



LEARNING *new* PATHWAYS

2020
ANNUAL REPORT



**SPARROW
SCHOOLS**
EDUCATIONAL TRUST

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OUR VISION

Sparrow Schools Educational Trust strives for excellence, well-being, and the capability to earn a livelihood in the lives of children and youth with learning barriers.

OUR MISSION

Prepare children and youth who live with learning difficulties to become income-generators through comprehensive education, vocational skills training and intensive learner support initiatives.

OUR ORGANISATION

SPARROW SCHOOLS EDUCATIONAL TRUST:

Trust Registration Number: IT 1255/93 | NPO Welfare Organisation Number: 000-401
PBO SARS Tax Exemption Reference Number: 130001399

BOARD OF TRUSTEES

REV. EJ **ABRAHAMS**
MRS. JW **GALLAGHER**
(Founder)
MR. PT **GALLAGHER**

MR. GD **GAOBEPE**
MR. GN **HAMILTON**
MRS. BA **KESCHNER**
MRS. R **NEL**

MS. MR **MABALE**
MS. K **MAKHOHLISO**
(Chairperson)

MANAGEMENT TEAM

JACKIE **GALLAGHER**
General Manager

ALISON **BUTTON**
Academic Manager

ROMELA **PILLAY**
HR Manager

MELANIE **MALEMA**
Corporate Sales Manager

BEVERLY **VAN WYK**
Finance Manager

THE
FOUNDATION
SCHOOL:

GRADES 1-7

Principal:
LEONA **KRISHNA**

SPARROW COMBINED
TECHNICAL
SKILLS SCHOOL:

YEARS 1-4

Managed by:
CATHRINE **HENDERSON**

SPARROW
FET
COLLEGE:

QCTO/DHET/SETA
Registered with accredited
full qualifications.

Managed by:
MUSA **THOMO &**
WELLINGTON **MUPUKUTA**

CHAIRPERSON'S REPORT



At the start of any given year, we map out a plan for how the year will look. A prediction of the various pathways taken allows us to put plans in place that will accomplish as much as possible. All of this planning could not prepare us for the year that was to come as the entire world as we knew it shifted. This brings to mind the Israelites travelling through the desert towards the Promised Land. The very foundation to which they had become accustomed, changed – even if it was for the better, at times it might not have felt this way. They were pushed to their limits, lost, doubtful and confused but they kept on moving and growing, a sentiment I have experienced while being a part of Sparrow.

The year that has passed set us out on a new and daunting journey characterised by many tough choices but was also filled with large scale positive changes and a lot of growth, as we learnt how to exist effectively on this new pathway. As we journey through the year that has been, I would like to celebrate this incredible organisation and commend our learners, students, staff and partners on everything they put into getting us through such a tough year.

The pandemic forced a lot of change which built and grew Sparrow for the better. These are still things that exist within our organisation as we move on from 2020. One such example were the changes made to our Wellbeing Departments, who increased their presence in the lives of our staff, students and learners. They made sure to

***“At many points
throughout
the year, we
found ourselves
standing at a
crossroad.”***

be available to anyone who was struggling with the effects of the pandemic. Food parcels were also made up and given to any student or learner who was short on finance and needed support.

The COVID-19 pandemic also opened us up to the realisation that we needed to streamline our organisation. Towards the end of 2020, we, therefore, undertook a process of restructuring to ensure all of our staff's talents were being used utilised most efficiently. An external consultant joined the organisation for a few months interviewing our staff and getting to know our managers. This meant she was well equipped to understand the best positions for the individuals making up our staff. She also helped put succession planning in place to ensure longevity within the organisation.

Learning also changed, our schools started making up learner packs that included the work for the week. These still exist in the Combined School and help our teachers plan lessons more laterally without reliance on textbooks. Our Foundation School teachers have incorporated the way they taught learners online into their classrooms, through increased use of video content. Finally, Sparrow FET College moved a portion of its training online and can now make learning more cost-efficient and increase its reach. New pathways and directions meant we had to prepare for new methods of delivery, streamlining the way we now view teaching

and learning.

At many points throughout the year, we found ourselves standing at a crossroad. There were difficult decisions to be made and I commend the management team for making these choices. We never lost sight of our primary purpose and as an organisation, through these tough decisions, did not leave anyone behind. We have come together as one like never before, throughout our entire organisation. Here I would like to thank our trustees for meeting up monthly, which allowed us to identify areas where we could provide any support that was needed.

As I reflect on 2020 it is clear that we cannot predict what challenges will be put along our path but I am assured, that as an organisation, we are well equipped to face them all. As we continue the journey down this new and unfamiliar pathway; I am confident that Sparrow will continue to grow, learn and make an impact on the lives of those in need.

KHOLIWE MAKHOHLISO
CHAIRPERSON

GENERAL MANAGER'S REPORT



Jackie Gallagher

When looking back on the year that has just been, I am reminded of the Israelites moving through the desert towards the Promised Land. They faced many trials and found themselves completely out of their comfort zone, but continued on, guided by God's plan. We spent a whole year learning how to exist in a harsh and unfamiliar environment. All while figuring out the most effective way of serving the people who rely so much on us. There was little choice but to keep moving, as stagnancy would not get the organisation through the year.

As we entered the initial lockdown, I was filled with fear and dread. We were facing challenges we had never imagined. Changes were rapid and the pathway we were on, incredibly unpredictable.

Our first challenge was how we could continue educating our learners and students, when it became clear that the lockdown was not a short term occurrence. Many of our learners

come from very underprivileged positions meaning using only online platforms was not enough. We, therefore, set up WhatsApp groups and used this as our primary medium of communication. We also set up drop off points for our learners without access to data. Our teachers and facilitators worked so hard to ensure no one was left behind.

What also became evident early on in the pandemic, was that the various sectors of our organisation would not be able to survive in isolation. We, therefore, banded together to provide support to whoever was in need, moving through this metaphorical desert as one. Our HR team made sanitisation plans together with our maintenance staff, who were incredible. They put in so much time cleaning our facilities, making sure they were safe for everyone coming onto campus.

The HR team, in connection, with the wellbeing department, also made counselling

available to help those struggling to cope with the effects of the pandemic. Many people suffered so much through the year. We, therefore, needed to ensure there was support available should they need it.

Financial Assistance

Financially, we were unsure of whether we would make it to the end of the year. All the organisations surrounding us were suffering and none of us knew the extent of the pandemic. Despite this, we were sustained throughout the year. It felt as if whenever we needed support, a solution would present itself, parallel to that of the Israelites who were carried on their journey and were



provided with exactly what they needed to survive in the harsh landscape.

I feel so blessed to report that never before have we raised so much money for bursaries. We were able to bring back 62 children whose parents or guardians could not afford to continue paying their school fees. We also had sanitiser, masks and other PPE donated to us, whenever we were in need.

We have had a challenging yet fruitful year. One for which we were not prepared but we have journeyed through and have come out a stronger, more streamlined organisation than ever before. I am so proud of all the incredible time and work put in by our staff and the generosity of our partners who helped us make it through.

We are still unsure of how the world will look in the next few years to come. What I can be sure of is that Sparrow will continue to thrive. As an organisation, we have shown that we have the ability to serve our communities through the toughest of times because their story is bigger than our own. We will continue journeying through this desert with God guiding us all the way.

“I am so proud of all the incredible time and work put in by our staff and the generosity of our partners who helped us make it through.”

ACADEMIC MANAGER'S REPORT



Alison Button

A basic internet search of the phrase “learning new pathways” brings one to a range of articles on neuroplasticity. What is neuroplasticity and what does it have to do with running an academic organisation in the year of the Covid-19 pandemic?

The concept of neuroplasticity suggests that the brain is able to develop and change, rather than being fixed or hard-wired. The message is an empowering one: new opportunities teach our brains to adapt; we are able to learn regardless of our age and circumstances.

This can be seen in the journey taken by the Israelites as they left Egypt. Their journey was one of learning how to make it through a punishing and unknown environment. They planned, adapted and were sustained throughout.

Last year was the year were Sparrow Schools went on a similar journey. Faced with the challenge of teaching remotely, we needed to transform and find new ways of learning: for ourselves as teachers, for our learners and our parent and care giver communities.

We needed to learn how to foster learning outside of the traditional classroom set-up.

To move to these new learning sites, our teaching staff and leaders looked at how to deliver the curriculum differently and designed innovative Whatsapp programmes to support our learners, parents and care-givers. We developed a clear daily school routine with sufficient time and space for reflection and feedback to ensure that parents, carers and learners stayed connected with schools and maintained the learning relationship with us. We celebrated the new learning pathways we were busy building in some wonderful videos we shared with our school community, which helped keep motivation levels high. Our Foundation School teachers and learners enjoyed the interactive opportunities of video so much that projectors have now been installed in most of our classrooms and video input is a part of many lessons.

While WhatsApp proved to be the liveliest of our new learning pathways, we did our best to accommodate everybody's learning needs: learners who did not have

smartphone access had learning packs delivered to various collection points, where completed work packs were then returned for marking by teachers. This idea of a specifically tailored work pack for learners has become a mainstay of learning provision in the Combined School, and all teachers develop a weekly resource pack for their learners in each subject. Teachers have learnt how to create appropriate age related material for learners that interest and challenge them. This has been a new learning pathway for our staff; they have moved away from an over reliance on textbooks and online worksheets designed for learners with stronger reading ability. They are now able to design texts and tasks that speak to our learners who experience barriers to learning and may not be able to access texts at the average grade level for their age, but nevertheless have the same interests as any other adolescent.

The programmes also increased caregiver/parent interaction with learners around school-based learning: so that children got more “learning” time with adults at home. The communication we built through this new pathway has, and continues to strengthen our schools, since more open and frequent communication between parents/carers and teachers leads to better support for learners.

The ways Sparrow Schools found new pathways and cultivated growth aligns us with the best practices that successful organisations adopted to weather the COVID19 pandemic storm. A recent article in the Harvard Business Review (2020) reminds us: “Though it won't be easy, the right mindset can help teams to better coordinate, innovate, and own their own futures, making it possible not only to weather the crisis, but to come out of it stronger”.

The impact and success we drove through these new ways of teaching learning is thanks to the growth mindset we adopted in facing the challenges the pandemic posed. We did not back away from the punishing conditions brought on by the pandemic. Take, for example, the WhatsApp programmes which increased parent/caregiver/teacher communication around the learner's needs: parents/caregivers learnt to appreciate what the teachers did every day and many acknowledged teacher contributions as a result. A parent wrote: *I must say, like you promised when you did his admission, the school did offer him more than education, his confidence, discipline and growth has improved since his been with your school. - 7A.*



SUCCESS STORY



Celebrating our first group of Year 4 Graduates

2020 saw our first ever year fours graduate from Sparrow Combined Technical Skills School. This was an incredible achievement for our learners, particularly in a year that made teaching and learning so difficult. These students put copious amounts of time and effort into their studies, even coming in on some Saturdays to catch up on work they missed due to the pandemic.

Their journey began back in 2017 when Sparrow Combined Technical Skills School was one of the few private schools to be approached by the Gauteng Department of Education to pilot a technical skills programme, designed specifically for students with barriers to learning. It, therefore, offers a heavy skills-based curriculum. In addition, the Foundation Learning Competency NQF2 programme is offered to our year 4 learners, to ensure they end with an accredited qualification.



This skills programme has created a pipeline for our students as they can start in our Foundation School and continue all the way through to our FET College, furthering the practical skill learnt while at the Combined Technical Skills School.

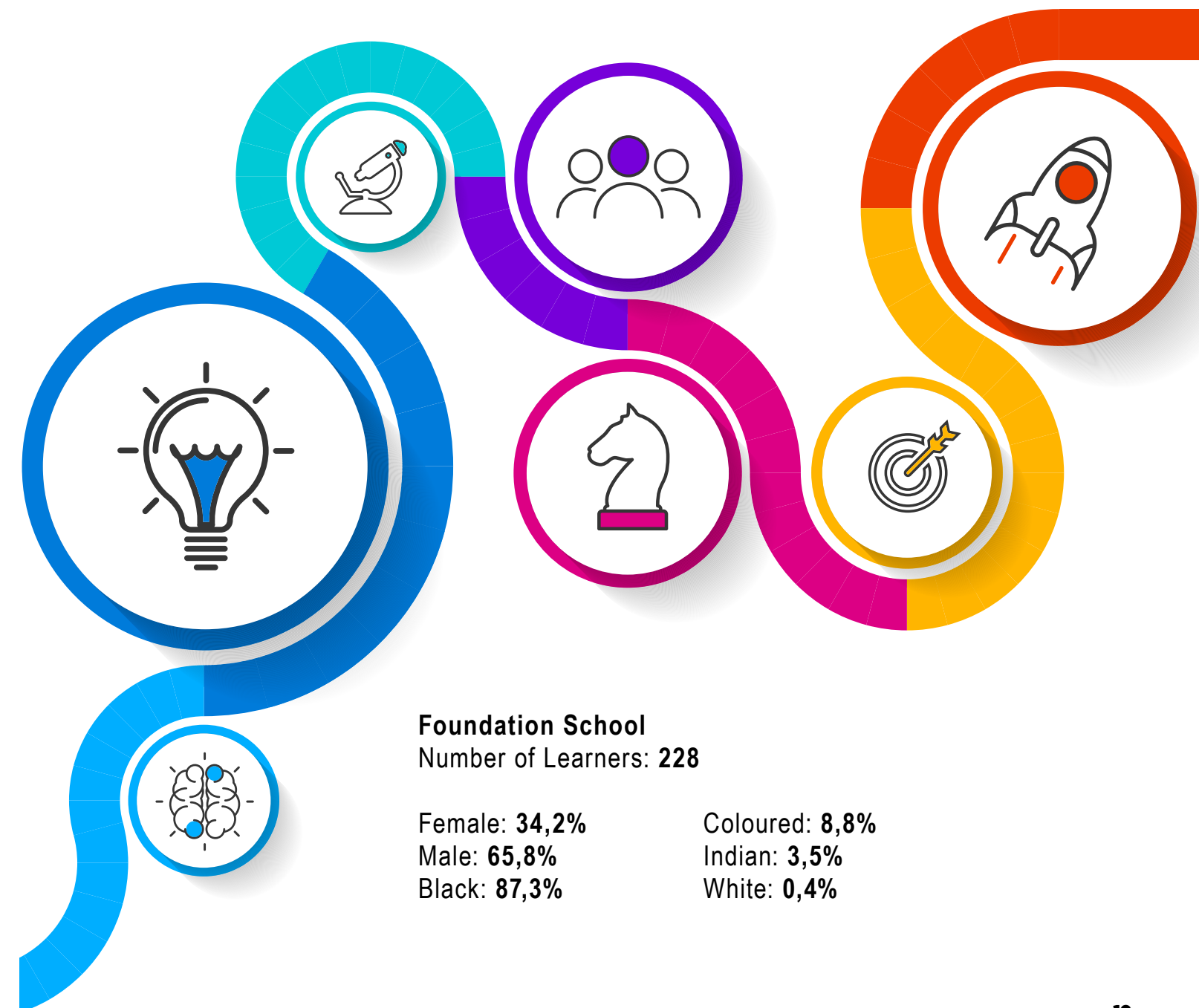
At the end of 2020, all of our year 4 graduates who applied for the college, passed their FET entrance assessments and were all offered a position to further their studies at the FET College. This means our learners, who would normally be a part of the 46% of the students who drop out of school, can now become contributing members of their socio-economic environments. We are so proud of them for this incredible accomplishment and cannot wait to see what their future holds.



CONSOLIDATED STATISTICS

Combined Technical Skills School Number of Learners: 166

Female: 28,9%	Coloured: 27%
Male: 71,1%	Indian: 1,2%
Black: 81,3%	Other: 0,6%
Asian: 0,6%	



Foundation School Number of Learners: 228

Female: 34,2%	Coloured: 8,8%
Male: 65,8%	Indian: 3,5%
Black: 87,3%	White: 0,4%

WELLNESS REPORT



Warren Thompson



Lesta Lekgau

At the start of 2020 Sparrow had no idea of how much we would be challenged and grown through an epidemic that changed every aspect of our lives. The first Lockdown in South Africa saw mass uncertainty as we watched with bated breath, hoping that after a short stop our lives would resume. When the extension was announced the reality of a changed world forced us to begin planning for a very different year.

When looking at the Israelites travelling through the desert, something that stands out is that they were never alone, not only did they have God providing sustenance whenever they might need but Moses also had support from Aaron, his brother. We have not had to come through this challenging year alone - we have had support and guidance from various members who are a part of the Sparrow Community. We have put measures in place to ensure we would all make it through the year together.

The first task was to ensure that while we began our journey of working remotely, our staff were taken care of the HR Department implemented weekly digital packs which included videos of daily exercise routines,

fun activities for the family and information on adjusting to digital life. This was essential to ensure that spirits and coping skills were raised. Communication was another front where Senior Management stepped up efforts to provide updates to all employees of the company's direction and strategy as it changed in a very uncertain landscape.

With a return to the workplace, the OHAS teams and Management embarked on a large education campaign to ensure that staff felt informed and safe to return. It was important for health, both physical and mental, Sparrow implemented and ensured every precaution was taken to protect learners and staff with new COVID-19 protocols and safety equipment.

The toll of COVID-19 stress on staff was also recognised and the HR team spent a lot of time through the year meeting staff individually. This was about checking on how they were coping with stress, pandemic, family and a world turned upside down. As a company, the drive of 2020 was to not only get through financially intact but with a staff that was whole and well too.



Throughout the year the inevitable and devastating loss of life worldwide had a direct impact on staff losing close family and friends. These staff members were arranged priority support of therapy sessions and regular check-ins with the HR Department. The employees themselves though became heroes in this regard where we saw them coming together as never before.

Our Student Wellbeing Department at our FET College also went into overdrive during the pandemic to provide additional support to our students. There was a significant strain on the economy which saw an increase in the number of students requiring financial and social support. There were many unplanned stipend cuts from sponsors who were also experiencing financial troubles themselves. As a result, we implemented a food parcel initiative, working closely with the management and sales team to organise food hampers for students in desperate need of assistance.

The stress that came from the pandemic was also significant. The Student Wellbeing Department saw an increase in depression and feelings of hopelessness. We, therefore,

moved our support online and created a space where learners could come to us when they were in need. We put referral systems in place. We also put a referral system in place for when they needed external assistance.

Overall the year showed us how resilient we truly are, shining light on strengths we did not know we possessed and putting us on a fruitful pathway, as we joined together throughout the organisation. For the company, it also highlighted the importance of looking after our staff and student's mental health.



RESULTS AT A GLANCE

SPARROW **SCHOOLS EDUCATIONAL** TRUST

Statement of Financial Position as at 31 December 2020	2020	2019
Assets	37 949 922	35 045 691
Property Plant and Equipment	22 963 465	22 959 878
Loans to Associated School	8 249 738	9 363 594
Debtors	1 846 183	118 897
Bank and Cash	4 890 536	2 603 322
Liabilities	750 835	382 902
Creditors	750 835	382 902
Accumulated Surplus	37 199 087	34 662 789
Statement of Comprehensive Income		
Income	21 985 411	23 323 109
Tuition Income	7 341 510	6 676 323
Fund Raising	10 452 267	14 527 304
Gauteng Education Department	3 299 052	2 675 985
Other Income	833 236	550 392
Project Funds Brought Forward		842 000
Project Funds Carried Forward		(2 000 000)
Interest Received	59 346	51 105
Expenditure	13 449 113	15 231 681
Salaries and Wages	9 521 691	10 251 689
Running Costs	3 767 196	4 572 063
Teaching Aids and Consumables	160 226	407 929
Surplus	8 536 298	8 091 428
Statement of Cash Flows		
Net Cash from Operating Activities	1 483 867	7 546 262
Cash Generated from Operating Activities	1 424 521	7 495 157
Interest Received	59 346	51 105
Acquisition of Property, Plant and Equipment	(310 509)	(140 457)
Net Movements in Loan with Associated Schools	1 113 856	(6 805 696)
Total Cash Movement for the Year	2 287 214	600 109
Cash at the Beginning of the Year	2 603 322	2 003 213
Total Cash at the End of the Year	4 890 536	2 603 322

RESULTS AT A GLANCE

SPARROW **FET**
ENTERPRISES
(PTY) LTD.

Statement of Financial Position as at 31 December 2020	2020	2019
Assets	11 812 559	9 506 936
Property Plant and Equipment	9 708 213	6 901 724
Trade and Other Receivables		25 620
Cash and Cash Equivalents	2 104 346	2 579 592
Liabilities	11 605 231	9 787 998
Trade and Other Payables	2 569 493	424 404
Loan from Associated School	9 035 738	9 363 594
Retained Income / (Accumulated Loss)	207 328	(281 062)
Statement of Comprehensive Income		
Income	27 550 730	24 378 864
Skills Development	26 943 625	23 590 029
Fees	381 370	385 382
Fund Raising	163 270	328 212
Interest	62 465	75 241
Expenditure	27 062 340	24 233 826
Salaries and Wages	16 086 548	16 403 688
Running Costs	5 180 881	3 804 839
Teaching Aids	5 794 911	4 025 299
Profit for the Year	488 390	145 038
Statement of Cash Flows		
Cash From Operating Activities	3 587 736	15 437
Cash Generated from Operating Activities	3 525 271	(59 804)
Interest Received	62 465	75 241
Acquisition of Property, Plant and Equipment	(3 735 126)	(6 481 158)
Net Movements in Loan with Associated Schools	(327 856)	6 805 696
Change in Cash Equivalents	(475 246)	339 975
Cash at the Beginning of the Year	2 579 592	2 239 617
Cash at the End of the Year	2 104 346	2 579 592



Wellington Mupukuta

FET REPORT



Musa Thomo

The pathway we had set out for 2020 was one like many other years. We had big plans for the college and were excited to make changes to continue its growth. In reality, we had no idea just how much the college would actually grow and change. We had to learn how to exist in an unfamiliar environment all while getting used to new ways of relating to colleagues and students. This brings to mind the Israelites who had to fare with and rely on the people surrounding them in a way they never had to before, as a means to make it to their destination.

We opened the George Marsh Training Centre in January, an IT and soft skills centre. This building has given us a great foundation to digitise our training strategy, a shift we faced far sooner than expected. It has also brought increased capacity to the college; allowing us to accommodate more students and train more unemployed youth.

March 2020 was where all our plans changed as we began our journey down a new pathway – daunting at first but ultimately fruitful. When the government announced that the national lockdown would be extended, we had only a few days to implement a plan to continue teaching and learning. As many of our students come from very disadvantaged backgrounds, we realised it was not a given they would have WIFI access. We, therefore, used WhatsApp as our primary medium of delivery as it allowed us reach the most students. For those without data or a smartphone, we had collection points

where students could pick up and drop off learner packs as a means to continue their studies.

This, of course, had its limits and many of our IT students were not able to complete their practicals to a standard with which they were satisfied. By the beginning of June 2020, we had, therefore, donated laptops to 10% of our learners which was done through the wonderful support we received from our partners.

As the year drew to an end, we had fully implemented a new Blended Learning method of delivery, complete with a newly built online platform called Sparrow Portal. It allows for both online and offline instruction, where students will view lectures and access resources online, via tablets organised for them by the college. Students complete their practicals on campus and will have face to face time with facilitators. Our facilitators had to work incredibly hard adapting their programmes and learnt how to relate to and educate the students in a completely different way.

In addition to our online learning, we also accredited several new programmes. One such programme is Building and Civil Construction NQF level 3, in which we educated 20 youth during 2020.

The implementation of the quality council, QCTO, has also forced Sparrow to move all its accreditation to the new council legislation

and request an extension to close out any current training on legacy qualifications. This shift means we will be making changes to the way our programmes are set up.

2020 has had a profound impact on Sparrow FET College and has shifted the way we exist in the educational sector, making us a more competitive training provider. We are so grateful for all of the hard work that went into making this year so successful and would like to thank all the new and existing partners who changed direction with us. This support ensured we can continue on our mission of educating the unemployed youth of South Africa.











Laptop donation



ACCREDITED PROGRAMMES

ON OFFER
IN 2020

	OCCUPATIONAL TRADE CERTIFICATE QUALIFICATIONS	APPRENTICESHIP: Occupational Certificate Electrician NQF4	SAQA 91761	36 Months
		OCCUPATIONAL CERTIFICATE: Automotive Motor Mechanic NQF4	SAQA 97990	36 Months
	CONSTRUCTION	NATIONAL CERTIFICATE: Installation of Floor Coverings NQF1 (Selected Unit Standards Only)	SAQA 24296	12 Months
	EDUCATION TRAINING & DEVELOPMENT	FET CERTIFICATE: Early Childhood Development NQF4	SAQA 58761	12 Months
		HIGHER CERTIFICATE: Early Childhood Development NQF5	SAQA 64649	12 Months
	HOSPITALITY	NATIONAL CERTIFICATE: Professional Cookery NQF4	SAQA 14111	12 Months
		SKILLS PROGRAMME: Assistant Chef NQF2	HSP/AssChf /2/0022	6 Months
	SPORTS COACHING PROGRAMME	FET CERTIFICATE: Sport Coaching - Junior/Beginners NQF4	SAQA 64369	12 Months
	INFORMATION & TECHNOLOGY	NATIONAL CERTIFICATE: Information Technology - End User Computing NQF3	SAQA 61591	12 Months
		FET CERTIFICATE: Information Technology - Technical Support NQF4	SAQA 78964	12 Months
	ENGINEERING	NATIONAL CERTIFICATE: Automotive Repair and Maintenance NLRD 6410 NQF2	SAQA 78523	12 Months
		NATIONAL CERTIFICATE: Welding Application and Practice NLRD 58534 NQF2	SAQA 57881	12 Months
		SKILLS PROGRAMME: Fluid Power Hose Assembling Skills Phase 1 & Unit Standard 244709 & 259604 NQF2&3	SP0870 /14-7	6 Months
		SKILLS PROGRAMME: Tyre Repairing Skills NQF 3	NLRD 0856/13-17	6 Months
	SERVICES	NATIONAL CERTIFICATE: Business Administration Services NLRD 23655 NQF3	SAQA 67465	12 Months
		FET CERTIFICATE: Business Administration Services NLRD 35928 NQF4	SAQA 61595	12 Months
		FET CERTIFICATE: Contact Centre Operations NQF4	SAQA 93996	12 Months

CONSOLIDATED FET STATISTICS

NUMBER OF FET LEARNERS

432

FEMALE

52.1%

MALE

47.9%

**% OF EACH MUNICIPALITY
THE LEARNERS COME
FROM:**

JOHANNESBURG = **59.5%**
EKURHULENI = **28.2%**
TSHWANE = **1.4%**
SEDIBENG = **8.1%**
STEVE TSWETE = **0.7%**
BOJANALA = **1.9%**
EASTERN CAPE = **0.2%**

% OF EACH RACE GROUP:

BLACK = **82.4%**
COLOURED = **12%**
INDIAN = **5.6%**
WHITE = **0%**

**% OF LEARNERS IN
EACH AGE GROUP:**

16-17 = **0.5%**
18-20 = **30.8%**
21-25 = **39.4%**
26-30 = **22.5%**
31-35 = **6.9%**
36+ = **0%**

DISABLED LEARNERS

51.2%

ABLE LEARNERS

48.8%

SUCCESS STORY



Rorisang Makae

In December 2019, Rorisang Makae opened her own Early Childhood Development Centre. Realising she would need more insight into child care, she decided to enrol in ECD level 4 at Sparrow FET College. Rori flourished while at the FET as she has an incredible passion for working with children.

Her whole life she has been looking after the children around her, including her brother, cousins and neighbours children. She loves learning from them and their unfiltered attitude when in conversation. Rori also really enjoyed her time at Sparrow; she learnt how to

exist effectively within the learning industry and has been able to apply what she learnt to her centre, putting this theory into practice on a daily basis.

Rori has always known she is passionate about children and although it took a lot of courage to open her centre, she is now confident it was the right choice and would not change it for anything in the world. Rori's life has changed significantly in the past two years as she feels fulfilled, doing what she is passionate about every day. She looks forward to seeing and teaching her learners at the centre and being a part of their holistic developmental growth. This is a truly incredible accomplishment – particularly in such a challenging year. We are so looking forward to continuing to watch Rori grow and thrive.



SUCCESS STORY



Marcell Karelse

Marcell grew up in Johannesburg and went to school at Höer Skool Germiston. From there struggled to find employment, and with an interest in improving himself, decided to further his studies at Sparrow FET College.

He enrolled in and completed the IT End-User Computing Programme in 2020. Despite how difficult and disruptive 2020 was, Marcell, thrived while at the college and during his workplace training – which he did in the Job Coaching Department at Sparrow. Marcell was mentored by this department, both through them imparting vital knowledge and constructive criticism. This input helped him grow and hone his professional skills and developed him as an individual.

At the end of his workplace training, Marcell applied for a job at Decision Inc., where he was offered a position and is currently working as a junior IT Support Consultant. Marcell's time at the college meant he is now more employable and has taught him how to be an effective member of the workplace environment. Congratulations Marcell, for everything you have achieved in such a challenging year.



OUR PARTNERS

AC Louw Trust
Alcohol Breathalysers (Pty) Ltd
Alfagomma South Africa
Alfagomma
Allan Rodel
Anglo American's Chairman's Fund
AT&T South Africa (Pty) Ltd
Bearing Man Group (Pty) Ltd
BHBW SA (Pty) Ltd
Blacksheep
Bosun Brick Midrand
BRM Brands
Burckhardt Compression South Africa (Pty) Ltd
CAF Give As You Earn
Capital Propfund (Pty) Ltd
CAS
Charlene Pillay
Charlotte Schuetz
Chartered Club
Christine Williams
Cox & McKay Electrical Engineering (Pty) Ltd
CSP Freight Services
Cyberpro Consulting Pty Ltd
Cyclone Sealing Systems (Pty) Ltd
D Venter
Dave Miller Plumbers
Decision Inc.
Deloitte & Touche South Africa
Deloitte South Africa
Deutsche Bank South Africa Foundation
Domento Mechanical Services cc
EdgeTech
Engineering Data Systems (South Africa) cc
Eva Helmus
Eva Verschoor
Extech Safety Systems
FCM Travel
Ferro Resonant Technologies
Firmenich SA
Firstrand Foundation
Fishwicks
Flexible Packages Convertors (Pty) Ltd
Flight Centre Travel Group South Africa
Fluxmans Attorney
Fortress Reit Limited
Fragomen South Africa
Freimac (Pty) Ltd
Funding Solutions
G.O. Plastics CC
Gallo Images
Gamedze Family
Garyn Investments (Pty) Ltd
George Marsh
Go Green Store
Greenville Dep
Hillside - G Roberts
Hollard Insurance
Howard Pim Sports Club
HSM Consulting & Training
IHS Markit
Ikamva Architects
Ionline Internet Service Provider (Pty) Ltd
ITC Infotech
ITR Africa
Jarvis Jacobs Raubenheimer Inc
Jasco

K B Labels (Pty) Ltd
Kiley Baker
Kim van der Merwe
Lift Quip (Pty) Ltd
Loesche South Africa Pty (Ltd)
Lord and Lady Lurgan Trust
Lpl Projects + Logistics SA (Pty) Ltd
M&L Laboratory Services
Macmillan Education South Africa
Manuli Fluiconnecto (Pty) Ltd
MGG Productions (Pty) Ltd
Michael Pabch
Michael Page South Africa
Michelin
Mimecast South Africa
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