



GAUTENG EDUCATION DEVELOPMENT TRUST

Annual Report 2013



GAUTENG EDUCATION DEVELOPMENT TRUST

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Introduction

The Gauteng Joint School Building Trust (GJSBT) was established in 1996 as a partnership between the Gauteng Department of Education (GDE) and private sector organisations. The objective was to assist the GDE in providing school infrastructure. In 1997, the Gauteng Education Development Trust (GEDT) was established to include other aspects of education development.

The GEDT caters for general donations to education, as well as specific donations which qualify in terms of Section 18A of the South African Income Tax Act.

The Trustees invite all companies and organisations that would like to make a contribution to improving education in the province to join the Trust, either to participate in an existing project or to initiate their own.

Should you require additional information regarding the GEDT and its projects. Kindly contact JET Education Services (GEDT Administrator) on (+27) 011 403-6401

Our Vision

To assist the GDE in providing school infrastructure and to include other aspects of education development.

Board of Trustees



ALAN MOONSAMMY
Chairman



GAIL CAMPBELL



ALBERT CHANEE



NATTENANNNDEN PALANI



ANASTASIA PETERS-FRANCIS



ANGIE PHALISO



HEMANT WAGHMARAE
Resigned June 2013



VAL HELLMAN



THERESA MOILA



Alan Moonsammy
Chairman

Chairman's Report

In last year's Annual Report it was mentioned that seven of the Trustees, including the Chairperson, would resign from the board of the Gauteng Education Development Trust (GEDT). This was in response to the MEC for Education's decision to shift the Trust's function from fund holder to fund raiser, a role that most of the trustees felt they could not fulfil.

It was, however, also agreed that as the Trust deals with public money, its fiduciary responsibilities should be met meticulously and the handover should happen incrementally. While new trustees have already been approached, it was decided to delay the reconstitution of the board until after the 2014 elections in order to allow for the possibility of a change of leadership in the Gauteng Department of Education (GDE).

Over the years the GEDT has prided itself on its reputation for integrity and competence. Not only has our experience given us unique perspectives and allowed us to add value to projects, but the main value of the Trust has been its ability to support innovation in education. Because of the rethinking of its work, the GEDT has consciously held back on activities this year. Projects were wound down and no new ones were conceived.

Two innovative projects that were concluded at the end of 2013 are the Data Informed Practice Improvement Project (DIPIP) and the Maths and Science Grants Project. The DIPIP has been an important test project as it has trialled the concept of reflective practice within a

professional learning community of maths teachers. It was designed and implemented by the University of the Witwatersrand and has shown interesting changes in maths teachers who, through watching video footage of themselves and back-mapping the errors learners make, are gaining valuable insights into the learning and teaching process.

The other innovative project which was concluded at the end of 2013 is the Maths and Science Grants Project which provided additional maths teachers to already well-performing schools. This project has had measurable positive outcomes with improved results and higher pupil enrolment in the maths and science learning areas and it is hoped that it can serve as a model for the improvement of pupil performance in maths and science in the province.

The Gordon Institute of Business Science's Spirit of Youth Programme has been another highly successful project of the GEDT which will continue into the next year. In 2013, 172 learners from across Gauteng participated in this programme which was aimed at reinforcing their leadership potential, strengthening their engagement with their environment and encouraging them to create change by developing their own meaningful projects. Not only has this project highlighted the potential of a healthy partnership between government and business, but the GDE has shown interest in replicating the course across Gauteng with learners who are part of the Representative Councils of Learners. The largest project supported by the GEDT

this year is the Gauteng Primary Literacy and Mathematics Strategy (GPLMS). With its emphasis on curriculum delivery, the project has deployed over 370 coaches to work with primary schools in the areas of literacy and numeracy. While the project has experienced some of the difficulties that are to be expected for such a large scale intervention, there have been noticeable successes. These include the improvement of the 2013 ANA results and the general improvement in reading and writing skills in the Foundation Phase.

As outgoing Chairperson I would like to thank my fellow Trustees, many of whom have served the board loyally and with dedication over many years. We wish those who are leaving well, and to those who are staying on as board members, we hope that your passion for the improvement of education in this country bears fruit.

My thanks also go to JET Education Services for their solid and reliable services. Congratulations to Godwin Khosa for his appointment as CEO to the National Educational Collaboration Trust. Your vision and clarity will be sorely missed. Val Hellman has done excellent work as Chairman of the Finance and Governance Committee.

I would like to thank the donors, partners and service providers who have shown so much commitment to the work of the Trust and of the Gauteng Department of Education. I truly hope that the GEDT will continue to support innovative and constructive projects that can provide models for the future.



A word of thanks...

I would like to thank the donors, partners and service providers who have shown so much commitment to the work of the Trust and of the Gauteng Department of Education.



Val Hellman

Chairperson
Finance and
Governance
Committee

Report from the Chair of the Finance and Governance committee

The Gauteng Education Development Trust (GEDT) is a public benefit organisation which manages funds committed to educational development by both public and private sector organisations. Started in 1997, the Trust currently holds reserve funds that have been generated largely through interest on investments. In addition to funding from government, the GEDT attracts funds from development agencies, non-government and private sector organisations. These funds are committed to projects that support the aims of the GEDT and the Gauteng Department of Education in its endeavour to improve the quality of education in the province.

As a trust, the GEDT is mindful of its responsibility to ensure good governance and accountability in all its activities. Over the past financial year the systems of governance, administration and reporting on financial and project management instituted by the GEDT have again been improved and tightened. This year again there was a strong focus on improving financial processes, in particular, improving the presentation of the financial reports as a way of facilitating decision-making by the trustees. To align project periods with the school academic year, the GEDT's financial year was changed to December and annual audits are performed for January to December.

Next year the GEDT will be relooking at its function and focus. Three new trustees have been approached and it is anticipated that the board

will be reconstituted by mid 2014. As a result of these uncertainties, general budget cuts by the government and a weakening of the South African and global economy, projects were wound down and no new projects were initiated in 2013. Much of the GEDT's funding was channelled towards the large Gauteng Primary Literacy and Mathematics Strategy (GPLMS). We look forward to fresh projects being conceived in the new year.

Once again the Trust has received a clean audit this year, with auditors commenting on the excellent controls and the smooth management of finances.

Our thanks must go to the JET Education Services finance team who, despite many challenges, have managed the efficient audit process. JET continues to provide financial and project management services to the Trust, as well as ensuring the smooth running of the Trust's day-to-day operations. The organisation assisted with preparing and issuing requests for proposals, assessing submissions and calling for and evaluating tenders. Their efficient service in all these spheres is highly valued.

Our special thanks go to Kathy Tracey, the Trust administrator and Pat Sullivan, the strategic advisor. Personally, my thanks go to all members of the committee for their input and work during this year. After a fairly dormant year, we look forward to working with the new MEC for Education and putting new projects in place. May 2014 bring renewal and enlivening to the GEDT.



A word of thanks...

Personally, my thanks go to all members of the committee for their input and work during this year.



Projects Funded by the Gauteng Department of Education

Looking back, 2013 has been a year of reflection and regrouping for the GEDT - a year of reconsidering its role in the larger picture of education in the province. During this time, most of the GEDT- led projects, with the exception of the GIBS Spirit of Youth Project, were wound down, while the following projects were closed:

- Alexandra Accident Fund
- Capex General Fund: Unity Primary School
- Potential Learner ICT Based Project
- Teacher Laptop Project

Many resources were channelled towards the largest project supported by the Trust, the Gauteng Primary Literacy and Mathematics

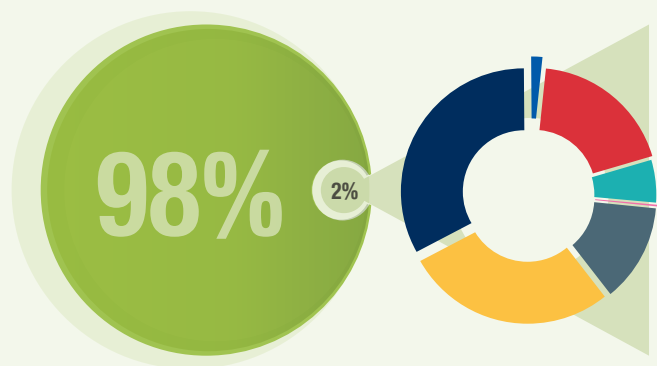
Strategy (GPLMS). This province-led programme was supported by the Audio-Visual Training Resources Project which produced 40 twenty-minute DVDs capturing best practice maths lessons for use in schools.

During the year the Trust continued to support some of the innovative projects that were started a few years back. As reported by the Chairman, the Data Informed Practice Improvement Project (DIPIP), designed and implemented by the University of the Witwatersrand, continued showing positive changes in maths teachers who, through watching video footage of themselves and back-mapping the errors learners make, are

gaining valuable insights into the learning and teaching process. The Maths and Science Grants Programme provided additional resources by deploying additional maths teachers to schools that were performing relatively well in the learning area and have seen marked improvements in student enrolment and results.

Having worked so closely with such a variety of innovative projects over the years, the GEDT has both encouraged evaluations and meticulously recorded processes. It is hoped that some of the valuable lessons gleaned will be profitably utilised for future planning in the province.

PROJECTS OF THE GAUTENG DEPARTMENT OF EDUCATION MANAGED BY THE GEDT



Project Name	Expenditure 2013 [R]
■ CAPEX General Fund	57 000
■ Evaluation of LTSM	806 372
■ Gauteng Primary Language and Mathematics Strategy	220 016 841
■ Learner and Teacher Awards	245 143
■ Mandela Day	9 095
■ Mobile Library Project	543 520
■ School Collaboration Fund	1 158 862
■ Special Projects	1 404 697
TOTAL	224 241 530



Projects Funded by the Gauteng Department of Education

CAPEX PROJECTS

The CAPEX fund was opened using money from dormant GEDT projects and caters for infrastructure projects recommended by the Gauteng Department of Education (GDE). Renovations were completed at both Diepsloot Secondary School and Eureka High School.

EVALUATION OF LEARNER AND TEACHER SUPPORT MATERIALS

While the development of core materials for all subjects is the responsibility of the Department of Basic Education, the purpose of this project is to co-ordinate the development and review of Learner and Teacher Support Materials (LTSM) used to supplement curriculum delivery within the province. LTSM catalogues are compiled and checked to ensure that materials are of a suitable quality and comply with the requirements of the curriculum. These catalogues are then distributed to all districts and public schools.

LTSM exhibitions are conducted provincially to ensure that teachers are exposed to the variety of resources that have been evaluated. At these exhibitions teachers interact with publishers/developers of materials to discuss the materials and are thereby empowered to make more informed decisions when selecting materials. The evaluation and selection of

LTSM takes place twice a year or as the need arises. The project is funded by publishers' submission fees which are deposited directly into the project's bank account and utilised to cover administrative costs and to remunerate evaluators. The value of the project is not fixed and depends on the call for submissions.

Achievements

This project was initiated to address the plethora of unscreened LTSM available in the market. Some of the materials are of poor quality, not in line with the curriculum or not properly written. Some are biased and violate basic human rights as outlined in the constitution. As a result of this project schools are able to choose supplementary materials that have been screened, are of good quality, are relevant to the curriculum and well-priced. In the first half of 2013 provincial exhibitions were carried out successfully at NASREC, Boksburg Civic Centre and Tshwane Showground. Catalogues were printed and distributed to the relevant schools.

Challenges

The main challenge is that the LTSM unit does not have a specific venue where materials can be kept in preparation for screening and each time a call is made a venue has to be identified, cleaned and prepared for the screening process. The lack of space also affects the safe-keeping of the materials. There is also a lack of furniture

Projects Funded by the Gauteng Department of Education

EVALUATION OF LEARNER AND TEACHER SUPPORT MATERIALS

(CONTINUED)

(tables and chairs) for use during the screening process. The furniture has to be borrowed and/or hired and the safety of such furniture cannot always be guaranteed. Another challenge is that the unit has been provided with space in a warehouse in Pretoria where other GDE resources are stored. This is often far from the venue where screenings take place and travelling costs are therefore incurred, especially by screeners.

Project Finance

All funds collected as submission fees are banked in the Trust's account. Expenses incurred normally cover the following:

- Catering for the screeners during the meetings and screening process;
- Payment for the cleaning and the preparation of the venue;
- The remuneration of all officials involved during the screening process (screeners, quality assurers, data capturers, general workers, logistics team);
- The development and printing of catalogues that are distributed to head office, districts and public schools.

Remaining funds are left in the bank account and are utilised to cover other costs related to the cataloguing process.

Plans for 2014

Two evaluations are planned for the following three categories:

- Language resources for Grade R;
- Materials for Adult Education and Training (AET) (6 electives);
- Supplementary curriculum materials for Primary and Secondary schools (particularly laboratory apparatus for different subjects packaged in kits).

THE GAUTENG PRIMARY LITERACY AND MATHEMATICS STRATEGY

The GPLMS is a special project of the GDE located within the office of the Deputy Director General: Curriculum. The strategy is consistent with, and aligned to, the national curriculum policies, guidelines and resources.

In 2013 activities were focused around the four pillars of the GPLMS.

Pillar 1: Measuring literacy and numeracy and raising expectations through the Annual Provincial/National Assessment, Grades 3 and 6. All learners in the GPLMS schools sat for the Annual National Assessment (ANA): The results were used for the categorisation of schools into Green, Amber and Red, for support purposes.

Pillar 2: Strengthening the teaching of language and mathematics through the provision of

coaches, lesson plans, workbooks and language resources consisting of readers, teacher guidelines and a phonics programme: In the Foundation Phase language and mathematics lesson plans were provided. These are reviewed on a term-by-term basis to ensure consistency with the Department of Basic Education's workbooks and to provide any additional support required by teachers. Homework exercises were developed as part of these lesson plans. In addition, 263 full-time Foundation Phase language coaches were employed by six contracted NGOs.

They worked with teachers in their classrooms and provided training four times a year. In the Intermediate Phase mathematics learning area, 106 coaches were employed by six contracted NGOs. These coaches worked with teachers in their classrooms and provided training four times a year.

Pillar 3: Improving learner support in primary language and mathematics through homework and parent support and linking with community and education libraries: Parental and community support for language and mathematics were given through homework activities and community libraries. Homework assistants received training on how to help learners with their homework.

Pillar 4: Improving the management of language and mathematics teaching and learning by using assessment information to



determine learners' literacy and numeracy levels; monitoring the use of textbooks, workbooks and readers and managing literacy and numeracy resources; implementing a systematic language and mathematics programme following a simple and straightforward approach; training district support staff and school management teams (SMTs): SMT training was arranged for school managers and district officials.

Each term a series of meetings and road shows with SMTs, heads of departments (HODs) and district officials were conducted to ensure a common understanding of the day-to-day running of the project. An important aspect of

the GPLMS is the support offered to teachers by coaches. They visit classrooms to observe lessons and to gather information to plan school-based workshops. Teachers have found these workshops very useful as they enabled them to interact with and learn from each other. Post-observation feedback is also given and has had a positive impact on the improvement of teaching practices.

In addition, professional learning groups (PLGs), using training DVDs, have created a platform for teachers to interact with each other as well as to learn from each other. Coaches were trained as master trainers in lesson planning and received training in identified

areas of weakness.

Homework assistants and supervisors were also trained in May. In the Foundation Phase language posters and line drawings were developed for use in the teaching of listening and speaking. Reading word lists were also developed for teaching reading. To support mathematics teaching, versioned learner workbooks were developed and printed for every learner. In the Intersen Phase a catch-up programme was developed for mathematics to assist and support teachers with learner backlogs. Every learner received a workbook. Rapid reviews were conducted throughout the year to identify areas of strengths and



Projects Funded by the Gauteng Department of Education

THE GAUTENG PRIMARY LITERACY AND MATHEMATICS STRATEGY (CONTINUED)

weakness and to develop a programme of action to address gaps.

Achievements

The following were project achievements for 2013:

- There has been improvement in the ANA results.
 - Teachers understand the lesson plans and are able to implement them.
 - Lesson plans for all four terms were provided to schools.
 - In line with the lesson plan activities, reading is taking place daily at schools.
 - The quality of written activities has improved.
 - Foundation Phase classrooms have become more print-rich.
 - All school visits by coaches were conducted as planned.
 - All PLGs were conducted as planned.
 - Advocacy meetings were held with SMTs and districts.
 - Training has taken place through classroom-based support and through PLGs during the afternoons.
- Newly developed DVDs are also forming the basis of training. These encompass

pedagogy and content in both maths and language.

Challenges

- In some areas there have been union disengagements causing a disruption to training.
- It is not always easy to get accurate statistics from NGOs.
- Some new schools have joined the project late and need catch-up training.
- In the Foundation Phase some maths teachers have been confusing the Curriculum Policy and Assessment Statements (CAPS) and the GPLMS, which results in complaints regarding pacing and content overload.

Plans for 2014

The GPLMS is being integrated with the Department of Education's programmes and will be institutionalised through the involvement of a number of directorates in planning its activities. These include the Mathematics Strategy (previously managed by Sci-Bono), now situated within the GPLMS.

As part of the institutionalisation of the GPLMS, in 2014 coaches will be deployed to the 15 districts and form part of the district teams, where they have been allocated schools to support HODs.



THE LEARNER AND TEACHER AWARDS

Learner Awards

The Matric Learner Awards present top-performing schools and learners with prizes and bursaries. These awards are made annually during the announcement of the Matric results by the Gauteng MEC for Education. In 2013 top schools in different categories were presented with trophies and certificates. Top learners in the different learning areas were given cameras and certificates, while top learners were given laptops. The 2013 Learner Awards took place on 7 January 2014.

The project is kick-started in October of each year and culminates in the awards function in January the following year.

The Teacher Awards/Service Excellence Awards

The Teacher Awards were conceptualised and launched in 2000 and over the years, through extensive consultation, the scheme has been refined, sharpened and broadened.

The objectives of the awards are to:

- Focus public attention on the positive aspects of education, thereby raising the public image of the teaching profession;
- Recognise and promote excellence in

teaching and service excellence of officials of the Department;

- Honour dedicated, creative and effective teachers and officials in district and at head office;
- Encourage best practice in schools and offices;
- Afford South Africans the opportunity to publicly thank outstanding teams or individual teachers and officials.

In 2013 the awards took place on 28 November. Teachers were awarded with iPads and trophies in the different categories.

Projects Funded by the Gauteng Department of Education

NELSON MANDELA DAY



MANDELA DAY

Mandela Day was celebrated for the first time on 18 July 2009 on the occasion of Mr Mandela's 91st birthday. Since then it has become institutionalised in schools across Gauteng. In 2013, this project supported a number of schools' Mandela Day activities.

MOBILE LIBRARY PROJECT

The Mobile Library Service (MLS) started in 1999 when a Japanese NGO donated three mobile library vehicles to the GDE. The South African Primary Education Support Initiative (SAPESI) donated a fourth vehicle in 2009. These libraries on wheels render library services to primary schools in rural and informal settlement areas to support curriculum delivery. The MLS is a programme of the GDE Library Service.

The objectives of the MLS are to:

- Support teaching and learning through library resources;
- Promote a reading and writing culture;
- Support information skills teaching;
- Promote libraries as a lifelong source of information.

Mobile libraries provide a service in a context of limited access to community libraries, low literacy levels and where, other than textbooks, there are few additional resources in schools which follow a curriculum which is strongly resource-based.

Achievements

The beneficiaries of the service are 90 primary schools in Gauteng rural areas, informal settlements and villages that are without libraries.

The service provides direct support to schools for curriculum delivery. A professional librarian on board each mobile library gives advice to teachers on intergrating library resources into their teaching. Currently four vehicles are operational. One of the mobile libraries renders a specialised service to schools - the resources provided are based on the teachers' expressed teaching needs. The second vehicle renders a general service where the bus is packed according to CAPS subjects. The third vehicle renders a service to Grade R sites. The fourth

vehicle is decentralised to the Sedibeng East district to reach the primary schools in that area.

In 2013, 805 primary school teachers and 25 577 learners had access to the service. This specialised primary and Grade R service remains unique in the country. Each teacher is motivated to borrow as many as 50 resources to keep in the classroom for learners to use. Grade R practitioners can take out 20 items at a time. The number of resources borrowed totalled 8 317 and 187 information requests were received from 30 schools.

The average lending rate of teachers was 53%. Resources include books for learners and teachers, posters, videos, CDs and magazines. One vehicle is equipped with a portable photocopier and a generator to make photocopies from educational magazines. Participating schools receive a quarterly Mobile Library Newsletter and the three most committed schools receive library books as an incentive.

Other achievements in 2013 include:

- A mobile library briefing was done at six new schools. The training focuses on mobile library orientation, basic information skills and signing of an agreement between the Library Service and the schools.
- Sponsorship was received from the South

African Library Information Trust (SALI) to procure books, educational toys and posters for ten Grade R sites.

- The mobile library was involved in the GDE Rural Development Plan.
- The programme networked with the Early Childhood Development Institute.
- The mobile library was on display at the Orlando Children's Home as well as at the launch of the SA Library Week.

Challenges

The Gauteng Education Library database is not accessible on the internet. Thus remote issuing and returning of library resources has to be done manually. The vehicle for the general service has broken down and cannot be fixed.

The project manager made an appeal to the Japanese embassy that donated the buses initially and has been promised a replacement bus. It is also noted that teachers are not utilising the mobile libraries during the fourth quarter as they maintain that they are focusing on the preparations for the exams and final reports. The bus in Sedibeng East is also not being used to its full potential and the situation is being monitored.

Plans for 2014

In 2014 it is planned to continue visiting primary schools and provide Mobile Library

orientation at new schools that will be included in the programme. It is also hoped that a mobile library vehicle will be imported from Japan. The Grade R resources and training on the utilisation of the educational toys will be handed over.

SPECIAL PROJECTS AD-HOC FUND

This project was initiated with interest money from the Trust Account to be used by the MEC for projects not covered by the GDE budget. These funds are largely utilised towards awarding grants for tertiary studies to students living in extreme poverty that cannot afford higher education.

SCHOOL COLLABORATION FUND

This is a combination of two previously dormant projects - School Collaboration (Best Practice) and School Exchange. The project aims to initiate as well as to support exchange programmes for educators, learners and district officials within the districts and provinces of South Africa, the rest of Africa and international sites.

Specific learning objectives are set for each visit and a mechanism for publishing the knowledge and experience gained from such exchanges is put in place.



Projects Funded by the Gauteng Department of Education

SCHOOL COLLABORATION FUND

(CONTINUED)

Foundation for a Free South Africa

For a second year the project has supported the Foundation for a Free South Africa whose vision is to build a safer South Africa by strengthening the social and moral fabric of this society and by investing in strong, purposeful and accountable communities. Out of this vision the Youth Zone Legacy Network Initiative was established which aims to address youth as a critical factor in the crime cycle.

Twenty Year Education Review

The GDE marked 20 years of democracy in South Africa by reflecting on the level of achievements and gains made over the last 20 years and setting a trajectory for the next 20 years. A conference was planned for April 2014 and the GEDT has supported the writing of a book with popular themes which complements this reflection.

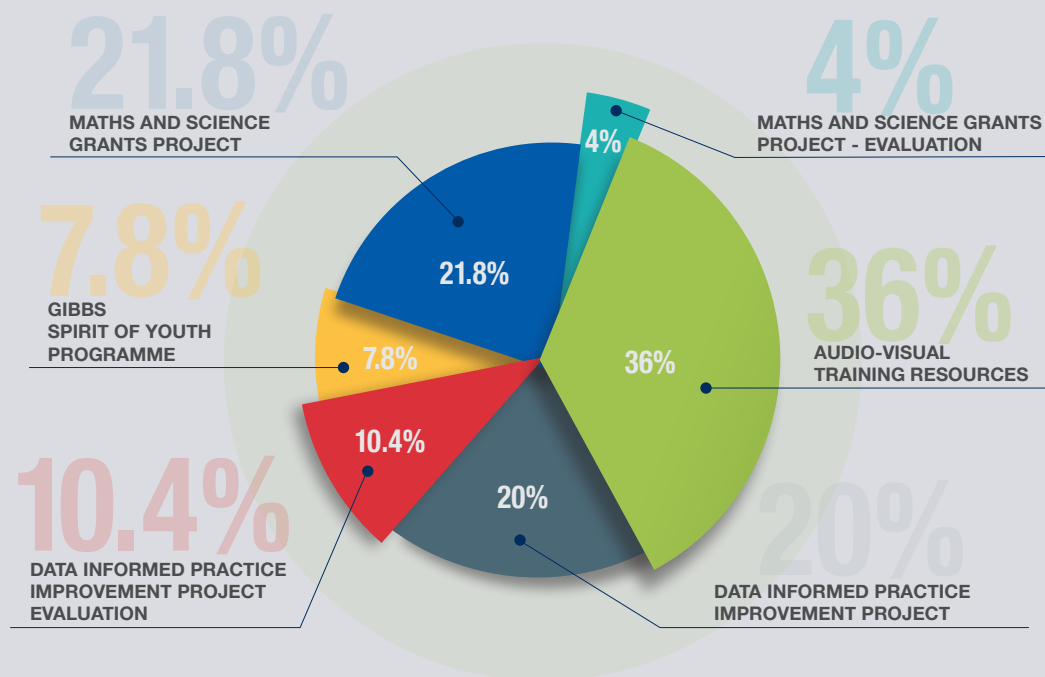


GEDT PROJECTS

GEDT PROJECT SPENDING

Projects Funded by the Gauteng Education Development Trust

Project Name	Expenditure 2013 [R]
Audio-Visual Training Resources	2 549 547
Data Informed Practice Improvement Project	1 427 759
Data Informed Practice Improvement Project – Evaluation	733 549
Gibbs - Spirit of Youth Programme	550 000
Maths and Science Grants Project	1 537 190
Maths and Science Grants Project - Evaluation	248 962
TOTAL	7 047 007



Projects Funded by the Gauteng Education Development Trust



AUDIO-VISUAL TRAINING RESOURCES PROJECT

The Audio-visual Training Resources Project is a partnership between Sci-Bono and MindSet, an NGO working in the field of mathematics and teacher development, which set out to produce, test and distribute DVDs for use by coaches in the GPLMS (see preceeding report).

These DVDs address the problem that in the Foundation Phase the same teachers are responsible for literacy and numeracy, which means the support provided by the GPLMS had to be divided. The project produced a set of 40 DVDs of about 20 minutes each. These were distributed to primary schools for weekly use by their Professional Learning Groups as a

'just-in-time' training programme on selected topics.

Achievements

Reaching large numbers of teachers in a cost-effective and efficient manner ensures not only that knowledge is transmitted but also that activities can be replicated. Teaching is often poor because teachers have no understanding or experience of best practice in respect of teaching techniques and classroom management.

The DVDs show best practice lessons related to selected parts of the curriculum. When the project was reviewed, 85% of participating teachers reported favourable reactions to the resources, with evidence of a transfer of best practice in 70% of targeted teachers. This in turn led to a significant improvement in performance of learners who were given support after the teachers had watched the videos.

Challenges

Several challenges were identified during the running of the project. These included identifying best practice schools in which lessons could be videoed. Teachers do not always teach well when being videoed; they can become embarrassed and this was the case in several schools where repeat sessions/ lessons had to be filmed.

Another challenge was ensuring that resources could be successfully mediated by coaches and often there was a need to work closely with coaches to ensure that they understood what was needed.

A further challenge was that teachers did not always gain enough insight from one viewing of the videos; neither did they have the skills to change their present methods and apply what they saw in the videos to their practice. In such instances, the role of the GPLMS coaches became crucial.

Other challenges were that some coaches did not use the videos sufficiently and that in schools where there is an over-use of the vernacular, language barriers were evident as teachers did not understand what was presented in the videos, all of which were presented in English.

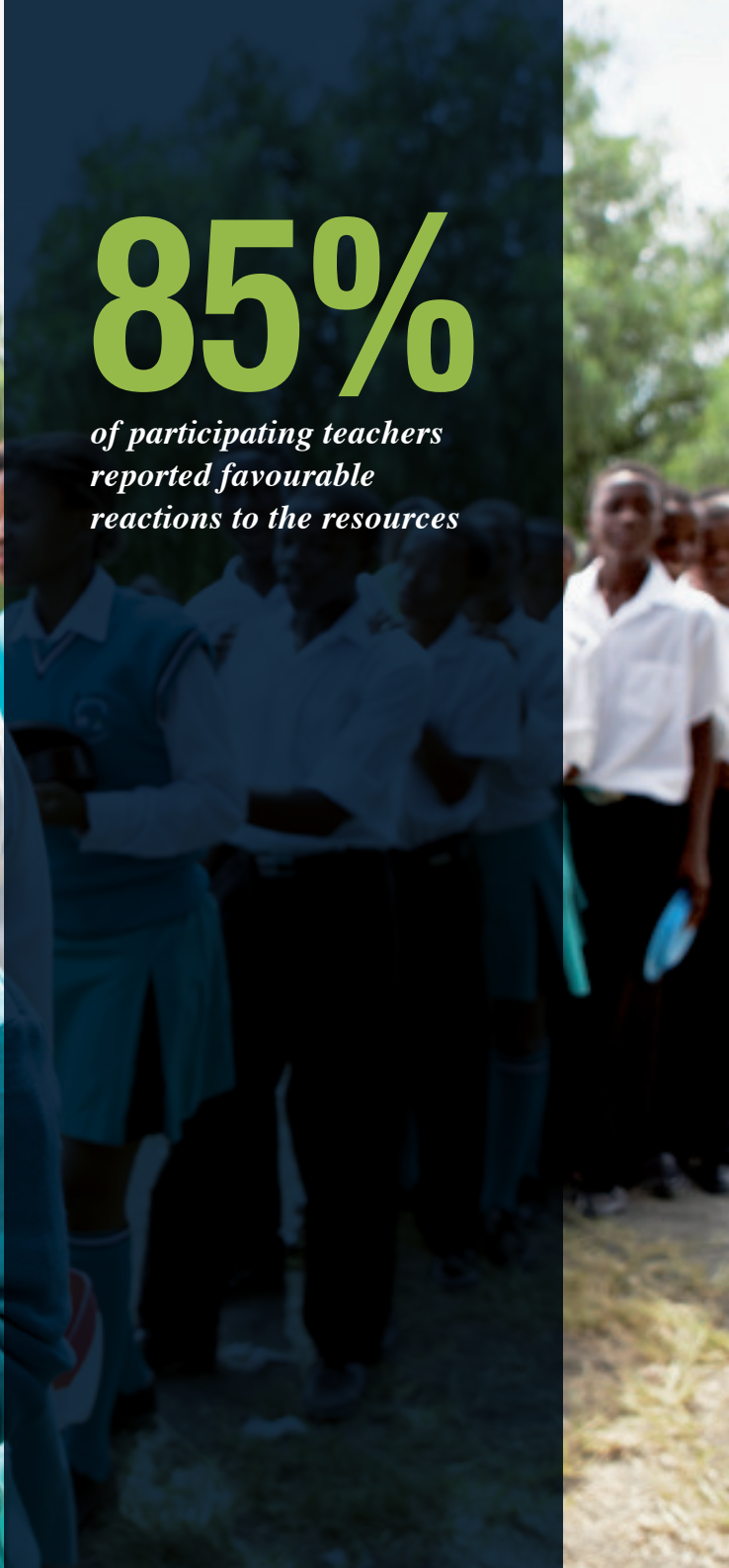
Plans for 2014

The project has been completed and therefore there is no further need for financial support. However, the GDE has embarked on discussions with a major donor about the provision of digital equipment to all priority primary schools. This will, if successful, allow all schools to make daily use of these and other audio-visual resources on a daily basis for planning and curriculum delivery.



85%

*of participating teachers
reported favourable
reactions to the resources*





DATA INFORMED PRACTICE IMPROVEMENT PROJECT

The DIPIP is a University of the Witwatersrand (Wits) initiative which has been supported by the GEDT for three years. It works with mathematics teachers in Secondary Schools to develop and sustain professional and networked learning communities which enquire into aspects of teacher knowledge and practice. The project aims to deepen teachers' content knowledge, shift their teaching practice and ultimately improve learners' understanding and achievement. This is done by looking out for common

mistakes made by learners and teachers and pinpointing the reasons for these mistakes. These are then examined by professional learning communities (PLCs) in schools who seek to remedy them. PLCs are sustained by training school-based facilitators in the process as well as how to use IT support to understand classroom challenges. Facilitators were employed and trained by Wits to work in schools.

Weekly feedback sessions between facilitators were held to examine what was happening in each school. Small groups of schools, mainly on the West Rand, agreed to be part of the process

and in each school reflective weekly sessions were also held. An important part of the process was the use of video cameras to record what learners and teachers were doing in the classroom. Initially, teachers did not want to share these videos, but as trust and confidence grew in the PLCs, teachers were able to critique each other and to learn from one another what the common mistakes are in a maths classroom.

Achievements

Over a period of three years, teachers have learnt how to work with others and in 2013 a facilitator's manual was developed to continue

Projects Funded by the Gauteng Education Development Trust

the process. Ideally, the district staff should be facilitating, but it was not possible to include them because of their work demands. The DIPIP has been seen as an important test project for both the GEDT and GDE as it trialled the concept of reflective practice within a professional learning community of maths teachers.

The DIPIP believes that changes in teachers' maths knowledge and in their teaching methodologies only occur when they accept that there is clearly a need for change. The programme uses a variety of techniques to create awareness of this change parameter, including observation of learners, observation of teachers (by teachers) and group reflective practice. The last year of financial support was 2013.

During 2013 there were 35 teachers based in the West Rand who were involved in the programme and all were highly committed to it. A main focus in 2013 has been the training of school-based facilitators who, towards the end of the year, took over working with the various groups completely. This meant that expertise had been created within schools and within selected maths teachers who are now able to bring others together and continue the programme of self-reflection and action. The challenge will be to see if the programme is sustained by the schools themselves

during 2014. The project has shown that when maths teachers work together, share their problems and look at videos of their classroom teaching, they are able to successfully identify their weaknesses. This then leads to reflection on ways to rectify the situation, assisted by a good facilitator. Changing teaching practice does not happen quickly. It requires time for teachers to build-up confidence in themselves to be able to share problems and to discuss what the challenges are in the classroom.

The DIPIP initiative was in its fourth year in 2013 and only towards the end of the year did the Wits team hand over facilitation roles to selected teachers within the test schools. Within South African schools, teachers discussing practice is generally not a norm and the unions often have not helped this situation, seeing any appraisal as a potential situation for conflict. The DIPIP has been able to avoid this, but it took time and the 2013 year confirmed the project's belief in teachers themselves who acknowledged change and have stayed the course with all that the project required.

Challenges

The biggest challenge to teacher commitment was the on-going demands from the district to respond to ANA deficiencies and exam pressures. Inevitably, there were timetable clashes, especially in the third term. But despite these challenges, the teachers persisted in

working together and supporting each other. The cohort of teachers continued to meet and share knowledge, teaching methodology and associated challenges. Going forward, the challenge will be to continue the process without the support of Wits facilitators who were mentors in many ways. Also, as there is no one at the district office who would necessarily champion PLCs, what has been learnt may eventually fall away.

Plans for 2014

The DIPIP has found other funders for the 2014 year and is aiming to consolidate the PLCs in each school as well as to encourage networking between schools. The latter aspect is difficult to maintain as each school generally prefers to discuss what they need with their own teachers. Also, with the time constraints of the school timetable, finding time to network with other schools will always be a challenge.

The project has generated much useful data which the University would like to analyse if another funder can be found. The data analysis would offer the GEDT and GDE information on what happens in the classroom and the common mistakes made by learners in mathematics. The Trust may consider this option.

Projects Funded by the Gauteng Education Development Trust

EVALUATION OF THE DATA INFORMED PRACTICE IMPROVEMENT PROJECT

In November 2013 the DIPIP was evaluated by Feedback Research Analytics and a summative evaluation was conducted and presented. The evaluation highlighted how the project had progressed over the years and looked at the sustainability and replicability of such a project.

The key units of the project relating to sustainability and replicability are the professional learning community (PLC) based in a school and the network learning community (NLC) across schools. The project focused on establishing these and seeing if they work. In addition, it was DIPIP's aim during this third year of support by the GEDT to hand over facilitation of the PLCs to a champion teacher in each school. The evaluation looked at these elements to see if this was achieved. The evaluation focused on 28 teachers from eight schools who had formed a group.

The evaluation method included:

- Analysing attendance registers to determine long-term commitment;
- Using a structured survey to access opinion and content knowledge;
- Checking knowledge ratings by teachers themselves;
- Getting concrete examples from the teachers on what they have learnt and applied;

- Viewing and assessing video footage of lessons delivered;
- Observing the network learning communities (NLCs) and the school-based facilitators (SBFs).

Evaluation results

The evaluation showed that the PLC attendance per school was at an acceptable level with a majority of teachers attending each session. When a teacher was absent it was because of sickness or a requirement to attend another district function or workshop. Attendance at the NLC meetings was also at an acceptable level, but not all teachers participated in these, mainly because of work demands and timing. This confirms that in-school activities are more sustainable.

One school withdrew from the project in the first term of 2013 because of conflicting demands on time and a related decrease in commitment. This school was not part of the evaluation. It shows, however, that commitment to being part of a PLC needs to be established and confirmed during the first term of a school year. If this does not happen then the tendency to 'drop out' of the process is very high.

Teachers were very positive about the programme approach and content, especially those who had been involved for three years,

as they had personally experienced the benefits to their own teaching methods. They could also see some positive results in their classrooms. The table depicted in *Figure 1* confirms that generally, the longer you are part of the project, the more knowledge increases and becomes embedded. As improving knowledge was one of the main outcomes of the project, the DIPIP has certainly achieved this. With regard to improving learner performance, the project cannot as yet claim this has happened uniformly in all schools. There are many factors that impact on how learners perform in maths, including the family background and the general socio-economic conditions in which learners develop.

The DIPIP operates on four levels:

[Level 1] Reaction - exposure, awareness, confidence, attitude.

[Level 2] Knowledge of teaching practice - better understanding of teaching practice and methods and of adopting error analysis.

[Level 3] Changes in individual behaviour - adopting new teaching practices in the classroom; being able to use error analysis as part of the DIPIP; using error analysis in planning and in classroom teaching.

[Level 4] Organisational results - better teacher and learner results; better culture of sharing amongst teachers; better learner responses and understanding.

evaluation results

TEACHERS' CHANGE IN COMPETENCY SELF RATING ON KNOWLEDGE OF MATHEMATICAL CONCEPTS OVER TIME PARTICIPATING IN DIPIP

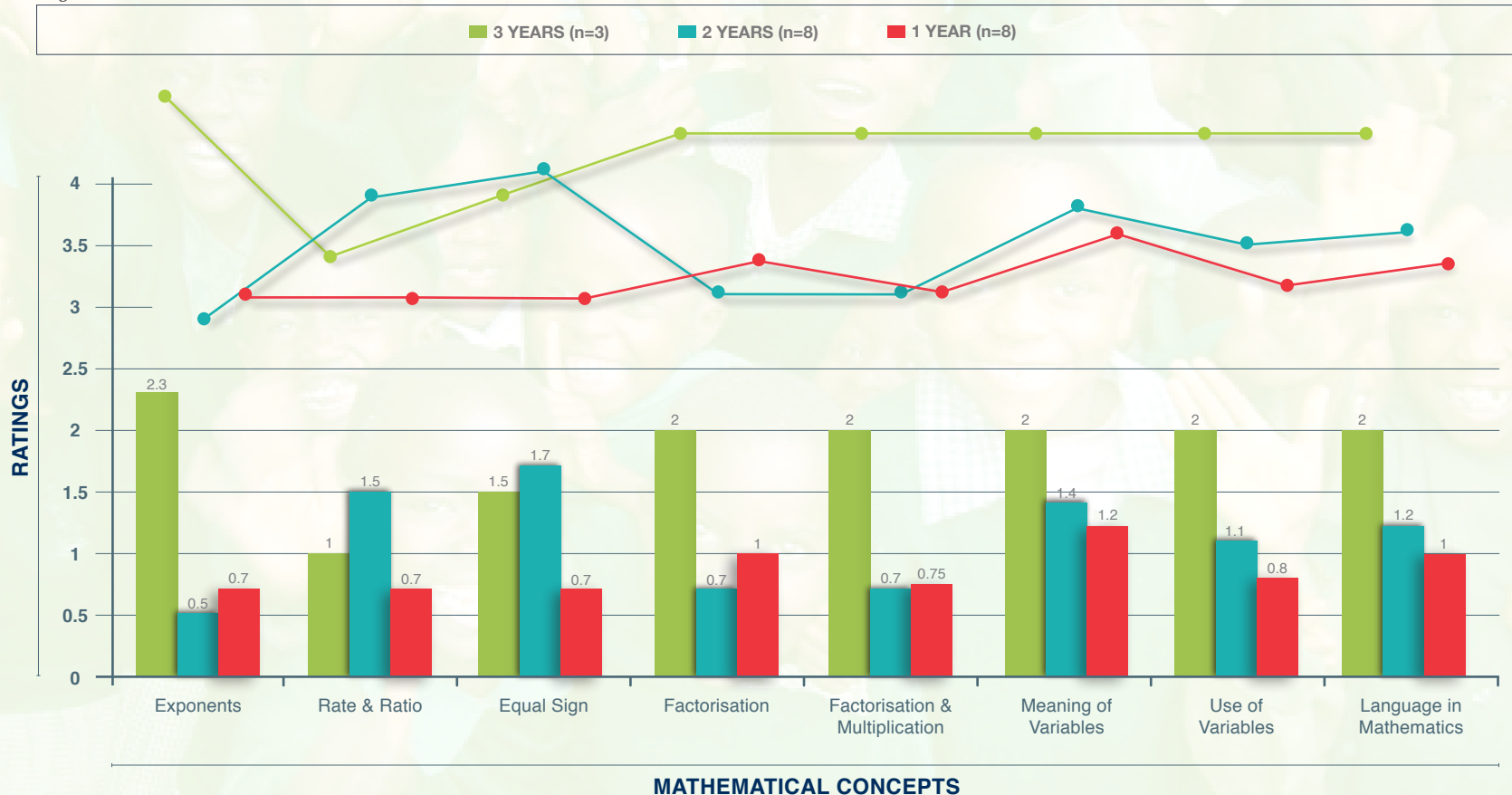
The sampled group of teachers displayed changes at levels 1 to 3. In some cases, the evaluation revealed that there were substantial changes, but there still was no evidence that showed a final positive and sustained impact on all learners.

This indicates that the DIPIP is not a short-term project, but one which requires time and support in order to eventually observe changes in both learners' and teachers' behaviour.

sample group

68% - 71%
of teachers say they learnt
(knowledge rating)

Figure 1



Projects Funded by the Gauteng Education Development Trust

EVALUATION OF THE DATA INFORMED PRACTICE IMPROVEMENT PROJECT

(CONTINUED)

While the GEDT has supported the DIPIP for three years, there is still some way to go to consolidate what has been put in place. However, there is a tension between letting the project continue for long enough and making sure that all who are involved remain interested and committed. Teachers tend to lose interest unless change parameters become rapidly evident.

The DIPIP has grounded its work in exploring what causes learners to make errors and maintains that only by analysing errors will teachers really understand the challenges in the classroom.

The evaluation of the video clips of lessons showed:

- All of the sampled teachers had a clearer focus on using learners' errors in class to improve learners' performance and why this was important.
- There was strong evidence of improved teaching methodology.
- However, there were still some gaps in teachers' mathematical knowledge.

The evaluation concluded that the DIPIP can contribute further towards improvement in

teaching practice – especially in enhancing teachers' methodology – and that video recordings clearly make a difference in getting teachers to become more aware of and analyse what is happening in their classrooms.

The work completed by Wits has generated a lot of knowledge about changing teaching practice. The cost of doing this was relatively high and any future funding of the project should justify this expenditure by Wits translating what has been learnt into practical guidelines for schools and teachers alike. Knowledge about developing, running and sustaining PLCs can be shared further across Gauteng province.

The Facilitation Manual developed for school-based facilitators can become a resource for setting up and sustaining PLCs. Advanced pedagogic content knowledge can be addressed through the PLCs, making teachers better which will lead to learners having a higher level of understanding.

GIBS SPIRIT OF YOUTH PROGRAMME

The Spirit of Youth Programme, coordinated through the Gordon Institute of Business Studies (GIBS), is a ten-month development programme for selected school leaders from across Gauteng province. The programme is designed to consolidate and enhance

leadership among secondary school learners who show leadership ability and at the same time increasing their self-awareness around socio-political issues.

The expectation is that these young people are likely to have a disproportionately high impact on their immediate peers and society-at-large. The programme brings together learners from a myriad of social, economic, geographical and educational experiences, with policymakers and business people from across Gauteng.

The programme is designed in three phases:

- Exploration of the historical, political and social landscape of Gauteng;
- Study of the process of social change;
- Creating change (small group implementation work with internal and external assessment).

The programme consists mainly of Saturday and holiday sessions which are supported by trained facilitators, most of whom are based at GIBS. A leadership camp gives learners from different backgrounds the opportunity to mix, talk and discuss their approaches to making society a better place to live in. Learners discuss starting a meaningful project which they then try and set up and implement. The intake for 2013 was 172 learners, of which 89 were girls and 83 boys. The learners were from a wide range of schools, including former Model C

schools and township schools.

Achievements

The programme has been supported by the GEDT for three years. Its last year of funding was supposed to be in 2013. However, GIBS approached the Trust in October last year and the GEDT has offered to support the programme for a further year. The reason for this can be attributed directly to the success of the programme. A major success of the year has been the extensive process of finding and training the right facilitators to support the learners.

Each facilitator was evaluated throughout the year and was helped in their own growth and understanding of the learners' needs. The facilitators themselves are young professionals, many of whom have studied at GIBS and were selected because they were considered to be positive role models for the learners. GIBS programme organisers have found that a day long pre-programme meeting with facilitators sets the tone and helps them to arrive fully prepared.

An important secondary benefit of this arrangement is that the facilitators have more time to fully engage the learners from the time they arrive for the first session, which in turn has helped deepen the relationships between them.



Projects Funded by the Gauteng Education Development Trust

GIBS SPIRIT OF YOUTH PROGRAMME

(CONTINUED)

The GDE has shown great interest in the programme and in replicating the course with a broader spectrum of learners across Gauteng, mainly those who presently are part of Representative Councils of Learners.

Challenges

There have been no major challenges in running his programme which has a strong administrative component.

Plans for 2014

The programme has been allocated R600 000 for the 2014 calendar year.





The Spirit of Youth Programme

A leadership camp gives learners from different backgrounds the opportunity to mix, talk and discuss their approaches to making society a better place to live in.



Projects Funded by the Gauteng Education Development Trust

MATHS AND SCIENCE GRANTS PROJECT

The project proposal accepted by the GEDT in March 2011 argued that South African matric maths and science results are very poor, with few schools performing well, thus yielding insufficient numbers of successful matriculants to fill the jobs necessary for economic recovery. In addition, those schools which do produce good results have either grown drastically in size or taken on learners from more challenged economic classes and as a consequence are facing the risk of a drop or stagnation in performance.

The question was asked “How can schools with high levels of passes in mathematics and science be encouraged and supported to continue to improve and deliver more passes?” Starting at the beginning of 2012, and consolidated during 2013, the Maths and Science Grants Project had as its objective to see what impact could be made in three schools that were seen to be doing relatively well in the areas of Further Education and Training (FET) Phase maths and science, if extra maths and science resources were applied.

The three schools chosen were Boitshepo Catholic Secondary School near Hammanskraal, Bhukulani Secondary School in Zondi, Soweto and Dinoto Technical Secondary School in Daveyton on the East Rand. These schools

were very receptive to the intervention and supported the teachers and the intention of the project. Each school was given two maths teachers who could concentrate on remediating learner knowledge gaps in Grades 8 and 9. The intention of focusing on Grade 8 and 9 learners was to see if the blockages in maths, often entrenched from primary school, could be removed so that more learners took the maths and science route in Grade 10 and did not opt for maths literacy.

Of the six teachers only one was South African; the rest were from other African countries. These teachers had been selected because of their knowledge, youth and energy. While the impact of the teachers during 2012 was already noticeable, during 2013 it was regarded as significant. They had settled into the schools and were working as assistants to Grade 8 and 9 teachers by providing in-class support and also extra lessons during the afternoons and over the weekends and holidays.

Achievements

Over the period of the project, the GEDT was keen to see what lessons could be learnt from this project that could be replicated in schools elsewhere in Gauteng. A part-time project manager appointed by the GEDT reported on project progress at the quarterly Trust meeting. Feedback was therefore ongoing and detailed. An evaluation was commissioned in 2013 and

was mainly qualitative in nature. It found some interesting facts about the project, some of which were unintended consequences.

In Bhukulani Secondary School the following was observed:

- At the end of 2012 there was an increase in learners choosing maths and physical science for Grade 10, resulting in three and a half maths classes and two physical science classes. This increase in previous subject enrolments is a celebrated achievement.
- Results on a standardised maths test for Grade R, where a baseline had been taken, showed improvement in subject understanding and application of key concepts from primary school.

In Boitshepo Catholic Secondary School the following was observed:

- Remediation and development work was carried out with timetabled extra lessons held before and after school for a list of learners. Around 15 of the weaker learners per class (totalling approximately 30% per grade) attended, as well as the top 25 performers in the Grade (approximately 15%) who attended an extra development lesson once per week. While they did not need remediation, the stronger performers received support in being assertive and acknowledgement that they could perform well.



- Holiday programmes were held during every school holiday, again with the very weak learners and with top performers. This focused approach meant there was support for each learner and this generated better results overall, in both Grades 8 and 9.

In Dinoto Technical Secondary School the following happened:

- Remediation classes were held before and after school. In addition, holiday classes were held. These were innovative in approach and offered creative maths activities to stimulate learning and interest. The principal and teachers were very supportive of this assistance and came to several of the holiday classes to show support of and solidarity with the learning process.
- The maths teachers met regularly as a team to discuss the challenges and to compare notes. They documented what was

effective and what was not and started an informal professional learning community. Additionally their lesson planning improved.

In general, the project was successful at organisational, teacher and learner levels. This success can be attributed to a supportive principal and teachers, a supportive environment and ownership of the project by the school as a whole.



Projects Funded by the Gauteng Education Development Trust

MATHS AND SCIENCE GRANTS PROJECT (CONTINUED)

In addition, the external support of a mentor for the additional teachers helped them to become focused and gave them a place for discussing ideas as a collective and to share resources. However, the most successful aspect, as reflected by the principal, teachers and learners, was the team teaching approach which helped learners and teachers equally.

The extra teachers reported to the principal and heads of department and were exemplary in their behaviour and performance. They were all highly skilled educators and knew their subject well.

The culture of the schools changed and one principal reported that it was now more learner-focused than content-focused and this made a huge difference. Within the classroom the extra teachers spoke only English as they were not able to speak a local language, which meant the language ability of the learners also improved.

Finally, a comment made by one Grade 9 learner reflects the very effective relationships that had been established between learners and the additional teachers in his school. He admitted that he did not really like maths, but saw that maths is really important and must

be passed. So he was trying to practice and get better. His comment indicates that for some people the support of the teacher is critically important: "Maths depends on the teacher; whether they believe in you and that you could pass or succeed, or will they just let you go and fail."

Challenges

Part of the initial project plan was to refurbish and renovate the science laboratories at the schools. This was delayed and it was decided in mid-2013 not to pursue this option aggressively. Boitshepo Catholic Secondary school had a dispute between the Chairperson of the school governing board (SGB) which caused a major disruption and was a factor in deciding not to create a new laboratory in this school.

Dinoto Technical Secondary school was promised a new laboratory as part of a special Technical Schools upgrade. This did not materialise and there was insufficient time to put one in place by means of the project.

Plans for 2014

The project has not been extended due to a change of focus by the GEDT.

EVALUATION OF THE MATHS AND SCIENCE GRANTS PROJECT

The evaluation of the Maths and Science Grants Project was conducted towards the end of 2013. The design of the evaluation was both quantitative and qualitative, using test results, document reviews and interviews in focus groups and with individuals to collect opinions and facts. The results were both revealing and interesting and suggest that placing extra resources in schools in the key years of Grades 8 and 9 does have a positive impact on learners' mathematics results and increases learners' to 'go further' with the subject into the FET band.

The evaluation sought to address the following three questions:

1. *What level of progress and change (if any) is being made by learners studying maths in Grades 8 and 9 as a result of extra remediation and resources being provided to the learners and schools?*
2. *What level of progress and change (if any) is being made by learners studying physical science in the FET band as a result of extra remediation and resources being provided for learners and schools?*
3. *What has been the impact (intended or otherwise) of the programme on the school and what are the success factors?*

Projects Funded by the Gauteng Education Development Trust

EVALUATION OF THE MATHS AND SCIENCE GRANTS PROJECT (CONTINUED)

The evaluation sought to address the following three questions:



one

What level of progress and change (if any) is being made by learners studying maths in Grades 8 and 9 as a result of extra remediation and resources being provided to the learners and schools?

Marks improved in Grades 8 and 9 and improvements were more substantial after the second year of the intervention. Progress and change were reported at all three schools, but the extent varied and was proportional to the level of support offered by the head of department in each school.

Improved motivation of learners to continue to study maths was noted in all schools, with one school reporting that learners came eagerly to extra classes, showing an increased motivation to study the subject further. Learners also showed an enhanced ability to work independently and many seemed to understand the need for mathematics in line with their career choices.

two

What level of progress and change (if any) is being made by learners studying physical science in the FET band as a result of extra remediation and resources being provided for learners and schools?

Given that there was no direct delivery of the science component of the project, the only effect on physical science that could be expected would be by virtue of learners' stronger mathematical ability. In this regard, Grade 10 enrolments in science were tracked over the period 2011 to 2013.

All three schools showed an increase to highest levels in 2013. However, the relationship between these figures and the project is not conclusive. In one school, the impact of extra maths lessons encouraged a significant increase in the number of learners taking physical science in Grade 10 - enough for an extra class. The principal attributed this to the extra support.

three

What has been the impact (intended or otherwise) of the programme on the school and what are the success factors?

Two of the three schools in the project adopted team teaching with the additional teachers in Grade 8 and 9 classes. This promoted a shift from content-focus to learner-focus. It allowed struggling learners more opportunity to ask questions and to get additional support. This was especially relevant in large Grade 8 and 9 classes. In addition, assessment tasks were completed more quickly and feedback given more frequently to the learners. Over time, the teachers began to talk to each other about the classroom challenges and to share possible solutions for improved learner performance. They developed trust in each other's judgement.

Introducing the project and team teaching into the schools was achieved successfully in cases when the head of department was supportive and had a collegial influence. It was further improved with positive support from the principal and other school leaders who understood the role of the extra teachers and were keen to see if their presence would make a difference to maths understanding and learners' results. The schools which had a strong level of discipline were also successful in introducing and supporting the additional teachers. In addition, where there was strong



monitoring and support from an external mentor who was able to help the additional teachers and work alongside the principal, there was a strong sense of ownership of the project. To improve maths results the extra remediation classes were essential and recognised as such by all in the school.

The relative informality of the extra lessons allowed learners greater opportunity to engage with the additional teachers and content. The lessons followed shortly after the formal lesson delivery that had taken place during school hours, so had a reinforcing effect. These sessions were wholly learner-focused, supporting the pace set during the more formal lessons.

The additional teachers attending school every day and not coming to the school only for after-school lessons allowed the additional teachers to become integral members of the school staff. Because of this they were in a position to observe learners' responses to lesson delivery.

This was useful in two respects:

- Firstly, areas in which learners experienced difficulty could be identified and addressed

almost immediately in the afternoon remedial sessions.

- Secondly, those same areas could be discussed and reflected on with the teacher with a view to improved practice.

The additional teachers themselves, even though not all of them had had teaching experience, were viewed as having good mathematical knowledge and were a key factor in contributing to the achievement of the project's objectives. Their commitment to making a difference was unwavering and they did not try to avoid extra activities, but were keen to be involved in everything that could improve the situation of the learners.

Finally, of the three pilot schools, two were successful at school, teacher and learner levels. These schools adopted the project and all that it stood for. The other school was only successful at the learner level as there was a conflict situation that erupted between the SGB and principal that created lots of tension. In this school, the head of department was rather unresponsive and sometimes a barrier to what the additional teachers wanted to achieve, but despite this, extra tuition was given and learner performance was improved.

Report of the Independent Auditors

TO THE TRUSTEES OF GAUTENG EDUCATION DEVELOPMENT TRUST

Independent auditor's report on abridged financial statements

The abridged financial statements of Gauteng Education Development Trust, contained in the accompanying abridged report, which comprise the abridged statement of financial position as at 31 December 2013 and the abridged statement of comprehensive income for the year then ended, are derived from the audited financial statements of Gauteng Education Development Trust for the year ended 31 December 2013. We expressed an unmodified audit opinion with an emphasis of matter on those financial statements in our report dated 28 May 2014.

Our auditor's report on the audited financial statements contained an Emphasis of Matter paragraph: "Emphasis of Matter" (see below) as well as an Other matters paragraph: "Other matters" (refer below). Those financial statements and the abridged financial statements do not reflect the effect of events that occurred subsequent to the date of our report on those financial statements. The abridged financial statements do not contain all the disclosures required by International Financial Reporting Standards and the requirements of the trust deed as applicable to annual financial statements. Reading the abridged financial statements, therefore, is not a substitute for reading the audited financial statements of Gauteng Education Development Trust.

Trustees' Responsibility for the abridged financial statements

The trust's trustees are responsible for the preparation and fair presentation of the abridged annual financial statements in accordance with

International Financial Reporting Standards and the requirements of the trust deed. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of annual financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on the abridged financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA).

Opinion

In our opinion, the abridged statement of financial position and the abridged statement of comprehensive income present fairly, in all material respects, the financial position of Gauteng Education Development Trust as at 31 December 2013 and of its financial performance for the period then ended in accordance with International Financial Reporting Standards, and in the manner required by the trust deed.

Emphasis of Matter

The "emphasis of matter" paragraph in our audit report dated 28 May 2014 states that this organisation, in common with many other of similar size and organisation, derives income from voluntary donations which cannot be fully controlled until they are entered in the accounting records, and are not therefore susceptible to independent audit verification,

Accordingly, it was impracticable for us to extend our examination beyond the receipts

actually recorded in the accounting records. The paragraph does not have an effect on the abridged financial statements or our opinion thereon.

Other Reports

The "other reports" paragraph in our audit report dated 28 May 2014 states that as part of our audit of the financial statements for the year ended 31 December 2013, we have read the Trustees' Report, for the purpose of identifying whether there are material inconsistencies between these reports and the audited financial statements.

This report is the responsibility of the trustees. The paragraph also states that, based on reading these reports, we have not identified material inconsistencies between these reports and the audited financial statements. The paragraph furthermore states that we have not audited these reports and accordingly do not express an opinion on these reports. The paragraph does not have an effect on the abridged financial statements or our opinion thereon.



Sizwe Ntsaluba Gobodo Inc.
Registered Auditors
Per: JPC van Zyl, Director

9 June 2014

Financial Statements

(REGISTRATION NUMBER IT6703/97)

ABRIDGED STATEMENT

For the year ended 31 December 2013

	Year ended 31 December 2013 [R]	Six months ended 31 December 2012 [R]	Year ended 31 December 2012 [R]
Comprehensive Income			
Funds received	215 602 906	98 404 207	90 181 437
Project expenditure	(232 019 020)	(115 695 387)	(118 828 971)
Funding deficit	(16 416 114)	(17 291 180)	(28 647 534)
Administration Expenses	(1 892 297)	(924 888)	(14 554)
Operating deficit	(18 308 411)	(18 216 068)	(28 662 088)
Finance cost	(130 428)	-	-
Investment income	1 436 046	2 257 658	5 079 543
Deficit for the period	(17 002 793)	(15 958 410)	(23 582 545)

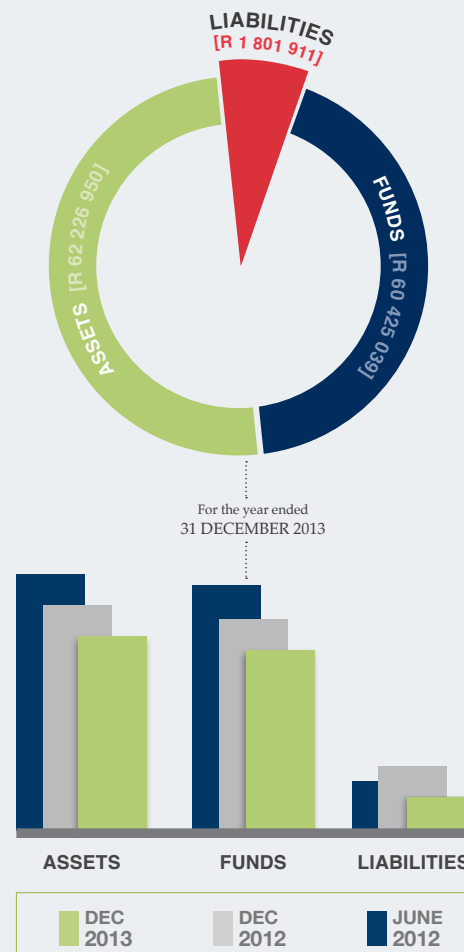
Financial Statements

(REGISTRATION NUMBER IT6703/97)

STATEMENTS OF FINANCIAL POSITION

For the year ended 31 December 2013

	31 December 2013 [R]	31 December 2012 [R]	30 June 2012 [R]
Assets			
Non-current assets			
Property, plant and equipment	12 794	49 618	67 218
Current assets			
Trade and other receivables	3 057 487	6 996 633	6 105 324
Cash and cash equivalents	59 156 669	73 934 587	90 079 966
Total Assets	62 226 950	80 980 838	96 252 508
Funds & Liabilities			
Funds and Reserves			
Project funds	33 576 144	45 509 322	43 444 744
General funds	26 848 895	31 918 510	49 941 498
	60 425 039	77 427 832	93 386 242
Liabilities			
Current liabilities			
Trade and other payables	1 801 911	3 553 006	2 866 266
Total funds and liabilities	62 226 950	80 980 838	96 252 508







Annual Report 2013