



THUTHUKA

inspiring success

THUTHUKA

The most **successful transformation** and skills development **programme** in **South Africa**

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INTRODUCTION TO SAICA AND THUTHUKA

ABOUT SAICA

The South African Institute of Chartered Accountants (SAICA) South Africa's pre-eminent accountancy body, is widely recognised as one of the world's leading accounting institutes.

The Institute provides a wide range of support services to more than 46 000 members and associates who are chartered accountants (CAs(SA)), as well as associate general accountants (AGAs(SA)) and accounting technicians (ATs(SA)).

SAICA members hold positions as CEOs, MDs, board directors, business owners, chief financial officers, auditors and leaders in every sphere of commerce and industry, and play a significant role in the nation's highly dynamic business sector and economic development.

ABOUT THUTHUKA

One of SAICA's primary goals is to contribute towards strengthening the country's economy by playing a significant and leading role in transformation and skills development.

The Thuthuka Education Upliftment Fund, a pioneering initiative to promote transformation in the profession, was launched in the Eastern Cape in 2002 and is, today, a well-established successful national transformation initiative.

Thuthuka's objective is to transform the demographics of the profession to reflect those of the country in terms of race and gender, and provide educational support to African learners and students for the benefit of the profession, while simultaneously helping to uplift communities. SAICA prides itself in leading the chartered accountancy profession as a socially responsible driver of business and skills development by supporting and encouraging education and other development initiatives.

01

SOLUTIONS FOR THE YOUTH EMPLOYABILITY CRISIS MUST BEGIN AT SCHOOL

At **54.7%**, fewer than one in two of the country's working-age youths between the ages of **15** and **34** years is employed.



SOLUTIONS FOR THE YOUTH EMPLOYABILITY CRISIS MUST BEGIN AT SCHOOL

Youth unemployment is a colossal problem in South Africa. The latest youth labour statistics show that, at 54.7%, fewer than one in two of the country's working-age youths between the ages of 15 and 34 years is employed. Small wonder 'not being able to find a job' is among the youth's top three fears. Career guidance experts and hiring trends also reveal that choosing a career where skills are in short supply enhances the likelihood of finding employment.

Take chartered accountancy, for example. Not only is South Africa in desperate need of more chartered accountants with the sought-after CA(SA) designation behind their names, but employment studies show that theirs are among the top 10 vacancies that employers battle to fill.

But why is there such a big disparity between youth unemployment figures and the number of scarce skill career opportunities available in the labour market? One of the underlying problems is that learners are not taking the right subjects at school.

To study towards a scarce skills career, learners must take pure maths at school and pass it with good marks. Yet, far too few learners do that. Indeed, the 2018 matric results revealed that not only did significantly less matric learners write the final national maths exam, but out of those who did, only 37% achieved more than the required 40% to pass. In addition, studies show that young black South Africans face greater hurdles in their paths to success than their white peers do, due to remaining shortcomings in our education system.

This is a matter of national concern, as most of the scarce skills careers call for a solid background in pure maths. If this continues, it does not bode well for the country's unemployment rate. Bridging these shortcomings requires more than government intervention: it takes the cooperation and support of all the role players in the broader national economy.

THIS REMARKABLE PROJECT IS MAKING GREAT STRIDES IN EDUCATION TRANSFORMATION.

Widely-recognised as one of the world's leading accounting institutes, SAICA is more than just a professional body; it is a critical player in South Africa's development journey.

SAICA believes a good system of education is fundamental to building any nation. It is the means by which young people accept the responsibility for governing their country's citizens in the future and gives them the necessary skills that will make them valuable members of the community.

SAICA realised in the early days of SA's new democracy that, as the leading accountancy professional body, it had to ensure that the profession transformed its own pipeline of new members without sacrificing quality. Without programmes to address the imbalances between education levels and youth employment, imbalances in business ownership and management will also continue.

02

THUTHUKA: INSPIRING SUCCESS

Each **TEUF** programme is a **stepping-stone** towards **transforming** the **accountancy** profession.

THUTHUKA: INSPIRING SUCCESS

To drive the process of addressing imbalances and ensure proper governance, SAICA established Thuthuka in 2002. Its purpose is to sustain the future of the chartered accountancy profession and transform its demographics by:

- 01 advancing education;
- 02 empowering the youth; and
- 03 sustaining the future of the chartered accountancy profession.

Through Thuthuka, SAICA has undertaken the responsibility of ensuring that there is a consistent flow into the economy of adequately and suitably qualified accounting professionals who are representative of the country's racial demographics. This is done via various skills development initiatives at primary, high school and tertiary education levels.

Composed of two parts, the Thuthuka Education Upliftment Fund (TEUF) offers education-focused and community-based projects to learners and educators from previously disadvantaged backgrounds. The aim is to encourage learners at high school to take mathematics as a subject, and to improve the pass rate of this gateway subject.

Thuthuka also identifies the most gifted maths learners so that they can apply for a Thuthuka Bursary. The Thuthuka Bursary Fund (TBF) is strategically positioned as part of a solution to the nation's skills development transformation needs.

Made up of a selection of critical education upliftment programmes implemented nationally, each TEUF programme is a stepping-stone towards transforming the accountancy profession. It addresses, among other key issues, the lack of literacy and numeracy skills of African and coloured learners entering higher education institutions.

THUTHUKA IS STRATEGICALLY
POSITIONED AS PART OF A
SOLUTION TO THE NATION'S
SKILLS DEVELOPMENT
TRANSFORMATION NEEDS



Thuthuka is a **Zulu** verb meaning 'to develop'. It reflects the action-based perspective with which **transformation** in the **accounting** profession is being driven.



Thuthuka plays a crucial role in **changing** the **demographic** landscape of the **chartered accountancy** profession and helping South Africa to achieve its **transformation** objectives. While there are currently over **46 000** registered CAs(SA) in South Africa, fewer than **7 500** of them are **African and coloured**.

03

THUTHUKA EDUCATION UPLIFTMENT FUND INITIATIVES

Thuthuka runs more than
40 projects annually in all
9 provinces.



THUTHUKA EDUCATION UPLIFTMENT FUND INITIATIVES

SCHOOL PROJECTS

The South African education system has led to an imbalance in pass rate outcomes in mathematics, English, science and accounting, and consequently in the enrolment for scarce skills degree courses at higher education institutions that require specific numerical and literacy skills. Since inception as an initiative project in the Eastern Cape in 2002, Thuthuka now runs more than 40 projects annually in all nine provinces. The programme has achieved a total learner reach of **over one million learners** since its inception.

Key initiatives at school level include:



EMS Educator Workshops

Targeting economic and management sciences (EMS) educators in the lower grades, these workshops cover problematic topics and teach educators additional skills that they can apply in their classrooms.



Junior Accounting Olympiad

The Junior Accounting Olympiad targets Grade 9 learners. It encourages them to choose accounting when making their subject choices for grades 10 to 12.



Career Awareness

Activities are conducted in all nine provinces through presentations, exhibitions, symposiums, career modelling fairs and the media. School visits focus on schools achieving 60% or more in mathematics for their matric results.



Parental Support Initiative

This initiative encourages parents to get involved in education by supporting schools and their children's education. It also promotes the importance of mathematics as a school subject.



SAICA Development Camps

The provincial SAICA Development Camps are run annually in partnership with various stakeholders, including the provincial departments of education (DoEs). The participants receive assistance that helps them to achieve high quality matric passes and set them on the path to study towards professions of high demand. The week-long camps take place during the July and September school holidays and provide learners with extra academic support targeting problematic topics in subjects such as mathematics, science, accounting and English to help them achieve higher marks and improve their chances of entering tertiary education. The camps also offer life skills training and career information to help participants to make wise and appropriate career choices. SAICA and the provincial DoEs select learners from disadvantaged areas according to their academic performance (a minimum of 60% in mathematics and English).



Business Development Games

South Africa possesses below-average entrepreneurial activity levels among young people. The reason? They are not adequately equipped with the skills needed to start and run their own business. To help change this, SAICA runs the annual Business Development Games. Grade 10 and 11 learners from around the country discover how business works in the real world by participating in the games. These games familiarise learners with key business practices, problem solving, planning, decision making and more.



School Books

'The All Stars' series and the accompanying teachers' lesson plans are designed to support the Grade 8 and Grade 9 life orientation curriculums. These books have been specifically written to assist in the teaching of the values that SAICA and Thuthuka embrace. At the same time, the books support the concept of considered career choices.



SAICA Quiz

The SAICA Quiz gives Grade 7 learners the chance to put their numeracy and literacy skills to the test, while also driving home the importance of doing mathematics at a primary school level.



School Governing Body (SGB) Programme

Intended to help provincial SGBs improve their financial management and governance, according to the relevant legislation, regulations, policies and procedures for schools. Thuthuka's SGB programme helps the bodies to manage their funds through a financially-sound, efficient and effective management and governance system that complies with the South African Schools Act. Interns or unemployed youths with a Diploma in Financial Management are placed at the school to assist as finance offices where none exist and are mentored by CAs(SA) on a volunteer basis. These interns are funded by the various SETAs.

UNIVERSITY UNDERGRADUATE PROJECTS

Through the following projects, SAICA helps to maximise the throughput passes of students currently at undergraduate level and create the necessary pipeline of graduates entering postgraduate studies.



Thuthuka Bursary Fund (TBF) (see page 13 for more details)

The TBF provides full financial support to learners selected for the programme. In addition, it also provides academic support, access to additional tutorials, life skills training, workplace readiness and study skills, as well as a supportive study environment for TBF students. This has proven to be an extremely successful model. In 2018, over 900 students were supported by the TBF.



Capacity Building Programmes

Thuthuka partners with universities to build additional capacity at historically disadvantaged institutions (HDIs) to offer accredited qualifications leading to a career in chartered accountancy. The project focuses on building up the BCom Accounting degree at these universities to a required level so that graduates from these universities do not have to complete bridging programmes before being eligible for a SAICA accredited Certificate in the Theory of Accounting (honours year) or equivalent programme.

The primary and most important benefit is to ensure that there is sustainable capacity in the rural communities of South Africa to provide the same quality of education available in the rest of the country.



Undergraduate Support Programme for Non-Thuthuka Students

This programme offers academic support and career development to 2nd and 3rd year non-Thuthuka students who are at risk of failing and provides them with additional academic and wrap-around support to increase their chances of progressing to the next year of their studies.



Career Promotion

The career awareness activities extend Thuthuka's school projects to university level. SAICA continues to maintain a close relationship with students to maintain a presence at SAICA-accredited universities by participating in university open days and graduate recruitment programmes, as well as by delivering presentations when there is a need to communicate changes in the profession that are pertinent to students.



Student Leadership Summit (SLS)

SAICA hosted its 10th annual Student Leadership Summit (SLS) in 2018. Every year, chartered accountancy-stream students at SAICA-accredited universities are invited to participate in a thought leadership essay competition. The writers of the best essays are then selected to attend the summit, where they attend a series of leadership development workshops. The students are acknowledged at a networking event sponsored by the profession, where they interact with business leaders from various fields. All those business leaders hold the CA(SA) designation, thus reiterating the flexibility and opportunities opened up by the designation.



“ THE TBF PROVIDES FULL FINANCIAL, ACADEMIC AND WORK READINESS SUPPORT TO LEARNERS ”

UNIVERSITY POSTGRADUATE PROJECTS

Full time CTA Programme

The full-time Certificate in the Theory of Accounting (CTA or honours year) programme, funded by the National Research Foundation, is one of Thuthuka's key projects. The CTA has traditionally been a large barrier to transformation and skills development, and the full-time CTA programme removes this bottleneck.



Initial Test of Competence (ITC) and Assessment of Professional Competence (APC) Repeat Support Programmes

These programmes offer African and Coloured repeat candidates intensive part-time academic and exam skills support for the two SAICA qualifying exams. The programmes are designed to address both academic and examination technique deficiencies.



ACADEMIC SUPPORT PROJECTS

Building Capacity for African and Coloured CAs(SA) in Academia

This is done through various Thuthuka initiatives, including two meetings a year that take place between SAICA and the heads of the accounting departments at the universities. These initiatives encourage constructive sharing and collaboration to help solve issues specific to HDIs.



“ THUTHUKA'S OBJECTIVE IS TO TRANSFORM THE DEMOGRAPHICS OF THE PROFESSION TO REFLECT THOSE OF THE COUNTRY IN TERMS OF RACE AND GENDER ”

04

THUTHUKA BURSARY FUND

To date, TBF has supported over **3 000 students** and has achieved excellent results.

- **Over 900** have been awarded BCom degrees and **600 have completed their honours degree**
- Among the TBF beneficiaries, 791 have entered and are currently completing the CA training programme
- Over 1 020 have qualified and registered as chartered accountants (CA(SA)) – an incredible achievement, considering that it takes a minimum of seven years to qualify



THUTHUKA BURSARY FUND

Through the Thuthuka Bursary Fund, the profession provides full funding for academically and financially deserving African and Coloured students who are studying to become CAs(SA) at selected SAICA-accredited universities. Once selected as a bursary holder, students enter the Thuthuka programme at university. The programme follows an integrated and holistic approach to ensure success, and students are provided with non-financial “wrap-around” support in the form, among others:

- academic support, including various academic enrichment programmes such as additional tutorials, study skills workshops and more
- social and emotional support
- work-readiness and life skills training
- mentoring and counselling
- access to dedicated programme managers at every SAICA-accredited university
- exposure to experienced chartered accountants and business leaders.

That’s not all. Once TBF students have graduated, they are guaranteed employment and placed in positions at donor firms to complete their training programme. This holistic model makes TBF students more successful than their counterparts. It is also this approach that makes TBF students ready to face the challenges of the workplace, and it is the reason why companies find them far better equipped for their career than trainees who emerge from a ‘regular’ funding-only programme.

HOW THE TBF MODEL WORKS

- TBF is built on partnerships between government, the profession, commerce and industry, academia and private individuals.

- Government matches every rand raised by donors in the private sector.
- The profession pays for the administration of the programme.
- This means that 100% of our investors’ contributions are allocated to the students.

The fund’s strategic funding partner is the National Student Financial Aid Scheme (NSFAS). NSFAS funds approximately half the bursaries for all the students in the system.

Each TBF student enters into a separate bursary agreement with NSFAS and TBF and costs are split evenly for the full cost of study. TBF recipients do not need to pay the bursary back but are bound to the terms and conditions outlined in their TBF contract.



WHO QUALIFIES FOR THE TBF?

To apply, learners must meet the following minimum criteria, and must:

- Be a South African citizen
- Be Black African or Coloured
- Come from a family that cannot financially support their tertiary education
- Be either in Grade 12, or out of school (with matric) for no more than two years
- Have obtained at least 60% (5 or above on the NSC scale of achievement) in mathematics in Grade 11 (maths literacy learners are NOT considered)
- Have enough points to qualify for university entrance and intend to study a BCom Accounting (CA-stream) degree
- Have applied (or are in the process of applying) for a BCom Accounting (CA-stream) degree at a SAICA-accredited university offering the Thuthuka programme
- Write the National Benchmark Tests (NBT).

05

THUTHUKA, THE NDP AND THE SDGs

Thuthuka has a variety of projects that **contribute** towards both South Africa's **NDP** and the **UN's 17** Sustainable Development **Goals**.

HOW THUTHUKA CONTRIBUTES TO THE NDP AND THE UN SDGs

Thuthuka has a variety of projects that contribute towards both South Africa's National Development Plan (NDP) and the UN's 17 Sustainable Development Goals (SDGs).

THUTHUKA AND THE NDP

The NDP is a strategic framework produced by the National Planning Commission with the mandate to identify issues affecting the long-term development of the country and advise the Presidency accordingly.

The ultimate vision of the NDP is to eliminate poverty and reduce inequality through growth by 2030. In achieving the objectives of the broader developmental framework, education has been identified as being a central component due its role in building an inclusive society that provides equal opportunities for all, and aiding all South Africans to realise their full potential particularly those previously disadvantaged by apartheid.

The NDP emphasises that the quality of education in the country is in dire need of improvement, and offers a long-term perspective on how to address the internal obstacles that constrain its delivery.

By implementing its strategic intent, Thuthuka contributes towards Chapter 3, 9 and 15 of the NDP and Goal 3, 4, 5 and 8 of the UN SDGs. However, the bulk of Thuthuka's work has an impact on Chapter 9 of the NDP.

THE DIAGRAM ON THE NEXT PAGE SHOWS HOW THE THUTHUKA INITIATIVES CONTRIBUTE TO CHAPTER 9 OF THE NDP.

NATIONAL DEVELOPMENT PROGRAMME



90% of learners in Grade **3, 6** and **9** must achieve **50%** or more in the annual national assessments in literacy, maths and science.



Increase the number of students eligible to study towards maths and science based degrees to **450 000** by **2030**.



Expand the college system with a focus on improving quality to build confidence in the college sector and attract more learners. The recommended participation rate of **25%** would accommodate about **1.25** million enrolments.



Increase enrolment at universities by at least **70%** by **2030**. The aim is for enrolments to increase to about **1.62** million from **950 000** in 2010.



Improve the university **pass rate** to **80%** by **2030**.

THE SOUTH AFRICAN INSTITUTE OF CHARTERED ACCOUNTANTS

Chapter 9: Improving Education, training and innovation.



- **EMS educator** support workshops
- Junior **Accounting Olympiad**
- SAICA **Development Camps**
- SAICA **Quiz**



Capacity building – assist **historically disadvantaged institutions** to achieve SAICA **accreditation**



Over **3 000** TBF enrolments between **2005** and **2019**



- Throughput rate for **Thuthuka Bursary Fund** students stands at **74%** (vs a target of **50%**)
- **Undergraduate Support** for Non-Thuthuka Students



THUTHUKA AND THE SDGs

In 2015, world leaders gathered at the United Nations (UN) to adopt an ambitious framework of 17 Sustainable Development Goals (SDGs, also known as the Global Goals) and 169 associated targets that address the full range of social and economic-development issues facing people around the world.

With goals that look at finding solutions for issues relating to poverty, hunger, health, education, climate change, gender equality, water, sanitation, energy, environment and social justice, the SDGs aim ultimately to strengthen people, planet, peace, and partnerships by 2030, and thus end poverty, protect the planet and ensure prosperity for all.

Taken together, these goals provide government, business and civil society with a universal roadmap to tackle urgent challenges, meaningfully engage with emerging risks and discover new opportunities to create value.

While Thuthuka's projects straddle across many of the SDGs, it mainly **impacts Goal 4 (Quality Education)** through projects that provide:

- 
access to quality education;
- 
teacher and academic development and support; and
- 
capacity-building at institutions of learning.

- Thuthuka School Projects
- Thuthuka Bursary Fund
- CTA Support
- Wrap-Around Support
- EMS Educator Workshops

- Building Capacity in Academia
- SGB Programme
- Undergraduate Support Programmes for Non-Thuthuka Students Support



- SAICA Gender transformation commitments

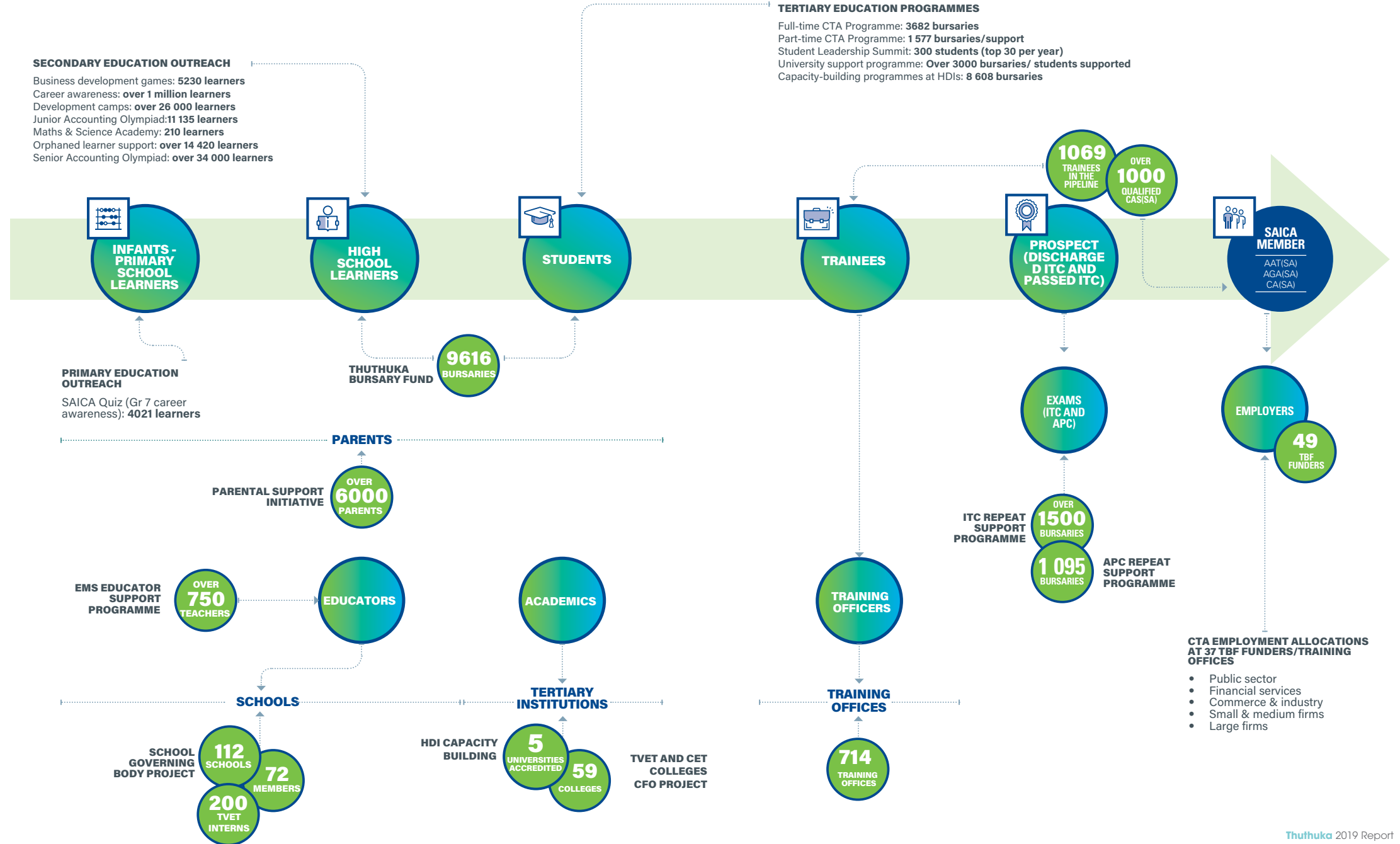
- Thuthuka CTA Allocations
- SAICA SGB Intern Project

06

THUTHUKA'S IMPRESSIVE IMPACT

Thuthuka has one of the most successful transformation and skills development programmes in South Africa

THUTHUKA IMPACT (SINCE INCEPTION)



07

FUNDING

Thuthuka has become a **trusted partner** in social development.



FUNDING

Over the past 17 years, Thuthuka has become a trusted partner in social development. Yet, the strength and success of the programmes we run can only be achieved through the support of powerful partnerships and a coordinated approach between SAICA, the profession and other stakeholders.

MAKE A DIFFERENCE WHILE EARNING B-BBEE POINTS

By supporting Thuthuka, your company will gain:

- Vital points for your B-BBEE scorecard for investing in a project lowering youth unemployment across the nation

- A tax deduction on the money you donate to TBF
- Corporate reputation enhancement by associating with a reputable and premium scarce skills development programme
- And, most importantly, if you donate to TBF, your company has the opportunity to access a pool of BCom graduates for your company's learnership programmes — so you too can be a part of building the nation by creating jobs.

The following table offers a summary of how Thuthuka's initiatives can support the implementation of your B-BBEE strategy, based on the revised Codes of Good Practice, the CA Charter and empirical best practice:

	Skills: expenditure	Skills: Learnerships	Supplier Development	Socio-Economic Development
Historically Disadvantaged Institutions for Entities measured on the CA Charter			Yes	
Historically Disadvantaged Institutions for Entities <u>not</u> measured on the CA Charter	Yes - category A			Yes
The Thuthuka Bursary Fund for entities <u>not</u> measured on the CA Charter – once employed	Yes - category A and C	Yes		
The Thuthuka Bursary Fund for entities <u>not</u> measured on the CA Charter – donation	Yes - category A			Yes
The Thuthuka Bursary Fund for entities measured on the CA Charter – donation	Yes			
The Thuthuka Education Upliftment Fund (TEUF)	Yes - category A			Yes



THUTHUKA

inspiring success

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