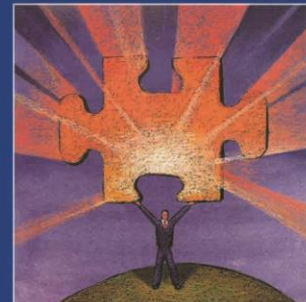
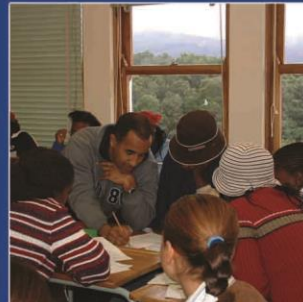


Thuthuka[®] Development Programme

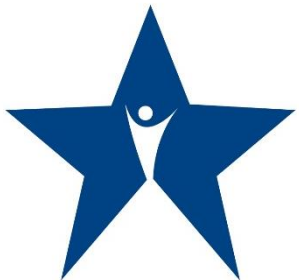
Presentation to the CBE– 7 February 2019

Nthato Selebi
Project Director



Contents

- Introduction
- Supply of talent
- Purpose
- Successes

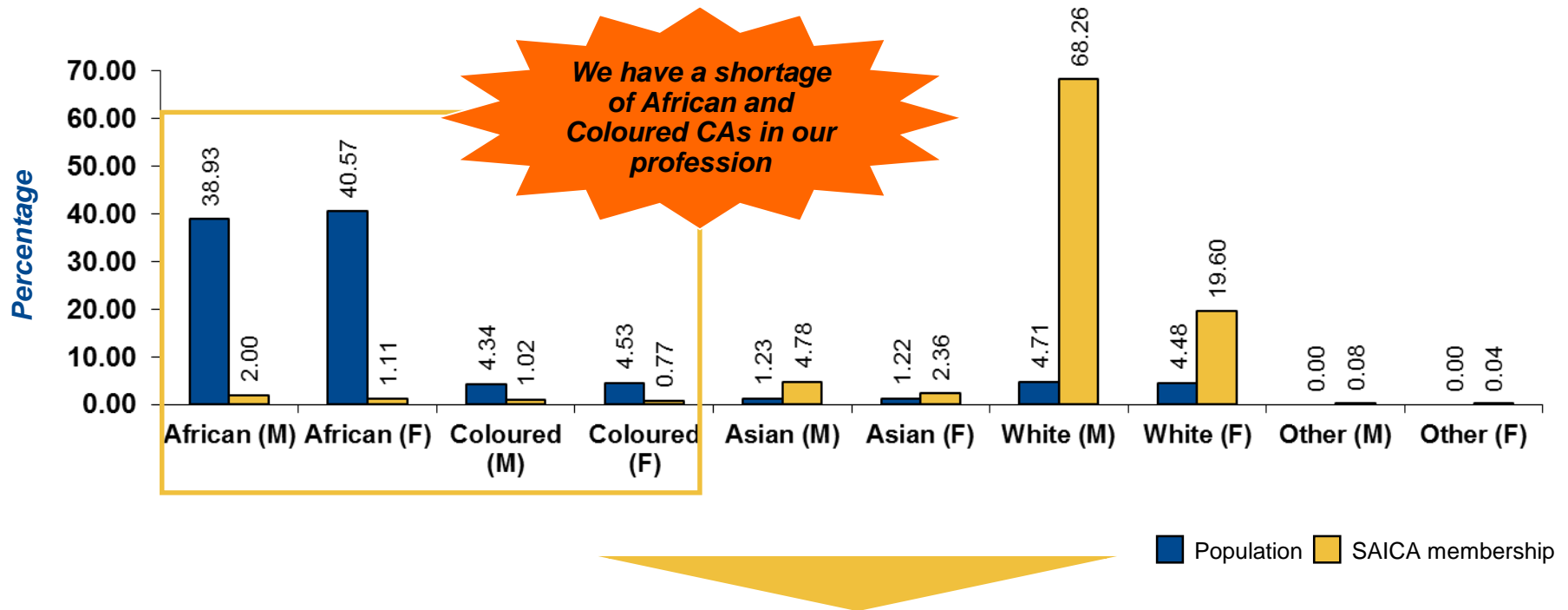


An introduction to Thuthuka[®]

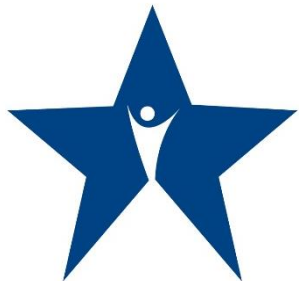


We have to transform the profession

South Africa demographics vs. SAICA membership, 2002



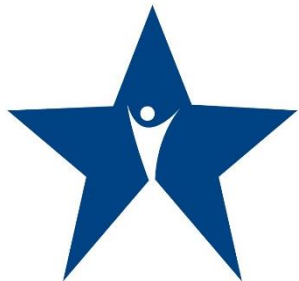
- SAICA membership need to **reflect South African demographics to be relevant to communities**
- Need to **grow our African and Coloured membership**:
 - Comply with BEE Charter Accountancy Profession
 - Rectify the supply and demand problem



Transformation progress thus far

SAICA membership: 2002 vs 2018

- **16% African & Coloured CAs(SA)** make up SAICA membership (vs 3% in 2002)
- **Now 1 in 4 CAs(SA) under 35 is African or Coloured**



Thuthuka®

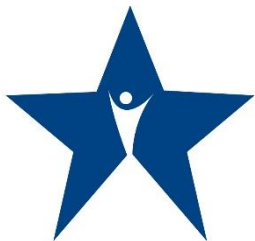
Thuthuka: “To develop”

Vision

The household name in *Accountancy development*.

Mission

For the membership of SAICA to *grow* and *reflect the South African population* demographics and to *uplift communities* in order to enhance the relevance of the profession for the *benefit of society at large*.

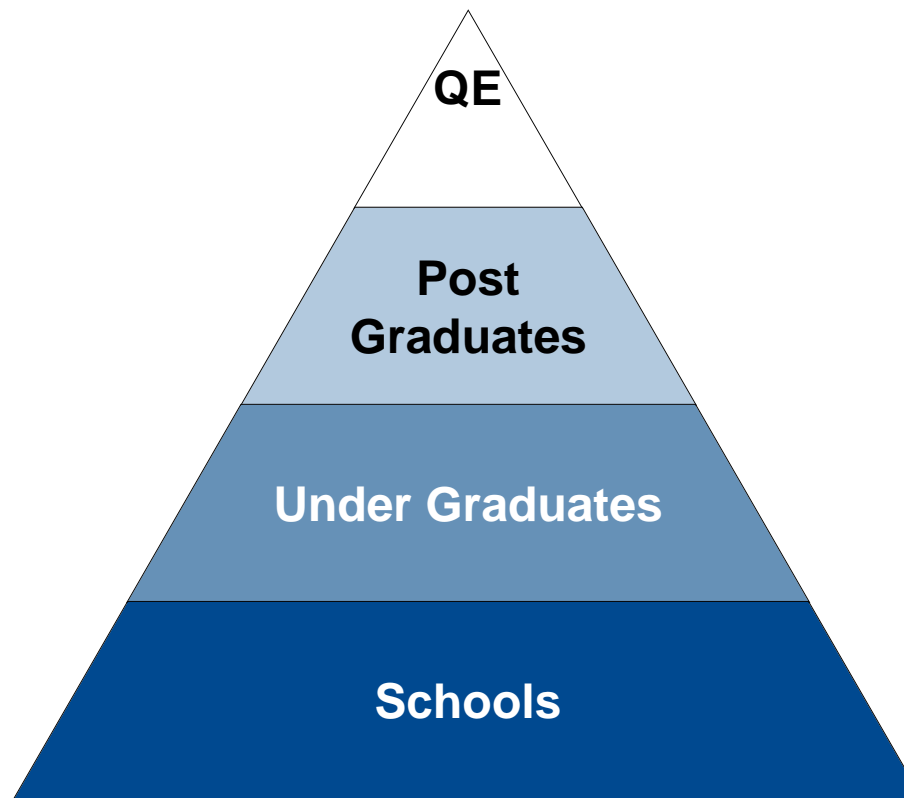


The supply of talent for the accountancy profession



The supply of our talent starts at school level

*The accountancy profession's
supply chain of talent*

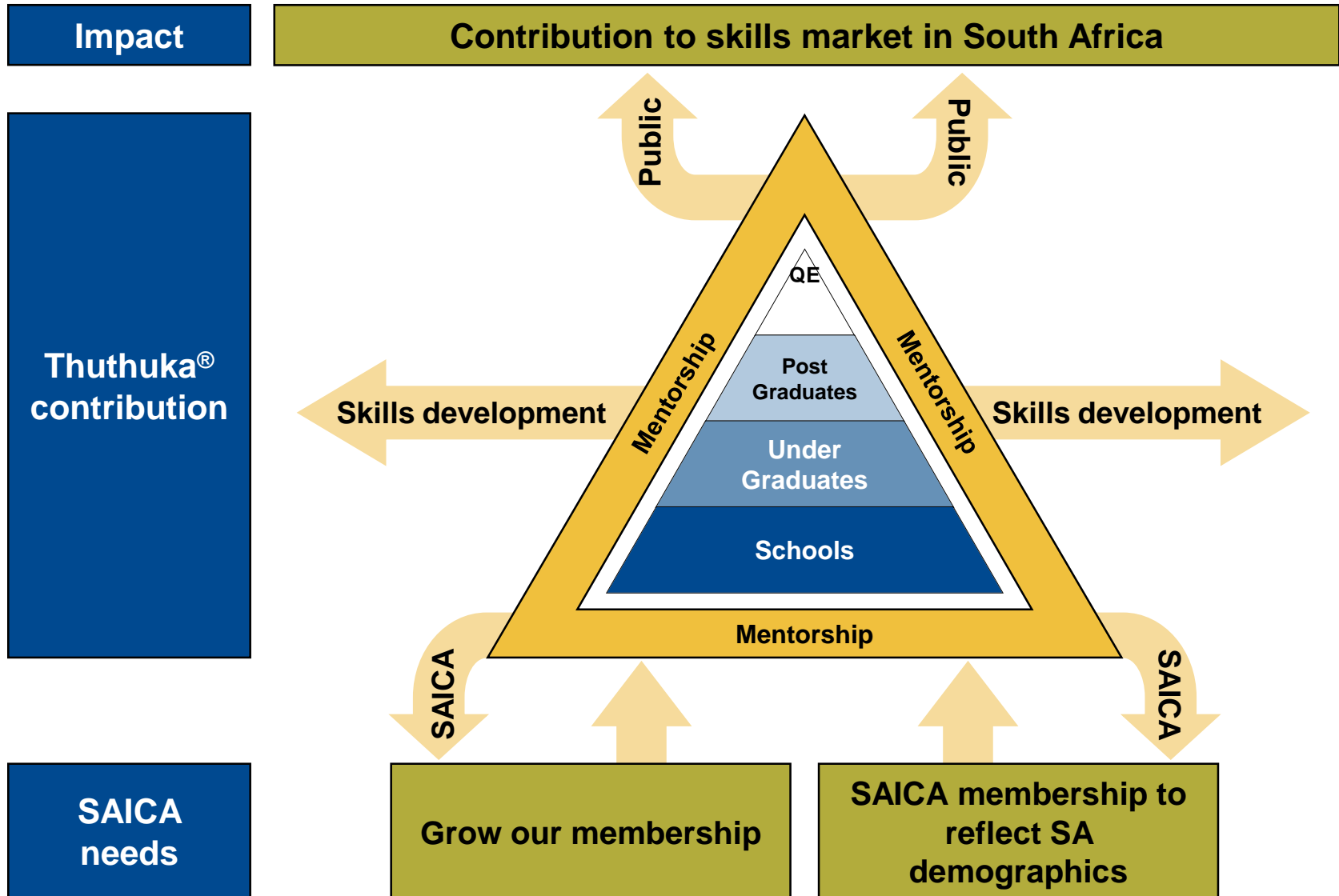




The purpose of Thuthuka®

“We know we have a
problem ... what can **we**
do for ***our country***?”

Our value proposition focus on uplifting the value chain



Thuthuka[®] has strategies for the challenges at school level



Challenges

- Lack of career awareness
- Inadequate subject guidance
- Inadequate building of numeracy and literacy skills
- Uneven standard of education

Strategy

- Grow potential pool of learners (Mathematics HG)
- Increase awareness of accountancy as a profession
- Provide programmes to improve results of learners and educators in Mathematics, Science, Accounting and English
- Identify talented learners for recruitment into tertiary level study



Thuthuka[®] has strategies for the challenges at undergraduate level

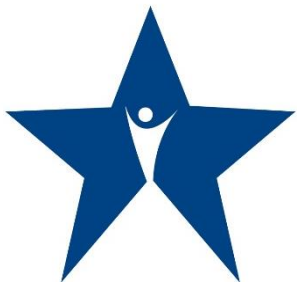


Challenges

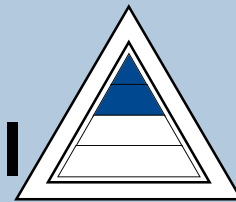
- Poor throughput pass percentages (African and Coloured)
- Little focus on life skills
- Inability of historically black institutions to get accredited
- Time-to-QE too long due to part-time studies
- Lack of effective learning model
- Lack of monitoring and mentoring
- Lack of funding

Strategy

- Widen tertiary curriculum to include life and business skills
- Increase provision of bursaries to African and Coloured students
- Get universities to sign an MOU to obtain commitment to Thuthuka and objectives
- Provide more and better supervision to bursary management
- Identify problematic courses for African and Coloured students at an early stage and implement remedial action
- Ensure enrolments reflect the country's demographics



Thuthuka[®] has strategies for the challenges at postgraduate and QE level



Challenges

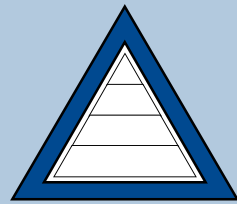
- Poor throughput pass percentages (African and Coloured students)
- Poor pass percentage in QE (African and Coloured entrants)
- Little focus on life skills
- CTA standards vary considerably
- Time-to-QE too long due to part-time studies
- Lack of effective learning model
- Lack of monitoring and mentoring
- Too many African and Coloured students study distance education
- Lack of funding

Strategy

- Widen tertiary curriculum to include life and business skills
- Attain uniformity of standards
- Increase provision of bursaries to African and Coloured students to study full-time
- Introduce formal repeat programme



Mentorship is a problem across all levels

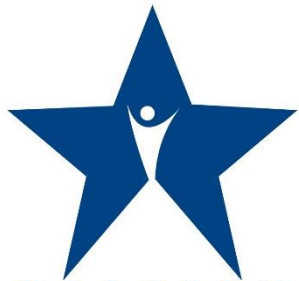


Challenges

- Insufficient support at all levels

Strategy

- Provide ongoing support at all levels to participants in the CA programme



The success of Thuthuka[®] to date

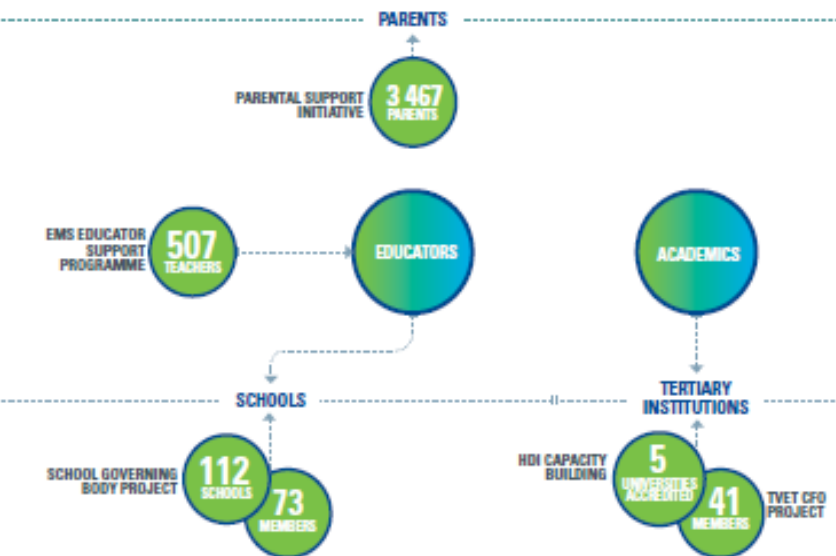
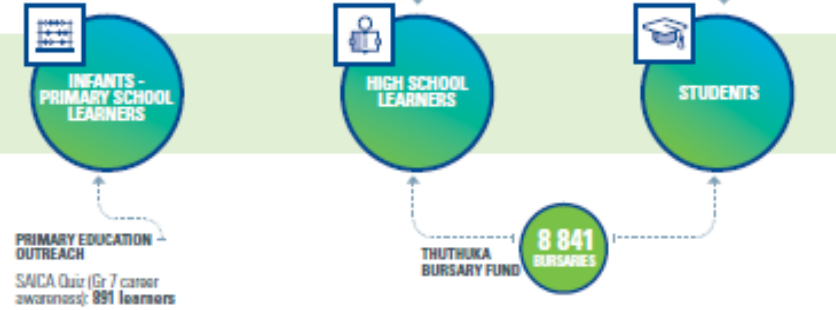


Thuthuka[®] is showing results

THUTHUKA IMPACT ON THE SAICA VALUE CHAIN (SINCE INCEPTION)

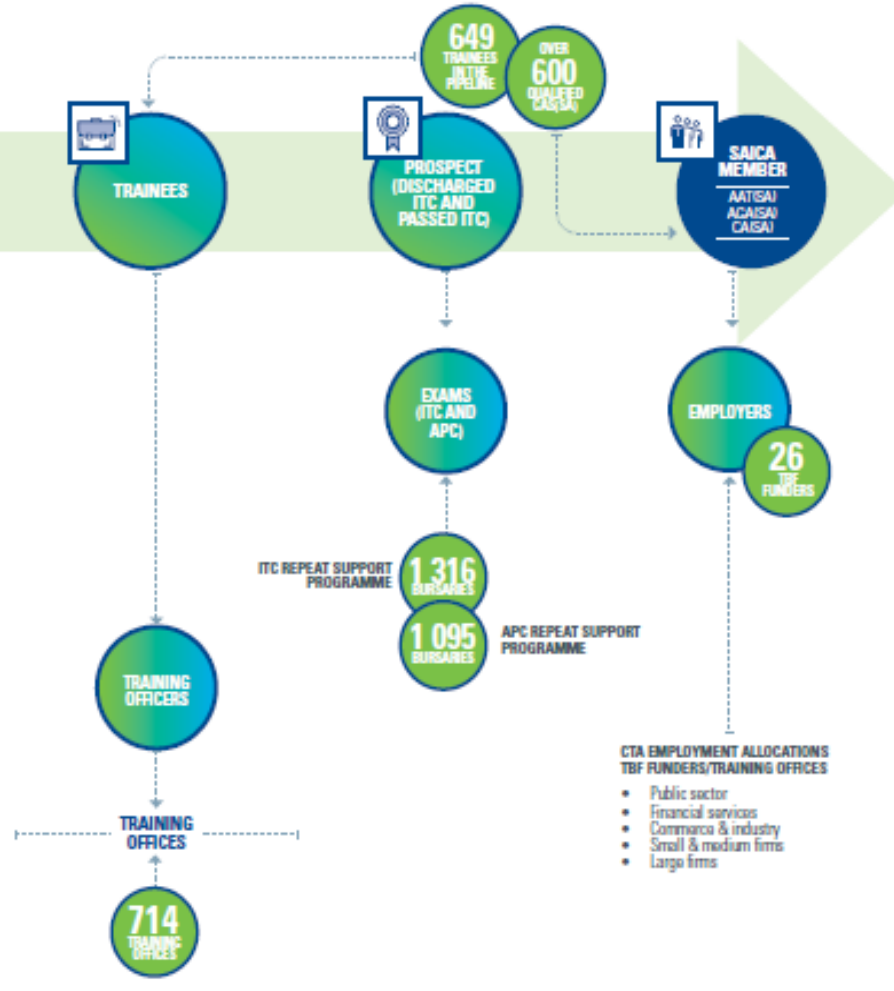
SECONDARY EDUCATION OUTREACH

Business development games: 3 749 learners
 Career awareness: over 1 million learners
 Development camps: over 24 000 learners
 Junior Accounting Olympiad: 9 580 learners
 Maths & Science Academy: 170 learners
 Orphaned learner support: over 11 900 learners
 Senior Accounting Olympiad: over 34 000 learners



TERTIARY EDUCATION PROGRAMMES

Full-time CTA Programme: 3 150 bursaries
 Part-time CTA Programme: 1 577 bursaries/support
 Student Leadership Summit: 270 students (top 30 per year)
 University support programme: 2 900 bursaries/ students supported
 Capacity-building programmes at HDIs: 8 608 bursaries



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**Over 1100
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CAS(SA)**

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Thank you