



Telkom

# TELKOM FOUNDATION ANNUAL REPORT



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+ About this report

The Telkom Foundation Trust is a registered Trust with a dedicated Board of Trustees and managed by the Head of the Foundation. The Telkom Foundation was established in 1998.

The Telkom Foundation serves as Telkom’s corporate social investment (CSI) arm. The primary objective of the Foundation is to contribute to the transformation of disadvantaged communities through sustainable development programmes. The Foundation collaborates with the government, the private sector, and education institutions and communities to improve the quality of education in Science, Technology, English and Maths (STEM).

This report covers the year from 1 April 2020 to 31 March 2021. Material matters deemed important to the Foundation and its stakeholders are addressed throughout the report.

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+ Dr Shafika Isaacs | Chairman of the Foundation







REFLECTIONS ON 2020

The year 2020 was extraordinary, and the COVID-19 pandemic challenges made our work more critical than ever before. The pandemic created an unprecedented set of obstacles for schools and exacerbated the existing structural inequalities in the public education system.

Fortunately, it also catalysed a national conversation around supporting learning in our schools despite the interruptions. Across the ICT sector, companies came together to support government call to make education accessible by zero-rating online educational platforms and providing data bundles to learners, enabling them to work remotely during lockdown. Likewise, the Telkom Foundation was ready to leverage its resources and experience to assist with the national shift to remote and digital learning during this period.

CHALLENGES

Our approach was deliberately comprehensive focusing more on learners holistically, hence psycho-social support is an important focus area.

Our students were also impacted by COVID-19 in our cohort of 3 500 learners. Many experienced feelings of stress, anxiety, isolation, and depression, linked to the lack of contact with their school community. Learners suffered the loss of friends and family members and a less restricted way of life. They had to cope with new forms of learning and less contact with their peers.

Further impacts included the loss of lives and livelihoods in their families, food instability, psycho-social traumas, and increased incidents of gender-based violence. One clear illustration of the COVID-19 related devastation can be seen in the exponential rise in calls logged to Childline, a foundation supported by a national toll free line supporting people and psycho-social challenges, during the year.

We provided learners with care, counselling for individuals and groups, and helped equip teachers to deal with these issues. In addition, we offered food packages and data bundles to meet their basic physical and educational needs.

HIGHLIGHTS

A highlight of 2020 was gaining a deeper understanding of our learning analytics model. We have four years of data tracking our interventions, and we have started to see improvements in various learning areas. Having rich data allows us to identify patterns and the actions that have been the most and the least impactful. This has been achieved by systematically travelling a journey with our learners. We leverage the in-house skills of data analysts at Telkom to process and understand the data.

Like most non-profits and foundations, we work under capacity constraints. We are always looking at ways to boost our capacity to impact young South Africans positively. The Foundation team has been proactive in exploring exciting ways to engage our learners. Programmes were run to build learners’ digital skills through coding and robotics parallel to everyday learning. The team designed coding programmes where learners train to be digital creators. Learners designed chatbots to address gender-based violence and crime. It is rewarding to see young people create solutions and potentially discover new careers for themselves.

We also hosted online student debates, hearing the learners’ voices on their experiences and critical issues. They reflect the importance of learner voices and how we need to engage intergenerationally. They have strong voices, and we need to create safe spaces to explore their views and identities.

THE LONGER-TERM IMPACT OF COVID-19

According to the Organisation for Economic Co-operation and Development, the COVID-19 crisis forced school closures in 188 countries and disrupted learning for more than 1,7 billion children. While preliminary accounts highlight the impact of COVID-19 on a variety of student outcomes, it may take years to unpack how the pandemic affected student learning and social and emotional development.

As an organisation, we recognise that we operate in an era that is pandemic and crisis-prone, therefore our strategy also needed to be crisis resistant to navigate inevitable shocks.

From a more positive perspective, the worldwide process in digital education is exciting to watch. COVID-19 has undoubtedly accelerated the adoption of digital learning solutions. However, this also raises the question of how well South Africa will incorporate digital education solutions post-COVID-19.

**THE COVID-19 OUTBREAK HIGHLIGHTED THAT THE FUTURE SIMPLY CANNOT WAIT.**

The Foundation has developed models that are relevant to the South African digital learning context. Lightbulb Education, our online learning platform, is one example of such a model. In addition, we have worked closely with the National Department of Basic Education to share how we thought about online learning in the past year. While we anticipate challenges ahead, we are hopeful about the potential of online learning to broaden access and bridge the digital divide to learning for disadvantaged children.

APPRECIATION

On behalf of the Board, I would like to extend our appreciation to Sarah Mthintso, our Head of Foundation, for rising to the challenge this unusual year presented. I would also like to acknowledge the Foundation team for their dedication and innovative thinking. Our work would not have been as successful without the generous support of Telkom employee volunteers.

To the Board trustees and the company secretary, thank you for your empathy, care, and responsiveness. We are fortunate to have trustees with diverse experience and insights allowing for robust debates. Each trustee adopted a project and was allocated funds towards the initiative and achieved phenomenal results.

All our partners in the Department of Basic Education, the district directors, principals and teachers have gone the extra mile to teach us what strategies would work for them. I want to thank them for their contributions to the Foundation and the learners we support.

Our work would not be possible without our network of service providers, often small businesses or non-profits. We appreciate their incredible examples of what is possible in education.

**Dr Shafika Isaacs**  
*Chairman*



02

## + About the Telkom Foundation

Over two decades, more than R200 million was invested into the programme, benefitting more than 2 000 schools, upskilling over 20 000 teachers and **enhancing the education of more than 600 000 learners.**

## + Who we are

Established in 1998, the Foundation has a proud history in alleviating the triple burden of unemployment, poverty, and inequality in South Africa. This is achieved by using Telkom's resources and information and communications technology (ICT) capabilities to develop and implement sustainable socio-economic solutions in education and social welfare.

For the past two decades, the Telkom Foundation focused primarily and contributed to education in South Africa, specifically regarding support of STEM for Grade 8 to 12 learners.

The Fourth Industrial Revolution is disrupting how we work and live. The Foundation endeavours to ensure that our approach takes this into account and that our learners are upskilled to remain in tomorrow's changing workplace. Focusing on STEM without acknowledging the digital shifts of today's world would eventually exclude our youth from participating in the mainstream economy.

Collaboration is key to our success. The Foundation works with the government across all spheres, the private sector, non-profits, and schools to improve educational outcomes. We work with selected high schools in the public education system by supporting learners, parents, educators, and school management teams and principals to improve the quality of teaching and learning in South Africa. Learners have access to academic and non-academic support.

### Our academic programme offers:

- + Supplementary tuition in gateway subjects such as maths (including technical maths), science (including technical science), accounting, and English, through a blended teaching approach
- + Our educators are supported through our teacher development programme to use content innovatively, strengthen their pedagogical expertise, and integrate ICT to improve the teaching practice
- + We share our learnings in the broader education community and support the principals in our participating schools
- + Remediation in maths to help close foundational gaps
- + Zero related educational sites
- + Reach 8 000 learners through Light-bulb Education

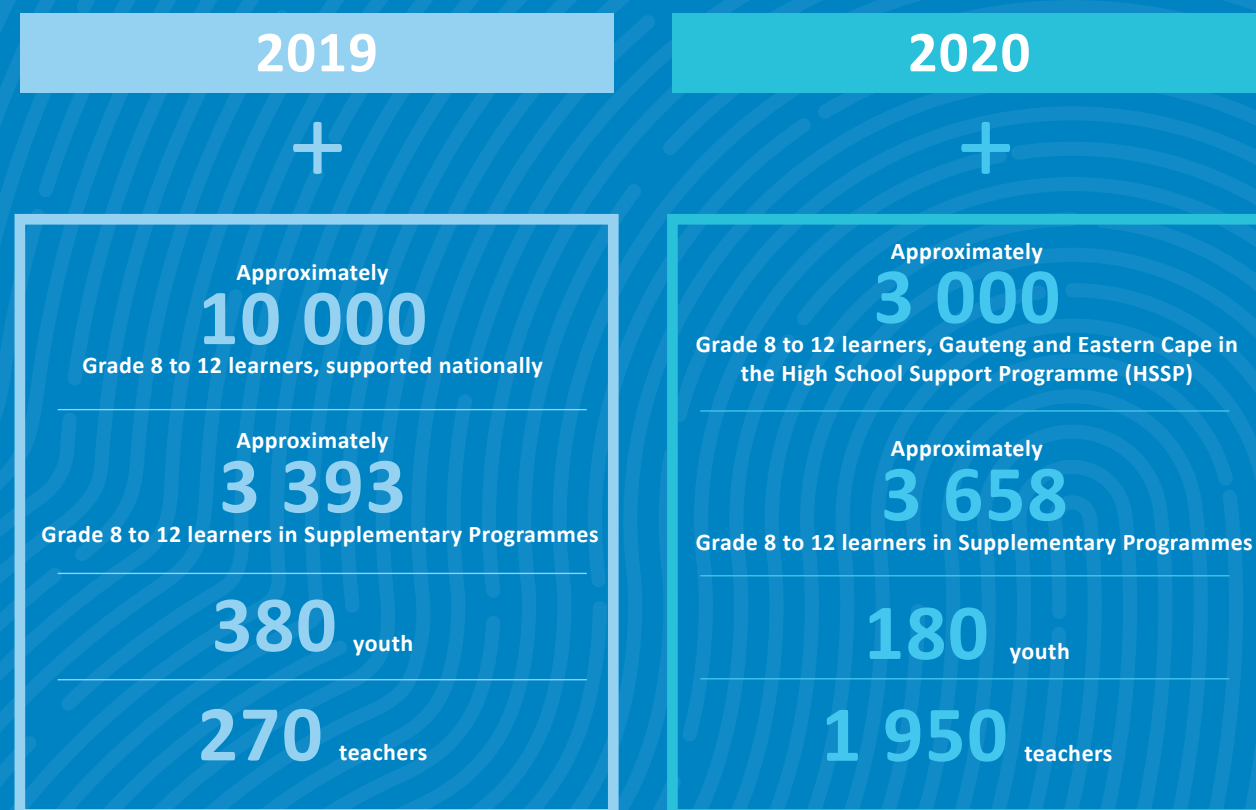
### Our non-curricular programme includes:

- + Psycho-social learner support, including counselling services, life skills programmes, career counselling, personal change and leadership development
- + Introduction to basic digital skills such as coding and gaming

### Our ICT ecosystem includes:

- + Learner and educator devices
- + Curriculum and Assessment Policy Statement (CAPS) aligned Learner Management System and Content
- + Teacher ICT training and support
- + Fast and reliable Telkom connectivity
- + In school ICT technical support





## THE NEED

THE WORLD BANK'S HUMAN CAPITAL INDEX ESTIMATES THAT AN AVERAGE CHILD BORN IN SOUTH AFRICA TODAY WILL NOT EVEN REACH HALF THEIR PRODUCTIVE POTENTIAL, WHICH THEY COULD HAVE IF THEY HAD FULL ACCESS TO HEALTHCARE AND SOUND EDUCATION.

The South African education system, characterised by crumbling infrastructure, overcrowded classrooms, and relatively poor educational outcomes, perpetuates inequality and fails too many of its children.

In modern-day South Africa a child's education experience still very much depends on where they are born, how wealthy they are, and the colour of their skin.

While South Africa's expenditure on education is among the highest globally when expressed as a percentage of gross domestic product, South Africa has one of the most unequal school systems. Many classrooms in South Africa have over 50 learners per class, with one teacher unable to give attention to each child. This is impossible in most cases, resulting in some children being left behind.

South Africa's maths and science education does not deliver the matriculants required to enter STEM professions.

**According to the Department of Basic Education's 2018 statistics, out of 23 471 public schools, 20 071 have no laboratory, 18 019 have no library, 16 897 have no internet, 239 have no electricity, and 37 have no sanitation facilities at all.**

Learners continue to score low on the international mathematics and science scale, and – although slight improvements have been recognised – the slow rate of improvement is of serious concern.

In addition to the challenges listed above, learner attrition remains a significant challenge, with 45% of learners who enter Grade 1 not completing Grade 12. A Grade 12 student must achieve a minimum of 30% to pass matric, a significantly lower benchmark than other countries.

## THE IMPACT OF COVID-19 ON EDUCATION

According to the World Bank<sup>1</sup>, school closures affected 1,6 billion learners. South Africa is one of the countries which had school closure disruptions due to the pandemic. During 2020, primary school children in no-fee schools learnt 50% to 75% less than usual, according to the National Income Dynamics Study Coronavirus Rapid Mobile Survey<sup>2</sup>, a broad nationally representative study. This study indicates that about 500 000 learners dropped out of school during the pandemic, bringing the total number of seven to 17-year-olds not attending school to about 750 000 by May 2021.

While schools and educators are doing the best they can, often with limited resources, too many children, including those in well-resourced public schools, attended school on a rotation basis instead of full-time because of space constraints and the inability to ensure social distancing. The pandemic exacerbated existing challenges such as inequality and access to digital resources.

The Foundation was fortunate that, at the start of COVID-19, the Foundation had already begun digitising its programmes and the pandemic accelerated a faster pace of completion. In response to the pandemic, the Foundation migrated all its programmes to online programmes. The conversion had to be hasty to ensure that teaching and learning continued

**TO DRIVE EQUAL EDUCATION, WE MUST ENSURE EQUAL ACCESS. IN 2020, A LARGE SEGMENT OF LEARNERS HAD NO ACCESS TO DIGITAL CONTENT. HIGH SCHOOL LEARNERS NEEDED ACCESS TO THEIR OWN RELIABLE DEVICES AND DATA TO BRIDGE THE DIGITAL DIVIDE.**

in the programmes. The Foundation experienced several challenges related to the pandemic including:

- + The lack of face-to-face time with learners to onboard them onto the online programme resulted in the programme experiencing poor learner attendance.
- + The Foundation had planned for online learning using upgraded connectivity at schools. The closure of schools meant that some learners were either in outlying communities or in part of the community where there was poor internet connectivity and an unstable power grid which prevented learners from attending online classes.
- + Learners had to manage conflicting priorities at home during lesson times and some were tasked to look after younger siblings or family members. Often both parents and learners needed to complete tasks during work hours with limited devices.

The Foundation responded to these challenges by ensuring that recorded lessons were available to learners to watch on demand. Work on improving the programme continues through partnerships with the schools, learners, and parents.

<sup>1</sup> This is according to an article by the World Bank published in January 2022. <https://www.worldbank.org/en/news/immersive-story/2021/01/22/urgent-effective-action-required-to-quell-the-impact-of-covid-19-on-education-worldwide>

<sup>2</sup> <https://cramsury.org/reports/>



# + Our Strategy

EDUCATION IS THE MOST EMPOWERING FORCE IN THE WORLD. IT CREATES KNOWLEDGE, BUILDS CONFIDENCE, AND BREAKS DOWN BARRIERS TO OPPORTUNITY. FOR CHILDREN, IT IS THEIR KEY TO OPENING THE DOOR TO A BETTER LIFE.

Since inception, Telkom Foundation has leveraged its capabilities to connect people. Its flagship Connected Schools Programme aimed to bridge the digital divide in South Africa's education system by providing ICT equipment, resources, connectivity, and training to schools and teachers in rural areas.

Our 5 year comprehensive High School Support Programme (HSSP) offers learners academic support, psycho-social support, and an introduction to basic digital skills. The programme targets high school learners from Grade 8 to 12 in Gauteng and Eastern Cape. In addition, support we offered to strengthen teaching and school leadership by leveraging technology. The digital skills component was extended to reach unemployed youth.

In its fourth year our first class of 2021 is expected to complete matric in 2022. The Foundation's Supplementary Teaching Programme and other programmes have a significant impact on high school learner performance.

**THE EDUCATION CONTEXT IS COMPLEX AND SUCCESSFUL PROGRAMMES REQUIRE CONTINUOUS MONITORING AND ADAPTION TO DELIVER RESULTS.**

## YOUTH UNEMPLOYMENT IN SOUTH AFRICA

Statistics South Africa data published in June 2021 shows that the unemployment rate among youth (15–34) was 46,3% in the first quarter of 2021. Of these 7,2 million unemployed youth, more than half (52,4%) had education levels below matric, followed by those with a matric at 37,7%. Only 2,1% of unemployed persons were graduates, while 7,5% had other tertiary qualifications as their highest level of education.

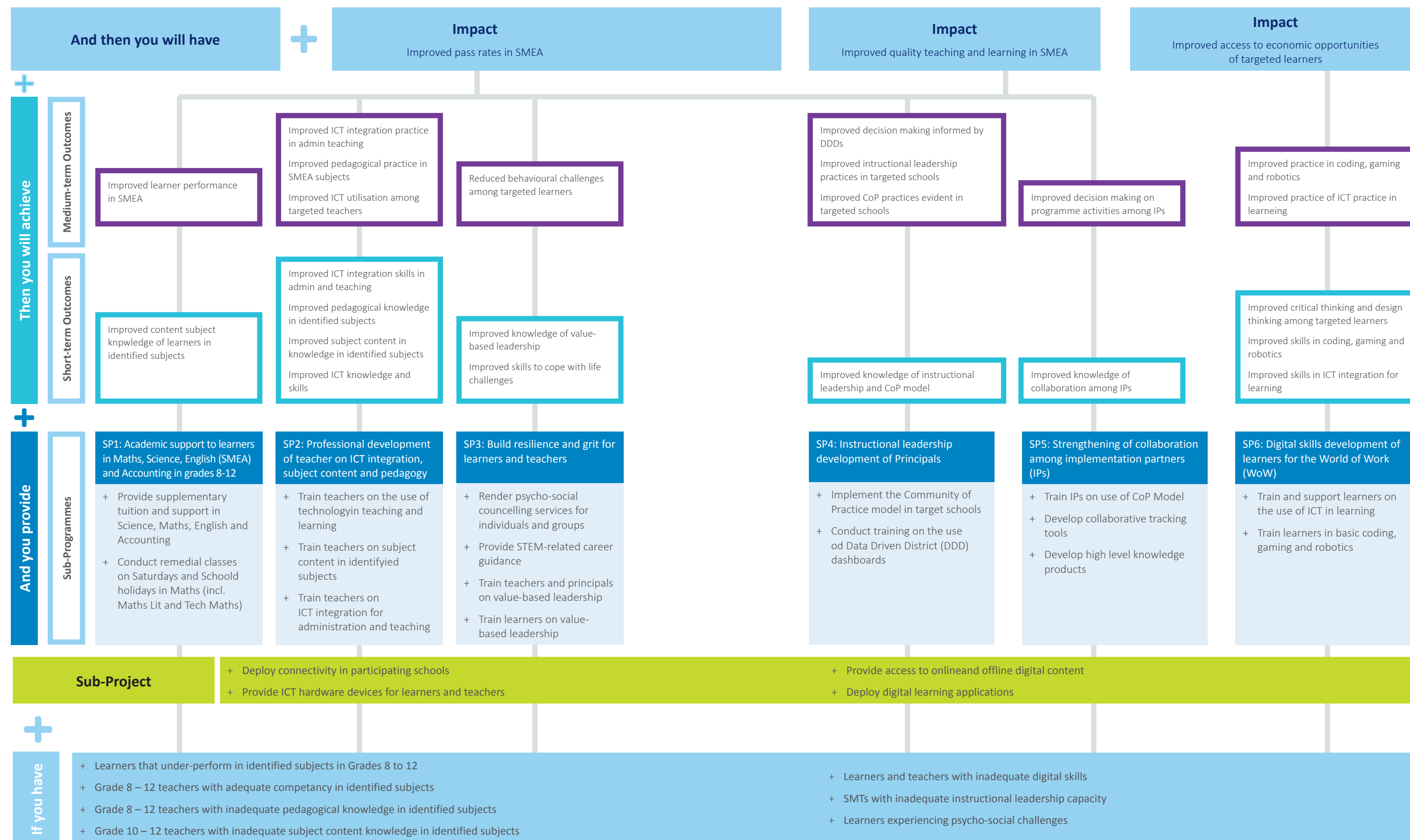
As the education landscape evolves, we need to be agile and responsive to integrate our learnings to ensure our programmes remain relevant. We defined and outlined metrics that are tracked and acted upon on an ongoing basis. We consistently anticipate technological changes to the workplace and the skills required to thrive in it. For more significant impact, we collaborate with Telkom, and other partners, to proactively focus on digital and other relevant skills that are in demand in today's workplace.

The strategy aligns with the Broad-Based Black Economic Empowerment's (B-BBEE) ICT Sector Code, which asserts that socio-economic development initiatives must enable ICT sector socio-economic development and promote access to the economy for black people.





# OUR THEORY OF CHANGE



SMEA refers to science, maths, English and accounting.  
SMTs refers to science and maths teachers.



## OUR GOAL

OUR GOAL IS TO DEVELOP AND SUPPORT OUR LEARNERS IN IMPROVING THEIR ACADEMIC PERFORMANCE, STRENGTHENING CHARACTER, AND DEVELOPING DIGITAL SKILLS TO EQUIP THEM TO ACCESS FUTURE ECONOMIC OPPORTUNITIES.

By improving a learner's education, we indirectly uplift the entire family. Our goal is to work with learners to the point where they can perform academically to access post-schooling, entrepreneurial or job opportunities when they complete Grade 12. Better academic results mean a better chance of access to economic opportunities. This benefits both South Africa and Telkom by increasing the pool of skilled and employable South Africans.

### STRATEGY OBJECTIVES

**Objective 1: To provide supplementary tuition in mainly maths, science, and literacy to strengthen and improve learner academic performance**

The supplementary tuition programme focussed in maths, science and English helps learners improve their performance in these gateway subjects to ICT careers. The programme also includes remedial interventions to address learner content gaps, especially for maths, which is critical for mastering these subjects.

**Objective 2: To contribute to strengthening instructional leadership capacity in our partner schools**

Leadership development is entrenched in the belief that the quality of school leadership is a determinant of academic performance. School principals foster collaboration with other schools through communities of practice – a methodology designed to facilitate peer learning and partnerships for improving their schools. The Foundation supports principals to develop their instructional leadership capacity and ability to use technology as an enabler.

**Objective 3: To develop and support teachers in improving their pedagogical, content and ICT skills towards improved teaching and learning**

Teachers are critical in enabling the effective integration and adoption of ICT in schools. It is vital to prepare, develop, and support teachers to utilise ICT to transform the teaching and learning process. The Foundation, therefore, supports teachers with ICT training and support to improve their classroom practice.

**Objective 4: To contribute to learner psycho-social wellness, build their resilience and grit and guide future career choices**

Given the political, economic and social context within which schools exist, many psycho-social challenges such as substance abuse, domestic violence, and teenage pregnancy impede learner progress and quality teaching. Our psycho-social programme responds to these needs through social work services, peer support, cultivating resilience, and building self-awareness and leadership.

**Objective 5: To offer learners access to digital skills to prepare them for the future world of work**

The Fourth Industrial Revolution disrupts industries, mainly through the fusion of technology and 21st-century critical skills. As a result, the demand for digital skills has increased rapidly and will continue to do so in the future. In response, the Foundation is already preparing learners in high school in alignment with the broader Telkom digital skills strategy. The ultimate aim is to create a talent pipeline for Telkom, its subsidiaries, partners, and the industry.

# +Stakeholders

## TELKOM LIMITED

Telkom is the founder and sole funder of the Telkom Foundation. Telkom supports broader socio-economic development through the Foundation and other initiatives, and aims to build a talent pipeline of young people with the skills to fuel Telkom's business agenda and support the digitalisation of the South African economy.

## TELKOM EMPLOYEES

Telkom employees contribute to the success of the Foundation. Employees can participate in structured volunteerism projects, providing specialist insights, and by contributing from their salaries.

## PARTNERS

Our partners facilitate meaningful community development programmes that have a tangible impact. Partnerships enhance our ability to deliver and include the private sector organisations and civil society contributing towards improving the quality of education.

## SCHOOL LEADERSHIP

Strong relationships with schools' leaders ensure that the learners and teachers make the most of the Foundation's programmes. Leaders are supported to improve their instructional leadership.

## EDUCATORS

Forging collaborative partnerships with teachers is essential for the success of the Foundation programme.

## LEARNERS

The Foundation offers learners the opportunity to improve their education and employability. Learners gain exposure to ICT as a learning tool, a potential career, and psycho-social support.

## PARENTS

Parents play a role in supporting the Foundation, fostering a sense of responsibility in their children regarding the equipment, and taking advantage of the given opportunities.

## COMMUNITIES

The Foundation's responsible social investment initiatives empower local communities and demonstrate respect for the communities and their leaders.

## REGULATORY ORGANISATIONS

We influence and comply with related legislation such as the Non-profits Organisation Act 71 of 1997, B-BBEE Act and other legislation regulating our programmes.

## GOVERNMENT

Our work in Education is in collaboration and aligned with Department of Basic Education, Provincial Departments of Education and District Offices.



# +Our Team

	<p><b>SARAH MTHINTSO</b></p> <p>+ Head of Foundation: Overall leadership and management of the Foundation</p>		<p><b>NATHI KUNENE</b></p> <p>+ Senior Manager: Responsible for overall operational matters</p>
<p><b>MONESE WAGA PUSO</b></p> <p>+ Specialist: CSI responsible for Connected Schools and Adopt-A-Project programme</p>		<p><b>JEANETTE MTSHAKI</b></p> <p>+ Operations Specialist: CSI Coordinating and monitoring psycho social projects</p>	
	<p><b>MARCIA SELEBANO</b></p> <p>+ Administrator providing overall administrative support</p>		<p><b>GALLANT ROBERTS</b></p> <p>+ Operations Specialist: CSI identifying, coordinating and monitoring teacher and learner support projects</p>

# +Partners

 Alexandra Education Committee  Axiom  BRIDGE  Childline Gauteng  Columba Leadership  Credipple  Discover Digital  Families South Africa (FAMSA)	 Ikusasa Lethu  Jumpstart  Kelello  Lifeline SA  Lightbulb Education  Mo Afrika  Memeza Shout Crime Prevention  Department of Basic Education	Menteso (Male App)  National Youth Development Agency (NYDA)  Nunovation  PROTEC  READ Education trust  SchoolNet  The Earth Centre  The Giving Organisation
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## + 2020: The year under review

## + Letter from the Head of Foundation



### A CHANCE TO RETHINK

The year 2020 challenged us to rethink how we play in the education space. In previous years we invested in schooling infrastructure, including computer labs, fibre and smart boards. While this investment was necessary, the COVID-19 pandemic meant that children and teachers were again working with few technology resources. Providing a device in a learner's hand is simply not enough. They still need data and lots of guidance. Teachers had to adapt to a radically different teaching environment.

Going digital is undoubtedly part of the future of education, but it soon became apparent that digital learning has many challenges. Internet connectivity in township and rural areas is patchy, with the quality of connection varying depending on the area's infrastructure. Having a quiet space to work is a luxury beyond the reach for most of our cohort. These drawbacks meant we had to act fast. We drew on our many partners, migrated several programmes online and re-equipped the teaching assistants we employ at schools to engage with learners remotely.

The pandemic had some unintended positive consequences. Firstly, parents who do not usually participate in their children's education were excited to get involved. Secondly, it opened up a conversation with the National Department of Basic Education on infusing digital learning into our schooling system. We contributed our views on policy and how to solve systemic challenges without creating parallel exclusive schooling systems.

Sarah has been the Head of the Telkom Foundation since 2016. Her prior corporate experience includes working as Head of Corporate Affairs at Old Mutual, a portfolio that included corporate social investment, transformation and stakeholder relations. She held several roles in Telkom including Head of Stakeholder Relations. With a passion for youth development, she has experience in both non-profits and the public service. She is a Wits alumnus with a Bachelor of Art in Social Work Honours degree, and an MBA from the Wits Business School.

### KEY ACHIEVEMENTS

In April 2020, we partnered with Lightbulb Education to facilitate the transition to virtual learning and teaching. Lightbulb Education is a zero-rated e-learning platform that enables remote learning and teaching. Through this platform, students could access dynamic content, group tutor support. Learners work collaboratively through various features, including chats, questions and answers, and an interactive whiteboard. The platform focuses on mathematics and sciences for Grade 7 to 12 learners. Parents are also empowered to keep track of their children's progress through personalised reports and notifications.

**ONLINE LEARNING BROADENS THE AVAILABLE CONTENT AND RESOURCES. OPTIONS ARE LIMITLESS, SO THE TEACHER BECOMES A CURATOR OF RESOURCES THAT CAN ENRICH THE LEARNING EXPERIENCE.**



# + Our achievements in 2020

## 2020: AN OVERVIEW

The Foundation invested R46,3 million, including administration costs, with R29,5 million invested in education, R10,7 million in digital skills development, and R4,8 million in social development programmes.

COVID-19 resulted in several learners not being able to continue with learning due to school closures. We migrated the Supplementary Teaching programme online, enabling learners to continue learning.

Over 7 910 learners across the country signed up on our new Lightbulb online education platform. 3 687 learners of the Foundation's supplementary STEM programme received learning devices and mobile connectivity, making it easier to connect and learn remotely. Learners participated in live sessions, which were recorded and uploaded on the platform to enable wider access.

We migrated the Digital Skills programme to an online platform. We trained 100 unemployed youths remotely in Technical and Systems Support programmes accredited by the Media, Information and Communication Technologies Sector Education and Training Authority at National Qualification Framework levels 4 and 5. Our Coding programme continued online with 300 learners. Our online programme continues with learners accessing content on our zero-rated platforms. To date, Telkom has zero-rated 1 000 education sites, enabling learners to access content at no cost. Telkom zero-rated another 200 sites to allow easy access to public service information.

Given the demand for remote teaching, the Foundation expanded the teacher ICT training programme to over 6 000 teachers and education district officials nationally, focussing on productivity tools and helpful content in online learning.

In 2020:

**R46,3 million**

allocated to total budget

**R29,5 million**

invested in education

**R10,7 million**

in digital skills development

**R4,8 million**

in social development programmes

Psychosocial interventions have been integral to our success for several years. These types of interventions became increasingly important in a pandemic year. We were able to guide learners to manage difficult circumstances and uncomfortable feelings. This year crystallised that our psychosocial interventions differentiate us in an education landscape where few initiatives invest in learners' psychosocial development.

A highlight for 2020 was hosting a debating competition with teams made up of learners from different areas. The theme was technology as an enabler. It was wonderful to hear the learners' perspectives, and the confidence built on this virtual platform was remarkable. We hosted 600 people, including the CEO of Telkom.

## THE COMING YEAR

The year 2021 is a special year for the Foundation as it marks our first cohort's matriculation. This is both exciting and nerve-racking given the challenges that they have had to face due to COVID-19. We are using all the time available, including weekend tutoring, to prepare them for this milestone.

This matriculation opens up new perspectives for the Foundation. In the not too distant future, we will draw on these learners for positions that become available at Telkom. We aim to create a diverse talent pool, including data scientists, coders and digital strategists. We would consider it a significant achievement if we could develop skills for a more tech-savvy South Africa. In time, we aim to build an alumni database while also looking to include top matriculants as role models in our programmes.

I am also excited about the potential rich data can offer for our organisation. Telkom's data scientists have developed data dashboards that enable us to track all our learners at the click of a button. Data helps us identify trends,

spot learners with learning challenges, and develop new modelling approaches. This will allow us to tell stories about our interventions and potentially share our learnings with other organisations in the education space.

## APPRECIATION

We are proud of our work in 2020. We were able to continue supporting learners while migrating to digital learning under difficult circumstances. I want to thank my team for their incredible work and for putting in the extra mile.

We are privileged to work with a diverse range of partner organisations. I want to acknowledge their remarkable creativity and dedication in developing solutions to meet learners' changing needs. It has been so rewarding to see our partnerships grow over the years, and we welcome more of these collaborations.

We also appreciate the ongoing support from Telkom, including executives who have adopted projects and employees who have made meaningful contributions.

Thank you to our Chairman, Shafika Isaacs, and our Board of Trustees for their counsel over the past year. They have gone beyond the call of duty to support the Foundation during these trying times.

Finally, we welcome the ongoing collaboration from national, provincial and district departments of education. We always feel that our viewpoints are listened to and have the best interests of learners at heart. We look forward to more years of fruitful dialogue and action.

**Sarah Mthintso**

*Head of the Telkom Foundation*



# + Supplementary Teaching Programmes

The Supplementary Teaching programme, as part of objective 1 of the Foundation's strategy, seeks to improve learner performance in maths, science and English. Learning takes place through a blended model of in-person and online tuition. Tutors in the programme are provided with additional ICT training, equipment, and support to enable them to function online.

The programme assesses learners' content knowledge and provides a learning path to close any gaps. The programme relies on subject-matter experts and partnerships with non-profit educational organisations to deliver the programme.

## TELKOM LIGHTBULB EDUCATION

At the start of the COVID-19 lockdown in March 2020, many South African learners were faced with the challenge of interrupted schooling and no access to learning. The Foundation looked at introducing a compelling and unified education value proposition that would provide access through a zero-rated platform. The goal was to provide learners with Curriculum Assessment Policy Statements (CAPS) aligned curriculum content and learner management system (LMS), specifically in science, mathematics and English, for learners between Grades 7 and 12.

We identified Lightbulb Education, a beneficiary of Telkom's FutureMakers initiative, as our best fit to develop this. Learners can access the Telkom Lightbulb Education platform online, zero-rated on Telkom network. The platform focuses on the learner's goals and creates a path to achieve these through personalised learning. The platform offers a range of collaboration tools such as live chats, collaborative whiteboards, and question and answer forums. Learners can cover specific topics by grade, test themselves, and participate in group tutoring sessions. Teachers can also use the platform to prepare lessons, create tests and assessments, and monitor class progress on learning material. The platform empowers parents to keep track of their children's progress through personalised reports and notifications.

The service was offered for free to Telkom customers with zero-rated data for all Telkom customers. 7 000 learners registered on the platform, while 3 000 learners participated in live virtual classes offered by the Foundation during lockdown. These lessons were recorded and uploaded for learners to access at any time. Most learners found the platform beneficial, remarking on the value of interactive

assessments and how this helped them prepare for examinations when there was limited access to teaching. With learners back at school, most continue to use Lightbulb Education to reinforce learning. Content on the platform is continuously updated to support quality learning outcomes.

To learn more or sign up to the Telkom Lightbulb Education platform, visit: <https://learn.lightbulbedtech.com/>

### COVID-19 AND THE IMPACT ON MATHS

A lack of face-to-face learning during the COVID-19 pandemic resulted in a decline in marks for high school maths. The Foundation has been monitoring data from schools it supports since 2018. The Foundation's initial diagnostic assessments conducted with learners in Grade 9 found that several learners had deficiencies in maths and science, many of which were carried from the intermediate phase at primary school, impacting their ability to excel in these subjects. A focus on grade-level and remedial approaches is required to close the gaps.

The Grade 9 learners surveyed showed an improvement from a Grade 3 level understanding to a Grade 5 level before the impact of the COVID-19 pandemic. Over the years, we have seen learner improvement due to this targeted hybrid approach. However, with COVID-19 restrictions and learners missing contact learning time, some have regressed in key areas, particularly problem-solving algebra and measurement.

## TELKOM SUPPLEMENTARY PROGRAMME

"I HAVE BEEN WITH THE TELKOM AND PROTEC PROGRAMME SINCE 2018. WE HAVE BEEN TOGETHER FOR EVERY STEP OF THE WAY. WHEN I STARTED WITH THE PROGRAMME I WAS NOT CONFIDENT AND DID NOT BELIEVE THAT I HAD THE POTENTIAL TO GET HIGH GRADES. THE PROGRAMME SUPPORTED ME EMOTIONALLY AND MENTALLY. FAMSA LISTENED TO OUR PROBLEMS AND HELPED US WITH THEM. I HAVE DEVELOPED GREAT SKILLS SUCH AS CODING SKILLS AND DEBATING SKILLS. AN OVERALL GREAT EXPERIENCE."

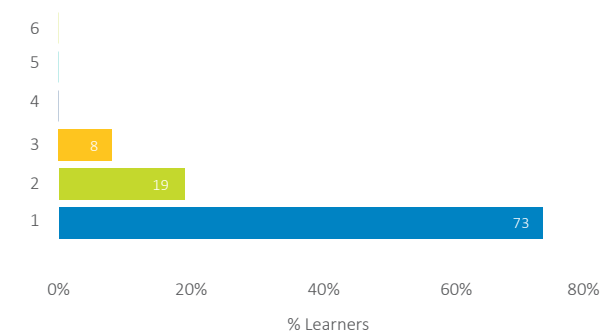
*Beya Bantu-Bethu, Grade 11,  
Khwezi Lomso Comprehensive School*

Since 2017, the Foundation partnered with PROTEC, an education non-profit, to implement the supplementary classes in STEM subjects and a psycho-social support programme.

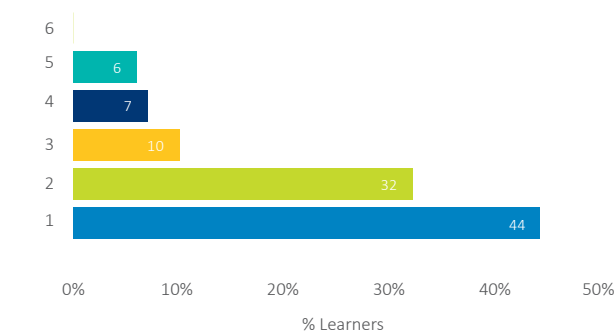
The average math performance show improvement from 2019 to 2020

Significant reduction of the number of learners performing at Level 1 and gains in the other Levels with Level 2 having the most gains at 11 percentage points.

1. Academic performance: % of learners for each level



2. Academic performance: % of learners for each level

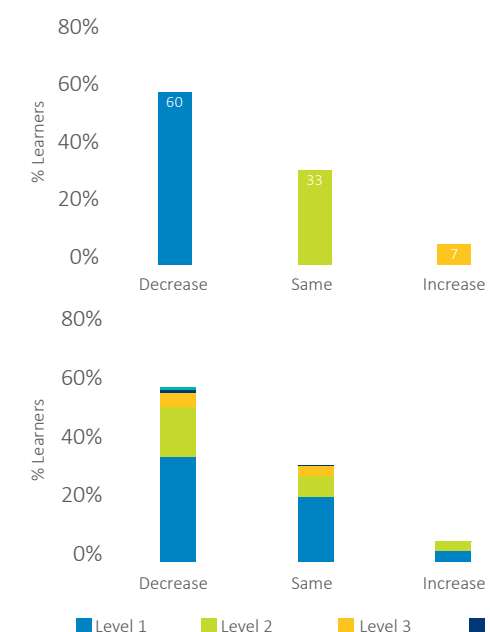


### The comparison of learner performance (all grades)

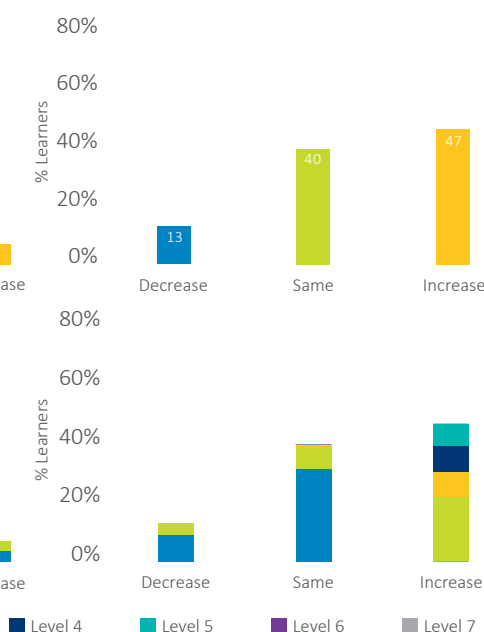
Comparison of learners' move from 2018 to 2019 and from 2019 to 2020 show that the percentage of learners who changed a Level increased, as indicated by the green bar.

The percentage of learners who remained at the same Level decreased from 44% to 39% and those who decreased a Level went down from 37% to 27% which supports the increment in learners that changed a Level.

Level change – 2019 Grade 10 Term 4



Level change – 2020 Grade 11 Term 4



#### Level system (1 to 7)

Level 1: 0 – 29% (Not achieved – Fail)  
Level 2: 30 – 39% (Elementary achievement)  
Level 3: 40 – 49% (Adequate achievement)  
Level 4: 50 – 59% (Moderate achievement)

Level 5: 60 – 69% (Substantial achievement)  
Level 6: 70 – 79% (Meritorious achievement)  
Level 7: 80 – 100% Outstanding achievement)



TELKOM SUPPLEMENTARY PROGRAMME (continued)

The programme’s first cohort of Grade 8 learners was enrolled in Tshwane West District from five schools. The second cohort of learners was enrolled in 2018 and included two schools from Gqeberha and five schools in Tshwane West. In 2020, the programme worked with 1 004 Grade 11 learners in five Tshwane West Schools and 2 195 Grade 10 learners in Tshwane West and Gqeberha.

The 2020 academic year saw the introduction of accounting and mathematical literacy in our offering. Using the Telkom Lightbulb Education platform, PROTEC provided tuition and additional content to Grades 10 and 11 learners in targeted subjects.

The programme kicked off in February 2020 in two phases, starting with math and science and followed by the mathematical literacy stream. An significant increase in attendance was recorded compared to the previous year. Six contact sessions were held during the first term before being disrupted by the COVID-19 pandemic.

During the pandemic, the programme was reconfigured to online using Telkom Lightbulb Education and social media platforms as content delivery platforms. Tutors received ICT training by SchoolNet to strengthen their digital knowledge. A dedicated PROTEC channel was created on the Telkom Lightbulb Education platform to enable tutors to design and customise lessons and provide their own content in addition to the content on the platform.

Content such as notes, pre-recorded videos, and worksheets were uploaded on the platform and made available for learners to work on at their own pace. Mid-week lessons were conducted in the late afternoon and early evening.

Virtual tutors were available to assist learners with questions. Saturdays were used to live broadcast lessons according to a structured timetable. Motivational and COVID-19 materials were also streamed to provide additional support.

The Learn to Earn rewards programme was implemented in September 2020. Rewards were based on completion of courses and attendance on the Telkom Lightbulb Education platform. Top learners per school received hampers of promotional items, books, t-shirts, and certificates to encourage them and others to participate on the platform.

Due to sudden COVID-19 limitations, there was no time to onboard learners onto the online programme. Because going online was complicated for learners, a step-by-step self-study video was created and sent to learners via WhatsApp. Revision packs were developed and issued to learners to use offline. Digital learning requires a change in teaching and learning methodology, and substantial co-ordination with schools, parents, learners and teachers to rally behind such tools and platforms.

In 2021 the first cohort of Grade 12s will write their matric examinations. The 2021 focus for the programmes will be to ensure learners are well-equipped for their final examinations, despite the continued impact of COVID-19. In addition, the programme continues to explore innovative ways to improve learner academic performance.

ALEXANDRA EDUCATION COMMITTEE (AEC) - SUPPLEMENTARY PROGRAMME

“THE ALEXANDRA EDUCATION COMMITTEE IS VERY GRATEFUL TO THE TELKOM FOUNDATION FOR FUNDING OUR WEEKLY SATURDAY SCHOOLS. THIS ALLOWS 222 UNDERPRIVILEGED HIGH SCHOOL STUDENTS FROM ALEXANDRA TO RECEIVE HIGH QUALITY ACADEMIC SUPPORT LESSONS IN MATHEMATICS, PHYSICAL SCIENCE, ROBOTICS AND ACCOUNTING. THE SATURDAY SCHOOL PROGRAMME IS THE CORNERSTONE OF OUR OPERATIONS.”

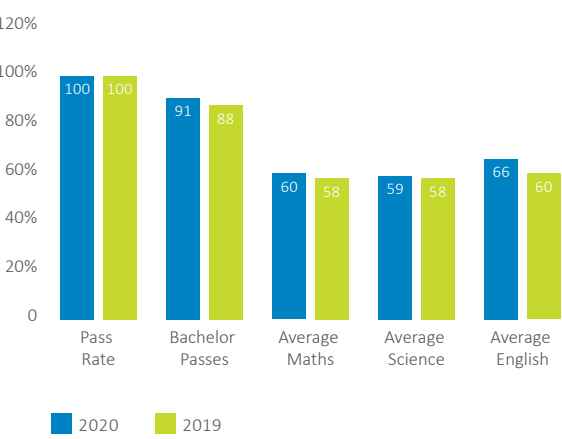
Paul Channon Director: Alexandra Education Committee

The AEC seeks to empower the next generation to achieve economic dignity and create lasting positive change for the Alexandra community. The Foundation has supported the AEC since 2016, sponsoring the Grade 8 to 12 high school programme that provides Saturday classes in maths, English, and science. Learners are also exposed to enrichment courses in areas such as entrepreneurship, robotics and coding.

In 2020, the Foundation supported 196 learners through the AEC. The pandemic disrupted the Saturday classes, but learners and tutors were enrolled on the Telkom Lightbulb Education platform and gained access to the PROTEC maths programme.

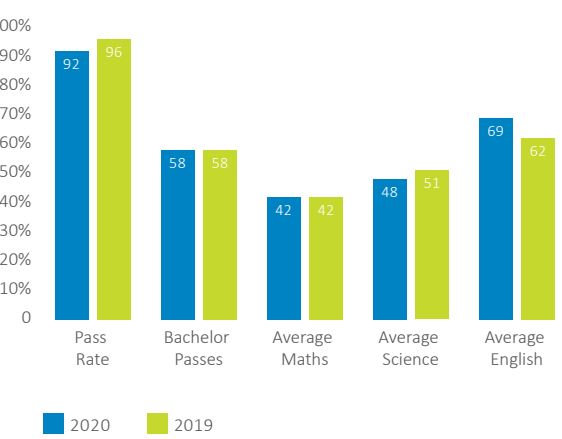
The 2020 matric results exceeded expectations. AEC matric learners achieved a 100% pass rate and a university pass rate of 91%, the best recorded since the AEC was established in 1996. The averages in maths, science and English were the highest in the last five years. One learner attained seven distinctions.

AEC grade 12 performance: 2020



- + AEC achieved a 100% pass rate with all 34 learners (42 in 2019) passing
- + Learners in this class achieved (91%) Bachelor Passes, the highest in the last 5 years
- + The average performance in Maths and Science shows a satisfactory increasing performance across subjects, from 2019 to 2020.
- + In 2020, 3 learners attained distinctions in pure Maths and two distinctions in Science.
- + One pupil attained 7 As, 1 achieved 4 As, 5 achieved 3 As, and 5 achieved 2 As
- + Overall AEC had
  - Best Science average in the last 5 years
  - Highest English in the last 5 years
  - Best Maths results in the last 5 years

Ikusasa Lethu grade 12 performance: 2020



- + The class of 2020 achieved 91.6% pass rate with 107 learners (61 in 2019) having sat for exams. Whilst the pass rate is lower in 2020 but it is more learners.
- + The average performance in Maths is just above 40% with English satisfactory in late 60s.
- + 58% of the learners achieved Bachelor passes, 20% Diploma passes and 15 Higher certificate.
- + The programme attained 32 distinctions in total.
- + Overall
  - 2020 results have declined with learners dropping mainly in Math and Science.

In 2020:

- + The average for maths is steady in the mid 60s across grades.
- + The average for science is similarly steady in the late 60s across grades.
- + English shows the highest performance in the early 70s.

Comparison:

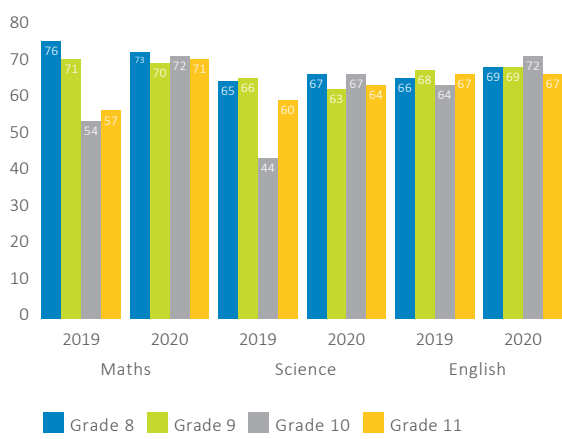
- + Maths performance for grade 10 and 11 increases by 14-18 percentage points from 2019 to 2020 while grade 9 shows a slight decline for the same period.
- + Science performance in all grades except grade 8 show improvements from 2019 to 2020, with grade 10 showing improvement of 33 percentage points.
- + English show improvements across all grades from 2019 to 2020, with the highest increase in grade 10 (8 percentage points).

Mathematics

The average performance in maths and science shows the academic strength of the AEC learners across grades

2020 performance is generally better than 2019 performance.

AEC average learner performance 2019 vs 2020



Enrolment

Grade	No. of learners 2020	No. of learners 2019
Grade 8	48	41
Grade 9	44	28
Grade 10	40	25
Grade 11	30	34
Grade 12	34	42
	196	170



## IKUSASA LETHU - SUPPLEMENTARY PROGRAMME

**“THE PROGRAMME TAUGHT ME THAT I CAN BE MUCH MORE.”**

*Ntsako Mucabel, Grade 11*

Established in 1990, the Ikusasa Lethu Programme, formerly the Alexandra Programme, is a St Mary's Foundation programme, an education non-profit dedicated to fulfilling the academic dreams of the learners from five schools in Alexandra, a township in Gauteng. The programme has supported 8 000 learners over the years. Ikusasa Lethu is isiZulu for “our future”.

Grade 9 to 12 learners attend a school programme at St Mary's School on Saturday mornings during the school year. The programme enhances learning across maths, English, physical science, life sciences, accountancy, geography, economics and business. In addition to the academic programme, time is also set aside for life skills sessions. The aim is to help learners access tertiary education opportunities.

In 2020, the Foundation supported 292 learners in the Ikusasa Lethu programme. Due to COVID-19, the Saturday classes were migrated online, and students were enrolled on the Telkom Lightbulb Education platform. Learners underwent individual assessments in maths through the Foundation's partnership with Reflective Learning. Learners received sponsored data and cellphones to enable them to continue their education. Learners had to take full responsibility for their learning – this required discipline and determination to continue studying when there was no formal schooling.

In October 2020, when some restrictions were lifted, the Ikusasa Lethu team welcomed each grade on campus at least once before the year ended.

## The class of 2020:

A pass rate of  
**91,6%**

**58%**  
achieved a university pass

**20%**  
achieved a diploma level  
**40%**

**107**  
learners sat for exams

Average performance in maths just above

**40%**

Average performance in English above

**65%**

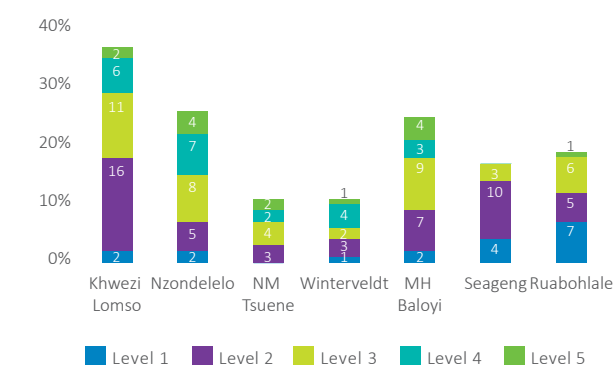
# + Leadership and Teacher Development

IN 2020, THE FOUNDATION EXPANDED THE TEACHER DEVELOPMENT PROGRAMME TO MORE THAN 6 000 EDUCATORS ACROSS SOUTH AFRICA IN RESPONSE TO COVID-19.

SchoolNet is a long-standing partner of the Foundation and was appointed in 2017 to provide teachers with ICT professional development and capacity building in five Tshwane West schools and two Gqeberha schools. As a specialist ICT Integration and Training organisation, SchoolNet's role is to build digital skills and change pedagogical approaches to teaching curriculum-aligned content through the efficient use of digital technologies.

In 2020 SchoolNet's focus was to continue to align with the Department of Basic Education's Digital Learning Framework, namely, electronic administration, leadership, curriculum focus, and the pursuit of professional growth. The teachers supported in the programme reached 270 across the seven schools and were evaluated to have obtained the following skills level:

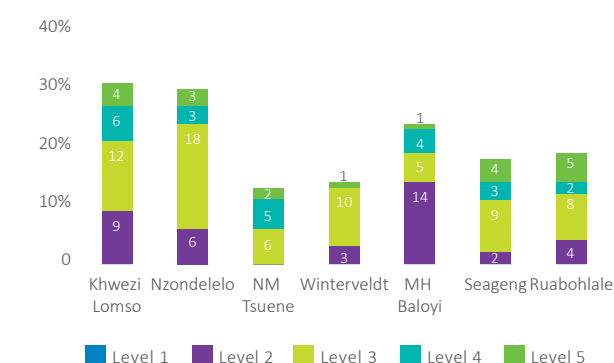
HSSP Initial Teacher Group Digital Skills (Year 1)



In Year 4, (202-2021), picture displays a marked increase across all skills levels and this is inclusive of more stringent criteria for Monitoring and Evaluation.

Level 1	18	0	12% reduction
Level 2	49	38	8% reduction
Level 3	43	68	17% improvement

HSSP Teachers Digital Skills (Year 4)



The COVID-19 pandemic presented an ideal opportunity to fast track digital integration in the Connected Schools and created an environment to expand the digital learning programme using virtual platforms, such as Microsoft Teams and Google Classroom. The Foundation agreed to extend the programme beyond the seven Connected Schools to interested teachers throughout South Africa. The programme reached over 6 000 teachers in all provinces, including education district officials. The teachers were trained in eight provinces with the provincial breakdown as indicated in chart below:

Telkom Expanded Teacher Professional Development Attendance



Eastern Cape	3.0%
Free State	6.7%
Gauteng	20.3%
KwaZulu-Natal	23.1%
Limpopo	27.5%
Mpumalanga	0.7%
North West	16.0%
Western Cape	2.7%

## TELKOM FOUNDATION ANNOUNCES THE LAUNCH OF IGNITE

Video and audio streaming service TelkomONE has unveiled educational content platform IGNITE, in partnership with the Foundation, to support learners and teachers.

TelkomONE IGNITE focuses on four content areas: science, technology, engineering, and maths. The content directly supports CAPS lessons and science and technology content that appeals to a school-going audience.

The content provides the right mix of career-related topics, curriculum-focused lessons and edutainment. This demonstrates our commitment to constantly explore new opportunities to drive education and broaden the scope of options available to all South African learners.

For more information and to sign up visit <https://www.telkomone.tv/en/ignite>



## DIGITAL TRAINING

SchoolNet developed training to assist teachers in connecting with learners using digital technologies and providing teaching activities to keep them engaged during the national lockdown from March to September 2020.

Teachers were guided on using Microsoft Teams and various other applications to teach subject matter. Examples of digital tools included Kahoot, OneNote, Podcasts, and Digital Storytelling. Teachers were also exposed to a wide range of tools for assessment. Some training sessions were repeated, and recordings were provided. In July 2020, teachers interested in testing online lessons could practice through dry runs before the actual class. Principals were trained on how to facilitate online meetings.

**“THE TELKOM FOUNDATION’S VARIOUS INITIATIVES IN DIGITAL EDUCATION ARTICULATE THE PRINCIPLES OF SUPPORT AND DEVELOPMENT IN ACTION THAT ADD THE DEPTH AND BREADTH OF SKILLS, KNOWLEDGE AND COMPETENCIES THAT OUR PEOPLE, MOST ESPECIALLY IN UNDER-SERVED COMMUNITIES ACROSS SOUTH AFRICA, REQUIRE FOR CAPACITY BUILDING AND ECONOMIC ACTIVITY. WE ARE INDEED PROUD TO BE A DIGITAL EDUCATION PARTNER OF THE FOUNDATION.”**

*Omashani Naidoo, Executive Director, SchoolNet*

## ONLINE SUPPORT

Digital support specialists were made available to provide technology support using Microsoft Teams and AnyDesk. One-on-one training sessions were scheduled to build teachers’ e-administration skills using Microsoft productivity tools and cloud solutions such as Google Drive and Microsoft OneDrive.

## CLOUD RESOURCES

Since the seven schools had access to Microsoft 365 accounts, they were able to use Microsoft OneDrive. Each school populated a cloud space of resources that teachers could access easily. SchoolNet extended the resources through curating curriculum-aligned materials.

## PROFESSIONAL DEVELOPMENT

Teachers were introduced to the Microsoft Educator Center. In this online community, teachers select and complete self-paced courses designed to showcase teaching and learning activities, present ideas for classroom best practices, and access digital learning resources. Teachers could also complete the Commonwealth of Learnings Digital Education Leadership in Action training programme and earn an International certificate with endorsement from the South African Council for Educators.

## SUBJECT FOCUSED TRAINING

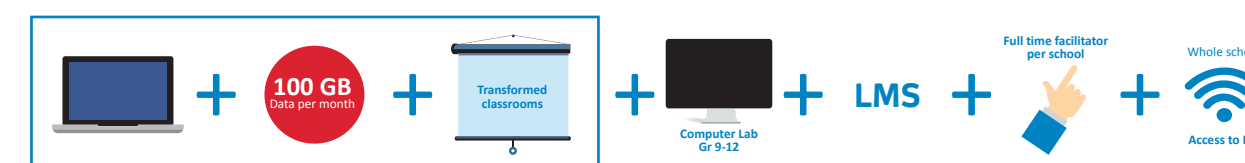
SchoolNet identified subject-based training as a need, and teachers were encouraged to expand their thinking to create lessons that included different teaching styles and applications. Training sessions were conducted on social sciences, languages, maths, and sciences. SchoolNet worked with a Microsoft innovation expert to create lessons for economics and management science teachers. Teachers were exposed to assessment tools including Google Forms, Kahoot and Padlet.

# +ICT Integration

THE ICT INTEGRATION PROGRAMME HELPS REALISE OUR AMBITIONS TO BE A TECHNOLOGY-BLENDED EDUCATION MODEL.

The Foundation’s ICT Integration programme upskills teachers in ICT while improving learners’ exposure to ICT.

### Our multi-faceted approach



## INVESTMENT INTO MULTI-GRADE SCHOOLS

The Department of Basic Education, in collaboration with the Foundation, had the vision to leverage the availability and capability of ICT to deepen the digital transformation of schools practising multi-grade teaching. The Foundation invested R1,6 million into the multi-grade school project in 2020. The national rollout plan to multi-grade schools continued into the 2021 financial year.

Multi-grade teaching refers to teaching children of different grade levels at the same time in the same setting. In South Africa, multi-grade teaching is usually practised in remote, disadvantaged (socially, economically, and educationally) rural areas with low population density and few children of school-going age.

Eight schools were identified and are clustered in two communities, Zithulele in the Eastern Cape and Thaba Nchu in the Free State. These schools offer multi-grade teaching and are already supported by the identified non-profit partners.

The project distributed 400 appropriate ICT devices to selected schools and trained teachers and staff to adopt and sustain use of technology. Learners were provided with 400 robust tablets (50 per school) with protective cases for durability. Schools were equipped with micro-servers to enable the school to save programme data on-site rather than accessing directly from the internet.

Schools were given a choice of ICT equipment, including computers, laptops, whiteboards, wall-mounted televisions, and bulk printers.

The project also included the scoping of connectivity solutions by the Telkom technical team, the purchase and implementation of ICT equipment by the Foundation, access to multi-grade digital content, and training and support for teachers and learners.

The project relied on systematic monitoring to implement ongoing learning. This included surveys of parents, teachers and service providers. Researchers were deployed to conduct two one-week cycles of on-site observations to the schools. The purpose of this monitoring was to track the delivery and reception of ICT equipment and devices in the schools, determine the quality of training conducted, and identify challenges and lessons learnt for the effective national rollout of the ICT in multi-grade teaching schools.

The project had several implementation partners: SchoolNet for teacher ICT teaching, Axiom Education NPC for the use of Greenshoots programme, Jumpstart Foundation Trust for the use of the NumberSense programme, and Read Educational Trust for the use of the Sunshine programme.

The Mzali application, developed in partnership with Telkom, was deployed to enable the schools to communicate with parents on social and academic matters.

Over the next six years, we will provide every school child in South Africa with digital workbooks and textbooks on a tablet device. We will start with those schools that have been historically the most disadvantaged and are located in the poorest communities, including multi-grade, multi-phase, farm and rural schools.”

President Ramaphosa’s State of the Nation address in 2019



ICT SUPPORT TO SEVEN SCHOOLS

The Foundation has provided devices to seven schools in Tshwane and Gqeberha over three years. Approximately 1 000 learner devices are allocated each year per school, covering every grade’s entire list of learners. The rollout was timed to happen during the learners’ Grade 8 to 10 years. In Tshwane West, the Gauteng Department of Education was also rolling out its paperless project, providing learner devices for Grade 11 and 12 learners. Together the projects covered the majority of learners.

In 2020, the Foundation allocated R1,5 million to upgrade connectivity in the seven schools. This alleviated the challenges the school were experiencing due to the infrastructure in their area. The Foundation invested in installing fibre lines to the schools to provide fast, uninterrupted connectivity. This investment will assist the school to leverage connectivity to improve teaching and learning. COVID-19 delayed the implementation of the project until completion in June 2020.

The Foundation spent R1,7 million to provide cyber security for the devices and deliver ongoing maintenance and support. This investment ensured the efficient functioning of the donated devices.

THE FOUNDATION HANDS OVER A COMPUTER LAB IN THE EASTERN CAPE

In March 2021, in partnership with the Department of Communications and Digital Technologies, the Foundation handed over a computer lab to Healdtown High School in Fort Beaufort.

The hand-over took place at the Raymond Mhlaba centenary closing ceremony organised by The Department of Sport, Recreation, Arts and Culture in the Eastern Cape province. Raymond Mhlaba is a celebrated liberation struggle hero. During the hand-over, Stella Ndabeni-Abrahams, the Minister of Communications, Telecommunications and Post Service, made the following remarks: “Government and industry need to work together to bridge the digital gap. There can never be a meaningful Fourth Industrial Revolution if our people are not connected and a capable 4IR army if there are no skills.”

The fully fitted computer lab has access to the Lightbulb Education platform and will enhance digital skills and online learning at the high school. As with all ICT Integration programmes adopted by Telkom, both infrastructure and training support services are provided to create a digitally adept environment.

SchoolNet implemented an ICT Integration training programme for the school. Teachers were exposed to possibilities that exist for technology-enabled schools. During this training intervention, seven employees and a few community members were introduced to digital resources in the classroom. This included an exploratory journey of redesigning lessons using digital applications for teaching. Teachers were also introduced to coding.

ICT SUPPORT FOR THE WITKOPPEN HEALTH AND WELFARE CENTRE

The Foundation sponsored the ICT upgrade at Witkoppen Health and Welfare Centre in Johannesburg to assist the clinic to better serve the community. The clinic is a non-profit organisation providing high quality and high impact comprehensive primary healthcare and social welfare services to mostly impoverished residents of informal settlements for over 70 years.

The Foundation working with Telkom subsidiary BCX, provided new computers, laptops and Uninterruptible Power Supply (UPS) units. The project also included a new queuing system, Wi-Fi installation to be used by visitors and staff, a boardroom project and phone handset, and telephone connectivity.

The clinic targets Johannesburg’s most vulnerable citizens with services provided to Diepsloot, Kya Sands and Lion Park informal settlements. In these settlements, the unemployment rate is above 50%, with more than 70% residents living below the poverty line and 30% with no income. Through improved technology, the project will enhance the services of the clinic, will improve its efficiency, and enhance its services to the communities. This will contribute to the overall improved health and resilience of these communities.

SCHOOLNET SUPPORT TO THE ICT INTEGRATION PROGRAMME

In 2019, SchoolNet was appointed to assist the Foundation in managing Digital Support Specialists based at schools. SchoolNet provides supplementary IT technical skills, direction, and support for managing key performance metrics, training in teacher professional development, digital literacy and coding skills, and programmatic partner support.

SchoolNet has consistently provided annual professional development opportunities for the Support Specialists including:

- + COMPTIA IT Fundamentals
- + Microsoft Education Courses and Programmes
- + Google Suite for Education
- + Intel Education
- + Hour of Code
- + Minecraft
- + Scratch

In 2020, there was a concerted effort to ensure that all Specialists learned about Microsoft Teams, Lightbulb Education, and Google Meets to implement digital teaching and learning.

+ Digital Skills Programme

Every young South African needs to have a level of digital skills to be employable. The Foundation supports digital literacy through coding programmes and training youth to gain relevant ICT qualifications.

CODING

The Foundation trains learners and youth on basic coding skills. Coding has been selected as the starting point for building digital skills because it is the basis for developing other skills such as data science. In addition, the coding learning journey develops soft skills such as collaboration, critical thinking and problem solving among learners.

Learners demonstrate incredible enthusiasm when exposed to the opportunity to be digital creators and not just digital consumers. Some are already developing school websites and designing applications with little or no guidance from their teachers. Learners are motivated to take responsibility for their learning. While we still have a long way to go in addressing systemic education challenges, observations such as these are invaluable in unleashing learner potential and shaping the future of education in South Africa.

The Digital Skills programme implemented the following projects within 2020:

**Coda Nathi** is a three-year digital skills programme designed for learners to progress from basic coding skills to advanced specialisation. Subjects include cyber-security, design thinking, the future of work and the gig economy. Learners gain practical experience working with coding languages such as CSS, HTML and Python. Learners have the opportunity to select their area of specialisation, such as blockchain and fintech, robotics or software development. The goal is to produce learners that have dual qualifications when they matriculate. This programme has completed one year and part of the second year. Coda Nathi works with 300 learners, 30 community members and seven teachers and is run at five Tshwane and two Gqeberha schools.

**Coda Mtase** focused on providing coding training to unemployed youth to cascade coding training to their community in Alice and Mthatha in the Eastern Cape. Subjects include design thinking, machine learning, artificial intelligence, data science, and entrepreneurship. Learners are introduced to coding and web and mobile development. The Foundation identified 50 unemployed young community members between 18 and 35 with IT backgrounds to attend a month-long coding initiative. They were also equipped with laptops and software. It is envisaged that the trained youth will hone their digital skills and introduce their communities to the basics of coding.

The biggest challenge of 2020 was adjusting from a physical to a virtual learning environment. This initially delayed the programmes, but a customised online learning platform was developed, and the learners soon caught up. Learners could access content and take quizzes and tests through the platform. The platform also allows for live reporting on learner performance to the Foundation and teachers for monitoring and evaluation purposes. All 50 learners completed all modules and graduated from the training.

The World Economic Forum’s 2020 Future of Jobs report highlights the massive changes we will see soon. The report states that by 2025 “the time spent on current tasks at work by humans and machines will be equal”. This will result in an estimated 85 million jobs being displaced by the new human-machine labour division. In contrast, “97 million new roles may emerge that are more adapted to the new division of labour between humans, machines and algorithms.”

PARTNERSHIP WITH THE NATIONAL YOUTH DEVELOPMENT AGENCY (NYDA)

In 2020, the Foundation signed an agreement with the government agency, NYDA, to train 100 unemployed youth in support of the President’s programme to create employment opportunities for youth in South Africa. The training in computer programming and work readiness aims to assist the youth to access employment opportunities.

The computer programming training is expected to take five months. It covers computer and online essentials, an introduction to Microsoft Suite programmes such as Word, Excel and PowerPoint, and web editing. In addition, youth will learn how to assemble a computer, maintain computer hardware, gain exposure to different operating systems, and understand cloud computing. Upon completion, the youth will earn an International Computer Driving License Certificate and CISCO Certificate. The cohort will attend a five day work readiness training including job preparedness, time management, communication, decision-making skills, problem-solving, and interpersonal skills.

After the training, the youth will be listed on the NYDA database. This will give them access to job opportunities available from the NYDA opportunity providers such as the Public Service Sector Education and Training Authority, Education, Training and Development Sector Education and Training Authority, the Banking Sector Education and Training Authority, the Department of Transport, and Department of Public Works.

While this project was funded in the 2020 financial year, the project will kick off in the 2021 financial year.



## PARTNERSHIP WITH THE NATIONAL LIBRARIES SA

The Foundation has partnered with the National Libraries SA (NLSA) to train unemployed youth in ICT skills to improve their chances of securing employment. The youth were trained in Further Education and Training Certificate: Technical Support Learnership at NQF Level 4 and National Certificate: Systems Development Learnership at NQF Level 5. Priority is given to female youth with a preferred ratio of 70% female to 30% male. The programme aims to include 5% of people living with disabilities.

In 2020, 100 youth were selected. The average age was 25 years old. 60% of the youth hail from rural areas, with only 20% having prior work experience. The programme ran in Nelspruit in Mpumalanga, Mbazwana in KwaZulu-Natal, Gqeberha in the Eastern Cape, and Soweto and Tshwane in Gauteng.

The Foundation worked with Mo-Africa Ithlokomele Educational Projects, a community non-profit, to deliver the skills training programme, while the NLSA provided part funding and offered learnership positions for practical learning. The average attendance for training was 91%.

Upon completion, the NLSA created job placement opportunities for the youth as part of the libraries' overall digitisation strategy. The NLSA co-ordinated with the local and provincial government as they oversee the management of libraries. 60% of learners were absorbed into government and other positions.

The youth received stipends during their learnership. They also received training in other areas such as financial literacy, entrepreneurship, and work readiness.

This year the programme worked with 100 youth. During the COVID-19 pandemic, the programme was migrated online, with the youth receiving laptops and routers. In April 2020, 100 youth completed the NQF Level 4 and Level 5 programmes.

**“TELKOM FOUNDATION, IN COLLABORATION WITH MOKGETHA THUTO NPC HAVE RUN A SUCCESSFUL PROGRAMME TO SEED THE DIGITAL MINDS OF TOMORROW AND PREPARE OUR YOUTH FOR THE CHALLENGES AND OPPORTUNITIES OF THE FOURTH INDUSTRIAL REVOLUTION. THE SUCCESS WOULD NOT HAVE BEEN REALISED HAD IT NOT BEEN FOR THE FOCUSED, CONSTRUCTIVE AND SUPPORTIVE COLLABORATION OF THE CEO, SARAH MTHINTSO AND HER TEAM.”**

*Matumane Tshabalala, Director Mokgetha Thuto NPC*

# + Psycho-social Support

**WELL BEFORE COVID-19, MENTAL HEALTH WAS FAST EMERGING AS A MAJOR CONCERN AMONGST LEARNERS.**

The Psycho-social Support programme aims to contribute to learner psycho-social wellness, build their resilience and grit, and guide their career choices. COVID-19 presented a challenge for many of our partners, especial those tasked with delivering in this programme because face-to-face interventions were impossible for most of the year. Many interventions, including counselling, support groups, and campaigns, were delayed, and new arrangements such as social media campaigns and online support were made.

The programme supported several learners from struggling families and families outside the programme with food parcels.

The in-school counselling and awareness programme supported a total of 1 354 learners – Childline Gauteng supported 1 213 learners and families while Families South Africa (FAMSA) supported 141 learners and families – to cope with various psycho-social challenges, including COVID-19 and related issues.

The Foundation also continued the long-standing partnership with Childline National and Lifeline Gender-Based Violence toll-free lines to ensure that children and adults had access to telephone counselling support at no cost. Lifeline and Childline jointly reached 642 936 beneficiaries through their lines and also Childline's chat feature.

Other social development projects supported in 2020 included the Earth Centre, Garankuwa Sunshine Hospice, MomConnect, and Santa Port Elizabeth.

Poverty, COVID-19, and a sense of hopelessness are taking a toll on the mental health of South Africa's children and youth, with 65% admitting in a UN Children's Emergency Fund poll to suffering from some form of mental health issue. The poll found that increased poverty and a lack of hope for the future were the top reasons given for children and young people's anxiety, showing a shift from violence as the lead reason in a previous poll. Many children and young people have lost family members, missed out on seeing friends, had their education disrupted, and see a future with fewer opportunities to thrive. The report found that more than a quarter of respondents did not think their mental health problem was serious enough to seek support, while 20% did not know where to get help, and 18% were afraid of what people would think.

**“I AM 17 AND I JOINED THE CHILDLINE SUPPORT GROUP IN LATE 2019. CHILDLINE HAS HELPED ME DISCOVER AND VALUE MYSELF AS A HUMAN BEING AND A WOMAN. THEY TAUGHT ME THAT IT IS OKAY TO BE AFRAID AND ITS OKAY TO CRY. THEY TAUGHT ME THAT MY VOICE MATTERS AND I NEED TO VOICE OUT THE ISSUES THAT ARE UNCOMFORTABLE FOR ME. THEY TAUGHT ME THAT IT HELPS TO TELL YOUR STORY IT FEELS LIKE A HUGE LOAD HAS BEEN TAKEN OFF YOUR SHOULDERS. TO NEVER BE EMBARRASSED BY YOUR BACKGROUND AND HOME SITUATION BUT WORK HARD TO IMPROVE YOUR SITUATION. CHILDLINE HAS PROVIDED SO MANY OPPORTUNITIES AND I HAVE GRABBED THEM WITH BOTH HANDS. I WILL FOREVER BE GRATEFUL TO THEM.”**

*Grade 12 learner from NM Tsuene High School*



PSYCHO-SOCIAL PROJECTS

Beneficiary	Donation allocation
Earth Centre	The Foundation supported the Eduride programme which provides horse riding for deaf children and children with cerebral palsy, down syndrome, autism, and attention deficient disorder. This donation allowed the programme to continue in a time when other donors withdrew due to COVID-19 budget constraints.
Garankuwa Sunshine Hospice	Garankuwa Sunshine Hospice cares for people living with chronic and terminal illnesses through home-based care and care at the centre. The Foundation’s donation went towards covering the costs of data and calls for patients to connect with friends and family members. This was important as visits to the centre were restricted due to COVID-19.
Mom-Connect	Mom-Connect supports pregnant women and women with infants under the age of five. The programme provides individual advice and counsel through telephone-based consultations. The organisation is proud of its record of reducing the mortality rate of pregnant women by 33% and the mortality rate of infants by 18%. This donation covered the costs of telephonic interventions.
Santa Port Elizabeth	Santa Port Elisabeth cares for patients suffering from tuberculosis by providing patient education, training home-based carers, and providing access to medical treatments. This donation was used to pay the organisation’s telephone account and help meet the daily needs of the centre.

“CHILDLINE IS PRIVILEGED TO HAVE ENJOYED THE SUPPORT OF TELKOM FOR THE PAST 30 YEARS. WE ARE HUMBLLED BY THE COMPASSION AND CARE THE FOUNDATION SHOWS FOR TROUBLED CHILDREN, FAMILIES AND COMMUNITIES, AND PROUD TO BE A PARTNER IN THESE PROGRESSIVE PROGRAMMES.”  
*Lynne Cawood, Director of Childline Gauteng.*

**Childline South Africa has a new toll-free helpline number – 116**  
The number 116 is now the new and exclusive Childline South Africa toll-free helpline number for both children and families to call with child-related matters. The new number is shorter and easier for children and adults to remember. It also works outside South Africa, enabling the organisation to join forces with other African countries in ensuring the effective delivery of child protection services to all children. The Foundation covers the costs of calls going through the numbers to ensure children access it at no charge.

+ Other Youth Development Initiatives

YOUTH LEADERSHIP DEVELOPMENT

The Foundation supports Columba Leadership, a non-profit organisation that encourages learners to realise their leadership potential. Columba aims to shift schools’ culture by implementing a values-based leadership programme that works with learners, teachers, and principals to address communities’ challenges.

The Columba Values-Based Leadership programme was started in 2019 within five schools with a group of Grade 10 learners, three teachers, and the principal for each school and were trained to drive positive change within their schools and the broader community. The programme includes developing a value-driven culture, enhancing school ethics, and improving learner behaviour. Issues tackled include violence and bullying, sanitation, sex education and teen pregnancy, drug abuse, lack of discipline, and absenteeism.

In 2020, the Foundation continued to support the programme in five schools in Tshwane West. The programme was also meant to cover the Gqeberha schools, but the COVID-19 pandemic prevented the usual in-person engagements. Given the programme’s design, many programme activities needed to be halted or adjusted.

Recognising the negative impact of COVID-19 restrictions on learners, Columba supplemented the work done by Childline

Gauteng and FAMSA within the seven schools by supporting learners through life orientation sessions on their return to school, helping learners achieve and maintain personal well-being, use their talents and skills to their full potential, and teaching them the importance of self-discipline, which is part of resilience.

“FAMILIES SA (FAMSA) PORT ELIZABETH HAS BEEN INVOLVED IN THE TELKOM SCHOOL PROJECT SINCE 2017. WE ARE FULLY COMMITTED TO THE PROJECT AND WE ABSOLUTELY BELIEVE IN THE VALUE THAT IT IS ADDING TO THE SCHOOLS. WE FEEL PRIVILEGED TO BE PART OF A COMMITTED AND PASSIONATE TEAM. THROUGH OUR INVOLVEMENT WITH THE TELKOM FOUNDATION WE WERE CHALLENGED TO GROW AND DEVELOP, AND WE APPRECIATE THAT.”  
*Erna Jonker, Director, FAMSA*



# + Employee Volunteering

We recognise the value that Telkom employees contribute to society through working with community projects. Telkom employees are encouraged to spend their time and share their expertise with their selected projects. Due to COVID-19 health and safety measures, employees were not able to spend time on these projects.

## ADOPT-A-PROJECT PROGRAMME

The Adopt-a-Project programme enables Telkom employees to support selected community projects with grant funding and their skills. The uptake was positive in 2020, with ten employee projects approved and 14 projects championed by senior executives, to a total of R2,5 million.

EMPLOYEE PROJECTS	
Beneficiary	Donation allocation
Phiriphiri Secondary School	Creating an ICT lab at the school and training learners, teachers and the community on ICT.
Lihle M Foundation	Equipping and launching a community ICT lab.
Thlale-Nthlajana Foundation	Rehabilitating the ICT lab, providing new equipment and training for department heads at Le Reneg High School.
Beaulah Primary School	Purchasing ICT equipment to establish an ICT lab.
The South African Guide Dog Association for the Blind	Acquiring ICT equipment for visually impaired persons.
Thuto Lesedi Development Centre	Purchasing digital learning equipment and ICT equipment for a lab to be used by Grade R to Grade 4 learners at Igugu Lethu Primary School.
iThemba Rape and Trauma Support Centres	Replacing dysfunctional ICT equipment to improve the efficiency of the organisation.
Laerskool Hermanstad	Converting the library into a multi-media centre equipped for online learning.
Zuzokuhle Foundation	Acquire an all-in-one printer, establish a digital library, and secure an uncapped data contract for 24 months at Zuzokuhle Primary School.

EXECUTIVE PROJECTS		
Executive	Beneficiary	Donation allocation
Ayanda Ceba	Monde Primary School	Digital classrooms and learner and teacher ICT skills.
Beauty Apleni and Izaak Coetzee	Ndzondelelo and Khwezi High Schools	Digital skills enhancement and research support.
Dirk Reyneke	Baby Therapy Centre	Specialised digital therapeutic equipment for physically disabled children.
Ben Nkoaneng	GetOn Foundation	Training of 200 unemployed youth on digital and skills.
Robin Coode	Walter Sisulu Primary	Establishing digital classrooms.
Shafika Isaacs	District Six Museum Foundation	Digital skills training for 100 unemployed youth.
Sarah Mthintso	Sindizana Foundation	Rehabilitating youth with drug dependencies through exposure to ICT skills training.
Sipho Maseko	Lesolang Primary School	Digital classrooms and ICT training for learners and teachers.
Melody Lekota	Afrika Code Kids	Coding skills for 40 unemployed youth.
Althon Beukes	Pelssrus Primary School	Digital skills training for teachers and learners.
Tsholo Molefe	Monde Primary School	Digital skills training for teachers and learners and the establishment of a science lab.
Norma Faku	Girl Guides South Africa	Acquisition of membership management platform.
Lucas Ndala	Smangaliso Mkhatswa Secondary School	Digital skills training for teachers and learners.



PAYROLL GIVING

This programme facilitates employee financial contributions towards community development areas of their choice, supporting pre-selected non-profit organisations nationally. The Foundation matches funds collected from Telkom employees on a rand-for-rand basis and distributed quarterly to non-profit organisations through the Giving Organisation Trust.

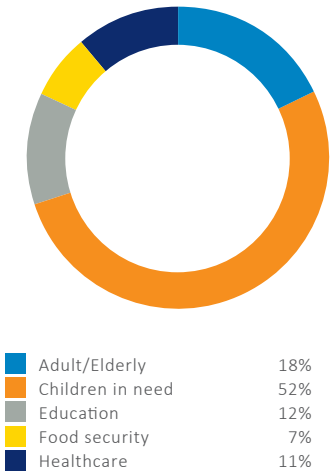
The following non-profit organisations are beneficiaries of the funds:

Beneficiary	About the beneficiary
ACFS	The Alexandra Community Education & Feeding Scheme (ACFS) operates 13 community centres in Soweto, Alexandra, Kagiso, Thembisa and Tsakane, where food is prepared and served to pre-schoolers and school children. Each centre has a well-established communal food garden, where community volunteers grow vegetables for the feeding scheme and for their own use. This donation supported the organisation to focus its COVID-19 interventions on weekly food distributions to ensure that the children from vulnerable families do not go hungry. The organisation works directly with over 5 000 households who receive a monthly food hamper for a family of five. During lockdown this was revised to a bi-weekly food hamper.
CANSA	The Cancer Association of South Africa (CANSA), is a non-profit that is dependent on donations to maintain the essential services that it offers. One of the important essential services that CANSA offers is accommodation in the CANSA Care Homes. CANSA has 12 Care Homes across South Africa which provide home-away-from-home accommodation for cancer patients while undergoing their cancer treatment. These are patients from outlying rural and far-rural areas who cannot afford another form of accommodation. This donation helped Cansa continue its important work in helping patients access life-saving treatments.
CHOC	CHOC is a non-profit organisation that supports the well-being of children and teenagers diagnosed with cancer or life threatening blood disorders. This donation helped CHOC to support children who are undergoing cancer treatment and are therefore at higher risk of contracting COVID-19. This includes nutritional support, psycho-social interventions, and providing masks and sanitisers.
Cotlands	Cotlands aims to make South Africa a more equal society by creating access to play-based early learning opportunities for young children, as well as initiating and facilitating these opportunities. Children are provided access to a toy library and playgroup programmes aimed at improving school readiness. The programmes are designed to ignite potential through play by enhancing children’s social-emotional development, as well as their cognitive skills which includes creativity, critical thinking, and problem solving. This donation supported Cotlands to communicate with parents and children each week through phone calls, short videos, and learning plans while schools were closed due to COVID-19.
Ithemba Trust	The Ithemba Hope Trust was established to provide funds for educational and charitable institutions that offer inclusive and quality education for children with disabilities. The Trust provides therapeutic equipment, life-impacting camping and outreach experiences, and mobility facilitators at five special needs centres in the Johannesburg region. This donation helped the Trust to continue its work in a time when other donors withdrew their support due to COVID-19 budget constraints.

Beneficiary	About the beneficiary
NSPCA	The NSPCA works to uplift animal welfare. Priority is given to impoverished and especially rural areas where there are no veterinary services. This donation supported the ongoing animal welfare services that the NSPCA provides.
SARCS	The South African Red Cross Society (SARCS) is part of the world’s largest humanitarian movement and supports people affected by natural disaster and conflict. The SARCS activated response teams across South Africa to support the government to prevent the spread of COVID-19. This included public awareness, hygiene promotions, risk communication, media relations, contact tracing, and meal distribution to vulnerable groups. This donation helped support the organisation’s important COVID-19 work.
Desmond Tutu HIV Foundation	The Desmond Tutu HIV Foundation supports communities by providing tailored, differentiated sexual and reproductive education, HIV and tuberculosis treatment, and prevention health care services to some of the most disadvantaged communities. This donation supported the organisation’s COVID-19 project which included screening and testing and contact tracing.
Wildlife Environmental Society of South Africa	The Wildlife and Environment Society of South Africa supports high-impact environmental and conservation projects. The organisation works with schools and teachers throughout South Africa on a range of local and international programmes to improve school curricula with regard to environmental learning. This donation supported the organisation’s online education for teachers and learners during the COVID-19 school closures.

The programme contributed R1,6 million during the year under review, including the Foundation’s matching funds. The funding was distributed to the ten benefiting organisations above. Approximately 500 Telkom employees contributed to the programme with donations to the children in need category, dominating the funding contributed by employees, followed by care for the elderly and health.

Funding contributions per area





# 04

## + Governance

Good governance practices and ethical behaviour underpin all of the Foundation’s activities.

## + The Board of Trustees

THE BOARD OF TRUSTEES AND THE FOUNDATION’S EMPLOYEES SUBSCRIBE TO THE HIGHEST PROFESSIONALISM AND INTEGRITY IN DEALING WITH STAKEHOLDERS AND BENEFICIARIES.

The Telkom Foundation’s Board of Trustees consists of three External Trustees and four Telkom Trustees. The Telkom Trustees are not appointed under service contracts and their remuneration is not tied to Telkom’s financial performance. The roles of the Chairperson and the Foundation Head are separated, and an External Trustee chairs the Board.

The Trustees bring a wide range of experience, diversity, insight, and independence of judgement on strategy, performance, resources, and standards of conduct. The Trustees play a critical role in overseeing the strategic direction of the Foundation.

The Board is also responsible for risk management, corporate governance and ensuring a sound internal control system. The Board is expected to act in the best interests of the Foundation and is responsible for timely and transparent reporting. The Board sits at least four times a year and more frequently if necessary.

## + Board Committees

The Board has two committees to assist it in discharging its duties. A combined Financial, Audit and Risk Management Committee (FARMC), and the Programme Analysis Strategy and Support Committee (PASS).

FARMC responsibilities:

- + Monitor the integrity of the financial statements of the Foundation.
- + Review the Foundation’s internal financial control system.
- + Monitor and review the effectiveness of the Foundation’s internal audit function.
- + Make recommendations to the Board of Trustees in relation to the appointment of the external auditor and to approve the remuneration and terms of engagement of the external auditor following appointment.
- + Monitor the effectiveness of the external auditor’s performance and their independence and objectivity.
- + Develop and implement policy on the engagement of the external auditor to supply non-audit services.
- + Monitor the effectiveness of the controls over the assets of the Foundation.
- + Review financial information and the preparation of accurate financial reporting and statements in compliance with all applicable legal requirements and accounting standards.
- + Provide oversight of the performance of the internal audit function and the external auditors.

PASS responsibilities:

- + Guide and control the overall direction of the business of the Foundation and act as a medium of communication and coordination between the Board, Telkom, relevant business units, Telkom subsidiaries and relevant stakeholders in between meetings of the Board.
- + As mandated by the Board, take decisions within the Board policy framework as well as policy recommendations for Board recommendation.
- + Review and ensure alignment between strategy, business models and structure.
- + Review the operations of the Foundation.

The Board and the committees meet at least four times a year or more frequently if necessary. The company secretary of the Foundation attends the meetings. The external and internal auditors are permanent invitees to the FARMC and have unrestricted access to the committee and its chairperson.

FARMC members	PASS members
<div>+ Mr ZS Vilakazi (Chairperson)</div> <div>+ Mr RS Garach</div>	<div>+ Ms M Lekota (Chairperson)</div> <div>+ Dr S Isaacs</div> <div>+ Ms L Vilakazi</div> <div>+ Ms M Lekota</div> <div>+ Ms B Apleni</div>



MEETING ATTENDANCE

Name	Board	PASS	FARMC
Dr S Isaacs	4/4	3/3	–
Mr RS Garach	4/4	–	3/3
Ms L Vilakazi	3/4	2/3	–
Ms M Lekota	4/4	2/3	–
Mr ZS Vilakazi	3/4	–	3/3
Ms B Apleni	3/4	2/3	–

+Non-executive trustees

NON-EXECUTIVE TRUSTEES AS AT 31 MARCH 2021

DR SHAFIKA ISAACS <i>Chairperson</i>	
Appointed to the Board of Trustees	1 July 2015
Appointed Chair	1 October 2017 (1st term) 1 October 2018 (2nd term) 30 November 2020 (3rd term)
Qualification	Doctor of Philosophy in Education, Executive Master of Business Administration, Masters of Science
Committees	Board PASS
Other directorships	Lewis Foundation, Bridge, GreenMatter
Expertise	Shafika Isaacs specialises in promoting equitable, quality education through the appropriate digital technologies from a social justice perspective. She works as an independent digital learning specialist and currently serves as Associate Professor of Practice at the University of Johannesburg. She works with the United Nations Educational, Scientific, and Cultural Organization and the African Union Development Agency – New Partnership for Africa’s Development on remote and digital learning and skills development interventions in Africa. She consults to the Commonwealth of Learning on smart education policy and practice with the National Education Collaboration Trust on its remote and digital learning programme. She serves as a member of the Advisory Committee on Artificial Intelligence and Children for the United Nations Children’s Emergency Fund. In 2017 she was awarded Women of Stature Women of the Year and the South African Education Research Association award for the most outstanding Doctor of Philosophy Education in 2020.

RAKESH GARACH

Appointed to the Board of Trustees	12 March 2013 (1st term) 1 April 2016 (2nd term) 1 April 2019 (3rd term) 30 November 2020 (4th term)
Qualification	Bachelor of Commerce, Post-graduate Diploma in Accounting DipAcc, South African Chartered Accountant
Committees	Board FARMC
Other directorships	The National Empowerment Fund (Chairman)
Expertise	Rakesh Garach is an Executive Director and Chief Financial Officer of Grindrod Bank Limited and is accountable for the financial, governance and operations of the bank. He served on the Hoskens Consolidated Investments Limited board and chaired the Audit and Risk Committee until January 2012. He served as a Chief Operating Officer for Deutsche Bank in South Africa from May 2005 to November 2007, as part of the BEE transaction completed with Utajiri Investments.

LINDA VILAKAZI

Appointed to the Board of Trustees	1 July 2015 (1st term) 1 July 2018 (2nd term) 30 November 2020 (3rd term)
Qualification	Human Resource Management Programme, Finance for non-financial managers, Teaching Diploma
Committees	Board PASS
Other directorships	Thebe Foundation Trust (Chair) SAIDE (Trustee) UNDP COVID-19 Rapid Emergency Needs Assessment and the South Africa’s Future Economic Outlook 2020 (Sounding Board Member) UNESCO (Education Sector Committee Member)
Expertise	Linda Vilakazi is a visiting Associate at the Wits School of Education, where she co-founded the Executive School Leadership Programme. A teacher by profession, she has over the years broadened her skill and knowledge into various fields. Her work profile includes teaching, senior positions at the Centre for Scientific and Industrial Research (CSIR), Thebe Investment, The African Leadership Group, City of Johannesburg, Bridge and others. She is a UNIFEM award winner, an Aspen Global Leadership Network Fellow, an ENSP graduate, and past President of the Rotary Club of Johannesburg. Her worldview is driven by the need to provide social justice for all.



MELODY LEKOTA  
*PASS Chairperson*

Appointed to the Board of Trustees	1 April 2017
Qualification	Master of Business Administration
Committees	Board PASS
Expertise	Melody Lekota was appointed to the role of Chief of Human Resources for Telkom in March 2017 and is a member of the Group Executive Committee. She has a wealth of experience in Human Resources, both from within the industry and beyond. She joined Telkom from Cell C where she was the Chief Human Resources Officer. Before that, Melody led Primedia’s HR team, where she was appointed to the Primedia board in 2006.

BEAUTY APLENI

Appointed to the Board of Trustees	1 October 2017
Qualification	Bachelor of Science (Computer Science)
Committees	Board PASS
Expertise	Beauty Apleni is Telkom’s Chief Technology and Information Officer. She has completed leadership programmes with Stellenbosch University, the International Institute for Management Leadership and the Institute of Technology, Strategy and Innovation.

ZWELITHINI VILAKAZI  
*FARMC Chairperson*

Appointed to the Board of Trustees	1 October 2017 Resigned 31 October 2020
Qualification	Master of Finance (Corporate Finance), Master of Commerce (Business Management)
Committees	Board FARMC
Other directorships	BCX
Expertise	Zwelithini was the Chief Financial Officer of BCX up to 31 October 2020. He has extensive experience in ICT, telecommunications and banking.





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05

+ Financials

The Telkom Foundation Trust  
Registration No. IT5262/02  
Financial Statements  
for the year ended  
31 March 2021

# +Administration

Founder

Telkom SA SOC Limited

Trustee	Date appointed
Mr. R Garach	Appointed 12 March 2013
Ms L Vilakazi	Appointed 1 July 2015
Ms S Isaacs (Chairperson)	Appointed 30 September 2018 as Chairperson
Ms M Lekota*	Appointed 1 April 2017
Mr. ZS Vilakazi*	Appointed 1 October 2017 resigned 31 October 2020
Ms B Apleni*	Appointed 1 October 2017
Ms L Pule*	Appointed 1 February 2021

\* Telkom Employee

# +Trustees’ Responsibility for the Annual Financial Statements

The trustees are responsible for monitoring the preparation of and the integrity of the financial statements and related information included in this annual financial statement.

In order for the trustees to discharge their responsibilities, management has developed and continues to maintain a system of internal controls. The trustees have ultimate responsibility for the system of internal controls and review its operation on an ongoing basis.

The internal controls include a risk-based system of accounting and administrative controls designed to provide reasonable but not absolute assurance that assets are safeguarded and that transactions are executed and recorded in accordance with generally accepted business practices and the Trust’s policies and procedures.

The financial statements are prepared in accordance with International Financial Reporting Standards and incorporate disclosure policies consistently applied and supported by reasonable and prudent judgments and estimates.

The trustees have made an assessment of the Trust’s ability to continue as a going concern and have no reason to believe that the Trust will not be a going concern in the year ahead.

The external auditor is responsible for independently auditing and reporting on the financial statements. The financial statements have been examined by the trust’s external auditor and their report is presented on pages 50 to 51.

The Operational expenses are 11.9% and projects 88.1% of the overall expenses for the Financial Year 2021.

The annual financial statements for the year ended 31 March 2021 set out on pages 52 to 59 were approved by the trustees on the and are signed on their behalf by:

S Isaacs

Chairperson of the Trust

L Pule

Chairperson of the FARMC

G Prinsloo

Company Secretary



# + Report of the Trustees

For the year ended 31 March 2021

## BUSINESS AND OPERATIONS

The principal activity of the Telkom Foundation Trust is a non-profit making organisation contributing to the upliftment of disadvantaged communities in the Republic of South Africa through sustainable development programmes.

## FINANCIAL RESULTS

The results of the Trust and the state of its affairs are set out in the attached financial statements and do not, in our opinion, require further comments.

## TRUST FUNDING

The Trust has no share capital. The operations of Telkom Foundation Trust are largely financed by Telkom SA SOC Ltd, through donations to the Trust.

## TRUSTEES AND SECRETARY

Particulars of the present trustees and secretary are given on page 40.

In terms of the Trust Deed, the Board of Trustees consists of four Telkom SA SOC Ltd employees and three public trustees.

## USE OF SURPLUS FUNDS

In accordance with the Trust deed, all surplus funds retained are carried forward for exclusive use by the Trust in the promotion of the Trust’s mission and objective.

## GOING CONCERN

The Trust’s ability to continue as a going concern is dependent on the continued support from Telkom SA SOC Ltd. Telkom SA SOC Ltd agreed to continue to support the Trust for the next twelve months. Accordingly, the financial statements do not include any adjustments relating to the recoverability and classification of assets, or to the amounts and classification of liabilities that might be necessary if the Trust is unable to continue as a going concern.

## EVENTS AFTER THE REPORTING PERIOD

There were no significant events after the reporting period. Refer to Note 1.14

## SUB-COMMITTEES

Telkom Foundation Board has two sub-committees, namely the Finance, Audit and Risk Management Committee (FARMC) and Programme Analysis Strategy and Support Committee (PASS)

Trustee	Committee
Mr. R Garach	FARMC & BOARD
Ms L Vilakazi	PASS & BOARD
Ms S Isaacs (Chairperson of the Board)	PASS & BOARD
Ms M Lekota *(Chairperson EXCO)	PASS & BOARD
Ms B Apleni	PASS & BOARD
Mr ZS Vilakazi* (Chairperson – FARMC from October 2017)	FARMC & BOARD
Ms L Pule * (Chairperson – FARMC from 1 February 2021)	FARMC & BOARD

\* Telkom Employee

Name	Board	PASS	FARMC/RISK
Mr R Garach	4/4	N/A	3/3
Ms L Vilakazi	3/4	2/3	N/A
Ms S Isaacs	4/4	3/3	N/A
Ms M Lekota*	4/4	2/3	N/A
Ms B Apleni*	3/4	2/3	N/A
Mr ZS Vilakazi**	2/3	N/A	3/3
L Pule***	0/3	N/A	0/3

\*\* resigned 31 October 2020

\*\*\* appointed 1 February 2021

# + Independent Auditor’s Report

To the Trustees of Telkom Foundation Trust

## OUR OPINION

In our opinion, the financial statements present fairly, in all material respects, the financial position of Telkom Foundation Trust (the Trust) as at 31 March 2021, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards.

## What we have audited

Telkom Foundation Trust’s financial statements set out on pages52 to 59 comprise:

- + the statement of financial position as at 31 March 2021;
- + the statement of comprehensive income for the year then ended;
- + the statement of changes in equity for the year then ended;
- + the statement of cash flows for the year then ended; and
- + the notes to the financial statements, which include a summary of significant accounting policies.

## BASIS FOR OPINION

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the *Auditor’s responsibilities for the audit of the financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Independence

We are independent of the Trust in accordance with the sections 290 and 291 of the Independent Regulatory Board for Auditors’ *Code of Professional Conduct for Registered Auditors (Revised January 2018)*, parts 1 and 3 of the Independent Regulatory Board for Auditors’ *Code of Professional Conduct for Registered Auditors (Revised November 2018)* (together the IRBA Codes) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities, as applicable, in accordance with the IRBA Codes and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Codes are consistent with the corresponding sections of the International Ethics Standards Board for Accountants’ *Code of Ethics for Professional Accountants* and the International Ethics Standards Board for Accountants’ *International Code of Ethics for Professional Accountants (including International Independence Standards)* respectively.

## OTHER INFORMATION

The trustees are responsible for the other information. The other information comprises the information included in the document titled “Financial Statements”. The other information does not include the financial statements and our auditor’s report thereon.

Our opinion on the financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## RESPONSIBILITIES OF THE TRUSTEES FOR THE FINANCIAL STATEMENTS

The trustees are responsible for the preparation and fair presentation of the financial statements in accordance with International Financial Reporting Standards and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the Trust’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the Trust or to cease operations, or have no realistic alternative but to do so.

## AUDITOR’S RESPONSIBILITIES FOR THE AUDIT OF THE FINANCIAL STATEMENTS

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- + Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- + Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust’s internal control.
- + Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.
- + Conclude on the appropriateness of the trustees’ use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust’s ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor’s report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor’s report. However, future events or conditions may cause the Trust to cease to continue as a going concern.
- + Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

**PricewaterhouseCoopers Inc.**

*Director: KJ Dikana*

Registered Auditor  
Johannesburg



# + Statement of Comprehensive Income

for the year ended 31 March 2021

	Notes	2021 R	2020 R
<b>Income</b>		<b>54 450 397</b>	63 869 527
Donations received	1.2	53 833 148	62 544 971
Interest received	1.3	617 249	1 324 556
<b>Expenses</b>		<b>(52 597 864)</b>	(75 054 177)
Programme expenses	1.12	(46 314 154)	(68 522 466)
Staff Expenditure	1.4	(5 529 369)	(5 423 292)
Office and Administration Expenses	1.11	(754 341)	(1 108 419)
Surplus for the year		<b>1 852 533</b>	(11 184 650)

# + Statement of Financial Position

as at 31 March 2021

	Notes	2021 R	2020 R
<b>ASSETS</b>			
<b>Current assets</b>			
Cash and cash equivalents	1.5	16 926 443	16 287 248
Accounts receivable	1.6	6 959 566	4 753 722
VAT receivable		671 050	348 197
<b>Total Assets</b>		<b>24 557 059</b>	21 389 167
<b>EQUITY</b>			
<b>Funds and reserves</b>			
Funds and reserves		23 138 120	21 285 586
<b>Total Equity</b>		<b>23 138 120</b>	21 285 586
Other payables	1.1.4	1 418 939	103 581
<b>Total Current Liabilities</b>		<b>1 418 939</b>	103 581
<b>Total Equity and Liabilities</b>		<b>24 557 059</b>	21 389 167

# + Statement of Cash Flows

for the year ended 31 March 2021

	Notes	2021 R	2020 R
Cash flows from operating activities		639 194	(1 665 313)
Cash generated by operations	1.7	21 945	(2 989 869)
Interest received		617 249	1 324 556
Net increase/(decrease) in cash and cash equivalents		639 194	(1 665 313)
Cash and cash equivalents at beginning of period		16 287 249	17 952 561
Cash and cash equivalents at end of period		16 926 443	16 287 249

# + Statement of Changes in Equity

as at 31 March 2021

	Programme Funds R
Balance at 1 April 2019	32 470 236
Deficit for the year	(11 184 650)
Balance at 31 March 2020	21 285 586
Surplus for the year	1 852 534
Balance at 31 March 2021	23 138 120

# + Notes to the Annual Financial Statements

## 1.1 ACCOUNTING POLICIES

The principal accounting policies which have been applied in preparing the Foundation’s annual financial statements are set out below. These policies have been consistently applied to all years presented, unless otherwise stated.

### Basis of Preparation

The financial statements of the Trust have been prepared in accordance with the International Financial Reporting (“IFRS”) as issued by the International Accounting Standard Board (“IASB”). The financial statements have been prepared in accordance with the going concern principle under the historical cost convention, as modified for revelation of land and buildings, the available-for-sale financial assets, other financial assets and financial liabilities (including derivative instruments) shown at fair value.

The preparation of financial statements in conformity with IFRS requires the use of accounting estimates. It also requires management to exercise its judgement in the process of applying accounting policies at the Foundation.

### 1.1.1 Income

Income from donations is recognised as the cash received or receivable.

Donations in the form of goods or services are recognised at the open market value of the goods or services being received.

Interest is recognised on a time proportion basis that takes into account the effective yield on the asset.

The Trust is registered for VAT, therefore income received is recorded exclusive of VAT (where applicable).

### 1.1.2 Financial Instruments

Financial instruments are initially recognized when the Trust becomes a party to the contractual provisions of the instrument. Financial instruments are initially recognized at fair value.

Financial assets, or a portion of financial assets, are derecognized when the Trust loses control of the contractual rights that comprise the financial asset. The Trust loses such control if it realizes the rights to benefits specified in the contract, the rights expire, or if the Trust surrenders those rights.

A financial asset is impaired if it’s carrying amount is greater than its estimated recoverable amount. At each balance sheet date, financial assets are assessed for objective evidence of impairment. If any such evidence exists, the recoverable amount is estimated, and an impairment loss is recognized in accordance with IFRS9.

Subsequent measurement of financial instruments carried on the statement of financial position is on the following basis:

### Cash and Cash Equivalents

Cash and cash equivalents consist of cash on hand, cash in banks, short-term deposits and bank overdrafts. These are at amortized cost where fixed maturity dates exist; otherwise these amounts are measured at cost. For cash flow purposes cash equivalents consist of cash at bank and on hand and instruments which are readily convertible to known amounts of cash.

### 1.1.3 Employee Benefits

The cost of short-term employee benefits (payments within 12 months after the service is rendered, such as paid vacation leave and sick leave, bonuses and non-monetary benefits such as medical aid), are recognised in the period in which the service is rendered and are not discounted.

The expected cost of compensated absences is recognized as an expense as the employees render services that increase their entitlement or, in the case of non-accumulating absences, when the absence occurs. The expected cost of profit sharing and bonus payments is recognized as an expense when there is a legal or constructive obligation to make such payments as a result of past performance.



### 1.1.4 Trade and Other Payables

Trade payables are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if payment is due within one year or less (or in the normal operating cycle of the business if longer) If not they are presented as non-current liabilities

Trade payables are recognised initially at fair value and subsequently at amortised cost using the effective interest rate method.

### 1.1.5 New Standards and interpretations

In the current period, the Trust has adopted the IFRS 16 standard on leases that is effective from 1 January 2019. The standard is not expected to have an impact on the Trust's financial statements.

#### Standards and interpretations in issue not yet adopted and not yet effective

#### IFRS 17 Insurance Contracts:

The IASB issued IFRS 17 Insurance Contracts which will replace IFRS 4 Insurance Contracts. IFRS 17 Insurance Contracts establishes principles for the recognition, measurement, presentation and disclosure of insurance contracts issued. The standard is effective for financial periods beginning on or after 1 January 2022.

The standard is not expected to have an impact on the Trust's financial statements.

### 1.1.6 Impact of the COVID-19 pandemic for financial year 2021. Covid-19 is not a subsequent event.

It was concluded that the declaration of COVID-19 as a state of disaster on 15 March 2020, which resulted in economic consequences due to a national lockdown that was effective on 26 March 2020.

COVID-19 is an unprecedented challenge for humanity and for the global economy with its effects subject to significant levels of uncertainty. These effects are both short-term and long-term in nature. The short-term effects are due to national lockdowns implemented by local governments in order to reduce the spread of the virus which resulted in a reduction of trade activity and a disruption in supply chains due to a restriction on local and foreign travel. The long-term effects will be due to an increase in the unemployment rate.

The duration and impact of the COVID-19 pandemic, as well as the effectiveness of government remains unclear at this time. It is not possible to reliably estimate the duration and severity of these consequences, as well as their impact on the financial position and results of the Trust for future periods.

From our perspective, the effects of COVID-19 are that we were not able to execute our projects as planned and as such had funding carried over to financial year 2022. We also had to convert all our programmes to online where possible to ensure continuity. There was no impact on income for financial year 2021 as funding had already been allocated by Telkom to the Foundation. The effects of COVID-19 on the income of the Foundation are seen in the donation allocation for the 2022 financial year as it is based on 1.5% net profit after tax.

### 1.1.7 Trade Receivables

Trade Receivables arises when Telkom allocates a budget to donate to the Telkom Foundation. At initial recognition, the trade receivables are recognised at the amount Telkom has allocated to donate to the Telkom Foundation.

Subsequently, the trade receivables will be realised when Telkom makes payments on behalf of the Telkom Foundation.

## 1.2 DONATIONS RECEIVED

All cash & non-cash donations in the current period, were received from Telkom SA SOC Ltd and its subsidiaries.

	2021 R	2020 R
<b>Donations</b>	<b>53 833 148</b>	62 544 971
Donations received from Telkom SA SOC Ltd	23 397 627	56 821 140
Donations received from BCX	20 942 500	0
Other donations received	3 910 131	249 952
In kind		
– Services paid by Telkom SA SOC Ltd	5 529 369	5 423 292
– Use of Telkom SA SOC Ltd facilities office space	53 521	50 587

## 1.3 INTEREST RECEIVED

All cash & non-cash donations in the current period, were received from Telkom SA SOC Ltd and its subsidiaries.

	2021 R	2020 R
Interest received from ABSA Bank	617 249	1 324 556

## 1.4 STAFF EXPENSES

The Trust does not employ staff in its own capacity. Staff costs represent the cost of employment of Telkom SA SOC Ltd staff dedicated to the activities of the Trust. All benefits are provided by Telkom SA SOC Ltd and are regarded as donations in kind, R5 529 369 for the current financial year and R5 423 292 for the prior (2020) year.

	2021 R	2020 R
Salaries	3 602 500	3 576 895
Allowances	1 240 735	1 239 099
Bonuses	27 634	43 081
Company Contribution	554 159	533 665
Other Benefits	36 045	-34 123
Training Cost	68 295	64 675
	<b>5 529 368</b>	5 423 292

## 1.5 CASH AND CASH EQUIVALENTS

	2021 R	2020 R
Foundation Current Account	152 771	1 542 507
Money Market Call Deposits	16 773 672	14 744 741
	<b>16 926 433</b>	16 287 248

The Money Market call deposits are funds invested on behalf of Telkom Foundation by Telkom SOC Ltd treasury. The interest rate for April 2020 was first calculated at 5.25% and decrease to 3.40% from July 2020 to March 2021. The decreased in interest rates was mainly due to the announcement made by the South African Reserved bank.

1.6 ACCOUNTS RECEIVABLE

	2021 R	2020 R
Donations receivable Telkom SA SOC Ltd	6 959 566	4 753 722

Any amount committed to by Telkom but not received is included in Accounts receivable. These amounts have not yet been utilised by the Trust.

1.7 CASH GENERATED FROM OPERATIONS

	2021 R	2020 R
<b>Surplus/(Deficit) for the year</b>	<b>1 852 533</b>	(11 184 650)
Adjustment for items that must appear on the cash flow		
Interest received	(617 249)	(1 324 556)
<b>Adjustment for non-cash items:</b>		
Non – cash donation received	5 582 890	5 473 879
Non-cash operating expenses	(5 582 890)	(5 473 879)
(Increase)/Decrease Working capital	(1 213 338)	9 519 337
<b>Cash generated from operations</b>	<b>21 945</b>	(2 989 869)

1.8 RELATED PARTIES

A related party relationship exists between the Telkom Foundation Trust and Telkom SA SOC Ltd. Through representation on the Board of Trustees, Telkom SA SOC Ltd can exercise significant influence over the financial and operating policy decisions of the Telkom Foundation Trust. In terms of the Trust Deed, the Board of Trustees consists of four Telkom SA SOC Ltd trustees and three public trustees.

Related party transactions:

Most of the operations of Telkom Foundation Trust are financed by Telkom SA SOC Ltd and BCX through donations to the Trust. BCX is a wholly owned subsidiary of Telkom.

1.9 TAXATION

No provision has been made for taxation as the Foundation has been approved as a Public Benefit Organization in terms of Section 30 of the Income Tax Act, and the receipts and accruals are exempted from Income tax in terms of Section 10(1) (cn) of the Act.

1.10 TRUSTEES’ REMUNERATION

These amounts have been included in office and administration expenses. Telkom SA SOC Limited employees appointed as trustees of the Telkom Foundation Trust do not receive remuneration.

	2021 R	2020 R
Ms Isaacs (Chairperson)	96 075	45 000
Mr. R Garach	55 875	37 500
Ms L Vilakazi	55 200	15 000
	207 150	97 500

1.11 OFFICE AND ADMINISTRATION FEES

	2021 R	2020 R
External audit fees	79 000	94 000
Trustees fees	207 150	97 500
Brochure and Printing	382 050	270 100
Consulting fees	0	421 973
Other Expenses	86 141	224 846
	754 341	1 108 419

1.12 PROGRAMME EXPENSES

	2021 R
<b>Focus Area</b>	
Digital skills	11 227 773
Education Programme	29 082 189
Social Development	6 004 192
	46 314 154

1.13 GOING CONCERN

The Trust’s ability to continue as a going concern is dependent on the continued support from Telkom SA SOC Ltd. Telkom SA SOC Ltd agreed to continue to support the Trust for the next twelve months. Accordingly, the financial statements do not include any adjustments relating to the recoverability and classification of assets, or to the amounts and classification of liabilities that might be necessary if the Trust is unable to continue as a going concern.

1.14 SUBSEQUENT EVENTS

The trustees are not aware of any other matter or circumstance since the financial year ended 31 March 2021 and the date of this report, or otherwise dealt with in the financial statements, which significantly affects the financial position of the trust and the results of its operations.



# +Glossary

ACE	Advanced Certificate in Education
B-BBEE	Broad-Based Black Economic Empowerment
CAPS	Curriculum Assessment Policy Statements
COVID-19	Coronavirus
CSI	Corporate social investment
FARMC	Finance Audit Risk Management Committee
IAS	International Accounting Standards
ICT	Information Communication Technology
NLSA	National Libraries South Africa
NYDA	National Youth Development Agency
PASS	Programme Analysis & Strategy Support
SOC	State-Owned Corporation
STEM	Science, Technology, English and Mathematics

# +Administration

## TELKOM FOUNDATION

Head of Foundation: Sarah Mthintso  
Nature of business: Charitable trust  
Trust registration number: IT5262/02  
Non-profit Organisation: 130004216  
Registration Number: 029-558-NPO

## COMPANY SECRETARY

Gherdia Prinsloo

## FINANCIAL OFFICER

Maggie Joubert

## REGISTERED OFFICE

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Website address: [www.telkomfoundation.co.za](http://www.telkomfoundation.co.za)

## AUDITORS

PWC

## BANKERS

ABSA Bank limited



[www.telkomfoundation.co.za](http://www.telkomfoundation.co.za)