A child in South Africa starts school with the odds against her.

Since few children receive quality early childhood education,1 by Grade 6 she’s likely to be part of the 70 percent of students who can’t read at grade level or do basic maths.2 Her schools probably won’t have the resources she needs to learn: only 10 percent of South African schools have computer centres, and even fewer have libraries or science labs.3 Between grades 9 and 12, two in five of her classmates will drop out of school.4 If she makes it to her matric exams, she may pass – just over two-thirds of students did in 2011.5 But because a passing mark only requires her to show 30 percent proficiency in a subject,6 she’s still likely to become one of nearly three million youth ages 18-24 who aren’t working or studying.7 Only a quarter of students qualify for university,8 and they’re unlikely to graduate: half of those who enrol in higher education drop out within three years.9 These are national statistics. For a child born in Philippi, the severely impoverished community where most of SAEP’s work takes place, the odds of a successful future are even lower.

More than half of Philippi’s residents live in informal wood and iron structures, without electricity or running water. Three in five working-age people are unemployed, and many households rely on small government grants as their only source of income.10 Crime, gangsterism, HIV/AIDS, substance abuse and poor service delivery create a web of hopelessness that young people struggle to escape.

We’re working every day to help children overcome these odds.

Our Vision
A South Africa where every child has the education and inspiration to achieve great things.

Our Mission
SAEP empowers young people who are neglected by South Africa’s education system. Through tutoring, enrichment and support, we give impoverished learners the tools to reach their potential and uplift their communities.

(1) In 2010, 64% of children ages 3-5 attended an ECD facility. However, more than 90% of ECD centres are community-initiated provisions, and many do not offer a structured early learning programme. (GHS 2010: Focus on Schooling, Atmore 2012, Early learning opportunities vital for NSC success, SANGONeT Pulse 17 Jan) (2) In 2011, only 28% and 30% of Grade 4 learners, respectively, had mastered minimum literacy and numeracy levels. (Dept of Basic Ed 2011, Report on the Annual National Assessments) (3) 90% of public schools have no computer centres, 93% have no libraries and 95% have no science laboratories. (Dept of Basic Ed 2011, National Education Infrastructure Management Report) (4) Just below 60% of learners who complete grade 9 reach grade 12. (Ministerial Committee on Learner Retention in the SA Schooling System 2007, Progress report to the Minister of Education) (5) 70.2% of full-time candidates passed matric in 2011. (Dept of Basic Ed 2011, Report on the NSC Examination Results) (6) To obtain a National Senior Certificate, a candidate must achieve either 40% or 30% in six subjects, and can achieve less than 30% in the 7th subject. (Dept of Basic Ed 2010, Education Statistics in South Africa 2010(7) In 2007, 2.8 million South Africans ages 18-24 were not in employment, attending an educational institution or severely disabled - 41.6% of the 18-24 population. (Cloete ed.) 2009, Responding to the educational needs of post-school youth, CHET) (8) 24.3% of full-time matric candidates earned a bachelor’s pass in 2011. (Dept of Basic Ed 2011, Report on the NSC Examination Results) (9) 30% of people who enrolled in higher education in 2008 dropped out in their 1st year, another 20% dropped out in years 2 and 3, and only 22% graduated with a generic bachelor’s degree within three years. (Letseka et al. 2009, Student retention & graduate destination: higher education and labour market access and success, HRSC Press) (10) GIS 2001, Philippi 2001 census data. In Anderson et al. 2009, Philippi Community Profile.)
In 2011, SAEP helped more than 2,000 young people’s dreams grow.

Despite the challenges facing NGOs in a persistent global recession, SAEP was able to sustain and even expand its operations this year. A dedicated team of staff, volunteers and funders are to credit.

But on a broader scale, the numbers are a message from each person who has given time or money to the cause: we believe education is a basic right for every single child. Education is a sound investment in South Africa’s future.

The future is bright for the 26 bridging year alumni in our Tertiary Support Programme this year, a group that leads by example in academic performance and community service. Take Lindikhaya Mqukuse, who speaks of his experience with SAEP on page 15: Cape Peninsula University of Technology named Lindikhaya the school’s top peer educator for 2011 for his work in counselling fellow students on health and social issues. Since the Programme’s launch, more than 90 percent of our tertiary students have stayed in university – compare that to national retention rates of less than 50 percent – and the successful enrolment of our eight 2011 bridging year graduates to study in 2012 suggests the trend of outstanding achievement will continue.

Children at Kiddies Educare Centre now have a wonderful new building, thanks to fundraising efforts that began three years ago. Kiddies is the seventh centre SAEP has built, and its principal Margaret Makhafola is thrilled to see this long-term labour come to fruition.

This year also saw the much-needed addition of a social worker; purchase of a second car for transport to and from the schools; the expansion of office and classroom space; and an external facilitator who assisted with our mid-year programme review. Significant institutional growth has enabled us to help more young people succeed.

The community is taking note: after only three years of operation, SAEP’s ADT Teach Programme was selected to receive the Tyco International Security Solutions President’s Award for 2011. The programme uses mobile laptop labs to prepare learners for work and higher education. This year, it expanded to reach nearly 500 learners at six schools in Cape Town and Johannesburg.

For all of these lives touched by SAEP, thanks must go to our dedicated staff and volunteers, and especially to our founders Jane and Norton, for the selfless work they do on a daily basis. To steer this ship is an enormous task; to do so unconditionally is admirable.

South Africa’s education system remains in crisis, and our youth deserve better. You – the donors, partners, volunteers and friends of SAEP – are making change happen, one child at a time. We are so grateful for your support!

Sincerely,

Helena Duk, Chairperson
In addition to completing its seventh brand new building, the Early Childhood Development Programme continued to partner with 10 Philippi educare centres, helping their 51 female staff deliver quality early childhood care and education to 764 children.

Many township children have nowhere to go while their parents are working, and educare centres are often little more than overcrowded “holding pens” that lack resources, safe facilities and trained teachers. Without proper nurturing and stimulation, children enter Grade 1 at a severe disadvantage in cognitive and emotional development.

Through long-term partnership and mentoring, the SAEP Early Childhood Development Programme builds centres’ capacity to provide a safe, secure place for children to learn, play and receive a crucial head start on their education, setting them up for greater long-term success in school and beyond.

SAEP-ECD provides tailored support to each of our partner centres based on that centre’s specific needs, which are formally assessed twice a year. This support, funded in large part by the Western Cape Department of Social Development, took many forms in 2011. This year SAEP-ECD:

- Repaired and improved structures and constructed new buildings;
- Provided more than 168,000 nutritious meals of e-pap – food for every child, every day, at every partner centre – as well as soya for a second meal;
- Mentored principals;
- Held training for staff and principals, and linked centres with other training and resource organisations that can build capacity in management and teachers;
- Helped centres register with the Department of Social Development and the Department of Education to access government funding;
- Helped centres complete additional funding applications;
- Ran educational workshops and outings for children;
- Donated supplies such as toys, books, blankets, furniture, clothing and computers.

Isabel Babenschneider stepped down as programme manager after four years of service, though she has continued her involvement with SAEP through the management committee. Elise Farley joined
the team in March 2011, bringing with her a long history of volunteering and project management in the non-profit sector. This year Elise completed Early Learning Resource Unit (ELRU) selfhood training, which examined the importance of nurturing self esteem in the classroom and breeding a culture of tolerance among children. She also attended the Centre for Early Childhood Development’s Pan-African ECD Conference to liaise with other leaders on widespread education issues, and discussed issues facing the NGO sector at the Department of Social Development Conference and local Community Chest meetings.

This year, SAEP-ECD participated in a pilot project run by Khululeka, an organisation that offers grief support for children and youth. SAEP distributed books designed to help children deal with grief to its partner centres and helped Khululeka evaluate the age-appropriateness and effectiveness of the material. The tasks in the books proved most suited to Grade R learners, though addressing the subject was beneficial for all children involved. The project also helped develop staff members’ capacity to support grieving children.

In 2011, the ECD programme continued to work with volunteers from all over the world, whose energy and expertise enabled SAEP to offer innovative new projects, workshops and training sessions at the centres. Highlights included:

- **Grief and trauma workshops.** Principals and teachers participated in a five-week grief and trauma workshop run by psychologist Kerry Acherson and held at the centres.

**A NEW HOME FOR KIDDIES EDUCARE**

In 2007, Kiddies Educare was a cramped, rudimentary structure of corrugated iron built on the grounds of principal Margaret Makhafola’s mother’s home. Each day, 45 children and two teachers piled into Kiddies, and each day Margaret envisioned better things. An educator from Pretoria who completed her teaching qualifications at Cape College, Margaret learned Xhosa in Cape Town and speaks several of South Africa’s national languages. Her financial records for Kiddies were scrupulous and she successfully collected fees from parents. But how can one woman in Philippi transform a shack into a school when the resources just aren’t there?

At the end of 2007, a bridging year student who lived next door to the crèche noticed that it was in need and appealed to SAEP for help. SAEP began to work closely with Margaret in a mentorship capacity and launched a fundraising campaign to give Kiddies a new home.

Over the years, several players came together to make it happen. Tourism organisation Uthando channelled contributions from visitors to South Africa toward the new centre. Local company Prudential Portfolio Managers provided substantial support, and Coronation Fund Managers donated and matched the proceeds of its annual gifts auction. Members of Wings of Support, a private initiative of KLM and Martinair staff members, raised funds and volunteered at the centre, and dedicated volunteers Gina Leinberger and Anastasia Georgeu hosted a benefit dinner for the cause.

In a unique partnership with Forres Pre-Primary School in Rondebosch, SAEP received regular donations of funds, toys and supplies. Forres students gathered many of the items – from books to blankets to toilet paper – and personally delivered them to their new friends at Kiddies. The children bonded, sharing lessons and playtime and collaborating on an art project. Parents and staff organised walks around Rondebosch Common and dance-a-thons to raise funds.

On 1 September 2011, workers began to raze the makeshift shacks to make room for a brand new building for Kiddies. Three months later, Margaret and her children had a two-story school to call their own.

Margaret can now divide children by age into multiple classrooms, and she has plenty of room to expand. “Because of SAEP, we have a new building that will keep the learners safe and protected and provide a perfect place to learn,” she says. “The children are happy, their parents are happy, and our teachers at Kiddies are happy. We say a very big thank you to SAEP and all the donors.”

Since its new building meets structural requirements, Kiddies’ application for registration with the Department of Social Development can finally be approved, which will allow it to receive subsidies for its children. One woman can’t do it on her own – but with the help of a community, success is inevitable.
The Hope Scholars Programme launched at a third partner high school in 2011, more than doubling the number of students reached with intensive academic tutoring, mentoring and psychosocial support.

Many tutoring interventions focus on improving students' performance in the all-important matric year. However, by Grade 12 it is often too late to fill vital gaps in foundational knowledge, advise students on subject choices, or significantly improve academic performance.

The Hope Scholars Programme, with input from principals and teachers, identifies promising learners in Grade 9 and works with them intensively through Grade 12. Academic tutoring, mentoring, support and enrichment activities are structured to equip students with the skills they need to excel academically, develop appropriate career paths, and succeed in higher education and the workforce.

With renewed funding from the Graham and Rhona Beck Foundation, as well as new grants from the National Lottery Distribution Trust Fund (NLDTF) and the BoE Educational Foundation, the programme continued to grow in 2011, more than doubling the number of participating students from 58 to 137. SAEP selected new Grade 9 Scholars at Zisukhanyo and Sophumelela secondary schools. It also added another Grade 9 class at a third partner school, Siyazakha Junior secondary School, and will follow those learners throughout their high school careers at nearby Sinethemba Secondary School. SAEP continued to work with Scholars from previous years, now in Grades 10 and 11, at Zisukhanyo and Sophumelela.

The Hope Scholars’ overall average results and individual results demonstrated the programme’s academic effectiveness. Learners attended small-group tutorial sessions in English, Maths, Physical Science and Accounting three days a week after school, with additional classes on Saturdays. Subject coordinators worked closely with teachers and department heads at our partner schools to ensure content reinforced classroom lessons and covered all material needed for exam success. More than 500 tutorial sessions took place in 2011.

The programme also ran its first winter academic camp for learners in Grades 10 and 11 to reinforce knowledge acquired during the first half of the year and revisit concepts students did not fully grasp during term.

The Hope Scholars team works to broaden learners’ horizons by exposing them to a variety of experiences. An arts and environment camp held during the winter holidays for all Grade 9 Scholars built camaraderie among learners from different schools, developed environmental awareness and provided opportunities for creativity and self-expression. During the year, Scholars took cultural excursions to sites including Robben Island and the Iziko South African National Gallery and went on hikes around the Cape Peninsula.

“Ever since I joined SAEP, I am able to write letters, speak in front of a group, and even climb a mountain.”

– Pelokazi Lumkwana, Grade 11 Hope Scholar
In mid-2011, SAEP welcomed its first full-time social worker, Gladys Nobatana, greatly enhancing SAEP’s ability to provide holistic support to its beneficiaries.

Gladys and SAEP’s two social work students from the University of the Western Cape ran 24 group counselling sessions for the Hope Scholars, to address topics including teenage pregnancy, drug abuse, conflict resolution, safe sex and HIV, relationship problems and gangsterism. They also met individually with 22 Hope Scholars to deal with challenging personal, family or socio-economic situations.

Under the social worker’s guidance, SAEP staff visited the homes of 84 Hope Scholars. The project was designed to engage parents as active stakeholders in their children’s education and help them provide a home atmosphere conducive to study. It also helped SAEP understand the connection between a learner’s home life and academic performance, enabling the Hope Scholars team to better support learners who face challenging home situations. SAEP organised four well-attended parents meetings throughout the year to inform caregivers about the programme and elicit feedback.

The social work students also conducted an anti-gangsterism workshop with the help of the South African Police Service, community leaders and trained social workers to address a growing concern in Philippi.

The programme continued to hold weekly mentoring sessions for participants, which covered topics including study and writing skills, communication, academic and career counselling, HIV prevention, interpersonal skills development, leadership training, social issues and challenges in the township environment, and community service.

Finally, with the help of an external facilitator, the Hope Scholars team developed a working “soft skills and resiliency” model. Through a collaborative process, team members identified key skills, indicators and activities to help support the holistic personal development of participating learners.

I started the Hope Scholars programme in Grade 9. After school we attended sessions Monday through Thursdays. We did three subjects, English, Maths and Natural Sciences, and on Thursday it was mentoring.

Then a social worker came. She talked to people having problems, and I was one of those kids, and it really helped me. I had some problems in my family, but then we got to talk with them, and then I felt fine. Before I would tell my friends, but most of them took it that I was playing when I was being serious.

I love Economic and Management Sciences. I told myself, even my family, that I wanted to be a chartered accountant. I love Accounting very much. It’s easy for me. At school, they give certificates for classwork, and every time I get an award for Accounting, number one. I plan to go to UCT. I know the requirements, and I know I can do it.

SAEP really helps us a lot because if you’re doing something in class a lot of times you don’t understand, but if you do it at SAEP you understand. We usually do things first at SAEP and then later we do it in class. So then we’ll help the others.
The ADT Teach Programme expanded to Grade 12, delivered computer training to 497 students in Cape Town and Johannesburg, and won a global award.

Although computer skills are essential to succeed in further education and access jobs, vandalism, theft and underfunding make it impossible for most township schools to maintain an up-to-date and accessible computer lab.

To address that need, SAEP and ADT Security came together in 2009 to launch the ADT Teach Programme. The programme uses two mobile laptop computer labs and a wireless router to offer advanced computer training at six high schools in Cape Town and Johannesburg.

Participants in the programme begin in Grade 10. Most have no previous computer experience. Those who progress through Grade 12 can ultimately graduate with a nationally recognised IT Certificate in End User Computing. The qualification can be counted for credits at tertiary institutions and will help programme graduates find jobs.

In addition to learning basic and advanced computer literacy, participants used the computers to boost their employability, honing their CV writing, cover letter writing, and research and presentation skills.

Much energy and time was spent this year in developing and formalising the programme’s three-year curriculum, which was submitted to the national body MICT Seta (Media, Information, Communication and Technology Skills Education and Training Authority) near the end of 2011 for accreditation. ADT staff redesigned the curriculum to cover all topics required by the South African Qualifications Authority (SAQA); developed learners’ manuals to accompany the course; and completed formal training on facilitation, assessment and moderation. Once accredited, the curriculum will be an open-source resource that can be used by other education bodies to develop sorely needed computer skills across South Africa.

The ADT Teach staff participated in a three-day intensive HIV/AIDS “training for trainers” sponsored by ADT. They are now qualified to train others about issues related to the virus, enabling them to roll out HIV/AIDS education across the programme in 2012.

ADT Teach was one of only three operations worldwide to receive the Tyco International Security Solutions President’s Award.
Despite a lack of funding in 2011, the Environmental Education Programme reached more than 200 learners through after-school environment clubs, hikes and outings, thanks to committed volunteers and partnerships with local hiking groups.

This year, SAEP formed new environmental clubs at Sophumelela and Sinethemba Secondary Schools. Club members met after school to explore practical issues including recycling, waste management, water quality and energy use that are critical to Philippi’s environmental well-being.

Through ongoing partnerships with the Mountain Club of South Africa and the University of Cape Town’s Mountain and Ski Club, club members also had the opportunity to take part in hikes and excursions around Cape Town. Highlights included hikes to Muizenberg Peak and Kalk Bay Caves and a night under the stars atop Table Mountain.

Environmental education has been a part of SAEP’s mission since the organisation’s beginning, and SAEP uses exposure to nature and physical challenge across its youth programmes to build environmental awareness, teamwork and leadership. Throughout the year, arts learners and Hope Scholars also attended outings led by the Mountain Club.

The programme collaborated with SAEP’s Arts Outreach Programme to run a five-day camp for Grade 9 learners in the Hope Scholars Programme this year. Participants held debates about sustainable development and water issues, learned about recycling, hiked to Paarl Arboretum, and created posters and sculptures about environmental issues in their own lives.

In October, students in the Arts Outreach Programme’s marimba performance group at Sophumelela spent two nights camping in the Cedarberg mountains, on a trip sponsored by the Cape Leopard Trust and the Mountain Club of South Africa. Two bridging year alumni joined the learners, who spent the weekend hiking, exploring the Cedarberg, and learning about the Cape Leopard programme, environmental awareness and astronomy.

In late November and early December, learners from Intsebenziswa, Sophumulela and Zisukhanyo Secondary Schools who participated in the programme in 2010 enjoyed seeing their collaborative art project, a larger-than-life giraffe sculpture made from recycled materials, serve as the centrepiece of the week-long Waste to Art exhibition at the Cape Town Civic Centre.
In 2011, the Arts Outreach Programme held classes and workshops at six schools, reaching more than 800 learners. Its community arts festival in October, put together on a shoestring budget, drew a record-breaking crowd.

In township communities, learners have few opportunities to experience the visual and performing arts or develop artistic skills. Drama, dance and art, which are taught as matric subjects at well-resourced high schools, are not available, and extracurricular activities are rarely offered. SAEP’s Arts Outreach Programme introduces learners to the arts, encourages creativity, and provides young people with opportunities to express themselves in positive ways.

In 2011, under the leadership of dedicated volunteer Indra Raj, the programme ran after-school workshop series at six schools for nearly 200 learners. These included instruction in visual art, creative writing, music, dance, drama and photography. They were led by professional teachers and SAEP staff, as well as student volunteers from the University of Cape Town, former learners from the schools, and members of the Philippi artistic community.

In addition to after-school workshops, long-time volunteer Michel Roger, who celebrated his 10-year anniversary of service to SAEP, taught arts and culture classes to more than 500 learners at two schools. By linking art and cultural history to everyday applications and supplementing his lectures with a tour of the Iziko National Gallery, Michel helped make the arts relevant and accessible to Philippi’s youth.

The Arts Outreach Programme held a five-day arts camp in Paarl for 74 Grade 9 Hope Scholars during the June-July school holidays. It also sent 20 talented visual arts learners to attend weekly classes at the Frank Joubert Art Centre. Participants can use their artwork to develop a professional portfolio for future tertiary and employment application, and their work was displayed at Frank Joubert exhibitions throughout the year.

Learners in all disciplines showcased the creative outputs of their studies at SAEP’s annual arts festival, held in mid-October at Sinethemba Secondary School, and participants in other SAEP programmes also contributed artistic performances and displays. More than 500 community members attended this year, an all-time high!

Special thanks go to the Western Cape Department of Cultural Affairs and Sport, the Gilander Foundation, Ray and Cathleen McKinney and Sara Stewart for investing in arts education.

2011 Highlights:
- Marimba groups performed at the Baxter Theatre and at the Waste to Art week exhibition at Cape Town Civic Centre.
- Cape Town Film Studios featured Zisukhanyo drama learners in Auriol Hays’ music video “Help Me Out.” Students attended a screening of the music video at Auriol’s concert at On Broadway Theatre.
- Drama students also interacted with actors backstage after the final performance of “Fiddler on the Roof” at Artscape Theatre.
- A National Heritage Day celebration in Philippi featured a performance by Intsebenziswano dance students.
- Creative Writing learners hiked Table Mountain and visited the Harold Porter National Botanical Gardens in Betty’s Bay.
- Choral and marimba learners experienced music from across Africa at a Kirstenbosch Botanical Gardens summer concert.
- During a two-week Winter Holidays Drama Camp, SAEP Hope Scholars put on a small production of “Beauty Is a Beast,” by D. M. Larson.

My teacher told me about the creative writing class, and I thought, let me give it a try. I learned something brand new that I could do – writing poems. In drama class, I learned how to present poetry through acting and how to do a monologue. It was like a dream to me, because in my life, poetry is how I put my feelings.

I enjoy being with the group, I enjoy meeting new people, I enjoy learning how to change my mood, my emotions. When we went hiking, I learned that in everything you see, you can do writing.

When we went to the Iziko Museum, I could look at a picture and know there was a hidden story in it. I’ve learned how to do a story just by looking at something. I got into the mentoring programme with the Open Book Festival. I started going there every Saturday.

At SAEP I found people who can produce something new in your life. It’s something I had never experienced. I didn’t know there are things that can happen through writing. It opened my mind to the future, to not just be a community girl and sit and do nothing.

I would like to say thank you to all my tutors. I am really grateful. I never met people with a passion like them. If you don’t understand something, they are always there to ask.

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**ARTS OUTREACH IN PHILIPPI SCHOOLS**

**Sophumelela Senior Secondary School**
- Creative Writing
- Marimba Performance
- Visual Art
- Arts & Environment Camp
- 51 learners

**Zisukhanyo Senior Secondary School**
- Drama
- Visual Art
- Marimba Performance
- Arts & Culture
- Arts & Environment Camp
- 535 learners

**Intsebenziswano Senior Secondary School**
- Choral Music
- Visual Art
- 35 learners

**Philippi High School**
- Drama
- 18 learners

**Intsebenziswano Senior Secondary School**
- Dance
- Drama
- Photography
- Visual Art
- 68 learners

**Siyazakha Junior Secondary School**
- Arts & Culture
- Arts & Environment Camp
- 104 learners
The Bridging Year Programme again produced a successful class of graduates ready to take on the world: all eight students who completed the programme enrolled in university after improving their matric results.

Most matriculants from under-performing schools are unable to access higher education for a variety of reasons. When they do, basic academic gaps or inadequate life skills often catch up with them at university. SAEP’s Bridging Year helps participants improve their academic results to gain entrance to and succeed in university. It also develops crucial “soft skills” needed in tertiary and careers.

In 2011 the programme entered its ninth year of operation, supported this year by the National Lottery Distribution Trust Fund and the Friends of the Mandela Rhodes Foundation-USA. SAEP received almost 150 applications for the Bridging Year Programme, from whom 12 applicants were accepted. Students were chosen based on demonstrated academic potential, leadership and commitment to serving their communities. Our 2011 programme was more rigorous and demanding than in previous years, and only eight students had satisfied all programme requirements at year end.

These students rewrote up to three matric subjects, including English, Mathematics, Physical Science, Accounting and Geography. They improved their scores on all 20 exams written, increasing their symbols on 13 subjects. All eight have continued their studies: five at the University of the Western Cape, two at Cape Peninsula University of Technology, and one at the University of South Africa.

Building on 2011
SAEP concluded that two changes in the programme can help achieve a higher retention rate in future years. First, the Bridging Year team will conduct thorough reference checks and place more emphasis in the selection process on the applicants’ resiliency and ability to overcome challenges, as well as their motivation and commitment to take full advantage of the opportunity. Second, addressing psychosocial issues that can distract the participants and affect their ability to complete the programme must be a top priority. The professional input of social workers will be an important component in this effort.

Skills development, enrichment and psychosocial support
Success in university and beyond is determined by more than academic scores. The programme offers a number of extracurricular activities designed to develop leadership abilities, teach crucial life skills, and help students give back to their communities. In 2011, these included:
• **Outward Bound experience.** For the third year in a row, the programme kicked off with a five-day camping retreat in the mountains outside Grabouw, where the team learned to trust each other and to overcome individual and team challenges. The JDI Foundation Trust generously sponsored the retreat, which proved once again to be the perfect start to the year.

• **Hikes, excursions and enrichment.** In addition to the Outward Bound retreat, students went on a number of hikes and excursions throughout the year, including a theatre production and an overnight excursion on the People’s Trail, which took them to the top of Table Mountain.

• **Academic and career counselling.** Students attended university open days and job shadowing placements, and spent much of the year researching which careers were right for them and which university courses would help them achieve their goals.

• **Counselling and psychosocial support.** Students worked with SAEP’s social worker and social work students, in groups and individually, to address a variety of challenges they were facing.

• **Computer skills.** Students, many of whom had little or no computer experience before joining the programme, took weekly computer literacy classes.

• **Employability.** Students wrote CVs, practiced job interview skills and simulated various workplace scenarios to prepare for life after tertiary.

• **Touchstones discussion groups.** Students participated in weekly discussion groups to develop critical thinking, world awareness and respectful debate tactics.

• **Community service.** Bridging year students volunteered at a hospice for HIV-positive patients and worked with SAEP’s Arts Outreach, Environmental Education, and ECD Programmes.

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I came by myself from the Eastern Cape to Cape Town to complete high school. In my last year, I was living in a two-room house with fourteen other people. It was not easy to study, but I managed to do well on my exams and was admitted to SAEP’s Bridging Year Programme where I was able to rewrite some of my matric subjects and improve them enough to be admitted to study mathematics at the University of the Western Cape.

In high school there was nobody coming in and motivating us. University was never talked about as an option. Teachers stood in front of the classroom and did their job and left, and students felt like, what’s the point? No one who graduated ever came back and said, “I’m in university now and it’s like this.” I think everybody should consider a bridging year, even if they passed. If you jump from high school to university it can be so frustrating. But for me, if something comes up I can say, OK, I knew this would happen because I was told. I go back and talk to students. They know what’s possible. I’m living proof.

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**MEET**

**XOLELWA HONEY NKOHLA**

2011 BRIDGING YEAR STUDENT

MATHEMATICS, UNIVERSITY OF THE WESTERN CAPE
In 2011, SAEP provided support to 26 bridging year alumni and celebrated its second graduate in April, Bandlele Qashani.

For bridging year students, the challenges of higher education don't end when they receive a university acceptance letter. Most families cannot provide financial support, and many students commute long distances from communities where social issues make it difficult to dedicate full attention to coursework.

SAEP formally launched a Tertiary Support Programme at the start of 2010 to assist bridging year alumni pursuing higher education. In 2011, with the financial backing of Tate and Douglas Foster and the Rolf-Stephan Nussbaum Foundation, the programme supported 26 former bridging year students.

Though almost all students received external bursaries, grants and/or loans, these are not always enough to meet students' basic needs. SAEP provided financial assistance to fill the gaps where existing support mechanisms, such as the National Student Financial Aid Scheme (NSFAS), are unable to fully cover the costs of tuition and registration, books and supplies, transport to university, housing, food and other personal needs.

Since lack of residence near their place of study is perhaps the greatest handicap facing township university students, the programme paid accommodation fees for 10 students. Fourteen received monthly living allowances, eight received computers on loan, and several received help with medical expenses.

SAEP mobilised individual sponsorships for four students, who were generously supported by Brad Bohnert and Francine Savoy, Hjalmar and Sanna Sorl, Jane and Jack Tressider, Mac Rae and Joe Sollee, and Robert and Jenny Borgerhoff Mulder.

The programme also provided non-financial support that included:

- **Psychological help and counselling.** Most tertiary students met with SAEP’s social worker, and several received ongoing counselling. In addition, the Tertiary Support team helped one student experiencing social challenges that seriously affected his performance to apply for readmission to his course; secured private student accommodation for him; and worked with his family to address challenges at home.

- **Training in financial management.** Workshops in budgeting and saving helped students better understand and manage personal finances.

- **Career guidance and mentoring.** External career guidance continued throughout tertiary studies, and several students were matched with volunteer mentors for tutoring and career guidance, a project the programme plans to expand in 2012.

In September, more than 40 bridging year students and alumni convened for the first annual bridging year reunion, where tertiary students celebrated their accomplishments and gave advice to the 2011 bridging year cohort. SAEP plans to form alumni groups at local universities so older students can help younger ones navigate tertiary life.
I passed my matric in 2008 and told myself I wouldn’t go to varsity because I did not have money to further my studies. But because I was attending SAEP English classes after school, I learned about their Bridging Year Programme. They called me in for the interview and I was very joyful to find out they were going to take me in to the programme.

After spending a year improving my academics and life skills, I was accepted into Human Resources Management at Cape Peninsula University of Technology. My studies have gone very well and I have passed all my classes. SAEP helped me realise the importance of giving back to the community, so I joined the HIV/AIDS Peer Education Programme. We hold awareness campaigns, focus group discussions, outreach programmes, condom distribution, and testing and counselling. We talk about healthy and unhealthy relationships and how to eliminate the spread of HIV/AIDS. In general, we look at all things that affect students in regards to health and their daily lives. At the end of year, I was awarded the top peer educator for the year at an awards ceremony.

SAEP’s tertiary support is more than financial aid. It equipped my way of thinking through the years and helped me become people-oriented. It expanded my desire to be involved in programmes that help other people. In the future, I would like to establish a non-profit organisation to help the unemployed.
This year the Centre truly took off, as SAEP scaled up or launched a variety of activities in the areas of research, monitoring and evaluation, and knowledge sharing.

SAEP provides services that are urgently needed across South Africa. The lessons learned in more than a decade of serving the Philippi community can help other people and organisations who are working to improve education – in their communities and on a national scale.

To share its acquired knowledge, SAEP established the Centre for Innovative Education and Community Service to move beyond pure service delivery to embrace research, development and knowledge sharing. Through the Centre, it conducts research, monitors and evaluates its work, incubates new programmes, develops educational resources, promotes community service, and collaborates with like-minded organisations for social change.

**Highlights**

Until 2011, the Centre was largely unfunded. This year, a grant from the National Lottery Distribution Trust Fund (NLDTF) allowed SAEP to scale up or launch the following activities:

**Research.** SAEP collaborated with researchers and research students from the University of Cape Town, the University of North Carolina Chapel Hill and Columbia University on three projects to inform its work:
- A review of best practice and impact measurement in youth mentorship programmes;
- A review of primary-level interventions in Cape Town;
- An investigation of psychological barriers to opportunity among township high school students.

**Monitoring and evaluation.** SAEP improved information gathering and analysis across all programmes. Most notably, the organisation:
- Developed a database to track and analyse the academic results of Hope Scholars to ensure the programme is meeting students’ academic needs and engage parents as stakeholders in their children’s education;
- Worked with an external facilitator and visiting researcher to develop a soft skills model to guide development of life skills and mentorship offerings;
- Consolidated information on bridging year alumni to assess the impact of the Bridging Year and Tertiary Support Programmes on university access, retention and success.

**Knowledge sharing and networking.** SAEP:
- Continued to participate in the Bridge and LEAP communities of practice, which bring together like-minded organisations to share experience and resources;
- Gave a presentation about the Bridging Year Programme at the People’s Summit for Quality Education, a national education conference held in Cape Town in June.
I never imagined stones from mountain turning to be great memories in my mind big welcoming mountain like angel with open wings

Climbing those big, glittering stones surrounded by tallest handsome trees, peaceful beautiful fields, loud silence of ocean making the greatest sound in my ears

The yummy smell of the shining flower in my country The pure water of the adorable baby dam The air felt like coming straight from my mother’s deep freezer I never knew green could be one of the most amazing colours in the whole world

The power of nature healed my body from toe to head.
## BALANCE SHEET

**AT 31 DECEMBER 2011**

<table>
<thead>
<tr>
<th></th>
<th>2011 R</th>
<th>2010 R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NON-CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed Assets</td>
<td>161,060</td>
<td>75,920</td>
</tr>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stock – Christmas Cards</td>
<td>1,090,237</td>
<td>759,065</td>
</tr>
<tr>
<td>Receivables</td>
<td>-</td>
<td>393</td>
</tr>
<tr>
<td>Deposits</td>
<td>945</td>
<td>2,000</td>
</tr>
<tr>
<td>Cash and Cash Equivalents</td>
<td>86,348</td>
<td>39,842</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>1,251,297</td>
<td>834,985</td>
</tr>
</tbody>
</table>

| **EQUITY AND LIABILITIES**     |         |         |
| **CAPITAL AND RESERVES**       | 1,211,297 | 832,948 |
| Specific Reserves              | 702,454  | 747,181 |
| National Lottery Distribution Trust Fund Reserves | 423,461 | 2,751 |
| Accumulated Funds              | 85,382   | 83,016  |
| **CURRENT LIABILITIES**        | 40,000   | 2,037   |
| Accounts Payable               | 40,000   | 2,037   |
| **TOTAL EQUITY AND LIABILITIES** | 1,251,297 | 834,985 |

The SAEP Annual Financial Statements for the year ending 31 December 2011 were audited by Low & Schreiber Chartered Accountants (SA).
# INCOME STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2011

## INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>2011 R</th>
<th>2010 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations Received*</td>
<td>2,582,503</td>
<td>1,210,069</td>
</tr>
<tr>
<td>Interest Received</td>
<td>42,972</td>
<td>54,306</td>
</tr>
<tr>
<td>Fundraising Events and Other</td>
<td>9,181</td>
<td>148,154</td>
</tr>
<tr>
<td>Government Grants**</td>
<td>215,105</td>
<td>115,634</td>
</tr>
<tr>
<td>National Lottery Distribution Trust Fund (Grants Numbers 28045, 35057, 43391)</td>
<td>1,387,672</td>
<td>407,575</td>
</tr>
<tr>
<td>Community Chest</td>
<td>18,000</td>
<td>13,500</td>
</tr>
<tr>
<td>Programme Services</td>
<td>702,700</td>
<td>764,055</td>
</tr>
</tbody>
</table>

## EXPENDITURES

<table>
<thead>
<tr>
<th>Description</th>
<th>2011 R</th>
<th>2010 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Charges</td>
<td>22,964</td>
<td>14,940</td>
</tr>
<tr>
<td>Books and Office Supplies</td>
<td>53,535</td>
<td>40,058</td>
</tr>
<tr>
<td>Capital Expenditure</td>
<td>25,448</td>
<td>75,978</td>
</tr>
<tr>
<td>Depreciation</td>
<td>39,860</td>
<td>18,980</td>
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<tr>
<td>Fundraising</td>
<td>92,210</td>
<td>57,980</td>
</tr>
<tr>
<td>Occupancy</td>
<td>285,549</td>
<td>287,353</td>
</tr>
<tr>
<td>Postage</td>
<td>1,598</td>
<td>1,823</td>
</tr>
<tr>
<td>Professional Fees</td>
<td>23,274</td>
<td>16,544</td>
</tr>
<tr>
<td>Programme Services</td>
<td>2,263,156</td>
<td>1,356,057</td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>50,830</td>
<td>40,694</td>
</tr>
<tr>
<td>Salaries</td>
<td>1,540,512</td>
<td>788,319</td>
</tr>
<tr>
<td>Sundry Expenses</td>
<td>59,101</td>
<td>22,943</td>
</tr>
<tr>
<td>Telecommunications (including internet)</td>
<td>45,957</td>
<td>69,482</td>
</tr>
<tr>
<td>Transport (Local)</td>
<td>63,058</td>
<td>28,989</td>
</tr>
<tr>
<td>UIF – Company Contributions</td>
<td>12,732</td>
<td>6,337</td>
</tr>
</tbody>
</table>

## NET SURPLUS/(DEFICIT) BEFORE SPECIAL ITEMS

<table>
<thead>
<tr>
<th>Description</th>
<th>2011 R</th>
<th>2010 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET SURPLUS/(DEFICIT) BEFORE SPECIAL ITEMS</td>
<td>378,349</td>
<td>(119,430)</td>
</tr>
<tr>
<td>TRANSFER (TO)/FROM RESERVES</td>
<td>(375,983)</td>
<td>177,009</td>
</tr>
</tbody>
</table>

## NET SURPLUS FOR THE YEAR

<table>
<thead>
<tr>
<th>Description</th>
<th>2011 R</th>
<th>2010 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET SURPLUS FOR THE YEAR</td>
<td>2,366</td>
<td>57,579</td>
</tr>
</tbody>
</table>

## ACCUMULATED FUNDS at beginning of the year

<table>
<thead>
<tr>
<th>Description</th>
<th>2011 R</th>
<th>2010 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCUMULATED FUNDS at beginning of the year</td>
<td>83,016</td>
<td>25,437</td>
</tr>
</tbody>
</table>

## ACCUMULATED FUNDS at end of the year

<table>
<thead>
<tr>
<th>Description</th>
<th>2011 R</th>
<th>2010 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCUMULATED FUNDS at end of the year</td>
<td>85,382</td>
<td>83,016</td>
</tr>
</tbody>
</table>

## NOTES

<table>
<thead>
<tr>
<th>Description</th>
<th>2011 R</th>
<th>2010 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>*DONATIONS</td>
<td>2,582,503</td>
<td>1,210,069</td>
</tr>
<tr>
<td>Individuals</td>
<td>380,916</td>
<td>193,771</td>
</tr>
<tr>
<td>Civic and Charitable Organisations</td>
<td>236,839</td>
<td>87,640</td>
</tr>
<tr>
<td>Corporations</td>
<td>135,875</td>
<td>16,078</td>
</tr>
<tr>
<td>International Institutions</td>
<td>1,050,873</td>
<td>752,580</td>
</tr>
<tr>
<td>Trusts and Foundations</td>
<td>778,000</td>
<td>160,000</td>
</tr>
<tr>
<td>**GOVERNMENT GRANTS</td>
<td>215,105</td>
<td>115,634</td>
</tr>
<tr>
<td>Fundisa Grants</td>
<td>7,200</td>
<td>-</td>
</tr>
<tr>
<td>Western Cape Department of Cultural Affairs and Sport</td>
<td>20,000</td>
<td>-</td>
</tr>
<tr>
<td>Western Cape Department of Social Development</td>
<td>187,905</td>
<td>115,634</td>
</tr>
</tbody>
</table>

** SPENDING BREAKDOWN **

- Programme Expenses: 74.0%
- Administrative Expenses: 19.1%
- Fundraising Expenses: 3.7%
- Capital Expenses: 3.2%
Meet the Team

STAFF, LONG-TERM VOLUNTEERS & MANAGEMENT COMMITTEE

Andile Nqoko Hope Scholars Assistant Coordinator
Anna Teske Fundraising and Media
Avuyile Koli Senior ADT Teach Tutor
Beauty Ndlovu Tertiary Support Coordinator
Blair Saunders Early Childhood Development and Fundraising
Bongani Ndubata Hope Scholars Coordinator
Bulelani Futshane Hope Scholars Assistant Coordinator
Elise Farley Early Childhood Development Manager
Indra Raj Arts Coordinator
Isabel Babenschneider Early Childhood Development Manager
Gladys Nobatana Social Worker
Jane Keen Director
Kanya Mdaka Bridging Year Coordinator
Kathrin Herms Early Childhood Development, Computer Training and Monitoring & Evaluation
Katie Huston Fundraising, Media and Institutional Development
Laylaa Kariem English Subject Coordinator
Lizzy Jose Academic Coordinator
Luyanda Kota ADT Teach Manager, Finance and IT
Luyanda Mohajana Administrative Assistant
Nisa Goncalves Office Manager
Norton Tennille Director of Institutional Development, Finance and Fundraising
Nqobani Nkala Senior ADT Teach Tutor
Phillip Mcelu Hope Scholars Maths Tutor
Sara Muhi Environmental Coordinator and Academic Support
Shep Willis High School and Bridging Year Manager
Simphiwe Dasi Junior ADT Teach Tutor
Siphosethu Jaji Administrative Assistant
Tessa Stewart Fundraising and Media
Zimkhitha Ndinga Assistant to Hope Scholars and Tertiary Support

Management Committee
Helena Duk – Chairperson; Khanyo Seyisi – Vice Chairperson; Norton Tennille – Treasurer
Avuyile Koli, Babini Fatyela, Isabel Babenschneider, Mzimasi Hoho, Nomsa Shosha, Phelisa Kanzi, Ros Emanuel, Shiela Yabo, Sindiswa Tebeka, Zandile Mahlasela
Amina Ebrahim
Anastasia Georgeu
Andiswa Mfengu
Anna Swanson
Avril Dawson
Awonke Mdzinwa
Ayanda Hlalele
Blessing Chibharo
Brendan Solick
Brenna Regan
Brennan Hodkinson
Brent Palmer
Brian Muller
Brittany Nevis
Candice Muthen
Caroline Kostyla
Cathleen Dollar
Chipo Zhou
Christopher I. Onuorah
Claire Jorgensen
Craig Hall
Elle Holgate
Elizabeth Dutton
Ellwin Shiimi
Elvis Dyosi
Emma Hosking
Fred Borchardt
Funeka Madikizela
Gilbert Pindano
Gina Leinberger
Hilary Greene
Ikebuaku Kenchukwu
Ina Rindie
Inger Roger
Ingrid Melters
Insaaf Everson
Jakob Akor
Jasmin Henke
Jenny Mulder
Jo Maxwell
Joanah Ncube
Joseph Shigwedha
Julie Stunden
Kate Crane Briggs
Katerina Sonntagova
Kerry Acherson
Khanyile Xashimba
Khanyisa Mabunda
Kurai Gombiro
Lameez Michaels
Laura Pugliese
Laura Rodriguez García
Lauren Palte
Lelemba Phiri
Lianna Meskun
Lisa van Leeuwen
Makhosi Mbuku
Mathew Maekela
Maureen Archer
Michel Roger
Michele Bryant
Michelle Granger
Mzameni Shangase
Neža Kos
Nkosikhona Hlatshwayo
Nkosinathi Nkosi
Nomvelo Makhungu
Nontokozi Dlamini
Nosipho Mahola
Nqaba Malghas
Onke Nkwentsha
Orla Hennessey
Paige Teeny
Prosper Mashungupa
Rachael Debnam
Rachel Clark
Rafee Moosagie
Raquel Rosensweig
Rifquah Hendricks
Roger Gale
Rosalia Shiimi
Ryan Bluett
Sandra Kruger
Shane Botha
Sibongiseni Mrwashu
Sicelo Gogo
Simric Yarrow
Sisa Manku
Songeze Fikizolo
Tapiwo Marume
Tauriq Jenkins
Thandi Chefa
Thando Solundwana
Tiffanie Pereira
Tom Burgess
Tom Gosselin
Tracey Brandt
Tyra Walker
Usisipho Fani
Veronika Ambrozy
Witold Mucha
Yonela Sithela
Zwaantje Kortleven
Institutional Donors
National Lottery Distribution Trust Fund (NLDTF)
7th Sense
ADT Security (Pty) Ltd.
Alexander Forbes Financial Services
Alphen Asset Management
Betterplace.org donors
BoE Educational Foundation
Cape Leopard Trust
Community Chest
Coronation Fund Managers
Forres Preschool
Friends of the Mandela Rhodes Foundation - USA
Glinker Foundation
Graham and Rhona Beck Foundation
JDI Foundation Trust
Mountain Club of South Africa
Prudential Portfolio Managers
Quaker Service Committee
Queens College, Oxford
ROC Amsterdam
Rolf-Stephan Nussbaum Foundation
Rosary International
Rotary Claremont
SAPF-USA
Schwarz Trust
SIT Study Abroad
UCS Software
UCT Mountain and Ski Club
Uthando South Africa
Western Cape Department of Cultural Affairs and Sport
Western Cape Department of Social Development
Wings of Support
Woolworths MySchool Programme

Individual Donors
Adrienne Wonracutt
Alice Chambers
Alison Bonner
Ann Merrigan
Ann Urquhart
Ben and Tillie Willis
Beryl Jager
Bethany Ehmann
Blaire Thompson
Brad Bohmert and Francine Savoy
Carolly O'Connor
Carola Meyer
Carolyn Phelps
Catherine Edwards
Chip Tennille
Chuck Ellinck and Betsy White
Commundo volunteers
David Grimsted
David Swartz
Dean Peters
Diane Sollie and Mark Swann
Don Barr
Douglas and Tate Foster
Duncan Clough
Dunwood Zaekie
Ed and Nancy Pleasants
Elias Kuhn von Burgsdoff
Elizabeth de Wet
Flip and Gemma Oboeth and family
Frances Farrell
Gail von Dwingeloo
Gina Leinberger
Graham Duk
Gregory Mutumiri
Hank Ellinck
Helen Binches
Hjalmar and Sanna Sorli
J.D. Wilson
Jaines Thorpe
James Edler
Jane and Jack Tressider
Jane Keen
Jasmin Henke
John and Myrna Whitworth
John Collins
John Pinto
John Schweitzer
Jon Rhode
Joshua Moore
Kate Crane Briggs
Katherine Zellner
Kathy Dumbrell
Katy Kunzer
Laura Pugliese
Laurence Flynn
Lila Cruikshank
Linda Kirby
Lindsay Hooper
Lucinda Suckling
Lynn Gerber
Maeke Duk
MacXene and Joe Sollee
Malcolm and Diana Hunter
Mary Jo Deering
Mary Restifo
Max and Marjorie Power
Michel and Inger Roger
Michele Cwiertny
Marja Kuipers
Maruschka Boomsma
Nathan Glencen
Nina Ivory
Nisa Goncalves
Noah Reynolds
Norton Tennille
Oliver Oxtoby
Osbourne Conynath
Patrick Collins
Pieter Mostert
Raquel Rosensweig and family
Rohanwa Sultan
Robyn Riddle
Robert and Jenny Borgerhoff Mulder
Rois Emanuel
Rusty and Barry Bowman
Sandy and Ian Liddle
Sarah Gillett
Sara Stewart
Sarah Ruden
Scott Griffith
Scott Hollier
Sheena Oboeth
Shep Willis
Shirley Tobias
Solv Mausethagen & Gateway students
Stan Hayes
Stephanie Farrell
Tamsyn Fricker
Tate Foster
Tessa Stewart
Tessa Welch
Thomas Burgess
Trip Brown
Vernon and Frankkie Winters
Walt Slocombe
Wilba Hussey
Will Hunter
Withold Mucha

Partners
ADT Security (Pty) Ltd.
AmaAmbush
ASSET
Bridge
Cape Town Film Studios
Career Planet
CECD (Centre for Early Childhood Development)
Child Development Institute, UNC: Chapel Hill
Department of Social Development
ELRU (Early Learning Resource Unit)
Equal Education
Frank Joubert Art Centre
Freedom to Create
Forres Pre Primary, Rondebosch
Gill Lanham
GLEN / ASA
Green Communities
IkamvaYouth
Iziko SA Museum
Khululeka Grief & Loss Support Centre
LEAP School
Luca Leadership
Momenta Workshops
Mountain Club of South Africa
Open Book Festival
Out the Box Festival
Outward Bound
Pixel Foundry Studios
PRAXA
Red Hat Renegades
Rotary Club of Claremont
Safety Unity Creche Forum
Sandras and Lelennba Institute
School for International Training (SIT)
School of High Education, UNC: Chapel Hill
Schools Development Unit, UCT
Siyakhula Education Foundation
Ubunye
UCT Mountain & Ski Club
UCT Radio
University of Cape Town
University of the Western Cape
Wings of Support

Partner Educare Centres
Babalwa Educare
IkaamvaLethu Educare
Kiddies Educare
Makukhanye Educare
Nkosis Educare
Nolufefe Educare
Qhamani Educare
Sakhingomso Educare
Thandolwethu Educare
Zamukhanyo Educare

Partner Schools
Intsebenziswano Senior Secondary School
Philippi High School
Sinethemba Senior Secondary School
Siyyazakha Junior Secondary School
Sophumelana Senior Secondary School
Zisukhanyo Senior Secondary School
Donate

To give in ZAR:
South African Education and Environment Project
Standard Bank
Rondebosch 025009
Account number: 07-296-155-4

SAEP is a section 18(a)-approved, registered non-profit organisation and public benefit organisation. Donations are tax-deductible.
NPO: 028-310 NPO
PBO: 960010069

To give in USD:
Visit saep.org/shop-donate to give via PayPal, or send a check to:
SAEP (USA), P.O. Box 398076
Cambridge, MA 02139, U.S.A.

SAEP (USA) is a 501(c)(3) non-profit organisation that has raised funds for 18 years to support SAEP’s work. It is a separate legal entity that shares SAEP (SA)’s educational goals. Donations are tax deductible under the Internal Revenue Code to the extent provided by law.

Earn BBBEE points

SAEP is a BBBEE-certified charity in the Socio-Economic Development category. To learn how SAEP can help your business earn its required BBBEE points, please contact katie@saep.org.

Volunteer

To share your time and skills with SAEP, send a cover letter, CV and references to shep@saep.org.
SAEP began working in the impoverished community of Philippi in 1998, when it launched an after-school environmental education club at Sinethemba Secondary School.

While environmental awareness remains a vital part of all SAEP’s work, over the years its focus evolved from environmental education to education more broadly as it launched new programmes in response to community needs.

Today, SAEP has a research and development arm, the Centre for Innovative Education and Community Service, and runs seven programmes that reached over 2,000 children, youth and education providers in 2011.

Our work is guided by the belief that all children deserve an opportunity to reach their potential.

www.saep.org