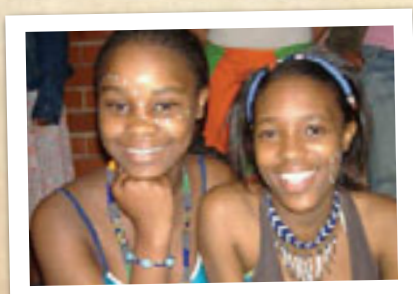




HISTORIC SCHOOLS RESTORATION PROJECT



ANNUAL REPORT 2008/2009





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THE HSRP PILOT SCHOOLS



ADAMS COLLEGE

In 1847 Dr Newton Adams established an educational centre near Amanzimtoti, KwaZulu-Natal, 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

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



INANDA SEMINARY

Inanda Seminary was founded in 1869 by the Revd 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.



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, the Revd WC Willoughby built what would become known as a 'school of presidents and carpenters'.





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

A PRINCIPAL'S PERSPECTIVE – THE VALUE OF AUTONOMY

A shortened version of a speech given by Mike Thiel, Headmaster of the Dominican Convent, Belgravia, Johannesburg at the HSRP Colloquium "Encouraging Educational Excellence: What Makes for Effective Schools" – August 2008



If we look back at our education system over recent time it is clear that we have had much success precisely in the areas that have embraced a diverse opinion and allowed it to be run by passionate people to ultimate success. Unfortunately the converse is also true. Our schools have faced incredible tests, both institutionally and for the individuals working in them, as they battled first with integration, alongside curriculum change at breakneck speed, bureaucratic straitjackets and societal stresses spilling over into schools,

all with funding difficulties running alongside. So, why then do we generally regard some schools as effective and some schools as dysfunctional today?

The role of a school principal is to nurture tomorrow's individual perspectives, to encourage them to be unique, to help them to question and ultimately to destroy the sacred cows that too often form public discourse. Here is where autonomy fits in. I walk a path of challenging youngsters and enabling teachers to keep debate as the central part of the educational process. Herein lies the core – namely that what makes for effective schools is the people that are part of the process and the support they are given.

I have been Head of three schools, all independent, all old, all with a distinctive mission, but all three with very different backgrounds and different motivations for being at this particular time. My success obviously has many facets but most importantly it is due to the level of autonomy that I have been given to enable that school environment to be effective.

Now while all principals like to think that they can run a school without interference, the truth as in all spheres of life is that those different perspectives come into play no matter what school you are running. There is always someone to answer to: the department, whoever that might be on any given day; the governing body, board or school council; or it could be a parent body, it could be the past pupils; and then there is the public. How can a school be autonomous?

If there are to be these diverse perspectives all running a school, can any school ever be effective? The value lies in what that school is trying to achieve. For the historic schools we know what they achieved in the past, and we know that if we put the right people in place, guided by a core ethos, amazing things can be achieved. But why in these specific schools rather than in every school? As I teach resilience to children, we focus on the core – I encourage them to be clear as to what they are trying to be and to use their past experience to guide and help them. The same message would apply to a school. Having an historical base to be proud of gives the first element of that core and the first step to success.

The core of any successful school lies in their ability to get buy-in to the values they espouse. Too many South African schools forget to say who they are, or they adopt a generalised mission that places them in an amorphous mass of South African schools that all achieve at the average level. I am a strong believer in devolving decision-making to the lowest level, to challenging people to take responsibility. Where they know what your mission is, then they will deliver. Allowing autonomy within a structure that knows what it is trying to achieve not only allows your core message to be realised, but in turn stimulates the progress of those involved.



Perhaps where South African schools fail most is that we have created a culture of expectation in our schooling system; not the expectation that we all have excellence as our potential, but one of expecting others to provide. In spending too much time on telling people what they have to deliver, we have stifled progress in that people no longer use their initiative to achieve progress. No wonder tertiary institutions are saying that the young people we are sending them are not equipped with the skills to search for answers, the ability to debate and the resilience to cope with adversity.

Our school system is too big, too centralised and spends more time on controlling than on stimulating. If we were to allow small pods of excellence and creativity, we would see these filter through to every part of society.

I meet regularly with a principal of a Soweto school in a relationship that allows us to discuss our management structures, the challenges we face and the day-to-day difficulties. We have both changed aspects of these and grown in what we have achieved. At no time are we being forced into a mould and all the time we are searching for ways to do things better, given our different core missions, our different histories and our different personal styles. At each interaction I know that we have absolute autonomy, yet also an enabling environment of support. Valuing the diversity that our different contexts bring means that we are learning all the time.

This project of rejuvenating the historic schools is a special one because the core mission is there, the history is there for children to identify with, and the potential is there for leaders to make significant differences. I am not forced to operate in a formulaic way, I am not judged on the thousands of differing perspectives that are the stake-holders of any school, but rather on whether I have stimulated the core mission of the school I am leading by creating an enabling environment. Out of that comes an effective school.

We must preserve the historic schools' core mission and use it as the common unifying trait. In every other respect we must stimulate progress by creating a support structure where peers talk the hard issues and walk the support together, always allowing autonomy to interpret the unique perspectives that face specific schools. That will lead to effective schools.

If there are to be [...] diverse perspectives all running a school, can any school ever be effective? The value lies in what that school is trying to achieve. For the historic schools we know what they achieved in the past, and we know that if we put the right people in place, guided by a core ethos, amazing things can be achieved.

Inanda Seminary students
singing the national anthem.



MESSAGE FROM THE CHAIRPERSON



We cannot deny that an efficient education system is crucial for South Africa at this time. One can hardly open a newspaper these days without finding at least one article underlining the fact that good schools are the first step in equipping this country with a competent workforce for the future. We are all, parents or not, concerned with the state of our schools – and we should be, because too many of them are currently unable to produce properly educated school leavers.

The reasons for this are rooted in our apartheid history and our ongoing inability, post-apartheid, to right past inequalities. However, I believe that blame is retrogressive and pointless and that we must now focus our energies and resources on solving the problem. Government undoubtedly plays a central role in this but, in fact, responsibility devolves to the poorest and most marginalised citizen, with the whole spectrum of South Africans in between. The question to ask ourselves is: “What can I, personally, do to solve this problem?”

At the historic schools our mandate is: Excellence in Education. To me, it should be the mandate of all of us. Even if you, as a parent (or guardian), are under-educated or unemployed, you can still create an atmosphere supportive of study in your home or meet with and work with your child’s teachers to promote good results; you can hold the school principal accountable for poor teacher attendance or end-of-year results; you can become knowledgeable about the life of your child’s school or sit on the school’s governing body to ensure sound administration. As a teacher you can make sure that you are in the classroom, on time, teaching, as your contract requires; that you continually improve your skills and knowledge by studying further; and that you recognise that you are the ‘critical mass’ and in your hands lies the future of many. As a principal you can ensure sound school administration and governance and take the lead in entrenching self-respect and core values in your school. Learners can take more responsibility for their own performance, the community can ensure security at the local schools, alumni can get involved in fundraising ... The list is endless.

And what of the Historic Schools Restoration Project? My fellow Board members will tell you that I am very fond of asking: “What kind of an animal are we?” Since our creation we have continued to evolve, and our purpose is becoming clearer. I am not sure that it will ever be unalterably defined, but the role in which we find ourselves at present is largely one of facilitation. We are not here to tell schools what to do or to raise funds and simply hand them out. Our responsibilities are more complex and are encapsulated in our mandate: We are here to encourage, enable and ensure ‘Excellence in Education’. That will mean liaising with government on policy and practical issues; it will mean raising funds and disbursing them appropriately; it will mean acting as an advisory body for schools or placing representatives on school governing bodies, perhaps even helping find staff to supplement those already there, or introducing staff enrichment programmes or a whole number of other functions. We are, in effect, a multi-faceted tool to be used in the pursuit of cultural and educational excellence, in the restoration of our heritage and to benefit all South Africans.

Justice Thembile Skweyiya

Chair: HSRP Board



REPORT BY THE EXECUTIVE DIRECTOR

Introduction

It is my great pleasure to report on progress during the 2008/2009 financial year on what continues to be an extremely exciting and promising project. The more I work on it, the more dimensions and facets it seems to develop and the more the scale of it seems to increase – I have to keep reminding myself that this is a marathon and not a sprint! The reality is that education touches on almost every aspect of our individual and collective lives and therefore a project that addresses the issue of education will impact on everything else. The ramifications of the HSRP spread ever outward, like ripples on water, and it becomes increasingly important that no steps are missed nor improperly implemented, as we build the foundations for the Project's success.



Anyone who visits a school like Healdtown cannot fail to see the benefits a restored Healdtown will bring to the community in which it is situated – a community currently depressed and demotivated largely through unemployment and disease. The goal of the HSRP is to restore these schools as centres of cultural and educational excellence – not only for the students and staff, but for the surrounding communities too. One can envisage, for example, a Healdtown library and resource centre accessible to students, staff *and* those who live in the area, as well as halls or sporting facilities which can host a number of community events. The school grounds – currently commonage for the villages close by, and containing the local Methodist chapel – could once more become a vibrant community hub, especially when the boarding houses are in use again.

I am greatly encouraged by recent news (July 2009) that work is being done to re-surface the access road from Fort Beaufort to Healdtown. Healdtown alumnus, the Revd Dr Simon Gqubule, reports that this road has been a problem since the late 1940s! Its parlous state has been responsible for preventing teachers from getting to school on rainy days in recent years. I sincerely thank all who are responsible for moving this along. This is wonderful proof that this project is taken seriously by all South Africans, at all levels, and that they are willing to use their resources to support our goals.

I have endeavoured, in the report which follows, to give a brief overview of the work we have done during the 2008/2009 financial period. As I write this, we are following up on many more exciting plans and ideas which promise to advance the objectives of the HSRP. You will hear of them in due course. Our website – www.historicschools.org – is a useful source of information on the Project, and I urge you to keep in touch with our progress.

Njongo Ndungane

Executive Director





Members of the Eastern Cape HSRP/Government Task Team attend an assembly at St Matthew's.

HSRP Partnerships

Government

I am happy to report that our partnership with government grows from strength to strength. Towards the end of 2008, it became clear that the HSRP needed an institutional framework agreement to formalise its relationship with government in order to fulfil its mandate of excellence in education, bearing in mind that the HSRP is a government initiative, endorsed and initially funded by government.

In December, I and two HSRP Board members, Nathan Johnstone and Maud Motanyane, met with the National Ministers of Arts and Culture, Education, and Science and Technology, as well as senior members of their staff. During this meeting it was proposed that government identify a model to manage the HSRP initiative and also draft a Memorandum of Agreement to ensure clarity of the formal relationship between all levels of government and the HSRP. This proposal is being taken further in 2009.

At the same meeting, the HSRP submitted that a school which enables excellence requires a degree of autonomy with respect to matters such as values, ethos and the appointment of educators. The HSRP had, prior to its AGM in 2008, initiated civil society discussions on amending the Schools Act to allow for a 'third tier' of schools and requested further guidance from government on this issue. Government responded positively to the possibility of a change to the Schools Act to benefit such vehicles as the HSRP, and suggested that this would allow for an approach to the National Treasury for funds.

The HSRP has maintained a good working relationship with provincial governments in the Eastern Cape and KwaZulu-Natal, and task teams have been set up which will meet regularly. A relationship is also being built with the Limpopo Provincial Government and I continue to meet with relevant government office bearers in all provinces.

The HSRP does not believe it will be helpful to duplicate programmes already planned for or being implemented in schools. Therefore we are liaising with a number of other organisations with the similar goal of promoting excellence in secondary education and continue to explore partnership opportunities with them.



The Calabar Foundation

The Calabar Foundation seeks to raise funding from US-based foundations to assist with the progression of high school education in rural South Africa. It has partnered with St Matthew's (one of the HSRP pilot schools) as it is a boarding school with a tradition of educational excellence. It has already allocated a budget of R1 million for providing basic requirements for students and teachers, and a number of projects, such as window repairs and upgrading of computer equipment, have been completed. It has also committed another R1 million to upgrade teacher housing and is working with the provincial government on such matters as securing a reliable water supply to the school. The Foundation has made great progress thus far and the HSRP is extremely thankful for its involvement.

Pearl Edu-Vision

Pearl Edu-Vision was founded by Dinao Lerutla, a finance professional, and promotes educator development, training, upskilling, enhancement, empowering and leadership through a programme provided by the Gordon Institute of Business Science in Pretoria. It is targeted at all teachers (mainly in the rural areas initially) and hopes to increase their exposure to the political, social and economic landscapes of South Africa and the world, to support deeper understanding and implementation of the curriculum, to encourage personal development, leadership and management and to improve the school environment and bring about excellence through dynamic teachers of quality.

The Pearl Edu-Vision programme will be implemented as a pilot project in three historic schools in the Limpopo Province in January 2010, namely St Mark's, Glen Cowie and Pax Boys' College.

TEACH South Africa

TEACH South Africa is a social movement of education ambassadors dedicated to addressing educational inequality in South Africa. Its overall aims are to provide disadvantaged students with TEACH ambassadors who will help them improve their academic performance and achieve their potential, thereby building leadership skills to benefit South Africa. TEACH is partnered with government and with Deloitte and hopes to have its ambassadors at schools across all provinces by 2013.



Healdtown students in a Mathematics class



Pangynaskean Investment Holdings (Pty) Ltd

Pangynaskean is a broad-based women's group that encourages entrepreneurship among its members and supports the development of young women through the Pangynaskean Trust. The members of Pangynaskean aspire to use their positions of influence and access to create opportunities for further study for deserving young women from previously disadvantaged communities in South Africa. I am honoured to be a Trustee of this organisation.

The Umlambo Foundation

This Foundation is headed by former Deputy President Phumzile Mlambo-Ngcuka and aims to pair disadvantaged schools with their successful alumni and other interested business people to provide the schools with the infrastructure they lack, such as libraries, computers, science labs and basic items such as school fencing. Umlambo also plans to enhance the skills of school principals through courses on leadership and management, and to assist young people who drop out of school before matric and have little prospect of finding employment.

The Hugh Masekela Music and Arts Academy

Early in 2009, I met with music icon Bra Hugh Masekela and other interested parties to explore the idea of a music and arts academy to promote South African culture and cultural excellence in education. We are agreed that it is extremely important that African traditional heritage, marginalised during the apartheid years, be revived to encourage South Africans to maintain a healthy sense of self in a world dominated by Western cultural influences. Infrastructure to enable and maintain such a venture is currently nonexistent, therefore a business plan for the Academy has been drawn up, which proposes the setting up of a universal arts academy attached to an entertainment centre, with a significant auditorium and an amphitheatre. This centre would include departments of Music, Dance, Dramatic Arts, Graphic Design, Sound Recording and Engineering, and Arts and Crafts. The prerequisite for admission would be talent in any of these disciplines.

It is proposed that the Hugh Masekela Music and Arts Academy be linked to the historic (and other) schools to be a complementary body for the cultural growth of these schools. We envisage curriculum input from the Academy to the schools and that cultural information and courses and facilities would be shared between the HSRP and the Academy. I am involved in ongoing talks with potential funders and patrons, and I envisage a useful future partnership between the academy and the HSRP. I am also delighted to be a Trustee of this worthwhile project.

Music students from Inanda Seminary pose with their trumpets.





Left (l-r): Investec CEO Hendrik du Toit, Archbishop Ndungane and guest speaker Mathews Phosa at the Investec briefing

Below: Dr Hlophe Bam addresses guests at the Alumni Dinner.

Fundraising and Functions

Investec Business Breakfast

Shortly before our AGM in August 2008, we held a 'briefing breakfast' for leaders in the Cape Town business community. This was generously sponsored by Investec and I would like to thank CEO Hendrik du Toit and his highly efficient team for a very successful event. Mathews Phosa gave a supportive keynote address and offered a personal donation of R100,000 for which we are most appreciative. HSRP Consultant Dr Charles Villa-Vicencio efficiently briefed those present on the goals, needs and progress of the HSRP, and we made contact with many interested business people. Investec has been enormously supportive of the HSRP and has also offered to manage the ZK Matthews Educational Trust Fund – more on that later.

First Rand Bank Business Breakfast

In October another breakfast was held for the business community in Johannesburg. Equally successful, this was sponsored by First Rand Bank and we are grateful to Sizwe Nxasana, Adrian Arnott and their team for so ably organising and facilitating this event. Jay Naidoo agreed to be our keynote speaker and gave an extremely interesting and energising address. Valuable contacts were made within the Gauteng business sector.

Alumni Dinner

In February 2009, we held our Inaugural Alumni Dinner at Gallagher Estate in Midrand. All alumni of historic schools across South Africa were invited and were asked to donate, as an 'entrance fee', two to three books to be distributed to the libraries of the historic schools. Once again a generous sponsor – in the form of Nedbank – covered the costs of this event, helped by a donation from Sasol Limited. Thank you to Nedbank and Sasol and their organisations for their support.

We were very fortunate to have three prominent leaders (and alumnae) address the gathering, namely Dr Hlophe Bam, Dr Mamphela Ramphele and former Deputy President Phumzile Mlambo-Ngcuka. We were reminded anew of the importance of education in forming future leaders of our country and of the necessity of alumni involvement – something that, in my opinion, can never be stressed enough.



One of my favourite donations came from an alumnus who was distressed, when he drove past his alma mater, to see that the grass outside was tall enough to hide the children going to school. He therefore pledged a lawnmower for that particular institution!

An estimated 800 to 900 guests were present, including alumni from about 70 South African schools and former President and Mrs Mbeki. The Bala Brothers made beautiful music for us pro bono (and made a donation) which helped to make the evening a resounding success. Bongiwe Njobe and Gloria Serobe worked extremely hard to encourage pledges and donations from those present and approximately R350,000 was raised for various schools.

One of my favourite donations came from an alumnus who was distressed, when he drove past his alma mater, to see that the grass outside was tall enough to hide the children going to school. He therefore pledged a lawnmower for that particular institution!

Not all alumni remembered their book donations, but some bought from the Exclusive Books stand on the night and a few hundred new and second-hand books were distributed to some of the neediest historic schools for inclusion in their libraries.

General Fundraising

There is no doubt that we will continue to look to government to supplement any funding we are able to raise from civil society. As a 'special purpose vehicle' of government to provide excellence in education, the Department of Arts and Culture has provided initial funding for administration of the HSRP for three years (until end March 2011), and we have also received a great deal of moral and advisory support from the Departments of Education and Science and Technology. More talks are being held with government on various funding possibilities.

We have already seen some success in our fundraising efforts. As I have already mentioned, Investec, First Rand Bank, Nedbank and Sasol have enabled us to hold various functions to promote the HSRP, and many alumni have pledged generous amounts to their old schools or to the Project itself. Since receiving the SA Reserve Bank donation of R6 million at the end of the 2007 financial year, we have received R100 000 from the Institute for Justice and Reconciliation, R1 million over five years from the Ackerman Family Trust for teacher enrichment, subsidies and bursaries, and a donation from the Methodist Church of Southern Africa.

The Bala Brothers, who provided entertainment at the Inaugural Alumni Dinner, greet former President Thabo Mbeki and his wife Zanele.





Distinctive historic buildings on some of the pilot schools' campuses (clockwise from top left): Inanda, Lemana, Tiger Kloof, Healdtown

The Schools

The six pilot schools continue to co-operate with the HSRP in the first steps towards fulfilling the HSRP mandate of excellence in education, and their relationship with the project grows gradually clearer and more focused.

We congratulate the schools that produced good matric pass rates in December 2008. Also in December we were delighted that Thomas Hagspihl, former Maths Department Head at St Stithian's and Headmaster at Elkanah House, applied for (under the auspices of the HSRP and with the permission of the community and the Eastern Cape Provincial Government) and was appointed to the post of Principal at Healdtown. Thomas began at the school in February 2009, on the retirement of the previous principal.

We have always known that effective school leadership is crucial for the success of the HSRP and, though facing a very tough task, Thomas, like our other pilot school principals, is an extremely committed teacher and leader, and we have no doubt that he will negotiate all the difficulties at Healdtown with creativity and the wonderful missionary zeal that he possesses in abundance.



2007 Audits

The 2007 HSRP Annual Report included summaries of the KPMG audit report of the finances, human resources, infrastructure and management resources of the pilot schools, and the IQAA audit report on teaching, learning, attainments, progress, school functioning, governance and management, and values and social involvement of the pilot schools. These audits, completed at the end of the 2007/08 financial year and the beginning of the 2008/09 financial year respectively, were extremely valuable tools for the HSRP, and we are following up on matters raised in these reports.

Architectural Status Report

Towards the end of 2008 the HSRP's core architectural team was requested to provide a status or baseline report on the physical state of three of the first six pilot schools, these being Healdtown and St Matthew's schools in the Eastern Cape and Lemana High School in Limpopo.

A decision was taken to make use of local professional expertise wherever possible, and to appoint teams drawn from the provinces in which the schools are situated. A number of studies are being undertaken including: complete topocadastral surveys; assessments of existing service infrastructures including water, sewerage, electricity, telecommunications, roads and security fencing; vegetation and cultural landscape surveys and a heritage assessment of each school campus. A consolidated status report will be produced and sent to appropriate government departments and others.

Healdtown

Infrastructural services at Healdtown are reported to be completely inadequate, and in some cases nonexistent. Before any restoration or remedial work is done on the buildings themselves, it is essential that various services are implemented and improvements made. Phase 1 of the restoration process (up to April 2012) will address the following priorities: electricity and communications infrastructure; water, sewerage and storm-water systems; roads and vehicle parking facilities; sports fields and recreation areas, and security fencing.

Phase 2 (up to April 2013) will see the restoration of hostel accommodation for 160 boarders, dining room and kitchen facilities, and three staff houses. During Phase 3 (up to April 2014), additional hostel accommodation and interim remedial work on derelict buildings of historic value is planned.

St Matthew's

The situation at St Matthew's is similar, with basic infrastructure needs, especially water supply and reticulation, being the most urgent. These must be addressed during Phase 1. The refurbishment of the girls' hostels (currently in use and in a bad state of repair) is also scheduled for Phase 1. Phase 2 will see additional boarding facilities for girls as well as kitchen, dining and laundry facilities, and the restoration of three staff houses. Phase 3 will include new hostel accommodation for 300 boys and refurbishment of staff accommodation. The Calabar Foundation has addressed the connectivity and some staff housing needs at the school.

Lemana

Regarding Lemana High School, it has been agreed in principle by the stakeholders (school and surrounding communities and local and provincial government) that the school is to be relocated from its present campus back to the original, historic campus. Despite this agreement, little progress has been made to date on the relocation of the school. It is understood that the previous inhabitants of the historic campus have vacated it and that access control and security have been removed. This is a matter for concern as it leaves the buildings (many of which are in good condition and contain equipment) vacant and open to vandalism.





Left: St Matthew's girls' hostel, due for extensive renovation

Below right: One of the derelict staff houses on the St Matthew's campus



Above left: The old dining hall at Healdtown



Right: Healdtown's original hostel for junior boys

Below: Historic buildings on the old Lemana campus



It is agreed that 2009 will be critical in terms of protecting the existing environment of the original campus, and it is imperative that the buildings are not left unoccupied for any length of time. In addition, inadequate water supply poses the most serious problem at this stage.

During Phase 1, basic infrastructural and security work will be done as well as the refurbishment of toilet blocks and the building of four new classrooms. Phase 2 will see the refurbishment of two new hostel blocks, the dining hall and kitchen, and the restoration of three staff houses. The historic boys' and girls' hostel complexes will be refurbished during Phase 3.

Adams

Preliminary costings have also been done on three phases of restoration of Adams College in KwaZulu-Natal. However, a professional analysis was not completed. Phase 1 will include an upgrade of peripheral security and roads as well as some classrooms. Phase 2 will involve further refurbishment of administration buildings and laboratories as well as the dining hall, kitchen and boarding hostels. It will also include the building of a new laundry and the restoration of three staff houses.

Education Subcommittee

The HSRP recognised early on that simply restoring the physical plant at the schools without paying attention to the many components that contribute to 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 needs to be paid to other areas such as administration and finance, curriculum development and the level of ongoing training required for the educators.

It has become clear that the role of training of educators is a key factor in the development of excellence within schools. The results of the IQAA report, published in 2008, have highlighted that all the schools recognise the need for ongoing training of educators, particularly with the introduction of the outcomes-based education

Adams College students smile for a photograph.





A cultural display at
Tiger Kloof

(OBE) model adopted by the Department of Education. While the training of educators was initially seen as a subsidiary intervention by the HSRP, it is now recognised that such training is an important component of the restoration process as a whole, and should be implemented in parallel with the infrastructural development planned at each of the schools. It is for this reason that the appointment of an Education Director within the HSRP framework has become an urgent requirement, and the process of defining the position and identifying and employing a suitable candidate is under way.

It is envisaged that the Education Director would report directly to the HSRP Executive Director and would enjoy support from the Education Subcommittee which has been appointed by the HSRP Board. Broadly, the role of this subcommittee is to define the education programme and processes required for improved educational quality at the schools, to make recommendations to the HSRP Board on this, and also to advise the Executive Director and the Education Director where required.

Promoting Cultural Excellence

Some initiatives have been undertaken in order to fulfil our mandate of cultural excellence. The first was a discussion with Mr Themba Wakashe, Director-General of the Department of Arts and Culture, and some of his senior staff. We agreed that it was necessary for us to bring together a group of people that would be tasked with discussing and defining what we meant by 'cultural excellence' and how it should be implemented at the historic (and other) schools. Proposals for this process have been submitted to the Department and we await their response.

The second initiative has been mentioned earlier in this report under 'Partnerships', namely the Hugh Masekela Music and Arts Academy. This will provide a facility where accomplished artists can share the benefit of their experience in various art-related fields with learners at the Academy itself but also, through the Academy, at the historic schools. We plan that this partnership will engender a greater knowledge of and respect for the arts and our uniquely South African cultures.



The ZK Matthews Educational Trust

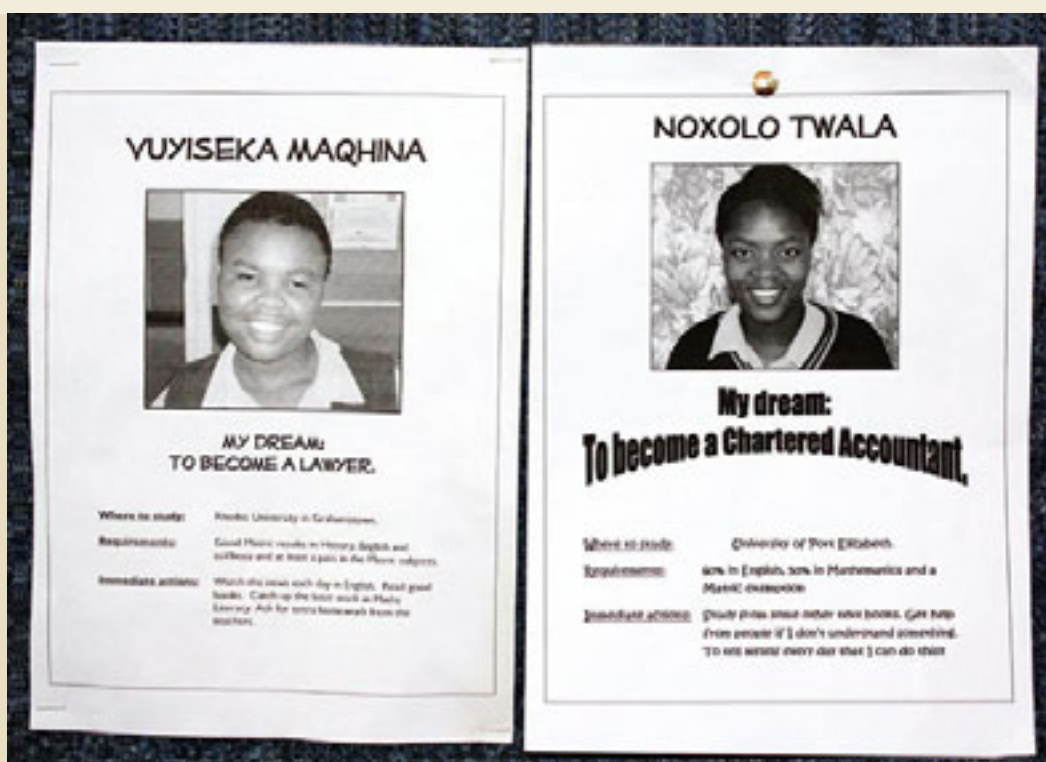
Sustainability of the historic schools during and after their restoration has always been a matter of vital importance for the HSRP. As a vehicle for ensuring this, I decided to create an educational trust fund which, after consultation with members of the Matthews family, has been named the ZK Matthews Educational Trust.

It is not difficult to justify our use of his name. Zachariah Keodirelang Matthews had an illustrious educational career. In brief: he was schooled at Lovedale (an historic school) and became the first African to obtain a BA at a South African Institution – namely Fort Hare. He was appointed first African head of Adams College (one of the six HSRP pilot schools) in Natal. He was President of the Natal Teachers' Association and, after studying privately, became the first African to earn an LLB degree in South Africa. He completed an MA at Yale University in the USA, and studied anthropology at the London School of Economics. He became a lecturer at Fort Hare and later a professor. He became increasingly involved in politics and is credited with being a moderating and guiding influence on African history in its most crucial period. He was known as South Africa's (perhaps even Africa's) most distinguished African intellectual. He finally became Botswana's ambassador to the USA where he died in 1968.

Work towards the creation of our educational trust began during 2008, the 50th anniversary of his death. Investec, as I mentioned previously, has offered to manage it for us pro bono. The purpose of the ZK Matthews Trust is to provide funding for endowments, subsidies, bursaries, scholarships and various research and other awards to deserving students from the HSRP schools.

I will be one of the Trustees, and others who will be approached to serve are Professor Wiseman Nkuhlu, Justice Thembile Skweyiya, Dr Sindiwe Magona, Justice Ian Farlam and Mr Sello Moloko. Ms Sheila Sisulu will chair the Trust.

Students' aspirations displayed on a school notice board





Rainbow over the Tiger Kloof campus

2009/2010

I continue to visit the pilot schools and other historically significant South African schools which will be included in later phases of the Project. In January I was warmly welcomed at Morris Isaacson and Orlando High Schools in Soweto. Visits to Moroka High School in the Free State and others in other provinces are planned for the near future.

Intensive workshops for principals, senior staff members, SGB representatives and others will take place during the next financial year. The workshops will be held for a number of reasons, including the fine-tuning of the relationship between the HSRP and the historic schools, but also to help motivate and equip school principals and staff to promote excellence in education, which is the mandate of the HSRP. There will also be further consultations planned with communities as they are extremely important stakeholders in the renewal processes.

Meetings with government leaders and negotiations with government on a number of school-related issues will continue, as will applications for further funding from government, big business, the faith communities – particularly the schools' founding churches, alumni organisations and civil society. We are currently in discussion with a number of organisations, including the Ackerman Family Education Trust, the Oppenheimer Memorial Trust, Tshikululu Social Investments and the Zenex Foundation, around donations towards particular needs of the pilot schools and the HSRP office. As I stated in the opening paragraphs of this report, this is a project with enormous ramifications and we must ensure that we lay proper foundations.



Conclusion

I have been involved recently with the Dinokeng Scenario Planning exercise which involved a number of people from all walks of life – government, private sector, academia, civil society and so forth – who met to consider two key questions which face South Africa:

- Firstly, how can we address the critical challenges of our time, before they destroy our accomplishments?
- Secondly, what can each of us do to help build a future that lives up to the promise of 1994?

We came up with three possible scenarios for our future, depending on which choices we make today.

In the first, we, that is government and citizenry, *walk apart*. In this scenario the state becomes increasingly weak, ineffective and distanced from those they are supposed to serve. Frustrations within communities boil over into protest and unrest which is met by resistance and even violent repression by the state which is fearful of losing power, yet unable to meet citizens' demands and expectations.

In the second, we *walk behind* – that is citizens walk in the shadow of government. In this scenario the state becomes increasingly strong and directive, while civil society stands back. Private initiative by business and civil society – which complements the state's inadequate efforts to meet citizens' needs – will be crowded out by the state's pervasive intervention and domination.

In the third scenario, we *walk together*. This tells the story of an increasingly collaborative and enabling state: one that listens to its citizens and leaders from different sectors, and engages with critical voices; and that consults and shares authority in the interests of long-term sustainability. This would result in an engaged citizenry that takes leadership and holds government accountable, sharing responsibility for policy development and outcomes.

The HSRP offers a perfect opportunity for us all to 'walk together'. If we can harness the goodwill and educational expertise of all South Africans, both in and outside of government, and all work together to realise our goals, then many more South African children will be offered the opportunities promised to them by our Constitution. It is up to all of us to push this agenda. The old African proverb says, if you want to travel fast, travel alone; but if you want to travel far, travel together.

Thank you to all who travel together with us in thought, word and, most especially, deed.

Njongo Ndungane

Inanda students and teachers



BUILDING A SUCCESSFUL MODEL WITHIN THE EDUCATION FRAMEWORK

Excerpts from a paper delivered by Dr Mamphela Ramphele at the HSRP Colloquium, August 2008

We stand at a critical moment as a nation yearning to realise our potential as a non-racial democratic and prosperous society. Education is the key to the realisation of that potential. We need to search together to define and clarify systemic solutions, clear strategies and new legislative constructs that will help to: address the complications of the existing systems; create new hope; develop new plans of action; define new vital directions; and stimulate social entrepreneurship. It is clear to all who live and read in this country that we need to do things differently.



Current worldwide trends in education reflect that the achievement of high educational standards is often made possible as a consequence of providing greater autonomy for schools and the managers of schools. What is more important is that statistical and anecdotal evidence indicates that there is a real pattern of success emerging from the countries in which the trend toward educational innovation is particularly in evidence.

Hard Realities

From here on we need to avoid looking away from the ugly truth that glares unrelentingly at us! We are often too afraid to acknowledge failure or lack of knowledge to tackle failing systems, because we fear being labelled intellectually inferior. We need to refuse to be trapped by the racist conflation of lack of knowledge by black people denied opportunities, with intellectual inferiority.

The multi-generational impact of Bantu Education is devastating and is likely to persist unless confronted boldly. In this ugly but real context we need to explore and create parallel strategies and innovative interventions to create nodes of excellence that will model reform in action. We need to create a national discourse around educational issues – we need the media to support this directly and actively.

A Fresh Start

To begin with we need to create and drive a social movement that will sharpen focus and create real accountability at all levels. This movement needs to be built around creative models and frameworks for new teacher training and development; new levels of accountability in education and the creation of new ownership of success and failures of schools by parents and communities. We need to encourage all citizens to own their responsibility to the children of this country and to hold educators, officials and department officials accountable.

We need to show some dramatic examples of transformation and sustainable success.

We need to create partnerships within the global village to ensure that successful models of intervention from other countries can be shared and implemented. One of these may be to partner with organisations such as Teach with Africa and Teach for All – spreading the success of the Teach For America model that has created a huge influx of young graduates to teach in a complicated educational landscape.





Class representatives at Inanda proudly hold up their award for class discipline. Looking on is Headmistress Judy Tate.

The Historic Schools Restoration Project provides us with another opportunity for breaking the repetitive cycles of educational failure currently embedded in our country. The time has never been better for commitment to new plans of action but at the same time it remains clear that we are again at risk of simply working with the 'familiar' and in the end producing 'more of the same'.

We need to tap into the management and strategic planning models available within the corporate world of our country. We need to draw business leaders into solution-seeking processes. This requires new energy and a new alignment of purpose and strategy across the educational and corporate sectors. There are many people willing to commit to such a process. We must engage experts in the hard work of understanding the causes and effects that poison education processes.

We believe that one of the triggers must come through legislative change.

Legislative Change

We have proposed to the ministry of education that consideration be given to expanding the two-tier categorisation of schools [public and independent] by creating a new category of schools. This will be for specially-focused schools assisted financially by the state – the costs calculated for a student in the appropriate phase at a public school would be paid to the state-assisted school on a per capita basis [as the current subsidy is calculated and paid]. The schools would be granted the autonomy accorded to independent schools for as long as they continued to produce positive results in terms of their agreed focus defined initially by all stakeholders within the school community.

The needs for innovation and development of strategies that break from our colonial past are vital. Such innovation is best managed within small schools that are willing to be entrepreneurial in their thinking and accountable using measurable outcomes agreed upon by the relevant stakeholders including the state.

International trends indicate real success in socio-economically marginalised communities by the creation of niche-access small schools with a clearly defined and publicly stated focus or charter. For example, the 66 KIPP Schools in 19 US states, serving over 16 000 students, are proving that demography does not define destiny. Some 80% of KIPP students are low income and 90% are African American or Latino. More than 80% of KIPP alumni have gone on to success at US colleges.



Many schools [new and old] are trapped in terms of determining a defined way forward and creating higher expectations within their school communities – such schools could be liberated to move forward with new levels of energy and accountability. Application for such state-assisted status would need to be according to strict criteria relating to the stated focus and ensuring that the schools guarantee access to young people who are denied opportunity by their socio-economic reality.

It is an irony that historically advantaged institutions such as the Model C schools continue to enjoy the autonomy and teacher salary funding that ensures separate streams of income to create near parallel independent school advantages. This is allowed to be true while any new initiative to create an academy, college or special niche-access school environment for socio-economically disadvantaged students must declare itself an independent school and at best receive a limited state subsidy.

A look into the educational history in South Africa shows that the church schools developed in the late 1800s and early 1900s created environments conducive to real learning and leadership development.

From these schools, such as Healdtown, Tiger Kloof, Adams College, St Mathews, Inanda Seminary and many more, emerged independent thinkers and strong leaders. These schools were neither independent nor state schools – they were state-assisted.

A look into the educational history in South Africa shows that the church schools developed in the late 1800s and early 1900s created environments conducive to real learning and leadership development. From these schools, such as Healdtown, Tiger Kloof, Adams College, St Matthew's, Inanda Seminary and many more, emerged independent thinkers and strong leaders. These schools were neither independent nor state schools – they were state-assisted.

Benefits of State-Assisted Schools

With the re-creation of such an integrated system the state could share ownership of the positive results and be part of the growing successes of these schools. The growth and development of these institutions could then be supported by income streams from corporate social investment budgets and international funders wishing to be in harmony with the state's identified needs and resultant policies. This could unlock previously unexplored spending capacities.

Through such a model the government would be ready to adapt to evolving global needs and shifts – whether they be ecological, entrepreneurship or science and technology.

There are many other possible benefits to the nation from a third tier of state-assisted schools:

- The creation of the third tier will help to build a social entrepreneurship movement. This will encourage professionals from all sectors to join the educational justice movement bringing together new energy, ideas, skills and mindsets.
- The creation of this assisted tier will release creativity allowing skilled leaders to take risks and try new tactics and methodologies in education. Greater school autonomy permits school leaders to experiment and demonstrate results with emerging alternatives.
- The third tier creation will encourage innovation. South Africa's inequitable education system leads to instability. It leaves the majority of students ill-prepared for professional employment in a culture where the compensation of knowledge workers grossly outweighs that of service workers. New ideas and experimentation are needed to find out what works in each unique educational landscape in South Africa.



- Innovation in education provides the opportunity to collect data and observe the results of alternative:
 - school hours
 - school management systems
 - student identification and selection models
 - teacher compensation structures
 - teacher training methodologies
 - teacher recruiting and hiring frameworks
 - student-to-teacher ratios
 - academic and non-academic instruction models
 - whole-person development strategies
 - student incentives and disciplinary models
 - schedule structures such as class period time and self-contained classes
 - school settings.
- The third tier creation will invite private money into education exciting private donors who are looking for opportunities to:
 - contribute to a more stable South Africa
 - build their base of future clients and employees
 - boost their brand image, and
 - redistribute some of the vast earnings accumulating in the corporate sector in order to satisfy the organisational conscience.
- The creation of the third tier introduces financial incentives for exemplary school performance in the form of private donations. When private funds are encouraged to flow into schools, educational institutions have a strong incentive to track and produce impressive results. This reveals effective strategies and produces a strong drive to demonstrate measurable gains.

Learning from the Global Village

We know that the wisdom of all of us is greater than the wisdom of any of us, so let's look at the patterns emerging in our increasingly connected world. There are many examples of successful new 'third-tier' equivalent models of education from a wide range of countries and encompassing a range of developmental and economic frameworks.

In South America, the Fundación Paraguaya is a non-profit social enterprise which develops innovative solutions to poverty and unemployment and disseminates them worldwide. Fundación Paraguaya's response is: "Education That Pays For Itself". It has developed and proven an innovative model of agro-entrepreneurial education and commits to replicating it at least 50 more times in developing countries over the next ten years.

This innovative approach to education was developed by the Fundación Paraguaya at its agricultural high school for the children of the rural poor. In 2002, the Fundación took over responsibility for the then-bankrupt school and, with the support of the Skoll and Avina Foundations, introduced a new curriculum that integrates traditional high school subjects with the running of small-scale, on-campus agricultural enterprises.

These school-based enterprises serve as a platform for students to develop entrepreneurial skills and business acumen so that when they graduate from high school, they are ready to succeed as self-employed entrepreneurs. These same skills are also highly valued by employers, and because students receive nationally recognised qualifications, the door to higher education remains open to them if they choose.





A student demonstrates a science experiment to visitors at Tiger Kloof

Because school enterprises sell real products to real customers, they offer a feedback mechanism to ensure that the education provided is relevant and of high quality. Moreover, teachers must constantly update their practices to keep pace with the market, which means that students leave with the skills in demand today. Operating on the basis of a solid business plan, they have shown that at the end of five years of operation, these enterprises are able to generate sufficient income to cover all of the school's operating costs. Greater school resources mean better facilities and better paid and more motivated teachers. The end result is consistently higher quality education.

What makes this initiative so important is that it offers a proven methodology for overcoming the key problems that have plagued education for poor people in developing countries for so long:

- the need for accessible and relevant education for poor people
- the need for high quality education that enables students to contribute to the economic and social development of their communities and their countries
- the need for financially sustainable schools
- the need for solutions that can be replicated relatively inexpensively on a massive scale around the globe.

In developing replicable solutions to long-standing social problems, the toughest challenge is to make the approach work the first time; thereafter, the challenge is to tailor the model to similar, but different, circumstances. They have met this first challenge: their graduates are on their way to becoming economically successful, and their agricultural school is 100% financially self-sufficient. They are now taking up the second challenge to help other schools in India, Africa, and Latin America to replicate the approach. They will identify partners with whom they can replicate their proven educational approach on a more massive scale and reach some of the neediest youth in the rest of the world. South Africa needs to be part of this initiative.

The beauty of this particular model as it could apply to the South African context is that it demonstrates how to integrate sustainability values and decision-making criteria into the movement towards social justice through education. As the injustices of the past are addressed, the model begins to address the hidden injustices of a 'schools-as-usual' future.



Paraguay serves as an example of a country enabling innovative educational and social transformation. This example of significant and rapid educational reform benefiting particularly economically marginalised communities highlights the real and potential consequences of innovative legislative change. In many other countries, such models are emerging in parallel with public school reform processes. In Australia more than 30% of children now attend church-based schools based on similar reform initiatives. In India the creation of 'hub and spoke' schools, linking state and independent schools directly, also points to the freedom to risk and innovate that comes with legislative freedom. This encourages the practice of social entrepreneurship within education.

The Historic School Restoration Project specifically requires the autonomy with responsibility created in the examples cited. In South Africa a small echelon of social entrepreneurship educational initiatives and unusual academy/college-like models are emerging spontaneously. Innovative autonomous schools such as Sekolo sa Berogo in Gauteng and the three LEAP Science and Maths Schools in Langa, Guguletu/Crossroads and Alexandra townships all strive to create real opportunity for children marginalised by apartheid history and present socio-economic reality. These schools operate within different funding frameworks each with a track record of relative success. All would be more effectively sustainable and scalable within the third tier. These schools have demonstrated the potential benefit that can come when innovation and autonomy are combined with specific stated and narrowly focused educational objectives.

What Process is Envisaged?

This proposed legislative change should not allow the creation of profit-driven initiatives to be applied to the tier of independent schooling. The HSRP team shares a strong conviction that granting autonomy to schools is an

important part of enabling the goals of excellence to be achieved.

The HSRP team recognises that the selection of a specific niche or focus area would in itself require a planned process and should be followed by a specific declaration of intent against which the achievement of excellence could then be focused and measured. The development of specific niche-focused schools will ensure that an appropriate and cost-effective service mix can be developed and that a commitment to continuous improvement could then become part of the HSRP's striving for quality.

In the context of the HSRP, excellence means a deep-seated commitment to a transformational process for learners and educators alike that focuses on self-development and the discovery and activation of personal capacity. This will mean that the stated curriculum goals and predetermined focus of each school can be attained to the fullest extent possible, consistent with the best efforts of all the stakeholders of each school.

The achievement of academic excellence, cultural excellence and social cohesion in the context of South Africa depends heavily

on the foundations laid at the secondary school level. New models of such achievement are vital to provide the 'yeast' to stimulate growth and development within the whole education sector.

Model-building within the education framework requires partnerships across a wide front. The creation of the third tier of state-assisted schools will make a significant impact on the face of education in South Africa. The need for understanding this opportunity with its associated responsibility is clear. More importantly, in the field of education, the need for real principled action governed by integrity has never been greater in our history.

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ACKNOWLEDGEMENTS

Our grateful thanks to the following individuals, companies and organisations that have generously donated time, advice, expertise, resources, services or funds to the HSRP:

The Anglican Church of Southern Africa	Mr Taswell Papier	Masenoke Woolf
The Department of Arts and Culture	Mr Alan Brews	Maltou Tsebe
The Department of Education	Ms Laura Robinson	George Mosiapo
The Department of Science and Technology	Mr Ivan Flint	Kwanele Mkele
The South African Reserve Bank	Prof Michael Kahn	Linda Mose
The Institute for Justice and Reconciliation	Mr Anthony Galloway (Omni Learning Pty Ltd)	Ms Senamile Masondo
Investec Asset Management	Mr Vuyo Mbuli	Tholeka Mafanya
First Rand Bank	Mr Jay Naidoo	Mr & Mrs Peter Habberton
KPMG Services	Mr Mathews Phosa	Nyeleti
The Methodist Church of Southern Africa	Dr Brigalia (Hlophe) Bam	Ntomboxolo Taho
The Independent Quality Assurance Agency (IQAA)	Dr Mamphela Ramphele	Cheryl Molefe
Western Province Preparatory School	Mrs Phumzile Mlambo- Ngcuka	Musa V Ngcobo-Mbere
South African Heritage Resources Agency	Ms Bongiwe Njobe	Sipho Zungu
St Stithian's College	Ms Gloria Serobe	Thuthula Balfour-Kaipa
Bishops Diocesan College	The Bala Brothers	Lungile Ndlovu
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Edward Nathan Sonnenberg	Nofumana V Tlakula	Thandeka Mvakali
Nedbank	Mr Thami Mtshali	Sindiswa Mququ
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Urban Brew Studios	Dr MG Lechaba	Yale Moeanalo
The Ackerman Family Education Trust	Thozama Makiza	Lulu Madhlope
The Oppenheimer Memorial Trust	Thabang Mampane	Nyiko Nghatsane
Trustees of the ZK Matthews Educational Trust, Members of the Board, the Education Subcommittee, the Alumni Dinner Committee, the Content and Concept Development Groups and the original Reference Group.	Dr CD Marivate	Peter Tlakula
	Mrs Sihle Msengana	Patricia K Mathe
	Thobeka Swana	Dennis Baloyi
	Thandi Meyiwa	Elone Oupa Nkuna
	Kholeka Mabuya	Mozy Elias Shibambo
		Patience Luxomo

Our apologies for omitting the first names, initials or designations of some of our donors, who did not provide their full details.



THE HSRP BOARD



Executive Director: Njongonkulu Ndungane was formerly Provincial Executive Officer of the Anglican Church, Bishop of Kimberly and Kuruman, and Anglican Archbishop of Cape Town until 2007. He is a Lovedale alumnus.



Chairperson: Thembile Skweyiya is a Healdtown alumnus. He was the first black South African to attain the status of Senior Counsel and is now a Justice of the Constitutional Court.



Director: Regina Essack has a Masters degree in Mathematics Education and has taught the entire spectrum of Mathematics at senior level at various schools for 16 years.



Company Secretary: Rob Rogerson is currently the Provincial Treasurer for the Anglican Church of Southern Africa. He was instrumental in setting up the HSRP and now acts as Financial Consultant for the Project.



Nathan Johnstone taught Mathematics, Science and Biology at secondary school and teacher-training levels and was also a high school principal. He is now Director of Education Services at the Catholic Institute of Education.



Maud Motanyane is a former journalist and the founding editor of *Tribute* magazine. She is now a businesswoman and is on the boards of a number of companies, including the HSRP.



Vusi Khanyile has an Honours degree in Accounting and Finance, and has been the Deputy Registrar at the University of Cape Town and a director of many companies. He is now Chairman of Thebe Investment Corporation.



Sheila Sisulu was a specialist advisor to the National Minister of Education, and then South Africa's Ambassador to the USA from 1999. She is now Deputy Executive Director for Hunger Solutions at the World Food Programme.



Orippa Pule is a Healdtown alumna and has a BA (Honours) in Nursing Science. She has worked in rural and urban clinics and lectured in the nursing field. She is currently the Marketing and Development Officer for a publishing company.



Vuyani Ngalwana holds a Master's degree in Income Tax Law and is a member of the Johannesburg Bar. He was formerly Deputy Director of the Asset Forfeiture Unit and Pension Funds Adjudicator.





Malusi Mpumlwana is Bishop of the Northern Diocese of the Ethiopian Episcopal Church. He is also Chair of the Board of South Africa's National Development Agency.



Nana Makaula is a qualified teacher and has an MA in Counselling with special focus on School Guidance and Counselling. She also has a PhD in Educational Administration and works as a consultant.



Themba Wakashe is Director-General of the National Department of Arts and Culture. He holds an MA in Performance Studies and an MFA in Arts Administration. He is also Chairperson of the World Heritage Fund.



Duncan Hindle is Director-General of the National Department of Education. At present he is represented on the HSRP Board by Thandi Lewin, Chief Director: Equity in Education.



Phil Mjwara is Director-General of the National Department of Science and Technology. He is currently represented on the HSRP Board by the Deputy Director-General, Yonah Seleti, or Isaac Ramohva from the Science and Youth Unit.

HSRP STAFF MEMBERS



Diana Dixon worked briefly for Archbishop Ndungane during 1998/99. She is back as his Executive Assistant after almost ten years as a sales consultant.



Penny Lorimer has worked for Archbishop Ndungane for ten years, moving with him from the Anglican Church to the HSRP, and is the Media and Communications Officer.



Yolande Barry joined the HSRP during 2008 as Secretary. She formerly worked for Nedbank as a sales co-ordinator.



Carmel Fielies comes to the HSRP from the banking sector where she worked as an accounts analyst. She has been the HSRP's Accounts Officer since mid-2007.



Thabisa Sityebi is the Receptionist. Before joining the HSRP in September 2007, she worked in reception for a construction company and an interior design firm.



Phumza Jacobs was employed as a part-time cleaner for African Monitor – another NGO begun by Archbishop Ndungane. She is now the HSRP's General Assistant.



PICTURE GALLERY



INAUGURAL ALUMNI DINNER

Above left: Emcee Bongiwe Njobe

Above right: HSRP Board member Maud Motanyane (centre) with other guests

Right: Guest speakers Phumzile Mlambo-Ngcuka and (far right) Dr Mamphela Ramphele





HSRP COLLOQUIUM

Left: Representatives from Tiger Kloof
Below: Judy Tate (left), Headmistress of Inanda, and Tessa Fairbairn, former Headmistress of St Cyprian's



FIRST RAND BANK BREAKFAST

Above: Keynote speaker Jay Naidoo with Archbishop Ndungane
Right: Justice Skweyiya (centre) chats to guests



INVESTEC BREAKFAST

Below (l-r): Duncan Hindle, John Gilmour, Thomas Hagspihl
Below right (l-r): Nomabhele Didiza, Dr Charles Villa-Vicencio, Dr Mamphela Ramphele



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 2009, the income statement, the statement of changes in equity and cash flow statement for the 12 months then ended, a summary of significant accounting policies and other explanatory notes, as set out on pages 5 to 16 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 2009, and of its financial performance and its cash flows for the 12 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

19 June 2009



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 12 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.

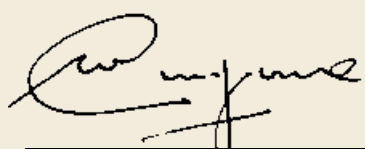
The financial statements are prepared in accordance with South African Statements of Generally Accepted Accounting Practice and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgments and estimates.

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.

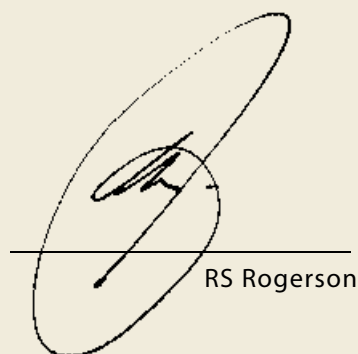
The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the financial statements. However, any system of internal financial control 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 2010 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 32.

The financial statements, which have been prepared on the going concern basis, were approved by the Board on 19 June 2009 and were signed on its behalf by:



WHN Ndungane



RS Rogerson



Historic Schools Restoration Project (Association Incorporated under Section 21) Reg. No. 2007/018649/08

Financial Statements for the 12 months ended 31 March 2009

BALANCE SHEET

Figures in Rand	12 months ended 2009	15 months ended 2008
Assets		
Non-Current Assets		
Property, plant and equipment	183,543	166,842
Prepayments	70,565	–
	254,108	166,842
Current Assets		
Cash and cash equivalents	6,090,914	7,524,814
Total Assets	6,345,022	7,691,656
Equity and Liabilities		
Equity		
Retained income	700,885	1,585,489
Liabilities		
Non-Current Liabilities		
Deferred income	5,500,00	6,000,000
Current Liabilities		
Trade and other payables	99,108	92,899
Provisions	45,029	13,268
	144,137	106,167
Total Liabilities	5,644,137	6,106,167
Total Equity and Liabilities	6,345,022	7,791,032

INCOME STATEMENT

Figures in Rand	12 months ended 2009	15 months ended 2008
Revenue	5,448,592	4,401,865
Operating expenses	(7,272,279)	(3,008,585)
Operating (loss) profit	(1,783,687)	1,393,280
Investment revenue	899,083	192,209
(Loss) profit for the 12 months	(884,604)	1,585,489



Historic Schools Restoration Project (Association Incorporated under Section 21) Reg. No. 2007/018649/08

Financial Statements for the 12 months ended 31 March 2009

DETAILED INCOME STATEMENT

Figures in Rand	12 months ended 2009	15 months ended 2008
Revenue		
Grant income	5,448,592	4,401,865
Other income		
Interest received	899,083	192,209
Operating expenses		
Accommodation	(168,441)	(106,149)
Accounting fees	(38,885)	–
Advertising	(104,099)	(16,280)
Bank charges	(14,911)	(8,363)
Catering costs	(370,597)	(506,230)
Consulting and professional fees	(1,384,107)	(286,300)
Depreciation, amortisation and impairments	(33,612)	(19,175)
Donations	(25,000)	(25,000)
Employee costs	(2,290,136)	(1,242,820)
Entertainment	(49,642)	(1,029)
General expenses	(24,318)	(18,207)
Gifts and flowers	(2,486)	(1,737)
Healdtown event	(656,923)	–
Honorarium	(43,500)	(3,781)
Insurance	(30,634)	(9,750)
IT expenses	(115,073)	(97,114)
Lease rentals on operating lease	(225,115)	(102,620)
Legal expenses	–	(532)
Meeting expenses	(42,437)	(10,470)
Office expenses	6,495	(6,417)
Postage	(32,676)	(2,535)
Printing and stationery	(228,736)	(38,207)
Special projects	(352,066)	–
Telephone and fax	(80,118)	(31,952)
Transport and freight	(12,382)	–
Travel – local	(952,038)	(473,917)
Travel – overseas	(392)	–
	(7,272,279)	(3,008,585)
(Loss) profit for the 12 months	(884,604)	1,585,489



Inanda girls enjoy a game of touch rugby.



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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