



MarketPlace Academy

Skilled. Empowered. Transformed.

2026 ANNUAL REPORT



Empowering Lives.
Building Futures.
**Transforming
Communities.**



Skilled

Building practical
skills for success.



Empowered

Inspiring confidence
and independence.



Transformed

Transforming lives
and communities.

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WHO WE ARE AND WHAT WE DO

Overview

Marketplace Academy (MPA) is an education-focused non-profit initiative that addresses South Africa's youth unemployment crisis by transforming secondary schools into launchpads for further learning, work, and enterprise.

Our work is rooted in the belief that high-quality education and skills development can move young people from classrooms to careers and can help communities become more inclusive, resilient, and economically active.

The 2026 reporting narrative reflects a period of strategic refinement, growing impact, and preparation for disciplined scale.

The Challenge We Address

Far too many young people grow up in communities marked by multi-generational unemployment and chronic exclusion from economic opportunity, leaving them on the fringes of the formal economy.

This entrenched marginalisation is unsustainable and contributes directly to the erosion of the social fabric in already vulnerable communities.

MPA responds to this context by positioning high-quality schooling, especially in maths, technology and entrepreneurship, as a strategic lever for inclusive growth and social stability.

By partnering with public schools and

local stakeholders, we focus on turning classrooms into pathways to careers, especially for youth in impoverished areas.

Our Objectives and Theory of Change

MPA's overarching objective is to improve the lives of everyday South Africans and bring tangible growth and change to impoverished communities. The organisation does this through whole-school education interventions that equip principals, educators, learners and communities to be skilled, empowered and transformed.

Within this framework, MPA pursues four interlinked outcome areas: Supporting schools to improve academic and technical pathways, preparing learners for employment and employability, empowering educators to deliver high-quality, future-focused teaching, and enhancing the employability of unemployed youth.

By simultaneously addressing school leadership, classroom practice and learner opportunity, MPA's theory of change is that sustained improvements in teaching and learning will translate into better educational outcomes, stronger transitions into further learning and work and ultimately reduced youth unemployment in partner communities.

Where We Work

MPA's current footprint is in Gauteng, with participating communities including Milpark, Crosby, Soshanguve, Mamelodi, Reiger Park, and Katlehong.

This footprint reflects the organisation's strategy of working deeply in selected environments where its interventions have a strong prospect of success, sustainability, and eventual replication.

Programme Portfolio

MPA's programme portfolio begins with key enabling subjects that build strong analytical, logical reasoning, and critical thinking skills. These subjects are mathematics, coding and robotics, and entrepreneurship.

Once participating schools demonstrate successful implementation of the key enabling subjects, MPA provides opportunities to introduce technical and occupational programmes. These include artisan training in electrical, plumbing, and welding and motor mechanics, as well as agriculture- and hospitality-related programmes such as food handling and kitchen-hand training.

Educator Empowerment

Educator empowerment is central to MPA's sustainability model. The organisation supports educators in obtaining registered qualifications in key enabling and technical or occupational subjects, enabling them to deliver these programmes directly to learners over the long term.

This approach is reinforced by the conceptual framework for implementing the three-stream model, which focuses on schools, educators, and curricula to ensure that impact becomes embedded in each participating institution.

Partnerships

MPA's operating model relies on partnerships. Funding partners contribute money and time, MPA identifies schools, projects, and partners, and implementation partners develop curricula and deliver training.

The partnership with the Department of Basic Education is especially significant. MPA has agreed to assist in implementing a blueprint for introducing a three-stream curriculum and multi-certification technical and occupational programmes, thereby strengthening both policy relevance and systemic value.

Ensuring the Sustainability of our Programmes

MPA's conceptual framework places schools, educators and curricula at the centre of sustainable change.

Schools are developed as accredited training centres with the infrastructure and governance needed to host technical and occupational programmes, while educators

are strengthened as facilitators capable of delivering accredited learning and assessment.

This approach ensures that technical and occupational pathways become part of the school's long-term identity and offerings, rather than short-term projects dependent on a single funding cycle. In this way, each investment helps create a durable platform through which future cohorts of learners can continue to access relevant, work-oriented training.

Partnership with the Department of Basic Education

A cornerstone of this work is MPA's partnership with the Department of Basic Education, which anchors the model within national policy and system reform.

This partnership supports implementation of the three-stream model, which expands schooling beyond traditional academic routes to include technical and occupational streams.

Within this framework, schools are supported to register as accredited training centres, while educators are supported to register as facilitators. This dual emphasis on school accreditation and educator capability is critical to programme quality, compliance and sustainability.

Contribution to the SDGs

MPA links its work to the Sustainable Development Goals through youth empowerment, education for employability, sustainable agriculture, mental well-being support, improved mathematics participation and pass rates, increased access for girl learners to occupational skills, and collaboration through shared development goals.

These contributions position our work within a broader development framework while maintaining a practical focus on education, skills, livelihoods, and partnerships.



By empowering the youth and educating them in disciplines where job opportunities are available



By giving girl learners access to occupational skills



By creating and promoting sustainable agriculture projects within the communities



By augmenting the secondary school curricula with vocational subjects to provide learners with tools for success in their careers



By training coaches to assist with learners' mental well-being



By incorporating occupational skills into school technical occupational curricula



By improving learners' participation in Maths and improving the Maths pass rate



By empowering the youth to become part of the mainstream economy



By working with partners and using the SDGs as a shared framework for defining a collaborative way forward

Our Board



Prof. Wiseman Nkuhlu
(CA(SA))
Chairman



Ronaldo Barnard
(BTH)
Non-Executive Director



JJ Njeke
(CA(SA))
Non-Executive Director



Gugu Makhanya
(Hon (Industrial
Psychology)
Non-Executive Director



Prof. Bonang Mohale
(CMSA)
Non-Executive Director



Chantyl Mulder
(CA(SA))
Chief Executive Officer



Thabang Ngwenya
(M.Eng)
Non-Executive Director



Dr. Sizwe Nxasana
(CA(SA))
Non-Executive Director



Zanele Ramothwa
(M.Ed)
Non-Executive Director



Ignatius Sehoole
(CA(SA))
Non-Executive Director



Ajen Sita
(CA(SA))
Non-Executive Director



S'onqoba Vuba
(BSc Hon (Actuarial
Science))
Non-Executive Director

Our Schools



John Orr Engineering School
of Specialisation



Katlehong High School



Katlehong Engineering School
of Specialisation



Mpilisweni Maths, Science &
ICT School of Specialisation



Oosrand Commerce and
Entrepreneurship School of
Specialisation



Palmridge Ext.6 Secondary
School



Ribane-Laka Maths, Science
& ICT School of Specialisation



Soshanguve Automotive
School of Specialisation



UJ Academy Maths, Science
& ICT School of Specialisation

OUR PURPOSE

We work to empower educators, learners and communities by promoting high-quality education and skills development.

Strategic School Selection

A distinctive feature of MPA's approach is the way schools are selected.

We work with public schools that serve low-income communities and face severe challenges, but where leadership and stakeholders demonstrate readiness and commitment to partnership.

This means resources are focused where they can unlock the greatest change, and where there is a realistic prospect of embedding new practices in the daily life of the school.

Once selected, schools are not treated as venues for isolated projects but as long-term partners in transformation.

Our model is built not around one-off projects but around transforming schools into engines of opportunity for current and future generations of learners.

What Sets Us Apart



MPA's work is distinguished by a clear focus on what genuinely shifts outcomes for young people: Whole-school support anchored in future-facing skills, implemented through deep, long-term partnerships in under-resourced communities.

Whole School, Not One-Off Interventions

Many initiatives target a single grade, subject or short-term activity; MPA deliberately works at the level of the entire school. We invest in principals, educators, learners and community stakeholders as a connected ecosystem, so that gains in one area reinforce progress in others.

By strengthening leadership, classroom practice and learner pathways simultaneously, we ensure that improvements become part of how the school functions every day, rather than depending on individual champions or temporary funding cycles.

We upskill principals to strengthen school management and instructional leadership, empower educators through targeted professional development, and expose learners to expanded learning opportunities that directly link to real career pathways.

This integrated design ensures that improvements in one area reinforce gains in others, and that change becomes part of how the school operates rather than a temporary add-on.

Key Enabling Subjects at the Core

Another distinguishing feature is our focus on a small number of key enabling subjects that unlock access to a wide range of post-school opportunities: Mathematics, coding and robotics, and entrepreneurship. Instead of spreading resources thinly across many disciplines, we invest deeply in the subjects that form the backbone of employability in a modern, technology-driven economy.

This focus ensures that learners in our partner schools develop rigorous analytical skills, digital fluency and an entrepreneurial mindset – capabilities that travel with them into any future study, work or enterprise pathway.

Educator-Centred, System-Changing Design

While many programmes are learner-facing, MPA's model is intentionally educator-centred. We equip educators with deeper subject knowledge, improved pedagogical skills and high-quality teaching resources, particularly in mathematics, coding and robotics, and entrepreneurship. By building the capacity of educators already embedded in the system, we extend impact beyond a single cohort: Each trained teacher influences multiple classes, year after year. This approach turns every participating educator into a long-term multiplier of skills and opportunity in their community.

Our work with educators is closely aligned with national policy.

Deep Integration with Curriculum and Policy

MPA does not operate on the margins of the education system; we align closely with the CAPS curriculum and national policy priorities, including the three-stream model and the introduction of AI, coding and robotics as formal school subjects.

Our programmes are designed to integrate seamlessly into existing timetables and assessment structures, rather than adding extra-curricular burdens. This alignment supports sustainability, eases adoption by schools and districts, and ensures that our interventions contribute to broader system reform rather than stand-alone projects.

We build the capacity of educators already in the public system, rather than running parallel delivery structures, and ensure that all programmes integrate with the CAPS curriculum and support the implementation of the three-stream model.

Partnership-Driven, Community-Rooted Approach

Our model is fundamentally partnership-driven. We bring together funders, implementation partners and public sector stakeholders, ensuring that interventions are co-owned and contextually grounded. Rather than simply delivering services, we help build local capability – from accrediting schools as training centres to supporting educators to become registered facilitators. This community-rooted approach means that

when our direct involvement tapers off, the infrastructure, skills and relationships needed to sustain impact remain in place.

From Classrooms to Careers

What ultimately sets MPA apart is our unwavering focus on “classrooms to careers”. We do not view schooling as an end in itself, but as a platform for employability, further learning and enterprise creation. Learners are exposed to expanded opportunities that connect academic learning to real-world applications, including technical and occupational

MPA stands out because we combine systemic focus, subject depth, educator empowerment and strong partnerships into a coherent model that is designed for scale, sustainability and genuine shifts in life chances for young people.

pathways, digital skills, and entrepreneurship projects with a strong emphasis on energy transition and future industries. This explicit linkage between school, work and livelihood is particularly powerful in communities facing multi-generational unemployment.



THE CONTEXT IN WHICH WE OPERATE

Marketplace Academy operates in a South African context marked by deep structural inequality and persistently high youth unemployment.

Even when headline unemployment edges down slightly, young people – especially those in township and rural communities – remain disproportionately excluded from meaningful work or further study.

For many of the learners we serve, the risk is not only joblessness, but long-term disconnect from both learning and opportunity.

At the same time, the public education system continues to grapple with large historical backlogs.

Many under-resourced schools face overcrowded classrooms, uneven educator support, and limited access to laboratories, workshops, and digital tools.

Learners who do not master subjects such as mathematics, science, coding and robotics, and language are significantly disadvantaged in completing school, accessing post-school education and training, and competing in a rapidly changing labour market.

These challenges fall within communities that carry heavy social and health burdens. Poverty, food and transport insecurity, exposure to violence, and rising mental-health pressures all affect learners' ability to attend school consistently and to focus on learning. Young women and youth in poorer provinces continue to face higher levels of insecurity and constrained opportunity.

Policy frameworks are broadly supportive of technical and vocational pathways, entrepreneurship education, and three-stream schooling, but implementation capacity and funding pressures mean that schools often struggle to turn these intentions into day-to-day reality in classrooms and workshops.



Against this backdrop, Marketplace Academy's model is deliberately designed to work where need is greatest.

By strengthening mathematics and introducing coding and robotics, and entrepreneurship, building technical and occupational pathways, and investing in principals and educators as system multipliers, MPA responds directly to the economic, social, educational, policy, and labour market realities facing South African youth.

The year under review affirmed the importance of bold, practical interventions that connect education to dignity, employability, and community renewal.

Marketplace Academy's purpose remains clear: To improve the lives of everyday South Africans and bring growth and change to impoverished communities through whole-school education interventions that equip principals, educators, learners, and communities to be skilled, empowered, and transformed.



The Board is encouraged by the continued refinement of the organisation's strategic direction.

During November 2025, the strategy for the next five years was revised and reframed, sharpening MPA's distinctive focus on school selection, whole-school education interventions, key enabling subjects, and the phased introduction of technical and occupational programmes.

This clear strategic architecture positions the organisation to grow with discipline while preserving programme quality and sustainability.

The need for this work remains urgent. Too many young people are from communities affected by multi-generational unemployment, leaving them on the margins of the economy and weakening the social fabric of their communities.

Against this backdrop, Marketplace Academy's model responds not only to educational gaps but also to the broader challenge of social and economic exclusion.

The Board notes with appreciation the growing recognition of the organisation's model. The Department of Basic Education has acknowledged the success and cost-effectiveness of the whole-school intervention approach and has requested that the model be replicated more broadly across South Africa. This endorsement reinforces confidence that MPA is addressing a national priority in a manner that is both relevant and scalable.

The Board is also encouraged by the organisation's emphasis on sustainability. A distinguishing feature of the model is its investment in educators through registered qualifications, training, and support so that schools can sustain the delivery of key enabling subjects and, in time, technical and occupational programmes. The conceptual focus on schools, educators, and curricula as the basis for long-term impact gives the organisation a strong foundation for durable change.

As the organisation looks ahead, the Board supports a measured growth pathway through three horizons: expansion within Gauteng, scale into priority provinces, and eventual national rollout. Achieving these ambitions will require increased management capacity and a more resilient funding model, including long-term investment in overheads alongside project-based implementation income.

These are necessary building blocks if impact is to be scaled without compromising governance, accountability, or programme quality.

The Board records its appreciation to the CEO and the staff, implementation partners, funding partners, school leaders, educators, and the communities that continue to place their trust in the organisation.

The progress made to date demonstrates what is possible when committed partners work together around a shared belief that high-quality education and skills development can move young people from classrooms to careers and help transform communities into economic hubs.



Professor Wiseman Lumkile Nkuhlu
MPA Board Chairman

This reporting period has been one of momentum, reflection, and renewed commitment.

Marketplace Academy continues to pursue a compelling vision for the future: To empower educators, learners, and communities by promoting high-quality education and skills development.

Every programme, partnership, and strategic choice is directed toward addressing youth unemployment by equipping young people with the knowledge, practical skills, and opportunities they need to participate meaningfully in the economy.

The organisation's work is grounded in the belief that education must lead to employability, self-employment, and community transformation. This is why the model focuses on whole-school education interventions that strengthen school leadership, empower educators, expand learners' learning opportunities, and create pathways from classrooms to careers.

By working across the school ecosystem rather than through isolated interventions, the organisation can support both immediate outcomes and longer-term systemic change.

During the period under review, the strategy was revised and reframed to support the next phase of growth. This process clarified our unique approach: Careful school selection; the implementation of mathematics, coding and robotics, and entrepreneurship as key enabling subjects; and the phased addition of technical and occupational programmes, including electrical, plumbing, welding, agriculture, and hospitality-related training. This sequencing strengthens readiness, protects quality, and supports sustainability in participating schools.

We are deeply indebted to Rod Wolfenden, Africa Clients and Industries Leader at Ernst & Young Advisory Services and his exceptional team, who expertly guided us through the development, refinement, and documentation of our reframed strategy.



Partnerships remain central to our operating model. The organisation works with funding partners who provide resources and time, implementation partners who support the delivery of curriculum and training, and government stakeholders who help create enabling conditions for scale. In particular, the partnership with the Department of Basic Education and support for the three-stream curriculum and multi-certification technical and occupational programmes continue to strengthen both relevance and public value.

MPA also remains focused on educator empowerment as a core lever for sustainability. By enabling educators to gain registered qualifications, practical training, and the tools to deliver both key enabling and technical subjects, the model builds institutional capacity within schools themselves. This means that impact is not limited to current learners but can extend to future cohorts and become embedded in the life of each participating school.

Looking ahead, we are preparing for disciplined expansion across our three growth horizons: expanding to nine schools of specialisation in Gauteng, scaling into priority provinces, and ultimately rolling out nationally with consistent quality and impact measurement.

To realise this vision, MPA must invest in management capacity, research capability, and a funding model that supports overheads and programme delivery. The case for this investment is clear: The model has demonstrated proof of concept, cost-effectiveness, and alignment with national education and employment priorities.

Gratitude is extended to the Board, staff, schools, educators, learners, funders, and implementation partners whose commitment continues to make this work possible. However, without the commitment and dedication of the COO, Adri Kleinhans, much of this would not have been possible.

MPA remains committed to playing a leadership role in transforming communities into economic hubs by developing the requisite skills that help people, especially the youth, become employed, innovative, and socially responsible citizens.



Chantyl Cynthia Mulder
MPA CEO



OUR PROGRAMMES AND THEIR IMPACT

KEY ENABLING SUBJECTS

Mathematics

Why We Included Mathematics as a Key Enabling Subject

It is widely accepted that employers in sectors such as finance, engineering, technology, healthcare, logistics, and business analytics explicitly seek strong quantitative and data skills, which depend on a solid foundation in high school maths.

Further, across economies, maths-related occupations often earn more and show higher productivity.

However, mathematics also plays a crucial role in developing transferable cognitive skills that enable everyday decision-making.

Cognitive and Academic Benefits

High school mathematics strengthens problem-solving and logical reasoning, as students learn to analyse patterns, test hypotheses, and justify conclusions.

It builds persistence and resilience, because students must work through multi-step problems and cope with initial failure before reaching solutions.

Everyday Life and Citizenship

Maths underpins financial literacy: skills like percentages, ratios, and exponential growth help students budget, save, interpret interest rates, and make major financial decisions, such as buying a car or changing careers.

Quantitative literacy helps students critically evaluate graphs, statistics, and risk information in news, politics, and health communication, supporting more informed civic participation. Spatial and measurement skills from geometry and algebra also support practical tasks such as planning renovations, interpreting maps, or working with digital tools.



The Objectives of MPA's Mathematics Programmes

Educators

The project supports mathematics educators in enhancing their mathematical knowledge for teaching, deepening their understanding of mathematical concepts, and effectively communicating these concepts to their learners.

We achieve this by providing mathematics educators with tools and ongoing training to enhance their understanding of mathematical concepts and their ability to communicate these concepts effectively to their learners.

Learners

The goal of this project is to -

- Enhance mathematics education for Grade 8 and 9 learners.
- Increase the number of learners taking Mathematics from Grade 10
- Expose high-achieving grade 10 learners to "Further Studies Mathematics" to develop a pipeline of exceptional mathematics learners.

Mathematics Interventions

(1) Mathematics Initiative for the National Development of Youth



Gamma Devices



The Gamma device and GammaTutor™ software are designed to provide teachers and learners with flexible offline access to a comprehensive, high-quality, pre-installed digital mathematics materials. This user-friendly and interactive digital package covers the complete CAPS curriculum using structured video lessons, animated PowerPoint lessons, self-assessments with scoring and feedback, structured exam revision, multiple interactive language support and much more.

Each school has a minimum of eight devices and five smart screens for the learner programme. There are also workbooks for grades 10 to 12, and each learner receives a copy to use in class with the Gamma devices.

We selected this programme for its emphasis on empowering and upskilling educators, its support for learners, and its relatively low cost. However, its success depends on the educators implementing and using it.

At those schools where the principal enforces its implementation, the programme has proven to be a very effective tool for improving learners' mathematics performance.

(2) Grade 8 Mathematics Baseline Assessments

Keep that Gold Shining developed a Grade 8 Baseline Assessment.



The Benchmark Assessment forms part of the MPA Mathematics Support Programme. It serves as a standardised diagnostic tool to establish a clear baseline of learner mathematical readiness at the point of entry to the Senior Phase.

The benchmark is designed to align with the DBE curriculum expectations and assesses learners' ability to:

- Work confidently with numbers and operations
- Apply mathematical reasoning to unfamiliar problems
- Engage with introductory algebra and patterns
- Demonstrate understanding of geometry and measurement
- Interpret data and communicate mathematical thinking

(3) Mathematics Advancement Programme (MAP Programme)



This Grade 8 and 9 tutoring programmes has run since 2024 and has, over time, evolved to better meet the needs of the schools and learners.

In 2025, the programme comprised four blocks of four consecutive Saturdays, i.e. each school will receive tutoring for 12 weeks. Each session focuses on a different mathematical theme. One tutoring team was assigned to a school, maintaining consistent mathematics support for

learners. Each school is also required to ensure that the same group of learners attends all four Saturdays of the selected session and that at least two maths educators are present for each session.

(4) Further Studies Mathematics (Standard Level)

The project aims to expose high-achieving grade 10 learners to “Further Studies Mathematics” to develop a pipeline of exceptional mathematics learners.



The programme is an extension and a challenge for learners who demonstrate a greater-than-average ability in or enthusiasm for mathematics. The greater breadth of mathematical knowledge gained, and the depth of mathematical processes developed through exposure to advanced mathematics ideas enhance students' understanding of mathematics as a discipline and a tool in society. This broadens the learner's perspective on possible careers in mathematics and develops a passion for and a commitment to continued learning in mathematics among mathematically talented learners.

Aims

Further Studies Mathematics enables learners to:

- Experience more of the joy and beauty of mathematics;
- Extend their mathematical knowledge to solve new problems in the world around them and grow in confidence in this ability;
- Use sophisticated mathematical processes to solve and pose problems creatively and critically;

- Demonstrate the patience and perseverance to work both independently and cooperatively on problems that require more time to solve;
- Focus on the processes of mathematics, rather than only correct answers;
- Become more self-reliant and validate their answers;
- Learn to value mathematics and its role in the development of our contemporary society and explore relationships among mathematics and the disciplines it serves;
- Communicate mathematical problems, ideas, explorations and solutions through reading, writing and mathematical language;
- Enable students to become problem solvers and users of mathematics in the real world.



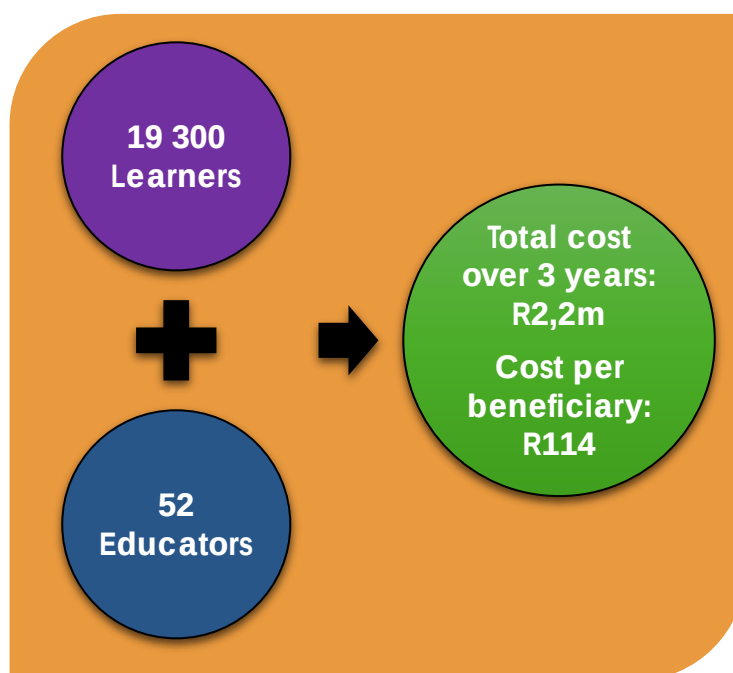
(5) Mathematics Exam Preparation Support

Actuaries from Discovery assisted Grade 11 and 12 learners with examination preparation. The sessions took place on Sundays.

Mathematics Impact 2023 to 2025

Collectively, our Participating Schools have achieved the following:

- ➔ A statistically significant increase in the number of learners across all grades who achieved between 50% and 79% for mathematics.
- ➔ A 79% increase in the number of Grade 8 learners who achieved more than 50% for mathematics
- ➔ A 17% increase in the mathematics participation rate at Grade 12



We therefore know our model works.

Looking Forward

Although we are very confident about the effectiveness of our programme, many challenges remain.

Strengthening mathematics outcomes requires action on both learner readiness and educator support.

Our review of the mathematics results from our participating schools has shown that a sharp decline in learner performance often occurs between Grades 9 and 10, when content complexity increases significantly, and teachers assume that foundational concepts are already secure.

Learners who enter the senior phase with weak fundamentals frequently continue to underperform through to Grade 12, with those in the 0–29% band having limited prospects of reaching the higher MPA benchmark of 50%, even where they may still achieve the DBE benchmark of 30%.

Our response will be to intervene earlier and more precisely.

Priority support should be concentrated in Grades 8 and 9, especially Grade 8, using benchmark assessment data to identify learning gaps early. This approach should be reinforced by follow-up assessment of the 2026 Grade 8 cohort when they enter Grade 9 in 2027, enabling the organisation to test whether transition gaps from Grade 7 to Grade 8 have been adequately addressed. Support interventions should also be differentiated by learner performance band so that remediation is aligned to actual learning needs rather than applied uniformly across cohorts.

Educator capability remains a second critical lever for improvement.

Not all mathematics educators are equally equipped to teach every topic confidently, which can result in difficult content being avoided or insufficiently covered.

To address this, we plan to expand educator training, while the use of GAMMA devices should move beyond basic exercise-question functionality to strengthen topic support and classroom delivery where teacher confidence is lower.

Coding and Robotics

Why We Included Coding and Robotics as a Key Enabling Subject



Coding is the process of creating a logical set of instructions that a human or a computing device can understand and execute, enabling the device to carry out a specific task (for example, moving a robot, running an app, or processing data).

Robotics is the study and practice of designing, building, operating, and using robots or robotic devices that can be programmed to perform tasks autonomously, semi-autonomously, or under direct control, allowing learners to see their designs and code working in the physical world.

High school Coding and Robotics helps learners build core digital, problem-solving, and teamwork skills that are increasingly demanded in the labour market and underpin many future careers.

There are several key reasons why coding and robotics are crucial for young learners:

Developing Problem-Solving Skills

Both coding and robotics significantly enhance problem-solving abilities. Coding challenges learners to break down complex problems into manageable parts, fostering

analytical thinking and logical reasoning. Engaging in robotics projects further encourages creative problem-solving as learners design and build solutions to real-world challenges.



Encouraging Creativity and Innovation

Robotics and coding stimulate creativity by allowing learners to design and customise their projects. This hands-on approach encourages them to explore innovative solutions and think creatively, which is crucial in both academic and professional settings.

Preparing for Future Careers

As technology evolves, coding and robotics skills become increasingly valuable in the job market. Many industries now seek employees with these competencies, making them essential for career readiness. Acquiring these skills can open doors to lucrative opportunities in engineering, data science, and technology.

Enhancing Collaboration and Communication Skills

Robotics projects often require teamwork, where learners must communicate effectively and collaborate to achieve common goals. This experience teaches them valuable interpersonal skills, including negotiation and conflict resolution, essential in any collaborative environment.

Fostering of Persistence and Resilience

The iterative nature of coding and robotics teaches learners the importance of patience and perseverance. They learn to view failures as opportunities for growth, developing a mindset that embraces challenges and encourages continuous improvement.

Practical Application of STEM Knowledge

Robotics provides a tangible way to apply concepts from science, technology, engineering, and mathematics (STEM). This hands-on learning approach enhances understanding and retention of complex theories, making STEM subjects more accessible and engaging for learners.

Building Confidence and Self-Efficacy

Completing coding and robotics projects instils a sense of accomplishment and boosts self-confidence.

As learners see their ideas come to life, they gain confidence in their abilities to tackle technological challenges, preparing them for future endeavours.

In summary, coding and robotics education equips high school learners with critical skills relevant to their academic success and essential for their future careers and personal development.

Educator Training

The educator training programme comprises customised, SACE-accredited, onsite immersive educator training with implementation experts to ensure that educators get the most out of the training.

The educator training addresses:

- Coding and robotics form and function,
- An introduction to the fundamental elements of robotics, the code that makes it work and the STEM behind the builds,
- Robotic centre setup and classroom management,
- Coding and robotics pedagogy,
- Fundamentals of the national coding and robotics curriculum,
- Active building, coding and real-time troubleshooting, and
- Assessing and reporting.



Teachers are also provided with teaching support material. This support includes:

- Student textbooks,
- A supporting 3D learning mode app available for Android and IOS,
- Customisable lesson plans and teacher workbooks, and

This training programme equips educators with the skills to confidently teach coding and robotics, regardless of their prior experience.

Looking Forward

All our participating schools now have fully equipped computer centres. The educator training will begin in the second quarter of 2026.

Entrepreneurship

Why We Included Entrepreneurship as a Key Enabling Subject

High school Entrepreneurship classes help learners develop practical business, life, and work-readiness skills while also opening self-employment and job-creation opportunities in economies like South Africa, where youth unemployment is high.



Core Skills Learners Develop

Learners gain business basics: how ideas become products or services, how money flows through a business, and how to plan, launch, and run a small venture.

They build problem-solving, strategic thinking, and opportunity recognition by learning to see everyday problems as potential business opportunities.

Classes usually include financial literacy (budgeting, pricing, profit, and cash flow), marketing, and basic market research, which are valuable in personal life and in any job that involves money or customers.

Personal Development Benefits

Entrepreneurship education helps cultivate a growth mindset, where learners see effort, feedback, and even failure as chances to learn rather than reasons to give up.

Learners practise communication, teamwork, negotiation, and time management as they pitch ideas, work in teams, and manage small projects with deadlines.

Running mini-ventures or projects builds confidence, independence, and a sense of agency, as learners experience that they can create value rather than just wait to be employed.

Direct links to employability

Entrepreneurship education is linked internationally and in South Africa to stronger employability, because it develops transferable skills such as initiative, adaptability, problem-solving, and communication that employers in all sectors demand.

Learners who understand how businesses work are better prepared for roles in sales, customer service, administration, management, and project coordination, even if they never start their own business.



Exposure to entrepreneurship increases willingness and perceived ability to start a venture later, which can create jobs for the entrepreneur and for others, a key argument in South African research and policy debates on youth unemployment.

South African analyses argue that expanding entrepreneurship education in schools can support socio-economic development and

help tackle youth unemployment, poverty, and inequality by equipping learners with skills, capacity, and entrepreneurial mindsets.

The DBE's E³ (Entrepreneurship, Employability and Education) initiative aims to foster an “entrepreneurial culture” so that all learners complete school with 21st-century skills and mindsets that enable them either to find employment or to start their own enterprises by 2030.



The Programme

The programme is designed to integrate seamlessly with the National Curriculum and Assessment Policy Statement through a PBL approach, equipping educators with the skills and knowledge to foster an entrepreneurial mindset among learners by engaging them in real-world projects and practical exercises. The programme equips teachers to teach entrepreneurship through an energy-transition lens, and learners are guided through 12 months of energy-solution projects in the Future Nations Business Challenge.

It is important to note that the programme's educator-training focus equips educators with the skills and knowledge needed to foster an entrepreneurial mindset among learners, ensuring the successful integration of entrepreneurship education into the curriculum.

Thus, the full impact of the programme extends not only to current learners but also to future generations of learners at each school as well.

The benefits are:

Amplified Reach Over Time: Long-term Impact: By training teachers, we ensure the programme's benefits extend beyond the initial cohort of learners. Each trained teacher will influence multiple batches of learners over the years.

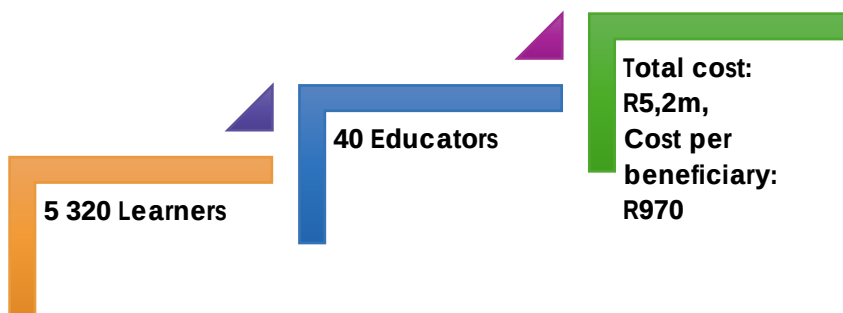
Exponential Influence: One teacher interacts with hundreds of learners over the course of their career. Training 75 teachers can potentially impact thousands of learners, creating a ripple effect of knowledge and skills.

Knowledge Transfer: Trained teachers can mentor and support their peers, thereby further expanding the programme's reach and effectiveness.

Consistency and Continuity: Embedded Curriculum: Teachers who are well-versed in entrepreneurship and energy education can consistently deliver high-quality lessons year after year, ensuring that this thinking becomes an integral part of the school culture.

Enhanced learner outcomes: learners are more likely to be engaged and motivated when taught by teachers who are passionate and knowledgeable about entrepreneurship and energy transition.

Entrepreneurship Programme Impact: 2025



Looking Forward

Learners from participating schools will showcase their products and projects at the Future Nations Business Challenge in June 2026.

Thereafter, we will be actively monitoring the extent to which entrepreneurship has been embedded in the school.

TECHNICAL/OCCUPATIONAL PROGRAMMES

MPA has laid the groundwork for a scalable, sustainable response to South Africa's youth unemployment crisis by combining accredited technical and occupational pathways with strong public-sector partnerships and a clear national growth trajectory.

This work positions schools not only as sites of learning, but as launchpads for employability, occupational competence and long-term economic inclusion for young people in underserved communities.

The project comprises the following components:

- Augmenting the CAPS curriculum with the content of the relevant registered qualifications
- Determining what infrastructure and resources are required to deliver the subject and providing them
- Training the educators towards industry standards and registered qualifications.
- Providing educators with the resources to teach the augmented curriculum to the learners.

The project aims to enhance secondary school curricula through integrated technical training, enabling South Africa to address critical skills gaps and equip learners with practical competencies for their future careers and lives.

This approach strengthens and empowers educators and learners alike, while contributing to a more capable workforce and a more resilient economy.

From Unemployment to Opportunity

MPA's technical and occupational pathways respond directly to the challenge of youth unemployment by equipping high school pupils with practical, market-relevant skills while they are still in school.

In communities where many young people face limited post-school opportunities, these pathways create visible, credible alternatives by linking education to sectors with real demand for skills, entrepreneurship and self-employment.

Across all streams, the programmes help learners build not only technical competence, but also the workplace behaviours that employers value, including punctuality, teamwork, problem-solving, discipline and resilience. These pathways also improve learner motivation by making schooling feel purposeful and connected to future livelihoods, especially for pupils who thrive in practical and applied learning environments.

Technical and Occupational Programmes

MPA's technical and occupational programmes create direct routes from school into the labour market and further occupational learning. Partner schools offer programmes in artisan training, including plumbing, welding, and culinary training.

Technical and occupational training gives pupils access to practical, in-demand technical skills. It also opens structured progression into accredited occupational qualifications, learnerships and apprenticeships, while creating the possibility of self-employment and small-enterprise activity in local communities.

Partnership with the Department of Basic Education

A cornerstone of this work is MPA's partnership with the Department of Basic Education, which anchors the model within national policy and system reform. This partnership supports implementation of the three-stream model, which expands schooling beyond traditional academic routes to include technical and occupational streams.

Within this framework, schools are supported to register as accredited training centres, while educators are supported to register as facilitators. This dual emphasis on school accreditation and educator capability is critical to programme quality, compliance and sustainability.

Building Sustainability into Schools

MPA's conceptual framework places schools, educators and curricula at the centre of sustainable change.

Schools are developed as accredited training centres with the infrastructure and governance needed to host technical and occupational programmes. At the same time, educators are strengthened as facilitators capable of delivering accredited learning and assessment.

This approach ensures that technical and occupational pathways become part of the school's long-term identity and offerings, rather than short-term projects dependent on a single funding cycle. In this way, each investment helps create a durable platform through which future cohorts of learners can continue to access relevant, work-oriented training.

Artisan Training

Key Benefits of Including Artisan Training in the High School Curriculum

Incorporating artisan training in the secondary school curriculum offers numerous benefits that address individual and societal needs. These advantages are particularly relevant in South Africa, where the demand for skilled artisans is high:



Career Readiness

- Artisan training equips educators and learners with practical, hands-on skills that prepare them for specific careers immediately after graduation, reducing the transition time between education and employment.
- Educators and learners gain real-world experience during their schooling, making them workforce-ready and minimising the need for extensive on-the-job training.

Addressing Skills Shortages

South Africa faces a critical shortage of skilled artisans, particularly in construction, engineering, and manufacturing. Incorporating occupational training into school curricula helps build a pipeline of skilled workers to meet this demand.

Financial Independence

- Learners trained in artisanal skills can earn an income shortly after completing their education, fostering financial independence at a young age.
- Many artisan careers also offer opportunities for entrepreneurship, allowing graduates to start their businesses and contribute to economic growth.



Shorter Training Duration

Artisan training programmes are typically shorter than university degrees, enabling learners to enter the workforce more quickly. This primarily benefits those who prefer immediate employment over extended academic pursuits.

Promoting Engagement and Passion

Learners often find vocational classes more engaging because they align with their interests and provide tangible outcomes. This can lead to higher motivation and better performance.

Contribution to Economic Development

Skilled artisans are crucial for infrastructure development and maintenance across various industries, including energy, water, transportation, and logistics. Training artisans early ensures a steady supply of professionals critical to economic growth.

(1) Plumbing

Skills Programme: Plumber's Hand



This skills programme prepares a learner to operate as a Plumbing Hand.

A Plumbing Hand installs, repairs and maintains water pipes, drainage pipe systems, and sanitary fixtures (water closet, wash hand basin, bidet, bath, shower and sink) under the supervision of a qualified Plumber.

Participating Schools



John Orr Engineering School of Specialisation



Katlehong Engineering School of Specialisation



Reiger Park Secondary School

These schools were included in a project previously funded by Sasol, which ran from July 1, 2023, to February 28, 2025.

Under this project,

- Each school's workshop was equipped, and one school, Katlehong Engineering School of Specialisation, was accredited as a training site by the QCTO in 2024.
- The educators completed Phase 1 of the Skills Programme.

ABSA has provided the funding for the educators to complete the Skills Programme. This training will start in March 2026.

(2) Welding

Skills Programme: Coded Shielded Metal Arc Fillet Welder



The purpose of this skills programme is to prepare a learner to operate as a Shielded Metal Arc Fillet Welder.

A Shielded Metal Arc Fillet Welder produces a range of fillet welds using Shielded Metal Arc Welding processes on carbon steel and stainless steel in the flat, horizontal, vertical and overhead positions. This individual will be able to weld any fillet weld in various production environments and will be able to weld gates, burglar bars and other fillet welds required in a factory or production environment.

Participating Schools



Katlehong Engineering School of Specialisation



Ribane Laka Maths, Science & ICT School of Specialisation



Soshanguve Engineering School of Specialisation

ABSA has provided funding for the following:

- Educator training to enable them to complete the Skills Programme. This training will start in March 2026.
- Equipping each school's workshop to meet occupational and health and QCTO requirements.

(3) Culinary Skills

Key Benefits of Including Culinary Training in the High School Curriculum

Chef and hospitality-oriented training equip pupils with foundational skills in food preparation, hygiene, safety and customer service that are valued in restaurants, hotels, catering operations and institutional kitchens.



Learners also gain confidence, discipline and pride through producing tangible outputs such as meals, menus and service experiences in structured training settings.

Occupational Certificate: Cook

The purpose of this qualification is to prepare a learner to operate as a Cook. A Cook prepares, seasons and cooks food items in hotels, restaurants and catering establishments.

A qualified learner will be able to:

- Prepare for food production, associated areas, commodities, staff and cooking environment.
- Communicate with and assist other kitchen personnel.
- Prepare, cook and assemble specific food items using the correct method and techniques to meet customer and organisational requirements.
- Assist kitchen and service staff to prepare and serve food.
- Hygienically prepare and assemble food and clean food preparation areas.

Participating School



**Oosrand Commerce and
Entrepreneurship School of
Specialisation**

ABSA has provided funding for the following:

- Educator training to enable them to complete the Occupational Certificate. This training will start in March 2026.
- Equipping the school's commercial kitchen to meet occupational and health and QCTO requirements.

Agriculture

Studying agriculture provides learners with a crucial understanding of where their food comes from, teaches valuable skills about sustainability and resource management, opens up potential career paths in the agricultural sector, and develops critical thinking abilities by exploring complex issues like food security and climate change, all while fostering a deeper appreciation for the natural environment and the interconnectedness of food systems.



Key Benefits of Including Agriculture Training in the High School Curriculum

Food literacy

Learners gain knowledge about food production, from planting seeds to harvesting crops. This knowledge helps learners to make informed dietary choices and understand the impact of their food choices on the environment.

Career opportunities

Agriculture offers many career paths beyond traditional farming, including agribusiness, research, food science, and environmental management.

Sustainability awareness

Learning about sustainable farming practices and the challenges of climate change in agriculture empowers students to make environmentally conscious decisions.



Critical thinking skills

Exploring complex agricultural issues such as pest management, soil health, and water conservation encourages critical thinking and problem-solving skills.

Hands-on learning

Practical experiences working on a school

farm provide valuable hands-on learning and connect classroom theory to real-world applications.



Interdisciplinary learning

Agriculture integrates concepts from various subjects, such as science, math, biology, economics, and social studies.

Educators: Occupational Certificate: Occupational Trainer

The purpose of this qualification is to prepare a learner to plan, prepare for, coordinate, implement and evaluate learning programmes to achieve occupational trainee competence.

A qualified learner will be able to:

- Establish the profile, special needs and barriers to learning of learners within the specified requirements of the training programme.
- Prepare, adapt and align learning materials and resources for a training intervention in the workplace.
- Deliver training, evaluate and report on a learning intervention in the workplace.
- Gather evidence and make assessment decisions using the given assessment tools.

Educators and Learners: Skills Programme: Plant Production

The learner will be able to identify the physiological processes involved in a plant's growth and development.

Learners will gain specific knowledge and skills in plant physiology and anatomy and will be able to operate in a plant production environment, implementing sustainable and economically viable production principles.

They will gain access to the mainstream agricultural sector, including plant production, directly impacting the sustainability of the sub-sector. Improvements in production technology will also directly improve the sector's agricultural productivity.

Participating Schools



**John Orr Engineering School of
Specialisation**



**Katlehong Engineering School
of Specialisation**



**Oosrand Commerce and
Entrepreneurship School of
Specialisation**

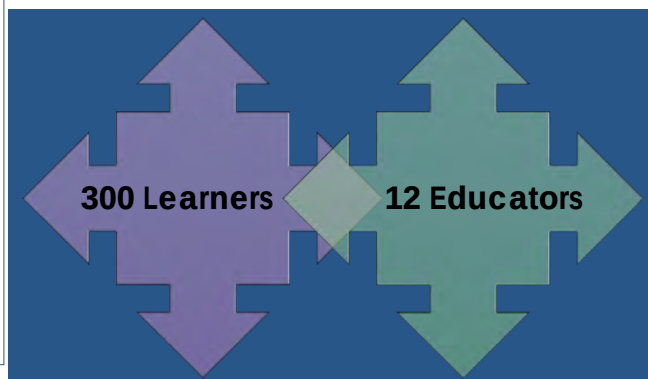
The training of the educators and learners at Katlehong Engineering SoS and Oosrand Commerce & Entrepreneurship SoS will continue in 2025. Omnia also provided funding for the following at John Orr Engineering SoS:

- Training of 20 learners in the Skills Programme: Specialised Crop Production
- Training for 2 educators in the Occupational Certificate: Occupational Trainer
- Construction of tunnels, an irrigation system and other requirements.

The total cost for the Technical and Occupational Programmes from 2024 to 2025 was R4,91m. This amounts to R15 770 per beneficiary.

However, it is important to bear in mind that this is a once-off cost which includes all equipment, workshops, kitchens, and educator training. There will be very limited regulatory costs associated with training future Grade 10, 11, and 12 learners, which the school will bear.

Technical and Occupational Programme: Impact 2024 and 2025



During the year under review, Motus established fully equipped resource centres at Dommedaris Primary School in Reiger Park and Katlehong High School in Katlehong. Each centre was supported by a dedicated, fully funded librarian to ensure effective management and accessibility for learners.

With these additions, Motus now operates four fully staffed resource centres, following the earlier establishment of facilities at Oosrand School of Specialisation in 2023 and Lakeside Primary School in Reiger Park in 2024.

Motus continues to prioritise learner health through the ongoing support and operation of Unjani Clinics located at Oosrand School of Specialisation and Reiger Park Secondary School.

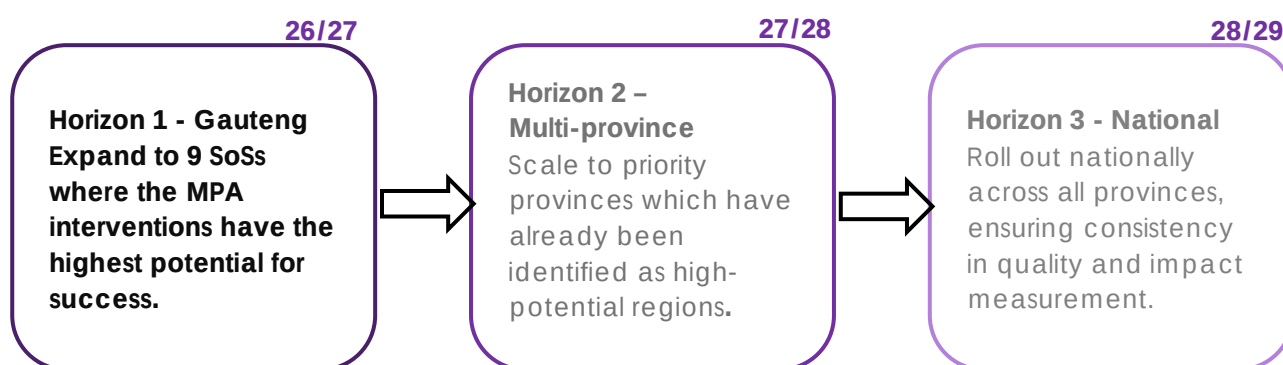


GROWTH AND INVESTMENT CASE

The outlook for MPA is defined by disciplined scale, stronger capacity, and continued partnership-building. MPA's ambition is not only to expand its reach, but also to maintain consistency in quality and impact measurement as it moves from Gauteng to a multi-province footprint and ultimately to national relevance.

The underlying case for growth is strong: The organisation has articulated a clear model, demonstrated reach across multiple programme areas, attracted public-sector recognition, and produced reported evidence of cost-effectiveness. The next phase will depend on securing the management capacity and long-term funding required to scale responsibly.

To guide scale while protecting quality, MPA has adopted a phased growth strategy.



Horizon 1 focuses on Gauteng, including expansion to nine Schools of Specialisation where interventions have strong potential for success. Horizon 2 expands into priority provinces, and Horizon 3 aims for national rollout with consistent quality and impact measurement.

Funding Needs per school

Key Enabling Subjects			Technical and Occupational Subjects	
Project	Once-Off	Annual	Project	Once-Off
Mathematics	R200 000	R60 000	Plumbing	R700 000
Coding & Robotics	R800 000		Welding	R700 000
Entrepreneurship	R700 000		Electrical	R700 000
Total per School	R1 700 000	R60 000	Agriculture	R1 300 000
Note: These costs include all equipment, educator training and support			Kitchen Hand	R800 000
			Note: These costs include equipping workshops/ kitchens/ installing agricultural tunnels, educator training and certification and QCTO accreditation	

This investment transforms a school into a practical skills hub where learners gain recognised pathways into employment, apprenticeships, further training and enterprise.

THANK YOU TO OUR DONORS

MPA appreciates your generosity and your vital support. You enabled us to reach many beneficiaries with effective, quality, cost-effective programmes.

$$\begin{array}{ccc}
 \text{Total Cost:} & \div & \text{Total} \\
 \text{R27 100 000} & & \text{Beneficiaries:} \\
 & & 32\,440 \\
 & = & \text{Cost per} \\
 & & \text{beneficiary:} \\
 & & \text{R835}
 \end{array}$$



ANNUAL FINANCIAL STATEMENTS

For the Year Ended 28 February 2026

The Annual Financial Statements have been audited as required in terms of section 30(2) and the regulations made in terms of section 30(7) of the Companies Act, 2008.

GENERAL INFORMATION

For The Year Ended 28 February 2026

Country of incorporation and domicile	South Africa		
Nature of business and principal activities	Community Youth Development		
Directors	R. Barnard	Appointed	23/09/2020
	C.C. Mulder	Appointed	10/03/2022
	T. Ngwenya	Appointed	07/03/2023
	M.J.N. Njeke	Appointed	28/03/2022
	Prof. L.W. Nkuhlu	Appointed	28/03/2022
	Dr. S.E. Nxasana	Appointed	28/03/2022
	N. Ramothwa	Appointed	21/10/2020
	A. Sita	Appointed	28/03/2022
	S.N. Vuba	Appointed	07/03/2023
	Prof. B.F. Mohale	Appointed	04/02/2025
	G. Makhanya	Appointed	06/02/2025
	S.S. Sehoole	Appointed	18/02/2026
	T.M. Nombembe	Resigned	03/09/2024
	J.P. Grist	Resigned	01/07/2024
Registered office	Cnr of Trichardts & Kingfisher Rd Sunward Park, Boksburg 1459		
Postal address	PO Box 9196, Cinda Park Boksburg 1463		
Bankers	First National Bank		
Auditors	Joubert and Joubert Chartered Accountants (SA) and Auditors		
Company registration number	2020/730923/08		
Public Benefit Organisation Number	930076152		
Non-Profit Organisation Number	264-753		
Income Tax Number	9190091257		

DIRECTORS' RESPONSIBILITY AND APPROVAL

For the Year Ended 28 February 2026

The directors are required by the Companies Act of South Africa, 2008, to maintain adequate accounting records. They are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the company as at the end of the financial year and the results of its operations and cash flows for the period then ended, in conformity with International Financial Reporting Standards for Small and Medium-sized Entities. The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with International Financial Reporting Standards for Small and Medium-sized Entities and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgments and estimates.

The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment. To enable the directors to meet these responsibilities, the directors set standards for internal control aimed at reducing the risk of error or loss in a cost-effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the company, and all employees are required to maintain the highest ethical standards in ensuring the company's business is conducted in a manner that, in all reasonable circumstances, is above reproach. The focus of risk management in the company is on identifying, assessing, managing and monitoring all known forms of risk across the company. While operating risk cannot be fully eliminated, the company endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed in accordance with predetermined procedures and constraints.

The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The directors have reviewed the company's cash flow forecast for the year to 28 February 2027, and, in light of this review and the current financial position, they are satisfied that the company has, or has access to, adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently reviewing and reporting on the company's annual financial statements. The annual financial statements have been examined by the company's external auditors, and their report is presented on pages 4 to 5.

The annual financial statements set out on pages 1 to 29, which have been prepared on the going concern basis, were approved by the directors on 6 May 2026 and signed on their behalf by:



Prof. L.W. Nkuhlu

6 May 2026



Ms. C.C. Mulder

6 May 2026

INDEPENDENT AUDITOR'S REPORT TO THE DIRECTORS OF MARKETPLACE ACADEMY NPC

We have audited the annual financial statements of MARKETPLACE ACADEMY NPC set out on pages 1 to 29 for the year ended 28 February 2026. These financial statements comprise the statement of financial position as at 28 February 2026, and the statement of comprehensive income, statement of changes in equity, statement of cash flows, chairpersons' report and directors' report for the year then ended, and a summary of significant accounting policies and other explanatory information.

Directors' Responsibility for the Financial Statements

The directors are responsible for the preparation and fair presentation of these financial statements in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities and in the manner required by the Companies Act of South Africa, and for such internal control as they determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the annual financial statements present fairly, in all material respects, the financial position of the entity at 28 February 2026, and of its financial performance and its cash flows for the year then ended in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities (IFRS for SMEs) and in the manner required by the Companies Act of South Africa.



JOUBERT & JOUBERT
CHARTERED ACCOUNTANTS (S.A.) AND AUDITORS
6 May 2026
SPRINGS

STATEMENT OF FINANCIAL POSITION
As At 28 February 2026

	Notes	2026 R	2025 R
ASSETS			
Non-Current Assets			
Property, Plant and Equipment	2	26 667	-
		26 667	-
Current Assets			
Cash and cash equivalents	3	6 985 262	1 735 984
		4 334 000	1 140 922
Trade and other receivables	4	2 651 261	595 062
TOTAL ASSETS		7 011 928	1 735 984
EQUITY AND LIABILITIES			
Equity			
Accumulated funds		1 188 273	788 726
		1 188 273	788 726
Current Liabilities			
Trade and other payables	5	5 823 655	947 258
		17 000	15 000
Project creditors	7	5 806 655	932 258
TOTAL EQUITY AND LIABILITIES		7 011 928	1 735 984

CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME
For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		21 097 326	12 014 229
Administration fees		692 165	610 026
Donations received (Oosrand Golf Day)		47 500	30 000
Donations received (Security Upgrade and Other)		1 652 875	-
Donations in kind	8	6 699 000	6 458 830
Project 1 income		244 600	539 689
Project 3 income		3 450 000	750 000
Project 5 income		4 499 747	607 051
Project 6 income		-	1 618 633
Project 7 income		300 000	600 000
Project 8 income		150 000	300 000
Project 9 income		11 700	150 000
Project 10 income		-	350 000
Project 11 income		769 323	-
Project 12 income		2 131 000	-
Project 13 income		350 000	-
Project 14 income		99 417	-
Expenses		15 894 931	12 144 484
Project 1 expenses		421 592	365 226
Project 3 expenses		3 377 239	750 000
Project 4 expenses		285 138	641 568
Project 5 expenses		1 846 275	607 051
Project 6 expenses		-	1 618 633
Project 7 expenses		-	600 000
Project 8 expenses		173 335	276 665
Project 9 expenses		161 700	-
Project 10 expenses		-	350 000
Project 11 expenses		769 323	-
Project 14 expenses		99 417	-
Donations expense (Oosrand Golf Day)		44 871	-
Donations expenses (Security Upgrade and Other)		1 486 613	-
Donations in kind	8	6 699 000	6 458 830
Operating expenses (Next page)		530 428	476 512
Interest received			
Bank		71 549	100 934
Surplus/(shortfall) for the year		5 273 944	(29 321)
Transfer to/(from) project creditors	7	4 874 397	(263 769)
NET SURPLUS/(SHORTFALL) FOR THE YEAR		399 547	234 448

CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME
For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Operating expenses		530 428	476 512
Audit Fees		17 000	15 000
Bank Charges		1 619	1 506
Catering		28 771	43 558
Contractors		372 700	335 000
Depreciation		13 331	-
Marketing		30 000	36 638
Printing and Stationery		-	6 437
Repairs and maintenance		2 498	2 450
Secretarial Fees		7 050	23 350
Subscriptions		6 367	8 554
Telephone and internet		51 091	4 020

Project 1 - MINDY (Mathematics and Personal Mastery Programme)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		244 600	539 689
Donations received		244 600	539 689
Project expenses		421 592	365 226
Catering		-	17 940
Consulting		240 000	20 000
Equipment		-	5 022
Gamma devices and educational training		124 000	40 000
License fees		-	28 500
Personal mastery		-	112 000
Printing cost		27 505	131 764
Prizes		-	10 000
Security		30 087	-
Surplus/(shortfall) for the year		(176 992)	174 463
Transfer to/(from) project creditors	7	(176 992)	174 463
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 2 - Gold Rush (Desks and Agricultural Operations)

Completed

Project 3 - Investec and Allan & Gill Gray Philanthropy (Entrepreneurship Programme)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		3 450 000	750 000
Donations received		3 450 000	750 000
Project expenses		3 377 239	750 000
Administration		400 000	362 267
Catering		5 500	-
Delivery fees		1 717 279	-
Training of trainers		1 254 460	387 733
Surplus/(shortfall) for the year		72 761	-
Transfer to/(from) project creditors	7	72 761	-
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 4 - Sasol (Plumbing Programme)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		-	-
Donations received		-	-
Project expenses		285 138	641 568
Administration		140 681	85 000
Plumbing equipment		44 457	472 568
Training of educators		100 000	84 000
Surplus/(shortfall) for the year		(285 138)	(641 568)
Transfer to/(from) project creditors	7	(285 138)	(641 568)
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 5 - Standard Bank (Computers, Coding and Robotics Programme)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		4 499 747	607 051
Donations received		4 499 747	607 051
Project expenses		1 846 275	607 051
Administration		108 873	-
Computers		1 737 402	607 051
Surplus/(shortfall) for the year		2 653 472	-
Transfer to/(from) project creditors	7	2 653 472	-
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 6 - Omnia (Agriculture Programme (Educator and Learner Training))

Statement of Comprehensive Income
For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		-	1 618 633
Donations received		-	1 618 633
Project expenses		-	1 618 633
Administration		-	64 469
Infrastructure, irrigation, seeds		-	417 950
Training of educators and learners		-	1 136 215
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 7 - Deloitte and Engineering Council of South Africa (STEAM Seminar)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		300 000	600 000
Donations received		300 000	600 000
Project expenses		-	600 000
Administration		-	51 824
Catering		-	106 832
Event fees		-	421 000
Training of educators		-	20 344
Surplus/(shortfall) for the year		300 000	-
Transfer to/(from) project creditors	7	300 000	-
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 8 - Investec Philanthropy: Iris Hollywood Foundation (Catering and Hospitality Programme)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		150 000	300 000
Donations received		150 000	300 000
Project expenses		173 335	276 665
Administration		26 910	-
Catering equipment		15 953	82 848
Refurbishment of containers		130 472	85 817
Training of educators and learners		-	108 000
Surplus/(shortfall) for the year		(23 335)	23 335
Transfer to/(from) project creditors	7	(23 335)	23 335
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 9 - Actuarial Society (Mathematics Programme: Educator Training)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		11 700	150 000
Donations received		11 700	150 000
Project expenses		161 700	-
Administration		15 000	-
Catering		11 700	-
Training of educators		135 000	-
Surplus/(shortfall) for the year		(150 000)	150 000
Transfer to/(from) project creditors	7	(150 000)	150 000
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 10 - Investec Philanthropy: Rachael Du Toit Trust (Coding and Robotics Programme)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		-	350 000
Donations received		-	350 000
Project expenses		-	350 000
Administration		-	45 766
Equipment		-	165 800
Training of trainers		-	138 434
Surplus/(shortfall) for the year		-	-
Transfer to/(from) project creditors	7	-	-
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 11 - Omnia (Agriculture Programme (Tunnels))

Statement of Comprehensive Income
For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		769 323	-
Donations received		769 323	-
Project expenses		769 323	-
Construction of tunnel		574 030	-
Fertiliser and seeds		195 293	-
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 12 – ABSA (Artisan Training Programme)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		2 131 000	-
Donations received		2 131 000	-
Surplus/(shortfall) for the year		2 131 000	-
Transfer to/(from)project creditors	7	2 131 000	-
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 13 - Investec Philanthropy: Rachael Du Toit Trust (Entrepreneurship Programme)

Statement of Comprehensive Income For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		350 000	-
Donations received		350 000	-
Surplus/(shortfall) for the year		350 000	-
Transfer to/(from) project creditors	7	350 000	-
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

Project 14 - Shoprite Foundation (Agriculture Programme)

Statement of Comprehensive Income
For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Revenue		99 417	-
Donations received		99 417	-
Project expenses		99 417	-
Borehole		99 417	-
NET SURPLUS/(SHORTFALL) FOR THE YEAR		-	-

STATEMENT OF COMPREHENSIVE INCOME
For the Year Ended 28 February 2026

	Accumulated Funds	Total Equity
Balance at 1 March 2024	554 278	554 278
<i>Total Comprehensive income for the year</i>		
Net Surplus/(Shortfall) for the year	234 448	234 448
Balance at 28 February 2025	788 726	788 726
<i>Total Comprehensive income for the year</i>		
Net Surplus/(Shortfall) for the year	399 547	399 547
BALANCE AT 28 FEBRUARY 2026	1 188 273	1 188 273

STATEMENT OF CASH FLOWS
For the Year Ended 28 February 2026

	Notes	2026 R	2025 R
Cash flows from operating activities		3 233 076	(526 982)
Cash generated from operations	6	3 161 528	(627 916)
Interest received		71 549	100 934
Cash flows from Investment activities		(39 998)	-
Additions to property, plant and equipment	2	(39 998)	-
Net increase/(decrease) in cash & cash equivalents		3 193 078	(526 982)
Cash and cash equivalents at beginning of the period	3	1 140 922	1 667 904
Cash and cash equivalents at end of the period	3	4 334 000	1 140 922

ACCOUNTING POLICIES

For the Year Ended 28 February 2026

1. Basis of Preparation and Accounting Policies

MARKETPLACE ACADEMY NPC is a Non-Profit Company incorporated in South Africa in terms of the Companies Act, 2008.

The entity's classification and principal activities, as well as the responsibilities of the directors with respect to the preparation and presentation of financial statements, are described in the Chairperson's Report.

The financial statements disclose comparative figures for the previous comparable period. The principal accounting policies have been consistently applied in all material respects, unless indicated otherwise.

1.1. Revenue Recognition

Revenue is measured at the fair value of the consideration received or receivable. Revenue is recognised when it is probable that the economic benefits associated with the transaction will flow to the entity, the amount of revenue can be reliably measured, and other relevant criteria about the type of revenue are met, as specified in the following paragraphs.

Revenue from donations received is recognised in the period in which it is received.

1.2. Income Tax Expense

No provision is made for tax as the entity is registered as a Public Benefit Organisation and is exempt in terms of Section 10(1)(cN) of the Income Tax Act. There are no business activities involved.

1.3. Recognition of Donations in Kind

MPA received administrative support, including office facilities, project management, finance, and human resources, at no charge. Additionally, numerous donors provide project assistance in kind or make payments directly to third-party service providers. Hence, the entity receives donations in kind from various sources. These donations are measured at objective market prices (fair value) where available or management's best estimates of value received.

1.4. Creditors

Included in creditors are unutilised funding received. These are funds that MPA holds to deliver on signed agreements.

1.5. Going Concern

The annual financial statements have been prepared in accordance with accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

- Management has assessed the liquidity position by considering the following:
- Secured and unsecured donations are closely monitored;
- Constant communication with donors to assess the risk of any default, or reduction of committed donations;
- Assessing the cash reserves available to manage commitments; and
- Aligning the operations to what funds are available.

The directors recognise that the MPA is in its pilot phase of operations and, consequently, has been prudent in scaling its operations. The Board and management believe that the company has adequate financial resources to continue in operation for the foreseeable future and, accordingly, the annual financial statements have been prepared on a going concern basis.

1.6. Property, Plant and Equipment

Items of property, plant and equipment are carried at cost less accumulated depreciation. The cost of an item of property, plant and equipment includes its purchase price. Costs relating to regular repairs and maintenance are recognised in profit or loss when incurred. Net gains on disposal of items of property, plant and equipment are recognised within “other income” in profit or loss, and net losses are recognised within “operating costs”.

Items of property, plant and equipment, other than land, are depreciated by writing off the depreciable amount of each asset over its estimated useful life, considering that significant parts of an asset may have different useful lives. The methods of depreciation, useful lives and residual values are reviewed annually if there are indications that they have changed since the most recent reporting date.

The depreciation methods and depreciation rates applicable to each category of property, plant and equipment are as follows:

Asset category	Depreciation method	Useful life (Years)
Computer equipment	Straight line	3 years

Notes to the Annual Financial Statement
For the Year Ended 28 February 2026

	2026	2025
	R	R
2. Property, Plant and Equipment		
Computers		
Carrying amount at the beginning of the year	-	-
Additions	39 998	-
Depreciation	(13 331)	-
	26 667	-
3. Cash and cash equivalents		
Cash at bank	4 334 000	1 140 922
4. Trade and other receivables		
Trade debtors	2 429 922	366 836
Value Added Tax	221 339	228 227
	2 651 261	595 062
5. Trade and other payables		
Accruals	17 000	15 000
6. Cash generated from operations		
Surplus/(Shortfall) for the year	5 273 944	(29 321)
<i>Adjusted for:</i>		
<i>Depreciation</i>	13 331	-
Interest received	(71 549)	(100 934)
	(58 217)	(100 934)
<i>Movements in working capital:</i>		
(Increase)/Decrease in trade and other receivables	(2 056 199)	(503 660)
Increase/(Decrease) in trade and other payables	2 000	6 000
	(2 054 199)	(497 660)
Net cash generated from operations	3 161 528	(627 916)

NOTES TO THE ANNUAL FINANCIAL STATEMENT
For the Year Ended 28 February 2026

	2025 R		2026 R
7. Project Creditors			
	Opening balance	Transfer (to)/ from income statement	Closing balance
Catering and Hospitality	23 335	(23 335)	-
Computer Labs and Coding & Robotics	-	2 653 472	2 653 472
Entrepreneurship Programme	-	72 761	72 761
Mathematics	150 000	(150 000)	-
Mathematics and Personal Mastery (Mindy)	443 785	(176 992)	266 793
Oosrand Golf Day	30 000	2 629	32 629
Sasol - Plumbing	285 138	(285 138)	-
STEAM Seminar	-	300 000	300 000
Artisan Training	-	2 131 000	2 131 000
Investec Philanthropy	-	350 000	350 000
	932 258	4 874 397	5 806 655

NOTES TO THE ANNUAL FINANCIAL STATEMENT
For the Year Ended 28 February 2026

8. Donations in Kind

Received

2025
R

2026
R

6 699 000

6 458 830

Utilised for:

Various activities summarised below

6 699 000

6 458 830

The donations in kind were received from:

Standard Bank: Steam Seminar - Provision of 100 power banks for conference

-

20 000

Motus: Resource Centre at Lakeside Primary - Librarian

144 000

2 500 000

Motus: Resource Centre at Drommedaris Primary - Librarian

144 000

1 500 000

Motus: Resource Centre at Oosrand SOS - Librarian

144 000

350 000

Motus: Unjani Clinics at two schools

350 000

500 000

Motus: Katlehong High School Resource Centre and Librarian

1 500 000

-

Shoprite Checkers: Agriculture Tunnels at Oosrand SOS

-

750 000

Deloitte: Principal training and mentorship - 8 schools and mentorship

200 000

250 000

Deloitte: ITC educator training - New trends in AI

100 000

-

Deloitte: Learner support at 3 schools for a day

-

45 000

Future Nations Schools: Coding and robotics display and games

-

273 830

Keep that Gold Shining: Weekly tutoring of Mathematics for the grades 8 and 9s at 4 of the schools

350 000

250 000

Discovery Actuaries: Two examination sessions at two schools for Matrics

40 000

20 000

Actuaries Without Frontiers: Learner Training - Weekly, two schools

80 000

-

Oryx Energies: Gas Container at Oosrand

1 500 000

-

EY Consultancy: Assistance with strategy and scaling

750 000

-

GoSolar: Solar systems at two schools

1 397 000

-

6 699 000

6 458 830