

2024 ANNUAL REPORT

Numeric[★]



OUR MISSION

is to help young South Africans excel in mathematics and to train and support the next generation of well-equipped and passionate teachers

2024 IN NUMBERS!

2 626

LEARNERS ACCEPTED
into our after-school programs in 2024

105

COACHES PLACED
to teach in our after-school classes

36

PARTNER SCHOOLS
in Johannesburg, Cape Town and Durban

89 HRS

FACE-TO-FACE EXTRA MATHS
tuition received by our learners

57 HRS

OF ADDITIONAL TRAINING
provided to our coaches

85%

NUMERIC COACHES
are B.Ed students studying towards teaching qualifications

64%

NUMERIC LEARNERS ARE FEMALE

92%

AVERAGE ATTENDANCE
across all Numeric after-school programs

81%

PERSISTENCE RATE
learners who started and finished the year with Numeric

WHERE WE WORK



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OUR VALUES

EXCELLENCE

We focus on quality in everything that we do. We recruit passionate people, deliver excellent teaching and training, and make a lasting impact.



INTEGRITY

We do what we say we're going to do. We are deeply and genuinely committed to our purpose, and we do the right thing even when no one is looking.



COMMUNITY

We value people. We build community within our team, amongst our coaches, and within the communities we serve. It is community that gives us a collective sense of purpose and the resolve to overcome great challenges.



TRUST

We provide autonomy for team members to accomplish the tasks expected of them and trust them to use creativity to achieve our goals.



LEARNING

We are constantly learning and seek to use our learning to improve ourselves and our programs. We deeply value and respect diverse perspectives and rely on open dialogue and honest feedback to improve.



TRACK RECORD

"What I like about Numeric is that if you don't understand something, you can tell the other learners in class and they will show you the way to do it properly." - Learner, Cape Town

Key Metrics	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total Annual Budget	R3.18m	R5.58m	R9.42m	R10.01m	R7.91m	R9.53m	R8.4m	R10.09m	R11.86m	R13.78m	R15.29m
Operating Sites	28	35	43	40	36	41	45	44	41	41	36
Classrooms	52	71	97	86	75	89	98	98	104	112	104
Learners	1022	1457	2155	2128	1889	2221	2469	2138	2477	2796	2626
Placed Coaches¹	38	62	84	92	75	89	98	100	104	119	105
Unplaced Coaches¹	-	-	-	-	-	-	-	-	-	36	98
Attendance Rate	89%	94%	93%	94%	93%	91%	90% ²	83%	87%	89%	92%
Persistence Rate	74%	82%	83%	85%	86%	85%	97%	77%	76%	78%	81%
Average Learners per Class	20	21	22	24,7	25,2	25	25,2	21,6	23,8	24,2	22,3
Contact Hours	95	96	97	92	96	104	20+51 ³	76+11 ³	98	85,3	89
Full time staff	6	10	15	14	15	17	17	17	17	19	20

¹ Coaches are university students who complete a one-year teaching internship in our after-school programs

² Refers to in-person classes in the 1st and 4th terms

³ In-person hours plus distance learning hours

THANK YOU, SIBONELO!

After three incredible years as Numeric's CEO and eight years of dedicated service to the organisation, we bid you a bittersweet farewell. Sibonelo, your leadership has been instrumental in shaping the Numeric Maths After-school Program and Teaching Internship into what they are today. You were also key in launching our Newly Qualified Teachers Program. We are deeply grateful for your unwavering commitment to ensure that Numeric has made the most meaningful impact on their beneficiaries possible.

While we would love to have you with us for another eight years, we understand and respect the call of your soul to return home, to share your expertise where it is needed most, in the rural Eastern Cape. Your legacy at Numeric will continue to inspire us, and we have every confidence that the foundation you've built will propel the organisation to even greater heights under new leadership.

You leave behind a team, a board, schools, university partners, funders, interns, parents, and countless learners who have been touched by your dedication. Thank you for your grace and your leadership and for fostering a culture of growth and excellence. Most of all, thank you for your heart, full of gratitude, humility, and a relentless drive to make a difference.

Numeric would not be what it is today without you. As you embark on this next chapter, know that you carry our deepest respect, admiration, and warmest wishes. You will always have a home at Numeric.

With immense gratitude,
The Numeric Team



EXECUTIVE SUMMARY

Dear friends, supporters and partners

Since planting my feet under the desk in October 2024, I have been able to see and feel the deep foundations of dedicated service towards a clear mission to help young South Africans excel in maths and to equip the next generation of well-equipped and passionate teachers. The expertise, commitment, and passion from the leadership team and board have been invaluable as I learn the intricacies of our operations and embrace this new role.

As Numeric steps into this next chapter, we do so with deep appreciation for the stability and strength that the outgoing CEO, Sibonelo, was able to instill. Through this transitional period, we're very proud to present remarkable results for 2024.

Learners	2023	2024
Learners Accepted	2 796	2 626
Hours of in-class time	84	89
Avg. Attendance	89%	92%
Persistence	78%	81%
Net. Shift - Grade 7 Year-1 (percentage point)	10.3	9.45
Coaches	2023	2024
Placed Coaches	119	105
Unplaced Coaches	36	98
Gross Shift (percentage point)	33	34

Being halfway through the current five-year strategic plan launched in 2023, it is evident that the identified priorities have propelled the organisation into exciting new areas of growth.

Reflecting on a number of the strategic priorities:

1 **HR & Ops:** An organogram that allows 21 highly effective people across our three provincial offices to work towards our strategic goals

2 **Coach Development:** 203 coaches were trained in 2024, of which 105 were placed. Those that aren't placed still receive 140 hours of additional teaching development, and in 2025, we're prioritising the understanding of the true value of this time and training on their teaching skills and classroom confidence.

3 **Coaching Alumni and Newly Qualified Teacher's Program:** 90 of our 376 alumni were actively engaged in 2024 with the successful forming of our first alumni committee and a successful collaboration with the Jakes Gerwel Fellowship Alumni.

4 **Year-2 program:** The curriculum has been extended to match the needs of Grade 6 learners, the external assessment tool helps to monitor and evaluate its impact, and additional coach development has been added to ensure effective delivery.

5 **Monitoring, Evaluation and Learning:** The external evaluation process, conducted by our Monitoring and Evaluation partner, Ukufunda Education, continues to track and evaluate all areas of the program, guiding decision making and the delivery of the program. We have been sharing the results of our Learner Longitudinal Study which was conducted in 2023 and have started conversations regarding expanding the study.

6 **University Partnerships:** The relationships with our partner universities allow us to remain close to the holistic development of the next generation of teachers. Together, we're working towards equipping new teachers with the maths content and pedagogy skills they need to thrive in their careers.

Our shared mission is to empower young South Africans to excel in maths while developing a new generation of skilled, passionate teachers for the public school system. Each year, 200 teachers experience the transformative "Numeric Effect"—amplifying their impact on the 35+ learners they will move on to teach annually, throughout their careers. Combined with the 2,500 learners we support directly each year, we are steadily building a legacy of deep, sustained impact across the education system.

Thank you for joining us on this mission - we rely on every player on this team!



Sincerely,
Tori Gardner



WHY WE EXIST

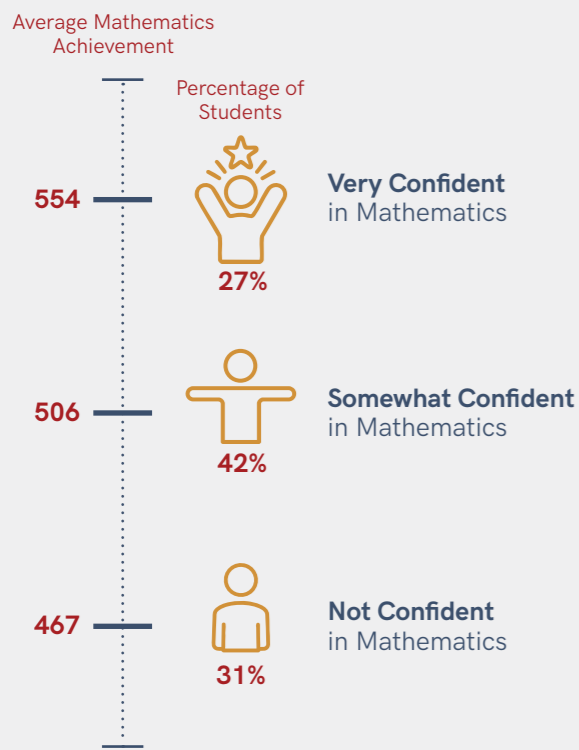
The Trends in International Mathematics and Science Study (TIMSS) 2023 has released its latest findings, providing a detailed look at the state of maths and science education globally. For South Africa, the results reveal both challenges and opportunities, particularly in maths achievement and the experiences and attitudes of learners toward the subject.

South Africa's performance in TIMSS 2023 highlights significant challenges in maths education. The country ranked among the lowest-performing participants, with average scores well below the TIMSS intermediate international benchmark. This indicates that a large proportion of South African learners are not achieving basic proficiency in maths, which is critical for future academic and career success.

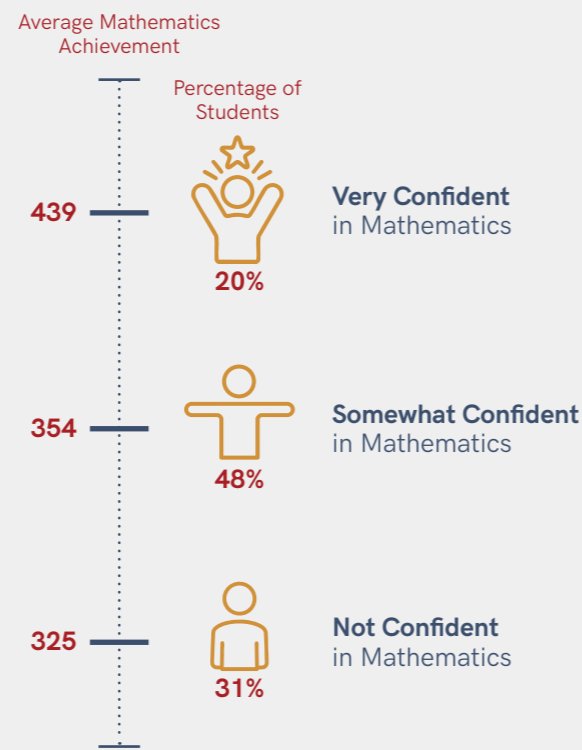
At the **grade 4 level**, South African learners scored an average of **362 points** in maths, significantly lower than the **TIMSS center point of 500**. These results underscore the urgent need for systemic improvements in maths teaching and learning across the country.

The TIMSS 2023 results also provide valuable insights into South African learners' experiences and attitudes toward maths. Unfortunately, the data reveals a troubling trend: many South African learners report negative experiences and attitudes toward the subject. A significant percentage of learners expressed anxiety, frustration, and a lack of confidence in their mathematical abilities. For example, only 20% of grade 4 learners said they "feel confident in maths," compared to the international average of 27%.

International Grade 4 Learner's Confidence in Maths

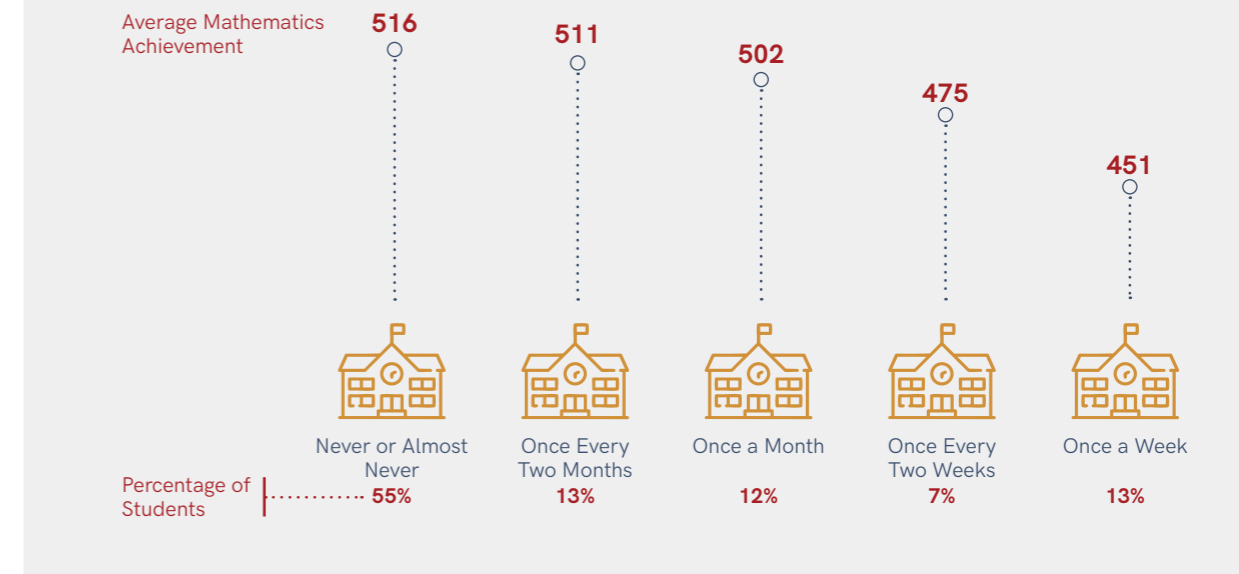


South African Grade 4 Learner's Confidence in Maths

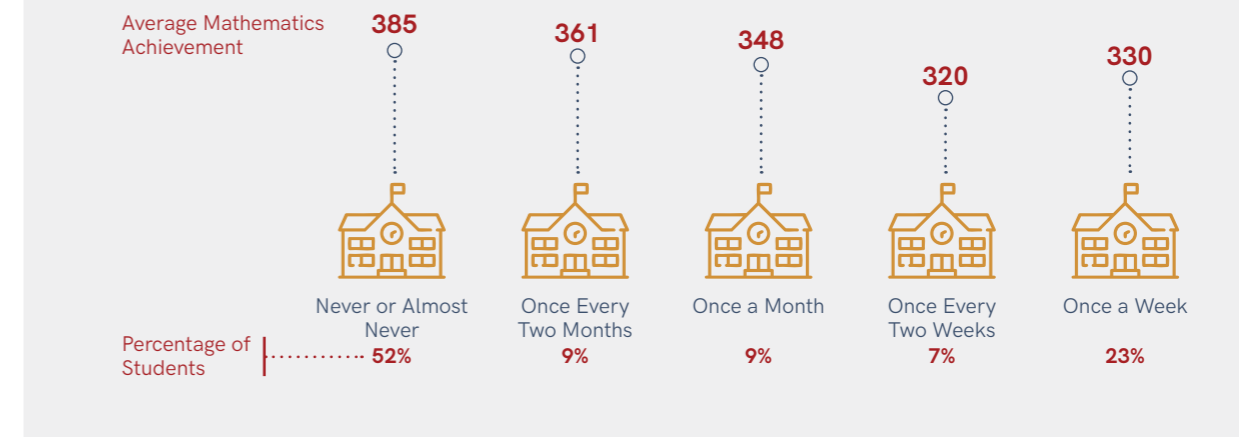


Additionally, the TIMSS 2023 highlights the impact of learner absenteeism on educational outcomes. The study reveals that frequent absenteeism is linked to lower achievement scores in maths and science across participating countries. It underscores the importance of regular school attendance for maintaining academic progress and addressing learning gaps.

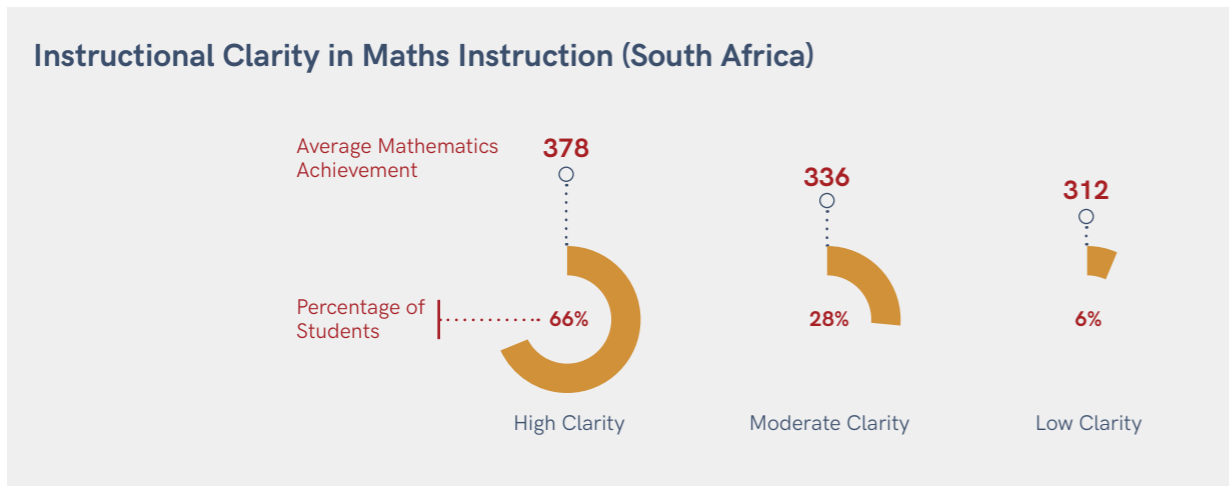
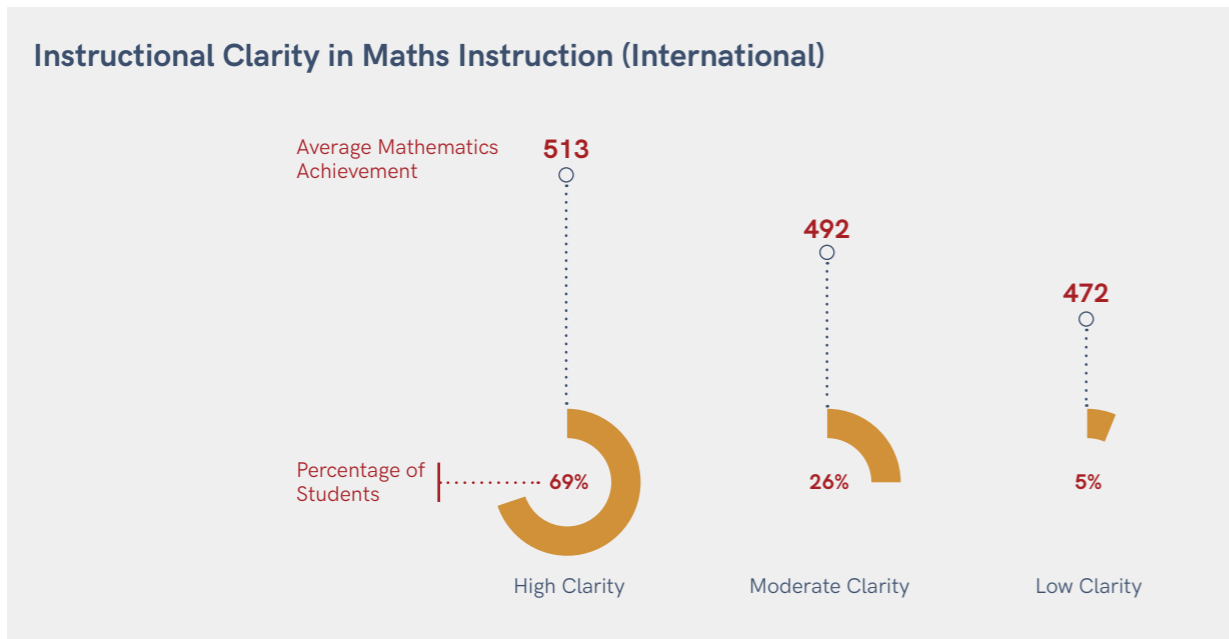
International Absenteeism and Maths



South African Absenteeism and Maths



The TIMSS 2023 findings emphasize the critical role of teachers in shaping learners' attitudes and performance. The TIMSS 2023 results indicate that the clarity of teaching instruction significantly influences student performance, with clearer instruction correlating to higher achievement scores. In South Africa, where our results are lagging behind global benchmarks, improving the clarity and quality of teaching instruction could play a crucial role in addressing learning gaps and enhancing overall academic performance.



Teachers who use interactive and practical teaching methods, such as real-world examples and group problem-solving, were more successful in fostering student engagement. At Numeric, we train our teaching interns with the knowledge, skills and teaching methods that are relevant and ensure the learners develop confidence to excel in maths.

The TIMSS 2023 results paint a sobering picture of maths education in South Africa, but they also provide a roadmap for improvement. By not only addressing our learners' maths content knowledge but also fostering positive learner experiences and attitudes, Numeric is working towards closing the achievement gap and equipping its learners with the mathematical skills needed for future success.



On being asked 'why did you want to join Numeric?': "I made the decision for MYSELF, because I am the one that wanted to do better in maths." - Learner, Cape Town

WHAT WE DO

At Numeric, we focus on three core activities:

1

After-school maths programs for primary school learners

- 36 partner schools in three different geographies. 2-4 classes are run at each partner school
- Each class has 25 learners
- Classes are held after school, twice a week
- Learners receive 100 hours of extra maths tuition over the year
- Numeric learners improve 2x more than their non-participating peers

2

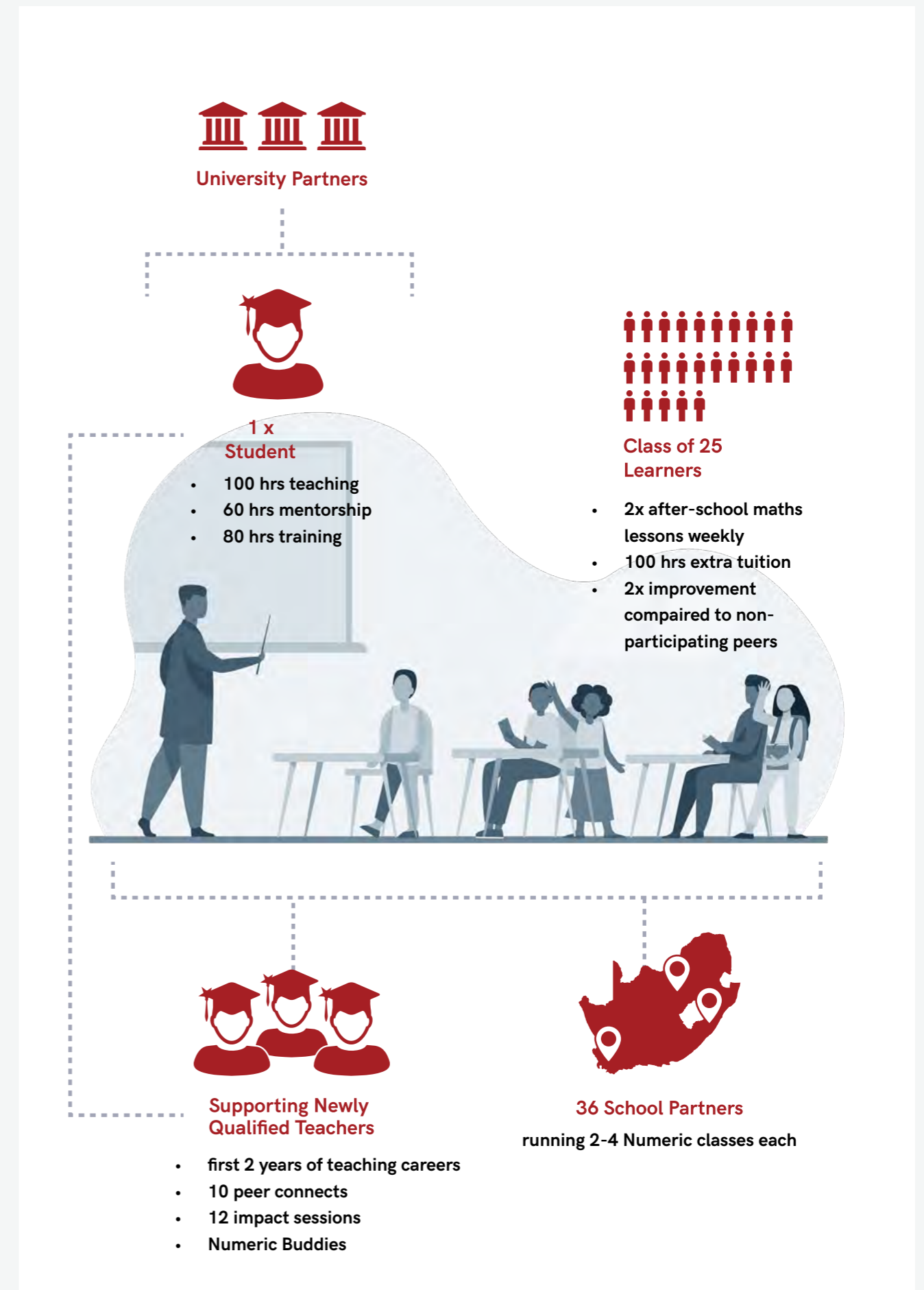
Teacher development

- Students from our university partners (UKZN, UWC, CPUT and UJ) participate in our teaching internship
- Working as coaches in our after-school classes
- Interns complete 100 hours of practical teaching time
- Interns participate in an 80-hour intensive training camp
- Interns receive 60 hours of ongoing mentorship throughout the year

3

Newly qualified teachers program

- Aimed at newly qualified teachers as they transition into their roles
- Receive support and development during the first 2 years of their teaching careers
- Share experiences together during monthly Online Peer Connect Sessions
- Develop and grow professionally at our quarterly Impact Sessions
- Create a support network with the Numeric Buddy program



"Numeric is a great program. It lets you experience new things about maths and gives you the chance to learn about the things that you were struggling with before." – **Coach, Cape Town**

1

AFTER-SCHOOL MATHS PROGRAM

Learners participate in an after-school program that aims to provide them with solid foundations in maths in primary school that will help them succeed in high school and beyond. The focus of the program is providing high-impact in-person classes. In addition to helping learners build strong maths foundations, we also help our learners grow their confidence and improve their attitude towards the subject. We hope they shift from "Maths is hard, I don't even want to try" to "I don't know this one, but I'm going to try and work it out."

In 2024, we:

- ✔ Accepted **2626** learners into our programs
- ✔ Delivered **89** hours of in-person contact time per class
- ✔ Achieved **92%** average attendance for our after-school classes
- ✔ Retained **81%** of learners for the whole year (persistence rate)
- ✔ Reached **64%** female participants
- ✔ Worked with Grade 6 and 7 learners
- ✔ Partnered with **36** primary schools in Cape Town, Johannesburg, and Durban

In 2025 we aim to:

- ✔ Partner with **37** primary schools
- ✔ Accept **2500** learners
- ✔ Achieve **90%** attendance
- ✔ Achieve **85%** persistence rate
- ✔ Provide **100** hours of in-person contact time

OUR LEARNERS

In 2023 and 2024, seven of the girls participating in our after-school maths classes in Durban were lucky enough to be selected to attend the Oprah Winfrey Leadership Academy for Girls (OWLAG). Our learners took part in several rounds of testing and interviews, and out of thousands of young girls who apply each year, our learners were selected for this life-changing opportunity.

Two of these learners spoke with us about their time at Numeric, what it meant to them and how it helped them achieve.

**NTHANDOKAZI,
FORMER LEARNER**
~DURBAN



"I was always good in maths, but I needed something to give me a little push to be excellent in maths. My coach was a kind person, she would smile all the time. I liked that, I don't like angry people.

My future is going to be bright. I will respect myself and others. I feel excited about my new school, but also a little nervous. There are going to be many different girls there that I don't know. I only have one friend going there. I will get a better education. Numeric helped me get here, doing drills especially when I reached level 1. I am a slow person, but to do well in the drills, you have to be fast. So, practicing the drills helped me to make my brain faster. Now I am even better at maths, I know maths, I can do well in maths."



**AMAHLE,
FORMER LEARNER**
~DURBAN

"I didn't like math before Numeric. I thought that I would be bored in after-school classes and that they would cost my mom a lot of money. But then, as time went by, I was starting to have fun. I really liked Coach Gwanda; she made everyone feel comfortable in her classes. She made maths fun.

Now that I am finished with Numeric, I really like maths. I always thought that it was hard and challenging, but when I got to Numeric, I learnt that it can be easy if you just try to understand it and have patience. It's best to be confident in yourself. At first, I was very shy, and I didn't speak in class, but later, I became more confident at maths and started speaking up in class more."

TEACHER DEVELOPMENT

Our year-long teaching internships develop the next generation of teachers through maths content and pedagogy training, individualised mentorship, ongoing personal and professional development, and practical teaching experience.

In 2024, we:

- ✔ Placed **105** coaches into our year-long teaching internship
- ✔ Developed a coaching cohort of **85%** B.Ed. students
- ✔ Recruited coaches from UWC, CPUT, UCT, UJ, and UKZN
- ✔ Completed **80** hours of pre-internship boot camp training
- ✔ Improved the maths content knowledge of our 2024 coaches by **34pp**; they achieved an average baseline of 54%, and at the end of the year, they achieved an average endline result of 88%
- ✔ Reached over **900** coaches to date

In 2025 we aim to:

- ✔ Place **104** coaches in classes
- ✔ Develop a coaching cohort of **85%** B.Ed Students
- ✔ Host an **80**-hour training camp for our coaches
- ✔ Provide our coaches with **100** hours of in-class teaching time
- ✔ Ensure our coaches receive **60** hours of ongoing mentorship and workshop

OUR COACHES

NONKULULEKO, COACH
~DURBAN



“One of the most rewarding aspects of being a Numeric coach was the positive relationships I built with my learners. They would often listen attentively to my instructions, and some even trusted me enough to share their personal secrets with me. However, I also faced challenges, such as ensuring that all learners remained engaged and motivated throughout the lessons. Unfortunately, I experienced a dropout, which highlighted the importance of ongoing support and monitoring.

Despite the challenges, my experience as a Numeric coach has been incredibly enriching. I have gained valuable skills, built meaningful relationships with my learners, and seen first hand the impact of effective teaching strategies.

In addition to my role as a Numeric coach, I was also a university student and a university tutor. Being a Numeric coach helped me to develop the skills and confidence I needed to excel in these roles. As a university tutor, I was able to apply the teaching strategies I learned from Numeric to my tutoring practice with great success. My university students responded positively to my teaching style, and I was able to help them achieve their academic goals.

As a university student, I was able to balance my academic responsibilities with my coaching and tutoring commitments, thanks in part to the workshops (Coach Developments) and training sessions provided by Numeric. These workshops, which were held monthly, covered topics such as time management, goal setting, mental health awareness and work-life balance. They were incredibly helpful in supporting me as I navigated my multiple roles.

Currently, I am doing my teaching practice as a 4th-year student, teaching maths to grade 6 learners. I am also implementing the teaching strategies I learned from Numeric. I am pleased to report that these strategies are highly effective in promoting learner engagement and understanding. My learners are responding positively to the lessons, and I can see the impact of Numeric’s teaching methods on their academic performance. I plan to continue coaching with Numeric until the end of this year (2025) and hope to have a Numeric class of my own after completing my teaching practice.

I would like to express my gratitude to Numeric for providing me with the opportunity to develop my skills and gain valuable experience as a coach. I appreciate the ongoing support and guidance I have received from my managers, and I am grateful for the experience of working with such a supportive team.”

NEWLY QUALIFIED TEACHERS PROGRAM

Our Newly Qualified Teacher (NQT) Program seeks to continue supporting our interns after they graduate. Our aim is to help newly qualified teachers as they transition into their roles as teachers by providing these new teachers with support and development.

In 2024, we:

- ✓ had **90** active alumni participate in the NQT Program
- ✓ established our first Alumni Committee
- ✓ hosted **10** Online Peer Connect sessions
- ✓ collaborated with the Jakes Gerwel Fellowship Alumni in online peer connects to expand our alumni's network.
- ✓ held **9** in-person Impact Sessions with our alumni at our offices across all three geographies
- ✓ surveyed **71%** of our alumni, **75%** of whom are engaged in teaching roles, and **71%** of these alumni are teaching maths

In 2025 we aim to:

- ✓ have **75** alumni participate in our NQT Program
- ✓ conduct **12** Online Peer Connect Sessions for the Alumni
- ✓ host **12** in-person Impact Sessions across all three geographies
- ✓ establish **5** pairs of Numeric Buddies in each of the geographies
- ✓ collaborate with other like-minded Alumni programs for the benefit of all newly qualified teachers

OUR ALUMNI

KHULEKANI, NEWLY QUALIFIED TEACHER



"Being away from the familiar surroundings of our Numeric community, I experienced a sense of isolation and uncertainty. However, the NQT/Alumni program has been instrumental in helping me navigate these challenges. The program's emphasis on emotional, psychological, and academic support has been invaluable in addressing my initial anxieties and fears. I remember that the theme for the entire program was "Powerful teachers make powerful learners", and it really resonated with me as a new teacher who wanted to leave an impact in those young minds of learners. Also, there was an impact session which talked about the learning barriers, and it was very informative. From that day, I was able to assist my learners who had different learning barriers as I had an understanding by then.

The NQT program has built upon these foundational skills, providing me with targeted support and guidance as I transitioned into my teaching role. The program's focus on self-reflection, peer feedback, and mentorship has helped me refine my teaching, develop greater confidence, and foster a growth mindset. Moreover, the NQT community has provided a sense of belonging and connection, which has been particularly valuable as I navigate the challenges of teaching in a new geo. I recently moved to Limpopo this year and at the beginning I was fearful that I was not going to be able to manage and adapt as it is also the first time teaching maths in FET and I was worried about the language barrier issue, but on the first OPC, I vented my concerns and the advices I got from the alumni really helped me and some of the alumni even provided me with the teaching material and resources which has made things easier for me.

I am grateful for the comprehensive support and training I received from Numeric, which has laid the foundation for my successful transition into teaching. The NQT program has been a vital extension of this support, helping me address the unique challenges of teaching and equipping me with the skills and confidence to excel in my role. I am also still going to be part of the program even though I am far from the Numeric offices, and I will make an exception for some of the Impact sessions as I see the value in the program."



PROGRAM MANAGERS

At Numeric, we are incredibly proud to see some of our teaching interns return after graduation to join our team as Program Managers. Their journey from coach to Program Manager is a testament to their passion for teaching and their commitment to our mission. These individuals bring a deep understanding of our programs and a genuine desire to support and mentor the next generation of teachers. Their return not only strengthens our team but also reinforces the enduring impact of the Numeric community.

**EVANS,
PROGRAM MANAGER**
~JOHANNESBURG



“As a coach, I focused on the immediate classroom and my direct impact on learners. Now, as a Program Manager, I see the bigger picture, overseeing multiple classes, solving cross-team challenges, and ensuring program cohesion. I’ve gained a deeper appreciation for the logistics, coordination, and stakeholder management behind Numeric’s success.

Before, I worked hands-on with a single class using ready-made resources. Now, I understand the effort behind setting up a class. From recruitment and parent presentations to coach assignments and LMS setup. It’s like juggling flaming torches while riding a unicycle! The behind-the-scenes work to keep everything running smoothly has been a real eye-opener.”



**MONICA,
PROGRAM MANAGER**
~DURBAN

“As a coach, I’ve always seen Numeric as an incredible program. One that empowers young teachers and learners alike. It’s a place where student teachers don’t just learn to make maths easier but also grow in confidence, transforming into truly exceptional educators. Now, as a Program Manager, my belief in Numeric’s mission hasn’t changed, but I’ve gained a deeper understanding of how the organisation supports teachers throughout their entire journey.

Looking ahead, I envision the program expanding nationwide, creating meaningful change for even more learners and student teachers. I also hope to see Numeric embrace technology, enhancing teaching and learning in ways that align with our evolving digital landscape. Finally, I’d love to see partnerships with international maths programs, exposing our coaches to diverse teaching strategies from around the world.”

**SIBUSISO,
PROGRAM MANAGER**
~CAPE TOWN



“When I first started as the only Program Manager in Cape Town, the role felt overwhelming. While I had been a coach before, I didn’t fully grasp the PM’s responsibilities until unexpected support changed everything.

I was invited to Durban, where Luvuyo, the Chief Program Manager, helped demystify the role. Meeting Nox, Zama, and Luvuyo gave me clarity—suddenly, decisions that confused me as a coach made sense. Returning to Cape Town, my mission was clear: create a safe, empowering space for my coaches to grow and pass that growth on to their learners. With this new understanding, I put my learning into action, and soon, I was no longer alone. I became part of a full team.”



**BONGOKHULE,
PROGRAM MANAGER**
~DURBAN

“When I joined Numeric, I thought I knew what passion for teaching looked like, but this organisation showed me how much deeper it could go.

My Program Manager believed in me more than I believed in myself. At times, I’d think, ‘Is this really me they see?’ That’s the magic of a great PM, their faith unlocks potential we don’t always recognise. Without that support, my learners wouldn’t have thrived the way they did.

Numeric didn’t just fuel my passion; it transformed my teaching. The tools, strategies, and insights I gained reshaped everything—from classroom management to student engagement, even parent interactions. I learned to understand my students, not just teach them.

Because of Numeric, my students didn’t just learn maths—they grew to love it. There’s a difference between loving to teach and knowing how to teach well. Numeric bridged that gap for me. So thank you, Numeric and especially my PM, whose unwavering belief didn’t just change my career. It changed my students’ lives.”



Exercise 25. Lowest Common Multiple (LCM)

Using the prime factorisation method, find the LCM of the following numbers.

35.2 ✓ 35, 11, 13.
LCM (8; 28)

4 = 2 x 2
5 = 5
7 = 7
LCM = 2 x 2 x 5 x 7 = 140

"I like how our coaches treated us with love and respect. You must always love and respect everyone. I also liked the lesson about geometric straight lines." - Learner, Cape Town

OUR PARTNERS

1 SCHOOLS

We engage our partner schools by:

- collaborating with dedicated liaison teachers who work with us throughout the year,
- building relationships with school management and school governing bodies, and
- working with school partners to support the smooth running of our programs in their schools.

.....

Mr Mangali, Principal of Bardale Primary School - Cape Town

Mr. Mangali is the principal of Bardale Primary School, Numeric's longest-standing partner school. Since the inception of our partnership, Mr. Mangali has been a member of the leadership team, guiding Bardale Primary with an unwavering commitment to educational excellence. Mr. Mangali's enduring presence and partnership have not only strengthened the bond between our organizations but have also made a lasting impact on the lives of countless students and educators.

"For the last 11 years, Numeric has been enriching the learners at Bardale Primary. Improving their performance in class, when compared to the learners who don't participate in Numeric, to such an extent that I have requested Numeric to include some areas that we really are struggling with in terms of our systemic testing.

When Numeric first approached us about running their classes, the school was still very young. We wanted to grow our school, and we wanted our learners to be exposed to the Numeric classes. It did take some time for us and our learners to become acquainted with Numeric, but we saw the importance of what Numeric was doing. Rome wasn't built in a day.

Our learners come back to see us after finishing high school, and they want to share their good results. Hearing these stories is why we want to continue our relationship with Numeric.

We are happy with the Numeric interventions and the classes that they are offering our learners. Numeric has to continue enriching our learners and help their performance to be much better at maths."

2 PARENTS

We engage parents in their children's learning by:

- hosting two parent meetings for each school per year,
- training parents on how to use Numeric's learning tools at home with their children,
- preparing and sharing quarterly reports on learner progress for all four terms of the year, and
- giving direct contact numbers of a Numeric Program Manager responsible for their child's school. This gives the parents easy access if they have questions about their children or the program.

"Hello. Thank you for the hard work. Itumeleng really enjoyed himself. I can really see his growth, initially, he did not like school. Now, he is always looking forward to being in class. Much appreciated. Thank you, Mr Evans and your team. You played a very big role in our kids' lives. It was not easy, but God gave you strength until the end. We really appreciate it. May God be with you throughout your lifetime." - Parent, Johannesburg



"I would like to thank Numeric for Math Camp, my twins enjoyed and not only that they were telling me how they are improving in maths as well, my child came home with 3 medals I was so happy, thank you Onkemetse and your team for your efforts and hard work you are installing in our children. Thank you so much." - Parent, Johannesburg



"Sanibonani nonke Mr Evans and our best and lovely team, our journey was not easy in the beginning till now but we've made it thank you sir and all your coaches. Mina nje owami umtwana maths was a difficult subject, but now I saw progress. Thank you, nami sengike ngayibambi. I report Eno level 7 ku maths." - Parent, Johannesburg



3 UNIVERSITIES

We engage with our university partners through:

- establishing meaningful relationships with universities in each of the provinces where we work (UKZN, UJ, CPU, UCT and UWC),
- increasing opportunities to develop future teachers through partnerships, and
- recruiting and training a coaching cohort of 85% B.Ed students.



"Our coach is so kind, and he respects us. Even if others disrespect him, he understands that we're still children, and he still takes the time to teach us very well. If we don't understand something, he makes sure to slow down and go back over the work to make sure that we understand it." – Learner, Cape Town

MONITORING, EVALUATION & LEARNING

Impact is important to us, and being able to measure it reliably is critical to everything we do. We contract an external monitoring and evaluation partner, Ukufunda Education Consulting, to make sure that the key metrics we report in terms of shifts in learner test scores and content knowledge improvement are objectively measured.

We have also developed an online Learner Management System (LMS) that allows us to track learner performance, attendance, and various operational measures to facilitate ongoing monitoring of our programs. Each year, we make enhancements to the LMS that will make it easier for us to continue reporting consistent measures of attendance, persistence, and participating learners from year to year.

YEAR 2 - PROGRAM

In 2024, we ran our first Grade 7 Year-2 classes using our new curriculum, which is designed for learners who have already completed the Year-1 program in Grade 6. Below are some highlights of the learners' performance and progress, comparing their baseline and endline test scores, as well as their net shifts and rank changes across different sections of the test.

TEST SCORES & GROSS SHIFTS

The historic baseline and endline test scores for Grade 7 Year-2 learners show improvement across all sections (A to D), with the average gross shift ranging from 5.2pp in Cape Town to 7.5pp in Johannesburg. This indicates that learners in the Year-2 program continued to make progress in their mathematical skills.

The improvement in scores is consistent across all geographies, with Durban showing the highest gross shift (8.2pp), followed by Johannesburg (7.5pp) and Cape Town (5.2pp).

NET SHIFTS

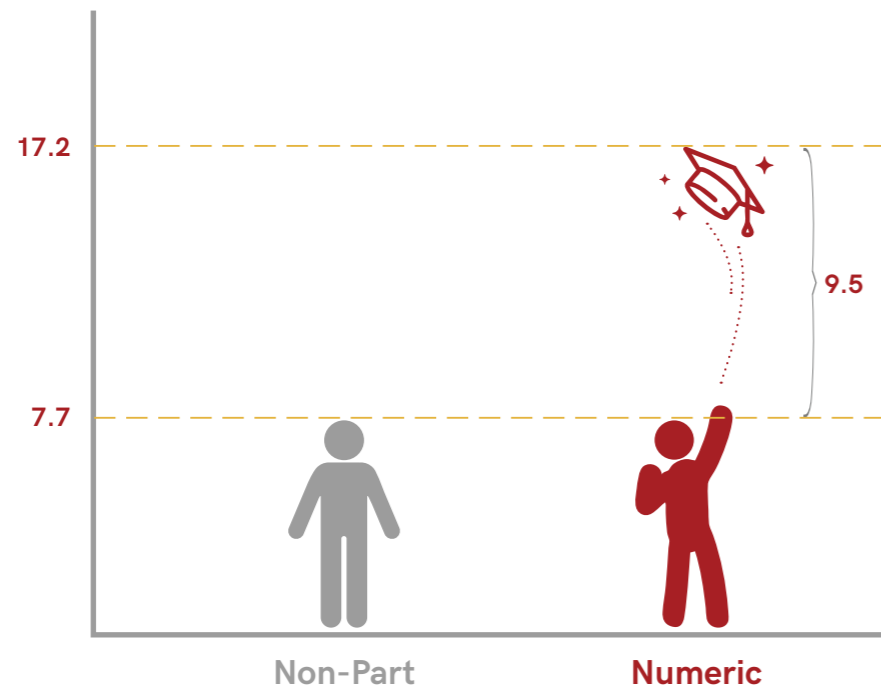
The net shifts, which measure the improvement of Numeric learners over their non-Numeric peers, are positive across all sections and geographies. This suggests that the Numeric program continues to have a positive impact on learners in their second year of participation.

The highest net shifts are observed in sections assessing Grade 7 work (Sections D and E), particularly in Durban (10.0pp) and Johannesburg (8.1pp). This indicates that the Year-2 program is particularly effective in helping learners master more advanced mathematical concepts.

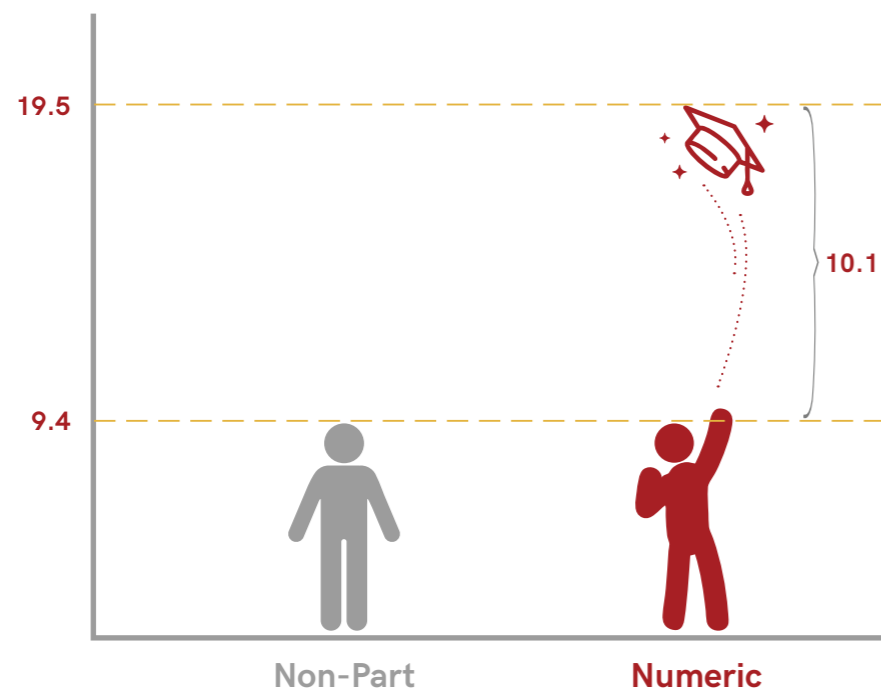
In Cape Town, the net shift is lower (3.3pp), with one school even showing a negative net shift (-3.2pp). This could be due to a variety of factors, such as differences in program implementation, learner motivation, or external challenges faced by the school.

RESULTS FOR 2024

In 2024, our **Grade 7 Year-1** Numeric learners improved on average **17.2 percentage points** (27.7 at baseline to 44.8 at endline), while their **non-participating peers** improved on average **7.7 percentage points** (22.3 at baseline to 30.0 at endline), resulting in our **9.5 percentage point net shift for Numeric learners**.

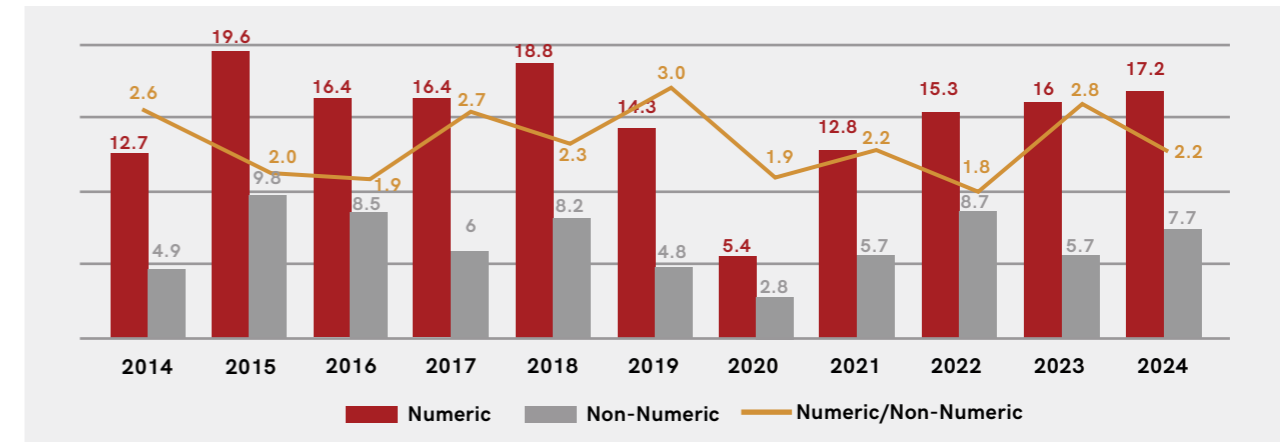


Similarly, our **Grade 6 Year-1** Numeric learners improved on average **19.5 percentage points** (25.8 at baseline to 45.3 at endline), while their **non-participating peers** improved on average **9.4 percentage points** (19.0 at baseline to 28.4 at endline), resulting in our **10.1 percentage point net shift for Numeric learners**.



We have used the results for our Grade 7 Year-1 program, as these results are comparable to our historic results.

The figure below shows how our Numeric learners have performed over the years when compared to their non-participating peers. The line running through shows us how big that difference in improvement is by plotting Numeric’s learners’ improvement over their non-participating peers.



METRIC	2023	2024	Difference
Operating Expenses	R13.78m	R15.29m	+R1.51m
Numeric learners as % of total tested	32%	32%	-
Learners Tested	7814	8522	+708
Placed Coaches	119	105	-14
Unplaced Coaches	36	98	62
Accepted Learners	2796	2626	-170
Active Classrooms	112	104	-8
Operating Sites	41	36	-5
Average Hours per Classroom	85	89	+4
Average Learners per Classroom	24	22	-2
Attendance	89%	92%	+3%
Persistence	78%	81%	+3%
Gross shift in test scores (Numeric)	16.0ppp	17.2pp	+1.2pp
Gross shift in test scores (non-Numeric)	5.7pp	7.7pp	+2.0pp
Net shift in test scores	10.3pp	9.5pp	-0.8pp
Delta (Effect Size)	0.89	0.73	-0.16

FINANCIALS

Income Statement (R'k) For the year ending 31 December

	2022	2023	2024
Donation Income	11 681	14 196	11,659
Program & Training Income	298	417	429
Other Income	493	823	913
Total Income	12 471	15 435	13,000
Program Costs	9 417	9 417	11,863
Administrative Costs	2 443	2 443	3,431
Total Costs	11 860	11 860	15,294
Surplus / Deficit	611	1 653	(2,294)

Balance Sheet For the year ending 31 December

	2022	2023	2024
Assets	9 641	10 042	8,378
Liabilities	3 142	1 890	2,520
Net Assets	6 499	8 152	5,858



APPENDIX A

Results by Cluster (2024)

Schools	Grade	Learners Tested	Num. Baseline (%)	Num. Endline (%)	Num. Shift (%)	NP Base-line (%)	NP End-line (%)	NP Shift (%)	Std Dev	Net Shift (pp)	Delta
Diepkloof 1	6	127	34.9	56.3	21.4	22.4	34.2	11.7	12.2	9.7	0.79
Diepkloof 2	6	42	25.8	43.7	17.9	14.2	23.2	9.0	14.2	8.9	0.63
Diepkloof 3	6	106	26.1	45.5	19.4	19.7	25.4	5.7	12.2	13.7	1.12
Diepkloof 4	6	60	24.1	49.5	25.4	16.4	27.2	10.8	10.3	14.6	1.42
Diepkloof		84	27.7	48.7	21.0	18.2	27.5	9.3	12.2	11.7	0.99
Mofolo 1	6	127	27.8	53.5	25.8	19.8	27.9	8.2	12.4	17.6	1.42
Mofolo 2	6	61	27.7	43.7	16.0	20.2	27.0	6.8	10.2	9.2	0.91
Mofolo 3	6	48	21.3	32.5	11.2	13.2	16.5	3.3	9.7	8.0	0.82
Mofolo 4	6	243	31.1	47.3	16.2	19.4	27.1	7.6	13.2	8.6	0.65
Mofolo		120	27.0	44.3	17.3	18.2	24.6	6.5	11.4	10.8	0.95
Pimville 1	6	65	28.4	52.5	24.1	19.1	30.9	11.8	12.2	12.3	1.02
Pimville 2	6	86	21.5	32.5	11.0	17.6	23.9	6.3	10.5	4.7	0.45
Pimville 3	6	81	23.2	45.5	22.3	17.7	24.6	6.9	11.5	15.4	1.33
Pimville		77	24.4	43.5	19.1	18.1	26.4	8.3	11.4	10.8	0.93
JHB Averages		95	26.5	45.7	19.2	18.2	26.2	8.0	11.7	11.1	0.96

SCHOOLS	Grade	Learners Tested	Num. Baseline (%)	Num. Endline (%)	Num. Shift (pp)	NP Baseline (%)	NP Endline (%)	NP Shift (pp)	Std Dev	Net Shift (pp)	Delta
Clermont 1	6	108	21.1	37.9	16.8	14.9	23.0	8.0	11.0	8.8	0.80
Clermont		108	21.1	37.9	16.8	14.9	23	8	11	8.8	0.80
Tshelimnyama 1	6	123	22.3	41.4	19.1	15.6	24.9	9.2	9.2	9.9	1.08
Tshelimnyama 2	6	194	24.5	45.2	20.7	16.5	26.3	9.8	9.3	10.9	1.17
Tshelimnyama		159	23.4	43.3	19.9	16.1	25.6	9.5	9.3	10.4	1.13
DBN Averages		142	22.6	41.5	18.9	15.7	24.7	9.0	9.8	9.9	1.0

SCHOOLS	Grade	Learners Tested	Num. Baseline (%)	Num. Endline (%)	Num. Shift (pp)	NP Baseline (%)	NP Endline (%)	NP Shift (pp)	Std Dev	Net Shift (pp)	Delta
Khayelitsha 1	6	158	24.0	41.4	17.5	20.2	31.3	11.1	10.0	6.4	0.64
Khayelitsha 2	6	164	18.8	31.8	13.0	16.4	21.9	5.5	10.6	7.4	0.70
Khayelitsha 3	6	121	24.3	51.4	27.1	17.7	28.6	10.8	11.5	16.3	1.42
Khayelitsha 4	6	111	26.3	50.3	24.0	20.5	29.2	8.7	11.7	15.3	1.32
Khayelitsha		139	23.3	43.7	20.4	18.7	27.7	9.0	10.9	11.4	1.02
Mfuleni 1	6	188	26.3	50.4	24.1	19.9	30.1	10.3	9.9	13.8	1.40
Mfuleni 2	6	175	23.9	45.8	21.8	17.3	29.8	12.5	9.4	9.3	0.99
Mfuleni		182	25.1	48.1	23.0	18.6	29.9	11.4	9.6	11.6	1.20
Mitchells Plain 1	6	168	28.0	42.3	14.2	24.1	33.4	9.3	14.7	5.0	0.34
Mitchells Plain 2	6	123	19.9	34.4	14.5	16.6	27.0	10.4	10.5	4.0	0.38
Mitchells Plain 3	6	197	36.7	58.4	21.7	23.6	35.5	12.0	13.3	9.7	0.73
Mitchells Plain		163	28.2	45.0	16.8	21.4	32.0	10.6	12.8	6.2	0.48
CPT Averages		156	25.4	45.1	19.8	19.6	29.6	10.1	11.3	9.7	0.88

"What I like about Numeric is that if you don't understand something, you can tell the other learners in class and they will show you the way to do it properly."
 - Learner, Cape Town

Please note: School names are obscured to protect learner privacy.

APPENDIX B

Results by Cluster (2024)

Schools	Grade	Learners Tested	Num. Baseline (%)	Num. Endline (%)	Num. Shift (%)	NP Baseline (%)	NP Endline (%)	NP Shift (%)	Std Dev	Net Shift (pp)	Delta
Diepkloof 1	7	126	46.7	58.6	11.9	26.7	32.6	5.9	17.2	6.0	0.35
Diepkloof 2	7	44	40.6	55.4	14.8	21.5	25.8	4.3	16.8	10.5	0.62
Diepkloof 3	7	128	43.0	56.4	13.5	24.3	27.9	3.6	14.6	9.9	0.68
Diepkloof 4	7	47	44.1	58.2	14.2	24.1	31.2	7.1	19.4	7.1	0.36
Diepkloof		86	43.6	57.1	13.6	24.2	29.4	5.2	17.0	8.4	0.50
Mofolo 1	7	152	33.5	45.4	11.9	22.0	26.5	4.5	12.7	7.4	0.58
Mofolo 2	7	76	43.6	59.8	16.3	22.0	27.2	5.2	15.9	11.1	0.70
Mofolo 3	7	28	30.7	38.5	7.8	17.8	21.1	3.4	13.8	4.4	0.32
Mofolo 4	7	264	43.9	55.7	11.8	25.0	29.2	4.2	15.4	7.6	0.50
Mofolo		130	37.9	49.9	11.9	21.7	26.0	4.3	14.4	7.6	0.53
Pimville 1	7	82	44.4	58.5	14.1	23.6	28.6	5.0	17.4	9.1	0.53
Pimville 2	7	101	27.4	37.7	10.3	18.7	24.0	5.4	11.9	5.0	0.42
Pimville 3	7	66	34.6	47.9	13.3	25.7	30.5	4.9	12.7	8.4	0.66
Pimville		83	35.5	48.0	12.6	22.6	27.7	5.1	14.0	7.5	0.54
JHB Averages		101	39.3	52.0	12.7	22.9	27.7	4.8	15.2	7.9	0.52

SCHOOLS	Grade	Learners Tested	Num. Baseline (%)	Num. Endline (%)	Num. Shift (pp)	NP Baseline (%)	NP Endline (%)	NP Shift (pp)	Std Dev	Net Shift (pp)	Delta
Clermont 1	7	148	19.1	38.2	19.1	16.6	22.7	6.1	8.8	13.0	1.49
Clermont 2	7	98	29.3	51.3	22.0	19.5	28.4	8.9	11.9	13.1	1.10
Clermont 3	7	144	28.8	48.3	19.5	18.9	25.9	6.9	14.7	12.6	0.86
Clermont 4	7	120	31.4	45.7	14.4	14.8	18.4	3.6	14.7	10.8	0.73
Clermont		128	27.2	45.9	18.7	17.4	23.8	6.4	12.5	12.4	1.05
Tshelimnyama 1	7	103	21.3	45.7	24.3	16.4	25.9	9.5	10.7	14.9	1.39
Tshelimnyama 2	7	97	18.1	36.0	17.9	12.3	19.0	6.7	11.1	11.2	1.01
Tshelimnyama 3	7	129	23.2	39.1	15.9	13.9	20.7	6.9	11.6	9.0	0.78
Tshelimnyama 4	7	190	44.5	61.9	17.4	24.1	30.2	6.1	14.2	11.4	0.80
Tshelimnyama		130	26.8	45.7	18.9	16.7	24.0	7.3	11.9	11.6	1.00
DBN Averages		129	27.0	45.8	18.8	17.1	23.9	6.8	12.2	12.0	1.02

SCHOOLS	Grade	Learners Tested	Num. Baseline (%)	Num. Endline (%)	Num. Shift (pp)	NP Baseline (%)	NP Endline (%)	NP Shift (pp)	Std Dev	Net Shift (pp)	Delta
Khayelitsha 1	7	91	27.7	49.3	21.6	17.2	23.7	6.5	14.7	15.1	1.03
Khayelitsha 2	7	156	27.0	35.5	8.5	20.2	25.2	4.9	9.8	3.5	0.36
Khayelitsha 3	7	138	31.3	51.9	20.7	19.0	33.1	14.1	12.9	6.6	0.51
Khayelitsha 4	7	170	27.0	37.8	10.8	22.2	31.4	9.2	11.4	1.6	0.14
Khayelitsha 5	7	129	19.1	33.0	13.9	20.9	26.8	5.9	12.3	8.0	0.65
Khayelitsha 6	7	162	45.7	58.2	12.6	21.6	27.6	6.0	17.4	6.5	0.38
Khayelitsha 7	7	140	47.4	55.9	8.6	21.5	26.3	4.7	19.2	3.8	0.20
Khayelitsha 8	7	136	33.5	42.2	8.6	21.4	25.0	3.6	12.4	5.1	0.41
Khayelitsha		140	32.3	45.5	13.1	20.5	27.4	6.9	13.8	6.3	0.46
Mfuleni 1	7	197	29.9	46.8	17.0	21.3	27.3	6.0	11.5	11.0	0.96
Mfuleni 2	7	260	29.7	46.0	16.4	19.6	28.6	8.9	11.2	7.4	0.66
Mfuleni 3	7	165	29.9	43.9	14.0	20.8	27.7	6.9	10.5	7.1	0.67
Mfuleni 4	7	158	37.5	49.7	12.2	30.4	34.0	3.6	14.4	8.7	0.60
Mfuleni		195	31.7	46.6	14.9	23.0	29.4	6.3	11.9	8.5	0.72
Mitchells Plain 1	7	201	39.9	54.8	14.8	39.8	50.1	10.4	16.4	4.5	0.27
Mitchells Plain 2	7	192	41.6	45.9	4.4	29.1	36.7	7.6	15.4	-3.2	-0.21
Mitchells Plain 3	7	105	42.2	45.3	3.2	28.1	30.3	2.2	13.5	1.0	0.07
Mitchells Plain 4	7	198	40.0	43.7	3.7	28.4	30.7	2.3	17.1	1.4	0.08
Mitchells Plain		174	40.9	47.4	6.5	31.3	36.9	5.6	15.6	0.9	0.05
CPT Averages		162	34.3	46.2	11.9	23.8	30.3	6.4	13.8	5.5	0.42

Please note: School names are obscured to protect learner privacy.





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