



**TSiBA Education  
First Semester Review**

**2017**



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# 1| LOOKING AHEAD



## Igniting Vision2020



**Adri Marais**

**TSiBA Education**

**Chief Executive Officer**

In little over two years a new decade will be upon us again and an exciting one at that! It will be 2020 and we are bound to see many a play on words and inspirational statements using “2020” to refer to clear and perfect vision.

Vision2020 sees TSiBA focused on a strongly supported and market-related business degree where more TSiBA students can access degree studies directly without going through a preparatory year and where more TSiBA students have a better chance of completing a sought-after degree in the minimum time than anywhere else in South Africa.

With our average 93% post-graduate employment rate since inception of the degree programme, TSiBA graduates are virtually guaranteed employment within 6 months of graduating - in turn profoundly changing the future trajectory of their lives and those in their closest communities.

We reached out to some of our donors and employers and without exception, everyone was excited to support TSiBA’s vision of continuing to work in marginalised communities, but ‘upping’ the entry and throughput bars for direct access into studying towards a new, specialised degree in South Africa’s highest employment growth areas.

“

*We believe that by shifting our focus and effort to market needs, we can effect profound change in a three year time frame. The result will be TSiBA producing more, and more cost effective, sought-after graduates that can measurably increase our impact on the South African economy.*

”

**Adri Marais**

**CEO**

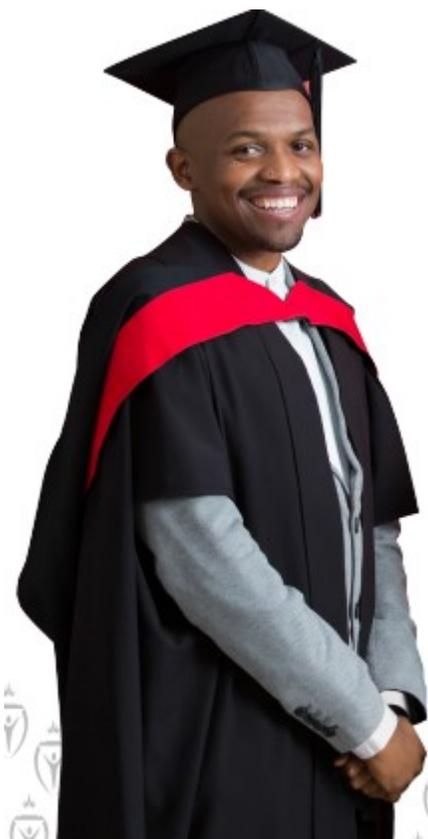
## 2| HIGHLIGHTS

### Creating our future

A key highlight of the 2017 first semester was the completion of an in-depth consulting engagement on the future strategy of TSiBA with the global Boston Consulting Group (BCG). TSiBA's Executive Committee had the privilege and honour to work closely with BCG to conduct a deep-dive into our current operating model with a view to understanding what, if any, changes TSiBA should consider implementing as a means to staying true to mission and doing so in a sustainable way.

The full engagement was completed over three months and culminated with a very clear view of what TSiBA would look like in the future - and an ambition which has the full support of the TSiBA Board. Our gratitude goes to the BCG team for providing this exceptional support pro bono.

While key components of what TSiBA will offer from 2018 will certainly shift, we remain firmly committed to our core mission, and specifically to the full realisation of the below Vision2020 purpose statement.



Key amongst the fundamental shifts to take place is that effective 2018, the TSiBA undergraduate degree offering will become our core flagship academic programme. Our certificate programmes, including the Certificate in Practical Business Administration (CPBA) and the Higher Certificate in Business Administration (HCBA) will continue on a pre-funded basis and as specific vocational training interventions & learnerships.

In support of our focus on the TSiBA degree as the core offering, a number of changes will be implemented to fully align the degree with specialist skills that are projected to be in high demand. Producing graduates who will be prepared for the demands of the knowledge economy we anticipate that these modifications will take our current statistic of 93% degree graduate employment rate closer to 100%.

[Continued on next page]

**TSiBA will work to profoundly change the future trajectory of talented young people from marginalised communities, who otherwise would not have had the opportunity to realise their full potential, by providing transformative tertiary education in both a sustainable and scaleable way in South Africa.**

## 2| HIGHLIGHTS

### The changes will include:

- A specific emphasis on recruitment & selection of students with the highest aptitude for business degree studies - that is, targeting the highest potential students from marginalised communities.
- Focus on enhancing the quantitative competence through specific curriculum subjects & the student support
- Need-based scholarships that are awarded to all new incoming students, but will only be retained on academic performance.
- Offering loans by a third-party provider to financially support repeat subject students.
- Retention of 'Brick & Mortar' curriculum delivery, but building in significant elements of digital support and course work.

### While the shifts will change key aspects of the TSiBA offering, it is important to note that the following elements of TSiBA's current operating model will be retained:

- TSiBA will hold and enhance its emphasis on student support mechanisms, including psycho-social, mentorship and experiential learning.
- TSiBA will retain its focus on business education within the TSiBA degree programme, albeit with an industry targeted degree specialisation.
- TSiBA will continue to include Leadership and Entrepreneurship as a core thread throughout the curriculum.
- TSiBA is still committed to the Profile of Graduateness and graduating young people who are capable, motivated and are emotionally intelligent.
- TSiBA will continue to target students from marginalised communities, as per our Vision2020 Purpose Statement.

“

*It is our ambition that TSiBA will provide deserving, ambitious young people from historically marginalised communities with access to tertiary education - as well as the best chance of graduating with a commercially relevant business degree in South Africa.*

”

**Graham Moore**  
Head of Fundraising

**We are looking forward to partnering with you as we embark on implementing TSiBA's Vision2020.**

## Growing International Partnerships



### Northeastern University (USA) Field Exchange Programme

This year saw the 10th annual academic intercultural exchange between TSiBA Education and Northeastern University (NU) from Boston, USA.

Since 2008, this partnership has provided local entrepreneurs with support to develop their businesses. In turn, students gain vital practical experience for the knowledge they gain in lectures and the opportunity to Pay it Forward and transfer knowledge to local fledgling entrepreneurs.



### TSiBA Graduate at Credit Suisse

Lundi (Bill) Mkosi, TSiBA BBA3 student from Langa township, had the honour of completing his BBA degree internship at Credit Suisse in Zurich, Switzerland.

Lundi spent three months at the Swiss financial services company as part of an exchange programme organised by B360 Education Partnerships as his final academic requirement to complete his degree.

To read more about Lundi's time at Credit Suisse [click here](#).



### Academic Leadership

Pearl Pugin, TSiBA's Dean, did TSiBA proud when she delivered the commencement address at the prestigious Oxford Brookes University Business School Graduation Ceremony in the UK in June. This address followed a public lecture on "*Igniting Opportunity: A South African perspective on how to graduate entrepreneurial leaders*" and a Keynote Address at the annual United Nations PRME Conference in Newcastle - which is a collaboration of all business schools in the United Kingdom.

**Tertiary School in Business Administration**

## Education Beyond Our Walls

TSiBA Education Solutions, one of our Income Generation offerings, has been busy with a variety of education interventions to external clients. Our long-term partnership with the **University of Stellenbosch's Business Academy (SBA)** has provided the platform for delivery of a number of training interventions in business essentials, marketing and financial management to emerging, grassroots entrepreneurs.

TSiBA's growing relationship with the **Council for Scientific and Industrial Research (CSIR)** as their preferred training partner commenced with the training of engineering incumbents in core business management principles including Financial, Strategic and Change Management. This contract has further cemented our capability to deliver TSiBA intellectual property to paying clients in need of quality business education interventions.

The partnership with **Deutsche Bank Foundation SA**, in our flagship Leading Financial Sustainability Programme, continued to enhance and underpin our sustainability efforts and vision. The Programme was custom developed to empower organisations and non-profit organisations with the critical skillset and methods with which to enhance their long-term financial viability while remaining true to their core missions.



## TSiBA Learnership in Practical Business Administration

Recent changes to both the B-BBEE Codes and Tax Legislation shows a marked emphasis on skills development as a prioritised solution to a national economic context of skills shortages, limited access to quality education and extremely high unemployment rates for youth between the ages of 18-24 years. Building on our 14 year track record of educating entrepreneurial leaders we have partnered with Educate24 to offer an innovative Learnership in Practical Business Administration.

For more information on this offering please see our Learnership brochure here.



## Igniter Programme Launch

TSiBA Ignition Centre, our recognised and certified 3rd party provider of Enterprise and Supplier Development (ESD) services launched its new 'Igniter Programme' in the first semester. The Igniter is a community enterprise development initiative with the specific objective of sparking entrepreneurial awareness within communities associated with TSiBA.

Partners interested in co-funding this Enterprise Development programme are welcome to make contact with Karien Cloete [here](#).



# News From TSiBA Eden

## Supporting a Community In Need

In June 2017 devastating fires broke out on the South African Garden Route with the town of Knysna been one of the worst areas affected. TSiBA Eden, our campus in Karatara (a small town near Knysna), was fortunate to escape any direct devastation. Most residential students were on vacation, or were sent home to support their families, so we were able to Pay it Forward and open Eden Campus as an “Emergency Disaster Centre”. This initiative accommodated displaced people from the surrounding communities and our residence and kitchen facilities were made available to families who would later return back into their communities and homes. Currently TSiBA Eden is actively involved in the Garden Route Rebuild Initiative (GRRi) and assisting with a number of related Skills Development initiatives to benefit the community.

## Winter School for Maths & Science

For five days during the 2017 June/July school holidays TSiBA Eden accommodated a **Winter School for Maths and Science learning**. Eighty-five learners (and tutors) from five different high schools across the Knysna spent focused time sharpening their matric skills in mathematics and science subjects. This initiative was spearheaded by a group headed by the former Reserve Bank Governor Gill Marcus and aligns fully to our Vision2020 emphasis on supporting learning in quantitative subjects.

### DATES TO REMEMBER

#### TSiBA CAPE TOWN

Volunteers Coffee:	31 August 2017
Student Awards Ceremony:	23 August 2017
Graduation:	7 October 2017
Annual Appreciation Event:	28 November 2017

#### TSiBA EDEN

Volunteers Coffee:	25 August 2017
Volunteers Coffee:	24 November 2017



### 3| ACADEMIC RESULTS

The preparation process for consulting work done with the Boston Consulting Group (BCG), leading up to the recommendation of Vision2020, provided the impetus and motivation for the Academic Administration and Curriculum teams to thoroughly interrogate student performance-related data. We gained further insight into what we have already learnt since we first began offering the Bachelor of Business Administration (BBA) in 2009 and the Higher Certificate in Business Administration (HCBA) in 2010.

We now have the data to support what we knew intuitively, that we need to respond differently to support students who come from marginalised communities. While our psycho-social support is unique and understands that the students we recruit face very real challenges, we can do much better with additional academic support that is customised to address each student's difficulties. To this end we are engaging with a number of curriculum support partners to assist us with making purpose-designed, additional learning platforms and material available. Progress on this project will be reported on in the next academic review.

This year started off with further indications that the curriculum changes that were implemented in 2016 were working and producing improved academic results in key courses. Much of the learning from the decision to semesterise all HCBA courses in 2016 was positive. In this regard, it is now possible to have an earlier indication of the number of students qualifying for promotion to the BBA in the following year. The pre-2016 structure of the HCBA included six courses of year-long duration and two courses that were semesterised. This structure of mostly year-duration courses meant that both the student and the institution did not know how many students would be coming through to the degree programme in the next year until the final exams were written.

The intended consequence of making it easier for repeating HCBA students to come back to campus for only a semester instead of an entire year, has also yielded positive outcomes. Many students who are repeating newly-semesterised courses are now able to work full-time and come back for just one semester. Students who fared well in their year mark but failed due to poor exam results, are also able to register as occasional students, providing them even more flexibility to maintain their full-time employment contracts while repeating failed HCBA courses.



## All Results 2017 Semester 1: Cape Town

### Note:

The ability of students to cope adequately with quantitative courses (and courses that require the same, or similar set of logic, pattern recognition and computing skills) for example, End-user Computing (EUC-1) used in quantitative courses and Research remains a concern.

In this regard, the Vision2020 strategy has set in motion a plan to provide vastly improved academic support, particularly focused on the courses mentioned above, by the start of the 2018 academic year.

We are confident that our years of experience has equipped us with the knowledge to address these deficiencies directly and effectively.

The results for courses in both programmes are presented in Table 1 as absolute figures and percentages so that they can be considered relative to class size. The comparative results for courses offered on the HCBA, and each year of the BBA, are then presented and discussed.

Course	DPR		FAIL		PASS		SUB		Grand Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
BCM-1	4	6.15		0.00	61	93.85		0.00	65	100
BCM-F	4	3.77		0.00	99	93.40	3	2.83	106	100
COF-3S1	1	10.00		0.00	8	80.00	1	10.00	10	100
ENT-3S1	3	5.56		0.00	50	92.59	1	1.85	54	100
ENT-F101	4	3.74		0.00	99	92.52	4	3.74	107	100
EUC-1	4	5.71	1	1.43	63	90.00	2	2.86	70	100
EUC-F	6	4.88		0.00	83	67.48	34	27.64	123	100
FIN-2	1	1.45	6	8.70	56	81.16	6	8.70	69	100
HRM-2	1	1.47	2	2.94	65	95.59		0.00	68	100
IMA-3		0.00		0.00	13	100.00		0.00	13	100
IPJ-3S1		0.00		0.00	20	86.96	3	13.04	23	100
LSD-3S1	1	2.70		0.00	36	97.30		0.00	37	100
MAT-F101	11	9.48		0.00	76	65.52	29	25.00	116	100
MGT-1	3	4.35	2	2.90	60	86.96	4	5.80	69	100
MGT-301S1		0.00	1	3.57	26	92.86	1	3.57	28	100
MGT-302S1	1	4.76		0.00	20	95.24		0.00	21	100
MKT-201		0.00	1	1.09	89	96.74	2	2.17	92	100
MKT-3S1		0.00		0.00	36	100.00		0.00	36	100
NUM-101	5	5.32	7	7.45	61	64.89	21	22.34	94	100
RES-1	3	3.80	1	1.27	73	92.41	2	2.53	79	100

*\*Table 1: All results in Cape Town for HCBA and BBA 2017\_Semester 1*

## Higher Certificate in Business Administration (HCBA) 2017 Results Summary for Semester 1: Eden Campus

**Comment:**

As only the HCBA is offered as a higher education offering at this campus, the results for 2017 Semester 1 are presented in Table 2 on the right, and the comparative results are presented in Table 3 and discussed in the section that follows.

Course	DPR		FAIL		PASS		SUB		Grand Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
<b>BCM-F</b>		0.00		0.00	62	96.88	2	3.13	64	100
<b>ENT-F101</b>	4	6.15		0.00	59	90.77	2	3.08	65	100
<b>MAT-F101</b>	1	1.56		0.00	58	90.63	5	7.81	64	100

*Table 2: Eden results\_HCBA 2017\_Semester 1*

	2017S1	2016S1	2015S1	2014
COURSE	PASS RATE	PASS RATE	PASS RATE	PASS RATE
<b>Basic Mathematics – F</b>	91%	85%	98%	94%
<b>Basic Communications - F</b>	100%	100%	100%	100%
<b>Entrepreneurship – F</b>	91%	100%	100%	100%

*Table 3: Comparative Eden results\_HCBA 2017\_Semester 1*

**Note to Results:**

The results compared per year for the courses completed in the first semester show no real change in the performance on these courses. As previously explained, the residential model at this campus and the very small tutorial groups mean that students are able to engage more regularly with their material, resulting in consistently high marks when compared to Cape Town, especially in the fundamental mathematics course.



## Higher Certificate in Business Administration (HCBA) 2014 to 2017 Comparative results: Cape Town



### Note:

The year-on-year comparison of Semester 1 results, as depicted below in Table 4, show an improvement in all courses. A greater focus on the curriculum design and applying our learning from the previous year has resulted in an improved pass rate, even in the courses that traditionally produce poor results. This year also sees students able to repeat all except for one course in a semester, which explains some of the improvement as well.

Most significantly, Business Communication-F has improved after a full review of the curriculum and the efforts of a new and innovative Programme Coordinator to oversee the implementation of the refined curriculum.

Table 4: Comparative Cape Town results\_HCBA 2017\_Semester 1

	2017 S1	2016 S1	2015 S1	2014 S1
COURSE	PASS RATE	PASS RATE	PASS RATE	PASS RATE
Basic Mathematics – F	66%	58%	85%*	74%
Business Communication– F	93%	77%	70%*	74%
End User Computing - F	67%	51%	*	*
Entrepreneurship – F	93%	84%	95%*	72%

\* Offered as Digital Literacy previous years, zero-credit course. Discontinued in 2016 and replaced with EUC-F.

# Bachelor of Business Administration (BBA) 2014 to 2017 Comparative Results

Table 5: Comparative Cape Town results\_BBA1 2017\_Semester 1

	2017S1	2016S1	2015S1	2014
SUBJECT	PASS RATE	PASS RATE	PASS RATE	PASS RATE
<b>Business Communication – 1</b>	94%	92%	97%	92%
<b>Business Management – 1</b>	87%	88%	96%	91%
<b>End User Computing - 1</b>	90%	86%	*	*
<b>Quantitative Business Applications 101</b>	65%	61%	72%	95%

\* Offered as Digital Literacy previous years, zero-credit course. Discontinued in 2016 & replaced with EUC-F

## Bachelor of Business Administration 1

### Note:

The comparison as shown in Table 5 (on the left) of first-year BBA performance shows no significant improvement or decline. As discussed earlier, the pass rate for the core Mathematics course (Quantitative Business Applications 101) has been earmarked for particular attention in 2018 as a key focus for academic support.

## Bachelor of Business Administration 2

### Note:

The most significant change in the BBA2 results was in Marketing Management 2. The improvement can be explained by a new approach to the design and delivery of the curriculum which saw the introduction of Marketing 1 in 2016. Comparatively, there are no other significant changes in results as shown in Table 6 (on the right.).

Table 6: Comparative Cape Town results\_BBA2 2017\_Semester 1

	2017 S1	2016 S1	2015 S1	*2014
COURSE	PASS RATE	PASS RATE	PASS RATE	PASS RATE
<b>Business Communication – 2</b>	*	87%	72%*	81%
<b>Financial Management – 2</b>	81%	88%	77%	100%
<b>General Management - 2</b>	*	71%	100%	-
<b>Human Resource Management – 2</b>	96%	93%	99%	97%
<b>Marketing Management – 201</b>	97%	76%	**	**

\*Course shifted to second semester to make it possible for students repeating year-1 BBA courses to continue to level 2 with no further interruption to benefit the student. In 2014 the course was either repeated in both semesters or it was re-sequenced.

\*\* The course is new and was not offered in the semesters indicated.



## Bachelor of Business Administration 3

### Note:

All courses are offered in both semesters in the final year of the degree. In many cases, the courses that are done in the first semester are taken by students that are not minimum time students i.e. they have failed courses and finish later than the cohort they started with completing their degree at least one semester later. An example of this would be with the course, Individual Industry Practical Project-3 (work internship).

The results in Semester 1 would be comparable to Semester 1 in the previous year as this is the weaker cohort of students who should have completed the course in the previous semester. If this is considered in the analysis of the results in Table 7 below, then there are no significant change in results when compared.



	2017S1	2016S2	2016S1	2015S2	2015S1	2014
COURSE	PASS RATE					
Corporate Finance - 3	80%	50%	64%	-	77%	-
Individual Industry Practical Project – 3	87%	93%	81%	94%	100%	92%
Innovation & Knowledge Management/ENT – 3	94%	100%	-	100%	100%	100%
Investment Management Administration 3	100%	-	92%	-	85%	-
Leadership – 3	97%	100%	100%	100%	98%	-
Marketing – 3	100%	100%	100%	100%	100%	-
Strategic Management – 301	93%	100%	93%	100%	98%	100%
Strategic Management – 302	95%	93%	80%	96%	100%	86%

Table 7: Comparative Cape Town results\_BBA1 2017\_Semester 1

## Conclusion: Academic Review



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*Our work with marginalised communities requires that we take cognisance of the particular challenges our students face. In this regard, we are no different to our larger public and private institutions of higher learning. Where TSiBA is different and unique however, is our ability to understand the challenges that the student faces in a more nuanced way, because our curriculum that encourages our students to engage with their learning journey and to share their insights with us.*

*This privilege of capturing the real challenges of students allows us to think differently about how we address common challenges in innovative ways. The TSiBA teaching and learning community look forward to the implementation of Vision2020 and delivering on our mandate to profoundly change the trajectory of our students' lives, and their communities, through education.*

”

**Pearl Pugin**  
TSiBA Dean

## 4| STUDENT DEMOGRAPHICS



CAPE TOWN & EDEN CAMPUS					
Ethnicity					
	2017			2016	
<b>African</b>	215	47%	<b>African</b>	267	55%
<b>Coloured</b>	225	49%	<b>Coloured</b>	189	39%
<b>Indian</b>	9	2%	<b>Indian</b>	12	2%
<b>White</b>	2	0%	<b>White</b>	2	0%
<b>Foreigner</b>	9	2%	<b>Foreigner</b>	17	3%
<b>TOTAL</b>	<b>456</b>	<b>100%</b>	<b>TOTAL</b>	<b>487</b>	<b>100%</b>
Gender					
<b>Female</b>	235	51%	<b>Female</b>	262	54%
<b>Male</b>	221	49%	<b>Male</b>	225	46%
<b>Total</b>	<b>456</b>	<b>100%</b>	<b>Total</b>	<b>487</b>	<b>100%</b>

### 14 PRESTIGIOUS STUDENT AWARDS INCLUDING:

**8 MANDELA RHODES SCHOLARS**

**3 KOFI ANNAN SCHOLARS**

**3 ALLAN GRAY ORBIS FOUNDATION FELLOWS**



## 5| FINANCIAL REVIEW

### Notes to Financial Performance (To End-June 2017)

It is pleasing to report that most of our budgeted funders have remained committed to TSiBA in the current financial year - albeit with reduced contributions in some instances. Given an increasingly challenging economic environment we remain extremely grateful to all donors who continue to support our work, and who do so year on year.

Our efforts to build support from the international funding community continues to yield strong returns, with a number of new partners having committed to supporting various aspects of the institution. Specific international funding has been secured to support and enhance our information technology infrastructure, curriculum costs of core academic offerings and our efforts to build online offerings to external clients. TSiBA also continues to receive international interest in scaling, an ambition we ourselves hope to achieve in a sustainable way. The financial results to end June do however show a significant deficit. This position is the result of the non-renewal of a three-year funding relationship from one major donor as well as the non-receipt of budgeted bursary funding received in previous years from two Sector Education & Training Authorities (SETAs).

Following the #FeesMustFall events of 2016 it has transpired that certain SETA funding has been diverted to government funded universities and the National Student Financial Aid Scheme (NSFAS) as priority - and consequently away from private tertiary institutions such as TSiBA Education. Notwithstanding this situation, TSiBA's offering remains fully aligned to the SETA mandate. We will therefore remain in discussions regarding possible SETA bursary support in future academic years.

A key aspect of Vision2020 is to directly address our long-term financial sustainability. The planned shifts to focus on demand driven tertiary

education and student performance based financial support are specifically targeted to enable this objective. Our ability to serve organisations across all pillars of the B-BBEE elements also plays directly into addressing current market needs. TSiBA has been fortunate to build a sufficiently healthy balance sheet to buffer current challenging economic environment.

In parallel to the implementation of our vision we remain committed to building our capability in non-donor income generation, and particularly in our professional services in Education Solutions and Enterprise & Supplier Development.

<b>SUMMARY: INCOME &amp; EXPENSES IN ZAR</b>	
<b>Monetary Donations</b>	<b>9 651 545</b>
<b>Non Cash Donations</b>	<b>1 142 341</b>
<b>Direct Cost of Funding</b>	<b>(77 380)</b>
<b>Non-Donor Based Revenue</b>	<b>3 842 934</b>
<b>GROSS OPERATING INCOME</b>	<b>14 559 440</b>
<b>OPERATING EXPENSES</b>	
<b>Administration Costs</b>	<b>544 582</b>
<b>Marketing Expenses</b>	<b>237 827</b>
<b>Campus Infrastructure</b>	<b>2 417 224</b>
<b>ICT &amp; Communication</b>	<b>1 333 711</b>
<b>Human Resources</b>	<b>12 507 426</b>
<b>Travel</b>	<b>476 769</b>
<b>Educational Costs</b>	<b>1 364 611</b>
<b>Depreciation</b>	<b>614 972</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>19 497 123</b>
<b>NET OPERATING SURPLUS</b>	<b>(4 937 683)</b>
<b>INCOME FROM INVESTMENTS</b>	<b>719 884</b>
<b>NET SURPLUS / DEFICIT</b>	<b>(3 849 456)</b>

## 6 | WHAT'S ON



### Rosenheim Cultural Exchange

This year saw the introduction of an exciting new partnership between TSiBA Education and an international university. In February, 12 students from the University of Rosenheim in Bavaria, Germany spent two weeks at TSiBA to learn more about South Africa and our students' lives.

During this cultural exchange, they joined our students at a Wilderness Experiential Learning week in the Groot Winterhoek mountains, attended classes at TSiBA and spent two nights in Langa township. Students from both hemispheres struck up fast friendships during their time together and TSiBA students also

went away singing some traditional German songs!

Now, in December 2017, ten TSiBA students will have the incredible opportunity to visit their German counterparts in Rosenheim, Germany, on the second leg of this exchange.

Our students, accompanied by Sonja Hagins (TSiBA Head of Support), will spend two wintry (and hopefully snowy!) weeks visiting Rosenheim, surrounding Bavaria, and the Austrian Alps and attending classes with the Rosenheim students.

This will be the first overseas trip for all of the students and highlight of their TSiBA careers. Through a

generous grant most of the costs have been covered, but students are now fundraising to cover their contribution to administrative costs of the exchange - and to have spending money for their time in Germany. If our students exceed their fundraising target, the extra funds will go towards a 2018 scholarship.

Our wish is that this will become an annual exchange programme with Rosenheim and TSiBA.



***Sichere Reisen!***  
***("Safe Travels!")***

**To support our students in this once-in-a-lifetime opportunity**  
[click here](#)





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