisa what the stories were about, it was clear that she wasn't understanding the stories.



Mandisa

School teachers reported that Mandisa was not necessarily ready to be in grade 6 but that they were required to push her through to the next grade, which meant she was falling further behind.

During after-school sessions, Nomzamo spent extra time with Mandisa on the activities she struggled with. She also arranged with our Librarian to give Mandisa library books at a grade 1 or 2 reading level so she could start at the beginning to fill in the gaps on her knowledge.



Thanda library

Slowly, her reading and writing improved and her confidence soared along with it. By the end of the year, Mandisa's development was remarkable and our Monitoring and Evaluation assessment showed a 37% increase in her self-esteem! Her strong will to succeed completely transformed her reading and writing abilities; at the beginning of the year, she could barely write a sentence but by the end, she was constructing simple paragraphs and was able to stand in front of the class and tell stories of her holiday and family.

The best news (and something that her facilitator, Nomzamo, is very proud of) is that at the end of the year, Mandisa proceeded to grade 7 on merit alone.



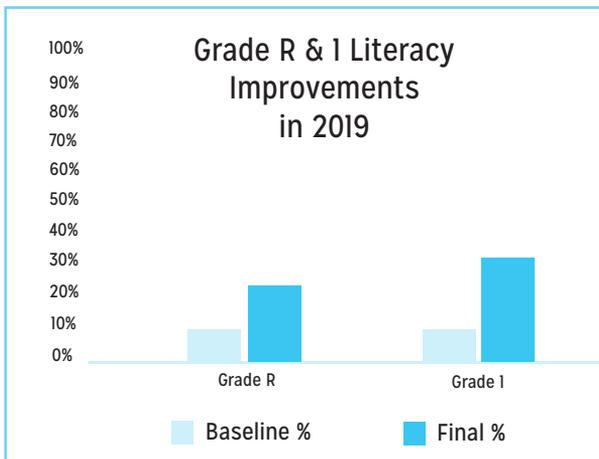
Nomzamo - Facilitator

Literacy

At Thanda, we use stories and characters as a way of getting children excited about reading. This stems from the idea that if children are interested in stories and characters and can genuinely relate to them, there is a higher likelihood that they will pick up books and engage with them in meaningful ways.



60% Average Improvement In Literacy During 2019



Children in Gr. R & I improved by 136% in their combined enjoyment of reading & identifying with characters!

To better understand the impact of the programme, we merged data for the period 2015-2019 and ran a series of analyses. Through correlation analysis, we found that **the more years a child is in Thanda, the higher their literacy score is likely to be as compared to children who have been in the programme for less time.** Moreover, we also wanted to control for other variables (multivariate regression) and understand the unique contribution of Thanda's programmes. We found that **regardless of gender, school, age, or grade, the longer a child spends in the Siyazazi After-school Programme, the more likely they are to score higher in literacy.** For the full analysis, please see Appendix A.

9145

Total Books
Borrowed in
2019



The Eager Beaver Origins

Our Eager Beavers Book Club was started by a book-loving staff member as an informal gathering of children on the weekend. Its popularity grew and it is now a fully-fledged Programme with 86 children flocking to our library.



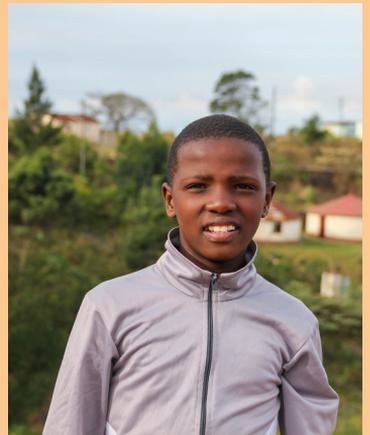
The Eager Beavers Book Club runs on Sunday mornings. All of the participants are enthusiastic readers but one little boy, Minenhle Shezi, stood out in the 2019 group. When the year began, his writing was a complete mess -- incomprehensible scribbles across the whole page!

On top of that, he was always late. Why?

Well, he attended Sunday School every Sunday morning and Sunday School finished just before Eager Beavers Book Club started. As soon as he was dismissed, Minenhle would run the whole way to Thanda. He'd arrive out of breath and dripping with sweat but so excited to get stuck into the day's activities.

Oftentimes, Mafiki (our Eager Beavers Book Club facilitator), would suggest that Minenhle join in with whatever activity the group was currently busy with when he burst through the door but Minenhle refused. He wanted to start at the beginning and was determined to complete every single activity, including any he might have missed while making his mad dash.

He went through each and every task to the best of his ability and took instruction very well. He implemented the tools taught to him by facilitators (like making sure to leave a finger-width space between each word when writing) and by the end of the year, his reading improved dramatically and his writing was legible.



Minenhle Shezi

A true example of sheer determination and the love of learning - this is the Thanda spirit indeed.

Numeracy

In the 21st century, numeracy has become an increasingly important skill when navigating the complexities of the modern world. With that in mind, we incorporate numeracy into our After-school curriculum with the aim to assist children develop a sound foundation in mathematics and understand its real-life application in flexible and meaningful ways. In measuring these skills developments, we have seen consistent improvements over the years.

To better understand the impact of the Programme, we merged data for the period 2015-2019 and ran a series of analyses. Through correlation analysis we found that **the more years a child is in Thanda, the higher their numeracy score is likely to be as compared to children who have been in the programme for less time.** Moreover, when controlling for other variables (multivariate regression), we found this effect held true. Indeed, we found that **regardless of gender, school, age, or grade, the longer a child spends in the Thanda After-School Programme, the more likely they are to score higher in numeracy.**

For the full analysis, *please see Appendix A.*



Average Improvement
in Numeracy During 2019

24%



Minenhle Nzamo

A Story of Change

Minenhle Nzamo demonstrated a **250%** increase in her numeracy skills through Siyazazi in 2019. At the beginning of the year, she had behavioural problems and struggled to control her temper, but she was a loving child and, once she had tools to help her manage her anger, she was able to focus on her work. This is well demonstrated in her dramatic improvement in the area of numeracy.

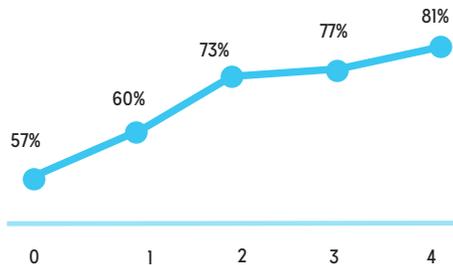
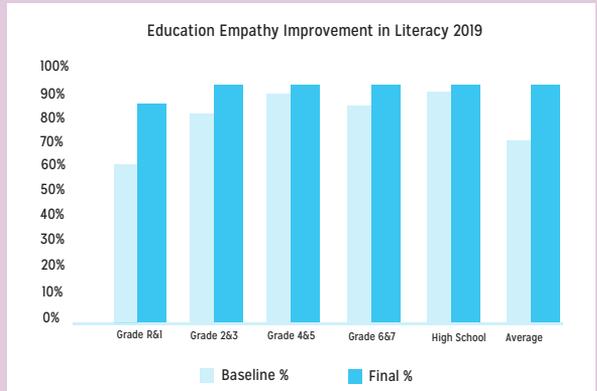


Empathy

Average Empathy Improvement in 2019

19%

At Thanda, the ability for our children to connect to other people, animals, and nature is of paramount importance. Key to these connections is possessing empathy which forms a large part of our learning ethos. We, therefore, incorporate empathy into our curriculum and often use stories to help children understand how other sentient beings feel.



Annual Assessments (2015-2019)

The greatest improvement in empathy happens when young children enter the programme (40%).

This year we ran a bivariate correlation analysis using data from 2015-2019 and found that the **more years a child is in Thanda, the higher their empathy score**. Similarly, we found this effect was sustained when we controlled for other variables. Indeed, our multivariate regression analysis also found that **regardless of gender, school, age, or grade, the longer a child spends in the Thanda After-school Programme, the more likely they are to score higher in empathy**.

For the full analysis, please see *Appendix A*.

Desmond and the Very Mean Word

At Thanda, we build our curricula around the lessons that can be found in story books.

Desmond and the Very Mean Word, a true story based on actual events from Archbishop Desmond Tutu's childhood, made a real impression on our Grade 3 groups in 2019.

Facilitator Mimi recalls that, at the beginning of 2019, her class was very difficult to handle. There was a large group of bullies and they would give the other kids a hard time with a lot of name-calling and meanness. There was also a lot of division and antagonism along gender lines.

One of the most impactful exercises, connected to this book, was an activity that saw the children draw two cartoon strips. The first illustrated an incident where they had been bullied and the second an incident where they may have bullied someone else.

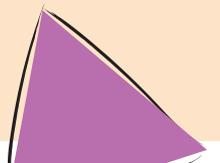
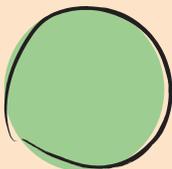
They were asked to reflect on how they felt during these events, how the person they bullied may have felt, and whether they were able to forgive the person who bullied them. This encouraged children to examine how they would feel if they were in someone else's shoes.

They soon learned the immense power of the words that come out of their mouths and how easily these words can hurt others.

After reading this book and completing the associated activities, the children were visibly more empathetic. They were more compassionate towards their classmates and, when squabbles arose, instead of starting fights or a war of words, they would attempt to reach a peaceful solution amongst themselves. The book really came alive for our after-school learners and the lessons were absorbed whole-heartedly.



Mimi - Facilitator



Critical Thinking

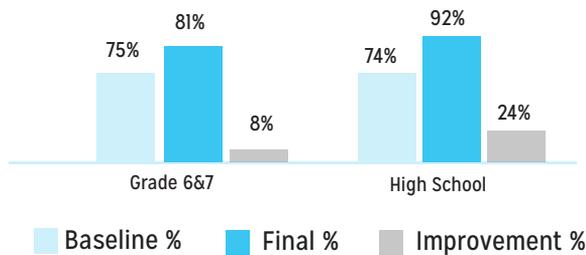
In this increasingly complex and data-driven world, we seek to have children independently analyse, synthesise, and evaluate information in order to better understand the world around them.

A Deeper Look at Critical Thinking...

To assess critical thinking ability in our Gr. 6-10 participants, we asked the following question and quantified their ability to see two sides to this situation/ a grey area:

“A grandmother steals a loaf of bread to feed her starving grandchildren. Did she do the ‘right’ thing?”

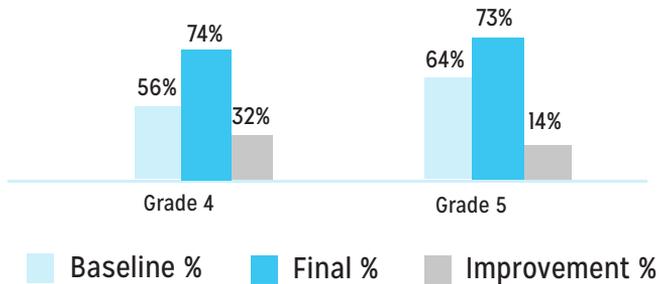
Ability to See Grey Area-Gr 6 - 7 and High School



For our Gr. 4&5 participants, we showed them a hat from Lesotho and a hat from Vietnam, and measured their ability to compare and contrast the hats which look fairly similar, but come from very different places.



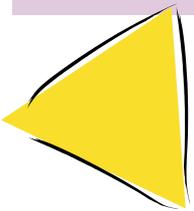
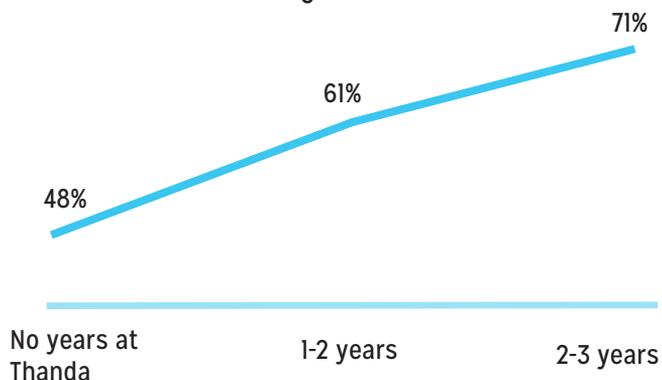
Critical cultural comparisons - comparing traditional hats



Moreover, through analysis of merged data from 2015-2019 we found that **the more years a child is in Thanda, the higher their critical thinking score**. Furthermore, when controlling for other variables, we found this effect to remain strong. To be sure, we found that **regardless of gender, school, age, or grade, the longer a child spends in the Thanda After-School Programme, the greater their critical thinking ability**.

For the full analysis, *please see Appendix A*

Critical Thinking and Time in Thanda



Checkmate



We love chess because of its remarkable cognitive benefits. It teaches children to recognise patterns and develop strategies based on those patterns.

It also encourages patience, thoughtfulness and forward planning. Nduduzo, our Chess Coach, held 146 chess practice sessions throughout 2019.

There were 147 children enrolled with a core group of 50 dedicated players forming the Thanda Chess Team. They competed in five tournaments in 2019 and managed to clinch three trophies!





Snothando and her Chessboard

Snothando is a thoughtful and confident child. She is also a long-time chess player. In 2019, she was in Grade 6 and had already been playing chess for three years!

She first started playing chess when Thanda came to her school, Sosukwana Primary School, to share the game of chess with them. *“...that’s when I decided to try it out to see what kind of game it is because I like to try new things,”* she says with a smile. Before then, she had never played nor heard of chess.

She arrived at Thanda and was greeted by Nduduzo, who taught her the rules and how to play. After that, she was hooked! *“I saw that chess is a great game for kids because it makes you think hard before making a move which also helps me to make right decisions,”* she says.

Snothando speaks fondly of the chess tournaments that the Chess Club get to participate in. *“I like going to tournaments it’s nice and fun because you get new opponents.”* She proudly speaks of the tournament that she won. “I played in one that was held at Bangibizo in the Love Life Centre. There were many people, but I don’t remember the exact number,” she says. *“I won a medal!”*

She has a friend (Luyanda) who she often plays chess with, as they play at roughly the same skill level. Sometimes, Snothando wins the game and sometimes Luyanda wins. When asked about her ideal chess partner, she thoughtfully responds, *“I prefer someone more advanced because that means they know something I don’t so I can learn a thing or two from that person.”*

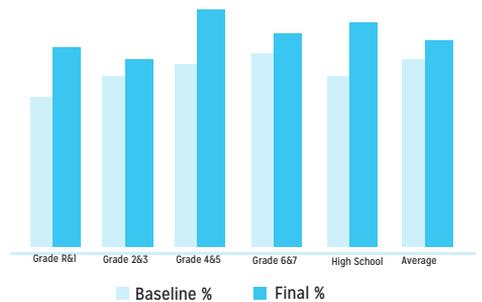
At Thanda, one of our goals is to make learning fun so that a love of learning is instilled from early on in a child’s life. We see Snothando’s desire to learn from more skilled players than herself as evidence of this theory brought to life.

Self-esteem

We strive to develop children's self-esteem and enhance their respect for others so they can make healthy decisions that benefit themselves and their communities. We know from discussions with schoolteachers how children in our Siyazazi After-school Programme appear to be losing or have lost their fear of expressing themselves both individually and amongst their peers.



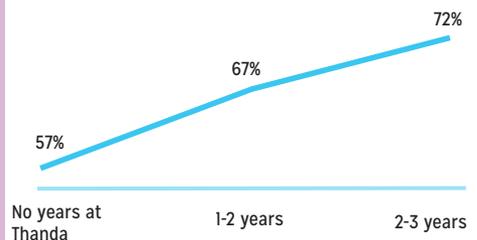
Average Self-esteem Improvement in 2019



In 2019, every grade group improved in self-esteem during the year with 79% of children showing improvement throughout the year. By gathering data from 2015 - 2019, we used a bivariate correlation analysis and found that the more years a child is in Thanda, the higher their self-esteem.

We subsequently used a multivariate regression analysis to control for other variables and test if this effect holds true. We found that regardless of gender, school, age, or grade, the longer a child spends in the Thanda After-School Programme, the higher their self-esteem.

Average Self - esteem improvement & Years in Thanda



For the full analysis, *please see Appendix A*

Average improvement in Self-esteem in Siyazazi After-school participants 2019

23%

Storybooks for Self-esteem

Nokwande Chili was 10 years old and in grade 4 in 2019. Her facilitator, Thembisa, describes Nokwande when she met her at the beginning of the year. “In the beginning, she was shy. If you asked her a question, she would cover her mouth and look away. She was always avoiding eye-contact when she was presenting to the class or had to answer a question.”

Thembisa helped Nokwande with encouragement and lessons to become more self-confident. These included books like *Swimmy* by Leo Lionni and *Odd Dog Out* by Rob Biddulph which were studied throughout the year and offered valuable lessons in self-esteem.

Swimmy tells the story of a fish who is all alone after his entire school gets eaten. One of the activities for this theme involves a dramatic performance including a narrator and characters who act out the different parts. Performing in front of the class encouraged children to get out of their comfort zones (just like the protagonist in the story) and it helped them grow their self-esteem.

Odd Dog Out is about embracing differences and leaning into our individuality. Children study the narrative and imagery and are asked to answer thought-provoking questions. Would you like to live in a place where everyone looked and behaved exactly the same? What does it mean to be an outcast? Who makes us feel like an outsider? Is it our community? Is it ourselves? Participants come to understand the value of being themselves rather than having to conform with the group.



Nokwande Chili

By the end of the year, Nokwande became a much more confident child. “She was still humble but there was also a spark in her too. She didn’t hide away when asked questions and she wasn’t so afraid.”



The clearest example of this is in group activities where the children are divided into smaller groups to discuss a theme and then required to report their findings back to the class. “If I tell the children to get into group and then ask them ‘Who is going to present for your group?’ Nokwande will now gladly offer to be that person and represent her group in front of the whole class.”

When assessed at the beginning of the year, Nokwande was reported to have a baseline self-esteem score of 27% and, by the end of the year, her self-esteem soared to 89%.



Skateboarding



Every weekday, learners from our Siyazazi After-school Programme at Msinsini Primary School, start arriving at Thanda's Community Centre around 2pm. There is a flurry of activity as they throw their schoolbags down and race to grab skateboards from our Community Centre. Each of them is eager to spend the few minutes before lunch is served enjoying Thanda's beautiful skate park, which was expanded at the end of 2018 and saw daily use in 2019.



In the beginning, children were content with sitting on the boards as they careened down the various ramps, but 2019 saw the addition of resident Skate Coach, Fortune, who mentors the boys and girls enrolled in the weekend skate programme. His contagious enthusiasm has helped our skaters reach new heights.

There are many challenges that come with growing up in a rural community, but skating teaches children the importance of **perseverance** and we saw their **confidence** soar with each new trick successfully landed. Overcoming a challenge in the skate park helps children see what they are capable of with a little bit of support and direction and that even the impossible can become possible with perseverance.





Creativity

When developing creativity skills, children learn to intentionally communicate their own thoughts, experiences, and emotions through creative media. With these skills, they will be able to 'think outside the box' in order to solve problems in the future. Over the course of 2019, we continued to use creative arts as a teaching tool to inspire children. Through various arts projects in our After-school Programme and our Performing Arts Club, children are getting hands-on experience playing with and using different art tools with the aim of becoming more confident and adept at experimenting and creating their own art.



Average Improvement in Creativity in 2019

Fashion Show



The Gr 4 and Gr 5 classes in our After-school Programme put on a fashion show which was linked to the theme of critically examining advertising. Participants were required to design a garment and an advertisement to sell the garment.

They then constructed the item from newspaper and strutted their stuff down the catwalk as they showed their creation off to the rest of their classmates.

This was a great activity to get their creative juices flowing as it required creativity, self-esteem and critical thinking in the design of the garment and the construction of it.



Performing Arts Club



The Performing Arts Club ran as a pilot project in 2018 to test the waters and find out what resonated with children before the official project was introduced in 2019.

We aim to teach children to intentionally communicate their own thoughts, experiences, and emotions through creative media. The Performing Arts Club provided them with instruction on ways to do exactly this -- through drama, dance and music.

Many of our learners showed themselves to be extremely gifted in the various aspects of performing arts and they simply required a bit of mentoring and direction to help them reach their full potential. We saw an incredible improvement in their self-confidence during 2019 and are excited to see where the newly formulated 2020 curriculum takes them!

Empirical Thinking

What is empirical thinking?

Empirical thinking means that children appreciate science as a process of continuous discovery towards an understanding of the world.

Average Improvement in Empirical Thinking
in 2019

39%

Spiders and Science



One of the themes that encouraged empirical thinking in 2019 was the Grade 1's study of spiders as part of their Spiderman theme! This was a favourite and the children loved discovering the creepy crawly world of these 8-legged creatures.

They marvelled at spider facts and learned all about the biology of spiders, their habitat, their diet and their life cycle. They even caught real life spiders to examine under a magnifying glass and compare their findings to the theory they learned in class.

Perspective

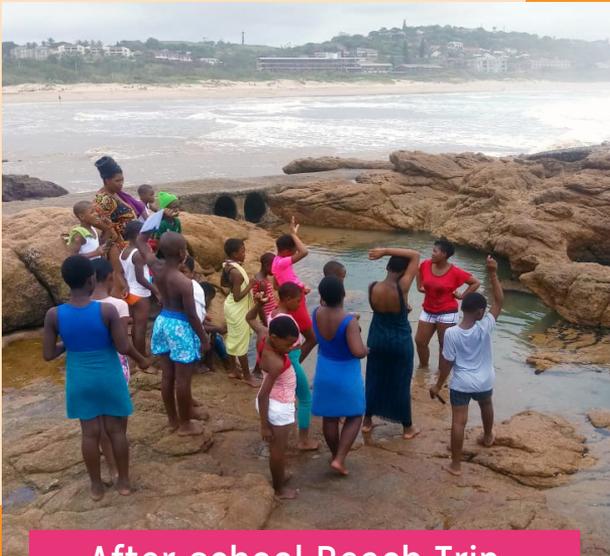
We seek to have children see themselves as global citizens who make lateral connections between their own lives and others as well as the greater environment. With perspective, we believe children will start to see not only differences, but also similarities between varying people and cultures.

71%

Average Improvement in
Perspective in 2019



Field trips are the BEST!



After-school Beach Trip

Field trips take children out of their local community and out of their comfort zones to show them what seems like a completely different world.

Sandile chaperoned a number of excursions in 2019 and he believes that the trip to the beach to learn about ocean ecology and geology, tides and rip currents was one of the most enlightening of them all. Swimming in the sea is one of life's simplest pleasures but there are dangers that can lurk in the currents beneath and these are often invisible to the naked eye.

Water safety is so important and can sometimes be neglected. The children learned about what happens below the surface of the water and left this excursion well equipped with knowledge of what to look out for and, more importantly, what to do if ever swept up in a rip current.



After-school uShaka Marine Trip

Appendix A: Bivariate and Multivariate Analysis Introduction

In 2019 we sought to develop a deeper understanding of our **impact over time** on the children who attend our programmes. In trying to develop a deeper understanding of the After-school Programme's impact on participating children's game-changing skills, we collated data points from 2015 to 2019.

In conducting these analyses, we are working off the hypothesis that the amount of time spent in the Thanda After-school Programme has a strong bearing on the development of game-changing skills. With this in mind, we are beginning to ostensibly assess this relationship. Using five years of data, and a large sample of cases, we can begin to see if this relationship is statistically significant i.e. is skill development dependent on time spent in the Programme.

Bivariate Analyses

To test this, a bivariate correlation analysis was required to understand if a statistically significant relationship existed between assessed skills and the amount of time a child spends in Thanda.

The table below lays out the various relationships and the significance of these relationships. Overall, there are positive correlation between the years a child has spent in Thanda (YIT) and various skills.

	Literacy	Numeracy	Empathy	Critical thinking	Self Esteem
Pearson Correlation	.302***	.211***	.204***	.217***	.015***
P-value	0,000	0,000	0,000	0,000	0,000
N	1556	1579	1054	1075	2288

Initial conclusions - the longer children attend the Thanda After-school programme, the more likely said children will score higher in their assessments.

Literacy - ($P < 0.1$, $r = .302$).

Numeracy - ($P < 0.1$, $r = .211$).

Empathy - ($P < 0.1$, $r = .240$).

Critical Thinking - ($P < 0.1$, $r = .217$).

Self Esteem - ($P < 0.1$, $r = .105$).



Literacy:

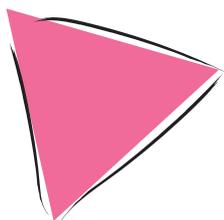
The model run through the regression analysis used 1504 cases and explains a strong 16.6% (R-squared) of the variance. Overall, the model is statistically significant with a p-value of 0.000. Within the model, we can see that four variables were shown to be significant predictors on a child's literacy. In assessing our hypothesis (Years in Thanda boosting literacy levels), and holding all other variables, the model suggests that number of years spent in the Thanda After-school programme is a significant predictor of literacy scores (Beta = .242, $P < 0.01$). Indeed, regardless of whether one attends Hlaba primary school, the number of years spent in the programme is the strongest predictor of a child's literacy score (from this model). As such, the model shows that regardless of a child's age, gender or school, the more exposure a child has to Thanda's After-School Programme, the greater their literacy scores. This model gives us increasing confidence of impact of the After-School Programme on children's literacy.

Numeracy:

The model run through the regression analysis uses 1533 cases and explains 12.8% (R-squared) of the variance. Overall, the model is statistically significant with a p-value of 0.000. Within the model, we can see that four variables were shown to be significant predictors on a child's numeracy. In assessing our hypothesis (Year in Thanda boosting numeracy levels), and holding all other variables, the model suggests that number of years spent in the Thanda After-school programme is a significant predictor of numeracy scores (Beta = .252, $P < 0.01$). Indeed, regardless of whether one attends Hlaba primary school, the number of years spent in the programme is the strongest predictor of a child's numeracy score (from this model). As such, the model shows that regardless of a child's age, gender or school, the more exposure a child has to Thanda AS programme, the greater their numeracy scores. This model gives us increasing confidence of impact of the After-School Programme on children's numeracy.

Empathy:

The model run through the regression analysis uses 1025 cases and explains 14.1% (R-squared) of the variance. Overall, the model is statistically significant with a p-value of 0.000. Within the model, we can see that four variables were shown to be significant predictors on a child's empathy. In assessing our hypothesis (Year in Thanda boosting empathy levels), and holding all other variables, the model suggests that number of years spent in the Thanda After-school programme is a significant predictor of empathy scores (Beta = .122, $P < 0.01$). Indeed, regardless of whether one attends Hlaba primary school, the number of years spent in the programme is the strongest predictor of a child's empathy (from this model). As such, the model shows that regardless of a child's age, gender or school, the more exposure a child has to Thanda AS programme, the greater their empathy scores. This model gives us increasing confidence of impact of the After-School Programme on children's empathy.

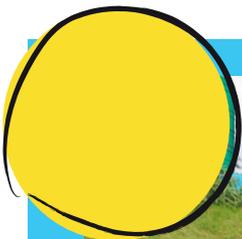


Critical Thinking:

We conducted a multivariate regression analysis to control for variables that may influence children's critical thinking levels. The model run through the regression analysis uses 1060 cases and explains 10.4% (R-squared) of the variance. Overall, the model is statistically significant with a p-value of 0.000. Within the model, we can see that four variables were shown to be significant predictors on a child's critical thinking. In assessing our hypothesis (Year in Thanda boosting critical thinking levels), and holding all other variables, the model suggests that number of years spent in the Thanda After-school programme is a significant predictor of critical thinking scores (Beta = .177, $P < 0.01$). Indeed, regardless of whether one attends Hlaba primary school, the number of years spent in the programme is the strongest predictor of a child's critical thinking (from this model). As such, the model shows that regardless of a child's age, gender or school, the more exposure a child has to Thanda AS programme, the greater their critical thinking scores. This model gives us increasing confidence of impact of the After-School Programme on children's critical thinking.

Self-Esteem:

The model run through the regression analysis uses 1340 cases and explains 10.1% (R-squared) of the variance. Overall, the model is statistically significant with a p-value of 0.000. Within the model, we can see that four variables were shown to be significant predictors on a child's self-esteem. In assessing our hypothesis (Year in Thanda boosting self-esteem levels), and holding all other variables, the model suggests that number of years spent in the Thanda After-school programme is a significant predictor of self-esteem scores (Beta = .105, $P < 0.01$). While there are other significant variables (grade of the child and age for example), we can say with confidence that regardless of the school one attends, or their age or grade or gender, the longer a child spends in the Thanda After-school programme the more likely they will have higher levels of self-esteem.





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