



HISTORIC SCHOOLS RESTORATION PROJECT



ANNUAL REPORT 2007



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HISTORIC SCHOOLS RESTORATION PROJECT

VISION

To nurture future African leaders of calibre and integrity who are able to meet the critical needs of community and country in a values-based, transformational environment.

MISSION

To revitalise the rich heritage of the historical schools and transform them into sustainable and aspirational African institutions of educational and cultural excellence.

OBJECTIVES

- To foster excellence in teaching and learning.
- To encourage ownership of the project by the school communities, alumni and founders of the schools.
- To forge partnerships between the schools, the HSRP, government, NGOs, churches and business institutions.
- To promote African culture, language and values (*ubuntu*) and build moral character and leadership skills.
- To develop strategies for financial sustainability.
- To ensure schools develop sound institutional leadership and management.



FOREWORD

None of us can doubt the critical need for education in South Africa today; there can be no question about its importance and the role that it can play in building a better country and leading towards the eradication of poverty and healing the dreadful legacy of apartheid that was bequeathed to black schools in this country.

The schools that have been identified for the first phase of restoration by the Historic Schools Restoration Project are all schools that made a massive contribution to the struggle for freedom in this country. With the rebuilding of these schools we are faced with a tremendous challenge and opportunity: to return them to their former state of excellence and to develop a new generation of learners who will be ready to take their rightful place in South Africa.

The HSRP is very dear to the heart of the government, and the reason why we have given it financial backing is because we believe that these schools and those who went to them are in a position to give us a particular perspective on the high standard of education they achieved before apartheid policies destroyed them. This is evidenced by the number of people in high office today in all spheres of society who were educated in schools such as Healdtown. We need to be reminded of this history of excellence and to bring it back to life.

If we give children schools where they can learn to spread their wings and fly, where their dreams can be nurtured and developed, then we will have made a great investment not only in the lives of the pupils but also in the future growth and stability of our country and region. We will give parents a reason to be proud of their children's schools and they will be keen to get involved in the schools.

We live in times of great change, but we also live in a time of great hope. Here we have the possibility to make that hope a reality, the chance to produce young people who are truly learned. To that extent we must continue to combine the best of our past with best of our present and, out of that, we will be able to usher in our aspirations for a great nation.

President Thabo Mbeki

Excerpts from a speech at Healdtown, June 2008



MESSAGE FROM THE CHAIRPERSON

Those who forget the past are condemned to repeat it. Those words alone – from Spanish philosopher George Santayana – give ample motive for the existence of the Historic Schools Restoration Project. We South Africans most certainly do not want to repeat the mistakes made in our past education history, mistakes that have led directly to so many of the problems with which we, as a nation, are currently dealing.

The people who read this message are able to do so because they have received some sort of education. They may have benefited from the education of white privilege or struggled through the inadequacies of the Bantu Education system, but they are able to read and write and display other skills which assure them of a reasonably secure future.

Sadly, too many young South Africans today are hamstrung by their inability to master these basic skills, because of an inadequate educational past brought about by apartheid discrimination and the struggle for democracy. The lesson of Bantu Education was that black South Africans were only capable of becoming hewers of wood and carriers of water. The lesson of the 80s was ‘Liberation before education’. The consequences of both have been a so-called ‘lost generation’. The new lesson must therefore be ‘Liberation through education’, and I believe I speak for all involved in the Historic Schools Restoration Project when I say that we are all dedicated to achieving this goal.

At the first Historic Schools Board meeting I remarked on the responsibility we Board members carry in ensuring that the Historic Schools Restoration Project is a success, but it is more than just our responsibility, it is the responsibility of all South Africans who have passed through the liberation struggle and emerged on the other side with homes, jobs, values and prospects. All of us must strive to ensure the kind of schooling which offers each and every South African child the chance to succeed as artist or astronaut, mother or mathematician, poet or plumber or anything else. It is only through the best possible education that the dream of the best possible nation will be fulfilled.

Justice Thembile Skweyiya

Chair: HSRP Board



REPORT BY THE EXECUTIVE DIRECTOR

It is a great privilege for me to lead the Historic Schools Restoration Project (HSRP). From early in 2006 when Dr Z Pallo Jordan approached me about the restoration of South African schools of historical significance, I felt a tremendous enthusiasm for the project. As Anglican Bishop of Kimberley and Kuruman I was involved in the initial restoration of Tiger Kloof Educational Institution in what is now the North West Province. Our achievements there have been extremely satisfying, with Tiger Kloof being a wonderful example of the way in which a school can regain its dignity and educational rigour in the wake of the devastation of the Bantu Education Act.

Part of Dr Jordan's inspiration came from the celebration of the bicentennial of the African prophet Ntsikana, who received a vision from God and, in following this vision, was instrumental in promoting literacy among the AmaXhosa. His teaching in the Eastern Cape prepared the ground for the involvement of missionaries and the building of mission schools that became the principal bearers of modern education among Africans in the late nineteenth and early twentieth centuries.

Sadly, the introduction of Bantu Education in 1953 put an end to this development, while placing an enormous burden on those schools that managed to keep their doors open. Since 1994 a number of the former mission schools as well as other schools that played a significant role in the struggle for democracy have started the long journey to institutional recovery and educational excellence – with some having produced encouraging matriculation results in recent years. There are also schools that continue to struggle for survival and are kept going only through the dedication of principals and staff who work with crumbling infrastructures and a vast lack of resources.

The restoration of these institutions is an enormous challenge. There are more than 50 schools that qualify as schools of historical importance in South Africa, and we have committed ourselves to the restoration of six of these schools in the first phase of the development process: Adams College, Healdtown, Inanda Seminary, Lemana, St Matthew's and Tiger Kloof. Our goal and overarching vision is to restore these schools into 'sustainable and aspirational African institutions of educational and cultural excellence'.

INITIAL DEVELOPMENTS

During 2006 and 2007 – my final years as Archbishop of Cape Town – I held a series of consultations and meetings with a number of people who had an interest in the restoration of schools and expertise in educational and related fields. It was then that the Department of Arts and Culture undertook to fund the initial administration of the project, and we are assured of this funding until the end of March 2011. The Department of Education joined the initiative and commissioned initial profiles of 12 historic schools as a starting point. The Department of Science and Technology has also pledged its support to the project.

A Section 21 company was created, a temporary office set up and a Board appointed. I began a succession of visits to some of the identified schools to brief them and their communities on the HSRP. I met with provincial premiers and their cabinets as well as other stakeholders around the country. These visits and meetings continue as the project proceeds.

Workshops were held with the Board and various specialists to identify strategic objectives and to plan progress. Members of the HSRP Reference Group and, in particular, the Content Development Group have been generous with their time and expertise.

Initial consultations were held with the South African Heritage Resources Agency (SAHRA) – as many of the schools have listed buildings – and specialist architects to discuss the physical restoration of the schools' infrastructures. We recognise the importance of preserving them, while ensuring they meet present educational needs and challenges.

In September 2007, the HSRP moved to its premises in Tokai, Cape Town. In November the HSRP was officially launched at Adams College – the first secondary school to have a black principal – in KwaZulu-Natal. Shortly thereafter the project received endorsement by the South African National Cabinet.

In December 2007 Dr Charles Villa-Vicencio was appointed as a consultant to oversee an in-depth needs assessment and audit process of six 'pilot' schools and to assist me in other aspects of the project.

FURTHER PROGRESS

KPMG offered its services for an audit of these schools pro bono. This audit was undertaken during March 2008 at each of the six schools. A synopsis of this audit appears on page 10 of this report. The Independent Quality Assurance Agency (IQAA), in turn, undertook an educational content-based audit of five of the schools. Ohlange High School in KZN was unfortunately facing significant problems on the campus and I decided it prudent not to include them in the project until such time as these issues were adequately dealt with. This resulted in Inanda Seminary, also in KZN, being included in the initial phase of the project, together with Healdtown Comprehensive School and St Matthew's High School in the Eastern Cape, Adams College in KZN, Lemana High School in Limpopo and Tiger Kloof Educational Institution in the North West.

I take this opportunity to express my appreciation to President Thabo Mbeki, who has given support to every phase of the project. He was not able to attend the November 2007 HSRP launch at Adams College, but did attend the subsequent public event at Healdtown School in May 2008 that introduced the project to the Eastern Cape community and marked the start of a focused fund-raising drive.

In June and July an architectural team, together with a quantity surveyor, visited each of the six pilot schools to begin a process of identifying and costing improvements and additions to physical infrastructure. A report has been submitted and budgets are being drawn up.

We have, during the course of 2008, continued discussions about the possible introduction of a 'third tier' of schools into South Africa's educational system. These discussions were part of our thinking from the

start of the project and we are currently investigating a school model that allows for greater autonomy in school governance while being funded on the same basis as public schools. The Department of Education is being kept informed of this process.

FUNDRAISING

We cannot proceed beyond a certain point without a significant injection of funds. The good news is that we were granted full Public Benefit Organisation status this year which means that all financial donations to the HSRP are tax-deductible.

We are delighted that, in addition to the financial support for administration which we enjoy from the national Department of Arts and Culture, other organisations have already made contributions to the project. There was a tremendously encouraging start to our fundraising efforts with a generous donation of R6 million from the South African Reserve Bank and an additional R100,000.00 from the Institute for Justice and Reconciliation. KPMG and others have been extremely generous with resources. We are most grateful to them. Without their support we would not have been able to make the progress we have.

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At the time of writing, two fundraising events are planned to introduce the project to the business community: the first in August, just prior to the AGM, kindly hosted by Investec in Cape Town, and a second in October, in Gauteng.

It is obvious that we shall also be dependent on the goodwill and contributions from the alumni of historic schools, and we are presently facilitating communication between the HSRP and as many individuals and alumni organisations as possible. They are being approached with the help of a staff member seconded to the HSRP from the Department of Education.

CONCLUSION

From the start, I have been greatly encouraged by the response from people in government, civil society, the media, the private sector and faith communities – both in South Africa and overseas. This seems to be the kind of project that strikes a chord in the hearts of many people, perhaps because it promotes education. We are all aware, as the Chinese proverb states, that ‘Education is a treasure that a thief cannot touch’. We love our children and we want them and their children to have the best possible chance of living as happy and productive citizens in a successful democracy. It is also clear that the economic and political future of this country cannot happen without the long slow march through education and skills training. This is why this project needs the support of every South African and those from other countries who have accompanied us as we continue to build our democracy.

I pledge to lead this project in a way that ensures its success, quality control and excellence in teaching, learning and leadership.

Njongo Ndungane

Executive Director

THE PROCESS FOR IDENTIFICATION OF SCHOOLS

At the inception of the Historic Schools Restoration Project, a historic school was seen as one of the group of schools established by various denominations that sought to provide education for children of black South African communities. These schools had been responsible for offering quality education to (almost entirely) black South Africans until the promulgation of the Bantu Education Act of 1953.

With this in mind, the Department of Education – in response to a request from the Historic Schools Reference Group – commissioned profiles of 12 such secondary schools, which became known initially as the ‘pilot’ schools.

The Historic Schools Project Reference Group and the newly constituted Board held a series of meetings and workshops to further refine this definition. Some of the criteria used to identify a historic school included the following:

- The school should have previously achieved prominence in the community it served through the quality of graduates it produced
- The school should be African in cultural character
- The school should have the potential to be a centre for sustainable community development
- The school should clearly demonstrate ownership of the restoration process by the surrounding community.

Taking the above criteria into account, a decision was taken to include schools that had played a striking role in the struggle for democracy, as they could also be seen as historically significant.

As it was more practically viable to address the needs of a smaller group of schools in the initial phase of the project, the number of ‘pilot’ schools was reduced to seven.

In essence and for the purposes of this project, an historic school is defined as a currently under-resourced South African secondary school which played a significant role in the formation of our present-day nation.

Others historic schools identified for a later phase of the project:

Lovedale FET College (Eastern Cape)	Morris Isaacson High School (Gauteng)
St John’s College (Mthatha, Eastern Cape)	Orlando High School (Gauteng)
St Francis, Mariannhill (KwaZulu-Natal)	Zonnebloem High School (Western Cape)
Moroka High School (Free State)	Livingstone High School (Western Cape)
Wilberforce Community College (Gauteng)	Pax Boys’ College (Limpopo)
St Martin’s School (Gauteng)	Glen Cowie High School (Limpopo)
Kilnerton – now John Wesley College (Gauteng)	St Mark’s College (Limpopo)

THE HSRP PILOT SCHOOLS



ADAMS COLLEGE

Established in 1847 near Amanzimtoti, KwaZulu-Natal, by Dr Newton Adams under the auspices of the American Board of Missions. In time it constituted a high school, an industrial school and a teachers' training college. It was named Adams College in 1934.

HEALDTOWN COMPREHENSIVE HIGH SCHOOL

Founded in 1855 by James Heald, a member of the British Parliament and Methodist layman, who contributed money to establish a training institute for ministers of the Methodist Church. Healdtown Institute, as it became known, developed into a leading educational institution.



INANDA SEMINARY

Inanda Seminary was founded in 1869 by the Rev. Daniel Lindley of the American Board of Missions. It became the first secondary school in Southern Africa exclusively for African girls.



LEMANA HIGH SCHOOL

In 1875 Swiss missionaries Ernest Creux and Paul Berthold established Lemana school near Rossbach in what is now Limpopo Province. In 1922 a new high school and teacher training institute was opened at the Elim Mission, not far from the present location of the school.



OHLANGE HIGH SCHOOL

Founded by the Rev. John Dube in 1901 in Inanda, KwaZulu-Natal, Ohlange was once described as 'a citadel of light' in an impoverished area. Rev. Dube's vision was to produce self-reliant citizens, and he stressed the need to provide industrial training as well as academic skills.

ST MATTHEW'S HIGH SCHOOL

St Matthew's Mission came into being in 1854, through the efforts of Anglican Bishop Armstrong, the visionary founder of St Matthew's; Chief Socishe, who donated the land; and Charles Taberer, the 'father' of what the mission became. It is situated five kilometres outside Keiskammahoek in the Eastern Cape.



TIGER KLOOF EDUCATIONAL INSTITUTION

Tiger Kloof Educational Institution was founded in 1904, when the London Missionary Society decided to open a school that was more accessible than the Kuruman Mission where the first schoolroom north of the Orange River was built in 1829. Twelve kilometres south of Vryburg, 'on a piece of bare veld', the Rev. WC Willoughby built what would become known as a 'school of presidents and carpenters'.

FINANCIAL AND INFRASTRUCTURAL REVIEW OF HISTORIC SCHOOLS BY KPMG SERVICES (PTY) LTD

PREFACE TO THE KPMG REPORT

The Historic Schools Restoration Project (the ‘Project’) aims to revive historically significant, mostly under-resourced, South African schools into centres of cultural and educational excellence. It was recognised that simply restoring the schools without paying attention to the many other components that make for a successful school was not conducive to the long-term sustainability of the schools. Accordingly, a more holistic approach has been adopted by the Project and, in addition to the restoration of the infrastructure of the schools, attention is being paid to other areas such as administration and finance, curriculum, the level of ongoing training required for the educators and, finally, looking to create the structure which would see endowments created for each of the schools.

As a first step Messrs KPMG Services (Pty) Ltd offered, as their contribution the Project, to undertake a financial and infrastructure review of the six pilot historic schools. In this instance the infrastructure review focused on the effectiveness of the infrastructure in so far as it enabled the schools to fulfil their role as educational institutions. The establishment of good financial and administrative systems together with sound governance is seen as key to the long-term sustainability of the schools, and it is for this reason that this review by Messrs KPMG was seen as important for the Project overall.

The HSRP selected six historically significant schools to be visited by KPMG (hereafter referred to as the ‘Schools’):

- Adams College (KwaZulu-Natal)
- Ohlange High School (KwaZulu-Natal)
- Tiger Kloof Educational Institution (North West)
- Lemana High School (Limpopo)
- St Matthew’s High School (Eastern Cape)
- Healdtown Comprehensive High School (Eastern Cape).

The areas requested for review, as defined in the engagement letter, included the following:

- Perform a high-level assessment of the Schools in terms of the following areas:
 - financial management
 - existing infrastructure
 - safety and security within the Schools.
- Provide high-level recommendations, where applicable, on areas for improvement regarding the functioning of the School that may come to KPMG’s attention during the project – pertaining to the three specific areas mentioned above.

Specifically excluded from the scope of this evaluation is providing commentary relating to any technical aspects of the infrastructure.

The purpose of this evaluation is to assist the HSRP in assessing the financial management structures, existing infrastructure and associated safety and security aspects of the different Schools in order to identify their basic needs.

The team followed a consultative process in liaison with each school management team. Key activities undertaken included, amongst others, the following:

- Site visits to the six identified Schools
- A review of historical documents, policy and procedure documents, financial records and other information relating to the Schools
- Interviews with key staff members.

GOVERNANCE STRUCTURES

In accordance with the South African Schools Act of 1996, the governance of every public school is vested in a School Governing Board (SGB). The SGB's code of conduct is aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of a quality governance structure at a public school. All SGB members must adhere to the code of conduct.

Furthermore, the SGB is allowed to establish subcommittees to act on its behalf. These subcommittees shall report directly to the SGB. The following are typical standing committees formed by the SGBs:

- an executive committee that makes the day-to-day decisions
- finance committee
- fund-raising committee
- safety and security committee
- discipline resolution committee
- student representative council
- health committee.

Each subcommittee's chairperson will be a member of the SGB, but the other committee members need not be.

EFFECTIVENESS OF THE SCHOOLS' GOVERNING BOARDS

All six Schools had a functional SGB that consisted, on average, of 13 members. The majority of Schools (five of the six) were very pleased with the dedication and support that they were receiving from their respective SGBs.



... a more holistic approach has been adopted by the Project and, in addition to the restoration of the infrastructure of the schools, attention is being paid to other areas such as administration and finance, curriculum, the level of ongoing training required for the educators and, finally, looking to create the structure which would see endowments created for each of the schools.

POLICIES AND PROCEDURES

Operational and financial policies and procedures are implemented to regulate the School's activities and process. The following policies and procedures were available from the Schools:

- the school policy which includes, amongst other things, the school's vision, mission and the code of conduct for learners and teachers
- the health and safety policy
- the financial policy
- the school governing constitution.

It was noted that some of these policies and procedures were insufficient and did not include the necessary detail that was required.

AUDITORS AND AUDIT STATUS

The objective of an audit is to express an opinion on the financial statements to ensure that the financial statements are free of any material misstatement and fairly present the financial position of the School.

A high-level review of the audited financial statements of the six Schools that have been visited has been completed and the detailed results form part of the main report. It is however noted that none of the audited financial statements have been qualified on the basis of going concern. It would therefore appear, based on the audited financial statements, that the Schools would be financially sustainable. However, the qualified financial statements in the majority of the Schools indicated that the systems of internal control were, in most instances, less than adequate.

STRUCTURE OF THE FINANCE DEPARTMENT

In terms of the South African Schools Act, the SGB should be responsible for the maintenance of adequate accounting records and the preparation of the school's financial statement. Therefore, the SGB should ensure that the School's financial department is functioning properly in order to produce appropriate accounting records and financial statements.

An analysis of the qualifications and experience of the staff members within the Schools' financial departments revealed that staff did not have the appropriate training, background and/or adequate experience to perform their roles and responsibilities. Three of the six Schools (50%) had a dysfunctional financial department, as the staff was not acquainted with the basic principles of accounting and financial management.

FINANCIAL SUSTAINABILITY

Financial sustainability has been assessed under a number of headings with a view to determining whether there is appropriate handling of key financial areas, namely:

- revenue
- expenditure
- asset management
- cash and investment management
- student debt.

Incorporated into this section of the review was the system in place for budget setting and for the control of the budget once set by the School Governing Board.



One of the historic buildings on Lemana's original campus, earmarked for restoration.

INFRASTRUCTURAL REVIEW

This section of the review dealt with a number of areas directly linked to the operational effectiveness of the schools. Specific areas covered in this section included:

- operational infrastructure, which incorporated a review of state of classrooms and furnishings
- ablution facilities in each school
- disability access
- staff housing
- hostel facilities.

Incorporated in this section is an assessment of the security of each of the schools and the needs of each school with regard to security of the entire campus as well as the individual classrooms.

CONCLUSION

Where the evaluation report has shown up areas of weakness within the Schools' administration, the HSRP, together with service providers, will work with the School Governing Boards to upskill personnel, implement appropriate systems and ensure that all identified areas of concern are effectively dealt with and that a high level of governance is established in each of the Schools.

The Historic Schools Restoration Project would like to express its appreciation to Mr Gary Pickering and Ms Elanie Webster and the team from KPMG Services (Pty) Ltd for undertaking this evaluation on a pro bono basis. The high quality of this evaluation will ensure that the HSRP is able to address key areas of need effectively.

REPORT OF THE INDEPENDENT QUALITY ASSURANCE AGENCY (IQAA)

In February 2008 IQAA were contracted to do an evaluation of the six selected schools. The purpose was to report to the Historic Schools Restoration Project on the state of education in each of them. Messrs KPMG would be assessing their financial situations and the condition of their buildings and facilities. The reports by KPMG and IQAA, inevitably overlapping in some respects, would assist the HSRP to determine what needed to be done and contributed in order to improve the schools where necessary and to make of them beacons of achievement, aspiration and hope.

THE PROCESS

IQAA undertook this evaluation using the followed process:

- Adapted and modified the evaluation model as set out in their school in a mirror guideline instrument to suit the nature of the commission from the HSRP;
- Appointed six of their highly experienced mentors, each to work with an internal team from one school, who would guide, contribute, validate and report on the findings and make recommendations for further investigation, discussion, decision and action – all aimed as much at improvement as assessment;
- Conducted a training workshop on 18 and 19 February at Western Province Preparatory School, Claremont, and invited three representatives from each school together with the mentors to attend.
- Sent out to each school three sets of opinion surveys – for learners, staff and parents – which were returned and scored and the results sent to the schools and mentors;
- Received preliminary reports from the mentors by the end of March on their contacts with the schools, including visits to the schools and the plans being set in place for the intensive visit in the period 21-25 April 2008. The schools received the mentors warmly and were keen to be part of the process;
- Received final reports from the mentors by 9 May, which form the basis for this summary.

AREAS OF OPERATION

The following areas of operation were covered in the evaluation of each school:

- Teaching and learning;
- Attainments and progress;
- Functioning of the school;
- Governance and management;
- Values and social involvement.

MEANS AND METHODS

Working together, the mentors and the school internal evaluation teams made use of the following means and methods of obtaining evidence, in the form of facts as well as opinions and perceptions. They investigated further and discussed fully many points that came to light.

- Opinion surveys and the responses to them;
- Focus group discussions with various levels of the school community, based on the opinion survey responses and other sources of information and/or concern;
- Interviews with individuals – especially those in key positions, but also some randomly selected;
- Classroom observation visits. Teaching and learning are central to a school's existence. Here it should be emphasised that it was not the teachers as individuals who were being evaluated or assessed but rather the quality and characteristics of the teaching in the school as a whole;
- Observation beyond the classroom – extra-murals, playgrounds, expeditions etc;

- Examination of documentation – policies, publications, reports, mission statements, prospectuses, examination results, learners' work, minutes etc;
- The debriefing meetings held at the end of each day of the intensive period were important in defining and articulating the team's and mentor's findings and recommendations. They were essential for the compilation of the final reports. The principal was kept in touch with all that happened during the evaluation.

OPINION SURVEYS

The opinion surveys were administered, as described above, to three school constituencies: learners, staff and parents. Learners from Grades 9 to 12 responded, with Grade 8 included in some schools. All staff (not only teachers) were asked to respond, though not all did. A limited number of parent forms were sent out and about 14% of parents sent in responses. There is, however, no reason to regard the scores as anything but reliable reflections of the community's perceptions. It is important to remember that the responses are indeed only perceptions, but perceptions are what people act upon.

The opinion surveys showed the following general perceptions. No conclusions should be drawn from these until they have been interpreted in the light of the full report on each school:

Strengths

- Learners are happy at school
- They are experiencing good progress
- They respect their teachers
- Their teachers respect and care for the learners
- Homework is appropriately set and responded to.

Satisfactory but needing attention in some cases

- Academic standards
- Discipline.

Areas of concern in several schools

- Lack of extra-mural activities
- Safety and security of people, places and possessions
- Too much bullying (whatever definition of bullying is understood)
- Inadequate and unsatisfactory cultural opportunities and activity (bound up with difficulties with transport, distances, time and staff involvement)
- Sport – facilities, coaching, variety, time
- Classes too big
- Facilities poor (especially boarding).



Boarding facilities are poor in many of the schools, such as this girls' dormitory at St Matthew's, and in need of extensive renovation and refurbishment.

RECOMMENDATIONS

These are, in summarised form, the recommendations made in the mentors' full reports together with some to be inferred from comments in the text of the reports. As with the previous lists, no specific moves beyond this general picture should be made without reference to the full reports themselves.

The overall and overriding verdict of the mentors in all five schools evaluated was the strong recommendation, substantiated and deeply felt, that the schools are thoroughly worth supporting along the lines outlined by the Historic Schools Restoration Project. It was noted that in each of the schools evaluated, a very tangible sense of pride existed in the school's origins, history, traditions and achievements, in particular of the alumni of each school.

In the recommendations for development in the reports, the importance of people is paramount, and the right kinds of people, with the necessary training, enthusiasm, integrity and sense of purpose, are essential for change to take place. Without such, all the material help and organisational change will be to no avail.

ADAMS COLLEGE

Institute staff development and appropriate training for teachers, administrative and support staff, middle management, HoDs and subject heads

Employ extra educators through the SGB; obtain funding

Use school for intern training – recruit, pay and accommodate ten in 2009

Improve library and computer facilities

Ensure supply of textbooks and other learning resources

Investigate using the wetland on the property for ecological studies

Develop whole school policy for sport, including a gym and swimming pool

Improve hostels extensively: supervision by staff; safety and security; solar heating; dining room furniture – and extend boarding, 'the backbone of the College'

Improve roads, security and water supply; plant fruit trees and appoint Estate Manager

Offer wider subject choice

Tighten discipline in homework sessions

Consider reviewing admissions policy and procedures

Widen outside educational experiences

HEALDTOWN COMPREHENSIVE HIGH SCHOOL

Plan general security – classrooms, fencing, burglar proofing, alarm system, personnel

Improve facilities and resources for teaching

Support existing Healdtown College Community Development Trust plans

Set up a Mathematics Academy and resource centre/library

Make provision for six local primary schools to share facilities and activities at Healdtown

Develop a sports plan including better facilities

Upgrade science facilities

Restore boarding accommodation



Numerous historic buildings at Healdtown (pictured left) and on the other schools' campuses await restoration. An architectural survey of the HSRP schools is currently under way.

LEMANA HIGH SCHOOL

Return school to the 'historical' site in 2009; this would carry with it many improvements

Offer regular visits from mentors and other educational contacts to provide support and encouragement

Provide courses for teachers to upgrade skills and methodology

Improve communication and contact with parents, especially through the SGB

ST MATTHEW'S HIGH SCHOOL

Improve the hostels in every respect – buildings, facilities, supervision

Build up extra-mural pursuits, sporting and cultural, with adequate staffing

Supply adequate transport for trips of various kinds

Cater for pastoral care by appointing suitable people

Draw up a development plan for the whole campus

Appoint an Estate Manager

TIGER KLOOF EDUCATIONAL INSTITUTION

Organise courses for development of educators – teaching, discipline, mutual assistance

Offer better support for incoming learners and those with difficulties

Provide guidance on tertiary education

Work on easing the tensions, including that about salaries, arising from the uneasy relationship of the independent Institution and the Department of Education

Clarify and strengthen the management structure

Set up a developmental staff evaluation programme

Deal with the successful new Primary School's financial relationship with the High School

Improve the IT facilities and sports facilities

HISTORIC SCHOOLS RESTORATION PROJECT BOARD AND STAFF

BOARD MEMBERS

Justice Thembile Skweyiya (Chair)

Archbishop Njongonkulu Ndungane (Executive Director)

Ms Regina Essack

Mr Nathan Johnstone

Mr Vusi Khanyile

Dr Nana Makaula

Ms Maud Motanyane

Bishop Malusi Mpumlwana

Advocate Vuyani Ngalwana

Mrs Orippa Pule

Ms Sheila Sisulu

Mr Rob Rogerson

Department of Arts and Culture

Mr Themba Wakashe (Director General)

Mr Irwin Langeveld (Representative)

Department of Education

Mr Duncan Hindle (Director General)

Mr Granville Whittle (Representative)

Department of Science and Technology

Dr Phil Mjwara (Director General)

Dr Bethuel Sehlapelo (Representative)

Mr Lebs Mphahlele (Representative)

HSRP STAFF



Standing (left to right): Helen Dix (Temporary Secretary), Rob Rogerson (Board Member), Thabisa Sityebi (Receptionist), Phumza Jacobs (General Assistant), Dr Charles Villa-Vicencio (Consultant)

Seated (left to right): Carmel Fielies (Accounts Officer), Archbishop Njongo Ndungane (Executive Director), Penny Lorimer (PA/Communications)



PALLO JORDAN

MINISTER OF ARTS AND CULTURE

(Excerpt from speech prepared for the HSRP launch)

When I first approached His Grace, Archbishop Ndungane, to take charge of this project, one of our earliest discussions was about what exactly we were aiming to restore. How does a Minister of Arts and Culture become the initiator of a project which is self-evidently the remit of the Minister of Education in the first instance?

One is keenly aware of the extremely ambiguous legacy of the historic schools. There are many interesting, moving and disturbing tales that have been told by those who had the experience. Because many of their founders regarded them as institutions for the acculturation of the African child, in many of these schools one was forbidden to speak an African language during the week. African languages were for the weekend or the school recess when pupils went home. Because many of the founders were themselves the products of very authoritarian British, Irish and German boarding schools, that authoritarian culture was usually imported into South Africa.

Was our objective to recreate and revive the schools in the same fashion? I must immediately disabuse anyone who thinks that is the case. Our objective is to revive these historic schools, but not in order to reinvent the authoritarian centres of acculturation to a colonial society they were conceived as, but rather to reaffirm the healthy traditions of scholarship and academic excellence these schools pioneered, but shorn of those Victorian notions of discipline and its associate racist assumptions that African languages were somehow deficient. We are very conscious of the fact that institutions such as Lovedale, Mariannhill and others were also the first publishing houses of African languages in South Africa. Apart from school textbooks that were then directly employed for teaching by the school and others, an institution like Lovedale published a very long catalogue of other materials – novels, music, hymnaries, poetry – in addition to the journal *South African Outlook*, which remains one of the best sources of Eastern Cape cultural history.

That brings me immediately to relevance of this project for the Ministry of Arts and Culture. As the incubators and nursery of the earliest literati amongst the African people, these historic schools are very significant cultural institutions. The romanisation of the African languages of our region was usually undertaken at these centres, first for purposes of evangelising the local population, but later for the varied uses that the written word can be applied. This revival is, in that sense, also an act of excavation.

Through the revival of these schools we shall also be undertaking an archaeological exercise to rediscover some of the treasures of modern African literary creativity. I am certain this will prove particularly true of an institution like Lovedale, whose entire catalogue of books and other publications deserves to be reprinted and republished. South Africa and the world will be poorer should the works published by Lovedale in more than 100 years of literary activity be lost to us. Rescuing those materials from oblivion is one of the tasks my department will be pursuing with greater vigour during this coming year. To that end, we have already embarked on a private/public partnership between the National Library and an emergent black-owned publishing house.

The Freedom Charter, adopted 51 years ago at Kliptown, proclaims, among other things, that ‘The doors of learning and of culture shall be opened.’ This project to revive and resuscitate the historic schools is one further contribution towards the realisation of that ideal.

THE HSRP OFFICIAL LAUNCH AT ADAMS COLLEGE 3 NOVEMBER 2007



Archbishop Ndungane and Chief Mangosuthu Buthelezi



Emcee for the Adams launch, Gcina Mhlope



Mariannahill dancers



Guests enjoying lunch



HSRP Board member Bishop Malusi Mpumlwana



Ohlange performers



Inanda Seminary choir

THE HSRP EVENT AT HEALDTOWN 24 MAY 2008



President Mbeki and former Eastern Cape Premier Nosimo Balindlela



Healdtown learners welcome guests



Lovedale dancers



Healdtown Alumni Choir



Granville Whittle (DoE) with Healdtown alumnae



St Matthew's choir



Vuyo Mbali (centre) with HSRP staffers Thabisa Sityebi and Carmel Fielies



NELSON MANDELA FOUNDATION

Living the Legacy

Dear Friends

We regret not being in a position to join you today for the launch of the Historic Schools Restoration Project. We are sure that you will all forgive an old man for wanting to rest a little more often than he used to.

This project to restore schools with historical significance is an initiative that most certainly deserves support from everyone in the country. It will ensure that schools so deeply rooted in our history are rehabilitated and capable of providing an environment truly conducive to learning. Furthermore, its success may well serve as inspiration to do the same for all the schools in our country so that every place of learning becomes a centre of excellence.

It is appropriate that the project is being launched at Healdtown, our alma mater. It was here that many of our leaders, including our President, were educated. We are therefore also heartened at the news that he and the rest of our leaders in government have endorsed this project.

We wish you well in your efforts and we are confident that you succeed in generating the investment of funds and goodwill that you are seeking to ensure a bright future for young South Africans.

Sincerely

N R Mandela

IT Number 9259/99

FOUNDER: Mr Nelson R Mandela CHAIRPERSON: Professor G.J. Gerwel DEPUTY CHAIRPERSON: Dr N Madisa CHIEF EXECUTIVE: Mr John Seneel
BOARD OF TRUSTEES: Minister Kader Asmal • Minister Constance Fraser Mahabane • Dr Frans Cronje • Professor N.R.L. Mayson • Mr Ahmed Kathrada • Mr Chris Liebenberg • Minister Bridgette Mabasa
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Mr Joel Ntshonotho • Judge Damesa-Ntshona • Mr Cyril Ramaphosa • Dr Mamphela Ramphele • Advocate Thembu Sangani • Mr Tliso Senoale • Minister Lindwe Sindi • Dr Franklin Sene

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Adcorp Talent Resourcing

Mr Alan Brews

Cape Town Heritage Trust

Flint Associates Architects

Professor Michael Kahn

KPMG Services

The Institute for Justice and Reconciliation

Investec Asset Management

Laura Robinson – Architect and Heritage Specialist

Mr Vuyo Mbuli

The Methodist Church of Southern Africa

South African Heritage Resource Agency

The South African Reserve Bank

Western Province Preparatory School

Department of Arts and Culture

Department of Education

Education Department, Eastern Cape

Department of Culture, Sport & Recreation, Eastern Cape

Members of the Reference Group, Concept Development Group
and Content Group



FINANCIAL STATEMENTS

Report of the Independent Auditors

We have audited the accompanying financial statements of the Historic Schools Restoration Project (Association Incorporated under Section 21), which comprise the directors' report, the balance sheet as at 31 March 2008, the income statement, the statement of changes in equity and cash flow statement for the 15 months then ended, a summary of significant accounting policies and other explanatory notes, as set out on pages 5 to 17 of the comprehensive financial statements.

Directors' Responsibility for the Financial Statements

The company's directors are responsible for the preparation and fair presentation of these financial statements in accordance with South African Statements of Generally Accepted Accounting Practice, and in the manner required by the Companies Act of South Africa, 1973. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the company as of 31 March 2008, and of its financial performance and its cash flows for the 15 months then ended in accordance with South African Statements of Generally Accepted Accounting Practice, and in the manner required by the Companies Act of South Africa, 1973.

Gobodo Incorporated
Registered Auditors
16 May 2008

Directors' Responsibilities and Approval

The directors are required by the Companies Act of South Africa, 1973, to maintain adequate accounting records and are responsible for the content and integrity of the financial statements and related financial information included in this report. It is their responsibility to ensure that the financial statements fairly present the state of affairs of the company as at the end of the financial 15 months and the results of its operations and cash flows for the period then ended, in conformity with South African Statements of Generally Accepted Accounting Practice. The external auditors are engaged to express an independent opinion on the financial statements.

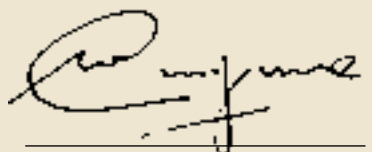
The financial statements are prepared in accordance with South African Statements of Generally Accepted Accounting Practice and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgments and estimates.

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

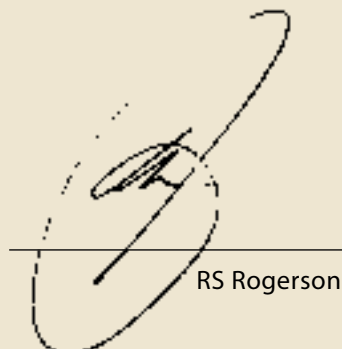
The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss. The directors have reviewed the company's cash flow forecast for the year to 31 March 2009 and, in the light of this review and the current financial position, they are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently reviewing and reporting on the company's financial statements. The financial statements have been examined by the company's external auditors and their report is presented on page 24.

The financial statements, which have been prepared on the going concern basis, were approved by the Board on 16 May 2008 and were signed on its behalf by:



WHN Ndungane



RS Rogerson

Historic Schools Restoration Project (Association Incorporated under Section 21)
(Registration number 2007/018649/08)

Financial Statements for the 15 months ended 31 March 2008

Balance Sheet

Figures in Rand	2008
Assets	
Non-Current Assets	
Property, plant and equipment	166,218
Current Assets	
Trade and other receivables	100,000
Cash and cash equivalents	7,524,814
	7,624,814
Total Assets	7,791,032
Equity and Liabilities	
Equity	
Retained income	1,684,865
Liabilities	
Non-Current Liabilities	
Deferred income	6,000,000
Current Liabilities	
Trade and other payables	92,899
Provisions	13,268
	106,167
Total Liabilities	6,106,167
Total Equity and Liabilities	7,791,032

Income Statement

Figures in Rand	2008
Revenue	4,501,865
Operating expenses	(3,009,209)
Operating surplus	1,492,656
Investment revenue	192,209
Surplus for the 15 months ended 31 March 2008	1,684,865

Historic Schools Restoration Project (Association Incorporated under Section 21)
(Registration number 2007/018649/08)

Financial Statements for the 15 months ended 31 March 2008

Detailed Income Statement

Figures in Rand

2008

Revenue

Grant income	4,501,865
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Other income

Interest received	192,209
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Operating expenses

Accommodation	(106,149)
Advertising	(16,280)
Bank charges	(8,363)
Catering costs	(506,230)
Computer expenses	(97,114)
Consulting and professional fees	(286,300)
Depreciation, amortisation and impairments	(19,148)
Donations	(25,000)
Employee costs	(1,242,820)
Entertainment	(1,029)
General expenses	(18,207)
Gifts and flowers	(1,737)
Honorarium	(3,781)
Insurance	(9,750)
Lease rentals on operating lease	(102,620)
Legal expenses	(532)
Meeting expenses	(10,470)
Office expenses	(7,068)
Postage	(2,535)
Printing and stationery	(38,207)
Telephone and fax	(31,952)
Travel – local	(473,917)

(3,009,209)

Surplus for the 15 months ended 31 March 2008

1,684,865

HSRP CONTACT DETAILS

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Section 21 Company Reg No: 2007/018649/08

PBO and Section 18A No: 930 025 206

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the Department of Arts and Culture



