

Building the Future

2008 ANNUAL REPORT



A Project of



Vision

The vision of the Adopt-a-School Foundation is “to be a change agent of choice that contributes to the creation of a conducive learning environment for all of South Africa’s children, especially the disadvantaged.”

Strategic objectives

- Identify schools in need
- Raise awareness of the dilapidated condition of schools in disadvantaged areas
- Create opportunities for all stakeholders to get involved in improving schools in need
- Mobilise support from individuals and companies to sponsor schools in need
- Wherever possible, foster a time bound caring relationship between the schools and the funder
- Improve the physical environment in schools
- Work with communities to improve education

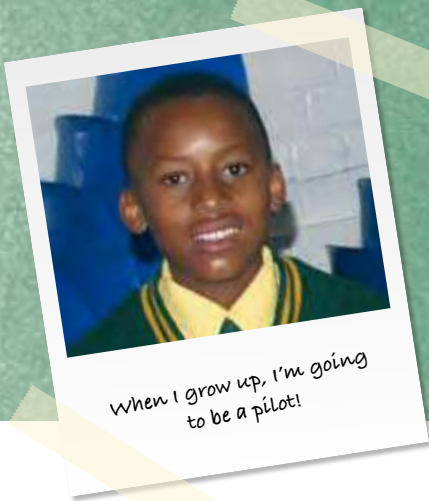
Mission

The mission of the Adopt-a-School Foundation is “to improve the physical learning environment of schools in need so that they can become centres of excellence by developing partnerships between them and their adopters.”



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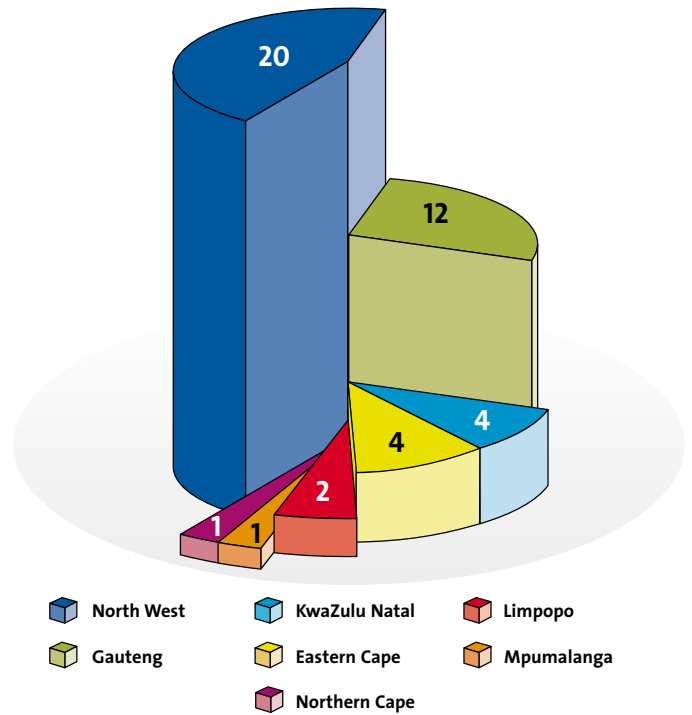
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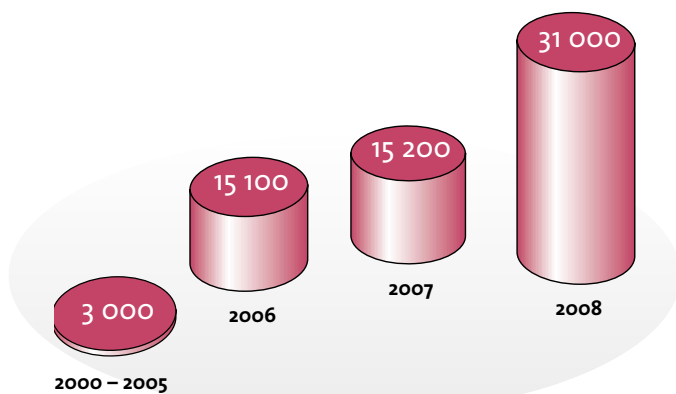
“To invest in change, we develop the youth, as the children will shape their own tomorrows.”
– Stephen Lebere

Highlights

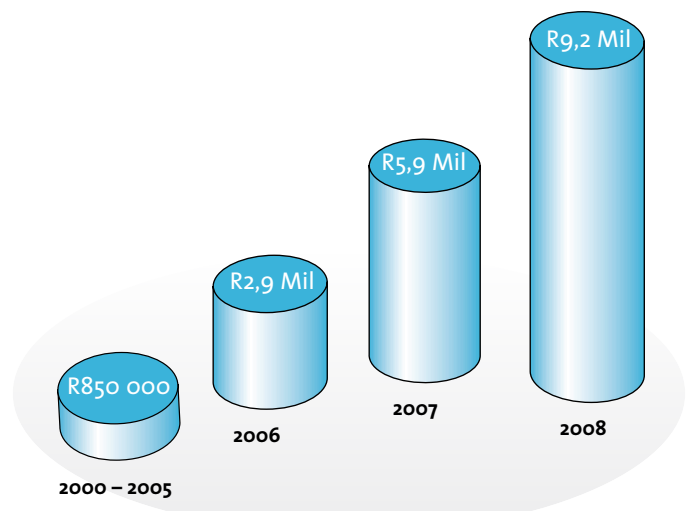
Adopted schools	44
Constructions completed:	
Classrooms	63
Administration blocks	6
Ablution blocks	5
Library	1
Science laboratory	2
Multimedia centre	12
Grade R building	1
Computer laboratory structure	4
Kitchen	1
Renovation in schools	7
Temporary jobs created	471
Children assisted	30 996



Number of schools under adoption per province



Number of children benefiting from the Adopt-a-School Foundation



Growth in funding by Adopt-a-School Foundation



“Not having access to libraries, computers and the Internet is one of the main barriers to learning for rural learners.”
 – Themba Mthembu: Beneficiary of the Cyril Ramaphosa Education Trust

Background

The needs are huge but steady progress is being made.

The National Education Infrastructure Management System produces a host of statistics for monitoring and managing overall infrastructure improvement in state schools. Based on the information provided in the report, government has made progress in improving facilities in schools. However, the lack of very basic needs, such as toilets, remains unacceptable as it has a large impact on attendance, particularly for girls. Having worked in schools for the past decade, the Adopt-a-School Foundation has learnt that, when learners are proud of the environment, their performance and attendance improve.

Another vital requirement is the need for furniture and equipment to promote education and pride in the learning environment, for teachers and learners alike. These are the very basic needs, and if we are to prepare our learners to compete in the global village, the task remains challenging. The government needs help to achieve this.



The Diepsloot Combined School construction in the middle of the project.



The children at Elethu Themba Combined School have lessons outside, but don't have desks.

“ We cannot hold a torch
to light another’s path without
brightening our own. ”
– Ben Sweetland



When I grow up, I'm going
to be a Scientist!



Year of 2008

Cyril Ramaphosa, Chairman.

Chairman's Review

The global economy is in turmoil. We hope that South Africa's economy would remain resilient and not be too badly affected. The importance of education through all these turbulent times becomes even more important, as educated people tend to have more options in troubled times.

The work of the Adopt-a-School Foundation in making a contribution to the delivery of good quality education in our schools is therefore important. We are strategically well-placed to make an even more significant contribution to the education challenge than we have done thus far.

This year has been about building capacity in the Adopt-a-School Foundation to manage many more projects for the benefit of adopters and learners alike. We have succeeded in keeping up with the increasing number of adopters willing to join the family of givers by providing much needed funds to the programmes of adopted schools, with exceptional results.

We have also successfully expanded the scope of activities to more comprehensively address the issues faced by our education sector. Our projects in the coming year will place more emphasis on the whole school development model and on increasing capacity.

I remain enthusiastic about the Adopt-a-School approach. The personal reward experienced by individuals from the adopter community through their active participation in the improvement of the respective adopted schools is clear evidence that investing in projects of this nature is a win-win strategy. Adopters also derive an immediate and visible benefit on their Department of Trade and Industry scorecard with regard to Corporate Social Investment.

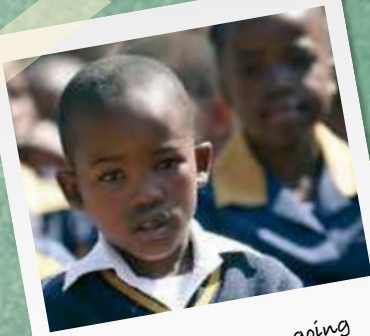
We have a long list of schools that are in dire need of adoption and where some preparatory work has been completed. The Adopt-a-School team can arrange for adoption without delay. Once the adoption programme is agreed upon, the Adopt-a-School Foundation issues adopters with progress reports on the identified programmes.

I believe the Adopt-a-School Foundation, having been a pioneer of this approach, offers a proven and preferred alternative to individual efforts in social development.

To confirm our philosophy, the Foundation's primary focus remains on improving school infrastructure through the maximum inclusion of local communities, creating local economic benefits. The application of sound business principles will remain the core of our model to enhance delivery.

The success of all the projects undertaken by the Adopt-a-School Foundation demonstrates that we have the right approach to social development. This is also key to securing funding for expansion and pushing the boundaries to whole school development.

We know that meaningful development in any sector is a result of the coming together of various elements. For efforts to bear fruit, those elements have to progress in tandem. The Adopt-a-School Foundation will provide project management in aspects of education that will ensure a move towards whole school development. This includes a holistic evaluation to ensure the children are fed, the teachers are trained, and that there is good governance at the school to complement the infrastructure already in place.



When I grow up, I'm going
to be a Doctor!

“The Adopt-a-School Foundation
would not exist without the support
of its committed partners.”
– Cyril Ramaphosa

Some of the important elements that drive the success of the Adopt-a-School model are as follows:

Strategic allies

No matter how sound its philosophy, the Adopt-a-School Foundation could not succeed in its endeavours without the efforts of its partners.

Anchor donors

We are most grateful to Eric Samson and Graham Beck, who have been instrumental in ensuring the Foundation's development. We would never have achieved such success without their financial support.

Our thanks also go to the following companies for providing pro-bono services to the Foundation:

- Caxton and CTP Publishers & Printers Limited, which has committed to printing all of the Foundation's publications;
- Betelgeuse Advertising for the design and layout of our annual report;
- Dlamini Weil Communications, which co-ordinates all our fundraising events; and
- Missing Link produced a video for our *Back to School* fundraising event.

Shanduka Group retains the Foundation as an integral part of its Corporate Social Investment (CSI) efforts and thus continues to provide strategic support to the Foundation. This support has been in the form of infrastructure, logistics and inspiration.

At Shanduka, the culture of giving back begins at home. The employees of Shanduka Group have clubbed together and adopted their own school. During the year under review, Shanduka employees donated funds on a monthly



Mr & Mrs Samson and Mr & Mrs Beck displaying their awards for contributing to education, pictured with Cyril Ramaphosa.

basis. These funds were matched by Shanduka Group and were used to build a library, computer centre and a science laboratory. Each year, Shanduka employees spend a day at the school, physically working to improve its facilities.

Broad-based community involvement

Our approach to project implementation is to ensure that our projects improve local skills. Skilled people from communities are paired with unskilled ones to promote effective skills development. Employment opportunities are created and various skills are transferred to the parents and local community members involved in the projects. We also work with communities to find income-generating initiatives. This ensures sustainability when our projects at the schools are completed.

Research clearly shows that school programmes that emphasise family involvement and relate well to their communities produce learners who outperform those at schools lacking these qualities. Not only do learners flourish, but schools are strengthened when families take an active interest in their children's education (*Blank, Melaville, Shahs, 2003*).

The benefits of such programmes include:

- improved academic achievement;
- better attendance;
- improved behaviour;
- a higher quality of education; and
- a safe and disciplined learning environment.

Involvement of alumni

In some of the schools adopted, alumni participate fully in school activities, for instance by:

- donating funds or time;
- volunteering to lead cultural and sporting activities; or
- participation in the school maintenance programme.

I would like to see more alumni involvement, especially by those who have succeeded in their careers. The learners need role models and schools would benefit from their financial and moral support.

Success indicators

We are proud to report some great achievements at the adopted schools, including an improvement in the morale of educators and parents, a higher pass rate, a decrease



When we grow up, we want to start our own businesses!

“ Teachers open the door, but you must enter by yourself. ”
– Chinese Proverb

in absenteeism, skills transfer and the involvement of local business in our projects.

For example, at Motshegofadiwa Primary School, the pass rate improved from 90% to 98%, and absenteeism decreased from 15% to less than 5%.

Corporate governance

The Foundation conducts its work in accordance with sound and acceptable corporate governance principles. We submit that, in all material respects, the board has sought to employ the most stringent corporate governance practices. I am confident that the board of directors will put their skills and experience to good use for the development of the Adopt-a-School Foundation's initiatives.

The Board

The Foundation's Board of Directors consists of non-executive directors, with the exception of the executive director. The non-executive directors are chosen for their acumen and skills pertinent to the work of the Foundation. The Board is ultimately accountable and responsible for the performance of the Foundation and ensures that the work of the Foundation is executed efficiently and cost-effectively. The Board governs the Foundation and its management and is involved in all activities that are material for this purpose.

Finance committee

The non-executive directors make up the Foundation's finance committee. The main function of the committee is to review the principles, policies and practices adopted in the preparation of the financial statements to ensure that the annual financial statements comply with all statutory requirements. The committee also reviews the work and performance of management with regard to financial matters to ensure the adequacy and effectiveness of the Foundation's financial, operating, compliance and risk management activities.

The finance committee also operates as the human resources and remuneration committee, which provides guidance on all human resources and remuneration policy matters for the Foundation.

Executive committee

The executive director and four non-executive directors serve on the executive committee of the Foundation. The committee is responsible for overseeing the strategic



Adopt-A-School Foundation Board Members: Donné Nicol, Zanele Mbere, Sidney Seolonyane, Cyril Ramaphosa, Helena Dolny, Stephen Lebere, Ntjantja Ned and James Motlatsi. Absent: Griffiths Zabala.

and operational work of the Foundation as directed by the board. It is also responsible for reviewing projects and management matters to ensure strategic alignment.

Prospects

The board has established that the Foundation is in a position to fulfil the mission it was set up to achieve. We believe that the work of the Foundation can and should continue. Many individuals and companies are realising the value of giving and becoming involved in initiatives that advance society.

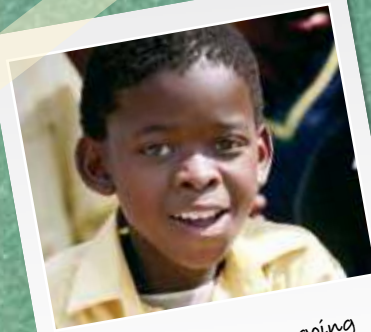
Appreciation

I take this opportunity to thank our partners, adopters and anchor donors. Without their support, none of this would be possible.

The Adopt-a-School management and employees have displayed enormous passion for their work and an unrelenting commitment to building the enviable track record of the Foundation. I am also very grateful to the Adopt-a-School Foundation Board. Together with the Foundation's management, the Board generates unsurpassable positive energy and support.

Lastly, tribute must be paid to the schools and their governing bodies. Without their support, our projects would not be the success that they are. They demonstrate enormous commitment and dedication to the projects we undertake.

“Education is the most powerful weapon which you can use to change the world.”
– Nelson Mandela



When I grow up, I'm going to be a Manager!



Stephen Lebere, Executive Director.

Executive Director's Report

It is with great pleasure that I present the annual report of the Adopt-a-School Foundation for the year under review.

Our work has expanded. We are moving from purely infrastructure development towards whole school development. We have developed a reputation as a Foundation that delivers good service to schools and keeps its promises to adopters and key stakeholders.

We have seen an increase in the number of companies approaching the Foundation to adopt schools. Most of these companies want to get actively involved in the development of the school concerned, by painting the school or by donating clothes, books, uniforms and furniture.

To date, 44 schools in seven provinces have been included in the adoption programme and more than 100 schools are waiting to be adopted. We intend to expand our work to all the provinces over the next two years.

The team

Our current team includes an Executive Director, three project managers with extensive experience in construction, civil engineering and project management,

and a community co-ordinator, who is a former deputy principal and has many years of experience in school management. The community co-ordinator, the newest member of the team, has a sound understanding of the challenges facing schools and has experience in community development and project management.

These professionals are backed by a strong administration team that ensures regular reporting, budget monitoring, the sourcing of credible service providers and compliance in all aspects of the projects.

The Adopt-a-School Foundation offers flexible adoption options.

The school adoption process

Individuals can adopt a school and offer time, expertise and/or funds – or all of these valuable inputs. In the same way, a group of individuals can club together to adopt a school.

In the corporate sphere, the Foundation makes it possible for companies and/or groups of companies to adopt schools. Sometimes, it is easier for companies to meet the minimum criteria for a company adoption programme if they partner with each other.

We are satisfied that the adoption process we have developed enables the Foundation to work with schools effectively and sustainably.

Central to the concept of adoption is the necessity to build relationships between donors, schools and the community. Facilitating sustainable change requires commitment, patience and understanding, thus our involvement is over a minimum period of five years.

The three phases of adoption

During the first phase, schools apply to, or are identified, by the Foundation. They are then appraised in consultation with stakeholders.

During this phase, a high-level due diligence is conducted at the school. At the end of phase one, profiles of eligible schools are prepared.

During the second phase, potential adopters are sought for the schools that have been accepted for possible adoption. The school profiles are presented to potential adopters.

Once a potential adopter has decided which school to adopt and the type of adoption programme in which they

“Always remember that your own resolution to succeed is more important than any other one thing.”
– Abraham Lincoln



When I grow up, I'm going to be a School Teacher!



Rowan Smith, Rose Sinton, Cyril Ramaphosa and Inake Pitarque enjoying the “Back-to-School” fundraising event.

wish to participate, an adoption agreement is entered into between the school’s governing body, the adopter and the Foundation. At the very least, a five-year action plan is developed with all relevant stakeholders.

Following on from this, a design plan and a whole school development proposal are submitted to the Department of Education for approval.

Then a project steering committee and a project management committee, which include all stakeholders, are formed.

During phase three, development work begins.

Infrastructure

Before construction commences, the Foundation’s project manager and the school governing body (SGB) identify skilled and unskilled parents in the local community. A team leader (local artisan) is appointed after a thorough interview process. Preference is given to the local community. The local skilled and unskilled workers, together with the team leader, form the construction team.

The Foundation monitors the project on a continuous basis and the adopter is encouraged to visit the school at least once a year.

Infrastructure expenditure by the adopter is strictly monitored according to the approved budget and progress reports are submitted quarterly to the adopter.

Social and skills development needs

The Foundation’s community co-ordinator, with the support of the Department of Education and the SGB, identifies service providers to address social and skills development needs at the school. Various services offered by other NGOs are co-ordinated to ensure whole school development.

The school community is also assisted with gaining access to government services.

Strategic partners

We continue to pay tribute to our anchor donors and adopters, who are passionate about the improvement of education in our country.

The Department of Education, from district level to provincial level, has supported the Foundation’s initiatives in improving the conditions in schools.

We are very grateful to the following organisations, without whom the work of the Foundation could not be possible.

Five-year adopters

- Standard Bank Corporate & Investment Banking
- Eagle International Group Holding
- PPC Cement
- Relational Database Consulting (RDC)
- Cyril Ramaphosa
- Merrill Lynch
- Shanduka Group and its employees
- Mondi Shanduka Newsprint
- The Northern Cape Department of Education
- Investec
- Carina Wilson Secondary School, Canada
- Vodacom
- FeverTreeConsulting
- Lafarge Educational Trust



When I grow up, I'm going
to be the Top Salesman!

“The culture of ploughing back into
communities seems to be slowly spreading
across all sectors of society.”
– Cyril Ramaphosa

New adopters in the process of selecting schools

- Shanduka Coal
- Northam Platinum
- Investment Solutions
- L'Oréal
- Kangra Coal

The following companies and organisations have in the past assisted us in the development of schools:

- MTN
- Tshwane Municipality
- Netgroup
- Huawei Technologies
- Vancut Diamonds
- Goldfields
- BP Southern Africa
- Thando Sishuba and friends
- Sasol
- The Telkom Foundation
- Education Africa
- Architectural students from the University of Innsbruck
- Twenty30
- Standard Bank graduates
- Westcon AME (Pty) Ltd
- Johnnic



David Munroe of Standard Bank and Humphrey Borkum of Merrill Lynch with their awards for their long term support of the Foundation, pictured here with Cyril Ramaphosa.

Donations received

The following companies and individuals have made donations to schools through the Adopt-a-School Foundation:

- Cyril Ramaphosa, in partnership with Digital Links, donated computers to various schools.
- M.D. Ash & Company donated computers to various schools.
- Kangra Coal donated office furniture to Tshilidzi Primary School.
- Dr K.O.P. Matseke donated Christmas food parcels to Kanana Primary School.
- The X-Pert Group donated office furniture to Banksdrift High School.
- Relational Database Consulting donated sport kits to Mayibuye Primary School.
- KreditInform donated office furniture to Thathani Primary School.
- Shanduka employees donated blankets and jackets for all the Olifantsvlei learners.

Fundraising initiatives

During the year under review, the Foundation has embarked on various fundraising initiatives.

- Our first Back-to-School function was one of the most exciting of these initiatives. It involved people from various companies wearing school uniforms to the function and was thoroughly enjoyed by all who attended.
- The awards ceremony for adopted schools was also used as a fundraising opportunity and enabled the adopted schools to meet their adopters. Awards were also presented to Eric Samson, Graham Beck, Standard Bank and Merrill Lynch.

We are very grateful to all those who continue to support our fundraising events.

Community involvement

One of the main objectives of the Foundation is to involve the community in improving schools.

We do this by employing local people in the construction process and sourcing skills and services from local small and medium enterprises (SMEs) such as plumbers and electricians.



When I grow up, I'm going to be a Surgeon!

“ To succeed, we must first believe we can. ”
- Chinese Proverb

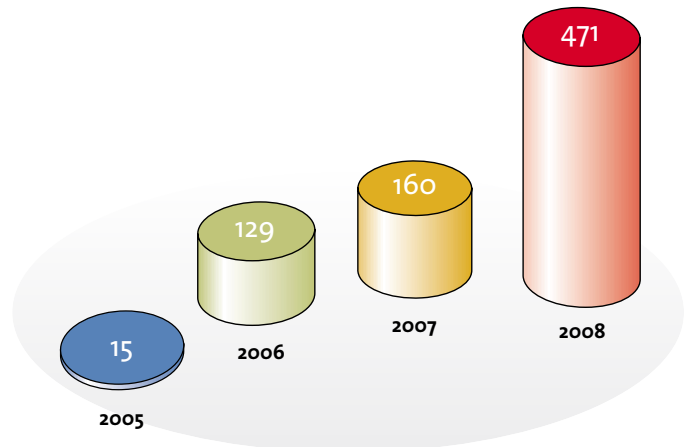
The model creates temporary jobs and also ensures that SMEs in the community benefit financially from the project.

Job creation

Since the Foundation's inception, More than 775 temporary jobs were created and more than 50 SMEs have benefitted financially in the seven provinces in which we currently operate.

Owing to the good quality of work produced by the SMEs that were involved in Banksdrift, the department of Education in the Northern Cape has decided to include them on their service provider database for future government projects.

The graph alongside shows the dramatic growth in the number of temporary jobs created each year since the inception of the Adopt-a-School Foundation.



Temporary jobs created to date through the Adopt-a-School Foundation.

Rising to the challenge

The challenge of improving education in South Africa is more than just a government responsibility. It is something everyone can help to achieve.

To ensure that our schools are safe and conducive to teaching and learning, we intervene by improving the physical and social environment in schools and providing essential skills.

The Adopt-a-School Foundation offers corporate adopters a way to fulfil their corporate social responsibility (CSR) objectives and provides individuals with an opportunity to make a difference to the future of our country by investing in its learners today.



This modern Grade R facility was designed and constructed by the University of Innsbruck, Austria.

FAST FACTS

2.5 Million South African children who have lost a parent.

68% Proportion of orphaned children who attend school.

118,564 Number of children living in child-headed households.

55% Proportion of South Africa's children who are 'ultra-poor' and live in households with a monthly income of R800 or less.

The majority of learners in all the schools we have adopted are part of the statistics above.

Source: Human Science and Research Council, 2005; UNGASS Country Report, Dept. of Health, 2008; South African Child Gauge 2006, University of Cape Town; National Victimisation Study 2005, Centre for Justice and Crime prevention.

Profiles of schools at a glance

● Work done ● Future need

Name of school and location	Projects																			
	Abution block	Classrooms	Multimedia centre	Library	Administration block	Vegetable garden	Solar panel	Science laboratory	Renovation	Science equipment	School hall	Intercom	Sports field	Home economics centre	Painting	Grade R facility	Computer centre	Fence / Gate	Kitchen	Sports facilities

Schools adopted for a period of five years

Motshegofadiwa Primary School	8																			
Tshildizi Primary School	3																			
Thathani Primary School																				
Olifantsvlei Primary School																				
Dargle Primary School																				
Banksdrift Secondary School	12																			
Folweni High School	2																			
Ndawana Lower Primary School	3																			
Emnqundekweni Primary School																				
Ramokoka Primary School	7																			
Elethu Themba Combined School	5																			
Kanana Primary School	5																			
Boschkop Primary School																				
Diepsloot Combined School	9																			

Schools adopted by Lafarge Education Trust in Bodibe Village, North-West Province

Tau Rapulana High School																				
Bodibe Intermediate																				
Motlhlako Primary																				
Shudintlho Intermediate School																				
Mmuagabo Primary School																				
Naletsana Primary																				
Mokakana Primary																				
Matlaba Primary School																				
Molekane Primary School																				
E.H. Mogase Primary School																				
Makgwe Primary School																				

Schools assisted but awaiting adopters

Luvhalani Primary School	5																			
Hukuwa Primary School	3																			
Mafube Junior Secondary School																				
Dutyini Junior Secondary	5																			
Sandlulube Junior Secondary School																				
Tshimbuluni Senior Primary School																				
Mothle Primary School																				
Rebone Middle School																				
Molebatsi High School																				
Mothlana Primary School																				
Rethusitswe Primary School																				
Lethabile Middle School																				
Ngaka Maseko High School																				
Modilati Secondary School																				
Inkululeko Ye Sizwe Primary School																				
Mayibuye Primary School																				
Zaaiplaas Primary School																				
Thuthuzekani Primary School	52																			
Mmankala Technical and Commercial High School																				



A Shanduka employee helps with school maintenance.

“Only the educated are free.”
- Epictetus (55 AD - 135 AD)

The Adopt-a-School Foundation has a list of over 100 schools seeking adoption throughout the country. Should you wish to assist, please contact the Adopt-a-School Foundation.

Profiles of schools adopted for a period of five years

Name of school and location	Profile	Work done to date	Future projects
Motshegofadiwa Primary School, Hammanskraal, Gauteng	Learners: 907 Classrooms: 19 Learners per class: 48 Pass rate: 95%	Adopter: Merrill Lynch Additional sponsors: MTN, Tshwane Municipality and NETGroup <ul style="list-style-type: none"> • Ablution block • Eight classrooms • Multimedia centre • Library • Phone shop • Vegetable garden • A solar panel 	<ul style="list-style-type: none"> • Additional classrooms • Administration block
Tshilidzi Primary School, Soweto, Gauteng	Learners: 629 Classrooms: 15 Learners per class: 42 Pass rate: 92%	Adopter: Standard Bank Corporate and Investment Banking Additional sponsors: Johnnic and Gold Fields <ul style="list-style-type: none"> • Three classrooms • Science laboratory • Renovation of existing classrooms, ablution block and purchased new science laboratory equipment • Administration block 	<ul style="list-style-type: none"> • School hall • Playing field • Library • Intercom



Motshegofadiwa Primary School, Hammanskraal, Gauteng.



Tshilidzi Primary School, Soweto, Gauteng.



When I grow up, I'm going
to be a Lab Assistant!

“The great aim of education is not
knowledge, but action.”
– Herbert Spencer

Profiles of schools adopted for a period of five years

Name of school and location	Profile	Work done to date	Future projects
Thathani Primary School, Zola North, Gauteng	Learners: 457 Classrooms: 14 Learners per class: 32 Pass rate: 95%	Adopter: Standard Bank Corporate and Investment Banking <ul style="list-style-type: none"> Administration block Renovation of classrooms, ablution block and building of a science laboratory 	<ul style="list-style-type: none"> Sports field Housecraft centre School hall Library
Olifantsvlei Primary School, Eikenhof, Gauteng	Learners: 600 Classrooms: 17 Learners per class: 35 Pass rate: 90%	Adopter: Shanduka Group and its employees <ul style="list-style-type: none"> School hall painted Grade R facility (built by the University of Innsbruck, Austria) Vegetable garden Library, computer laboratory and science laboratory 	<ul style="list-style-type: none"> Ablution block Administration block
Dargle Primary School, Howick KwaZulu-Natal	Learners: 114 Classrooms: 7 Learners per class: 17 Pass rate: 100%	Adopter: Cyril Ramaphosa <ul style="list-style-type: none"> Existing seven classrooms and ablution block renovated 	<ul style="list-style-type: none"> Computer laboratory Fence New ablution block
Banksdrift Secondary School, Hartswater, Northern Cape	Learners: 664 Classrooms: 12 Learners per class: 55 Pass rate: 76.5%	Adopter: Investec supported by the Department of Education <ul style="list-style-type: none"> Twelve classrooms, administration and ablution blocks 	<ul style="list-style-type: none"> Sports facilities School hall Building of science laboratory, computer centre and library Additional classrooms



Twelve new classrooms constructed for the Banksdrift Secondary School in Hartswater, Northern Cape.



When I grow up, I'm going
to be an Architect!

“The foundation of every state
is the education of its youth.”
– Diogenes Laertius

Profiles of schools adopted for a period of five years

Name of school and location	Profile	Work done to date	Future projects
Folweni High School, Umlazi, KwaZulu-Natal	Learners: 1085 Classrooms: 19 Learners per class: 57 Pass rate: 67%	Adopter: Standard Bank Corporate and Investment Banking <ul style="list-style-type: none"> Two classrooms built and a fence installed. Science laboratory 	<ul style="list-style-type: none"> Building of additional classrooms Administration block Computer laboratory
Ndawana Lower Primary School, Underberg, KwaZulu-Natal	Learners: 400 Classrooms: 3 Learners per class: 133 Pass rate: 90%	Adopter: Mondi Shanduka Newsprint <ul style="list-style-type: none"> Three classrooms and ablution block 	<ul style="list-style-type: none"> Additional classrooms Laboratory Fence
Emnqundekweni Primary School, Bulwer, KwaZulu-Natal	Learners: 340 Classrooms: 8 Learners per class: 42 Pass rate: 90%	Adopter: Mondi Shanduka Newsprint	<ul style="list-style-type: none"> Classrooms Administration block Building ablution block Renovation of existing classrooms
Ramokoka Primary School, Ramokoka Village, North West	Learners: 218 Classrooms: 7 Learners per class: 31 Pass rate: 98%	Adopter: PPC Cement <ul style="list-style-type: none"> Seven classrooms and ablution block 	<ul style="list-style-type: none"> Classrooms Vegetable garden Library Science laboratory Administration block Computer laboratory structure



A school in need of assistance.



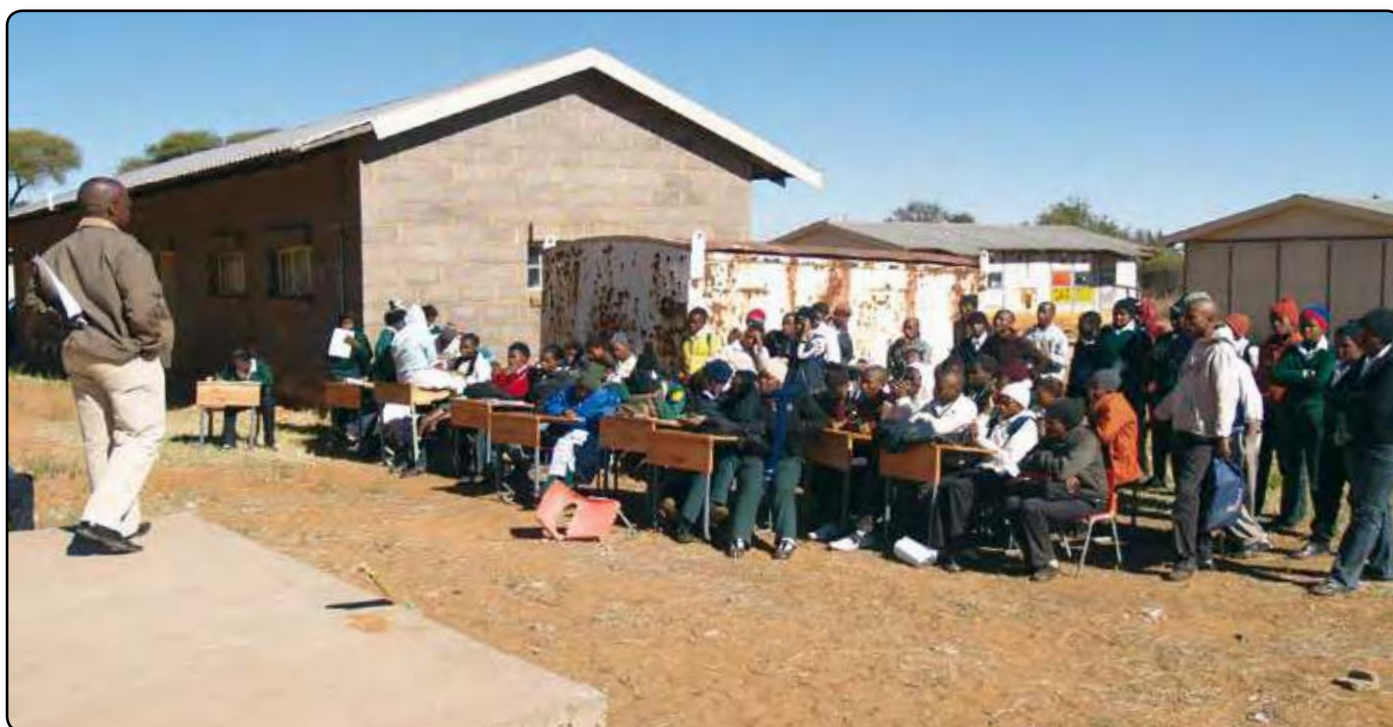
Learners from Ramokoka Primary School, North West.



“The whole object of education is...
to develop the mind.
The mind should be a thing that works.”
– Sherwood Anderson

Profiles of schools adopted for a period of five years

Name of school and location	Profile	Work done to date	Future projects
Elethu Themba Combined School, Eikenhof, Gauteng	Learners: 1 443 Classrooms: 26 Learners per class: 39 Pass rate: 40.9%	Adopter: Merrill Lynch <ul style="list-style-type: none"> • Five classrooms • Computer laboratory • Renovation of the Grade R facility 	<ul style="list-style-type: none"> • Library • Administration block • Science laboratory
Kanana Primary School, Ivory Park, Thembisa	Learners: 2 368 Classrooms: 16 prefabs & 27 permanent = 43 Learners per class: 55 Pass rate: 97%	Adopter: Vodacom <ul style="list-style-type: none"> • Five classrooms and additional ablution block 	<ul style="list-style-type: none"> • Additional classrooms • Kitchen • Science laboratory • Grade R facility
Boschkop Primary School, Pretoria, Gauteng	Learners: 815 Classrooms: 22 Learners per class: 37 Pass rate: 90.4%	Adopter: FeverTreeConsulting <ul style="list-style-type: none"> • Grade R Facility and kitchen 	<ul style="list-style-type: none"> • Computer laboratory • Library • Classrooms • Ablution block
Diepsloot Combined School, Diepsloot, Gauteng	Learners: 1 750 Classrooms: 30 mobile and 9 permanent = 39 Learners per class: 45 Pass rate: 83%	Adopter: Eagle Canyon Golf Estate <ul style="list-style-type: none"> • 9 classrooms 	<ul style="list-style-type: none"> • Additional classrooms • Administration block • Ablution block • Computer laboratory



It's difficult for learners to perform optimally, when there are inadequate facilities.



When I grow up, I'm going
to be a Professor!

“ The principal goal of education is
to create men who are capable of doing
new things, not simply of repeating what
other generations have done. ”
- Jean Piaget

Profiles of schools adopted by Lafarge Education Trust in Bodibe Village, North-West Province

Name of school and location	Profile	Future projects
Tau Rapulana High School	Learners: 726 Classrooms: 15 Learners per class: 48 Pass rate: 60%	<ul style="list-style-type: none"> • Library • Science laboratory • Computer laboratory
Bodibe Intermediate	Learners: 720 Classrooms: 16 Learners per class: 45 Pass rate: 98%	<ul style="list-style-type: none"> • Ablution block • Classrooms • Science laboratory
Motllhako Primary	Learners: 394 Classrooms: 15 Learners per class: 26 Pass rate: 85%	<ul style="list-style-type: none"> • Administration block • Kitchen • Computers
Shudintlhe Intermediate School	Learners: 680 Classrooms: 14 Learners per class: 49 Pass rate: 74%	<ul style="list-style-type: none"> • Classrooms • Ablution block
Mmuagabo Primary School	Learners: 360 Classrooms: 10 Learners per class: 36 Pass rate: 93%	<ul style="list-style-type: none"> • Classrooms • Computers • Library
Naletsana Primary	Learners: 394 Classrooms: 16 Learners per class: 25 Pass rate: 72.3%	<ul style="list-style-type: none"> • Renovation of school • Sports facilities • Administration block
Mokakana Primary	Learners: 456 Classrooms: 15 Learners per class: 30 Pass rate: 83%	<ul style="list-style-type: none"> • Renovations of the school • Administration block • Water supply
Matlaba Primary School	Learners: 515 Classrooms: 12 Learners per class: 43 Pass rate: 85%	<ul style="list-style-type: none"> • Kitchen • Administration block • Grade R facility
Molekane Primary School	Learners: 456 Classrooms: 9 Learners per class: 51 Pass rate: 70%	<ul style="list-style-type: none"> • Ablution block • Classrooms • Science laboratory
E.H. Mogase Primary School	Learners: 541 Classrooms: 15 Learners per class: 36 Pass rate: 88%	<ul style="list-style-type: none"> • Renovation of the school • Science laboratory • Library
Makgwe Primary School	Learners: 446 Classrooms: 14 Learners per class: 32 Pass rate: 85%	<ul style="list-style-type: none"> • Renovations • Ablution block • Multimedia centre



**“You cannot teach a man anything;
you can only help him find it
within himself.”**
– Galileo Galilei

Future needs for each of the schools are an indication of how much more can be done to give our children a true equal opportunity. It is hoped that the reader interested in any of the adoption options may consider co-adoption or project-related adoption for any of the schools listed to reach many more children and enable them to fulfil their dreams.

Profiles of schools assisted but awaiting adopters

Name of school and location	Profile	Work done	Future needs
Luvhalani Primary School, Tshakuma, Limpopo	Learners: 256 Classrooms: 11 Learners per class: 23 Pass rate: 90%	Adopt-a-School Foundation and MTN <ul style="list-style-type: none"> • Five classrooms • Multimedia centre • Public phone shop • Computer training for five educators 	<ul style="list-style-type: none"> • Fence and gate • Library • Shade for assembly area
Hukuwa Primary School, Queenstown, Eastern Cape	Learners: 262 Classrooms: 8 Learners per class: 33 Pass rate: 100%	Thando Sishuba and friends, C. Ramaphosa and Vancut <ul style="list-style-type: none"> • Three classrooms and administration block 	<ul style="list-style-type: none"> • Ablution block • Computer laboratory • Library • Grade R classrooms
Mafulube Junior Secondary School, Matatiele, Eastern Cape	Learners: 625 Classrooms: 14 Learners per class: 44 Pass rate: 75%	Johnnic and learners of Carine Wilson Secondary School in Ottawa, Canada <ul style="list-style-type: none"> • Renovation of five existing classrooms • Administration block • 12 computers, clothes and stationery donated 	<ul style="list-style-type: none"> • Additional classrooms • Library • Ablution block
Dutyini Junior Secondary, Mount Ayliff, Eastern Cape	Learners: 552 Classrooms: 10 Learners per class: 55 Pass rate: 88%	Jonnnic, BP Southern Africa, Huawei and Telkom Foundation <ul style="list-style-type: none"> • Ablution block • Five classrooms • Administration block • Computer laboratory 	<ul style="list-style-type: none"> • Library • School hall • Science laboratory
Sandlulube Junior Secondary School, Mount Frere, Eastern Cape	Learners: 389 Classrooms: 9 Learners per class: 44 Pass rate: 90%	Investec <ul style="list-style-type: none"> • Renovation of four classrooms 	<ul style="list-style-type: none"> • Ablution block • Administration block • Library • Computer centre
Tshimbuluni Senior Primary School, Tshakuma, Limpopo	Learners: 324 Classrooms: 12 Learners per class: 27 Pass rate: 60%	MTN <ul style="list-style-type: none"> • Multimedia centre • Public phone shops • Computer training for five educators 	<ul style="list-style-type: none"> • Renovation of administration block • School hall



When I grow up, I'm going
to be a Fashion Designer!

“ Education is not filling a bucket
but lighting a fire. ”
– William B. Yeats

Profiles of schools assisted but awaiting adopters

Name of school and location	Profile	Work done	Future needs
Mothle Primary School, Mothle Village, North West	Learners: 750 Classrooms: 15 Learners per class: 50 Pass rate: 96%	MTN <ul style="list-style-type: none"> • Multimedia centre • Public phone shops • Computer training for five educators 	<ul style="list-style-type: none"> • Access to running water • Administration block • Science laboratory
Rebone Middle School, Mothle Village, North West	Learners: 577 Classrooms: 14 Learners per class: 42 Pass rate: 80%	MTN <ul style="list-style-type: none"> • Multimedia centre • Public phone shops • Computer training for five educators 	<ul style="list-style-type: none"> • Library • Science laboratory • Administration block
Molebatsi High School, Mothle Village, North West	Learners: 583 Classrooms: 14 Learners per class: 42 Pass rate: 60%	MTN <ul style="list-style-type: none"> • Multimedia centre • Public phone shops • Computer training for five educators 	<ul style="list-style-type: none"> • Science laboratory • Administration block • Home Economics centre
Mothlana Primary School, Mothle Village, North West	Learners: 418 Classrooms: 12 Learners per class: 35 Pass rate: 88%	MTN <ul style="list-style-type: none"> • Multimedia centre • Public phone shops • Computer training for five educators 	<ul style="list-style-type: none"> • Library • School hall • Science laboratory
Rethusitswe Primary School, Kromkuil Village, North West	Learners: 711 Classrooms: 18 Learners per class: 40 Pass rate: 70%	MTN <ul style="list-style-type: none"> • Multimedia centre • Public phone shop • Computer training for educators 	<ul style="list-style-type: none"> • Science laboratory and equipment • Fence • Library • Additional toilets • Kitchen • Paving • Sport facilities
Lethabile Middle School, Legonyane, North West	Learners: 263 Classrooms: 9 Learners per class: 29 Pass rate: 70%	MTN <ul style="list-style-type: none"> • Multimedia centre • Public phone shops • Computer training for five educators 	<ul style="list-style-type: none"> • Library • Science laboratory • Ablution block
Ngaka Maseko High School, Mabopane, North West	Learners: 1 090 Classrooms: 24 Learners per class: 45 Pass rate: 75%	MTN <ul style="list-style-type: none"> • Multimedia centre • Public phone shops • Computer training for five educators 	<ul style="list-style-type: none"> • School hall • Renovations of sports facilities • Science laboratory
Modilati Secondary School, Temba, North West	Learners: 1 220 Classrooms: 24 Learners per class: 51 Pass rate: 85%	Merrill Lynch <ul style="list-style-type: none"> • Renovations of the existing classrooms • Computer laboratory structure 	<ul style="list-style-type: none"> • Library • Science and technology laboratory • School hall



When I grow up, I'm going to be a Quantity Surveyor!

“ Education: a debt due from present to future generations.”
– George Peabody

Profiles of schools assisted but awaiting adopters

Name of school and location	Profile	Work done	Future needs
Inkululeko Ye Sizwe Primary School, Vlakfontein, Gauteng	Learners: 858 Classrooms: 22 Learners per class: 39 Pass rate: 96%	Standard Bank Graduates & Twenty30 <ul style="list-style-type: none">Kitchen	<ul style="list-style-type: none"> Classrooms Administration block Computer laboratory Library
Mayibuye Primary School, Ivory Park, Gauteng	Learners: 1 604 Classrooms: 32 mobile Learners per class: 50 Pass rate: 85%	Relational Database Consulting <ul style="list-style-type: none">Sports kits	<ul style="list-style-type: none"> Classrooms Library School hall Kitchen Printer
Zaaiplaas Primary School, Sehlakwane, Mpumalanga	Learners: 830 Classrooms: 21 Learners per class: 40 Pass rate: 80%	Sasol <ul style="list-style-type: none">Renovation of existing classrooms and administration block	<ul style="list-style-type: none"> Sports facilities Computers Kitchen Library Ablution block Furniture
Thuthuzekani Primary School, Krugersdorp, Gauteng	Learners: 1 406 Classrooms: 30 Learners per class: 47 Pass rate: 96%	Westcon AME (PTY) Ltd <ul style="list-style-type: none">Five classrooms built by JohnnicComputer laboratory	<ul style="list-style-type: none"> School hall Science laboratory Two classrooms
Mmankala Technical and Commercial High School, Makapanstad, North West	Learners: 800 Classrooms: 19 Learners per class: 42 Pass rate: 60%	MTN <ul style="list-style-type: none">Multimedia centrePublic phone shopsComputer training for five educators	<ul style="list-style-type: none"> Technical workshop School hall Fence



Shanduka Group employees getting their hands dirty during a school renovation project.



Ablution facilities such as this one are demolished and new ones are built for disadvantaged schools.



Volunteers help establish
a vegetable garden.

“ There is nothing in
a caterpillar that tells you
it's going to be a butterfly. ”
– Buckminster Fuller

Financial statements 1 July 2007 to 30 June 2008

The following statements are presented:

Contents	Page
Approval of annual financial statements by management	19
Report of the Accounting Officer	20
Income statement	21
Balance sheet	22
Cash flow statement	22
Notes to the annual financial statements	23 – 25

Approval

The **Annual Financial Statements** have been **approved** and signed
by the management of the Foundation and/or their representatives.

Cyril Ramaphosa
Chairman

2nd August 2008

Stephen Lebere
Executive Director

2nd August 2008

Report of the Accounting Officer to Adopt-a-School Foundation For the year ended 30 June 2008

The **Annual Financial Statements** as set out on pages **21 – 25** are the responsibility of the management committee.

The main business of the Foundation is to assist in the provision of necessary basic facilities for schools in need by raising the awareness of individuals and companies about the enormous needs that many schools have and providing an opportunity for those willing to help, to adopt identified schools with the knowledge that all donations will be effectively, efficiently and properly managed.

The Foundation will carry out this objective by providing school buildings or equipment for public schools and educational institutions engaged in public benefit activities, and by providing programmes addressing needs in education provision, learning, teaching, training, curriculum support, governance, whole school development, safety and security at schools, pre-schools or educational institutions.

The main object of the Foundation is to assist schools in need by mobilising resources from individuals and companies wanting to invest in the development of South Africa's future human capital.


I have determined that the **Annual Financial Statements** are in agreement with the accounting records and have done so by adopting such procedures and conducting such enquiries in relation to the books of account and records as I considered necessary in the circumstances. I have also reviewed the Accounting

Policies which have been represented to me as having been applied in the preparation of the said financial statements and I consider that they are appropriate to the fund raising organisation and have been prepared in conformity with **Generally Accepted Accounting Practice**.

In common with similar organizations, it is not feasible for the Foundation to institute accounting controls over cash collections from donations prior to the initial entry of the collections in the accounting records.

In my opinion, the **Annual Financial Statements** fairly present the financial position of the said **Foundation** at **30th June 2008** and the results of its operations and cash flow information for the year then ended.

The **Accounting Policies** are set out in **note 1** to the **Financial Statements**.



MD Ash

Accounting Officer

Registration number: 536

22nd August 2008
Address: PO Box 51281
Raedene
Johannesburg
2124

Detailed income statement

For the year ended 30 June 2008

	Notes	2008 R	2007 R
Income			
Donations received	1.3	9,551,682	6,477,429
Anchor donors		3,291,572	1,284,274
Project donors		6,260,110	5,193,155
Expenditure	1.5	10,745,146	3,527,236
Accounting fees		32,748	31 200
Advertising, marketing and promotions		–	80,695
Bank charges		14,848	5,866
Computer expenses		41,447	11,469
Depreciation		68,000	28,206
Improvements to schools (<u>project donor</u>)	7	7,527,236	2,104,319
Materials		5,249,076	1,586,571
Wages		1,934,266	382,700
Project training		–	39,871
Indirect project costs – Delivery charges		8,490	–
Project local travel, accommodation and management costs		335,404	95,177
Fundraising		1,100,141	–
Insurance		64,329	46,504
Legal fees		5,796	–
Motor vehicle repairs and expenses		9,660	–
Printing and stationery		29,334	11,251
Repairs and maintenance		2,444	18,186
Rent		147,418	117,390
Salaries		1,554,279	925,359
Executive director		467,226	436,660
Staff		1,087,053	488,699
Staff recruitment		10,550	92,000
Staff refreshments		2,681	–
Staff training		60,063	11,150
Telephone, fax, cellphones		49,269	42,141
Workmen's compensation		24,873	1,500
Net operating loss (2007 - income) before taxation		(1,193,464)	2,950,193
Other income and expenses		420,102	179,962
Interest received		420,113	179,979
Interest paid – overdraft		(11)	(17)
Net loss (2007 - Income) before taxation		(773,362)	3,130,154
Taxation	1.7	–	–
Undistributed loss (2007 - Income) at end of period		(773,362)	3,130,154

Balance sheet

At 30 June 2008

	Notes	2008 R	2007 R
Capital employed			
Opening balance at beginning of year		5,556,097	2,425,943
Undistributed loss (2007 - Income) at end of year		(773,362)	3,130,154
		4,782,735	5,556,097
Employment of capital			
Fixed assets	2 and 1.2	385,925	272,111
Current assets		4,477,544	5,364,513
Cash on call – money market funds and unit trusts		4,290,889	5,013,439
Accounts Receivable		–	276,737
Value Added Input Taxation		186,655	74,337
Current liabilities		80,734	80,527
Accounts payable and accruals		80,234	80,027
Sundry loans payable		500	500
Net current assets		4,396,810	5,283,986
		4,782,735	5,556,097

Cash Flow statement

	Notes	2008 R	2007 R
Cash retained from operative activities		(540,736)	2,829,901
Cash generated from operations	3	(1,125,464)	2,978,399
Investment income		420,113	179,978
Interest received			
Employed to increase working capital	4	164,626	(328,459)
Cash generated from operating activities		(11)	(17)
Interest paid			
Cash employed in investment activities		(181,814)	(122,583)
Investment to expand operations			
Additions to fixed assets	5	(181,814)	(122,583)
Cash utilised		(722,550)	(2,707,318)
Cash effects of financial activities			
Decrease (2 007 - increase) in short-term loans – cash on call	6	722,550	(2,707,318)
Cash generated		722,550	(2,707,318)

Notes to the Annual Financial Statements

For the year ended 30 June 2008

1. Accounting policies

1.1 Basis of accounting

The **Annual Financial Statements** are prepared on the historical cost basis in accordance with the requirements of Statements of Generally Accepted Accounting Practice for **Limited Purpose** Financial Statements and incorporate the following accounting policies.

1.2 Fixed assets

Fixed assets are depreciated according to the reducing balance method at rates deemed appropriate to reduce book values over the useful lives of the assets to estimate residual values. The rates of depreciation used are as follows:

Motor vehicles	20%
Model building system	Nil
Office equipment	10%
Photographic equipment	10%
Computer equipment	33,33%

The model building system is deemed a fixed investment and in the opinion of management will not depreciate in value over time. No depreciation has thus been provided for on the model building system.

1.3 Turnover

Turnover represents the value of donations and other contributions received.

1.4 Revenue

Revenue is generally recognised when it is probable that economic benefits will flow to the organisation and the amount of Revenue and Cost in respect of the transaction can be measured reliably.

1.5 Expenditure

All Expenditure as reflected in the Financial Statements is net of Value Added Taxation.

1.6 Going Concern

The Financial Statements have been prepared on the principles applicable to a Going Concern.

1.7 Taxation

No provision for SA Normal Taxation has been made in view of the fact that the Foundation is a charitable organisation. In this regard it is confirmed that:

1.7.1 the Association has been approved as a **public benefit organisation** in terms of section 30 of the Income Tax Act, (the Act) and the receipts and accruals are **exempt from income tax** in terms of section 10(1) (cN) of the Act.

1.7.2 the public benefit organisation has been approved for purposes of sections 18A(1)(a) of the Act and **donations to the organisation will be tax deductible** in the hands of the donors in terms of and subject to the limitations prescribed in **section 18A of the Act**;

1.7.3 donations by or to the public benefit organisation are **exempt from donations tax** in terms of section 56(1) (h) of the Act;

1.7.4 bequests or accruals from the estates of deceased persons in favour of the public benefit organisation are **exempt from the payment of estate duty** in terms of section 4(h) of the Estate Duty Act, 45 of 1955, and

1.7.5 In terms of sections 4(1)(f) of the Stamp Duties Act, 1968, any instrument which is executed by or on behalf of the public benefit organisation is **exempt from stamp duty**, if the **duty** thereon would be legally payable and borne by the public benefit organisation

1.8 Comparative Figures

Comparative figures for the previous financial years have been presented in order to highlight key financial data, considered relevant and material to the continued viability and success of the Foundations both past and future.

Notes to the Annual Financial Statements

For the year ended 30 June 2008 (Continued)

	2008 R	2007 R
2. Fixed assets		
On purchased assets		
Motor vehicles		
Cost	351,557	241,835
Accumulated depreciation	134,002	79,612
Net book value	217,555	162,223
Model building system		
Cost	100,912	100,912
Accumulated depreciation	–	–
Net book value	100,912	100,912
Office equipment		
Cost	31,605	3,060
Accumulated depreciation	1,801	868
Net book value	29,804	2,192
Photographic equipment		
Cost	2,500	2,500
Accumulated depreciation	969	799
Net book value	1,531	1,701
Computer equipment		
Cost	62,538	18,991
Accumulated depreciation	26,416	13,908
Net book value	36,122	5,083
Total per balance sheet	385,925	272,111
Valued in accordance with note 1.2.		
3. Cash generated from operations		
Net operating loss (2007 - increase) before taxation	(1,193,464)	2,950,193
Add: Depreciation	68,000	28,206
	(1,125,464)	2,978,399
4. Increase in working capital		
Increase in accounts payable	207	11,472
Decrease (2007 - Increase) in accounts receivable	276,737	(269,005)
Increase in VAT input	(112,318)	(70,926)
	164,626	(328,459)
5. Additions to fixed assets		
Motor vehicles	(109,722)	(122,583)
Office equipment	(28,545)	–
Computer equipment	(43,547)	–
	(181,814)	(122,583)
6. Increase in short-term loans		
Decrease (2007 - Increase) in cash on call	722,550	(2,707,318)

Notes to the Annual Financial Statements

For the year ended 30 June 2008 (Continued)

	2008 R	2007 R
7. Improvements to Schoools		
Materials		
Banksdrift	1,487,987	101,461
Boschkop	163,715	-
Diepsloot – Project 1	-	310,647
Diepsloot – Project 2	218,831	-
Dutyini	-	9,161
Elethu Themba	506,345	-
Folweni	318,544	6,140
Inkululeko Sizwe	65,033	-
Mayibuye Primary School – Project 1	15,737	-
Modilati – Project 1	243,308	80,920
Motshegofadiwa – Project No 3	-	196,523
Motshegofadiwa – Project No 4	74,276	148,850
Ndawana – Project 1	314,732	-
Olifantsvlei Primary – Project 2	197,268	168,917
Olifantsvlei Primary – Project 3	203,807	-
Ramokoka – Project 1	952,948	-
Sandlulube	-	48,000
Thathani	149,010	288,045
Thuthuzekani – Project 1	87,580	86,498
Tshildzi Primary – Project 1	60,434	42,675
Tshildzi Primary – Project 2	189,520	-
Zaaiplaas	-	98,735
	5,249,076	1,586,571
Wages		
Banksdrift	776,723	1,650
Diepsloot – Project 1	7,650	120,865
Dutyini	-	6,480
Elethu Themba	152,682	-
Folweni	96,860	-
Inkululeko Sizwe	20,840	-
Modilati – Project 1	90,754	-
Motshegofadiwa – Project 3	-	80,812
Motshegofadiwa – Project 4	86,468	12,940
Ndawana – Project 1	50,340	-
Olifantsvlei Primary – Project 2	56,050	21,763
Olifantsvlei Primary – Project 3	25,200	-
Ramokoka – Project 1	454,004	-
Sandlulube	-	12,000
Thathani	71,630	78,360
Tshildzi	28,025	20,500
Tshildzi – Project 2	17,040	-
Zaaiplaas	-	27,330
	1,934,266	382,700



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