

ANNUAL REPORT

2022

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MAKHANDA
FOREVER





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WE ARE WOMEN WARRIORS
FIGHTING FOR EDUCATIONAL
TRANSFORMATION FOR OUR CITY
AND OUR CHILDREN

MORE INFORMATION

DR ASHLEY WESTAWAY GADRA EDUCATION MANAGER
Tel: 046 622 4837 Email: ashley@gadraed.co.za

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CHAIRPERSON'S REPORT

RAISING OUR GAZE TOWARDS A BOLD NEW VISION

Professor Kenneth Mlungisi Ngcoza



In many respects, 2022 was a transition year for GADRA Education. The year started with the country in pandemic-related lockdown and schools still limping along with rotational teaching. By year-end, masks and sanitisers were distant memories, and most educational institutions had reverted to pre-Covid teaching and assessment methods, such as in-person classes and sit-down examinations. Indeed, we all breathed a collective sigh of relief that we were able to discard our virtual reality of 2020/21 in favour of the lived reality that we all took for granted before the watershed moment of March 2020. One of the many joys that we experienced as a result of the return to normality was a packed venue for our 2022 AGM. The GADRA family was restored to its full glory.

2022 saw GADRA transitioning from an outgoing strategic plan to a bold new vision. Usually, NGOs focus on operational challenges from one year to the next. But for GADRA, 2022 was the final year when we were guided by a Strategic Plan that had served us very well since 2016. Thus, the organisation was required to raise its gaze in order to both reflect on the past and project into the future. The former was accomplished through an external evaluation process. This was something of a revelation in that it placed the spotlight on just how successful GADRA had been in enabling a significant improvement in educational outcomes in Makhanda. In the words of the final report: "GADRA has, directly and indirectly, contributed towards the favourable transformation of the public schooling system in Makhanda".

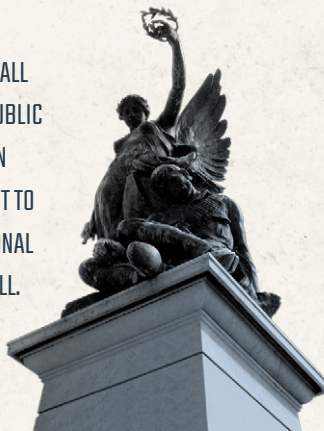
The 2021 Makhanda matric results were truly sensational, in that they set new benchmarks for the city across all important indicators (pass rate, Bachelor pass rate and retention rate).

They also served to highlight the central claim made in the external evaluation, namely that the city is experiencing a broad-ranging revival of public education. This reality served as the inspiration that drove the strategic planning process that followed after the conclusion of the external evaluation.

GADRA has set the following as its overarching organisational goal for the upcoming period: for Makhanda to emerge as the leading academic educational centre and city in South Africa and to be recognised as such. The successes of the past few years have inspired us to raise the bar even higher as we pursue educational excellence for all the inhabitants of the city that we call home.

GADRA's organisational well-being has improved in line with better health of public schooling in the city. For the past few years, the organisation has worked hard and effectively to bolster its sustainability. Given the ambition of our vision, mission and goals for the new strategic period, we have decided to supplement our focus on sustainability with a commitment to growth.

I HUMBLY CALL ON ALL
SUPPORTERS OF PUBLIC
EDUCATION TO JOIN
GADRA IN ITS QUEST TO
ACHIEVE EDUCATIONAL
EXCELLENCE FOR ALL.



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FINANCIAL REPORT

- For the year ended 31 December 2022



INCOME AND EXPENDITURE STATEMENT

	2022 (ZAR)	2021 (ZAR)
Income		
Donations	10 522 875	8 877 354
Interest and sundry Income	3 832 803	2 933 926
Fees	1 959 901	1 420 600
Total	16 315 579	13 231 880
Expenditure		
GADRA Matric School	3 506 511	3 134 067
Primary Education Programme	4 033 476	3 825 885
Bursaries	96 946	195 410
Advocacy	1 270 709	943 429
Administration	738 334	674 337
Total	9 645 976	8 773 128
Surplus for the year	6 669 603	4 458 752

BALANCE SHEET

	2022 (ZAR)	2021 (ZAR)
Assets		
Non-current Assets	32 951 050	26 058 905
Current Assets	4 435 204	6 955 758
TOTAL ASSETS	37 386 254	33 014 663
Equity and Liabilities		
Equity	35 865 763	29 093 112
Liabilities	1 520 491	3 921 551
TOTAL EQUITY AND LIABILITIES	37 386 254	33 014 663



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ENABLING FACTORS

BEHIND GADRA'S SUCCESS

The 2022 External Evaluation established that we have brought about significant transformation to public education in Makhanda in recent years. The analysis identified six organisational factors that lie behind GADRA's extraordinary success. To provide insight into the reasons that the external evaluators identified for organisational success, each of these factors is briefly described here.

(Note that some of the text is paraphrased from the evaluation, and some is quoted.)

ORGANISATIONAL CULTURE AND CAPACITY

GADRA is a values-based organisation in a tangible, lived sense. Values infuse and inform organisational life at GADRA. All employees and volunteers are able to describe 'how we do things around here' with striking coherence. Trust, respect and commitment form a powerful triad of organisational values. At the level of management, these values find expression in the organisation's effective distributed leadership model.

APPROACH

At the heart of GADRA's approach is the acknowledging and valuing of each and every human being, whether funder, learner, parent or teacher. GADRA's 'heart' does not, however, overrule its head in its decision-making processes. Programmatic decisions are informed by data and driven by a commitment to efficiency. Our commitment to strong assessment systems and quantifiable results enables GADRA to demonstrate impact in tangible ways.

BALANCING ADVOCACY AND SERVICE DELIVERY

GADRA's theory of change is conceptualised strongly and innovatively, positioning the organisation to work at the intersection of advocacy and service delivery. The theory is based on the proposition that educational service delivery and advocacy complement one another and that impact in both spheres is enhanced by this dual approach.

SOCIAL CAPITAL

GADRA places emphasis on relationships and collaboration. By drawing on, and nurturing, social capital deliberately and strategically, the organisation has been able to make significant progress towards its objective of building a 'social movement' for education in Makhanda. We have built an effective network of partnerships with the city's public schools and civil society organisations. GADRA's partnership with Rhodes University stands out as a key enabling feature.

POSITION

GADRA has forged a special place in the hearts and minds of the Makhanda community and it occupies an enabling position within the broader educational system. GADRA has done a remarkable job of consistently building and maintaining the trust of local people by delivering on its commitments. Working outside of the state education system gives GADRA the autonomy and agility to make bold decisions and to respond swiftly to changing circumstances and opportunities.

FINANCIAL SUSTAINABILITY

Year-on-year, GADRA's financials tell an exceptionally impressive story of sound financial management and consistent growth.



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QUANTIFYING EDUCATIONAL EXCELLENCE IN THE SOUTH AFRICAN CONTEXT

We live in a country where one of the most pressing socio-economic needs is to improve the quality of public education. In the past seven years, GADRA has successfully engineered a significant improvement in the quality of public education in Makhanda. This success emboldened us to identify our primary institutional goal for the next five years as – “the emergence of Makhanda as the leading educational centre and city in South Africa”. In order to be able to measure progress, it was necessary for the organisation to determine a set of credible benchmarks that together would indicate the achievement of excellence.

BEFORE PRESENTING THESE BENCHMARKS, TWO CONTEXTUAL POINTS SHOULD BE EMPHASISED:

- 1) One most certainly does need a set of indicators. 2) ‘Excellence’ is a relative concept.

In our case, we have determined indicators for the following: retention rate, pass rate, Bachelor pass rate, throughput to Rhodes University, and graduation from the University. These indicators cover both the quantity and quality dimensions of educational performance. Retention rate is the percentage of learners that remain in school until they write their final matric examinations, and the pass rate is the percentage of those learners who meet the minimum criteria necessary to obtain the National Senior Certificate (NSC). These indicators reveal the extent to which the public system meets the educational needs of South African children and youth; these are the needs to read, write, count and calculate. The last three of the above-mentioned indicators tell us about top-end performance:

- What percentage of matriculants perform well enough to qualify to apply for Bachelor degree study programmes at university?
- How many local matriculants are accepted to study at the local university in Makhanda, which happens to be the leading tertiary institution in the Eastern Cape Province?
- How many of the students who are admitted to Rhodes University for Bachelor degree study successfully graduate from the institution?



THE SET OF INDICATORS THAT GADRA HAS DETERMINED TO SIGNAL EDUCATIONAL EXCELLENCE FOR A SOUTH AFRICAN CITY IN THE CURRENT CONTEXT ARE AS FOLLOWS

Learner retention rate of	Matric pass rate of	Bachelor pass rate of	25%	75%
65%	90%	60%	of matriculants gain admission to the local university for Bachelor degree studies	of local students registered at the local university graduate successfully



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PRIMARY SCHOOL ADVOCACY AND SERVICE DELIVERY

ADVOCACY:

CLOSING OUT EIGHT YEARS OF VESTAS SUPPORT

From 2015 - 2022, GADRA was entrusted with the significant responsibility of managing a multi-faceted Primary Education Programme (PEP) funded by the Vestas Empowerment Trust. Part of this responsibility was leading a formidable implementation consortium, which comprised Lebone Literacy Programme (LLP), South African Numeracy Chair (SANC), Rhodes Department of Primary and Early Childhood Education (PECE) and GADRA Education. The consortium operated very well, to the point that it can arguably be credited with the more general and widespread collaboration that has come to characterise civil society in Makhanda in recent years.

PEP has most certainly left its mark on public primary education in the city. Many schools have benefitted from the investment of resources such as classroom libraries, hundreds of teachers have benefitted from the accredited Teachwer Professional Development (TPD) short courses offered for the past eight years, and thousands of children have improved levels of literacy and numeracy. Moreover, PEP can be credited with having created a conducive environment for innovation in the primary sector. Two of the flagship initiatives to have emerged from this generative milieu are the Whistle Stop School (conceptualised by GADRA and the St Mary's Development and Care Centre) and the isiXhosa Spelling Bee competition (conceptualised by PECE at Rhodes). Finally, it is highly likely that there is a causal relationship between the sustained investment in primary education and the recent resurgence in the matric results in Makhanda.

SERVICE DELIVERY:

THE WHISTLE STOP SCHOOL (WSS) PUSHES BACK AGAINST THE LEGACY OF COVID-19

GADRA railed against the protracted Covid-related school closures because we anticipated the deleterious effect that these would inevitably have on the educational development of our children. Recent research confirms that South African Foundation Phase (FP) children are more than 12 months behind where they would ordinarily have been.

2022 has once again demonstrated the effectiveness of WSS in remediating literacy problems and accelerating literacy development. At St Mary's Primary School, where the Language of Learning and Teaching (LoLT) is English, children in all three Grades that we teach achieved above average/ expected gains in Oral Reading Fluency, ranging from 33 words per minute (wpm) to 43 wpm. At Tanti Primary School, where the LoLT is isiXhosa, the children performed even better than those at St Mary's. The gains made by the Grade 1 and 2 children in isiXhosa, were remarkable. The average Grade 1 child improved from 0 to 16 wpm, whilst the average Grade 2 learner improved spectacularly by 29 wpm. (Unlike English, isiXhosa is an agglutinative language. A 29 wpm gain in isiXhosa is comparable with a 60 wpm gain in English). The gains in English achieved by the Grade 3 and 4 Tanti learners were not as dramatic, but pleasing nevertheless.



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SECONDARY SCHOOL ADVOCACY AND SERVICE DELIVERY

ADVOCACY:

MAKHANDA ADVANCES IN RELATION TO BOTH QUALITY AND QUANTITY

Now in its sixth year, the Vice Chancellor's initiative to revive education in Makhanda, which currently operates in four Makhanda High Schools, is bearing fruit. The Public School Matric Class of 2022 has performed admirably. The significantly larger cohort of 2022, 785 learners, attained a record 85% pass rate.

	2018	2019	2020	2021	2022
OVERALL PERFORMANCE INDICATORS FOR MAKHANDA MATRIC PERFORMANCE:					
Cohort Size	558	540	540	663	785
Retention Rate	47%	45%	45%	55%	65%
% Pass Rate	78%	76%	80%	83%	85%
Number of Bachelors	238	187	230	313	305
% Bachelor Pass Rate	43%	35%	43%	47%	39%

Bachelor passes, the key indicator of quality passes, exceeded 300 for Makhanda for a second successive year. 80% of these Bachelor passes came from the four schools where the VC's initiative operates (Nombulelo, Ntsika, Mary Waters and Khutliso Daniels).

What the 2022 results show is that the sensational results of 2021 were not a flash in the pan. It can now be confidently asserted that Makhanda is in the midst of a transformation and resuscitation of public schooling. With this groundswell of overall academic improvement, the focus has been shifting to learners attaining good quality passes, particularly in Maths and Science. The Masilungise intervention consists of three programmes, Khanya Maths and Science, M2 Programme and Siyanqoba. There were some positive indications in this work during 2022:

- A group of 60 top Maths learners were supported to enter the South African Maths Olympiad. Siyanqoba Rhodes received the South African Maths Olympiad award for the institution with the best participation in 2022.
- In acknowledgement of its excellent and impactful work, the long-standing Khanya Maths and Science programme, which runs Saturday Maths and Science extension classes, was awarded the Rhodes University Community Engagement 'Partner of the Year for 2022'.

SERVICE DELIVERY:

GMS CONTINUES TO DELIVER THE GOODS

The GADRA Matric School again had excellent results in 2022. Its biggest class ever, of 237 students, attained an 83% Bachelor rate. In the past five years, GMS has specifically focused on enabling its students to obtain good quality results which open up tertiary pathways. It is thus very pleasing that GMS has for the first time enabled almost 200 of its students to get a Bachelor level pass. 2022 marks the first year that the Bachelor pass percentage has breached the 80% level. GMS's strong performance in the final examinations confirms that the school will remain Rhodes University's biggest feeder school in 2023. In addition, in 2022 over 50 GMS alumni graduated from the local university. GMS contributes more Rhodes graduates annually than any other school.



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