

Minds Open. Hands Up. Heads High.

# From the People We Serve

6,902 Comments from South Africa's Learners

An unsolicited community feedback report from South Africa's learners, parents and teachers

April 2020 – March 2026

[www.tmteaching.co.za](http://www.tmteaching.co.za)

# Introduction

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Thuma Mina Teaching (TMT) is a South African public EdTech NGO, founded in April 2020, with a single mission: to make high-quality curriculum-aligned education accessible to every learner in South Africa – regardless of where they live or what school they attend.

This report presents an independent analysis of **6,902 unsolicited YouTube comments** left by members of the public on TMT's channel between April 2020 and March 2026. Not one of these comments was solicited, incentivised, or curated before analysis. They represent the unfiltered voice of South Africa's learning community.

Comments were categorised by sentiment – positive, neutral, or negative – and by recurring theme. A small selection of representative quotes, reproduced exactly as written, are included throughout.

We publish this report in the spirit of full transparency. The positive, the critical, and the ordinary are all here.

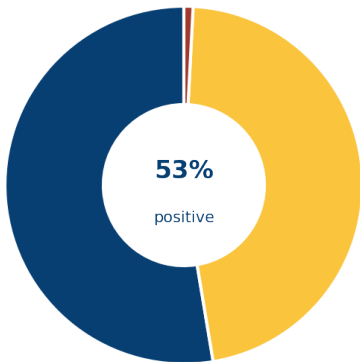
**Methodology:** Sentiment was classified using keyword-based analysis across all 6,902 comments. Neutral comments include questions, content requests, peer-to-peer exchanges, and short reactions without identifiable positive or negative language. Themes were identified by searching for recurring patterns of language across the full dataset.

# By the Numbers

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## Sentiment Breakdown



**Positive** – 3,632 comments (52.6%)

**Neutral** – 3,213 comments (46.6%)

**Negative** – 57 comments (0.8%)

More than half of all comments express positive sentiment – gratitude, encouragement, or confirmation that learning took place. Neutral comments include questions, peer exchanges, and content requests. Only **0.8%** of comments were classified as negative.

# Growth Over Time

Comments on TMT's channel have grown consistently since launch in April 2020. The data below covers **April 2020 to 11 March 2026** – the date of this report. The 2026 figure of **494 comments** reflects only 69 days of the year, shown below as a partial reading.

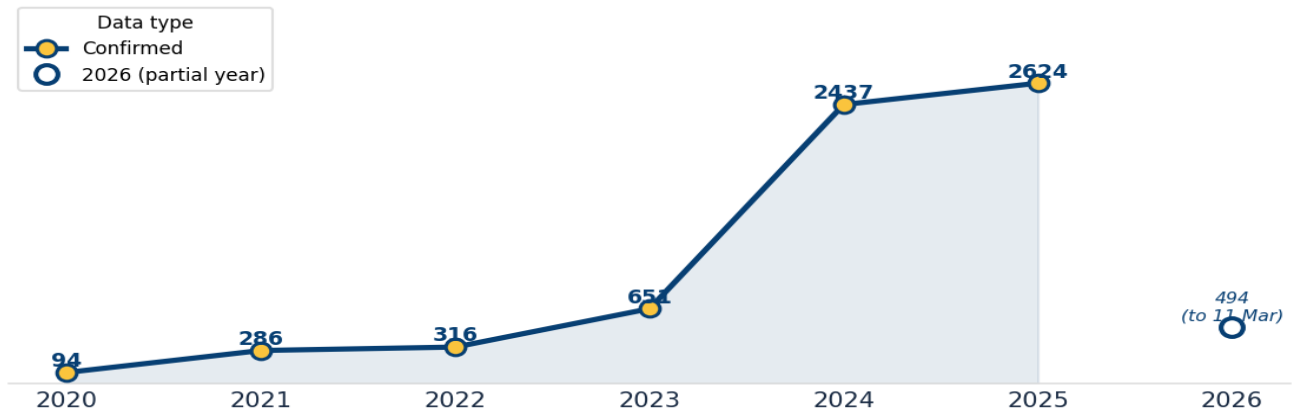


Figure 1: Comments per year. The open circle (o) indicates a partial year – data to 11 March 2026 only.

# What People Are Talking About

Beyond overall sentiment, recurring themes were identified within the 6,902 comments. The most significant finding: **108 comments** contain language associated with genuine learning breakthroughs – learners reporting they finally understood something, passed a test, or exceeded expectations. A further **43 comments** come from educators referencing classroom use, and **35 comments** from parents supporting their children at home.

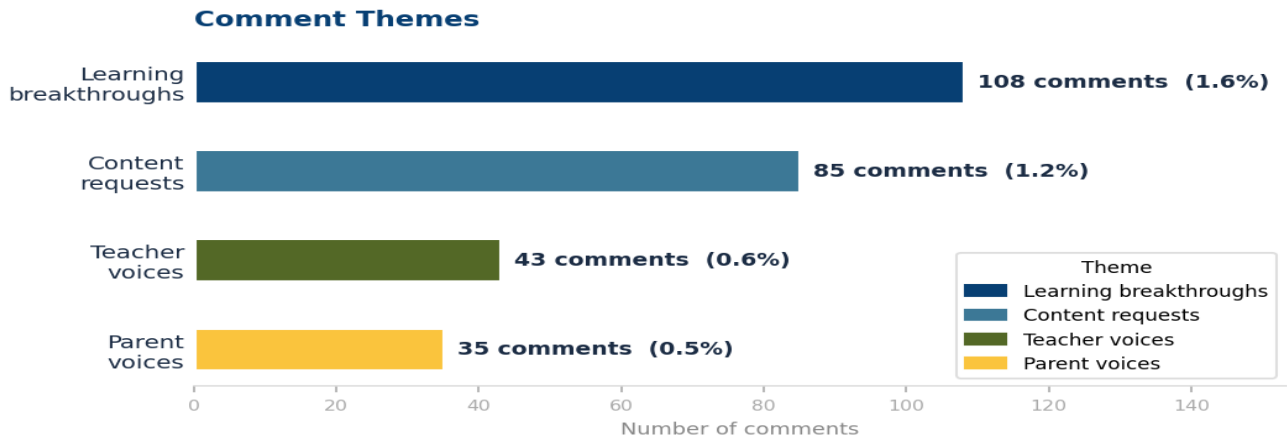


Figure 2: Number of comments per identified theme. A comment may contain more than one theme.

Theme	Comments	% of total	What it means
Learning breakthroughs	108	1.6%	Learners reporting they finally understood a concept, passed a test, or outperformed expectations
Content requests	85	1.2%	Community asking for specific topics, grades, or subjects – a sign of active engagement
Teacher voices	43	0.6%	Teachers and student teachers referencing classroom use or professional development
Parent voices	35	0.5%	Parents helping children at home or describing impact on their child's learning

# In Their Own Words

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The following comments are reproduced exactly as written – unedited, unsolicited, and unchanged.

## LEARNING BREAKTHROUGHS

*"This really helped me a lot please continue with your beautiful work you made me understand better than my teacher"*

*"WE WANT TO THANK YOU FOR HELPING US THROUGH THE YEAR – WE PASSED WITH FLYING COLOURS AND GOT TEN AWARDS"*

*"Explains better than my teacher "*

*"Really appreciate it so much. I am going for 100% tomorrow"*

## TEACHER VOICES

*"Please post the rest of the lessons. This will help my students a lot."*

*"I am a student teacher enrolled with Unisa. I can't wait to transfer this info to my learners – you are the best."*

*"I'm honestly amazed by your talent as a teacher!"*

## LONG-TERM IMPACT

*"I'm 50+, but also learning to help my child thanks"*

*"Hi Thuma Mina Teaching – you guys have been helping me since Grade 8. Now I'm in Grade 10."*

*"Thanks THUMA MINA TEACHING – these lessons are really helping my daughter get ready for next year."*

*"Thank you so much. My son understands even better now "*

# Full Transparency: Feedback

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Of the 6,902 comments analysed, **57 (0.8%)** were classified as negative. We include this figure as a transparency measure. Critical comments are part of any honest public record. Where lessons are missing, we do our best to produce them as funding becomes available – every piece of feedback helps us prioritise.

**0.8**  
**%**

**57 out of 6,902 comments** were classified as negative.

Critical comments generally fell into three categories: minor corrections to content, frustration about missing or delayed lessons, and occasional peer-to-peer disagreements in the comments section – rather than criticism of teaching quality itself.

# Conclusion

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Six years ago, Thuma Mina Teaching uploaded its first lesson with a simple belief: that every South African learner deserves access to a great education, no matter where they go to school or what their circumstances are. The 6,902 comments in this report are evidence that this belief is being met with something real.

What stands out most is not the volume of feedback, but its nature. These are not responses to a survey. No one was asked. People stopped, typed, and shared – sometimes mid-exam preparation, sometimes years after first discovering the channel. Learners wrote to say they finally understood. Parents wrote to say their children could suddenly do their homework. Teachers wrote to say they were using TMT in their classrooms. A student teacher wrote from Unisa, excited to pass what she had learned on to her own learners.

Fewer than 1% of comments were negative – and even those reveal something important: a community invested enough to want more. More lessons. More grades. More subjects. More of what is working.

TMT remains a small, lean organisation operating on limited funding. Every lesson produced is a deliberate act of prioritisation. This report exists not to make a case for TMT, but to let the people we serve make it themselves. Their words, unedited and unsolicited, speak more clearly than anything we could write.

We are grateful for every comment, every view, and every learner who found something here that their circumstances might not otherwise have offered them.

*"Now I finally understand."*

*The emotional centre of everything Thuma Mina Teaching does.*

