VISON
A generation of motivated South African youth, equipped with education and life skills to maximise their potential and contribute to society.

MISSION
Prepare and motivate children and youth from under-resourced communities to thrive, through education, life skills and psycho-social support.

VALUES
Ubuntu
Equality
Community Service
Nurturing Growth
Responsive Innovation
Environmental Responsibility
At the end of my first year as Chairperson of SAEP, I reflect on themes of resilience and new beginnings. In many ways, 2015 was a year of change for SAEP. After many years of dedicated service, outgoing Chairperson, Helena Neethling Duk, identified an opportunity for new Board leadership, passing the baton to me. Similarly, SAEP benefited from the fresh perspectives of Interim Director, Melanie Stark, during the well-deserved sabbatical of our Director, Jane Keen. Navigating this new territory, SAEP affirmed its ability to thrive during times of flux and change.

As an organisation, we demonstrated a resilience that reflects the determination and resolve of our beneficiaries. Resilience is about showing strength and commitment in the face of potential challenges and uncertainties – a proud quality of all of us at SAEP, especially the young people we work with. This past year showed me that resilience is not just an individual trait, but a collective process. Indeed, we are truly stronger together.

Firstly, I want to thank our donors for recognising SAEP’s continuing potential for adaptation and growth, after more than 20 years of working with our community. Your ongoing support is vital to the transformation of so many young lives that SAEP works to improve. By investing in SAEP, you are investing in the future of Philippi as a community, doing your part to bring South Africa forward.

I also want to thank Helena and Melanie for reminding all of us that change can be good. Change can be a transformative opportunity. This, to me, is at the heart of what we do. Supporting access to quality education for young South Africans is truly transformative.

The resilience of SAEP as family means that our staff, beneficiaries and partners will continue to work towards a brighter future for all young South Africans.

Warm regards,

Dr. Gemma Oberth
After the excitement of celebrating our 20th anniversary in 2014, SAEP turned 21 in 2015. As with many coming of age stories, this was not an altogether easy process. We said farewell to our founder Norton Tennille (more on page 3), our chairperson of many years Helena Duk, and our vice-chair Khanyo Seyisi. Then I went on sabbatical for the latter part of the year and SAEP suddenly had a whole new leadership team who had to learn the ropes.

My sincere thanks to Gemma Oberth and Shiela Yabo (who took on the roles of chair and vice chair) and Mandla Ngewu who stepped in as treasurer, and to all other board members and Melanie Stark (as acting director) for their commitment to the organisation during this period of change. Fortunately for us Helena Duk has stayed involved with SAEP, and although no longer on the board she is still a very active ambassador for the organisation so we still benefit from her enormous wisdom and generosity. Thank you Helena!

SAEP is a learning organisation and our programmes are constantly striving to improve and become more cost effective. This involves ongoing experimentation and evaluation which can be uncomfortable at times but also comes with potentially rich rewards.

The Early Childhood Development (ECD) team moved its focus to Philippi East after much research and consultation, having worked in Brown’s Farm for many years. We now serve a community which is in greater need of good ECD services and our support. They do so with a quality system to assess their effectiveness. Thanks to the Rotary Injongo Project for taking on the support of our past centres. Also in the foundation phase and in line with our strategic plan, we launched our pilot primary schools programme which has been very well received by children, parents, teachers and principal at Siyazakha Primary School. See page 5 for more detail.

At the secondary phase our Hope Scholars programme completed its first two year cycle with the new model of working with Grades 8 and 9 learners, and we are happy to report that many of these students have now joined other partners’ extra mural classes in their senior high school grades to support them through to matric.

At the tertiary level our Bridging Year programme expanded through a new partnership model which enabled us to take on 47 new students, more than double the number in 2014. SAEP now provides all the non-academic training and support necessary to prepare students for university, while our partners provide the tutoring for rewriting matric subjects, providing opportunities for scaling the programme in future.

We were thrilled to be the beneficiary organisation of the Platteklip Charity Challenge, an endurance event organised by Anton and Brigitte de Waal and JDI Foundation. The donations we received through athletes’ fundraising efforts allowed us to grow our Tertiary Support programme to assist 97 students to remain in their studies. Eight of these have recently graduated, the biggest number at any one time for SAEP.

The Impact Centre has continued to develop our internal monitoring and evaluation skills to improve our practice across all programmes, and to share learning with other organisations. All our beneficiaries are now being recorded on Salesforce, a database specially adapted to our needs, enabling us to analyse and present our work in new ways. So yes SAEP is indeed growing up.

I would like to express a huge debt of gratitude to all the staff, volunteers, interns, mentors and tutors who have worked so hard to make a difference to our beneficiaries, and to all the donors, funders and supporters who have made all this possible. Thank you!

Jane Keen
When someone like Norton Tennille walks into your life, you know your life has changed forever. There are few words that can describe the enormity and impact of this humble human being on so many lives.

Norton, the founder of SAEP in 1994, goes by many names; Tatomkhulu, Oom Norton, Mr T, Professor, Captain, to name but a few. And it’s not surprising considering the countless lives he has touched over the last 21 years. Below is a message sent to him recently by Honey Nkohla, one of the many students he’s mentored:

“You will always be the best father I’ve never had and as long as I am alive I will forever cherish you. I am writing to let you know that on the 11th of April 2016 I will be graduating, words can’t explain how happy I am that I am finally a graduate. I have been waiting for this day all my life and now it has finally come, and all I can say is “Thank You” to people like You and Jane. You made it possible for me to be where I am right now. I have been trying to find the right words to say to You and Jane, but no words seem to be appropriate enough to describe what you have done for me.”

And it doesn’t stop there. At his recent retirement farewell party, students, staff and board members had huge praise and gratitude for his generosity of spirit, wisdom and empathy, which he gives of in huge measures. When Norton himself gave us his “sermon” on Grace and Gratitude, there was barely a dry eye in the house.

We salute you Tata, you embrace the true spirit of Ubuntu. May your blessings in the years ahead overwhelm you, as you have overwhelmed all of us.

Helena Duk, former chairperson of SAEP
In the township of Philippi, most children in day care centres have teachers who are not equipped with adequate skills and knowledge and the environments are not suited for meaningful learning. These children who are already part of vulnerable communities, are further disadvantaged due to the lack of appropriate early childhood educational resources.

SAEP’s Early Childhood Development (ECD) programme focuses on creating enabling and stimulating learning environments within these under-resourced centres. We do this by focusing on the principals and teachers as the agents of change in the children’s lives. We work with them to improve their educational and administrative skills, which leads to registration and the possibility of state subsidies, safer centres and better early development outcomes in the children.

After 12 years of working in Brown’s Farm, Philippi our partner ECD centres were evaluated by an external organisation to assess their progress against other centres in the area. It was gratifying to confirm that the SAEP supported ECD centres consistently performed better than their counterparts, particularly in the areas of registration and improved learning environments. We celebrated these centres becoming independent of SAEP while still having access to follow-up support from the Rotary Injongo project and other service providers if needed.

The ECD programme and Impact Centre staff then researched which other area of Philippi had the greatest need for our services, and decided to focus on Philippi East, a community with very few service providers. The programme model was reviewed and adapted to build on past successes and to avoid recurring challenges. Eight new unregistered high potential centres were selected to partner with, and a baseline survey administered to assess their needs. Intensive training is planned for these centres starting in early 2016.

“I have a big heart for people, do not give up easily and do not want to see children running up and down the streets. I will do anything to assist my community as long as I live!”

Bonisa Ntsila, Bonisa Educare Principal
Siyakhathala means “we care” in isiXhosa, an appropriate name as our primary school programme works to care for learners, parents and the school we work in. The Siyakhathala Primary Schools Programme improves literacy in isiXhosa and then English to prepare Grade 3 and 4 learners for the difficult transition from isiXhosa to English instruction. The programme develops non-cognitive learning habits such as persistence, grit and collaboration, focussing on skills which continue to benefit our children well into the future. We engage parents in the life of the school and the education of their children, and with specially tailored activities, we deliver caring support school wide.

2015 was the pilot year for this programme and we began in the second term with 59 Grade 3 learners in our “Learning Gym” or afterschool reading club. 16 high quality learning sessions were facilitated by our 22 Learning Gym coaches, recruited from SAEP’s Bridging Year programme to work in groups with ratios of one coach to five learners. 15 parents were involved in monthly Coffee Club workshops at the school, and finally, psycho-social support was provided for the school more broadly, including groups run for 20 Grade 7 learners to help prevent early experimentation with drugs. Feedback from teachers, coaches, learners and parents has been whole-heartedly positive, with many reporting not only a growth in motivation, but also in the more intangible yet essential learning behaviours.

DURING 2015 WE SUPPORTED:

- **59** Grade 3 Learning Gym participants
- **20** Grade 7 Social Work Group participants
- **15** parents.

“These meetings provided a platform which we have never had before to talk with other parents about our involvement, and to also show that we take education serious. Because there is a stigma that poor parents have no interest in the education of their children, and it is not true.”

SPS parent
The Hope Scholars programme works with two schools from the marginalised area of Philippi where we focus on imparting skills and knowledge that enable children to thrive in and after high school. We work with high potential Grade 8 and 9 learners through offering a range of holistic after school tutorial classes in maths, physical science and English. We round this off with life skills and personal development sessions, which are essential for the learners’ success and to reduce their likelihood of dropping out.

At the start of 2015 we took on a new cohort of 80 grade 8 learners from Sophumelela and Zisukhanyo Senior Secondary Schools and followed 66 learners into grade 9 for their second and final year in the programme. The first group of Grade 8 Hope Scholars who started in 2014 completed Grade 9 and are now reporting involvement with other after school programmes and many have also been selected to take part in school competitions and events. The first two years of this new strategy has been filled with success and learning, and we have been able to build on the pilot years to make some important improvements for 2016, which revolve around pedagogy and continually closer engagements with parents and teachers.

**DURING 2015:**

- **59** Grade 9 Hope Scholars graduated from our programme
- **66** Grade 8 learners were retained for the year
- **80** home visits completed
- **22** cases were referred to SAEP’s social worker

"I like the way tutors make us feel when we’re with them. They make us feel like we’re part of the family."

**HSP Learner**

"We are very happy with the Hope Scholars Programme at our school. The learners from that programme are always the most active in our school classes, and they participate and engage in class more than other learners. Most of the grade’s top performing learners are from Hope Scholars, and in our school classes the Hope Scholars learners are helpful to other learners when they don’t understand something."

**Mrs Masebeni**

Sophumelela SSS Teacher
The SAEP Arts Outreach programme gives the opportunity for learners to nurture their creativity, improve communication skills and develop respect for themselves and others. This is achieved through after-school sessions in visual arts, drama, dance and music, working in Philippi high schools that don’t provide any arts education for their learners.

We had a number of exciting events during the year that allowed our learners to express their talents to the public.

Our marimba band kept athletes motivated as they participated in the grueling Platteklip Charity Challenge to raise funds for SAEP.

Our visual arts learners partnered with community organisations in Philippi to create three public murals. These murals have inspired communities to take pride in their neighbourhoods and to become more interested in visual arts. Other youths from the area regularly asked our team how they could get involved in similar projects.

The dance crew participated at the Artscape Schools Programme and put on an outstanding routine.

Drama learners performed at the Baxter Theatre’s Zabalaza Festival, which gave them an incredible platform to put on the production that they had spent so long developing and rehearsing. The learners take on all parts of the production, from writing the script to doing backstage work.

Our Arts Outreach programme does more than stimulate our learners’ creativity; we provide support to learners that they otherwise wouldn’t find in their schools and communities. The depth of the programme became apparent after one of our learners was tragically raped in 2015. Our team and our in-house social worker provided emotional support to the learner and her family. We were present with them throughout the intimidating court proceedings, and we sat with them in the courtroom while the perpetrator was being denied bail. The importance and impact of this support cannot be underestimated as a factor in our learners’ personal and creative development.

Outreach

Our Arts Outreach programme does more than stimulate our learners’ creativity; we provide support to learners that they otherwise wouldn’t find in their schools and communities. The depth of the programme became apparent after one of our learners was tragically raped in 2015. Our team and our in-house social worker provided emotional support to the learner and her family. We were present with them throughout the intimidating court proceedings, and we sat with them in the courtroom while the perpetrator was being denied bail. The importance and impact of this support cannot be underestimated as a factor in our learners’ personal and creative development.
ADT Teach is an information and communications technology (ICT) education programme that was developed in partnership between ADT and SAEP. The programme addresses the widening gap between the need for ICT skills in the workplace and the lack of ICT skills development within schools. We use mobile computer labs to train learners in Grade 10, 11 and 12 in six high schools, to use computers effectively in a school and office environment. ADT Teach learners complete a three-year accredited course. They are also trained in presentation skills and building CVs. The ADT Teach programme develops competent, confident learners who are able to cope with the ICT demands in tertiary studies and the workplace.

In 2015, ADT Teach delivered after school ICT tuition classes to three high schools in Philippi, Cape Town and three in Johannesburg. We also conducted holiday programmes that ran for three weeks in July 2015. 91 Grade 12 learners graduated from the full ADT Teach programme, marking the end of the 3 year ADT Teach programme. Prizes were awarded to top achievers, including laptops, tablet computers and flash drives. Each graduate also received a certificate of completion plus ADT branded clothing. In 2016, we continue empowering the younger generations through information and communications technology.

“In my first year in CPUT together with all other subjects, I did a subject called Computer Skills which I enjoyed doing. I passed Computer Skills with a distinction at the end of the first semester, which was my first distinction at a University level. It was clear to me that this achievement was all thanks to the ADT Teach programme for equipping me with computer knowledge. The modules and learning outcomes of that Computer Skills subject in my Diploma course were very similar with those I saw in the ADT Teach programme, which proves the high quality of the modules and learning outcomes in the syllabus of the ADT Teach programme that can compete with quality of education at university level. My Computer Skills Lecturer noted that I was doing well in this subject to an extent that he even asked me if I can assist other students who are struggling with the subject. I also noted the fact that there were students there who were using the computers for the first time in their lives, and that was when I felt very lucky that I got to have attended the ADT Teach programme during my high school days for basic computer literacy. In my first year I could do all my computer generated assignments with ease, all of which is another credit to ADT Teach Computer Literacy Programme.”

Okuhle Ngcwama

**DURING 2015:**

- **414** learners participated in 6 schools:
  - **181** grade 10
  - **142** grade 11
  - **91** grade 12

- **197** workshop sessions were run
SAEP’s Bridging Year programme “bridges the gap” between secondary school and higher education by preparing motivated matriculants from under-resourced high schools to access and succeed in their tertiary studies. We prepare our students for the academic demands of university, ultimately increasing their chances of graduating and becoming productive members of society and their communities.

In 2015 we expanded the programme from 20 to 47 students by partnering with other service providers. SAEP focused on a range of tertiary and workplace readiness skills such as academic literacy, critical thinking, career guidance and computer literacy while LEAP, NYDA and Y2K provided the academic tutoring for students to rewrite matric.

Bridging Year students also participated in job shadowing opportunities, community service projects, team-building field trips and career talks. Our students spent many hours working for the benefit of others at Amandla Edu-football, Samora Library and Siyazakha Primary School and Arcadia Place Old Age Home. SAEP also provided mentors to the students as well as study space to do extra revision. We are pleased to report a university acceptance rate of 79% of these students, up from 70% in 2014.

Building on the successes of 2015 the programme aims to further expand in 2016 to take on 80 students.
2015 was also a year of considerable growth for SAEP. We saw significant outcomes across our programmes and have provided a snapshot of our success below.

**EARLY CHILDHOOD DEVELOPMENT**

SAEP supported ECDs scored higher than other centres in the same area on seven critical indicators and are now able to operate independently. These indicators include:

- **13%** Learning environment: Young children (0-3)
- **14%** Staffing quality and training
- **14%** Learning environment: Children (3-5)
- **15%** Child monitoring and referrals
- **19%** Centre management
- **27%** Learning environment: Grade R (5-6)
- **28%** ECD registration

**SIYAKHATHALA PRIMARY SCHOOLS**

Helping Grade 3 and 4 learners for the difficult transition from isiXhosa to English instruction, the Siyakhathala Primary Schools programme improves literacy in both languages. This year:

- **5 learners received glasses**
- Learners improved an average of **6%** in Xhosa over the first 6 months*
- **20%** of learners improved their isiXhosa marks by **20% or more.**

*SPSP+ HSP: Relative improvement compared to learners not enrolled in programme. A recent evaluation by Stellenbosch University stated a 5% difference in learner scores is equivalent to about a year’s worth of learning.

**HOPE SCHOLARS**

The Hope Scholars programme works with two Philippi schools to impart skills and knowledge to Grade 8 and 9 learners with high potential. This year we saw:

- **6%** improvement in Maths*
- **4.4%** improvement in Natural Science*
- **39%** of students improving their English marks by **20% or more**

**ADT TEACH**

Addressing the gap between the need for ICT skills in the workplace and skills development within schools, ADT Teach is an information and communications technology (ICT) education programme. This year:

- **91 learners completed full three-year ICT curriculum.**
BRIDGING YEAR

Bridging the gap between secondary school and higher education, the Bridging Year programme prepares motivated matriculants from under-resourced high schools to access and succeed in their tertiary studies. In 2015 we saw:

- **135%** increase in number of students reached
- **79%** university acceptance rate
- **9%** average matric improvement score
- All students completing a “Computers 4 Kids” e-Learner Platinum Certificate
- **24** students engage in active mentoring relationships

TERTIARY SUPPORT

The Tertiary Support programme supports SAEP’s high school and Bridging Year students who get into university to successfully graduate. This year:

- **664** university courses were written
- **83%** of courses were passed
- **8** students graduated

IMPACT CENTRE

The Impact Centre not only helps to refine and improve our programmes, but provides insight into our work. In 2015 we:

- Used provincial and national research to inform our new ECD model
- Developed literature reviews to ensure alignment with international best practice
- Lead dialogues on discourse, best practice and complex issues in development work

ORGANISATION WIDE

TOTAL NUMBER OF TUTORIAL CLASSES

- **1 212** classes. All classes had high facilitator contact time and a strong focus on quality

- **1-5** ratio up to **1-20** ratio of tutors to students

TOTAL BENEFICIARIES

- **1 701** Total direct beneficiaries
- **1 629** Children and youth
- **72** Parents, practitioners & other staff

OVERALL BENEFICIARY FEEDBACK

- **90%** of surveyed students (HSP, BYP and TSP) feel part of an SAEP family
The Tertiary Support programme supports SAEP’s high school and Bridging Year students who get into university to successfully graduate, rather than dropping out due to a variety of socio-economic challenges.

In 2015 we supported 89 students who were registered at University of the Western Cape, Cape Peninsula University of Technology, University of Stellenbosch, University of South Africa, TSIBA, Rhodes University, Nelson Mandela Metropolitan University, False Bay and Northlink Colleges. Our students had access to financial and other support which included monthly stipends to assist with living and transport expenses, workshops on university preparedness, CV writing and job readiness, psycho-social support from our social worker, campus visits and hikes. We linked students to professional mentors; to education finance opportunities offered by individual and corporate donors as well as bursary organisations and the National Students Financial Aid Scheme (NSFAS).

90% of our TS students reported that SAEP was helping them to reach their goals. The highlight in 2015 was eight of our students graduating in the following fields: Bachelor of Commerce, Bachelor of Science, Bachelor of Arts, and National Diplomas in Auditing, Food Technology and Chemical Engineering. We are pleased that eight of our graduates have enrolled for postgraduate studies in 2016. TSP continues to drive change and build better leaders for the future.

“I am so happy for the support that I have received from SAEP. I would not be where I am today if it wasn’t for SAEP and TSP. UWC offers an honors degree where you can do three years to be a medical Doctor after you have finished your nursing course. I would like to take that route. I see myself as a doctor and really believe this is my calling to serve people.”

Sikho, B Nursing, University of the Western Cape, 4th year student
CROSS-CUTTING THEMES

Aimed at producing a generation of motivated young people equipped with education and life skills, there are a number of themes which cut across our different programmes to ensure delivery to as wide an audience as possible.

ENVIRONMENTAL EDUCATION

SAEP incorporates environmental education into all its programmes as one of our cross-cutting themes. We provide learners with environmental awareness through hikes, excursions, after-school workshops and camps and by incorporating environmental themes into other teaching materials.

- 20 groups of learners went on hikes and excursions
- 356 learners and students participated in a hike

HOPE SCHOLARS PROGRAMME

While only 30% of students had climbed a mountain at the beginning of the year, 100% of our Hope Scholars had climbed a mountain by the end of the year!

TERTIARY SUPPORT PROGRAMME:

- 88% of students felt the hikes they attended made them appreciate the natural environment.

SOCIAL WORK

Our social worker is available to all programmes to provide psycho-social support for any personal, family or social problem being faced by our beneficiaries.

2015 reported cases and sessions held:

- INDIVIDUAL WORK
  - 52 clients seen by the social worker

- GROUP WORK
  - 67 children and students in 164 group work sessions
  - 20 referrals to external organisations
  - 86 home visits

CHILD PROTECTION

The importance of child protection is stressed and incorporated into all programmes through life skills activities and our Child and Youth Protection policy.

- 13 protective behaviour sessions
- 1 puppet show
- 2 parent and educator workshops
- 4 presentations to parents

MENTORING AND COACHING

Mentoring is a key part of our approach. We mentor young people on the path to completing university studies as well as ECD centre principals.

- 22 mentors paired with 60 active mentees

GENDER MAINSTREAMING

Gender mainstreaming is an important issue in education. We promote educational practices which empower women and girls and develop a culture of gender equality among young men.

- 125 Grade 8s and 9s attended presentations on gender
- 4 presentations to parents
- 15 SAEP staff members attended a gender and inequality dialogue

INFORMATION TECHNOLOGY

By providing children with computer literacy skills we hope to bridge the digital divide and better enable children’s chances of success in school and in the workplace.

- 250 computer classes delivered
- 47 students completed “Computer 4 Kids” platinum certificate
- 91 ADT teach students completed an accredited MITC SETA programme.
OVERVIEW

The Impact Centre is a unit within SAEP that supports organisational learning, effective service delivery and knowledge sharing.

MONITORING AND EVALUATION

2015 marked the first year of the Impact Centre’s three year Monitoring and Evaluation plan. This involved a focus on strengthening the foundations for SAEP’s monitoring systems and developing M&E strategies. One of the highlights of the year was working with UCT Development Studies masters students to improve our assessment tools for measuring critical thinking, motivation and confidence in two of our programmes. SAEP’s Salesforce database was customised and, through the use of Open Data Kit, we are now able to upload data instantaneously from the field.

ORGANISATIONAL LEARNING

The Impact Centre continues to organise discussions to develop our staff’s engagement with the complex issues around development work. A core thread which ran through these discussions was how to engage respectfully and powerfully in the schools and communities we work with. Some of the topics dealt with included: the language of ‘lack’, ‘voluntourism’ and effective environmental education. Reading clubs made learning from best practice around the world accessible. Media updates, circulated weekly, ensured staff are kept appraised of developments in the education sector and regular staff trainings helped to improve technical abilities. A key event for the year was the panel on RhodesMustFall, where three students from the Tertiary Support programme spoke of their experiences at university. The event was both enlightening and a valuable opportunity to recognise the impressive young people that SAEP works with.

RESEARCH AND KNOWLEDGE SHARING

Through work with university partners we completed research on the career aspirations of high school learners in Philippi. We also investigated opportunities for involvement in the Technical and Vocational Education and Training sector. Research into the Early Childhood Development sector provincially and nationally helped to craft our new ECD programme model. Literature reviews were developed to critically reflect organisational programme theories and ensure SAEP remains engaged with effective practice internationally. Through continuous involvement with several communities of practice, consultation with key researchers and attendance of conferences, SAEP’s ability to provide relevant, effective educational interventions was strengthened.

- **3** research projects concluded
- **6** log frames, **4** M&E strategies completed
- **4** baseline and **4** endline assessments developed. Learner focus groups run for **2** programmes and staff focus groups run for **3** programmes
- **15** staff learning activities: **8** staff discussions, **4** reading clubs, **3** internally facilitated staff trainings on survey administration and communication with external audiences
2015 was a tumultuous year in education and it highlighted many of the barriers to achieving an equitable society. In many ways it was the year of the student, with Rhodes Must Fall and affiliated movements pushing university transformation onto the national and international agenda. The financial barriers to university access and success, a common problem for many of our Tertiary Support students, were starkly brought into focus through the Fees Must Fall protests. At SAEP many of the stories which surfaced were familiar. While our students are talented and driven young people, access to higher education for township youth is a fragile thing. A death in the family or a sudden retrenchment can change the trajectory of a life. Money is often spread thinly and the slightest shock can mean the end to dreams of becoming the first graduate in a family. Added to this, moving from a township where the “Mlungus” are seldom spotted, to a university brimming with English and complex books is a serious shock. Surrounded by unfamiliar words, images and people it is easy to develop an anxious relationship to university, which can quickly result in dropout. Access to an invested older mentor figure, and targeted financial support are ways which our Tertiary Support Programme has shown it is possible to mitigate these challenges.

Basic Education had its fair share of protests as well in 2015. While the Gauteng Education Department rolled out tablets and smart boards, Cape Town rolled out police Nyalas and fired stun grenades at schoolchildren. Learners from Philippi High School had peacefully protested outside the Western Cape Education Department, aiming to claim the promise of quality education, inaccessible from their container classrooms, which are icy in winter and sweltering in summer, but were met with violence. Moments like these highlight how much more difficult it is for the majority of young people to get a quality education.

With so much attention on protest, babies and very young children who are unable to take to the streets easily become the invisible victims of education provisioning. While several ECD policies were tabled in 2015, budget allocations remain slim, a fact which is increasingly recognised as the source of many of South Africa’s education woes. With poverty a daily experience of most families in Philippi, the youngest often suffer the most. Sadly, it is only when the tantrum of a 2 year-old becomes the violence of an adolescent that we start to pay attention.

Change is slowly happening in Philippi, however. With two beautiful new schools constructed last year, there has been a gradual movement towards achieving the minimum norms and standards set out for basic education. Safe school spaces can quickly become a centre for community organising and promote productive engagement after school, such as through our Arts, Hope Scholars and Siyakhathala Primary Schools Programmes. With young men gathering in gangs on the streets, protected environments such as these are critical for young people who hope for better lives.
### STATEMENT OF FINANCIAL POSITION

**AT 31 DECEMBER 2015**

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<th>2015</th>
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<td><strong>ASSETS</strong></td>
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<td><strong>Total assets</strong></td>
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<td>R3,363,582</td>
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| **EQUITY AND LIABILITIES** |         |         |
| Capital and reserves    | R3,908,833 | R3,348,765 |
| Stars Award             | R137,340  | R291,526  |
| National Lottery Distribution Trust Fund Reserves | R172,390 | R271,231 |
| Other Specific Programme Reserves | R3,010,898 | R2,144,886 |
| Accumulated Funds       | R588,205  | R641,122  |
| **Current liabilities** | R112,384  | R14,817   |
| **Total equity and liabilities** | R4,021,217 | R3,363,582 |

“Other Specific Programme Reserves” were received for specific purposes and/or projects and had not been fully applied to these purposes and/or projects during the year under review.

### STATEMENT OF PROFIT OR LOSS

**FOR THE YEAR ENDED 31 DECEMBER 2015**

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<td>Interest received</td>
<td>R212,959</td>
<td>R194,097</td>
</tr>
<tr>
<td>Fundraising events and other</td>
<td>R751,274</td>
<td>R195,620</td>
</tr>
<tr>
<td>Government grants</td>
<td>R489,868</td>
<td>R435,832</td>
</tr>
<tr>
<td>National Lottery Distribution Trust Fund</td>
<td>R397,284</td>
<td>R826,482</td>
</tr>
<tr>
<td>Programme Services</td>
<td>R1,193,335</td>
<td>R1,075,816</td>
</tr>
<tr>
<td><strong>EXPENDITURE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programmes services</td>
<td>R8,913,224</td>
<td>R7,592,955</td>
</tr>
<tr>
<td>Support costs</td>
<td>R8,354,879</td>
<td>R6,832,653</td>
</tr>
<tr>
<td>Fundraising</td>
<td>R1,718,700</td>
<td>R1,338,001</td>
</tr>
<tr>
<td>Monitoring and Evaluation</td>
<td>R749,906</td>
<td>R477,185</td>
</tr>
<tr>
<td>Less: Management fees and charges</td>
<td>– R2,300,021</td>
<td>– R1,054,884</td>
</tr>
<tr>
<td><strong>Net surplus before special items</strong></td>
<td>R560,068</td>
<td>R851,103</td>
</tr>
<tr>
<td>Transfer to reserves</td>
<td>– R621,985</td>
<td>– R501,391</td>
</tr>
<tr>
<td><strong>Net surplus for the year</strong></td>
<td>– R52,917</td>
<td>R349,712</td>
</tr>
<tr>
<td>Accumulated funds at beginning of year</td>
<td>R641,122</td>
<td>R291,410</td>
</tr>
<tr>
<td><strong>Accumulated funds at end of the year</strong></td>
<td>R588,205</td>
<td>R641,122</td>
</tr>
</tbody>
</table>

Where necessary, comparative figures have been adjusted to conform with any changes in presentation in the current year.
INCOME BY FUNDER TYPE (ZAR)

SPENDING BY PROGRAMME* (ZAR)

SUPPORT COSTS 18.25%
FUNDRAISING EXPENSES 8.41%
MONITORING & EVALUATION 3.66%
PROGRAMME EXPENSES 69.68%

SPENDING BREAKDOWN

INCOME BY COUNTRY

USA 22.34%
Netherlands 10.53%
South Africa 64.55%

SAEP AND THE INDEPENDENT CODE OF GOVERNANCE

SAEP’s Board of Directors and staff have signed the Independent Code of Governance for Non-Profits in South Africa. The Code lays out a set of principles, values and responsibilities to guide and inform the way in which non-profit organisations are managed and conduct their affairs. In 2015 we renewed our ongoing commitment to sound and ethical governance and management.

AUDITOR’S OPINION

“In our opinion, the Annual Financial Statements present fairly, in all material respects, the financial position of the Organisation as at 31 December 2015, and its financial performance and its cash flows for the period then ended in accordance with the Organisation’s accounting policies and procedures.”

1SAEP’s Annual Financial Statements for the year ending 31 December 2015 were audited by Low and Schreiber Chartered Accountants (SA). SAEP’s full Annual Financial Statements can be downloaded at www.saep.org, or requested by calling +27 (0)21 447 3610.
SAEP works in an environment where people and organisations from the private, NGO and public sector are collaborating for the benefit of others. We would not be able to provide quality programmes without the partnerships we have formed over the past years. We would like to extend our gratitude to all our partners, and we hope that we can continue to work together for the sake of our beneficiaries.

First and foremost, we acknowledge that our strongest partners are our beneficiaries, their parents and communities. They are the foundation of our programmes, and the reason we are so passionate about working together to improve their lives.

EARLY CHILDHOOD DEVELOPMENT PROGRAMME
4Exchange
Chaeli Campaign
Inclusive Education South Africa
Joint Aid Management SA
Persona Dolls
Protective Behaviours (Australia)
Rotary Club of Claremont
Unlimited Child
Zakheni Fire Maker Project

ECD centre principals and teachers: Ikamvalethu, Zamukhanyo, Thandolwethu, Isalathiso, Nkosi, Sunshine, Love and Faith, Luntu, Bonisa, New Born, Sithembele, Ntubesini, Sakhuxolo

SIYAKHATHALA PRIMARY SCHOOLS PROGRAMME
Bridging Year student coaches
One Sight
Siyazakha Primary School

HOPE SCHOLARS PROGRAMME
Culture Connect
FunDza Literacy Trust
MAS Training and Consultancy
Mosaic – Training Service & Healing Centre for Women
Sophumelela Senior Secondary School
Ukufunda Education Consulting
Cape Town Environmental Education Trust – Zeekoevlei
Environmental Education Centre
Zisukhanyo Senior Secondary School

BRIDGING YEAR PROGRAMME
LEAP
NYDA 2nd Chance Programme
Y2K

ARTS OUTREACH PROGRAMME
Artscape (School Festivals)
Baxter Theatre (Zabalaza festival)
Cape Academy for Performing Arts (CAPA)
Centre for the Book
Edith Stephens Nature Reserve
Homeless and Poor Peoples Initiative
Intsebenziswano High School
Leap U.S.A
Masikhulisane Day and Aftercare Centre
Philippi High School
Save the Children Fund Cape
Sophumelela Senior Secondary School
Ubunye Dance Projects
Weltevreden Clinic in Samora Machel
Zama School of Dance
Zisukhanyo Senior Secondary School

ADT TEACH
ADT Security
Allanridge Secondary School
Intsebenziswano High School
Sophumelela Senior Secondary School
Tsosoloso ya Afrika Secondary School
Umqhele Comprehensive School
Zisukhanyo Senior Secondary School

TERTIARY SUPPORT PROGRAMME
Jane Tressider
Mentors
Michael Udell
UCT Knowledge Co-op
UCT Health and Wellness Centre
UWC Financial Aid Department
UWC Academic Development Department
We Are Punk

IMPACT CENTRE
Amandla Development
Education Fishtank
Ubunye
UCT Sociology Development Studies Masters Programme
UCT Knowledge Cooperative
University of Arkansas
## TEAM

**BOARD OF DIRECTORS**
- Avuyile Koli
- Charne Lavery
- Danielle de Kock
- Gina Leinberger
- Helena Duk
- Isabel Essen
- Khanyo Seyisi/Shiela Yabo
- Kubeshini Govender
- Leanne Allison/Mandla Ngewu
- Nosisa Mhlathi
- Siham Boda
- Zandile Mahlasela

**STAFF AND LONG TERM VOLUNTEERS**
- Alexandra Hamill: ECD Field Coordinator
- Andile Nqoko: Hope Scholar programme Coordinator
- Asanda Yabo: Office Help
- Beauty Ndlovu: TSP Manager
- Bella Ramos: TSP Data Management
- Brian Kilbey: Development and Fund Raising Manager
- Buhle Gana: Social Worker
- Cebo Gqadushe: ADT Teach Tutor (CT)
- Chuma Nozewu: Arts Coordinator
- Corlia Meyer: HSP Administrator and Maths Tutor
- Fern Beetle-Moorcroft: Science & Environmental Education Coordinator
- Jacob Mathumba: ADT Teach Tutor (Jbg)
- Jane Director: ADT Teach Tutor (Jbg)
- Janine Jansen: BY and TSP Careers and University Support Coordinator
- Jessica Sefalo: Fund Raising Officer
- Kathrin Herms: Finance Manager
- Katie Florian: Knowledge Management Coordinator
- Kayin Scholtz: Impact Centre Manager
- Khuselewa Mxatule: SPS Coordinator
- Kirsten McIntosh: Media and Communications Officer
- Kuda Sibanda: ADT Teach Senior Tutor (Jbg)
- Mejury Mushanguri: ECD Programme Coordinator (from July 2015)
- Melanie Starke: Locum Director
- Mirriam Sipondo: Community Liaison Officer
- Nakulunga Poswa: Finance Assistant
- Noluyanda Roxwana: TSP Assistant
- Norton Tennille: CFO and Director-Institutional Development
- Nqobani Nkala: ADT Teach Senior Tutor (CT)
- Phillip Mcelu: ICT Coordinator
- Pumeza Mahobe: Rotary Injongo ECD Manager
- Runika Miles: Child Centred Development Coordinator (from July 2015)
- Sandra Dee Mitchell: ECD Programme Coordinator (to August 2015)
- Sean MacGinty: Hope Scholars Programme Coordinator & BY Academic Literacy Tutor
- Sean Wilson: BY and ADT Teach Manager
- Sibonelo Nongcual: BY Programme Coordinator
- Sisanda Mngazulwa: Leadership in Education Fellow
- Siseko Tyabazeka: HSP Science and eLearning Coordinator
- Sonia Chu: Office Manager
- Susie Taylor-Alston: SPS Researcher
- Sydney Shearer: Monitoring and Evaluation Coordinator
- Tara Appalraj: High School and ECD Programmes Manager
- Veronica Bavuma: English Teacher
- Vuyiswa Tyhaliti: Receptionist & Office Assistant

## VOLUNTEERS, INTERNS, MENTORS & TUTORS
- Adam Hughes
- Anelise Mila
- Asiphe Kama
- Athobile Mdalyuluwa
- Athule Goniwe
- Bonang Ngesi
- Bothwell Wachi
- Chelsea Hodge
- Courtnee Clark
- Craig Hall
- Dilshaan Chetty
- Ellwin Shimie
- Eugene Julies
- Gcobisa Mati
- Georgina Triantafillides
- Genevieve Sekumbo
- Hannchen Louw
- Inger Roger
- Iris De Groote
- Jerry Mthembu
- Jolanda Hendricks
- Joseph Maniorgena
- Julie-Ann Coppinger
- Katie Huston
- Kemiso Nhoba
- Kristian Pranger
- Latoya Witbooi
- Lenka Komarkova
- Leslie Ashburner
- Luzzuko Manase
- Mabhuti Baba
- Maposholo Mkhathi
- Mark Hague
- Melanie Mathey
- Marilse Richter
- Melezwel Mluleye
- Michael Nqopane
- Michael Udelie
- Michel Roger
- Monde Myotaza
- Morris Fanadza
- Mphumzi Zoya
- Mzikayise Ndzuze
- Namlha Yeki
- Nokulunga Damane
- Nosivuyile Gwadiso
- Ntombintombi Mabika
- Olwethu Katoze
- Ramaana Booi
- Rebecca Francis
- Rob Watson
- Ryan Bluette
- Sally Mampane
- Sephekana Mohapi
- Sidharth Rupani
- Simamkele Mqula
- Siphelele Khanye
- Siphesihle Ndwalaza
- Siphiwosethu Ngunqu
- Sipho Mbovane
- Siphokazi Jevu
- Sithembiso Duze
- Siyabulela Ndezeka
- Sonwabile Ngcukuva
- Thando MacKenzie
- Thandokazi Mtiyase
- Themba Mtshwari
- Tumelo Moreri
- Tyler McDaniel
- Thabile Myeki
- Tina Dayimane
- Unathi Sigodi
- Uvwe Faku
- Vuyelwa Feni
- Yamkela Gyiobe
- Zenande Saphothela
- Zimasa Antritshi
- Zimkhitha Wise
- Ziyanda Maxwele
Our greatest thanks to all our generous funders who make our work possible. Our donor base continued to grow in 2015, and unfortunately there just isn’t enough space to mention everyone who gave during the year. We are so fortunate to have you partnering with us to improve the education opportunities available to so many of the children and youth who benefit from our programmes. Thank you all!

LEAD FUNDERS

ORGANISATIONS

- ADT Security (Pty) Ltd
- Coronation Fund Managers
- Department of Arts and Culture
- DG Murray Trust
- E R Tonnesen Will Trust
- EXEO Civil Engineering Construction
- Friends of the Mandela Rhodes Foundation USA
- Graham and Rhona Beck Foundation
- Grand Gaming
- JDJ Foundation
- Kagiso Asset Management
- Keen Family Trust
- National Arts Council
- National Lotteries Commission
- Norman Wevell Trust
- Percy Fox Foundation
- Platekclip Charity Challenge 2015
- Porticus
- RisCura
- Roll-Stephen Nussbaum Foundation
- Rotary Claremont
- SAEP-US
- Second Stella and Paul Loewenstein Charitable and Educational Trust
- STARS Foundation
- Western Cape Department of Cultural Affairs and Sport
- Western Cape Department of Social Development (DSD)
- Wings of Support

INDIVIDUALS

- Alice Chambers
- Ben Willis
- Charles Elkins and Betsy White
- Elkins
- Douglas Foster
- Ed Pleasant
- Gina and Karl Leinberger
- Hjalmar and Sanna Sorli
- Jane Keen
- Jenny and Robert Mulder
- Jerry L. McAfee
- Katherine Zellner
- Neville Chester
- Patrick Collins
- Rebekka Hille
- Sandy van Hoogstraten
- Ian Liddle
- Shep Willis
- Tamryn Fricker
- Tate Foster
- Thomas Burgess
- Walter B. Slocombe

ANGELS


THANK YOU FOR YOUR EXCEPTIONAL SUPPORT

CAMPAIGNS & HOW TO DONATE

STRAP ON YOUR WINGS

Become an SAEP Angel and help us make a difference – today and every day this year

Angels provide comfort, guidance and most of all, hope. Your monthly gift of as little as R200 gives hope to a child or young adult who otherwise doesn’t have many opportunities to reach their full potential. Learn more at www.saep.org/angels

“Don’t worry about being too small. The use of the resources you have is what determines your size.”
— Malcolm X

RIDE

The Cape Town Cycle Tour for SAEP

Join the SAEP Cape Town Cycle Tour charity team and raise funds through your networks as you power around the world’s most scenic race.

Contact donate@saep.org for details.

SHOP

Sign up to the Woolworth’s MySchool MyVillage MyPlanet fundraising programme at www.myschool.co.za/supporter/apply/

Make SAEP a beneficiary and we receive a portion of your spend every time you shop. You can add SAEP as a beneficiary if you are already a card holder.

Join the Pick n Pay Smart Shopper programme and donate your points to SAEP. We receive these as cash.

HOW TO DONATE

Via EFT to SAEP’s South African bank account, please include your FIRST INITIAL, SURNAME and “DONATION” as your beneficiary reference.

<table>
<thead>
<tr>
<th>Name of Bank</th>
<th>Nedbank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branch &amp; Branch Code</td>
<td>Rondebosch 10480900</td>
</tr>
<tr>
<td>Type of Account</td>
<td>Nedbank Current Account</td>
</tr>
<tr>
<td>Account Name</td>
<td>South African Education and Environment Project</td>
</tr>
<tr>
<td>Account Number</td>
<td>1030625166</td>
</tr>
</tbody>
</table>

Give securely online via GivenGain¹ from anywhere in the world. Visit www.givengain.com/cause/3537/

SAEP is a registered NPO (non-profit organisation) and PBO (public benefit organisation). Contributions are tax-deductible under Section 18A of the Income Tax Act, and companies can earn B-BBEE points for donations.

B-BBEE POINTS

Companies can score points on the B-BBEE Score Card by contributing to SAEP. We provide points for donations falling into the Socio-Economic Development (SED) category, and we are also able to provide points for some donations falling into the Skills Development (SD) category. Contact our fundraising office for more information.

¹ Note: All donations received online through GivenGain will be subject to a processing fee, equal to a small percentage of your gift. To guarantee that 100% of your donation reaches SAEP, the best way to give is by EFT.
MAKE A DIFFERENCE.
DONATE TODAY.