

ANNUAL REPORT
2017



REPORT BY THE CHAIRPERSON

GADRA EMERGES AS AN EDUCATIONAL INNOVATION HUB



In 2017 GADRA emerged as a formidable and significant educational innovation hub. Specifically, over the past twelve months the organisation launched various initiatives that hold local and national significance, at a time when the country battles with deepening public education problems.

The innovations span the length and breadth of the public education spectrum. On the one side of the spectrum, GADRA opened the Whistle Stop School (WSS) in order to accelerate the literacy development of foundation and intermediate phase learners. On the other side of the spectrum, the organisation implemented a Bridging Programme for various GADRA Matric School (GMS) students to create a brand new pathway into Rhodes University. Whilst the extent of the innovations was notable, their respective impacts and outcomes were even more impressive. In particular, the pilot year of the WSS has shown that excellent teaching in a supportive environment produces remarkable literacy advances.

Importantly, the impressive innovation was achieved without jeopardising the quality of existing programmes. In 2017 GMS continued to perform as the organisation's flagship programme, again producing excellent academic outcomes. The school produced over 100 Bachelor passes; not a single member of the 2017 cohort failed to obtain a National Senior Certificate; and over 50 students were accepted to study at Rhodes University in 2018. This consolidated GMS's position as the biggest producer of Bachelor level passes in the Grahamstown District and as Rhodes University's biggest feeder school. Similarly, GADRA successfully completed the 3rd year of its wide-ranging contract with the Vestas Empowerment Trust, involving a consortium of primary education service providers. Because of the strength of this work, the Trust

decided to sustain its support for the GADRA-managed consortium into the future. Finally, the organisation's significant involvement with Rhodes University deepened and diversified during 2017. Amongst other things, this included managing an ambitious intervention aimed at revitalising public schooling in Grahamstown.

2017 was an excellent year for the sustainability ambitions of GADRA Education. Income sources were further diversified and income streams were strengthened, to the extent that the organisation was able to build new state-of-the-art teaching facilities at its premises at 1 Thompson Street. In the light of this unprecedented institutional strength, it is appropriate to pay tribute to the extraordinary contribution to organisational financial management made by Liz and Brook Leiper over the past two decades. The Leipers relocate abroad in 2018 and we wish them well in their new life chapter.

On behalf of all at GADRA Education I hereby thank all donors – private, corporate, individual, philanthropic – who supported the organisation during the past financial year. The organisation values and safeguards every donation, ensuring that it is spent wisely, effectively and accountably. I would also like to thank the GADRA Manager, Dr Ashley Westaway and all the professional staff, all programme beneficiaries and participants, and the entire Grahamstown community for their sustained support and invaluable contributions to organisational well-being.

The Board looks forward to another successful year in 2018, as it marks and celebrates GADRA's 60th Anniversary.

Prof Kenneth Mlungisi Ngcoza

FINANCIAL REPORT

FOR THE YEAR ENDED
31 DECEMBER 2017

INCOME AND EXPENDITURE STATEMENT

	2017	2016
Income		
Source	ZAR	ZAR
Donations and Bequests	7 847 032	6 060 027
Interest and Sundry Income	1 529 515	1 244 776
Fees	732 611	625 010
TOTAL	10 109 158	7 929 813
Expenditure		
Cost Centre	ZAR	ZAR
GADRA Matric School	3 306 430	2 299 131
Primary Education Programme	2 313 557	1 930 017
Bursaries	336 873	411 863
Advocacy	729 433	761 676
Administration	148 165	484 684
TOTAL	6 834 458	5 887 371
Surplus/ (deficit) for the year	3 274 700	2 042 442

BALANCE SHEET

	2017	2016
	ZAR	ZAR
Assets		
Non-current Assets	9 744 350	7 088 176
Current Assets	3 026 901	1 578 934
TOTAL ASSETS	12 771 251	8 667 110
Equity and Liabilities		
Equity	10 605 736	7 331 036
Liabilities	2 165 515	1 336 074
TOTAL EQUITY AND LIABILITIES	12 771 251	8 667 110

THE GADRA MATRIC SCHOOLS (GMS)

THE GIFT THAT KEEPS ON GIVING

When erstwhile Chairperson, the late Mrs Thelma Henderson, opened the GADRA Matric School at the beginning of 1994, she could not have known that she was giving Grahamstown a unique educational gift, one that would give generously and sustainably to the Grahamstown and Eastern Cape community for years to come.

Indeed in 2017, GMS gave the locality another excellent set of results. The student pass rate was again 100%, with 65% of all students exiting with a Bachelor-level National Senior Certificate. Although this percentage is marginally lower than that achieved in 2016, it still means that GMS is the biggest producer of Bachelor passes in the Grahamstown District and now firmly ensconced as Rhodes University's largest feeder school.

In 2017, ten GMS students who had already secured a Bachelor-level were registered to study Psychology 1 at Rhodes as Occasional Students. GADRA is pleased to report that eight of these students passed Psychology at year-end and will therefore carry this forward into full-time Bachelor programmes next year. The success of the pilot has motivated GADRA to scale-up the programme. Effectively what this means is that GADRA has created a new form of extended studies for deserving students, one that is both effective and cheap.

Another significant development in 2017 was the building of a double-storey classroom block at 1 Thompson Street. Some years ago, the organisation explored various options to develop suitable premises for GMS. Unfortunately, these plans came to nought. However, with the purchasing of 1 Thompson Street in 2015, the realm of possibilities expanded. In March 2017, the Board adopted a sustainability plan that committed the organisation to building its strongest programmes, including GMS. Specifically, the sustainability plan proposed building classrooms to enable future expansion of student numbers and to improve the quality of the school's teaching facilities. During the second quarter of the year, the organisation contracted in technical support to prepare building plans and obtain the necessary municipal approval to proceed. Thereafter, the organisation took the building project to tender and around mid-year appointed the preferred service provider. Building was completed according to schedule. From late January 2018 the two classrooms will be fully utilised by GMS.

GADRA

CHANGING THE LIFE TRAJECTORIES OF THOUSANDS OF YOUNG PEOPLE

A UNIQUE EDUCATIONAL GIFT GIVING GENEROUSLY TO THE COMMUNITY

GADRA MATRIC SCHOOL IS THE BIGGEST PRODUCER OF BACHELOR PASSES IN THE GRAHAMSTOWN DISTRICT

GADRA MATRIC SCHOOL IS RHODES UNIVERSITY'S LARGEST FEEDER SCHOOL

2017

NEW FORM OF EXTENDED STUDIES FOR DESERVING STUDENTS

TWO NEW CLASSROOMS



PRIMARY EDUCATION PROGRAMME

LAYING THE FOUNDATIONS

Since its conception in 2008, GADRA's Primary Education Programme (PEP) has focused on offering support to public schools.

Much of this support was channelled towards teachers, with the intention of reaching a large number of learners. The organisation had the opportunity to diversify its work from the beginning of 2015, when it was asked to head up a Vestas-funded consortium of primary education service providers. Over the past three years, the consortium has effectively delivered a multi-faceted programme, covering both in-school and out-of-school support. The former included contributions such as the provision of classroom libraries, whilst the latter focused on ensuring that select after-care sites facilitated children's educational development. The consortium and its work were evaluated by Tshikululu professionals in June.

The key findings of the evaluation:

- The consortium's educational strategy was effectively conceptualised and implemented over the period 2015 to mid-2017, and
- Its multi-stakeholder approach was instrumental to delivering effective programmes, leveraging and sustaining impact across beneficiary groups.

On the basis of the evaluation, the Vestas Trustees decided to renew its support to the consortium for a further three years. This necessitated a comprehensive planning process; GADRA enters 2018 confident that it has drawn valuable lessons from the prior period and developed an approach capable of accelerating much-needed literacy and numeracy advancement.

Having conclusively established in 2016 that the vast majority of Grade 8 learners in no-



fee public schools are ill-equipped for high school, GADRA decided to pilot the 'Whistle Stop School' (WSS) in 2017. The basic purpose of the school is to remediate literacy problems and enrich literacy development. This was implemented in partnership with the Development and Care Centre (DCC) and St Mary's Primary School. Initially it was carried out with Grade 3 and 6 learners, but the latter proved impractical. From July therefore, in the Intermediate Phase, WSS worked with Grade 4 learners.

The pilot involved thorough testing. It can thus be reported that:

- The remediation intervention at Grade 3 level has enabled learner participants to address literacy deficits. Many of those who were behind the age grade reading-level have now caught up to where they should be. Others, who were closer to expected reading level, have now leap-frogged numerous age-grades. Three of the participants were reading at Grade 6 level by October.
- The duration of the Grade 4 intervention was only four months yet, it too, enabled participant learners to make excellent literacy gains (three times the normal rate of literacy development for the English HL learners and double the rate for English FAL learners).

Based on the success of the pilot, WSS will be institutionalised in expanded form from 2018.

LOCAL SOLUTIONS FOR LOCAL PROBLEMS



GADRA

SUPPORTING OUR YOUTH
THROUGH EDUCATION

The Holy Grail for much of the development community is replicable, scalable solutions to widespread socio-economic problems. The appeal of this inclination is understandable – efficiency, cost, coherence, and so on.

However, a major draw-back of this approach is that it is unrealistic, that is, it has very little resonance or fit with actual reality. Conditions differ from one locality to another, to a greater or lesser degree, and thus one-size-fits-all approaches are seldom suitable. An alternative is to apply one's mind to the specificity and to the detail of the problem that one confronts in one's locality and to respond accordingly. Of course, this is best achieved if one properly understands the bigger picture and overarching trends and issues.

To elaborate, neither problems nor solutions should be abstracted out of the context in which they occur because this results in misdiagnosis of problems and / or poor formulation of solutions. Turning attention to education in Grahamstown, GADRA's understanding is that public school under-performance certainly does relate to provincial and national dynamics, but it is also clear that there is massive performance differentiation in Grahamstown in the no-fee sector. For example, whereas Ntsika obtained an 85% pass rate in the 2017 examinations, Khutliso Daniels could only muster a 25% pass rate. One of the reasons for this is the variable quality and depth of school leadership and management.

Grahamstown is characterised by an unusual concentration of educational resources, centred on the institution of Rhodes University. Furthermore in the person of Dr Sizwe Mabizela, Rhodes is led by a community-minded and progressive Vice-Chancellor. These factors enable the envisioning and crafting of educational solutions that are not implementable in most other localities. For example, the nine-tenths mentoring programmes requires approximately 100 trained university student volunteer mentors.

Those who hanker after massified, systematised NGO programmes sometimes confuse the respective roles of an elected democratic government and a vibrant, effective non-governmental sector. The former is constitutionally responsible for delivering good quality public services such as basic education; the latter should be experimenting, innovating and advocating. The latter involves tactics such as inputting into policy, lobbying for change and holding government to account. In a nutshell, NGOs should add value to the democratic project, and not seek to replace government.

This is not to say that development practice (per se) should not be not replicable. Here, what is being problematized is what should be replicated. In the view of GADRA, it is not development projects and programmes that should necessarily be replicated, but rather insightful analysis, rigorous design, effective networks and dense relationships of trust.



PROJECTS & PROGRAMMES NEED TO BE BUILT ON THE FOLLOWING:

- **INSIGHTFUL ANALYSIS**
- **RIGOROUS DESIGN**
- **EFFECTIVE NETWORKS**
- **DENSE RELATIONSHIPS OF TRUST**

SUSTAINABILITY

OUR COMMITMENT



GADRA
ACKNOWLEDGED
AS A RELEVANT
AND IMPACTFUL
EDUCATIONAL NGO

In mid-2011 GADRA Education faced a sustainability crisis; expenditure was higher than income and all reserves had been spent. In order to avert imminent closure, the Board brought in a new management team.

This team developed a balanced sustainability strategy, revolving around the following central objectives:

- Improve the relevance and effectiveness of educational programmes;
- Diversify and strengthen the organisation's income base; and
- Grow the balance sheet.

Over the past six years, the organisation has made significant headway towards meetings all three objectives. More specifically, GADRA is now widely acknowledged as the most relevant and impactful educational NGO in the broader Grahamstown area, income streams have increased and multiplied, and the balance sheet has grown tenfold. One of the underlying reasons for the last-mentioned achievement was creation and growth of a sustainability fund, through giving attention to generating 'own income', rather than relying exclusively on donation funding. As a consequence of this progress, GADRA is now considerably more robust and sustainable than it was in 2011.

There are manifold advantages and opportunities that open up to stronger (rather than weaker) institutions. For example, in 2017 GADRA was able to move swiftly and decisively to pilot the Whistle Stop School (WSS). The pilot was not inexpensive; it cost approximately R600 000. Despite having limited donor interest in or commitment to the project at the beginning of 2017, GADRA was in a position to self-fund the pilot. As is

demonstrated elsewhere in this report, the pilot was a resounding success. In 2018, WSS is institutionalised as a fully-fledged and fully-funded programme, in expanded form. Quite obviously, it would not have been possible for the GADRA of 2011 to have innovated and pioneered in this manner.

A second example is GADRA's 2017 restructuring of its balance sheet. With the intention of strengthening its Matric School (GMS) and enabling its future expansion, the organisation looked carefully at its non-current assets. It decided to convert some of its investments into fixed assets through the construction of two large state-of-the-art classrooms at its premises at 1 Thompson Street. There are now four teaching and learning venues at 1 Thompson Street – a study room, a computer centre and the two classrooms. This property now serves as a satellite campus to GMS's main campus at the Johan Carinus Art School on Beaufort Street.

The point is that without having consistently and successfully grown the balance sheet over the past few years, the organisation would not have been in a position to build classrooms. By contrast, if an organisation has limited assets, then there is very little at its disposal to restructure.

Organisational sustainability is never accomplished; rather it is an orientation and commitment that must be consistently renewed and reimagined in order for it to realise successes. GADRA does not claim to have achieved sustainability in any ultimate sense, but it is most certainly committed to addressing the educational needs of children and youth in the long-term.

Whistle Stop School

SMALL LEARNING STATION

Whistle Stop School (WSS) is a modest but effective learning experience; it entails a daily 45 minute session of literacy acceleration for each participant.

STOPPING BY INVITATION

GADRA puts considerable emphasis on deliberate beneficiary targeting in all its programmes. In the case of WSS, it uses literacy testing to determine which learners will most benefit from the learning experience. These children are invited to participate.

LISTEN FOR THE WHISTLE

GRADE 2 intermediate phase

MISSION
Remediating early literacy problems;

OUTCOME
CHILDREN LEARN TO READ

GRADE 2

GADRA

GRADE R

MISSION
Ensuring that the foundations for literacy are well built;

OUTCOME
CHILDREN ARE PRIMED FOR LITERACY DEVELOPMENT

Whistle Stop School

DCC
Development & Care Centre

St. Marys

ON TRACK FOR SUCCESS

GRADE 4

MISSION
Extending and enriching children's literacy competence

OUTCOME
CHILDREN READ TO LEARN

GRADE 4



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