

Kwa Dukuza Resource Centre



Annual General Report

1 January 2009 to 31 December 2009

Kwa Dukuza Resource Centre

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Chairperson's Address

Technology has become the driving force of change in the modern world. It has altered our economic structures and ways we communicate".

~ World Bank / Bill and Melinda Gates Foundation

It is a pleasure to present my Chairperson's report for the period under review.

Being closely associated with the Centre during the last year, has made me realize the importance of ICT usage, for learning and teaching processes. I have seen users in the digital village engaged in many different activities like typing, surfing the net, researching assignments and chatting which adds a positive element to their lives. In this regard, I believe computer education will add immense value to the school curriculum as far as resource education is concerned.

It is also important to realize from the outset that ICT in education is not learning about technology but using technology to learn. Implementing ICT in schools requires strong commitment, huge financial support and a structured plan. Implementing computer education in schools must be given much more thought rather than offer the computer curriculum at random. Government has to develop a supportive plan, seek huge financial support for resources and human capital and place in sound infra-structure in all schools for computer education to be successful.

Further to this, schools need to ensure that the ICT vision is embraced from top to bottom. Staff and management must understand the importance of ICT and support ICT development at their schools. They must be equipped with the right knowledge and skills to enable them to use the technology effectively. Training is usually the most neglected aspect of ICT implementation though it should by right take up at least one third of the budget or allocation.

Trained teachers will impart knowledge effectively to learners through their confidence and expertise in using ICT to improve their teaching. Moreover, the school site must be provided with adequate facilities to enable the use of ICT. This involves more than just lip service or financial commitment; it requires a whole new mindset or paradigm shift. There must be enough computers for staff without worrying that they may use the Internet for personal reasons.

The Sappi Resource Centre could play a huge role in this process by providing training to educators and helping them upgrade their knowledge from one software to another. I have seen this happening at the Centre from time to time and the demand for computer education is always present.

Finally, I want to thank my Board of Directors, Resource Centre Staff and Volunteers for making the Kwa Dukuza Resource Centre, a resource centre of choice and I am proud to be associated with it.

Thank You



M. Mazive

Introduction

Rethinking Education and Technology's Role

For many nations, the basic ways of organizing and practicing education have changed very little over the last century or so. Continued efforts are needed to modernize content, increase school resources, enhance teacher training, and improve access and equity. As a result of globalization, however, a new paradigm is evolving in the educational arena and changing how teaching is delivered and learning is processed.

To begin, learning is no longer confined to the physical school building or the classroom but can take place anytime and anywhere, such as in computer labs and via the radio, television, or Internet. Additionally, the role of the teacher as sole provider of knowledge is also evolving to that of a facilitator and tutor. Lastly, learning materials are greatly expanding, and textbooks and some audiovisual aids are being supplemented by a plethora of multimedia materials in print, audio, video, and digital form.

Through the power of networking, boundaries for learning are disappearing as both teachers and students are able to communicate, plan lessons, execute projects, share work, and forge new friendships and understanding across school districts, states, and countries. Computers and multimedia technologies in schools now offer potential learning opportunities and solutions that were not readily available before.

Digital technologies have penetrated most work environments, so the lack of technical literacy and skills is a serious handicap in modern economies. Education must provide information, skills, and experiences that are relevant to the world in which students will live and work.

Teachers can play a critical role in moving towards digital inclusion. Once teachers have crossed the digital divide, they will be able to lead learners over the bridge. But teachers must hurry up – learners are overtaking them. Many learners have cell phones in their pockets. They mainly use these devices to share information – text messages and images – with their friends.

A cell phone used to send and retrieve digital information is a digital device. Learners using such devices are digitally connected – they have achieved inclusion and are no longer on the wrong side of the digital divide.

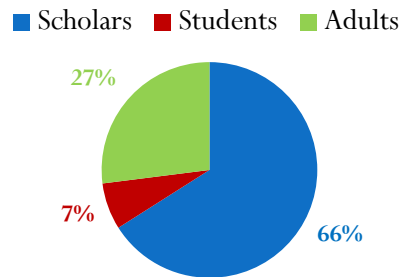
Sadly, some teachers have not yet made the jump – they are still left behind, while the learners are included in the digital world. This means that learners are let loose on their own in a bewildering world of information. At times the information sources are incorrect and misleading; some websites contain objectionable material. Learners need guidance, but how can they be guided if their guides have been left behind?

If you are a teacher, you should not only concern yourself with ICTs and e-learning, but also become a skilled user of them as to meet up to the challenges for the future. Learners need to be equipped with the twenty-first century skills. Further to this learning style of learners keep changing all the time and there has to be time frames for adaptation. Owing to the shortage of teaching capacity, we need technology to fill the gap.

Registration and Centre Usage Statistic

The Centre is in its ninth year of existence and to date we have had over 17 000 members that have utilized the centre since its inception. On average, the Centre maintains approximately 1 200 members per quarter. The members that have registered and re-registered at the Centre over the year are divided into the following membership groups: Scholars (66 %), Students (7 %), Adults, Educators and Schools (27 %).

Registration per membership group



Majority of the members are young learners from both the primary and secondary schools. Learners flock into the Centre during the afternoons (after 13:00), on Saturdays and during school vacations.

The Centre is closely situated near the bus, taxi and train station. Learners attending schools in Kwa Dukuza area utilize the above transport as a season ticket makes transport viable. This can be seen especially during the holiday period when the attendance of learners dwindles a great deal. Finance is a major problem for many of these communities to travel to and from their home base.

Our membership registration has been growing gradually over the years. The centre is not only utilized by registered members but by schools and educators for various projects and workshops where a cost is not included.



PHOTO: 1 RECEPTION REGISTERING AND BOOKING MEMBERS

Computer Technology

Overview

Few young people have used computers or know how to apply technology as a tool for learning in their daily lives and to improve their communities. A small number of fortunate schools have one or two computers, but often the computers go unused because they are outdated, broken, or teachers do not have adequate skills to teach the technology. Unless they have real and frequent interaction with computers, children are simply too far removed from practical reality to gain concrete technological skills and learning. In addition, technology training and courses are not part of the educational curriculum in the early stages of primary and secondary school levels, leaving a key window in early and catalytic learning development unopened.

Broader community access to technology is also lacking in South Africa. The use of technology in South African communities is still limited. The cost of using technology tools in “roadside cyber-cafés” is not possible due to the exorbitant cost. Very few people use computers outside work or school.

Clearly, for a country of its size and international importance, South Africa has a long way to go before its youth receive the technological education they need and deserve in order to be economically competitive in the global marketplace.

Perhaps more than ever, South African youth need new opportunities to gain access to technology as a tool for improvement of themselves and their communities. Because the government is not always able to meet people’s educational needs, the aggregate efforts by non-governmental organizations have begun to “fill in” in small ways to link youth, education and technology. One such effort is the Kwa Dukuza Resource Centre which had been moving in this direction for a decade with excellent success. The biggest difficulty NGOs like us endure is lack of consistent funding from CSI division of big co-operatives that would help in sustainability of the organization.

Since the birth of South African democracy, hundreds of ICT centres (Digital villages, cyber café, internet café, etc. mushroomed all over the country, but in time, many had closed down due to the lack of financial support, lack of computer sponsorship and poor administration. The development of modern computer technology, new and upgraded software added to the problem of sustainability as organizations could not keep up with the global development due to the lack of funds. Computers donated to schools by co-operatives and organizations could not upgrade their technology or install updated software as the technology fell way behind the present setup. The question of ICT teaching and learning in South African schools would not be a reality until something drastic is done to revisit the ICT development in schools and communities. South Africa has to take a newer and better approach to help its communities to become better equipped with greater emphasis on the rural communities.

Digital Village

The first of its kind in KZN, the Kwa Dukuza Resource Centre Digital Village is an example of successful application of a targeted blend of information and communication technologies for all communities that uses the facility. The Digital Village offers information and communications technology training at no cost to beginners, school-going learners and educators. Many of these young rural users come from desperately poor subsistence farming communities, have low educational achievement, and receive little or no parental support. The objective of the Kwa Dukuza Resource Centre is to provide access to ICT so that they can empower themselves with the hope of seeking a job opportunity at some stage in their lives. It all begins by helping youth

to develop self confidence, self-esteem, discipline, and teamwork and to respect and value themselves and others.

ICT has become our core business and the response from our users has been tremendous. The digital village has been highly utilized over the months until the end of November 2009 when we had closed the digital village for virus invasion.

Beside learners being involved in assignment and projects, adults had been busy applying for job opportunities probably due to the present effect of recession on their lives.

The Digital Village had been functioning from 80% to 100% and at times averaged between 60% - 80% due to end of term examination both at school level and tertiary levels.

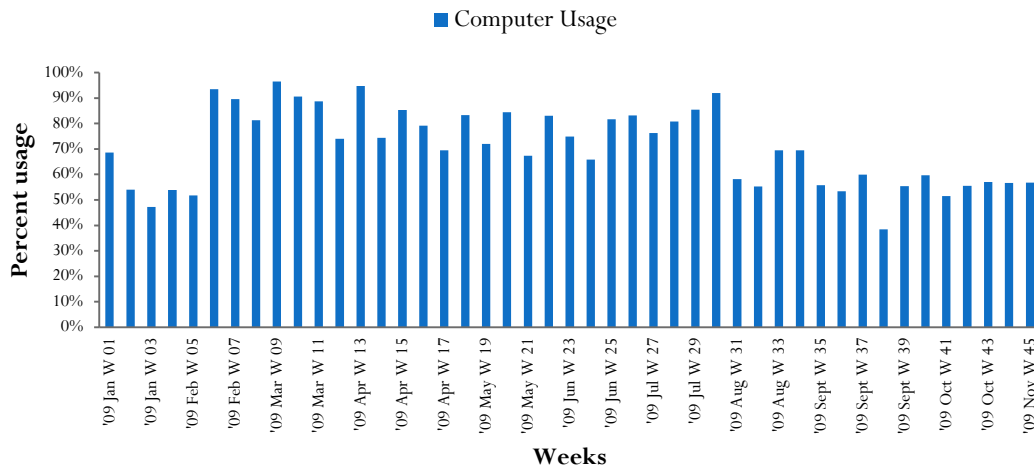
Due to the ensuing examinations, the attendance had been gradually decreasing. This particular trend is recorded each year as the school year comes to its conclusion for the year. Further to this, most of our members are scholars from surrounding rural areas, who purchase monthly bus or train tickets, and don't attend school after exams. Despite this we recorded satisfactory percentages until we had been hit by viruses.

The virus had affected most of the computers that were utilized by the users. Every computer in the Centre had to be re-formatted to eradicate the virus. The virus infection was spread through auto run devices e.g. Memory sticks, and also social networking sites and email. Unfortunately we had to close the Digital Village for a period of time while the computers were reloaded and stricter measures were implemented, but we continued with the other programmes as scheduled.



PHOTO: 2 DIGITAL VILLAGE

Digital Village usage



Computer Literacy

There has always been a huge gap in the ICT sector and we have been marketing our computer literacy to all rural schools. Our computer literacy classes have been ongoing throughout the year. We have also embarked on a programme offering our local business employees to become computer literate. We have contacted small businesses within close proximity of the centre to take advantage of this offer.

Computer literacy classes are conducted on Wednesdays and Fridays for both adults and learners. The lessons involve basic understanding of computer usage (hardware and software).



PHOTO: 3 COMPUTER LITERACY FOR BEGINNERS

Microsoft isiZulu Programme

The Language Interface Packs are part of the Microsoft Local Language Program, which is a worldwide initiative dedicated to providing people of all regions and cultures with access to desktop computer software in their native language.

We utilized the Microsoft isiZulu interface to teach computer literacy to rural communities. This helps to ease the language barrier experienced by many from the underprivileged community. We had 8 classes comprising of 80 learners and adults going through the programme. By trialing the Microsoft isiZulu interface programme, it has given us a bit of marketing prominence.

Comments extracted from Microsoft local language program customer case study:

“The isiZulu interface has been wonderful for us as it has brought more people from the rural areas to our Centre, enabling them to make use of the programs we offer. It allows people who are literate in isiZulu – but not English – to finally learn and understand the workings of a computer in their own language.”

- Alan Govender - Centre Manager

“Visitors to the Centre can now choose between using computers in English or isiZulu,” he says. “This improves their learning abilities and the value it adds for the people from rural areas in particular, is amazing.

- Alan Govender - Centre Manager

“I see people becoming more computer literate, and more and more people are coming to our centre as a result. This is a much needed development, especially in this area.”

- Siyabonga Khoza- Computer Literacy facilitator at the Centre

“I was able to do research and learn more; it helped me to understand things better and faster,” he says. “It has helped me and my peers to complete our school assignments – it is definitely easier having the programs in our own language:

- Nkosiyapha Dlamini - Grade 12 learner at the Centre.

Dlamini says that he was surprised when he heard that isiZulu was being used on the computer, as English is the universal language.

“But it is very exciting to have this access, as we can now easily do all the things that overseas people do,” he says. “Most people in our area are PC illiterate, and this is going to help them a lot. Thanks to Microsoft for creating an isiZulu interface, not only for me but for the next generation as well.

- Nkosiyapha Dlamini - Grade 12 learner at the Centre.

“I normally use the English software, but if I don’t understand something, I revert to isiZulu,” “It has helped me a great deal and it has helped the community – especially those who are not well educated. Some people think that if you don’t have your matric then you can’t learn computers, but the isiZulu interface makes it possible. When I finished my training here at the centre I volunteered to help train others. Now I am the receptionist.

- Cecelia Ncube- post matric learner at the Centre

“Though I am used to English, there are some words in the software programs that I don’t understand, so the isiZulu version helps,” he says. “Very few of the kids in this area use computers, so I am using my new skills in Word, Excel and the Internet to help them get started. I think it’s a very good idea to be able to learn in your own language.

- Nkanyiso Xaba- a grade 12 learner at the Centre

Educators’ Computer literacy programme

The Centre embarked on a Computer Literacy Course for all management members of schools. This is an important aspect of school management and many of our educators are either lacking in computer skills or completely computer illiterate. The response from schools was immense, and we had to do 6 (3 weeks) courses to accommodate the number of educators who responded. Since the completion of the computer literacy classes, we have had requests for further classes. We will also offer further computer literacy classes to the schools in 2010.

Educators must take on new roles as facilitators who empower learners to question, experiment, collaborate, inquire, and construct knowledge and understanding.

Microsoft Unlimited Potential Course

Computer technology is our core business and the cost of completing a recognized computer course is very expensive. Presently, we charge a nominal fee of R 350.00 per course which consists of 8 weeks of specialized work according to Microsoft Unlimited Potential curriculum. The class consists of 10 individuals per session and thus far we have completed 10 groups thus helping 100 individuals obtain the Microsoft Unlimited Potential certificate.

Although the course is regarded as a 12 hour course, we have increased the time span to include a grounding lesson as people find it difficult to master the basics, which is understandable. These classes provide computer technology to working parents who are unable to attend on working days, and it is also a financial relief, as the cost are rather reasonable as compared to outside institutions.



PHOTO: 4 MSUP CLASS IN PROGRESS



PHOTO: 5 MSUP CERTIFICATE PRESENTATION FUNCTION - 2009

Computer Application Theory (CAT)

The following Secondary Schools: Imbuyiselo Secondary (40 km away from centre) , Lucas Secondary (80km away from centre), Banguni Secondary (40 km away from centre), Siphwiwe Secondary (60km away from centre), NonDumiso Secondary (50km away from centre)and Tshelenkosi Secondary have thus far utilized the centre to conduct their Computer Application Technology lesson plans. The classes happen during the morning sessions. The lessons are completed by 10.30 and the children return to school by taxis.

The various schools' facilitators conducted lessons as well as conducted their exams at the Centre. The dedication and innovativeness of these principals and educators must be commended. It is exciting to note that our centre has become an examination centre for CAT.



PHOTO: 6 BANGUNI SECONDARY SCHOOL CAT LESSONS AT THE CENTRE

Holiday Computer Programmes

Youth between the ages of 8 and 16 learn to use computers as a tool for learning. Program goals include improving critical thinking, information synthesis and problem solving skills among learners through inquiry-oriented learning modules.

Programmes were organized for learners to participate in various literacy programmes of this nature during March, July and September holidays. These learners also joined the PROTEC Vacation School Programme for the A+ Introductory to Computer facilitated by H. Mahdey from Alphabyte Computers.

This is an early phase for the soon to be introduced Cisco Programme which will be offered to school-going learners by the end of 2010 when our facilitators would have obtained their facilitation certificates.

Technology

It is commonly known that science, engineering and technology (SET) play a critical part in meeting the objectives of a growing economy which extends to a country achieving international competitiveness. Every modern society recognizes the absolute need for a technologically skilled workforce.

Once again, we have the support of our local schools, namely, Dawnview, Ashram, Stanger Primary, Kwa Dukuza Primary and Gledhow Primary. Stanger South Secondary school has unfortunately opted out of the programme due to time table accommodation. The programme continues the whole year round with primary schools coming in with a maximum of three class groups for the year. The TechnoLab morning sessions are occupied by once off school technology programs or it is booked for community, business or education workshops.

Visiting Schools namely Stanger Manor Primary and ZMS had also participated in the once of Technology Programme.



PHOTO: 7 TECHNOLOGY LESSONS

Primary School Mathematics

Working with primary school has become a priority at the centre. By nurturing mathematics and physical science at grade 6, 7, 8 and 9 level, learners will have a strong grounding and be capable of producing excellent results at matric level. These learners will be at an advantage to proceed with a career in the MST field. We place on record our sincere thanks to our schools that give their learners an opportunity to participate in these programmes.

Presently, we are seeking funding for all grades within the primary school sector to carry out intervention classes to improve and inculcate an interest in mathematics and science at schools.



PHOTO: 8 GRADE 6 PRIMARY MATHEMATICS LESSONS

Administrative Services

The Centre provides a complete range of administrative services to its members and the community at an affordable rate. These include the following:

- Photocopying
- High volume duplicating
- Printing
- Laminating
- Bookbinding
- Faxing
- Emailing
- Scanning
- Basic desktop publishing
- Typing of CV's and other documents
- Basic stationery

These first-world facilities enable our patrons to produce well presented professional outcomes. Researched materials can now be professionally bound for presentation, documents preserved by laminating and information sent timeously through fax or email. Users are also empowered to utilize the various machines on their own.



PHOTO: 9 SELF SERVICE PHOTOCOPYING

TABLE 1 ESTIMATED MONTHLY USERS OF THE RESOURCE CENTRE'S SERVICES

	General Enquiries	TV / Chart Loans	Video Loans	Faxing	Photocopying	Book Binding	Laminating	Digital Village Users	Tours/ Excursions - Individuals	Total Users for the Month
JAN	170	5	5	160	120	20	4	2800	10	3294
FEB	260	8	7	120	200	19	16	4200	12	4842
MAR	300	8	5	175	230	6	10	5500	40	6274
APR	300	10	7	122	250	6	5	6000	50	6750
MAY	320	12	8	115	240	11	12	6100	80	6898
JUN	280	10	9	115	210	10	13	5000	50	5697
JUL	310	12	11	156	280	43	34	5500	40	6386
AUG	320	10	12	160	270	30	13	4800	40	5655
SEP	315	10	5	114	260	5	26	4500	25	5260
OCT	300	8	5	100	240	10	10	2000	18	2691
NOV	280	0	0	100	220	3	6	Virus	8	617
DEC	120	0	0	47	50	9	3	Virus	3	232
TOTAL	3275	93	74	1484	2570	172	152	46400	376	54596

Career programme at the Centre



PHOTO: 10 CAREER OPEN DAY

Our Career centre has been highly utilized during the course of the year. The career centre has become an important aspect of the functionality of the centre. S. Sham, volunteer Career Counsellor, helps with the testing and provides important inputs to learners' choices as far choosing a career is concerned.

During March and April, various institutions (DUT, University of Kwa Zulu Natal, Seta, FET Colleges, Umgeni Water, Sappi Stanger and local business personnel) had been invited to workshop learners in various careers leading up to the specific career choices.

Conference facilities & workshops

Our Seminar room has become highly utilized for various activities. We charge a nominal fee for usage which contributes to the sustainability of the centre. The Seminar room also doubles up as a computer facilitation centre where Computer programmes are conducted at various times.

The TechnoLab also doubles up as a workshop centre when the seminar room is occupied. The educational workshops include: PROTEC KZN Tutor Workshop, EMS, and CAT workshop for Educators, English Workshop for Educators, Edutel Teaching Upgrading, Technology Workshop for Educators, ECD Workshop for Educators, etc. The centre also hosted the Regional Principal's Ward meetings and Grade 12 moderation.

Community Workshops include: D. Maharaj (Speaking Institute) course for learners, JSE training in Finance, Janet Landy Skills Development Workshop, Joshua Doore Training of Staff-Finances and Stock, Capitec Bank, Department of Agriculture Farmers/ Meeting, HHDT Training, Natal Law Society Workshop and Sappi First Aid & HIV/Aids Workshop.



PHOTO: 11 VENUE HIRING FACILITIES

TABLE 2 WORKSHOPS HELD AT THE CENTRE

	Department Workshops		Other Workshops		Computer Classes		TechnoLab Classes		Total Workshops / Classes
	W/Shops	People	W/Shops	People	Classes	People	Classes	People	
JAN	0	0	13	404	0	0	0	0	13
FEB	0	0	13	366	11	110	0	0	24
MAR	5	80	6	400	13	130	5	160	29
APR	2	30	5	250	13	220	8	160	28
MAY	2	50	3	60	11	150	12	160	28
JUN	0	0	4	80	6	140	8	160	18
JUL	3	180	2	70	8	170	0	0	13
AUG	3	65	0	0	8	80	4	120	15
SEP	1	50	4	170	8	80	12	360	25
OCT	3	115	4	80	10	160	3	90	20
NOV	0	0	3	50	4	40	0	0	7
DEC	0	0	0	0	3	20	0	0	3
TOTAL	19	570	57	1930	95	1300	52	1210	223

Pastel Presentation to Accounting Educators

The Pastel programme went off very well. A small function was held to present certificates to successful secondary school educators, who had completed the Pastel Programme with great success.



PHOTO: 12 PASTEL GRADE 10 CERTIFIED EDUCATORS

Workshops for Educators

Towards the end of November 2009, we conducted a Grade 11 and 12 Mathematics and Physical Science workshops for educators from the rural schools. The programme was designed to help educators who are not specialists in their field. The turnout was tremendous and many educators requested another workshop to be held at the beginning of next year as the information would place them on a better platform to deliver in the classroom.

Educational Teaching Resources

One of the major reasons for establishing the centre was to provide teaching aids to schools so that the classroom lessons could come alive. A central lending facility catering for educators and learners from Grade 1 to 12 was established.

The Centre has a bank of teaching aids: charts, life science and physical science apparatus and chemicals, physiology models, overhead projectors and televideos for loan purposes. Learning Channel's mathematics, physical science and life science video cassettes and DVDs are loaned to schools. The Department of Education had left single DVD copies in a few subject topics for school perusal at the end of the year.

There has been a lack of resource usage by schools for sometimes but this had changed towards the end of the year as more disadvantaged schools began to request for material and resource.



PHOTO: 13 RURAL SCHOOLS LOAN TEACHING AIDS

Visitors and Excursions

The centre is fortunate to be visited by people from all over the world. The centre has become a tourist attraction for visitors to the town. This also helps us to interact with people and get involved in new ideas that would improve our services and update our systems for delivery to the various sectors of our community.

The centre is always part of an excursion itinerary for outlying schools. Volunteers on duty conduct a tour of the centre and also make arrangements for learners to utilize some of our resources. They are normally involved in computer literacy and technology programmes or even watching televideo. Some of the schools that have visited us during the year are Zakariyya, Nykana Primary, Ndosoko High, Sinenhlanhla Secondary, etc.

PROTEC Stanger

Overview

PROTEC Stanger, a Sappi funded MST Education programme has been at the forefront of Education development for committed learners from Grade 10 to 12 for the last 12 years. A large number of learners from the iLembe area have been through the programme with great success. Many have completed their career path and are employed in institutions of their choice whilst others are still at University and Technikons, FET colleges or working as apprentice.

The variety of educational activities that learners encounter throughout the three years at PROTEC helps them to meet the challenges of the 21st century. Despite the challenges provided by the FET curriculum, our learners had performed exceptionally well, attaining 100% pass in 2009. This is due to the dedication, commitment and willingness of learners to attend PROTEC Stanger Saturday School Programme and participate in the various funded intervention programmes organized by the Sappi Resource Centre. PROTEC Stanger also offers

learners an opportunity to interact with tutors on a one to one basis at Saturday school, during Vacation School Programmes or even during the normal afternoons at the Sappi Resource Centre.

2009 has been a special year for the Stanger Branch as we have fulfilled the complete programme that PROTEC envisages for the holistic development of a learner. We have participated in Saturday School programmes (30 Saturdays), Vacation School Programmes and Career orientated programmes, Vacation Camp and various intervention programmes for Grade 10,11 and 12.

However, the highlight of the year has been the excellent leadership course organised for our learners at the Sweetdale Leadership Camp, 5 km away from the famous Wild Coast Resort on the KwaZulu Natal South Coast. Learners participated in activities that allowed them to develop their leadership potential. Leadership programs allow learners to learn important leadership skills, to work effectively with peers and mentors, and of course, best of all, learn more about themselves! Its focus is to develop leadership skills and provide positive experiences that they can take into the next stage of their lives.

PROTEC, as an NGO can only help learners who can help themselves and learners' priorities must be education-driven. 2009 has been an excellent year in terms of Grade 12 results where the branch had obtained 100% pass rate: 26 of the 40 learners obtained Bachelors pass, 13 receiving Diploma Pass and 1 learners obtaining Higher Certificate.

For the past nine years, PROTEC Stanger has achieved 100% pass rate (Grade 12).

Kamini Naidoo, iLembe's highest achiever commented, "PROTEC Stanger has been extremely helpful and beneficial towards my success in Grade 12". Kamini would be attending University of Kwa Zulu Natal, with a SASOL bursary to study electrical engineering.



PHOTO: 14 SUCCESSFUL 2009 MATRIC LEARNERS WITH M. MAZIVE (PROTEC STANGER CHAIRPERSON) & COLIN NAICKER (PROJECT COORDINATOR)

PROTEC Vacation School Programme

PROTEC Stanger also utilizes the centre for its various Vacation School Programmes. The various available resources make the programme interesting and viable. Learners were involved in Technology Education, Computer Technology, Water projects, Bridge Building and Candle making. The centre enables learners to research ideas and develop innovative means to develop project skills.



PHOTO: 15 PROTEC STANGER VACATION SCHOOL PROGRAMME

Funded MST Projects

Anglo American Chairman's Fund Grade 11 MST Project – 2009

We selected 40 learners from 8 schools who have registered for both Physical Science and Mathematics classes. The focus was on rural and underprivileged communities, which includes two schools lying on the periphery of the iLembe urban settlement.

The Centre was able to provide each learner with writing material and examination pads, worksheets and other resources to enhance their learning experience. Learners were benchmarked at the very beginning of the programme and every four weeks they had to write tests, which included their July, Trial and year-end examinations (Maths and Physics papers were set by the Department of Education).

The pre-test was disappointing, the average Mathematics benchmark stood at 22% and Physical Science at 21%, with many failures. This had been expected to a certain degree as this was the first year the Grade 11 learners had to write a test within the FET structure. The curriculum methodology and examination techniques have also changed, and there are no sample papers for FET besides the exemplars. Even educators have been at a loss in this respect. The areas that learners come from are deep rural and poverty-stricken areas with hardly any resources available to schools.

Both our tutors worked extremely hard in trying circumstances and we were pleased with an average test mark increase of 45% and 47% with the final examination reaching 50%. The Physical Science was benchmarked at 21% with progressive increase to 41% to 43% and the final examination recording 45%. This means a lot to the learners as all of them had passed maths and physical science comfortably although not achieving very high marks.

Learner progress has been consistent during the second half of the year. Tutors paced their facilitation right till the commencement of their final examination. The progress rate of these Grade 11 learners have been satisfactory to good - looking at the type of schools that many had been coming from. The interest and enthusiasm of these learners had been very encouraging in the sense that learners are now producing passable results rather than failing miserably.

This group will now move into Grade 12 which will be hopefully funded by Anglo in 2010. We will be aiming to reach between 60%-70%, highly possible so that learners can get a Bachelors Pass at the end of 2010.



PHOTO: 16 ANGLO FUNDED GRADE 11 MATHEMATICS LESSON

Nedbank Foundation Grade 12 MST Project – 2009

The Nedbank intervention went off extremely well. We concluded all the components of the contract fully and successfully. Both the Grade 12 Maths and Physical Science learners had passed with varied improvement as shown in Table 3 (Shaded area)

Most of our learners had come from the deep rural and poverty stricken areas. Once again we had benchmarked these learners at 23% for Physical Science and 24% for Mathematics. The time span for Grade 12 learners is too short. They probably attend school for about 6 months and stay away on study leave for tests, examinations, Trial exams and Final Exams. This made it difficult for us to work with an Action Plan due to time frames.

Tutors had utilized 2 days a week, school holidays and weekends to complete the syllabus as they were determined that all these learners need to pass well. The Maths results gradually increased to 43 % and 45%

with the final marks being 49% (2009 Matric Exams). The Physical Science marks gradually increased to 43% and later to 44% with the final marks being 46% (2009 Matric Exams). These marks may seem low but the National norms are below 40% as seen during the Maths and Science Examination controversy- where learners felt the paper difficult, etc.

TABLE 3 STATISTICS REGARDING GRADE 12 LEARNERS PARTICIPATING IN THE NEDBANK MST 2009 PROGRAMME

Schools that participated in the Nedbank MST Programme	Shekembula	Banguni	Imbuyiselo	Stanger South	Tshelenkosi	M. L. Sultan	Glenhills	Total No. of Learners	Average Percentages
No. Wrote	68	42	67	116	141	184	144	762	-
No. Passed	38	16	21	90	82	103	136	486	-
School Pass Rate	56%	38%	31%	78%	58%	56%	94%	-	59%
Total Bachelor Pass	7	5	7	23	12	12	37	103	-
% Bachelor Passed	10%	12%	10%	20%	9%	7%	26%	-	13%
Learners on Programme	5	5	6	8	5	6	5	40	-
Bachelors (Programme)	4	3	2	5	1	2	3	20	-
% Bachelor (Programme)	80%	60%	33%	63%	20%	33%	60%	-	50%
Diplomas (Programme)	1	2	3	3	4	3	2	18	-
% Diplomas (Programme)	20%	40%	50%	38%	80%	50%	40%	-	45%
Higher Certificates (Programme)	0	0	1	0	0	1	0	2	-
% Higher Certificates (Programme)	0%	0%	17%	0%	0%	17%	0%	33%	5%

Brief analysis and understanding

Profile and analysis of pass rate of Schools on the programme

Shekembula, Imbuyiselo and Banguni are deep rural schools, while Tshelenkosi is a township school. Stanger South Secondary is a school situated in town which had to be opened after being closed for many years, to accommodate underprivileged learners from various townships in the area. M.L. Sultan, once an H.O.D School, now consist of 99% underprivileged learners who hail from various townships and rural destination, in the hope of receiving a better education. The sad thing about these schools are that the underprivileged schools in the townships and rural communities are depleted with low learner enrolment but still receive enormous department funding as compared to the former H.O.D/H.O.A Schools who receive very little funding despite having huge student population, as they are still classified as elite schools. Glenhills Secondary School is found

in a cosmopolitan township consisting of low sub-economic homes. People living here are of low earning who find it difficult to meet their financial obligations. Despite this, committed learners do well by attending programmes where they do not have to pay for tuition.

Looking at the above statistics, Bachelor Pass percentages of schools in comparison with their matric enrolment, we find that the Nedbank Programme has achieved greater success in terms of our Bachelor passes with our in-take per school. If we had the funding for more classes, we would have achieved wonderful results.

As stated above, time frames play a major role in development, more especially with our underprivileged learners who are trying to pick up the maths and science concepts at this late stage. The results will be far better with a two-year strategy where we take learners at Grade 11 and move them on to Grade 12.

All learners on the Nedbank programme had passed both maths and physical science. It could be clearly seen that learners from the very same school that had not been part of the programme had not done as well as compared to the learners on the Nedbank Programme.



PHOTO: 17 NEDBANK GRADE 12 PHYSICAL SCIENCE LEARNERS

Rental negotiations with Old Mutual

Our thanks and appreciation go to P. Sham and T. Erasmus for negotiating the various aspects of the rental agreement, held on the 14 January 2009. The asking cost was R50/m² which was eventually reduced to R36/m². Part of the negotiation was for the Resource Centre to occupy an additional 63 sq m.

The escalation rate was reduced from 12% to 9% over a three year period. Our idea is to set up a conference facility in the additional space next door as there is a demand in the area for this type of facility. We would probably get chairs with built in table top (space savers). We want to place in whiteboard/flip chart along the side wall for group work, install a data projector with a drop down screen and a raised platform for facilitation.

The security deposit will be increased equally to the current months rental – instead of the asking payment of R59 000.00. The building insurance had been waived. We are paying for four parking with two free parking. Old Mutual will supply the centre with new split unit air conditioners which we will maintain for a period of five years. The rental will be paid by debit order on the first of each month.

2009 Donations

Sappi Limited

Operational Costs

Sappi limited has once again sponsored R600 000.00 towards the Centre's running costs.

Sappi Sponsored Desk pads

We want to place on record our sincere thanks and appreciation to Sappi via Z. Schwalbach for designing and sponsoring our desk pads which have been distributed to local business houses and schools as far as Port Shepstone and Pietermaritzburg via our contacts. We would like to thank J. Govender who undertook to deliver the desk pads and market the centre at the same time.

Sappi sponsored Marketing & Branding updates



PHOTO: 18 KwaDUKUZA RESOURCE CENTRE RAISES ITS FLAG

Once again we would like to place on record our sincere thanks and appreciation to Sappi via Z. Schwalbach for the upgrade of our fresh new-look logo, branding and professional photographs which we will use to market the Centre as we approach our 10th anniversary on 2nd June 2010.

Anglo American Chairman's Trust Fund

Anglo American Chairman's Trust Fund has made a monetary donation in supported of Grade 11 MST development.

Horwath Mahomedy Omar Paruk

Horwath Mahomedy Omar Paruk has greatly reduced the cost of our audit and has assisted the Centre with valuable financial input.

K9 Security Services

K9 Security once again supported the Centre with in-kind armed response services.

Internet Solutions

Internet Solutions has continued to provide the Centre with internet access, sponsoring our 1 MB ADSL line.

KwaDukuza Municipality

The Kwa Dukuza Municipality has continued to support the Centre by employing a general worker that is based at the Centre for general cleaning purposes.

KZN Education Department

The KZN Education Department has donated various audio visual resources for schools to come and utilize at the Centre.

Nashua

Nashua has donated a refurbished photocopying machine to replace an older machine previously donated.

Nedbank Foundation

Nedbank has made a monetary donation in supported of Grade 12 MST development.

Randeels Electrical cc

Randeels Electrical cc has continued to support the Centre with in-kind electrical maintenance.

Stanger Textiles

Stanger Textiles donated cash towards computer expenses and hardware.

Stanger Weekly

Stanger Weekly continues to offer the Centre free advertising space in the Stanger Weekly newspaper.

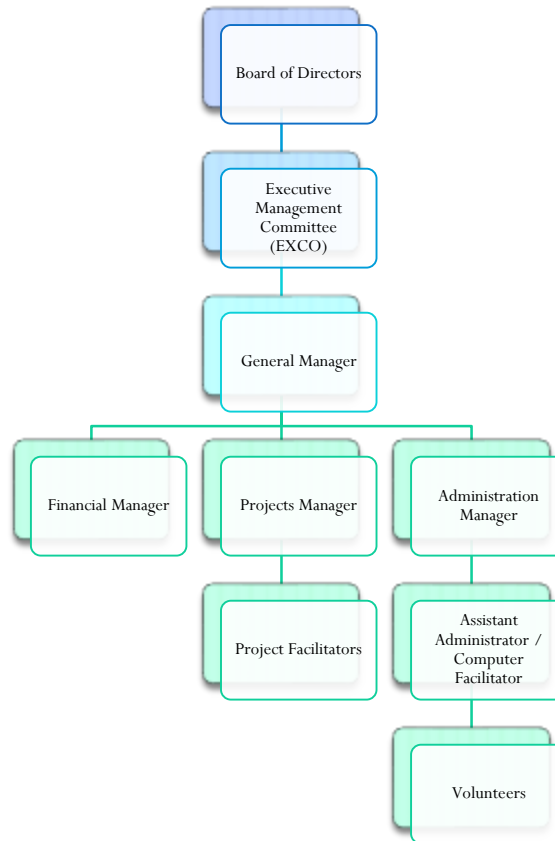
Sugar Industry Trust Fund For Education

Sugar Industry Trust Fund For Education, a division of SASA donated funds towards computer literacy and maintenance.

Volunteers

The Centre has always recruited volunteers to help in the smooth operation of its activities. It has also been at the forefront for job placement for volunteers assisting at the centre from time to time. The volunteer programme helps to provide basic secretarial skills, literacy, communication and administrative skills to individuals. Volunteers have developed excellent computer skills and some of them have helped facilitate beginner computer classes. We have a few full time volunteers and part time volunteers who assist at the centre on an ongoing basis.

Governance



Board and Exco Functionality

The Kwa Dukuza Resource Centre is a Section 21 Company with its own constitution, a Board of Directors made up of proven community leaders, donors and academics. The Board consists of 10 directors plus other members nominated on the wider Board. The governance of the company is based on the recommendation of the Kings' commission on governance and decisions are taken according to the policies as laid down in our policy documents. Our finances are based on Sappi's financial principles which had been laid down since inception. Exco is made up of specialist individuals from the Board (e.g. IT, Finance, Human Resource, Education, Fundraising, etc.) to attend to issues on a weekly basis.

Any interested and committed individual can become part of the Board after serving a year on the wider Board. Curriculum vitae must be handed to the manager of the Centre once nominated and this will be reviewed by the Board at the first Council Meeting. This ensures continuity, work ethics and commitment of the individual. Attendance is a vital factor at our meetings that determines the future role of the individual on the organization.

The Board meets every two/three months and Exco as often as possible.

Accountability

The Resource Centre Management is accountable to a Board of Directors consisting of directors and non-directors who represent financial and in-kind donors, and the community at large. Reports are sent to the donors and representatives to detail the functioning and progress of the Kwa-Dukuza Resource Centre activities.

Audited Financials

**KWA DUKUZA RESOURCE CENTRE
(ASSOCIATION INCORPORATED UNDER SECTION 21)
(REGISTRATION NUMBER 2003/002622/08)**

**ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009**

**KWA DUKUZA RESOURCE CENTRE (ASSOCIATION INCORPORATED UNDER SECTION 21)
(REGISTRATION NUMBER 2003/002622/08)
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General Information

Country of incorporation and domicile	South Africa
Nature of business and principal activities	Educational institution dedicated to supporting educational initiatives in the local community.
Directors	M.M. Mazive (Chairperson) M.H. Erasmus (Treasurer) J. Govender W.M. Luthuli F.D. Kramer S. Naicker P. Sham K.K. Gokar Z. Schwalbach T.V. Reddy
Registered office	84 Balcomb Street Stanger 4450
Business address	1st Floor Old Mutual Building Corner of Gizenga and Hulett Street Stanger 4450
Postal address	P.O. Box 3049 Stanger 4450
Banker	Nedbank Limited
Auditor	Horwath Mahomed Omar Paruk Chartered Accountants (South Africa) Registered Auditors
Company registration number	2003/002622/08

**KWA DUKUZA RESOURCE CENTRE (ASSOCIATION INCORPORATED UNDER SECTION 21)
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Index

The reports and statements set out below comprise the annual financial statements presented to the members:

Index	Page
Independent Auditor's report	3 - 4
Directors' Responsibilities and Approval	5
Directors' Report	6
Statement of Financial Position	7
Statement of Comprehensive Income	8
Statement of Changes in Equity	9
Statement of Cash Flows	10
Accounting Policies	11 - 12
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The following supplementary information does not form part of the annual financial statements and is unaudited:	
Detailed Statement of Financial Performance	16

Independent Auditor's report

To the Members of Kwa Dukuza Resource Centre (Association Incorporated Under Section 21)

We have audited the annual financial statements of Kwa Dukuza Resource Centre (Association Incorporated under Section 21), which comprise the directors' report, the statement of financial position as at 31 December 2009, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory notes, as set out on pages 6 to 15.

Directors' Responsibility for the Annual Financial Statements

The company's directors are responsible for the preparation and fair presentation of these annual financial statements in accordance with International Financial Reporting Standards for Small and Medium-Sized Entities, and in the manner required by the Companies Act of South Africa. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of annual financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

Our responsibility is to express an opinion on these annual financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the annual financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the annual financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the annual financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the annual financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the annual financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Qualification

In common with similar organisations, it is not feasible for the entity to institute accounting controls over cash collections from donations prior to the initial entry of the collections in the accounting records. Accordingly it was impracticable for us to extend our examination beyond the receipts actually recorded.



Qualified Opinion

In our opinion, except for the possible effects of the matter referred to in the preceding paragraph, the annual financial statements present fairly, in all material respects, the financial position of Kwa Dukuza Resource Centre (Association Incorporated under Section 21) as at 31 December 2009, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards for Small and Medium-Sized Entities, and in the manner required by the Companies Act of South Africa.

Report on Other Legal and Regulatory Requirements

With the written consent of all the members of the board, we have performed certain secretarial duties.

Supplementary Information

We draw attention to the fact that the supplementary information set out on page 16 does not form part of the annual financial statements and is presented as additional information. We have not audited this information and accordingly do not express an opinion thereon.

A handwritten signature in black ink, appearing to read "Horwath Mahomed Omar Paruk".

Horwath Mahomed Omar Paruk
Registered Auditor
Per: M.A. Motala

28 June 2010
84 Balcomb Street
Stanger
4450

**KWA DUKUZA RESOURCE CENTRE (ASSOCIATION INCORPORATED UNDER SECTION 21)
(REGISTRATION NUMBER 2003/002622/08)
ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009**

Directors' Responsibilities and Approval

The directors are required by the Companies Act of South Africa, to maintain adequate accounting records and are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the company as at the end of the financial year and the results of its operations and cash flows for the period then ended, in conformity with International Financial Reporting Standards for Small and Medium-Sized Entities. The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with International Financial Reporting Standards for Small and Medium-Sized Entities and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgments and estimates.

The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment. To enable the directors to meet these responsibilities, the board of directors sets standards for internal control aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the company and all employees are required to maintain the highest ethical standards in ensuring the company's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the company is on identifying, assessing, managing and monitoring all known forms of risk across the company. While operating risk cannot be fully eliminated, the company endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The directors have reviewed the company's cash flow requirements for the year to 31 December 2010 and, in the light of this review and the current financial position, they are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditor is responsible for independently reviewing and reporting on the company's annual financial statements. The annual financial statements have been examined by the company's external auditor and their report is presented on pages 3 and 4.

The annual financial statements set out on pages 6 to 16, which have been prepared on the going concern basis, were approved by the board of directors on 28 June 2010 and were signed on its behalf by:



Director



Director

**KWA DUKUZA RESOURCE CENTRE (ASSOCIATION INCORPORATED UNDER SECTION 21)
(REGISTRATION NUMBER 2003/002622/08)
ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009**

Directors' Report

The directors submit their report for the year ended 31 December 2009.

1. Review of activities

Main business and operations

The company continued to operate as an educational institution dedicated to supporting educational initiatives in the local community. The company achieves this objective by providing venues and equipment for public schools and educational institutions engaged in public benefit activities, supplementary tuition and outreach programs for the needy, all within the greater Kwa Dukuza area. The company was incorporated in February 2003 and commenced operations in April 2003.

The operating results and state of affairs of the company are fully set out in the attached annual financial statements and do not in our opinion require any further comment.

The net loss of the company was R 94,071 (2008: profit R 48,650).

2. Going concern

The annual financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

3. Post balance sheet events

The directors are not aware of any matter or circumstance arising since the balance sheet date, not otherwise dealt with in this report or the annual financial statements that would affect significantly the operations of the company or the results of its operations.

4. Directors

The directors of the company during the year and to the date of this report are as follows:

M.M. Mazive (Chairperson)
M.H. Erasmus (Treasurer)
J. Govender
W.M. Luthuli
F.D. Kramer
S. Naicker
P. Sham
K.K. Gokar
Z. Schwalbach
T.V. Reddy

Appointed 23 October 2009

5. Secretary

The company had no secretary during the year.

6. Interest of Directors and Officers

There are no contracts in which the directors have any interests.

7. Auditor

Horwath Mahomed Omar Paruk will continue in office in accordance with section 270(2) of the Companies Act.

KWA DUKUZA RESOURCE CENTRE (ASSOCIATION INCORPORATED UNDER SECTION 21)
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 ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

Statement of Financial Position

	Note(s)	2009 R	2008 R
Assets			
Non-Current Assets			
Plant and equipment	2	57,010	67,311
Current Assets			
Trade and other receivables	3	195,103	174,258
Cash and cash equivalents	4	1,350,155	1,436,695
		<u>1,545,258</u>	<u>1,610,953</u>
Total Assets		<u>1,602,268</u>	<u>1,678,264</u>
Equity and Liabilities			
Equity			
Retained income	5	1,511,384	1,605,455
Liabilities			
Current Liabilities			
Trade and other payables	6	90,884	72,809
Total Equity and Liabilities		<u>1,602,268</u>	<u>1,678,264</u>

KWA DUKUZA RESOURCE CENTRE (ASSOCIATION INCORPORATED UNDER SECTION 21)
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 ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

Statement of Comprehensive Income

	Note(s)	2009 R	2008 R
Revenue			
Operating expenses:	7	993,751	1,069,948
		(1,189,653)	(1,145,353)
Operating loss	8	(195,902)	(75,405)
Interest received	9	101,831	124,055
(Loss) profit for the year		(94,071)	48,650
Other comprehensive income		-	-
Total comprehensive (loss) income for the year		(94,071)	48,650

**KWA DUKUZA RESOURCE CENTRE (ASSOCIATION INCORPORATED UNDER SECTION 21)
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 ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009**

Statement of Changes in Equity

	Retained income R	Total equity R
Balance at 01 January 2008	1,556,805	1,556,805
Changes in equity		
Total comprehensive income for the year	48,650	48,650
Total changes	48,650	48,650
Balance at 01 January 2009	1,605,455	1,605,455
Changes in equity		
Total comprehensive loss for the year	(94,071)	(94,071)
Total changes	(94,071)	(94,071)
Balance at 31 December 2009	1,511,384	1,511,384
Note(s)	5	

**KWA DUKUZA RESOURCE CENTRE (ASSOCIATION INCORPORATED UNDER SECTION 21)
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 ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009**

Statement of Cash Flows

	Note(s)	2009 R	2008 R
Cash flows from operating activities			
Cash receipts		972,906	1,051,546
Cash paid to suppliers and employees		(1,131,518)	(1,023,940)
Cash (used in) generated from operations	10	(158,612)	27,606
Interest received		101,831	124,055
Net cash from operating activities		(56,781)	151,661
Cash flows from investing activities			
Purchase of plant and equipment	2	(29,759)	(23,059)
Total cash movement for the year		(86,540)	128,602
Cash at the beginning of the year		1,436,695	1,308,093
Total cash at end of the year	4	1,350,155	1,436,695

Accounting Policies

1. Presentation of Annual Financial Statements

The annual financial statements have been prepared in accordance with International Financial Reporting Standards for Small and Medium-Sized Entities, and the Companies Act of South Africa. The annual financial statements have been prepared on the historical cost basis. They are presented in South African Rands.

These accounting policies are consistent with the previous period, except for the changes set out in note 13 First-time adoption of the International Financial Reporting Standard for Small and Medium-sized Entities.

1.1 Significant judgements and sources of estimation uncertainty

In preparing the annual financial statements, management is required to make estimates and assumptions that affect the amounts represented in the annual financial statements and related disclosures. Use of available information and the application of judgement is inherent in the formation of estimates. Actual results in the future could differ from these estimates which may be material to the annual financial statements. Significant judgements include:

Financial assets measured at cost and amortised cost

The company assesses its financial assets measured at cost and amortised cost for impairment at each reporting period date. In determining whether an impairment loss should be recorded in the statement of comprehensive income, the company makes judgements as to whether there is observable data indicating a measurable decrease in the estimated future cash flows from a financial asset.

The impairment for financial assets measured at cost and amortised cost is calculated base on historical loss data, industry-specific economic conditions and other indicators present at the reporting period date that correlate with defaults.

Impairment testing

In making its judgement, management has assessed at each balance sheet date whether there is an indication that assets maybe impaired. If any indication exists, the recoverable amount of the assets is assessed in order to determine the extent of impairment loss, if any.

1.2 Plant and equipment

Plant and equipment are tangible items that:

- are held for use in the production or supply of goods or services and for administrative purposes; and
- are expected to be used during more than one period.

Costs include costs incurred initially to acquire or construct an item of plant and equipment and costs incurred subsequently to add to, replace part of, or service it. If a replacement cost is recognised in the carrying amount of an item of plant and equipment, the carrying amount of the replaced part is derecognised.

Plant and equipment is carried at cost less accumulated depreciation and any impairment losses.

Depreciation is provided using the straight-line method to write down the cost, less estimated residual value over the useful life of the plant and equipment, which is as follows:

Item	Average useful life
Furniture and fixtures	6 years
IT equipment	3 years
Computer software	2 years
Books and reference material	3 years
Videos	2 years

The residual value, depreciation method and the useful life of each asset are reviewed at each annual reporting period if there are indicators present that there is a change from the previous estimate.

Each part of an item of plant and equipment with a cost that is significant in relation to the total cost of the item and have significantly different patterns of consumption of economical benefits is depreciated separately over its useful life.

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount and are recognised in profit or loss in the period.

Accounting Policies

1.3 Financial instruments

Initial recognition and measurement

Financial instruments may be designated to be measured at amortised cost less any impairment using the effective interest method. These include trade and other receivables, cash, loans and trade and other payables. At the end of each reporting period date, the carrying amounts of assets held in this category are reviewed to determine whether there is any objective evidence of impairment. If so, an impairment loss is recognised.

1.4 Impairment of assets

The company assesses at each reporting period date whether there is any indication that an asset may be impaired. If any such indication exists, the company estimates the recoverable amount of the asset.

If there is any indication that an asset may be impaired, the recoverable amount is estimated for the individual asset. If it is not possible to estimate the recoverable amount of the individual asset, the recoverable amount of the cash-generating unit to which the asset belongs is determined.

If an impairment loss subsequently reverses, the carrying amount of the asset (or group of related assets) is increased to the revised estimate of its recoverable amount, but not in excess of the amount that would have been determined had no impairment loss been recognised for the asset (or group of assets) in prior years. A reversal of impairment is recognised immediately in profit or loss.

1.5 Equity

An equity instrument is any contract that evidences a residual interest in the assets of an entity after deducting all of its liabilities.

1.6 Revenue

Revenue comprises donations and income earned from fees charged for services rendered and use of facilities. Donations are brought to account on the earlier of receipt or accrual, dependent on the terms and conditions of the donation.

Interest is recognised, in profit or loss, using the effective interest rate method.

1.7 Conditional Donations

Revenue received from conditional donations are recognised as revenue to the extent that the company has complied with any of the criteria, conditions or obligations embodied in the agreement. To the extent that the criteria, conditions or obligations have not been met, a liability is recognised.

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2009

Notes to the Annual Financial Statements

	2009 R	2008 R
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2. Plant and equipment

	2009			2008		
	Cost	Accumulated depreciation	Carrying value	Cost / Valuation	Accumulated depreciation	Carrying value
Furniture and fixtures	378,495	(342,669)	35,826	360,420	(319,000)	41,420
IT equipment	569,062	(547,888)	21,174	562,377	(539,909)	22,468
Computer software	255,364	(255,391)	3	261,140	(257,724)	3,416
Books and reference material	30,914	(30,908)	6	30,914	(30,908)	6
Videos	216	(215)	1	216	(215)	1
Total	1,234,061	(1,177,071)	57,010	1,215,067	(1,147,756)	67,311

Reconciliation of plant and equipment - 2009

	Opening Balance	Additions	Disposals	Depreciation	Total
Furniture and fixtures	41,420	18,075	-	(23,669)	35,826
IT equipment	22,468	11,684	(1)	(12,977)	21,174
Computer software	3,416	-	(2)	(3,411)	3
Books and reference material	6	-	-	-	6
Videos	1	-	-	-	1
	67,311	29,759	(3)	(40,057)	57,010

3. Trade and other receivables

Trade receivables	155,479	161,174
Prepayments	39,624	13,084
	<u>195,103</u>	<u>174,258</u>

4. Cash and cash equivalents

Cash and cash equivalents consist of:

Cash on hand	200	-
Bank balances	1,348,105	1,434,284
Petty cash	1,850	2,411
	<u>1,350,155</u>	<u>1,436,695</u>

5. Retained income

Retained income comprises the following:

- Accumulated Surpluses since 01 April 2003	456,588	550,659
- Accumulated Surplus arising at inception and transfer of operations and assets from Kwa Dukuza Resource Centre (Pre-incorporation entity)	1,054,796	1,054,796
	<u>1,511,384</u>	<u>1,605,455</u>

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Notes to the Annual Financial Statements

	2009 R	2008 R
6. Trade and other payables		
Accrued expenses	23,884	22,809
Income received in advance	67,000	50,000
	90,884	72,809
7. Revenue		
Donations	857,781	943,317
Printing & Service fees	77,135	58,725
Registration fees	55,845	66,805
Stationery and related items	2,990	1,101
	993,751	1,069,948
8. Operating loss		
Operating loss for the year is stated after accounting for the following expenses:		
Auditor's remuneration	13,080	8,500
Depreciation on plant and equipment	40,057	87,488
Employee costs	428,550	423,744
Loss on scrapping of assets	3	307
Rental of equipment	20,854	33,934
Rental of premises	202,822	154,730
9. Interest received		
Bank	101,831	124,055
10. Cash (used in) generated from operations		
(Loss) profit before taxation	(94,071)	48,650
Adjustments for:		
Depreciation	40,057	87,488
Loss on scrapping of asset	3	307
Interest received	(101,831)	(124,055)
Changes in working capital:		
Trade and other receivables	(20,845)	(18,401)
Trade and other payables	18,075	33,617
	(158,612)	27,606
11. Taxation		
No provision for taxation has been made as the income of the company is exempt from tax in terms of Section 10(1)(cN) of the Income Tax Act, 1962.		
12. Related Parties		
There were no related party transactions for the year under review.		

Notes to the Annual Financial Statements

	2009	2008
	R	R

13. First-time adoption of the International Financial Reporting Standard for Small and Medium-sized Entities.

The company has applied International Financial Reporting Standards for Small and Medium-Sized Entities, for the first time for the 2009 year end. On principle this standard has been applied retrospectively, however the 2008 comparatives contained in these annual financial statements do not differ from those published in the annual financial statements published for the year ended 31 December 2008.

The date of transition was 01 January 2008.

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Detailed Statement of Financial Performance

	2009 R	2008 R
Revenue		
Donations		
- Sappi Limited	638,532	600,000
- Murray & Roberts Holdings (Proprietary) Limited	-	124,042
- Nedbank Foundation	50,000	65,913
- Anglo American Chairman's Fund	50,000	-
- Sugar Industry Trust Fund for Education	2,500	50,000
- Other	116,749	103,362
Printing & Service fees	77,135	58,725
Registration fees	55,845	66,805
Stationery and related items	2,990	1,101
	993,751	1,069,948
Operating expenses		
Advertising	4,800	4,800
Auditor's remuneration	13,060	8,500
Bank charges	965	947
Cleaning	48,876	49,007
Computer expenses	87,742	109,439
Depreciation	40,057	87,488
Donations	50	-
Employee costs	428,550	423,744
Hire	-	6,500
Insurance	20,557	19,751
Internet subscription	24,804	23,424
Licences	22,860	17,541
Loss on scrapping of asset	3	307
Magazines, books and periodicals	1,343	5,847
Marketing - Signage, Logo & Branding	38,532	-
Membership cards	210	555
Printing and stationery	47,647	46,508
Rates and municipal expenses	104,062	82,208
Rental of equipment	20,854	33,934
Rental of premises	202,822	154,730
Repairs and maintenance	16,226	4,475
Security	1,892	1,642
Staff welfare	3,347	2,725
Telephone and fax	18,471	16,664
Training	802	-
Travel and entertainment	41,321	44,617
	1,189,653	1,145,353
Operating loss	(195,902)	(75,405)
Interest received	101,831	124,055
(Loss) profit for the year	(94,071)	48,650

Conclusion

Despite the recession, 2009 has been a productive year in term of service delivery to the community at large. Our programmed schedule went according to plan and we had achieved the outcomes that we set out to do. Towards the end of November 2009 and part of December 2009 we had been hampered by viruses. This had an effect on the digital village usage but the problem had been sorted out before we left for the summer vacation.

Thanks and appreciation go to all our donors (Listed), Board of Directors, Resource Centre Staff, Volunteers, Schools and the Resources Centre membership for a wonderful and incident free 2009.

Partnerships

The Kwa Dukuza Resource Centre is in partnership with various organizations that assists in a number of projects within the Centre's programmed structure. The following organizations play an integral role with regards to education and delivery:

Sappi Limited

Anglo American Chairman's Trust Fund

Horwath Mahomed Omar Paruk

K9 Security

Internet Solutions

Kwa Dukuza Municipality

KZN Education Department

Microsoft South Africa

Nashua

Nedbank Foundation

Randeels Electrical cc

Sham and Meer

Stanger Textile (T. V. Reddy)

Stanger Weekly

Sugar Industry Trust Fund For Education

The Kwa Dukuza Resource Centre would like to thank all the
above donors for their continued support

