



HISTORIC SCHOOLS RESTORATION PROJECT

ANNUAL REPORT 2010/2011



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A MESSAGE FROM THE CHAIRPERSON



It gives me great pleasure to pen the Chairperson's message for the third annual report of the Historic Schools Restoration Project. So much has been achieved by the HSRP over the last three years, and yet it is more apparent than ever that the need for the role that the HSRP can play in assisting in the creation of quality education has never been greater.

Minister Trevor Manuel, tasked with providing National Planning, is acutely aware of the impediments that are holding South Africa back from achieving its true potential. In September 2010, he presented sobering statistics indicating the state of education in South Africa.

"Though 99.7% of South African children [of school-going age] were in school, this said nothing about the quality of teaching, whether teachers were in class teaching or how many days they were in class teaching. We've ticked Millennium

Development Goal 2 [achieve universal primary education] but the outcomes in education are abysmal," he noted.

Of the 1.4 million pupils that started school in 1999, only 600,000 had sat for matric last year. The pass rate was 67.8%, and of those only 15% obtained matric marks higher than 40%.

In an international study of school performance in maths and science, South Africa was ranked 137 out of 150 countries, and was in the bottom 25 on the African continent. What is concerning is that South Africa spends approximately 6% of its GDP on education – the sixth highest percentage expenditure in Africa – and yet still is one of the bottom performers in terms of educational outcomes. This points to a poor use of limited resources.

"We must understand the hardship that we are imposing on the poor, because this [education] is apartheid still in existence." Minister Trevor Manuel

If we are to achieve our true potential as a country we need to collectively take responsibility for education. This does not apply only to NGOs and organisations aligned to education in this country but to all South Africans. As parents we need to take responsibility of ensuring that our children are at school on time and that they have completed their homework. As educators we need to adopt a discipline of lifelong learning to better equip us to meet the challenges of the classrooms. As principals we need to ensure that educators are at school on time and are well prepared to teach their subjects. Unions aligned to education need to take responsibility for their members and not accept anything less than excellence in teaching from their members. The National and Provincial governments need to be open to partnerships across a broad spectrum of society and recognise that education is a national priority to which all South Africans subscribe.

It is my firm belief that the level of goodwill in South Africa is high and that there would be a willingness in many levels of civil society to engage in raising the bar for education in this country. It is only in raising the bar that we can hope to make inroads into poverty, crime, unemployment and disease.

William Butler Yeats said: "Education is not the filling of a pail but the lighting of a fire." It is my hope that we can 'light the fire' of quality education and, in doing so, give all South African children the opportunity to fulfil their potential.

Justice Thembile Skweyiya

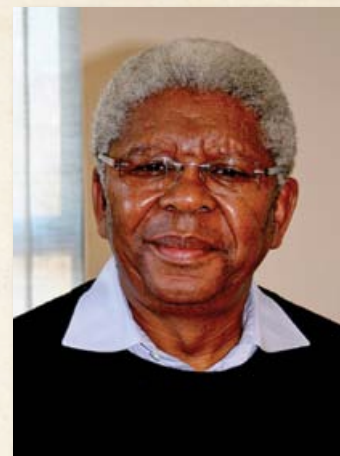
Chair: HSRP Board



REPORT BY THE EXECUTIVE DIRECTOR

The National Assessment tests for literacy and numeracy were written by six million learners in grades 2 to 7 and grade 10 in February of 2010. The recently released results signal long-term problems within the South African education system.

The study highlighted the link between poverty and poor school results, particularly in subjects aligned to literacy and numeracy. It showed that better-resourced schools in wealthier areas perform significantly better than their counterparts in poorer and less well-resourced areas. In comparable tests, learners attending poorer schools were more likely to achieve test scores below 35% for numeracy and literacy subjects, while learners in wealthier schools were more likely to achieve test scores of 50% or more.



While the test scores point to significant problems in the educational system as a whole, more concerning are the results from the Western Cape, historically considered one of the better performing provinces. More than half of the Western Cape learners tested could not calculate, read or write at the required levels. While reflecting the position in the Western Cape as poor, the results in this province still were still better than those achieved by learners in other provinces in South Africa.

As part of the national assessment, schools are ranked in quintiles, which are essentially the poverty score of the school, as determined by the level of poverty in the immediate community in which the school is located. There are five quintile rankings, with the schools located in the poorest areas being ranked as quintile one and the most affluent areas as quintile five. However, what has been highlighted is that while quintile one schools performed badly, evidence suggests that higher-ranked schools were also struggling and that there was a need to address underperformance at all schools irrespective of the quintile ranking.

It is clear that the present structure of education in South Africa is not working optimally. If the level of education is not picked up across the board, the ability of South Africa to field a well-educated workforce will remain low. This has a ripple effect on areas such as job creation, poverty alleviation and the requirements for the national economy to expand at the desired 6–7% growth rate as proposed by the Finance Minister.

I recently met with the Director General of the Department of Basic Education to discuss the 'third tier' model of schooling, a model we endorse for our historic schools. The third tier model requires full government support and funding, augmented by the private sector, alumni and other sources, but which allows for full management autonomy at the schools. In the past this model had not been seen as a solution by government. However, in the most recent meeting there was a clear commitment to explore this as an option. What also was heartening was the willingness of the Department of Education to consider engaging in partnerships with a broad cross-section of role players in the education sector in an effort to make a positive difference to the educational outcomes in South African schools.

This change of stance is warmly welcomed and the HSRP commits to supporting the Department of Education as they work through these different scenarios. We are more than willing to be a catalyst for bringing together partners to make a difference to education and to the future of our country.

Njongo Ndungane

Executive Director



EDUCATIONAL EXCELLENCE

From the very beginning of the Historic Schools project, we have stated that our approach to the restoration of the schools involves two parts: physical restoration of the historic buildings and the addition of new ones, and the restoration of educational and cultural excellence. Education remains a priority if we are to see national issues such as job creation, enhanced economic growth and some in-roads into the eradication of poverty achieved.

During the course of the year under review the HSRP contracted with Dr Tim Nuttall to look critically at the education component of the pilot schools and provide a strategic focus for the HSRP. This resulted in an Educational Officer's Roadmap being designed for implementation over the five years beginning in the 2011 financial year.

Education Officer's Roadmap 2011–2015

The education roadmap has a systemic framework, organised around key operational areas. It concentrates on human and organisational aspects of the schools, as well as on improving key aspects of the spatial environment in which teaching and learning occurs.

The rich historical legacy of the schools provides a resource and a framework for developing and embedding a proud school culture, ethos and value system. Furthermore, the 'burden of history' provides an imperative for the schools to be sites of community development, re-connecting with the rationale for the mission schools during the earlier eras. It is hoped that the practice and proven success of the historic schools will help shape government thinking on how to create and sustain educational success in these and similar schools.

The Education Roadmap addresses the following themes and aspects:

- Outline of the Historic Schools and the Restoration Project
- Rationale for what is chosen and emphasised in this Education Roadmap
- Appointment of an HSRP Education Officer
- Annual Principals' Conference for Historic Schools
- Historic Schools as places of welcome: teachers' staff rooms and working areas in classrooms
- Historic Schools as places of welcome: classrooms as learning spaces
- Historic Schools as places of welcome: grounds and toilets
- Promoting improved literacy in English and African 'home languages' and developing better numeracy at the Historic Schools
- Teacher incentive and development fund
- Extra-Mural Director
- ICT Support Resources and School Websites

Principals' Workshop

In July 2010, a two-day workshop for principals, deputy principals and other stakeholders of the nine pilot schools was held at Inanda Seminary in KwaZulu-Natal. The workshop was facilitated by Dr Nuttall and was designed to address the challenges facing the historic schools.

The central idea, as proposed by Tim Nuttall in his consultancy brief with the HSRP, is to promote a sense of community among the principals and deputy-principals of the pilot schools. As this professional community grows through



Archbishop Ngungane (centre) and facilitator Tim Nuttall (third from right in the front row) with participants at the Principals' Workshop held at Inanda Seminary in KwaZulu-Natal.

the school leaders' developing bonds of interaction, the collective vision of the HSRP will be expressed. Each of the historic schools does not exist in isolation, but is linked in a significant national endeavour.

In organising the workshop, the decision was made to host it at one of the pilot schools. Inanda Seminary was chosen because of its relatively close proximity to a major airport (many of the other schools are in outlying rural areas), but also because this school represents a remarkable turnaround, from facing closure 13 years ago to being a thriving institution today.

The keynote address was delivered by Dr Cassius Lubisi, Superintendent General of the KwaZulu-Natal Department of Education. Dr Lubisi spoke about challenges facing the historic schools under the following themes:

- Burden of history
- Funding
- Infrastructure
- Curriculum constraints

This address laid the foundation for much of the content of the workshop and was instrumental in the participants being able to articulate the role their schools played as historic schools. Some of these roles are as follows:

- Promoting a rich historical legacy as distinctive, autonomous and Christian South African schools during the eras of colonialism, segregation and apartheid, attended by black South Africans, many of whom have become prominent in national life;
- Sustaining organisational cultures and traditions which connect with and celebrate this historical legacy, drawing inspiration from practices of educational excellence before the imposition of the apartheid policy of Bantu Education;
- Contributing to the present and to the future as beacons of educational excellence, providing high-quality academic and extra-mural teaching and learning among South Africans in our post-1994 democratic society;



- Providing access to excellent education for rural families, particularly those from poor socio-economic backgrounds, given the rural location of most of the historic schools;
- Instilling values of citizenship, leadership and service, lived out in action, and reflecting a Christian ethos and a commitment to social development and justice.

This is the second year that the Principals workshop has been held and the positive feedback received from those attending the meeting will see this continuing as an annual event.

Teacher enhancement

We continue to work closely with TEACH SA who has, for the majority of the period under review, provided four TEACH SA Ambassadors, two located at Healdtown Comprehensive High School in the Eastern Cape and two at Lemana High School in the Limpopo Province. These Ambassadors have made a significant impact in the time that they have been based at these two schools.

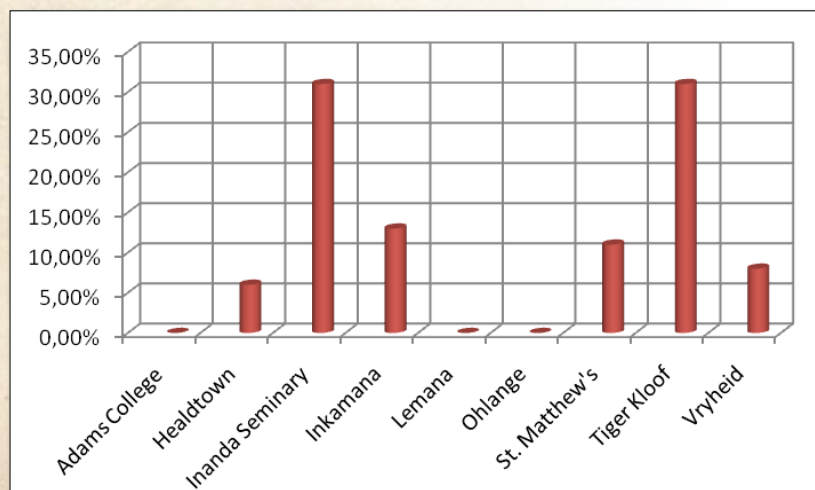
We are happy to report that we have witnessed an impressive increase in the number of learners passing matric at Healdtown in particular. This was brought about in part through the former Principal, Mr Thomas Thomas Hagspihl, and the TEACHSA Ambassadors who provided vital educator support. We believe that our association with TEACH SA is a good one and will, funding permitting, be rolled out to more schools in the next financial year.

The ZK Matthews Educational Trust

As part of our commitment to quality education for all South African children, particularly the poorest, the HSRP has created the ZK Matthews Educational Trust. The Trust will help ensure the sustainability of the restored schools and will award necessary bursaries and subsidies.

The Fund is managed pro bono by Investec and administered by Edward Nathan Sonnenbergs. The Board is chaired by Archbishop Njongo Ndungane with Mr Sello Moloko, Justice Ian Farlam, Dr Sindiwe Magona, Prof Wiseman Nkuhlu, Prof Geoff Everingham, Justice Thembile Skweyiya and Professor Pumla Gobodo-Madikizela as members.

The first student bursary awards were made in December 2010. Applications were received from six HSRP pilot schools; however, the Trustees are committed to ensuring that applications are received from all nine schools for the 2011 allocations. The initial sum available for disbursement was R50,000, but was enhanced by further donations from Trust Board members to bring the total amount available to R109,146.



A breakdown of the allocations per school is tabled here.

As part of the Trust's strategy for 2011, there will be a fundraising drive to boost the R1 million capital received from the HSRP through a donation from the SA Reserve Bank and the subsequent donation of R200,000 from Transnet.



CULTURAL EXCELLENCE

A 'founding' workshop on cultural excellence was held in October 2009 in Cape Town, where participants were asked to define culture at schools and to distinguish between cultural mediocrity and excellence. In 2010 it was unanimously agreed that in order to gain impetus and momentum, the HSRP should host another gathering of like-minded and influential people, aimed at extending the work done in 2009 and developing a blueprint for the implementation of cultural excellence in schools.

The Colloquium on Cultural Excellence in Education was held in partnership with the University of Fort Hare in September in Alice, Eastern Cape.

Cultural excellence has emerged as an important aspiration in the debate about education. There is this sense that not only is our education system failing to develop the necessary Science and Mathematics skills but that it is also failing us culturally. But what does this concept of 'cultural excellence' mean in practice? What relevance does it have to the revitalisation of education in South Africa? What can be done to embed it within the education agenda? This Colloquium sought to explore how the idea of cultural excellence – as an important component of educational excellence – can be given practical expression in our education system at all levels.

The event brought together an interesting mix of more than one hundred outstanding people drawn from the realms of arts and culture, education, academia, business and religion and explored this challenging theme with a view to developing a practical approach to embedding cultural renewal in education.

Dr Mvuyo Tom, Principal and Vice Chancellor of the University of Fort Hare, welcomed those present and introduced Dr Ben Ngubane, Chairperson of the SABC Board, who gave the keynote address. The following is an excerpt from his speech:

"Dr Jordan's [former Minister of Arts and Culture] idea was to make the Historic Schools Restoration Project to be part of a wider national movement to revive a culture of learning and also to revitalise African culture and to reclaim parts of African heritage that were ignored and marginalised during the apartheid years.

We all have a stake in ensuring the success of our children, and we can succeed in this if we ensure effective parent and community partnerships which help us improve learning. Such partnerships initiate and maintain dialogue – a necessary condition for cultural excellence in education.

Our Historic Schools were important pivots between community, learning and religious values. We need to bring cultural excellence in education, which animated literary and political giants such as Ntsikana, Henry Masila Ndawo, James R Jolobe, John Dube, Benedict Vilakazi and many others, to bear on the present challenges we face in education in our country."

The Colloquium was divided into two main areas of discussion:

1. "Perspectives on cultural excellence: What do I understand by cultural excellence? Why is it a useful idea in education renewal? What can be done to take it further?"

The panellists were Dr Sindiwe Magona (writer), Professor Peter Dzvimbo (Deputy Executive Dean of Education and Research at UNISA), Ms Malika Ndlovu (poet) and Mr Wiseman Mupindu (PhD student at University of Fort Hare).

2. "Embedding cultural excellence in education: How can the humanities, positive values and an ethos of leadership and service be embedded in school education? What positive examples can we draw from? What practical steps need to be taken?"



Taking questions at the Colloquium on Cultural Excellence (from left to right): Ms Nomfundo Walaza, Dr Ben Ngubane, Archbishop Ndungane, Dr Mvuyo Tom, Dr Shermain Mannah and Professor Andre Keet

The panellists were Ms Nomfundo Walaza (CEO Desmond Tutu Peace Centre), Dr Shermain Mannah (Department of Basic Education), and Professor Andre Keet (University of Fort Hare).

The information from the panellists and the additional reference material provided were both fascinating and timely and well received by those present. Professor John Hendricks of the University of Fort Hare described the event as “a very rich conversation that begs to continue and Fort Hare will ensure it becomes an annual event”.

Archbishop Njongo Ndungane, Executive Director of HSRP, concluded:

“I would hope that this Fort Hare Colloquium can be turned into an annual forum that examines quality assurance issues, with as broad a range of participants as possible. In this way the idea of cultural excellence, as an important component of educational excellence, can be given practical expression in our education system at all levels.

In fact, such a forum would quickly create ownership and knowledge of quality assurance as a tool for institutional development in higher education. Furthermore, quality assurance would become the responsibility of each higher education institution and the foundation for development of quality culture and creativity.”



INFRASTRUCTURAL RESTORATION

Over the last three years our architectural team has compiled and financially quantified the extent of infrastructural restoration needs at each of the nine pilot schools. This costing was overlaid on the IQAA report to identify building priority areas for restoration within each school. What is clear is that in the case of some schools the extent of the work to be undertaken is prohibitive and only essential work can reasonably be undertaken. In some cases the schools were once thriving academic institutions catering to hundreds of students; however, with the demographic shifts that we have seen over the last 20 years, many of the communities surrounding these schools have shrunk and the number of school-going children have diminished. In this context we recognise that some schools will not be able to be restored completely and that buildings that are left unrestored will simply become part of the history tied to these once fine institutions.

There have, however, been some positive interventions during the course of this financial year. Two such interventions took place at St Matthews and Healdtown in the Eastern Cape.

St Matthews, Keiskammahoek

For over two years, St Matthews has been hampered by failing sewerage reticulation and a water supply that has twice closed the school due to an outbreak of dysentery. As reported in last year's annual report, the Premier of the Eastern Cape, Ms Noxolo Kiviet, gave a grant of R4.5 million to the HSRP to resolve these health issues. During the course of the last six months we have been able to construct a new reservoir and lay piping to the hostels at St Matthews which has effectively resolved the sewerage reticulation problem.

One area of concern remains the borehole water which supplies the school which, when tested, proved to be unfit for human consumption. We are presently awaiting a cost analysis to bring water from a dam at Keiskammahoek directly to the school. While the balance of funding from the Eastern Cape Government will not be sufficient to cover this cost we are fortunate in having funds from both the Amatola Trust and the Passenger Rail Agency of South Africa (PRASA) that are available to augment this cost. We are grateful to these two institutions for their commitment to making a difference at St Matthews. The Department of Education in the Eastern Cape is also in the process of renovating the hostel accommodation at St Matthews as part of a R19 million tender.

*Mr Sipho Majombozi of
Amatola Trust addresses
attendees at a function
at St Matthews.*





Holding the presentation cheque from PetroSA are (left to right): Archbishop Ndungane, Eastern Cape Premier Ms Noxolo Kiviet, HSRP Chairperson Justice Thembile Skweyiya and Dr Nompumelelo Siswana, (Acting CEO Of PetroSA).

Healdtown Comprehensive High School, Fort Beaufort

PetroSA saw an opportunity to make an impact at Healdtown Comprehensive High School and donated R2.15 million towards the refurbishment of the ablution facilities at the school and the overhaul of the sewerage reticulation. We are pleased to report that this work has begun and is scheduled for completion by the end of 2011. One issue that is outstanding is the sewerage treatment plant which can only be installed following a full environmental impact assessment. This process is moving forward slowly but interaction is taking place between the local district municipality and the Eastern Cape Department of Education to bring this issue to finality.

The generosity of PetroSA will have an immense impact on the learners at the school who have been struggling with limited ablution facilities for many years.



HSRP PARTNERSHIPS

National Government

Since the start of the Project we had been discussing the idea of a third tier model for schools in addition to the existing public and private schools, which would assist the HSRP and the historic schools to meet their objectives. This third tier would require full government support and funding, augmented by the private sector, alumni and other sources, but would also allow for full management autonomy at the schools.

A recent meeting that I had with the Director General of Basic Education has indicated that, while not an approved policy, the Department is looking at different models to assist with enhancing education at all levels within South Africa. It is encouraging that the Department is also looking at ways in which partnerships can be forged so as to broadly improve the academic output at schools. We will continue to engage with the Department on this subject as it is our conviction that meaningful partnerships can be created to bring government, NGOs and corporate South Africa together to lift education in this country.

I have also met with the new Minister of Arts and Culture, Mr Paul Mashitile, who suggested the creation of two levels of interaction to monitor and evaluate and promote the work being done by the HSRP on behalf of the Departments of Arts and Culture, Basic Education and Science and Technology. The one level would be a 'political committee' which would comprise the Ministers of the three Departments and the Executive Director of the HSRP. The second committee would be a technical committee and would comprise members from all Departments together with the HSRP professional partners and those responsible for implementation. While this initiative was welcomed as a positive step forward, to date no meetings have been held at either level and those that have been arranged have been cancelled. We continue to press for implementation.

An area of concern for the HSRP is the cessation of financial support for the HSRP from the government, broadly. In late 2010 the Department of Basic Education submitted a Medium Term Funding application to National Treasury, seeking operational expenses for the HSRP for a three-year period. The application was not successful. I met with President Zuma and discussed with him the issue of operational budget. The President charged the Minister of Arts and Culture to provide funding for the 2011/2012 financial year, however to date no funding has been forthcoming. The HSRP continues to operate on unspecified funds donated, however, this is not sustainable. We continue to press for meaningful support from the government sector.

The HSRP continues to operate on unspecified funds donated, however, this is not sustainable. We continue to press for meaningful support from the government sector.

The Minister of Rural Development, Mr Gugile Nkwinti, continues to pledge his enthusiastic support for the HSRP's aims and has committed to doing what he can to support the project.

I have kept up an ongoing communication with the Presidency, since first briefing President Zuma and Minister Manuel in August 2010. I requested then that the President re-endorse the HSRP publicly, since it was a government-initiated and approved project from the time of its launch.

To this end the President indicated that he wished to publically lend his support to the project. Following a number of meetings held with key role players in National and Provincial Government departments, the Presidency accepted the invitation to visit Lemana High School on Saturday, 6 November 2010.



Despite President Zuma having to cancel his scheduled visit to Lemana to publicly support of the work of the HSRP, the event drew over 3,000 people, from dignitaries and officials to ordinary members of the local community.

The rationale for selecting Lemana High School out of the nine HSRP pilot schools was that the school is situated in Elim in Limpopo Province, one of the poorest provinces in South Africa.

The purpose of the President's visit was twofold:

1. To register public support for the Historic Schools Restoration Project, and
2. To confirm that Lemana High School will return to its original premises.

It was with regret that shortly before the event was to take place, President Zuma had to withdraw so as to attend a state function in Tanzania. However, he asked Minister in the Presidency, Mr Collins Chabane, to attend the function and deliver his speech.

The main areas of focus of the President's speech were:

- The status quo of education in South Africa and government's plans and efforts to address the contentious issues;
- The significance of the historical schools as centres of educational and cultural excellence;
- The importance of restoring these heritage sites in honour of those great South African leaders who attended the schools
- Ratification of continued partnership between the HSRP and National Government's Departments of Arts and Culture, Basic Education, and Science and Technology
- Confirmation of Lemana High School returning to its original campus.

The President acknowledged the government's recognition of the legacy left by Lemana's Swiss missionary founders, which richly contributed to the formative years of pioneers of the struggle in South Africa such as Sol Plaatje, Pixley Seme, and Reverend Richard Mahabane. He emphasised the importance of preserving the history of Lemana by taking the school back to its original location which was declared a National Heritage Site and a national monument in 2000.



The Minister confirmed that government supports education in partnership with HSRP and its pilot schools and is seeking to restore their vitality and vibrancy. He expressed a hope that the planned expansion of the FET curricula and hostels would enable learners from outside Limpopo to study at Lemana.

The audience was heartened by the commitment from government, in particular the Department of Basic Education, to support fundraising and to endorse the HSRP's funding campaign in the corporate sector.

Minister Chabane challenged the Lemana community and the historic schools to:

- Seek to immortalise the excellence and discipline of the historic schools so as to inspire the current and future generations of learners
- Set enrolment targets
- Commit to global education initiatives
- Reclaim their historical roles of empowering men and women to assume various roles in society
- Include FET vocational subjects in the curriculum
- Emphasise to alumni that their attachment to their *alma maters* is not merely ornamental
- Embrace holistic values with education.

Subsequent to the function at Lemana High School, I met with the President who re-affirmed his support for the Historic Schools Restoration Project.

Provincial Governments

As mentioned earlier in this report and in last year's annual report, Premier Kiviet from the Eastern Cape Provincial Government has made available R4.5 million for funding improvements at St Matthews High School. The work there is ongoing and we are delighted to be in partnership with the Eastern Cape Government. This is seen as important given the significant challenges facing education in this province.

Despite the assurances and undertakings given at the Lemana High School event that the Provincial Government would facilitate the school's move back to its original campus, I have not been able to establish contact with either the Premier or the MEC for Education for Limpopo Province. We continue to try and set up appointments to expedite this move that would benefit the school.

Meetings with the appointed provincial task team in KwaZulu-Natal have ground to a halt. We have attempted to rekindle the process but with no success.

The Calabar Foundation

For over two years the US-based Calabar Foundation has worked with St Matthews in the Eastern Cape and, with at least one staff member constantly present on the school campus, have made a number of improvements. We acknowledge the excellent work undertaken by Mr Ben Pauluhn, who has subsequently returned to the United States. He is succeeded by the husband and wife team of Emily and Jarvis Jelin, who will be at St Matthews until mid-2012.

During his time at St Matthews, Ben supervised the installation of the computer laboratory with 60 personal computers, providing internet connectivity and software to support learners in their Maths and English studies.



Top: An original staff house on the St Matthews' campus .

Above: Some of the ten staff houses restored through the efforts of the Calabar Foundation.

In addition, the Foundation has successfully instituted community outreach computer classes, held on Saturdays, as well as reading programmes taught by St Matthews' learners to younger children.

One of the projects undertaken by the Calabar Foundation was the restoration of ten staff houses on the campus. With the assistance of R500,000 from the R4.5 million given by Premier Kievet towards renovation costs at St Matthews, these staff houses have now been fully restored and are presently housing learners while their hostels are being renovated.

The HSRP is proud to be partnering with the Calabar Foundation on this important work and hopes that the relationship will continue to grow.

St Chad's College, Durham University

The HSRP is most grateful to be in partnership with St Chad's who, following meetings with Dr Joe Cassidy, the Vice-President, have put in place an international placement programme where up to 10% of students and recent graduates currently mentor and teach at St Matthews for up to four months a year, some also providing in-service, subject-special support to staff.



Alumni

The Alumni continue to play an important role in the upliftment of their *alma maters*. Although our inaugural alumni dinner in early 2009 was a success, limited follow-up has taken place and although an outside consultancy was employed to drive this process, the desired results were not achieved. The engagement of this consultancy was terminated in December 2010.

We are indeed heartened that some of the alumni associations have continued to organise events on their own. In this regard Inkamana High School hosted a Homecoming event. The objective of the Homecoming was to strengthen the ties between the alumni and to support the school. Their vision is to establish an educational trust with continued involvement from alumni and corporate business in order to maintain the excellent education for the children in the area.

Although I was unable to attend in person, I was able to address the audience from a distance, thanks to modern technology. I took the opportunity to outline the aims of the HSRP and encouraged the alumni to get involved in their *alma mater*.

Alumnus Mr Peter-Paul Ngwenya, the keynote speaker, shared how his experience at Inkamana had given him the life skills to cope in prison on Robben Island and later in life as a businessman. He encouraged the present students to embrace their education and to take up challenges with self-discipline and enthusiasm.

The alumni surprised the school with donations of soccer and netball attire as well as a DVD player.

Mrs Isabel Steenkamp, Principal of Inkamana, summed up this successful event:

“The Inkamana Alumni Homecoming during March highlighted the amazing success the former students experience in their different careers. The values instilled, life skills and leadership development, together with a real interest in the world we live in as well as a passion to make a positive difference, often play a more important role than academic matters. We are looking forward to the alumni’s input to the school during 2011.”

*Inkamana alumnus
Peter-Paul Ngwenya
was the keynote speaker
at the Inkamana Alumni
Homecoming event.*





Dr Constance Simelane (far left) and Thuthukile Mashaba at the Inkamana Homecoming event.

A follow-up report revealed that the alumni are currently running a challenge to get 1,000 alumni to give monthly donations of a minimum of R100 towards the school projects. Further donations that have been realised as a result of the Homecoming event are:

- A computer laboratory of 200 computers including accessories
- 2 pianos
- Equipment and accessories for the Junior School science laboratory.

Funders

HSRP fundraising continues to gain momentum with some new and exciting partnerships being established. We are proud to have PetroSA as a corporate sponsor for remedial work that needs to be undertaken at Healdtown and which was reported on earlier in this report. In addition we have signed a three-year agreement for funding from the National Lottery Distribution Agency. This will see work at three schools being undertaken over the three-year period. We have also received support from the Amatola Trust who has donated funds to help with the restoration work at St Matthews. We remain grateful to the Oppenheimer Memorial Trust, the Ackerman Family Education Trust, Transnet and individual alumni and others who donate by way of a monthly stop order – we are tremendously grateful to all of you.

Our biggest regret during 2010/2011 has been the lack of funding for operational expenses from the government. Although the government, both national and provincial, has been supportive of the project in many ways, the lack of commitment to actual funding has been disappointing. However we continue to lobby various departments and levels of government and are hopeful that more funds will be forthcoming in future. We also continue to actively explore non-governmental avenues for the necessary support.



THE PILOT SCHOOLS

Adams College

This school remains an impressive example of a state school being well run and controlled by a highly competent principal and a strong governing body comprising parents and administrators.

From a pass rate of 100% in 2008, the school had dropped to 88.8% at the end of 2009, but with an increased university exemption rate of 70%. The lower overall pass rate is attributed to a drop in maths and science results due to lack of available funding for necessary additional teachers. However, the college will be seeking extra help from external sources, and reports that the Chemserve Company has recently sponsored the construction of a state-of-the-art science laboratory.

More resources, classrooms, staff and boarding houses are still needed, along with improved site services, but in general the school is currently managing well.

Healdtown Comprehensive High School

The Principal, Thomas Hagspihl, who was employed jointly by the Provincial Department of Education and the HSRP from the beginning of 2009, resigned in December 2010 to take up a position in Grahamstown. While at the helm for just two years, the matric pass rate rose from 38% in 2009 to 63% in 2010. This amply illustrates the effect of having a motivated leader at a school such as Healdtown. Healdtown has not had a new principal appointed as yet, however there is an acting principal in place for the time being.

TEACH SA Ambassadors remain in place at Healdtown and are providing continued support to supplement the teaching staff. This arrangement will be effective until the end of 2011 and will be reviewed for the 2012 academic year.



The demographic shift away from rural areas over the last 20 years has resulted in a decline in student numbers at Healdtown.



An area of concern with regard to Healdtown is the diminishing number of learners. The school draws learners from four villages in the near vicinity, but clearly there is a move away from Healdtown. Part of the challenge is the lack of feeder schools in close proximity to Healdtown. The natural flow for learners moving from primary school is to move to a designated secondary school close to the primary school. If we are to attract learners back to Healdtown we will need to look at providing a unique offering. To this end, we are in the process of looking at the establishment of a specialist maths and science centre at Healdtown that will attract learners and offer a specialisation not available elsewhere in the greater Fort Beaufort area. We are in discussions with various stakeholders and service providers to move this from a concept to a reality, possibly as early as 2012.

Inanda Seminary

Inanda is an exceptionally well-run school, with high commitment and morale among learners, staff and management, evidenced by a continuing 100% matric pass rate. It is one of the better-resourced pilot schools and, since we have tended to concentrate more on those schools with greater needs, no gains have yet been made as a result of work we have done there. The school has very active alumnae and much of the urgent maintenance and upgrades are under way utilising funds raised by them. Notwithstanding this support, the school remains under-resourced in some areas. The HSRP has produced an in-depth report on areas of need and will look to assisting Inanda in the 2011/2012 academic year.



Inanda's alumnae have played a significant role in funding the restoration of the school and promoting academic excellence.



Inkamana has a sound academic reputation but requires a significant amount of funding for infrastructural work.

Inkamana High School

Inkamana is situated in deep rural KwaZulu-Natal and is one of those recently added to the list of HSRP's pilot schools. Started by German Benedictine missionaries in 1923, it has an excellent reputation, consistently achieving a 100% matric pass rate with 100% university exemptions in 2010.

Challenges at Inkamana are centred principally around the significant level of infrastructural work which needs to be undertaken. Comprehensive reports on infrastructural and educational needs have been drawn up by the HSRP and it is hoped that a renewed relationship with the KwaZulu-Natal Department of Education will see some of these needs addressed. We continue to press the Provincial Government for meetings so that some of the issues broadly affecting all five pilot schools in that province can be addressed.

Lemana High School

Since 2009, the school has been trying to move from its present position back to the historic campus. At that time a stakeholder meeting, which included government representatives, was held under the auspices of the HSRP where there was a decision by all parties that this was the right course of action. After consultation with the Provincial Government, the Department of Education, which had been using part of the historic campus as offices, vacated it in preparation for the school's move.

Unfortunately, the move has still not taken place. Earlier in this report I wrote of the Presidential function which took place at Lemana High School and, despite the public assurances given by Premier Cassel Mathale, nothing has happened since the function. MEC for Education Mr Masemola was appointed as our liaison partner in accomplishing the move by the end of 2010, but to date securing a meeting has proved difficult and as a result the status quo remains at Lemana.



A purpose-built hostel (as well as other school buildings) on the former Lemana campus stands empty and show signs of deterioration



Minister Chabane, representing the President at the function and himself an alumnus of Lemana, was visibly taken aback when taken on a tour of the old campus and shown the functional buildings standing unused. The buildings remain in reasonable condition and include the enormous, recently-built school hall, state-of-the-art science laboratory and boarding houses – in which a few rooms are currently let to private individuals. Inevitably, infrastructural deterioration is taking place, despite some maintenance still being carried out and the constant presence of security guards.

The HSRP will continue to seek meetings with the Premier and necessary officials and leaders in order to try and fulfil the mandate of the stakeholders.

On a positive note, two “ambassadors” for supplementary teaching have been appointed to Lemana by Teach SA and are being funded by the HSRP for 2010 and 2011.

Ohlange High School

Ohlange was initially named in 2007 as one of the first HSRP pilot schools, but was then removed from the list in 2008 due to disturbances on campus that made it impossible for the HSRP-initiated financial and educational audits to take place. It was placed back on the list of pilot schools during 2009, at the request of the KwaZulu-Natal Provincial Government. Ohlange is an iconic school, being the first to be founded by a black man, Dr J L Dube, and therefore extremely historically significant, so we are pleased to add it to our list once more.

Regretfully, since bringing this school back into the project there has been little movement. There have been a number of meetings with the Dube Foundation as to the way forward; however, until such time as there is a clear understanding between the Foundation, the KwaZulu-Natal Department of Education and the HSRP the challenges at this school will go unanswered.

St Matthews High School

As previously mentioned, St Matthews has benefitted, possibly more than the other pilot schools, through the involvement of our partners the Calabar Foundation and St Chad's. Also as mentioned earlier there is significant work being undertaken presently at St Matthews, both by the HSRP and by the Provincial Government.



Notwithstanding the good state of buildings at St Matthews, the provision of the computer laboratory by Calabar Foundation, the reorganised library and many other benefits received by the school, the academic record of the school remains poor. During the course of 2011 and beyond work will be undertaken by the HSRP in looking at ways in which the academic achievements of the school can be enhanced.

Tiger Kloof Educational Institution

Tiger Kloof is another school that can boast a 100% matric pass rate for the past few years. Well run, with effective educational systems in place and an infrastructure in a reasonable state, the school is an excellent example of what can be achieved in a government school.

Like Inanda, it is currently one of the least needy of our pilot schools and has therefore been pushed somewhat to the back of the queue in terms of our energy output. However it is important to note that the school receives only minimal support from the Department of Education and relies for most of its funding on a private foundation based in Switzerland, which also provides school operational costs. This arrangement is not sustainable for the long term and other sources still have to be found to maintain the school in future.

Once again, school leadership is seen to be the key for the existing high morale and educational standards.

Vryheid Comprehensive School

Vryheid is one of the three latest schools to be added to the list of HSRP pilots. It is situated not far from Inkamana High School in the Vryheid area, but while Inkamana is a private institution, Vryheid is a government boarding school with only basic facilities provided for by the state. Previously it produced a standard 100% matric pass rate, but this has dropped over the past few years and is a cause for concern. Staff and management posts are not all filled and all members of the school management team are currently serving in an acting capacity.

Like the other schools, Vryheid has been through the HSRP-initiated educational and infrastructural "audit". The current infrastructure is in reasonable condition but there are issues requiring attention, most urgently the replacement of an LP gas installation. The present school hall is a makeshift structure, consisting of a roof placed over the ground between two classrooms. A sports field is also desperately needed and to this end the National Lottery Distribution Agency has been approached for funding a facility that will serve both Vryheid Comprehensive and Inkamana.



Vryheid's lack of resources is evidenced by the empty shelves in the school's library.



2011 AND BEYOND

For the immediate future our priorities remain to secure further operational project funding for the 2011/2012 financial year and, ideally, to secure funding for an additional two years beyond that. The office is presently operating on a very lean staff complement and, if we are to build on the work undertaken by Dr Nuttall and address the challenges facing many of the schools in terms of quality education, it is imperative that we secure the services of a top flight Education Director. This person will drive the recommendations contained in the education roadmap prepared by Dr Nuttall and at the same time align the pilot schools with the vision and mission of the HSRP and formulate education plans for each school.

What we are recognising more and more is the need to build strong partnerships. We are looking at the founding churches as possible partners in fulfilling the mandate of the HSRP. At the same time there are many corporate entities that have resources which they are able to make available to enhance education. It is important for us to broker agreements with these potential partners so that we can effectively address the dire need for improving the quality of our educational output.

Conclusion

Much has been achieved in the four years since the Historic Schools Restoration Project came into existence and it is our firm belief that as an organisation we can continue to make a difference. But we are also very aware of the enormity of the challenges confronting education in South Africa. These challenges are bigger than the Education Department, both at national and provincial levels, and now more than ever there is a need for role players in education to join hands in partnership.

It is our firm belief that there is immense goodwill in all sectors of society to see education improve and what is needed is a catalyst that will bring these disparate bodies together for the common good. The HSRP is uniquely positioned to assist in this regard and already there have been partnerships formed with both the Anglican Church and the Methodist Church to improve education in schools formerly run by these two denominations. We are looking forward to establishing formal partnerships with other churches whose schools are currently part of the Historic Schools Restoration Project.

It is our belief that these partnerships can be extended to corporate South Africa to a greater degree than is presently the case. We commit ourselves to facilitating as much of this as we are able, and to work closely with the Department of Basic Education to bring about positive change.

Benjamin Desraeli recognised the importance of education when he said:

"Upon the education of the people of this country, the fate of this country depends."

While directed at another country in another time, his words nonetheless ring true for South Africa today. We are approaching 20 years of freedom, yet for many of our people freedom is not complete as the inequalities of income and employment continue to deny them the opportunity to realise their full potential. The only way of correcting this situation is through good quality education for all, and it is only through this that we as a country will become truly free and allow all our citizens to build and share in all that this wonderful country has to offer.



"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another."

Nelson Mandela – *Long Walk to Freedom*, 1995





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 Maths, Science and Biology at high 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.



Dinao Lerutla is the Executive Director of Vida de Ensueno, a development finance and business advisory, and founder of PEARL Edu Vision, a PBO aimed at improving access to quality education in the rural areas.



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.



Oripa 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.



Sibusiso Xaba is Director-General of the National Department of Arts and Culture. At present he is represented by Mr Irwin Langeveld, Director: Institutional Development in the National Department of Arts and Culture



Bobby Soobrayan is Director-General of the National Department of Basic Education. At present he is represented by Dr Shermain Mannah, Director: Race and Values in Education, National Department of Basic Education.



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

HSRP STAFF MEMBERS



Marlene Whitehead joined the HSRP as Research and Development Officer in 2010. Formerly a director of HIV/AIDS and youth development programmes, she brings specialist knowledge and experience of the NPO sector.



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.



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



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.



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 2010, the income statement, the statement of changes in equity and cash flow statement for the year 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. 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 2011 and of its financial performance and its cash flows for the year then ended in accordance with the International Financial Reporting Standards for Small and Medium-sized entities, and in the manner required by the Companies Act of South Africa.

LDP Incorporated
Registered Auditor
8 September 2011



Directors' Responsibilities and Approval

The directors are required by the Companies Act of South Africa, 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 annual financial statements are prepared in accordance with the International Financial Reporting Standards for Small and Medium-sized Entities 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 2011 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 28.

The financial statements, which have been prepared on the going concern basis, were approved by the Board on 8 September 2011 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 2010

BALANCE SHEET		
Figures in Rand	12 months ended 2011	15 months ended 2010
Assets		
Non-Current Assets		
Property, plant and equipment	108,491	133,891
Current Assets		
Other financial assets	5,800	105,778
Cash and cash equivalents	16,575,985	12,331,437
	16,581,785	12,437,215
Total Assets	16,690,276	12,571,106
Equity and Liabilities		
Equity		
Retained income	895,192	667,548
Liabilities		
Non-Current Liabilities		
Deferred income	8,071,667	11,600,000
Current Liabilities		
Trade and other payables	538,206	185,837
Deferred income	7,000,000	–
Provisions	185,211	117,721
	7,723,417	303,558
Total Liabilities	15,795,084	11,903,558
Total Equity and Liabilities	16,690,276	12,571,106

INCOME STATEMENT		
Figures in Rand	12 months ended 2011	15 months ended 2010
Revenue	6,606,658	6,939,300
Other income	–	5,016
Operating expenses	(7,316,285)	(7,470,976)
Operating loss	(709,627)	(526,660)
Investment revenue	937,271	679,379
Profit for the year	227,644	152,719
Other comprehensive income	–	–
Total comprehensive income	227,644	152,719



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

Financial Statements for the 12 months ended 31 March 2011

DETAILED INCOME STATEMENT		
Figures in Rand	12 months ended 2011	15 months ended 2010
Revenue		
Grant income	6,606,658	6,939,300
Other income	–	5,016
Interest received	937, 271	679,379
	937 271	684,395
Operating expenses	(7,316,285)	(7,470,976)
Accommodation	(18,483)	(101,067)
Advertising	(42,411)	(29,650)
Auditors' remuneration	(50,901)	(43,173)
Bank charges	(15,723)	(16,618)
Consulting and professional fees	(1,252,776)	(1,068,839)
Depreciation, amortisation and impairments	(35,259)	(38,099)
Discount allowed	–	114
Donations	(114,572)	(1,012,000)
Employee costs	(2,898,203)	(2,862,720)
Entertainment	(18,641)	(3,458)
Flowers	(3,910)	(13,610)
General expenses	(28,147)	(27,122)
Honorarium	(28,000)	(25,000)
Insurance	(96,496)	(97,705)
IT expenses	(20,648)	(17,178)
Lease rentals on operating lease	(313,367)	(283,728)
Loss on disposal of assets	(4,566)	(9,129)
Meeting expenses	(3,569)	(67,305)
Postage	(36,774)	(30,073)
Printing and stationery	(166,651)	(205,771)
Security	(5,599)	(7,723)
Special projects	(1,435,434)	(639,391)
Telephone and fax	(104,725)	(108,503)
Training	(300)	(18,890)
Travel – local	(621,130)	(744,338)
Profit for the year	227,644	152,719



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:

Amatola Trust

Dr MJ Silk

Patience Luxomo

PetroSA (Petroleum Oil and Gas Corporation of South Africa)

SAB (South African Breweries Limited)

St George's Cathedral

The Ackerman Family Education Trust

The Department of Arts & Culture

Thembakazi Mali

Transnet Limited

Alumni – for their continued support

Trustees of The ZK Matthews Educational Trust, Members of the Board, the Education Sub-Committee, the Alumni Dinner Committee, the Content and Concept Development Groups and the original Reference Group





Memorial stone in the grounds of Lemana

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

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



HSRP CONTACT DETAILS

Historic Schools Restoration Project
Postnet Suite 48, Private Bag X12, Tokai 7966, SOUTH AFRICA
Tel: +27 (0)21 713-1450 • Fax: +27 (0)21 713-2093
Email: HSRP@historicschools.org.za

www.historicschools.org.za

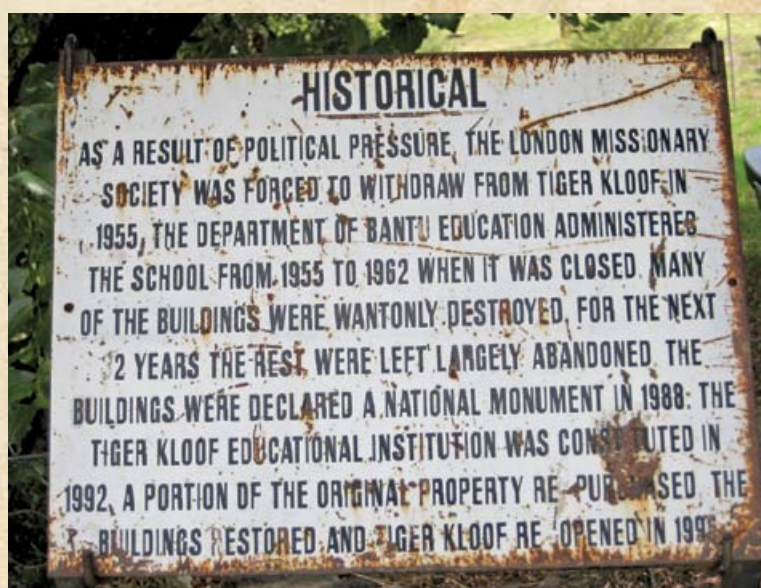
Section 21 Company Reg No: 2007/018649/08
PBO and Section 18A No: 930 025 206

Initial funding for the HSRP has been provided
by the Department of Arts and Culture



arts and culture

Department:
Arts and Culture
REPUBLIC OF SOUTH AFRICA



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