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READ at a Glance

No. of Projects 25
No. of Training Sessions 304
No. of Schools 266
No. of Learners 108 410
Teachers impacted 2 315

PROVINCIAL BREAKDOWN

<table>
<thead>
<tr>
<th>Province</th>
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Message from the Chair

Ms Charmaine Sadie, Chairperson

I am very privileged to be reflecting on my year as Chairperson of the READ Board of Trustees. As an organisation working at the coalface of education, we are offered a deep understanding of the challenges and opportunities of a complex education system.

READ is an iconic organisation, with deep roots in the history of education in South Africa. Begun in 1979 as a response to the education crisis in South Africa, we have continued to grow and innovate; always remaining relevant to the changing needs of education in our country. READ remains as relevant now as it did when its doors opened 40 years ago. We are proud to be a key part of the solution to literacy and “reading for meaning”; partnering with government; donors and partners; and community stakeholders. We continue to build on the shoulders of the giants who founded and built this legacy.

READ continues to be responsive and reflective in how we respond to challenges in the educational, and economic, landscape. READ prides itself on being a learning organisation, engaged in constant improvement and growth: these values live at the heart of our organisational culture. Our commitment is to ensure an excellent READ offering in all that we do; as an embodiment of our orientation to serve our country, and the communities we are privileged to work with.

To meet the new market demands we have interrogated our internal processes over the last year; re-confirmed our organisational metrics since we, as trustees, signed off a renewed READ strategy with the current economic landscape, country challenges, and opportunities, in mind. We have worked intentionally to improve and deepen our internal governance processes to ensure that operational matters and strategy are synergistic. In order to remain a social impact organisation in the SA literacy landscape, with increased business driven mindset.

The primary product focus for READ is in the improvement of teacher capacity, and the provision of education resources to teachers and schools in South Africa. This work is done so that learners can be taught by confident, professional and well-trained educators; and to have access to good, and worthwhile reading and school resources. Every child in our country deserves the best opportunity to learn literacy skills which can be used to enhance their lives and in turn impact our country and its people. In a country which suffers from pervasively high unemployment statistics; READ is, not only providing literacy skills, but always considering how these skills will be valued and impactful in a knowledge economy reliant on comprehension and language fluency of the highest order.

I am proud to be part of a READ team which strives to offer value to others. I want to thank the READ management and operational teams for what they have delivered this year and their commitment to serve our schools and communities. I thank the trustees for their time and energy commitments to a cause we all believe in.

I look forward to many years of working together to improve the education prospects for the next generation of South Africans.
Bertus Matthee, National Director

READ’s reason for being has always been to bring change to the lives of disadvantaged children in South Africa through education. More than 38 years later the majority of young learners are still negatively impacted by a range of social and economic inequalities. This has created a childhood of adversity for most rural (and mostly black) learners. There is inadequate access to healthcare, education, social services and quality nutrition. This has undermined the development of these learners and contributed to developmental deficits that limits educational progress.

READ has tried to address some of these issues through our Early Childhood Programmes that have been developed to assist caregivers, practitioners and principals of Early Childhood Centres in overcoming these challenges. Read provides not only practical training and support, resources as well as language materials, but also accredited academic programmes in this regard.

At the same time READ is confronted with an ongoing discourse regarding the challenges facing Primary education. This is highlighted again by the December 2017 release of the Progress in International Literacy Study (PIRLS) report. The following findings illustrate the extent of the problem:

- 80% of South African Grade 4 learners cannot read with comprehension.

- South Africa’s average score is 261 points below countries like The Russian Federation, Singapore and Ireland. This difference represents 6 school years - meaning that our Grade 8 learners, entering secondary education, is reading at the same level as Grade 2 learners in these countries.

- Our top achievers are at the same mean level score as the lowest 25% performing countries. During the past 5 years our learners (including the top achievers) have not progressed at all.

- Rural learners are three years below their urban counterparts.

- Top performing countries are teaching reading strategies in Grades 1 and 2 that South African teachers teach in Grade 4; 5 and 6.

Being able to continue implementing educational development programmes of value, with sustainable donor funding, are issues all non-profit organisations like READ are struggling with more and more.

READ has impacted on the educational system through teaching methodologies, resource provisioning and assessment practices. Most interventions in education now use similar programmes as READ and the organisation must progress with
a new relevant differentiator. What sets READ apart from other organisations in the educational space, is that READ project staff are highly qualified and experienced teachers and trainers, writers and developers. READ draws on expert input to constantly add innovative, new and proven education thoughts to its offering.

READ is also convinced that quality teacher development programmes do not lead to immediate improvement in learner results. A quick fix attitude does not lead to sustainable improvement and is not advocated. Excellent long-term results have been achieved through this methodology. Evidence of this is:

- The Free State Literacy strategy: READ worked extensively in the most rural district in the Free State. The Thabo Mofutsanyane district, due its rural nature, was the worst performing district in the Province. Eight years after our first intervention and after receiving regular invitations to return, this district is the highest performing district in the country in terms of matric results, national systemic evaluations and provincial evaluations of learner performance.

- The Free State Province is one of the best performing provinces in terms of Primary and Secondary School learner performance eight years after all Primary School teachers were trained on the READ methodology in their provincial literary strategy. The same can be said of the Western Cape after doing the same in their literary strategy.

- The Vhembe District (Tshivenda speaking learners) has the most improved results in the PIRLS study over the past ten years. READ has been working in this district for the past ten years.

By taking the above-mentioned findings into account, READ has decided to pilot and implement certain innovative strategies to address some of the challenges that we are experiencing in education. These are:

- Providing high-level accredited training to caregivers and Early Childhood Development practitioners as well as Early Childhood Development students, that will ensure that children between 0 and 5 receive appropriate nutrition, hygiene and educational stimulation. This will be augmented by channelling students to well performing centres/creches so that they can experience best practice when doing their practical modules.

- Providing in-depth accredited training to Primary School teachers that will ensure good theoretical foundation and practical experience.
By placing donor funded reading teachers in our project schools (innovative approach) will ensure that all learners receive appropriate reading and writing instruction at their level. READ will use its expertise in resource selection, knowledge on how to teach reading and ability to work at differentiated levels of performance, to achieve improved results in reading achievement.

Our afternoon Language Centres, and Homework Centres are achieving good results with learners not only doing something meaningful in the afternoons, but also developing their vocabulary, speaking, reading and writing skills, which lead to improved academic performance in schools.

One of the strategic objectives identified is for READ to become a research and thought leader in the educational sphere and to publish more extensively. READ was recently appointed as external evaluator for a project sponsored by the Federer Foundation. The report produced was shared with the Botswana Government, NGO’s and the sponsor. Thought pieces have also been shared with our donors and in our annual report.

The General Household Survey: Focus on Schooling 2016 report, released by the Department of Basic Education in April 2018, revealed that although almost 99% of seven to fifteen-year olds were in school, only 85% of sixteen to eighteen-year olds were attending educational institutions all the way to matric. According to the report, research indicated that the main predictor of this problem was poor quality early education. There were also proportions of out of school learners who stated that the reason for not attending school is because they regard education as being of no value to them.

According to the research of Educational Economist, Martin Gustafsson, the main reason why older learners drop out of school is because they do not cope in the higher grades as learning foundations were not laid in primary years – so learners just continue to repeat grades until they reach Grade 9. Most research however takes the problem right back to learners’ formative years and emphasise the importance of pre-school education and development. The PIRLS and SACMEQ studies both indicate the poor levels of literacy in South African schools and emphasise the need for teacher development. A significant finding in the most recent SACMEQ study was that a significant number of Grade Six language teachers could not pass the tests they administered to learners. This is indicative of the problems we are still facing in our schools and informs the methodology READ introduces in our teacher development programs. Systemic educational programmes like the National Education Collaboration Trust has reverted to providing teachers with prescriptive lesson plans that all teachers must adhere to. The Early Grade Reading Assessment programme has also found that a very narrow prescriptive approach works best, although it has had limited success in terms of learner’s results.

The reality (even more evident in rural schools) is that many teachers do not always benefit from higher level accredited training, even if they have teaching degrees or diplomas. It has been our experience that under-qualified ECD Caregivers and Grade R teachers perform much better in the accredited training, if they received the basic operational training that READ provides in our donor funded projects. READ has partnered with the University of Pretoria to develop a theoretic model for our language development programme, and the University’s Centre for Educational Assessment will evaluate the project and publish the research. This will then be shared with the Department of Basic Education, the University’s Education Faculty and presented at relevant educational conferences. Our teacher development model is graphically explained on the next page:
INDIVIDUAL ADVANCEMENT
Personal development training to help teachers realise their own power to change themselves and their communities and motivates them to become self actualised educators.

EDUCATIONAL CONTEXT
The third level of training is where teachers begin to learn and understand how educational theory impacts and broadens their teaching practice and results in creating a professional educator.

ADVANCED DEVELOPMENT
The second level of learning is where teachers start to differentiate between learners’ needs, problem solve for themselves, and take some initiative in the classroom. This is imparted in Forum discussions facilitated by READ.

BASIC CONCEPTS
The Balanced Language Approach is the basic level of methodology knowledge needed by teachers to teach language. Linked to this, teachers need knowledge of classroom management, planning, keeping to pace setters, and the correct use of resources.

ROOTS
Read Educational Trust’s Training Programme has been developed using the theories of Piaget, Vygotsky, Krashen and Elley. READ believes, along with Piaget, that children have predictable developmental phases. That as Vygotsky suggests, children need to learn in a scaffolded way with adult help. That grammar can be acquired without rote learning, from reading, and that reading books is key to learning a second language, as described by Krashen and Elley. We do this by training teachers using the Balanced Language Programme which is a step by step approach to teaching reading and writing using different methodologies and resources in the classroom.
The annual Rally continues to be an important event in READ’s calendar, bringing resources and encouragement to a multitude of rural schools. Thirty-six schools were visited in 2018/19 and 15,761 children benefited.
The BUSINESS of READ

OUR VISION
To be an essential collaborative partner in the path toward creating a literate and empowered society.

OUR MISSION
We exist to develop and successfully implement literacy and capacity building interventions in society.

OUR VALUES
Our values define the way we think and act in READ and therefore:
• we respect and value our people and stakeholders whom we work with and their contribution to achieve our vision;
• we see ourselves as a learning and innovative organisation continuously growing;
• service is central to what we do for learners, schools, student teachers, communities in which we operate and for ourselves;
• to achieve excellence, we use our energy, skills and resources to create innovative solutions and deliver the best sustainable results;
• to create opportunities to enable communities to empower themselves to become knowledge workers;
• through stewardship, we are acutely aware of our responsibility to improve literacy to international recognised standards; and
• READ is a Level 1 BBBEE service provider.
READ’s raison d’etre is to provide training and resources to South African communities in order to improve literacy levels and the provision of a useful and effective education to learners and teacher.

**READ continues:**
- to develop content encapsulating literacy best practice;
- to provide relevant, accredited, on-target training programmes; and to
- provide appropriate and enjoyable learning and teaching support materials

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**BUSINESS MODEL**

**RESOURCES**

**FINANCIAL CAPITAL**

— *what allows us to fulfil our vision*

READ has various streams of income. With donor funding, being our main source of income for projects supported by donors both national and international. READ receives donations from charitable trusts and individuals on an ongoing basis due to our unique position as a respected, long lived literacy NGO. READ’s sister organisation, the publishing house READing Matters, also provides READ with donations from its profits.

**HUMAN CAPITAL**

— *who actions our vision and lives our values*

READ has qualified personnel on all levels of the Organisation; professionally trained project staff who provide the training needed in the field and qualified Financial and Administrative and Development staff who support the people working in the field.

**INTELLECTUAL CAPITAL**

— *what sets us apart from others in the same space*

READ has a high standard for all their workers. All staff have demonstrable capacity and a dedication to the cause of education in South Africa.

**SOCIAL & RELATIONSHIP CAPITAL**

— *what relationships allow us to reach the communities we work in*

READ works within communities to ensure we have the maximum impact. This includes parents, tribal leaders, and school management. READ has an advocacy programme which operates inside and outside schools to provide books and other resources, and has set up Learning Centres in areas of special need.
Business Activities

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<tr>
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<tbody>
<tr>
<td><strong>1. TRAINING</strong></td>
<td>READ provides training to teachers from all phases as well as the School Management Teams. We also work with parents and learners in our Learning centres and Monitoring</td>
</tr>
<tr>
<td><strong>2. MENTORING</strong></td>
<td>READ coaches and mentors to help in the practical application and understanding of the training READ provides.</td>
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<tr>
<td><strong>3. EVALUATION</strong></td>
<td>READ measures and evaluates all their projects using a set of instruments developed for the purpose. These tools also help guide the way we implement our projects.</td>
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<tr>
<td><strong>4. REPORTING</strong></td>
<td>READ reports to donors on a regular basis. We endeavour to be responsive and informative in all our reporting, both formal and ad hoc.</td>
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<tr>
<td><strong>5. RESOURCE DELIVERY</strong></td>
<td>READ provides resources to projects as defined by project need, level and phase.</td>
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<tr>
<td><strong>6. QUALIFICATIONS</strong></td>
<td>READ’s Institute provides training in SAQA accredited ECD courses. READ also provides SAQA and SACE accredited training courses in our projects. Teachers receive Professional Development Points for successfully attending training that is SACE accredited.</td>
</tr>
<tr>
<td><strong>7. ADVOCACY</strong></td>
<td>Read promotes a culture of reading the flagship advocacy programme READATHON. As part of the READATHON, READ provides books and other resources to people at our ad-hoc Pop-Up Libraries, or with the RED Reading Box.</td>
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</table>

Outcomes

READ produces project impact reports which show the quantifiable impact of our projects. READ developed its original evaluation instruments with the assistance of international experts, these instruments are regularly updated and adjusted to reflect new trends and thinking in education.

**LEARNER ACHIEVEMENT RESULTS:**

Learner results are measured to show where they are in terms of capacity. The criteria are:

**EMERGENT**

At this level, learners are showing very little competence in terms of the development of skills and can be classified as an “at risk” learner. Their development skills are showing such big deficits that a lot of individual support is needed to overcome these developmental deficits.

**DEVELOPING**

At this level, learners are showing that they are starting to develop their skills and competencies. However, at this level they still require a fair amount of individual support to develop their skills and competencies effectively.
EXPANDING
At this level, learners are showing that they have reasonably well-developed skills and competencies and therefore only require limited additional support to become proficient.

PROFICIENT
Learners are fast approaching or are already proficient at the required level.

AVERAGE LEVELS OF PERFORMANCE GRADE R:
At the beginning of the year, there were no Grade Rs measured as Proficient. 10% of Grade Rs in READ projects were at the lowest, Emergent level, while 64% were at the Developing level and only 26% were at the Expanding level. At the end of the year, tests showed that there were no Grade Rs in the Emergent or Developing Levels, with 46% at the Expanding level, and 54% at the Proficient level.

AVERAGE LEVELS OF PERFORMANCE FOUNDATION PHASE:
As with the Grade Rs, in Foundation Phase no learners achieved the Proficient Level in the beginning of the year. Tests showed 19% of learners at the Emergent level, 61% at the Developing level, and 20% at the Expanding level. At the end of the year there were no learners on the lowest, Emergent level, with 21% at the Developing Level, 59% at the Expanding level, and 20% reaching Proficiency.

USE OF RESOURCES:
Teachers’ use of resources is also a measure of their implementation of the training they receive. As can be seen below, resource use improved significantly in 2018. In the beginning of the year, only 53% of the work done correctly included resources 30% of work done did not include any resources, and 17% of work partially included resources.

At the end of the year, 91% of work correctly included resources, with partial use at 2% and complete non-use of resources at 7%.

AVERAGE TEACHER ACHIEVEMENT RESULTS:
READ measures teacher implementation. Teachers are measured against a set of criteria which show whether they are successfully implementing the training and classroom practice support they have received. Yes shows the level of implementation measured as complete, Partly measures partial implementation, and No shows teachers are not implementing their training at all.

At the beginning of the year, Grade R teachers were measured as having 42% of their work not implemented, 18% partly implemented, and 40% properly implemented. At the end of the year, 10% of work wasn’t implemented, 14% was partly implemented, and 76% of work was properly implemented.

Foundation Phase teachers were measured at the following levels in the beginning of the year: 34% of the work was not implemented,
Our DIVISIONS

READ EDUCATIONAL TRUST

READ started in 1979 as a response to the education crisis in Bantu Education. South African youth needed access to books and properly trained teachers. READ initially provided books as bespoke libraries but did not engage with school staff in the classroom. It became clear the books were left unused, as teachers did not know how to incorporate them into their teaching. As time went by, supplying training and resources to schools in a complete package became our core business. This has grown into a structured set of programmes developed and provided by READ.

TRAINING CENTRE

The Training Centre is the core of READ’s offering. Trainers use proprietary material developed by READ, and resources provided by READing Matters to train teachers and learners so that literacy in schools and communities improves.

PR AND FUNDRAISING DEPARTMENT

The PR and Fundraising Department sources funding and promotes READ so that we remain current and relevant to South African society. PR also works with the Materials Development Department to produce the resources used in the READATHON Advocacy projects, and in projects with various retail donors. This department also manages donor relationships and reporting.

MATERIALS DEVELOPMENT

Experts in the Materials Development division write READ training courses, READ story books, and develop the content of the READ RED READing Box which are then produced in-house and printed for distributed to beneficiaries nationally.

PROJECT MANAGEMENT

The Project Office and Management are responsible for the collection and collation of the data from all projects. In tandem with the Finance and Fundraising departments, they produce the statistics needed for reporting and evaluation.
READING MATTERS

Reading Matters is the sister organisation to READ. Reading Matters is an educational publisher and supplier of books to schools and the Department of Education. Reading Matters books are used in all READ projects. Reading Matters is registered as an NPO. Reading Matters has its own Board of Trustees.

FINANCE AND ADMINISTRATION

The Finance department efficiently manages the funds received from donors, and all project related expenditure that range in scope from one school to 900 schools.

GOVERNANCE

READ is a well governed organisation that subscribes and complies with the King IV Report on Governance in SA, the Companies Act, the Protocol for Governance in the Public Service and all applicable legislation.

READ’s governance structures are embedded in a Governing Board of Trustees, a Board of Directors of the commercial, publishing business, a Group Finance, Audit and Risk Committee, a Group Ethics and Human Resources Committee, a Board Funding Committee and a Management Committee.

The Terms of References and composition of all the governing bodies are reviewed at least once per annum.

READ INSTITUTE

The READ Institute is a department within READ Educational Trust. READ has accreditation from SAQA and SACE to provide students with NQF Level 4 and Level 5 certification in ECD, through the EDTP Seta. Students do SAQA accredited courses and receive tutoring and resources from READ. The intention of the Institute is to provide training and certification to people who work in communities, as a way for them to become self-sufficient. There is space in communities for many ECD schools and creches. This is allowed by law, if the caregivers are suitably qualified. Once they are registered with the Department of Social Development, caregivers can receive a subsidy from the Department.
Our STRATEGIC PRIORITIES

ECD

Early Childhood Development is the cornerstone for learning in all humans. Studies have shown that sensory stimulation from birth is vital for proper brain development. Read provides training to ECD practitioners which gives them the tools to provide stimulating activities at the crèches at which they work.

READ training and resource provision encompasses a community development element, in that the parents of learners in the creches receive training and resources to use at home to help in the development of their children.

READ also provides training to practitioners in Level 4 and Level 5 ECD certification, supported by contact sessions from the trainers.

PRIMARY SCHOOL

READ’s Primary School offering starts in Grade R with a programme to develop Grade R educators and moves through literacy training for educators in the Foundation Phase, to training to promote reading and writing in the Intermediate Phase. The training and resources provided by READ are carefully designed to help teachers in each phase provide their learners with the skills needed to move into the next phase with confidence and improved ability.

READ does Professional Learning Community development and training, where teachers within a district or area are given the tools to develop and maintain their own communities of practice.

READ provides after-school help for learners in our Learning Centres, where learners attend and get access to homework help, games, reading materials and educational activities.

PROFESSIONAL DEVELOPMENT AND QUALIFICATIONS

The READ Institute, a division of READ Educational Trust, provides NQF Level 4 and 5 training to those wishing to develop their capacity as ECD practitioners. READ courses are accredited by SACE and SAQA.

MATERIALS DEVELOPMENT

READ has developed courses in reading for enjoyment, to help teachers learn how to develop learners’ language proficiency by encouraging reading for fun.

An afternoon language extension programme has been developed as a structured and in-depth reading programme for Grade 5 to 6 EFAL learners. The programme adopts a holistic approach to reading, in which we envision every learner a reader and every teacher a reading role model. The programme aims to help learners pursue reading as an enjoyable activity. Reluctant readers are encouraged to read by pegging reading materials to their needs.
READ PROJECTS

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<td>Gauteng</td>
<td>The Bayer Book Club Project takes place at the Alra Park Primary in Nigel, Gauteng. READ has set up a Book Club at the school, and trained interested staff how to maintain the club, and encourage club activities. READ provides resources for the Book Clubs we set up, with sponsorship from Bayer. This is a way to encourage the love of reading in learners and teachers.</td>
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<td>Western Cape</td>
<td>The project is implemented at Carnarvon Primary School. READ provides training and support for language teachers in an effort to bolster their use of language in teaching the STEM subjects and to allow them to be more confident in researching and planning lessons and classroom activities.</td>
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<td>North West</td>
<td>The Ceramic Foundation project is a Homework Support programme for learners at the Setlabotjha Secondary School. Homework Support Assistants are employed to help learners who struggle with reading and writing. The Homework Assistants receive training on the Balanced Language Programme so they are properly capacitated to help the learners. They are past matriculants of the school, who were promising students.</td>
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<td>PROJECTS</td>
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<td>The FFS project is a science literacy project in KwaZulu Natal. Teachers are given training in teaching science with a science curriculum devised by READ trainers. They are also provided with lessons in teaching scientific literacy and in how to promote learning understanding in a reading culture. The project culminates in a Science expo during which learners present projects they have been working on with their teachers as part of the FFS Programme.</td>
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<td>The Growing, Learning, and Reading for Life project is a literacy and resource provision project in Limpopo. Training and resources were provided to Primary schools and Creches, and support was given to communities to help them start to take more of an interest in their children’s schooling through parental training sessions. READ worked in this project for 3 years, during which the educational capacity of the teachers in the project was continuously improved. Communities around the schools began to understand the work of education does not stop at the school gate, but is continuous, and part of community identity as a whole.</td>
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<td>This project is run at Ikaya Primary school, where teachers are given training on classroom literacy development, and provided with resources to help them develop their learner’s reading practice.</td>
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<tr>
<td>PROJECTS</td>
<td>Donor</td>
<td># Trainers</td>
<td># Schools</td>
<td># Teachers</td>
<td># Learners</td>
</tr>
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<tr>
<td><strong>Inner City ECD</strong></td>
<td>Various</td>
<td>1</td>
<td>11</td>
<td>58</td>
<td>867</td>
</tr>
<tr>
<td><strong>Gauteng</strong></td>
<td>Based at ECD centres and Creches in Johannesburg’s Inner City this is a project to develop the brain power of young children by giving caregivers at creches the skills to provide them with stimulating lessons and play. Relevant appropriate resources are also provided. The first 1000 days of a child’s life are when their brain develops the networks that will govern brain development. Stimulation of a child’s senses helps develop these networks.</td>
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<tr>
<td><strong>KST PS project</strong></td>
<td>Kagiso Shanduka Trust</td>
<td>4</td>
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<td>381</td>
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<tr>
<td><strong>Free State</strong></td>
<td>The KST project is a teacher development project in the Free State. Teachers from 64 schools are trained in a curriculum designed to improve the learners reading competence, and comprehension. The focus of the project is on two sets of schools, Cohort A schools who have been in the KST project for a number of years receive training for their Lead Teachers. Cohort B schools, which are new to the project, receive training for all their language teachers. Both sets of schools receive resources.</td>
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<tr>
<td><strong>Pep Academies</strong></td>
<td>Social Innovations</td>
<td>4</td>
<td>11</td>
<td>89</td>
<td>n/a</td>
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<tr>
<td><strong>Gauteng, KwaZulu Natal, Western Cape, Free State</strong></td>
<td>PEP Academies provide after school training and support to learners from selected schools in each province. READ trains Academy teachers, and provides them with coaching support and selected resources. The Academies work is to try and help learner’s reading, writing, and comprehension to improve. The extra time provided after school gives teachers a space where they can work on gaps in learner knowledge and practice.</td>
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<tr>
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<td>KwaZulu Natal</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>The PEP Grade 5 project in KwaZulu Natal focused on helping Grade 5 learners to specifically improve their comprehension, by providing them with activities and books that will encourage them to develop an appreciation of reading as fun. The courses developed for this project will be used in an expanded project in Gauteng, KwaZulu Natal, the Western Cape, and the Free State in 2019.</td>
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<td>Rally to Read</td>
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<tr>
<td>Eastern Cape</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Free State,</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>KwaZulu Natal</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>A rural school development project, the Rally took place in 4 provinces in 2018. In an initial delivery Weekend event, resources are provided to selected schools. Following on from the resource delivery, READ trainers train and mentor the teachers in the schools on a literacy teaching process designed to help learners become fluent readers.</td>
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<td>Read Empowerment Trust</td>
<td>McMillan</td>
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<td>Gauteng</td>
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<td></td>
<td>The schools in the programme receive training, coaching, and resources from READ trainers, funded by a trust set up to benefit precious READ project schools. The schools were selected on merit, based on their ability to sustain the work which they started when involved in previous READ projects.</td>
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<td>PROJECTS</td>
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<tr>
<td>Singita Growing to READ</td>
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<td>1</td>
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<td>103</td>
<td>1 803</td>
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<td>Limpopo</td>
<td>Creches attended by learners who live in the areas owned and controlled by the Singita Sabi and Singita Kruger bush lodges are provided with resources, ECD development training and coaching under the auspices of the Singita development team.</td>
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<tr>
<td>Smith’s Plastics</td>
<td>Smith’s</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>62</td>
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<tr>
<td>KwaZulu Natal</td>
<td>Resources, furniture, puzzles, games and books were provided to Montford Primary School in Chatsworth Durban. After these were delivered, reading corners and classroom activity areas were set up, and teachers trained on how to use them. The READ trainer followed this up with coaching sessions to ensure teachers understood the work.</td>
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<tr>
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<td>1</td>
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<tr>
<td>KwaZulu Natal</td>
<td>As with the Smith’s Plastics project, resources and furniture, books, beanbags chalkboards, and the toys and stationery needed for a properly stimulating classroom were purchased by the READ trainer, and delivered to Oceanview Primary in Chatsworth. Teachers received training and coaching in the use of these resources, including the books which are used for both English and Zulu tuition.</td>
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<td>PROJECTS</td>
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<td>6</td>
<td>54</td>
<td>1 571</td>
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<tr>
<td>Free State</td>
<td>Teachers are trained in literacy development methods, and schools are provided with books. This project is run in tandem with Brainwaves, who are an NGO working to improve Maths teaching in Primary Schools.</td>
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<td>16</td>
<td>167</td>
<td>15 485</td>
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<td>Mpumalanga</td>
<td>Since 2015, READ has provided language and literacy support to 16 schools in Mpumalanga Province. There are 7 schools in the Nkangala District, and 9 schools in the Gert Sibande District. This support was provided to Foundation Phase. In 2017, schools and district officials expressed concern that this intervention only covered Foundation Phase and a request was expressed for the intervention to be extended to the Intermediate Phase, and also to include other schools. In 2018 the intervention continued into the Intermediate Phase, and Grade R, and did not include Foundation Phase, while including a district wide intervention training HODs in schools not previously in the project.</td>
<td></td>
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<tr>
<td>Vuka Moya</td>
<td>Vuka Moya</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>360</td>
</tr>
<tr>
<td>KwaZulu Natal</td>
<td>The Vuka Moya project takes place in two schools in KwaZulu Natal, Imboyi Primary, and Ntweka Primary. It is a resourcing, classroom set up and teacher development training project. Both schools have received stationery, books and furniture so that learners can develop reading skills and work creatively while they learn.</td>
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<tr>
<td>PROJECTS</td>
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<tr>
<td>Language Centre</td>
<td>READ</td>
<td>1</td>
<td>2</td>
<td>10</td>
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</table>

**Western Cape**

Community Language Centres were established in Cape Town, in Lavender Hill, Hanover Park, and Lotus River. Learners are given a place to go after school where they can access books, practice and enjoy reading, and work on activities which are both fun and educational. The unrest in these communities has meant that there are times when parents do not want to let their kids out. The READ trainer has developed a good relationship with most of the families in the area, and is able to continue with her work when calm returns.
READ INNOVATIONS

READ RED READING BOX

The Red Reading Box is now an institution at READ. There is a box produced every year, with new stories, games, and activities. In 2018, Pizza Hut approached READ to start a collaboration. READ produced the RED Reading box content, and Pizza Hut distributed the content in a customized pizza box. These RED Reading Pizza Hut boxes are provided to beneficiaries of Pizza Hut.

The success of this initiative has meant that the Pizza Hut Red Reading box is being rolled out into the rest of Africa, wherever Pizza Hut has a branch.

FINDING FACTS RED BOX 2018

The 2018 Red Reading Box is helping children discover facts about their world, and most importantly, about themselves, through the gift of reading. The ‘Finding Facts’ box is visually appealing with its ‘Superpower’ look and feel. It is designed to help children discover their special skills through a fact-finding mission which begins and ends with reading. Children are taught that reading is their superpower … it’s the key to unlocking facts about the world around them, about what interests them, and about what they are good at!

Reading to children is a vital part of the development of their imagination. It introduces new vocabulary and gives them a head start in language and literacy skills. Reading stories to your child will encourage their brains to develop the ability to link cause, effect and significance of events. These are essential skills to learn as a small child.

In the 2018 Red Reading Box you’ll find a ‘Finding Facts Magazine’ – a place to find out about our ancestors, our family, our country and our culture. The ‘Superhero Journal’ is a journey of self-discovery, and ‘Everyday Heroes’ is a book filled with stories about children similar to the readers. The ‘Finding Facts Cut-Outs’ book contain instructions for all the games in the box, as well as fun cut-outs. Games include a ‘Flags of Africa’ game, ‘Word Power Playing Cards’ and more.
LIBRARY DEVELOPMENT AND OUTREACH

READ’s initial work was in the provision of libraries to needy schools. This was refined to include a teacher training programme, which then became READ’s core business. The work has now come full circle, and READ is experiencing an increase in requests for library development outreach work.

The Cummins project, a whole library development project at two schools is an example of this. The schools were provided with the books for a central library, training and policy rules were given to the library committee, and the library was set up and decorated by READ.

A smaller mobile library, a book shelve on wheels, is also available as a classroom library. This is a lockable box which contain reference materials and story books for the learners in each class. The boxes contain different books so they can be swapped from classroom to classroom.

INQAYIZIVELE HIGH SCHOOL LIBRARY PROJECT – SUPPORTED BY CUMMINS SA

READ implemented a central library upgrade project at Inqayizivele High school situated in Tembisa.

The high school project aimed to clean-up the existing central library at the school, converting it into a functional study space for learners as well as stocking it with relevant books and multi-media material to create an exciting library and study area.

Books were sourced from all publishers, local as well as international and included some encyclopedia sets as well. Electronic resources were not an option at this stage. Different board games ranging from Pictionary, scrabble, monopoly, different card games and chess boards were included in the library selection for teachers to use as language development tools or life skills activities and enjoyment. Movie
renditions of Shakespeare novels such as Romeo and Juliet, Macbeth and Julius Caesar as well as some of the popular fiction that has been made into movies (Hunger Games series, Divergent series etc) were included as means of creating interest in the books and to serve as a launch pad for debates and discussions.

With the help of Cummins volunteers, the library books were place on the shelves, colourful felt board hung on the walls and appropriate posters on library etiquette, topics ranging from children’s rights to making a difference, South Africa’s democratic heroes and bullying, were fixed to the walls.

The library was opened to all students to use for lending as well as studying. Library monitors assisted the library committee to organise and monitor library lending and use. It was extensively used during the Gr 12 preparations for the end-exam.

A learner that benefitted from the new study space and additional books, was Jessica Sehlabelo who achieved seven distinctions in the exams. Jessica achieved 100% for physical science, 100% for mathematics, 95% for life science, 89% for life orientation and 86% for English.

WORD WARRIOR COMPETITION

The 2018 READ Word Warrior Competition required entrants to write a fiction story incorporating a colourful character, Detective WW Inkomba. (‘Inkomba’ means ‘clue’ in Zulu and Xhosa). Our Word Warriors produced Fun, Fact-finding (FFF) missions that drew readers in, and captivated them right up to the very last word!

First prize was awarded to young Griffin Robb of Kommetjie Primary School. Griffin’s story was entitled, ‘Jungle Trouble’. Griffins story focused on WW Inkomba, the ‘raccooniest of all racoons’, who saved the day when the Bear Squad tried to rob the jungle ‘Bank-tree’, filled with fruit. Chaos ensued but Detective Inkomba saved the day and was awarded a ‘fruity reward’!

Naturally Griffin was pleased as punch to receive his R1 000 cash prize, while his teacher, Ms Teixeira, was ecstatic about the R5 000’s worth of books awarded to Kommetjie Primary School!

EVALUATION WORK

Monitoring and Evaluation is an intrinsic part of every project. Monitoring and evaluation measures progress towards outcomes and foster dialogue between stakeholders involved.
READ’S internal evaluation is based on sharing objectives with teachers at the beginning of the year so that the monitoring and evaluation process remains transparent and developmental in nature. It also provides a check to see whether we are achieving the goals we have set ourselves in working with our donors, project managers and staff from the education departments.

READ is constantly asking whether it is putting the right resources into the hands of teachers and learners, if the training is achieving an improvement in content knowledge and teaching practice by teachers, is the level of support with the teachers what it is supposed to be – and what is the effect of this in our project classrooms.

The Rally 2018 Evaluation report showed that the work we do in rural schools has a very beneficial effect on education in rural areas in South Africa. Grade R learner improvement showed a shift from very poor levels of performance to a pleasing proficient level for learners.

**READ’S PROJECT FOCUS**

**EARLY CHILDHOOD DEVELOPMENT PROGRAMME – ROGER FEDERER FOUNDATION ECD PROJECT**

At the beginning of the project, ECD practitioners had no idea what to do with the children except to let them play without meaning, eat and sleep. Only through the careful introduction of content knowledge, the ECD curriculum and coaching and support did these practitioners buy-in to the programme and become motivated enough to start implementing the training they received.

Practitioners that understand the milestones children need to reach and how to reach those milestones, change a simple child-care facility (where children eat, sleep and play) to a pre-school where children learn through constructive play, follow a programme and are assessed on reaching these milestones.

Pre-school learners within the project have developed well, with results that indicate most of the learners are ready to transition to Grade R. Grade R teachers report that learners that arrive at their schools from non-project ECD Centres lag in the development of their pre-school skills, which sometimes negatively effects the progress of project learners, as classes have to be tailored to support the least developed learners.
Parental involvement increased markedly with parents realising the important role they have to play in their children’s development as the main educator of their children. Sadly, fathers are still not involved in the upbringing of their children to the extent that they should although their attendance grew by more or less 10%.

**PRIMARY SCHOOL PROGRAMMES - ROGER FEDERER FOUNDATION GR R AND PRIMARY SCHOOL PROJECT**

The project achieved better results as it progressed. Teachers’ professional skills developed, and classroom practice improved. This leads to better learner achievement. Teachers in Grade 1 are receiving learners who are better prepared for each of the transition points in their primary school career. Project learners achieve national literacy targets in rural schools in a province that is achieving at the lowest levels in the country.

Core to the success of the project was the fact that it addressed the needs of all the stakeholders involved.
- The district officials’ needs that include content knowledge and support;
- The schools’ needs that included training, professional development and support of School Management Teams and teachers;
- The teachers’ needs that included reading and classroom resources for both teachers and learners to equip them for improvement;
- The community’s needs for a functioning education system to support, trust and participate in.

All of the above input culminated in the successful implementation of Professional Learning Communities (PLCs) that bodes well for sustainability as well as continued teacher development in the district.

Primary school learners show good levels of language development as they approach the transition phases in their academic development. Not all skills are at the standard expected with reading fluency and independent writing levels still very far from where they should be. Learners are not getting enough motivation or time to read and write independently.

The Foundation Phase results correlate with the EGRS study, showing achievement above 50% while the Intermediate Phase results show significant gains, given that learners’ language of learning and teaching changes to English in Grade 4, which effectively means learners have to learn a new language in which to communicate their subject knowledge.
LANGUAGE EXTENSION PROGRAMME - ROGER FEDERER FOUNDATION LANGUAGE CENTRES

The Language Extension concept, where previous beneficiaries (community members as well as learners) of an in-school language and literacy project receive additional language support, holds a lot of merit.

The three years of implementing this concept have resulted in a number of lessons learnt as well as some major gains achieved. Two of these are the upskilling of five community members with qualifications in child care that will enable them to enter the job market giving quality input; and the gains made by learners in terms of English proficiency and confidence.

Not enough emphasis can be put on the limited opportunities the whole community have to interact with English and therefore better their understanding and confidence to speak the language. The centre offered this to the learners as well as parents through the parental morning sessions.

The Language Extension programmes have proved to be successful in improving reading and grammatical skills outside of the classroom. Speaking skills and critical thinking skills have developed well, with teachers noting this improvement in the classroom.

THE CONCEPT BEHIND THE LANGUAGE EXTENSION PROGRAMMES

1. A holistic approach to reading: The programme offers learners a comprehensive range of activities structured to deliver holistic reading and literacy developmental goals. Reading, writing, talking and listening are closely linked in the programme which makes use of a range of methods such as Reading Aloud, Paired Reading, Independent Reading and Writing, Writing for Reader Response and Free Writing. Throughout the programme drawing, games and other fun activities are used to enliven and reinforce literacy development.

2. Every teacher a reading role model: With teachers having a high level of interaction time with learners, their influence cannot be understated. It is important for teachers to demonstrate their support and involvement in the culture of reading. The teacher’s role in the success of the programme can therefore not be underestimated – he/she will need to become a reader in order to develop ‘readers’.

3. Every learner a reader: Reading will be positioned as an enjoyable life habit that goes beyond textbooks and reading at school. Varied activities will allow learners to showcase their understanding of what they have read, in the form of creative expressions like book reviews, book advertisements, role plays with authors’, dramatizations, alternative story endings, book covers etc. Both peer-to-peer as well as teacher-learner(s) interactions over the appreciation and understanding of reading, will be included.
Monitoring and Evaluation

Using both learner, teachers and the use of resources data the following results were recorded in the Standard Bank language and numeracy programme for the Foundation Phase in six schools in the Motheo district of the Free State. It was evident that teacher skills developed well with teachers using their methodology training in an integrated way combining their content knowledge with their classroom practice.

Project information include project inputs, number of contact sessions and classroom support visits.

Evaluation results focus on teacher and learner achievement that is measured as baseline and follow-up and guides further implementation.

READ Educational Trust also evaluates external projects on request. READ is guided by the requirements of the project management team in terms of the information needed when it constructs the framework within which to operate.

Issues such a time or location constraints will determine if the evaluator will use the in-depth assessment protocol that is used in other projects or if this needs to be adapted to achieve the overall goal of the assessment.
Professional development hours per teacher

- Total hours: 22
  - Grade R: 8 hours
  - FP Literacy development: 6 hours
  - FP Maths development: 8 hours

Contact sessions

- Total contact sessions: 19
  - Grade R: 6 per teacher
  - FP Literacy support: 6 per teacher
  - FP Maths development: 7 per teacher
  - General workshops: 11 sessions

Classroom support visits

- Total visits: 586
  - Grade R visits: 74
  - Language support visits: 278
  - Maths support visits: 234
AADtrucks
Ackerman Family Educational Trust
Africa Access/Redis Africa

Babcock Africa Services
Bauer Reuver & Associates
Bevill Investment (Pty) Ltd
Bidfood (Pty) Ltd
Bidtrack
Bidvest Facilities Management
Bidvest Prestige
BMW Foundation

CAF GAYE - Deloitte SA
CAF GAYE - Hollard
CAF GAYE - SASOL
Cataler SA (Pty) Ltd
Ceramic Foundation
Charles Harding Charitable Trust
Cummins SA

Dandelion Trust
Donaldson Filtration Systems (Pty) Ltd

East London IDZ
Escape Gear

FFS Refiners (Pty) Ltd
First National Battery
FloSolve
Ford Motor Company
FutureGrowth Asset Managers

G S Elkin Residuary
Global Giving Foundation

Henter Motor Engineering
Hilgard P Meyer

Intractec Group (Pty) Ltd
Investec
Isuzu Motors South Africa
Italtile and Ceramic Foundation

Jonsson Workwear

Kaap Agri Bedryf Beperk
Kagiso Shanduka Trust

Maskew Miller Trust
Mediclinic
Mercedes Benz SA Ltd
Metacraft
MG Brooks
Momentum MMI

Namaqualand Wines
Naptoisa
National Lotteries
Nissan SA (Pty) Ltd
Noakes Charitable Trust

Old Mutual Green Hands Trust
Oppenheimer Memorial Trust

Porsche SA (Pty) Ltd

Reading Matters
Roger Federer Foundation
Rural Housing Loan Fund

Sasol GAYE
Shell Downstream South Africa
Singita Community Development Trust
SMG Tokai
Smiths Manufacturing
Social Innovations
Solomon Ruben and Ann Winer Educational Benefit Trust
Stancom
Stella Foundation
Standard bank Foundation
Stonehage Fleming Charitable Trust

The Carl & Emily Fuchs Foundation
The Davies Foundation
The Fulton Trust
The Jack & Ethel Goldin Foundation
The Jonsson Foundation
The Judith Maxwell Family Trust
Thebe Foundation Trust
Toyota SA Manufacturing
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JC Campkin
L Croudace
Lubrizol
The Customer Equity Company
The Jonkershoek Trust
TJ Muller
Trencor Services

INDIVIDUAL
Alan Knott-Craig
Jacqui Pols
M von der Heyde
R Menne
Tracy Jo Lipworth
STATEMENT OF FINANCIAL POSITION
AS AT 31 MARCH

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</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>20 189</td>
<td>17 381</td>
<td>20 964</td>
</tr>
</tbody>
</table>

| **FUNDS AND LIABILITIES** |       |       |               |
| FUNDS |       |       |               |
| Stabilisation fund | 24 722 | 23 335 | 23 481 |
| LIABILITIES |       |       |               |
| NON-CURRENT LIABILITIES |       |       |               |
| Finance lease obligations | 379 | 561 | 187 |
| CURRENT LIABILITIES |       |       |               |
| Trade and other payables | 2 674 | 2 913 | 3 687 |
| Trading account with related entity | 2 | 0 | - |
| Finance lease obligations | 306 | 394 | 946 |
| Unutilised project funds | 8 364 | 6 381 | 9 349 |
| **TOTAL FUNDS AND LIABILITIES** | 36 447 | 33 584 | 37 650 |

Independent Auditor’s Reports

2018 AUDITOR’S OPINION

I have audited the annual financial statements of The READ Educational Trust, as set out on pages 6 to 25, which comprise the statement of financial position as at 31 March 2018, and the statement of comprehensive income, statement of changes in funds and statement of cash flows for the year then ended, and the notes, comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the annual financial statements present fairly, in all material respects, the financial position of The READ Educational Trust as at 31 March 2016, and its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards.

Moore Stephens MWM Inc.

Registered Auditor

Per: MA Schelekamp

Date: 24 August 2018
2019 AUDITOR’S OPINION

We have audited the financial statements of The Read Educational Trust set out on pages 6 to 36, which comprise the statement of financial position as at 31 March 2019, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements present fairly, in all material respects, the financial position of The Read Educational Trust as at 31 March 2017, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standard for Small and Medium-sized Entities and the requirements of the Trust Property Control Act 57 of 1988.

Moore Stephens MWM Inc.

Registered Auditor

Per: CA Whitefield, Partner

Date: 4 February 2020