

THE LEADERSHIP COLLEGE



THE VISION

TO PROVIDE A LOW FEE
HOLISTIC EDUCATION
COMPATIBLE WITH HUMAN
VALUES, MORALS, AND
PRINCIPLES TO LEARNERS
FROM IMPOVERISHED
BACKGROUNDS AND TO
TURN THEM INTO FUTURE
LEADERS.

CORE VALUES

GREAT LEADERS FIND STRENGTH
IN A ROBUST SYSTEM OF
VALUES. AT TLC WE FOLLOW
10-CORE VALUES WHICH FORM
THE FOUNDATION OF OUR
PROGRAMME. THEY ARE:

LEADERSHIP
EXCELLENCE
ASPIRATION
DISCIPLINE
EQUITY
RIGHTEOUS SACRIFICE
HUMILITY
INTEGRITY
PHILANTHROPY



ESTABLISHING THE LEADERSHIP COLLEGE IN MANENBERG

Manenberg is well known as a poverty stricken community with a population of 61 615 individuals and 12 834 households. More than half of these households have a combined monthly income of only R3,200 (US\$231) or less (Haricharan, Cape Times, 2016:StatsSA, 2011). The government of South Africa has identified Manenberg as being notorious for gangsterism and drugs. Gangsterism is exacerbated by poor access to quality education since approximately 70–80% of South African schools are in many respects, dysfunctional.

It is important to note here that the average cost of attending a good private school in South Africa is approximately R3 500 per month, with the top private schools charging as much as R18 000 per month. Learners from Manenberg cannot afford to attend these quality private schools as almost all of their families survive on a government grant. This leaves them to attend the public schools in the area where the education is of a very poor quality and subjects such as Mathematics, Physics, Accounting

and Engineering which the Manenberg learners are quite capable of doing are not offered. By attending these public schools leaves the learners with limited choices to professions or careers as a matric certificate from these schools do not even get them a place at university.

The nearest school able to provide the children of Manenberg with quality education is approximately 20km outside of Manenberg. This is one of the reasons that The Leadership College was established and based in the heart of Manenberg on 18 January 2010 to provide a quality value based holistic education to learners from the Manenberg community. This in turn, allows TLC to effect positive change in Manenberg from within the community. For this reason, the high influx of students has caused TLC to struggle with the capacity to cater for the demand and needs of students and the Manenberg community. TLC’s development challenges lie with the lack of quality resources (textbooks, stationery, and uniforms), lack of quality in current facilities,

inability to cover full operational costs incurred on TLC and lack of funds for salaries of specific quality teachers to deal with the needs of students.

We firmly believe that the social issues prevalent within the Manenberg community have a direct impact on the education of the youth, and that the vicious cycle of poverty will remain prevalent unless quality education is provided to these learners as a way to redirect their energy, future and outlook. TLC has the ability to not only fulfil the need for quality education, but also to cater to our students’ individual emotional needs. TLC thus aims to provide free, quality and holistic education to the children of Manenberg and use said education to facilitate positive growth and development within the community of Manenberg. The Manenberg community’s demand for TLC has dramatically increased since its inception, as it is not only the only no-fee paying private school in the community of Manenberg, but also standout in the community in terms the achievements over the past few years.

A 7-YEAR COMPARATIVE STUDY ON THE MATRIC RESULTS FOR SCHOOLS WITHIN A 15 KM RADIUS OF TLC EXCEL BLOCK

SCHOOLS WITHIN 8KM FROM THE LEADERSHIP COLLEGE

STATS -MATRIC RESULTS	2018		2019		2020		2021		2022		2023		2024	
2018 - 2024 (7 YEARS)	STUDENTS	PASS %	STUDENTS	PASS %	STUDENTS	PASS %	STUDENTS	PASS %	STUDENTS	PASS %	STU- DENTS	PASS %	STUDENTS	PASS %
CRYSTAL HIGH	67	50,7	59	66,1	55	49,1	81	65,4	83	77,1	84	69,0	71	67,6
MANENBERG HIGH	76	47,4	101	30,7	80	30,3	96	57,3	100	76	109	65,0	115	76,5
MODDERDAM HIGH	114	78,1	113	66,4	127	47,2	148	52,7	143	69,2	164	62,8	155	58,1
PHOENIX HIGH	71	66,2	70	72,9	92	52,2	115	50,4	119	56	109	64,2	121	73,6
STONEFOUNTAIN COLLEGE	36	69,4	12	60	20	35	16	62,9	24	62	23	82,6	29	72,4
SPES BONA HIGH	75	80	81	64,2	107	55,1	152	54,9	145	71	158	61,4	135	65,2
ATHLONE HIGH	102	58,8	81	61,7	83	68,7	141	58,9	95	68	121	62,0	107	68,2
	541	450,6	517	422	564	337,6	749	402,5	709	479,3	768	467,0	733	481,6
AVERAGE % - 7 SCHOOLS		64,3		60,2		48,2		57,5		68,4		66,7		68,8
THE LEADERSHIP COLLEGE RESULTS	70	85,7	123	89,4	124	94,4	142	87,3	98	87,8	66	89,4	73	93,2
TLC PERCENTAGE LEAD		21,4		29,2		46,2		29,8		19,4		22,7		24,4

OUR OFFERING

TLC provides a free, holistic education to learners from impoverished Manenberg and the surroundings. TLC offers daily sandwiches, writing and text books to its leaders.

As a registered school in South Africa, TLC follows the South African Curriculum Assessment Policy Statement (CAPS). In

Addition to CAPS, TLC had developed a unique extra curricular program to prepare each leader for a lifetime of leadership. Our extended school day, weekend classes and school holiday programs enables TLC to embed an ethics program grounded in the schools core value system.

TLC is a faith based institution underpinned by Islamic values, we have learners attending the school

from various faiths. TLC encourages the learners to join the interfaith program in an effort to create more awareness through learning other cultures, traditions and beliefs.

TLC is a member of the Cape Town Interfaith initiative which deals with our leaders being exposed to various religions such as Christianity, Judaism, Hinduism, Budasim, African Culture and many more.



PARTNERSHIPS



Faydhul Abraar Trust

Afternoon Madrassa – TLC had a great need from its parent community to offer afternoon madrassa classes for its learners. Many of TLC parents are reverts and struggle to teach their children the basic Islamic fundamentals. TLC has therefore partnered with a local madrassa ... where its premises are utilized not only for TLC students, but also for the broader Manenberg community. The classes run from Monday to Thursdays and caters for ages from 5 to 18.



Hopeful Leaders Night School

Manenberg has many school drop outs due to the poverty in the

community. Very few community members complete matric and less than 5% enter university. One of these members who dropped out of school at the age of 17, is a parent of TLC. Yumna Alexander's dream was always to become a teacher. As a stay home mom, she assisted the school by invigilating during exam times. Her constant involvement in a school environment had just further stimulated her urge of realizing her dream of becoming a teacher. She then completed her matric through attending evening classes and soon she will be qualifying as a teacher. Yumna has completed her BEd Degree at Two Oceans Graduate Institute in 2023. Yumna has now initiated the Hopeful Leaders Night school to assist others realize their dreams of a better future. More than 200 people have enrolled in this program of which the first group of students wrote their exams in 2021 and have done exceptionally well.



Hamediahs Rugby Football Club

TLC learners have great potential in sports. It's also imperative for TLC

learners to be involved in physical activity as this gives them the platform to leverage their energies in a positive way. TLC is unable to offer sports to the learners due to the lack of infrastructure, however, this has not deterred us from offering this to our learners; hence the reason why we partnered with a rugby club called Hamediahs. This partnership offers TLC learners the opportunity to access professional coaching as well as functional resources needed to achieve their goals within rugby.

TLC learners have excelled in the following sporting codes:

Munier Hartzenberg, currently a professional rugby player who plies his trade in the highveld with the Griquas Rugby Union. M. Saliegh Richards, represented both TLC and his soccer club in Belgium as he undertook a trial with one of the more established clubs. M. Zaakir Jacobs represented both TLC and South Africa at various National and International Table Tennis tournaments. M. Saliegh Richards has also represented TLC at the Western Province Athletics meeting. Zahrah Hendricks (Head Girl 2018) became the first female at the University of Cape Town to don a hijab for rugby as a sport.



ACADEMIC ACHIEVEMENTS



Aneesa Barendse, one of our first matriculants lost her father at a very tender age. She memorised the Holy Quran at the age of 15, and matriculated from TLC in 2014. She has made history in Manenberg as she was the first student ever to obtain 7 subject distinctions in the area. She obtained a full scholarship for her studies. She graduated as a Medical Doctor from UCT.

Achmat Isaacs who matriculated in 2014, is part of a family of 7 siblings and both unemployed parents. He pursued a career in Business Management. Achmat was the President of the Student Representative Council and also the top academic achiever at the TSIBA Business School in Pinelands. He graduated in Business Administration.

Farzaana Collins who matriculated in 2014 comes from a home where both parents are unemployed, and has Graduated as an Occupational Therapist from the University of the Western Cape.

Tayib Majiet matriculated at TLC in 2016. Tayib attended the TSIBA Business School with a full scholarship. He was selected to tour Germany in 2017 as an exchange student programme. Tayib was the top achiever in mathematics for 2017. Tayib graduated in Business Administration.

Thaniya Alexander memorised the Holy Quran at the age of 16. She matriculated from TLC in 2016 with 6 subject distinctions. She had a full scholarship for her

studies and has completed her degree as a medical doctor from the University of Stellenbosch.



Muneesah Abrahams

matriculated in 2017 with 3 distinctions, a Bachelor's pass and an 80% aggregate, made her unemployed parents very proud of her achievements. She received a full scholarship from the Department of Physics and Astronomy at the University of the Western Cape.

In 2016 two Grade 11 learners, namely, Taahir Van Schoor and Mayamiko Kubalasa, won 1st prize at the ESKOM Science Expo. Their project's theme was "Bioplastics". Their prize consisted of 2 gold medals and 1 year's access to working and studying in an engineering company. Their project was also chosen as the best developed project in the Western Cape Province.

Ismail and Dhillshaad Adonis, 2016 graduates from The Leadership College, placed 2nd and 6th respectively amongst 36 Top Academic Achieving Thutuka Bursary Holders at the University of Stellenbosch. Only Top achieving students are selected into this Elite Group. Both Dhillshaad and Ismail hail proudly from the shores of Manenberg and TLC.

M.Yazeed Karriem (2017 graduate) and Munier Hartzenberg (2015 graduate) pursued careers as teachers at the University of Stellenbosch. Their love affair and hard work for both

Rugby and Academics had earned them full scholarships at the University of Stellenbosch with the possibility of representing South African National Rugby Team as qualified teachers.



Dilshaad Adonis matriculated in 2016. She comes from a single headed household where she was raised by her great grandmother who at the age of 78 was still working to support the family. Her mother trying her best to contribute to the household expenses is working as a taxi driver. Dilshaad made her family proud as she was the 2nd student from the Manenberg community who obtained 7 distinctions and with a full scholarship pursued a career as a chartered accountant at the University of Stellenbosch.



Vuyiswa Kabalasa matriculated 2018 with seven distinctions and an average of 92%. Her top achieving subjects included 98% for Physical Science, 97% in Accounting and 94% in Mathematics. She studied at Wits University doing Mechanical Engineering.



A group of USA University Professors compiled a study in search of a best practice model for high needs schools. Below are excerpts of their findings: This manuscript has been peer-reviewed, accepted, and endorsed by the International Council of Professors of Educational Leadership (ICPEL) as a significant contribution to the scholarship and practice of school administration and K-12 education.

Literature Review High Needs Schools in South Africa

Schooling conditions are closely linked to social contexts and manifest in inequitable access to pedagogical, institutional, economic and social opportunities in South Africa (Robinson, 2014). Spaul (2013) claims that there are, in effect, two different public-school systems in South Africa based on the analysis of several educational attainment databases. The smaller, better performing system accommodates the wealthiest 20-25% of students who achieve much higher scores than the larger system, which serves the poorest 75-80% of South African students. "These two education systems can be seen when splitting pupils by wealth, socio-economic status, geographic location and language" (Spaul, 20013, p. 6). South Africa issued its most recent education law, the South African Schools Act (SASA) in 1996 (Republic of South Africa, 1996).

Violence

Hazardous conditions add an additional layer of complexity

in South African schools. News reports reveal a surge in school violence, with a recent headline stating, "Schools in South Africa are becoming more violent" (Daniel, 2018). The Minister of Education called on law enforcement officials to come together to develop additional security measures. Videos depicting student-on-student violence are frequently posted on the internet.

The Ganglands in Cape Town, South Africa

The roots of gang activity in the urban ghetto of Cape Town, South Africa, are deeply tied to the socio-historical factors that have shaped its communities and illustrate the challenges of a socially, economically, and racially fragmented city. The area known as "The Ganglands" was earmarked as a relocation center for those forcibly removed from their communities by the legislation of the Group Areas Act of 1950. The communities from which people were removed were then declared to be 'white areas' and included communities such as Lower Claremont, Windermere, Newlands, Plumstead, Simon's Town, Tramway Road and District Six (Field, 2001). In addition to uprooting nuclear families from their homes virtually overnight, this legislation also decimated extended families, neighborhoods, and thus, entire societies. While so called 'street gangs' existed in the original communities during the pre-apartheid era, as a result of the relocation, those gangs developed into sophisticated, violent crime rings which preside into the current day over various illegal activities including drug running, extortion, money laundering, robbery, and prostitution rings (Kinnes, 2000). Because these relocated communities, also known as "coloured" communities as a result of the demographics

of the residents who inhabit them, remain at a distinct socio-economic disadvantage in the post-apartheid era, gang activity runs rampant within them. According to Wilson and Ramphele (1989) these gangs continue to wield great power because of the constant struggle individuals face between trying to provide for their families and the lack of legal resources available to them to do so within the relocation communities.

Conclusion

This paper presented the characteristics of leadership that enabled student success attributed to one leader of a high needs, high-performing school in the Ganglands area of Cape Town, South Africa, utilizing a case study methodology following the International School Leadership Development Network (ISLDN) research protocol. Literature reviewed highlighted the context specific to high needs schools in South Africa, including historical context, leadership characteristics, instructional considerations, and implications for school culture. Findings revealed the importance of several key themes including:

- 1) Community Understanding,
- 2) Value-Based Decision Making,
- 3) Instructional Considerations and Equity, and
- 4) Persistence, and showed that courageous leadership, when coupled with contextualized understanding, can have lasting, positive impacts on students. By considering the findings of this study, system and school leaders can enhance their awareness of factors with the greatest potential to significantly and positively impact educational settings for students in high needs schools. To read the complete article, please go to the online link in PDF format: <https://files.eric.ed.gov/fulltext/EJ1218849.pdf>

The Leadership College Hifth Academy envisions a school that will strengthen and preserve the Islamic identity of the Haafith learner in order for them to promote the spirit of the Deen of Islam within a diverse society.

Our Mission is to provide the vehicle through education to develop the human capacities inherently needed to successfully navigate the challenges of the 21st Century and keep our Islamic identity intact.

TLC Hifth Academy Educational Programme

TLC Hifth Academy offers a unique educational programme blending Islamic Studies, Hifth, and psychosocial development, which includes an academic programme.



This model strengthens the caliber of Hifth students who will graduate from the school enabling them to use their Hifth and Islamic Studies as a springboard to contribute positively to humanity and to effectively cope when they enter mainstream academic schooling.

The school accepts students from the Grade 4 to Grade 9 levels and in preparation for their entry into mainstream schooling will offer numeracy and literacy programmes that keeps pace with the mathematics and language subject progression offered at mainstream schools.

TIMELINE

2010

EDUCATORS - 3
LEARNERS - 47

MILESTONES

- The Leadership College/ TLC is a LOW FEE school opening its doors in January 2010. TLC started with 47 aspiring leaders.
- Scouts introduced at TLC.

2011

EDUCATORS - 5
LEARNERS - 100

ACHIEVEMENTS

- TLC Hyde Park opens its doors with 8 learners

EXTRA-CURRICULAR

- DRAGON BOAT RACING
- 1st Place, shattering the National Under 16 record (First Time Ever entering such an event)

2012

EDUCATORS - 8
LEARNERS - 150

HIGHLIGHTS

- Second Position in the inter-schools athletics event.

2013

EDUCATORS - 8
LEARNERS - 150

MILESTONES

- TLC junior opened its doors

2018

EDUCATORS - 37
LEARNERS - 880

EXTRA-CURRICULAR

LEARNER EXCHANGE PROGRAM

- Robyn Van Der Vent
University of Georgia State, USA

TWO TLC LEARNER SELECTED from the AFRICAN CONTINENT to ATTEND the BEZOS SCHOLARS FESTIVAL.

SPORT

ZAAKIER MOOSA

- SA Table Tennis

NTLANTLA MVUNDLA

- WP Discus Team

FAIYAZ ADAMS

- WP Junior Swimmer

LUQMAAN TALIEP

- SA Cricket Team

RAEES HARON

- WP Baseball

ATHRAA DAVIDS

- WP Softball

YAZEED KARRI EM

- WP Rugby

THAABIET ABBASS

- Under 17 Soccer Regionals

MOEGAMAT MARLIE

- Karate Satori's Inter School Event

LUQMAAN GAMIET

- Malaysia Rugby Tournament
- Dubai Soccer Tournament

ZAHIED ABBAS

- Rugby Club Champion

2019

EDUCATORS - 33
LEARNERS - 800

MATRIC RESULTS

The TLC Matric class of 2019 achieved a **94% pass rate** which surpasses the average of 54% obtained by the surrounding schools. Manenberg has 4 high schools, including TLC, which has obtained 71 Bachelor Passes (entry in any Tertiary Institution) of which 59 is from TLC and the 12 spread amongst the other schools. The 4 schools also achieved 119 subject Distinctions of which 104 is from TLC and the rest is spread amongst the other schools.

EXTRA-CURRICULAR

DRAGON BOAT RACING

1st Place

NASHEED COMPETITION

Boys Group - 1st Place

IPYG POSTER COMPETITION

Won by Mujahidah Williams & Amaarah Jaffer

TLC FIFTH ACADEMY 1st KHUFAAR GRADUATES

Yaseen Heneke
Imraan Fortune

2020

EDUCATORS - 31
LEARNERS - 752

MATRIC RESULTS

OVERALL PASS RATE

NATIONAL: 76.2%
TLC MATRIC: 94.4%

BACHELORS PASS 73.5%

124 SUBJECT DISTINCTIONS

MATHEMATICS PASS RATE

NATIONAL: 53.8%
TLC MATRIC: 81%

PHYSICAL SCIENCES PASS RATE

NATIONAL: 65.8%
TLC MATRIC: 97.3%

LIFE SCIENCES PASS RATE

NATIONAL: 71%
TLC MATRIC: 98.3%

BUSINESS STUDIES PASS RATE

NATIONAL: 77.9%
TLC MATRIC: 93.3%

2021

EDUCATORS - 31
LEARNERS - 762

MATRIC RESULTS

Matric Pass 89% compared to the combined results of schools in the neighbouring area, which was 57.4%

115 subject distinctions

100% Pass in Afrikaans

100% Pass in English

100% Pass in isiXhosa

100% Pass in History

100% Pass in Life Orientation

BUSINESS STUDIES PASS RATE

NATIONAL: 77.9%
TLC MATRIC: 93.3%

2014

EDUCATORS - 11
LEARNERS - 200

ACADEMIC

FIRST MATRIC CLASS

- ANEESA BARENDS
- Top Achiever
- 7 Distinctions
- Studying Medicine at Stellenbosch University
- Pioneer

SPORT

SAALIEGH RICHARDS

- Travelled to Belgium for Soccer Tournament

2015

EDUCATORS - 22
LEARNERS - 550

ACADEMIC

- 95% of ALL SUBJECT DISTINCTIONS in the Manenberg area was ACHIEVED BY TLC.

- AYESHA SPOCTER
- Top Achiever

SPORT

MUNEER HARTZENBERG

- Western Province Rugby Player

EXTRA-CURRICULAR

- Boys Group of TLC Learners achieved 1st Place
- #### NASHEED COMPETITION
- TLC Group - 1st Place

2016

EDUCATORS - 30
LEARNERS - 750

ACADEMIC

MINISTER OF EDUCATION AWARD FOR EXCELLENT MATRIC RESULTS

- AMIER WHISGARY
- Mathematics Olympiad Award

IMRAAN ISMAIL

- Top Achiever
- 6 Distinctions
- Studying BCom at Stellenbosch University
- Received Dean's Award

DILSHAAD ADONIS

- Top Achiever
- 7 Distinctions
- Received Dean's Award

THANIYAH ALEXANDER

- Matric Top Achiever
- Studying Medicine at Stellenbosch University

SPORT

YUSUF PHILANDER

- Javeline Gold Medal

AMIER ADAMS

- Discus Gold Medal

RAFICK SHADRECK

- 110m Hurdles Gold Medal

EXTRA-CURRICULAR

SCOUTS TEAM DRAGON BOAT RACING

- 1st Place and 3rd Place

NASHEED COMPETITION

- Boys Group - 1st Place
- Girls Group - 1st Place

2024

EDUCATORS - 31
LEARNERS - 762

MATRIC RESULTS

Overall pass rate of 93.2%

Bachelor Pass - 61.6%

Total of 60 subject distinctions

Zayaan Shabodien (6 subject distinctions)
Nuraan Lakay (5 subject distinctions)
Aaliyah Chaya (4 subject distinctions)

Top 3 achievers:

1. Zayaan Shabodien
2. Nuraan Lakay
3. Zayaan Joseph 115 subject distinctions

100% Pass in Afrikaans

100% Pass in English

100% Pass in isiXhosa

100% Pass in EGD

100% Pass in Life Orientation

100% Pass in Physics

2017

EDUCATORS - 34
LEARNERS - 850

ACADEMIC

MINISTER OF EDUCATION AWARD FOR EXCELLENT MATRIC RESULTS

EDUCATION DISTRICT AWARD FOR 100% ENGLISH HOME LANGUAGE

YAZIED KARRI EM

- Expresso TV Show

MUNEESAH ABRAHAMS

- Top Achiever

MJC ANNUAL AWARD

- GET - Raeesah Lewis
- FET - Vuyiswa Kubalasa
- MATRIC AWARD - Muneesah Abrahams

IN DECEMBER 2017, TLC RELOCATED TO A SMALLER PREMISES WITH LIMITED INFRASTRUCTURE

2022

EDUCATORS - 31
LEARNERS - 762

MATRIC RESULTS

Matric Pass 89% compared to the combined results of schools in the neighbouring area, which was 57.4%

115 subject distinctions

100% Pass in Afrikaans

100% Pass in English

100% Pass in isiXhosa

100% Pass in History

100% Pass in Life Orientation

100% Pass in Life Science

100% Pass in Accounting

BUSINESS STUDIES PASS RATE
NATIONAL: 77.9%
TLC MATRIC: 93.3%

2023

EDUCATORS - 31
LEARNERS - 762

MATRIC RESULTS

Pass Rate 89.5%
Bachelors Pass 66.7%

RAHANA WILLIAMS
Top Achiever

100% Pass in Afrikaans

100% Pass in English

100% Pass in isiXhosa

100% Pass in Life Orientation

100% Pass in Economics

100% Pass in Accounting

Name and Surname	Year Matriculated	Field of Study
2014		
Ayub Abdullah	2014	Accounting
Mahirah Sydow	2014	Bachelors in Business Administration
Achmat Isaacs	2014	Bachelors in Business Administration
Aneesa Barendse	2014	Medical Doctor
2015		
Aqeedah Hanslo	2015	BEd Degree
Asisithi Ndude	2015	BEd Degree
Hishaam Albertyn	2015	Agricultural Science
Mishkah Abrahams	2015	BEd Degree
Ayesha spocter	2015	Construction studies
Aaqilah Enos	2015	BEd Degree
Jihad Edries	2015	BEd Degree
Shakeelah Ajam	2015	Business Management
Shareefa Leak	2015	BEd Degree
Basheerah Miller	2015	BEd Degree
Munier Hartzenberg	2015	BEd Degree
2016		
Aqeelah persence	2016	Records and archives management /Information science
Nashierah Gain	2016	Social Worker
Raeesah Varries	2016	Phlebotomy (Blood Industry)
Raeesah Ariefdien	2016	BEd Degree
Rafeeqah Ariefdien	2016	BEd Degree
Abduragmaan Ariefdien	2016	BEd Degree
Ibrahim Johaar	2016	Yacht and Boat Building
Muchlene Peblow	2016	BA Psychology, Linguistics Geography / BA Honours Geography / MSc GIS and Remote sensing
Iemraan Ismail	2016	Bachelor of Accounting
Jaydean Burt	2016	Bachelor of Arts
Nabeelah Davids	2016	Financial Management
Aqeelah Albertyn	2016	UWC Oral Hygiene
Mustapha Bedford	2016	Aalim Course
Thaniyah Alexander	2016	Medicine
Nabeelah Davids	2016	Financial Management
Abduraghmaan Ariefdien	2016	BEd Degree
Shaquillah Nolan	2016	Public Relations and Communication Management. Honors in Digital Marketing
Ra-eesa Varies Lawrence	2016	Phlebotomy and Medical Technology
Tayib Majiet	2016	Business Administration

Dilshaad Adonis	2016	Honours in Bcom Accounts
2017		
Laaqah Gasant	2017	BEd Degree
Taahir van schoor	2017	Bcom financial Accounting
Yusuf Mitchell	2017	Business Commerce
Inaam Colbie	2017	BEd Degree
Naeema Otto	2017	BEd Degree
Mariam Inglis	2017	Bcom Financial Accounting / Honors in Tax
Anika Jacobs	2017	BSc Molecular Biology and Biotechnology
Azeemuddeen Galant	2017	Bcom (N) and Bcom Honors in IS
M.Yazeed Karriem	2017	BEd Degree
2018		
Raees Ismail	2018	Agricultural Science
Zahrah Hendricks	2018	Organisational Psychology / Media and Writing
ESETHU SAM	2018	Tourism Management
Faatimah Albertyn	2018	Bachelor of Law
Sulaiman Domigos	2018	BEd Degree
Vuyiswa Kubalasa	2018	BSc Applied Science
Raeesa Williams	2018	Applications Development
Abubakr Titus	2018	Bachelor of Law
Mogamad Ilyaas Abrahams	2018	Motor Mechanics
Saadiqah Hendricks	2018	Bachelor of Business Administration
Nadheerah Oosterwyk	2018	Bachelor of Law
Ebrahim Majiet Sahabodien	2018	BSc and BSc Honors in Chemistry
Kauthar Kamalie	2018	Business Management
Anita Mabindisa	2018	BSc in Psychology
2019		
Luqmaan Taliep	2019	Organisational Psychology/ Industrial Sociology
Zureida Spocter	2019	Bachelor of Social science
Imtiyaaz Ben	2019	Electrical Engineering
Erin Cupido	2019	Business Management
Ziyaad Solomons	2019	Mechanical Engineering
Qudsiyah Abrahams	2019	BEd Degree
Yaseen Swarts	2019	EGD Course
Natheerah Abrahams	2019	ECD
Jamal Cornelisson	2019	Diploma in Project Management
Shadrack Maziya	2019	Certified Network Engineer
Makhe Ndude	2019	Mechanical Engineering

Shakira Salie	2019	Linguistics
Muraad Smith	2019	B.Com Marketing Management
Lorraine Samantha Adams	2019	Geography and Environmental Studies
Aasimah Gallie	2019	Phlebotomy
Aqeelah Allie	2019	Bachelors in Business Administration
Mogammat Tohier Charles	2019	Mechanical Engineering (N1-N5)
Asheeqah Taliep	2019	BEd Degree
2020		
Kauthar bentley	2020	Professional Development for PA & Secretary
Bilaal Madhi	2020	Dipolma in Construction
Abu Zaid	2020	Social Worker
Maajidah Isaacs	2020	BEd Degree
Mogamat Thoriek Adonis	2020	Carer
fatimah ganief	2020	Bachelor of Social Science
Lisa khumbuza	2020	Emergency Medical Care
Anele Mabhadi	2020	IT WEB Development
Ubaid Davids	2020	Web design
Gabeebah ryklief	2020	Human Resources
Rahmah Arend	2020	Communication Design / Quran development Course
Steven Philips	2020	Chemistry
Salmah Mohamed	2020	Medical Bioscience
Gadija Bedford	2020	Aalima Course
Ebrahim Galant	2020	Islamic Course
Mujahid Lindsay	2020	BSc Computer Science
Naeem Johardien	2020	HR Management
Sumayyah Bint Gusayn Inglis	2020	BBA at TSIBA
Gabiba Rykliff	2020	Human Resources
Thaakiyah Toyer	2020	Bachelor of Law
2021		
Raesah	2021	Politics
Aeshah Cassiem	2021	BEd Degree
YASEEN LAKAY	2021	Higher Certificate in Islamic Studies
Faatimah Hendricks	2021	BEd Degree
Abdul carriem davids	2021	Finance
Aqeelah laloo	2021	Bachelor of Law
Saaligah Williams	2021	Business Administration
Athrah Galant	2021	BEd Degree
Aqeelah Davids	2021	BEd Degree
Cleo Fortuin	2021	Psychology and African Studies

Moosa Kader	2021	Mechatronics
Aqeelah Mechaba	2021	Economics
Taahirah Hendricks	2021	BSocSci (Major in Commercial Law and Anthropology)
Mogamat Yaseen Lakay	2021	Higher Certificate in Islamic Studies
Basheerah Gamildien	2021	Bachelor of Social Work
Jaden Felix	2021	Architecture
Aqeelah Davids	2021	BEd Degree
2022		
Tharwah Petersen	2022	Information Systems & Social development
Zaakirah Anthony	2022	Teaching & Cyber Security
Niyaaz Galant	2022	Bcom Information systems @ UWC
Tharwah Salie	2022	Nursing
Salaamah Arend	2022	NQF 5
2023		
Lateefah Meyer	2023	BA in Film & Media/ English/ Arabic/ Xhosa
Abdul qayoom Taliep	2023	Bcom
QAANIT FRANCIS	2023	Islamic Course
Imaan Lukas	2023	BEd Degree
Haroon Cader	2023	Bachelor of Science
Gadija Allie	2023	Aalim Course
Salamah Jamodien	2023	BEd Degree
Sharief Ismail	2023	Marketting
Gadijah Allie	2023	Aalima Course
Nusaibah Abderemane Charif	2023	Web Development

IN THE MEDIA



TLC ex-leaders established an NGO (Brothers for Life). The group sees to various needs of the Manenberg community. They regularly engaged in Feeding Schemes, Tutor Programmes, Community clean-up initiatives.

IN THE MEDIA



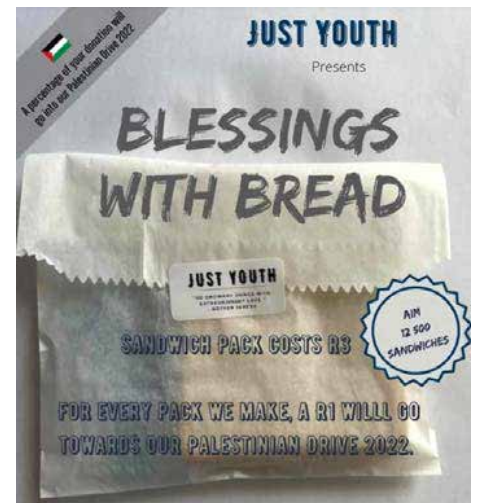
All three graduated with a Bachelor of Education Degree. From Left to right:

Raeesa – Senior and FET Phase

Abduraghmaan – Intermediate Phase (Summa Cum Laude)

Rafeeqah – Foundation Phase

IN THE MEDIA



Abdul Gameed Gabriels, TLC 2020 Head Boy is the Director of the NGO (Just Youth). This organisation is involved in providing daily sandwiches to the schools as well as providing toiletries to the youth of Manenberg and the surrounding township areas.





MANENBERG
Landmark partnership for college

NEWS

On the front line

OASIS OF HOPE IN GANGLANDS

Manenberg college gives kids a shot at reaching their dreams

WITH WARD SALVESTER
 ward.salvester@ec2.co.za

A HERO IN THE HELM

MANENBERG
Teen's project has pupils adding up

EARL HAUPT
 @EarlHaupt

Glenn Mpho Makhoba (18), a Grade 12 pupil at the Leadership College in Manenberg, shows off the bronze medal he earned at the International Science Fair in Johannesburg.
 PHOTO: EARL HAUPT

TLC RECEIVES "AGAINST ALL ODDS" AWARD IN 2016 FROM THE MINISTER OF SOCIAL DEVELOPMENT, MR ALBERT FRITZ.

Problems at the Leadership College in Manenberg have been growing for a long time. The school, which is now in the 12th year of its existence, has a reputation for being a hotbed of crime and drugs. The school is located in the heart of the Manenberg township, which is one of the most crime-ridden areas in Johannesburg. The school's principal, Mr. Earl Haupt, has been working hard to turn the school around. He has implemented a number of initiatives, including a strict code of conduct, a focus on academic excellence, and a strong emphasis on community involvement. The school has also established a partnership with the local police, which has helped to reduce crime on the school grounds. As a result of these efforts, the school has seen a significant improvement in its academic performance and a decrease in crime. The school is now a place where students can learn and grow, and where teachers can teach and inspire. The school's success is a testament to the power of hard work and dedication, and it serves as a model for other schools in the area.

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