ANNUAL REPORT 2014
SOUTH AFRICAN EDUCATION AND ENVIRONMENT PROJECT
SAEP STRATEGIC PLAN
2015 – 2017

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

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

VALUES
Ubuntu  Equality
Community Service  Nurturing Growth
Responsive Innovation  Environmental Responsibility

Front cover and back cover paintings: Madiba and SAEP founder Norton Tennille paintings by Ntando Takata, Sonwabile Booysen, Thabani Yosi, Samantha Mswewu, Siyambonga Tyam. All are Arts Outreach learners.
LETTER FROM THE
CHAIRPERSON

Inspiring others and being inspired! That’s how I choose to live my life. What an unbelievable sense of accomplishment when I look at the past year and what we’ve done at SAEP. It’s such a privilege to work with a group of highly motivated, exceptional individuals who give so selflessly to others, and inspire me to really dig deep and want to do even more. These are our real heroes, our children’s role models who will inspire new leaders.

SAEP really touches the lives and hearts of so many of our youth who otherwise would not have access to a holistic education. It’s so rewarding to see what a difference we’ve made and continue to make, from our little ones at early childhood development centres all the way through to tertiary level.

My wish is to continue on this path of creating, moulding and empowering youth to reach their potential and uplift their communities.

Finally a heartfelt thanks to our funders and donors who believe in the amazing work we do and help us year after year. A special thanks to our founder, Norton Tennille and Director, Jane Keen who lead by example and who effortlessly continue to inspire many.

Warm wishes
Helena Duk
Dear Friends and Supporters

2014 was a milestone in SAEP’s history. We celebrated the 20th anniversary of the birth of the organisation, started by Norton Tennille in 1994. Thank you to all who have contributed towards the growth and development of the organisation over this time and to another successful year.

After a long and challenging process we have completed our Strategic Plan for the next 3 years, and will be working at key educational entry points to prepare children and young people to thrive academically and socially ie. foundation phase, high school and post-matric. See diagram on inside cover. A special thank you to Jillian Reilly who so generously and ably facilitated this process for us!

As discussed at our last Annual General Meeting, we phased out the environment clubs as a stand-alone programme and are working to integrate environmental education across the organisation into all our programmes to reach more students.

The Impact Centre has continued to grow and thrive, providing much needed support to the other programmes, particularly in monitoring and evaluation, which is essential to increasing our impact as well as for accountability to funders. We conducted research into a primary school initiative and will realise a long held dream when we commence a new pilot project at Siyazakha Primary in 2015.

The year ended on a high note when I was invited by STARS Foundation to attend a ‘Philanthropreneurial Forum’ in London culminating in a gala dinner at Kensington Palace. This was an opportunity to meet many of the other inspiring STARS award winners from around the world and to share with them what SAEP is doing.

We go into 2015 with a strong group of committed board members, staff and volunteers. We invite you to join this winning team in whatever way works best for you – share our good work with friends, sign up as an angel, become a mentor to one of our students, join one of our fund raising events, volunteer your time or share your expertise on the board.

Jane Keen
ECD centres are places where toddlers and pre-school children are looked after while their guardians are working or looking for work. It is crucial that these centres provide age-appropriate stimulation and learning, but too often the principals and teachers do not have the necessary skills or knowledge. SAEP’s ECD programme supports clusters of ECD centres to become self-sustainable and become eligible for state subsidies, so that they can deliver quality early learning services to children in Philippi. This gives these children the best possible foundation for their further education and careers.

We trained ECD teachers and principals throughout 2014 in supporting and including all learners through the use of Inclusive Education tools and in supporting learners to cope with challenging situations through the use of persona dolls. We provided each centre with a play pack and 2 persona dolls so they could implement their training. We took the children on outings to the Two Oceans Aquarium and Inthaka Island, which were amazing experiences for them. A major highlight for us was our very successful Child Protection Month programme in October, consisting of workshops for ECD centre staff and parents as well as puppet shows and protective behaviour activities to support the children. We also completed the development of the Milkwood Learning Programme in partnership with the Flower Valley Conservation Trust, which has been conditionally registered with the Department of Social Development.

“My main goal is to make a difference in these children’s lives. I want all the children to attend school as it makes me very sad and angry to see children on the streets. I will go to the government and ask for funds so I can take all of those kids to Sunshine Educare. One day you will see me at the parliament striking for the children’s rights. My dream for the educare in five years’ time is to have a bigger centre where the children can sleep over. In the evenings, parents sometimes drink alcohol and aren’t able to properly care for their children. I hope to go to university myself one day to further study education or social work.”

Liziwe Sithetho
Principal of Sunshine Educare, Single mother of two
The Hope Scholars programme works with motivated, high potential high school learners at two schools in the marginalised communities of Philippi. These learners receive intensive after-school tutoring in maths, 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.

A cohort of 80 grade 8 learners from Sophumelela and Zisukhanyo Senior Secondary Schools was taken on in 2014 to kick start the new Hope Scholar programme strategy, which sees us moving to working with learners in grades 8 and 9 (previously we worked with learners in grades 9-12). This first year of this new strategy was a great success, and we have been able to build on the pilot year to make some important improvements for 2015. The third and final cohort of learners from our previous programme strategy completed their grade 12 year with a total of 20 subject distinctions between them.

In contrast to national dropout rates of 40% to 50% of students between Grades 9 and 12, 100% of all 3 cohorts of learners who started in the Hope Scholars programme in Grade 9 (from 2009 to 2014) completed their matric.

“I feel motivated and excited, because I know that when I attend SAEP I get to understand what I couldn’t understand in the school class and I get to learn new things”

Anonymous, Hope Scholar Learner

“The tutors are very kind and helpful. They helped us in many things. They taught us how to live and love others. They prepare many things for us. Most of the time the tutors play an important role to us. We are like a family because of them. They are a good inspiration to us. They are the love of my life. The reason I improved is them.”

Onazo Ngqiyana, Hope Scholar Learner

<table>
<thead>
<tr>
<th>Grade 12 Learners</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8 Learners</td>
<td>80</td>
</tr>
<tr>
<td>Tutorial sessions</td>
<td>684</td>
</tr>
</tbody>
</table>
ENVIRONMENTAL EDUCATION

SAEP continued to run two high school environment clubs, in which most of our environmental activities took place. We provided the learners with environmental education and workshops, and we worked with them to implement their own indigenous greening, recycling and food garden projects. Two learners have since been selected to participate in the Table Mountain Junior Rangers Programme. The Environmental Education programme also reached out to Hope Scholars and Bridging Year programme participants by taking them on hikes and excursions, and exposing them to careers in conservation.

From 2015 SAEP will no longer have a stand-alone Environmental Education programme. Instead we will be integrating environmental education into our other programmes.

55 environment club participants

24 hikes and excursions

“"I joined the SAEP environment club about two years ago and I am loving everything about it, especially outdoor projects having to do with the environment."

Vincent Mjwana

ARTS

Through our after-school Arts Outreach programme, students in grades 8–12 at Sophumelela, Philippi, Zisukhanyo and Intsebenziswano high schools are given the opportunity to nurture creativity, improve communication skills and develop respect for themselves and others.

Throughout 2014 students attended after-school sessions in visual arts, drama, dance and music. Drama students scripted, directed and shot a short film “Living in my own world”, which will be aired on eTV in 2015. The programme’s marimba bands were invited to play at 5 events and played with SA band Sons of Settlers. The year culminated in a musical production that was written, produced and directed by the learners, showcasing their talents to their community.

70 participants

608 after school workshops

“I joined the SAEP environment club about two years ago and I am loving everything about it, especially outdoor projects having to do with the environment.”

Vincent Mjwana

“"If it was not for the SAEP Arts programme, I would be up to no good in the township after school”

Lindokuhle Mini, Drama Student
CAREER CONNECTIONS
PILOT PROJECT

We designed and piloted our Career Connections project in 2014 after life orientation teachers had requested our support to improve career guidance within their schools. During the year our project staff trained teachers in effective career guidance, provided direct career guidance workshops for learners, and exposed them to career-related resources outside of school (such as career expos at universities). We also implemented a peer mentorship system through which grade 11s could advise grade 9s in what subjects they needed to take in order to achieve their career goals.

The process was a great success, and we saw significant improvements in learners’ understanding of what they want to study after school – and what they need to do to get there. Career Connections led us to look at how we could strengthen career guidance activities in our other programmes rather than continuing as a stand-alone project. It is now a cross-cutting theme within SAEP, and will be fully integrated into all of our high school, post-matric and tertiary programmes from 2015.

Janine Jansen, SAEP Career Connections Coordinator

48 career counselling learner group sessions for 1,360 learners

15 teachers trained in career guidance during 17 workshops in 4 schools

24 grade 11 peer career guidance learners trained, who then reached 240 grade 9 peer learners

“24 Grade 11 learners supported their grade 9 peers to make their subject choices for grade 10. Their initiative in preparing a workshop for the younger learners was impressive, engaging and informative, filling the gaps that exist for grade 9 learners around their subjects.”
ADT Teach is an information and communications technology (ICT) programme that was developed in partnership between ADT and SAEP. The programme aims to address 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 provide ongoing computer education to selected learners in six high schools in Cape Town and Johannesburg. Learners in grades 10-12 are trained to use computers effectively in a school and office environment.

ADT Teach learners complete a three-year accredited course normally taken at post-matric level, which is an indication of its high standard. Successful graduates receive a Skills Programme in IT Certificate from MICT SETA, which gives a clear message to potential employers that they have not been left behind by the “digital divide”. One of the highlights from 2014 was Tyco Cares Day, during which ADT staff, school teachers, course participants and their parents worked together to improve their schools’ facilities.

467 participants in 6 schools:
254 grade 10,
138 grade 11,
75 grade 12
245 workshop sessions

Brenda Ndebele, ADT Teach Student

“I was part of the ADT teach programme for 3 years at Allanridge Secondary School. Currently I am at the University of Pretoria, studying BSc in Education and I recently applied to be an IT tutor for 2015. We were asked to write a competence test, and through the computer literacy skills that I gained from ADT teach programme, I was able to achieve 83%. I am very grateful and want to say thank you for the opportunity ADT teach provided.”

The ADT Midrand training facility was accredited by the MICT SETA, meaning that both Cape Town and Johannesburg ADT Teach programmes are able to accredit the students with an external qualification once they complete the programme.
Many learners finish their matric with bachelor’s passes, only to find that they are not admitted to tertiary studies because their results weren’t quite good enough. Some will be able to enter matric rewrite programmes to improve their marks, but once they enter tertiary studies they often find that they aren’t equipped with the skills they need to succeed in university. The 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 university.

In 2014 SAEP delivered the last year of its’ previous Bridging Year model. That model focused on the “soft skills” of university preparedness and academic literacy, as well as on matric subject content for rewriting some subjects. During the year Bridging Year students also participated in a camp, career talks, hikes, field trips and community service projects. They spent many hours working for the benefit of others at Edu-football, Samora Library and Siyazakha Primary School. In 2015 we will concentrate on developing students’ soft skills, as this has been the programme’s biggest success to date, in partnership with other organisations which will provide the tutoring for them to rewrite key subjects.

Bridging Year students are better prepared for the academic demands of university, increasing their chances of completing their course of study successfully, graduating into a career rather than a job, and being productive members of society and their communities.

20 participants
1,050 programme contact hours

“I arrived at SAEP as a depressed teenager, with crushed hopes and dreams of making a better life for my family through my studies. In 2013 I’d been rejected by 3 universities, left no hope to pursue any form of a higher qualification. I found SAEP while google searching, not knowing that behind the click of that BUTTON awaited a life changing experience for me.

SAEP taught me so many things in so many ways. I was taught to give even when not having enough. I was also taught to never let anyone come between me and my dreams, but most of all I was taught how to love and respect others for who and what they are.

My relationship with my peers progressed from not knowing them at the beginning of the year to having a mini anxiety attack as a result of not wanting to spend a day without them in the coming years. One of my favourite sayings reads, “Surround yourself with people that’s on the exact same mission as you.”

If you know the Bridging year class you would know that I have without a doubt found people that are on the exact same mission as me.

To my friends and peers, thank you for joining me in the fight for success, and making the effort enjoyable and fulfilled. To our tutors and SAEP staff, thank you for teaching us all the information to take into our next phase of life so patiently and whole heartedly.

Some of us will pursue to college, while others join the workforce bright and young. We will grow older, join families, and raise new ones. Most of us will spend the rest of our lives working, and join the quest to find true happiness. Without the help and support of SAEP, our families and our hard work and determination, none of this would be possible. “Thank you for all of your help, SAEP. And good luck to The BY Class’14”.

Speech made by Andolene Buys, Bridging Year Student at 2014 Graduation Ceremony
(Now a prospective UNISA student)
The Tertiary Support programme assists high-potential tertiary students who have come through SAEP’s high school and Bridging Year programmes, and are at risk of not being able to complete their studies due to a variety of socio-economic challenges. The programme has grown rapidly in recent years as more students have come through SAEP’s feeder programmes. We supported 99 students in 2014, up from 57 in 2013.

Throughout the year we provided a core group of students with psycho-social and material support, including monthly stipends to assist with their living and transport expenses. We facilitated life skills workshops and linked students to mentors and education financing opportunities – in particular the National Student Financial Aid Scheme (NSFAS) and university-provided bursaries. Many programme participants also made use of our in-house social work services for extra support with their personal and family challenges. We celebrated two students graduating at the end of 2014, while the majority are continuing with their studies in 2015.

| Students’ financial, logistical and resource difficulties are reduced and they are able to focus on achieving good academic results, through the provision of stipends, accommodation and resources such as books, laptops, computers, etc |

| 99 participants |
| 75 students receiving SAEP stipends |
| 25 students benefitting from active mentorship relationships |

“"My first year at university was very tough, I was not able to adapt to the new environment that I was in but through the support of the TSP staff and the workshops I attended I was able to cope. I gained valuable experience as to how to cope in university and as a result of that I passed my first year.”

Yamkela Marman
3rd Year
B. Economic Development student
at University of the Western Cape

“"This year I will be doing my final year in Bachelor of Science (majoring in Geology & Chemistry/Microbiology) at Rhodes University. For such an achievement, credit can be given to God and SAEP for their support since 2012 until now. SAEP did not only play an active role in my career but was also involved socially and personally and that was of great benefit because all these life aspects affect ones career one way or another. It is now that I strongly believe it is not about where you come from but what you do with the opportunities given to you. “

Sinazo Bunu,
3rd Year Bachelor of Science, Rhodes University
2014

HIGHLIGHTS

—CROSS-CUTTING OUTCOMES—

Hope Scholars and Bridging Year programme participants reported overwhelming improvements in their:

- self-confidence
- time-management
- English communication
- preparation for their next phase of education

—EARLY CHILDHOOD DEVELOPMENT—

TEACHER AND PRINCIPAL CAPACITY BUILDING:

19 ECD staff trained and supported in Inclusive Education and Persona Dolls

17 ECD staff trained in Paediatric First Aid

17 children with special needs supported

CHILD PROTECTION MONTH:

275 children are better equipped to report abuse

11 principals

23 teachers

37 parents

are more aware of child protection issues

—CAREER CONNECTIONS—

There was an **80%** increase in grade 9 learners who know which subjects will allow them to pursue their passions.

We saw a **70%** increase in grade 11 learners who were able say what and where they would like to study.

—ARTS OUTREACH—

70 learners wrote, choreographed, performed in and created visual art for a year-end musical production, 20 Years in a Day.
OUTCOMES

HOPE SCHOLARS

Matric Hope Scholars achieved a **90%** pass rate including

- 22 Bachelor passes
- 6 Diploma passes

Grade 8 Hope Scholars learners’ maths assessment marks increased by **200%** by the end of the year.

BRIDGING YEAR

80% of our students improved their matric results.

- 22 Bachelor passes
- 6 Diploma passes

70% Bridging Year graduates accepted into tertiary studies.

A further **15%** likely to be accepted in 2nd semester.

IMPACT CENTRE

Developed a baseline and endline assessment tool to measure critical thinking, motivation and confidence for students in our Hope Scholars, Bridging Year and Tertiary Support programmes.

Researched and planned the implementation of new 2015 Primary School Pilot Project.

TERTIARY SUPPORT

We assisted **59** tertiary students to successfully apply for NSFAS funding, and **21** students to access other bursaries.

- 69 students passed all or enough of their year modules, to enable them to continue with their studies
- 37 passed all modules
- 32 passed sufficient modules

ADT TEACH

75 learners completed our 3-year SETA-accredited course in using computers effectively.

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1 National Student Financial Aid Scheme, a government scheme that provides loans and bursaries to students at all public universities and TVET colleges throughout the country.
The Impact Centre is a unit within SAEP that provides organisational development and learning support. We improve SAEP’s ability to respond to educational challenges and deliver effective programmes by driving several organisational processes: monitoring and evaluation; research; knowledge sharing; and organisational learning.

**MONITORING AND EVALUATION**

SAEP developed comprehensive log frames for all its programmes for the first time during 2014, which will now guide programme implementation and can be used in large funding proposals. We improved our monitoring and evaluation systems, and refined the database to store and manage our information.

A highlight of the year was working with masters students to develop an assessment tool for the Hope Scholars Programme to measure a variety of “soft skills” that can’t be gauged through regular test results (such as confidence, motivation and critical thinking). This enabled us to see just how much of a difference the programme is making to our Hope Scholars learners.

**RESEARCH AND KNOWLEDGE SHARING**

The Impact Centre fed programme staff with relevant research and information to improve their programme delivery. Where possible we linked with research institutions, networks and partner organisations where we required more extensive new research, and we hosted a number of research interns who helped to generate the information we needed. Our most significant achievement was researching and designing a primary school project being piloted in 2015. We also began to plan how to introduce more comprehensive e-learning methods into our programmes.

**ORGANISATIONAL LEARNING**

SAEP staff regularly engage in conversations around effective practice in the education environment. The Impact Centre organised discussions to improve our understanding of the complex issues around development work, and how to engage respectfully and powerfully in the schools and communities we work with. We also held reading clubs to encourage staff to learn from best practice around the world. The topics of all these discussions ranged from building leadership styles, encouraging children to reach their full potential, to understanding cultural differences and how they may impact SAEP beneficiaries.

29 networking and learning events attended

6 programme log frames

7 staff discussions about effective practice

3 research projects completed
TEAM

BOARD OF DIRECTORS

Helena Duk Chairperson
Khanyo Seyisi Vice Chairperson
Leanne Allison Treasurer
Gina Leinberger Secretary
Avuyile Koli

Gemma Oberth
Isabel Essen
Kubeshini Govender
Shiela Yabo
Zandile Mahlasela

STAFF AND LONG TERM VOLUNTEERS

Alexandra Hamill ECD Field Coordinator
Andile Nqoko Hope Scholar Programme Coordinator (March – August)
Anna Teske Fundraising and Development Manager
Asanda Yabo Office Helper (to April)
Blessing Mtiti Environment Programme Coordinator (to September)
Brian Kilbey Fundraising and Development Manager (from September)
Carina Conradie Development & Fundraising Officer, Impact Centre
Cebo Gqadushe ADT Teach Tutor
Chuma Nozewu Art Coordinator (from August)
Jane Keen Director
Janine Jansen Careers Officer
Fern Beetle-Moorcroft Environmental Education Facilitator (from July)
Kate Finlay Fundraising Officer (to August)
Kathrin Herms Finance Manager
Kate Florian Knowledge Management Coordinator
Katie Huston Fundraising and Development Manager (to February)

Kayin Scholtz Social Worker/ Impact Centre Manager
Kennedy Shumba Maths Teacher
Kirsten McIntosh Marketing and Communications Officer
Laureen Jansen Fundraising Officer (from October)
Mirriam Sipando Early Childhood Development Liaison Officer
Nelo Nongcula Bridging Year Programme coordinator
Noluyandla Roxwana Tertiary Support Programme assistant
Norton Tennille CFO and Director: Institutional Development
Nqobani Nkala ADT Teach Senior Tutor
Phillip Mcelu IT Support
Pumeza Mahobe Rotary Injongo ECD Manager
Rachel Rabie Research & Evaluation Officer (to May)
Sandy Mitchell Early Childhood Development Coordinator
Sean MacGinty Hope Scholars Programme Coordinator
Sean Wilson Bridging Year & ADT Teach Manager
Sonia Chu Office Manager
Sydney Shearer Monitoring, Evaluation & Research Officer
Tara Appalrajou High School and ECD Programmes Manager
Thando Solundwana Arts Programme Coordinator (to July)
Veronica Bavuma English Teacher
Vuyiswa Tyhaliti Receptionist and Programme Assistant
Zimkhitha Ndinga Bridging Year Coordinator (to July)

VOLUNTEERS, MENTORS AND TUTORS 2014

Abbie de Santis
Akhona Stefane
Aldred Charles
Ali Mongi
Annemie van de Laak
Annushka Williams
Ayena Qampi
Ben Muteba
Bulelwa Nama
Cabral Wicht
Claire Crompton
Corlia Meyer
Craig Hall
Cris Dillon
Deogratias Kayumba
Dilshan Cheety
Dr Moris Fanadzo
Emily Westerlund
Esperance Graugnard
Femme Jissink
Francisca Zimmerman
Frank Gahapa
George Phipps
Georgie Higgins
Hannatu Abdu
Helen Binckes
Inger Roger
Jacob Henry
Jahle Pieters
Jane Cruywagen
Jillian Keily
Josien Hoejemaker
Joseph Alalabor
Juanita Chiewpurasad
Kay Fick
Kristian OhmPranser-Rasmussen

Laura Nelson
Lea Mapira
Letisha Bergsedsd
Lillianna Petch-Horvath
Lizzy Chivako
Maartje van Ganzevinkel
Marilise Ritcher
Maud Schoemaker
Melanie Starke
Michael Udell
Michel Roger
Nikki Turner
Nkosinathi Mncwabe
Nomana Tswina
Nomfundo Sesheki
Ntsoaki Sekate
Rebekka Hille
Rinia Weening
Rob Watson
Rolly Lufuluabo
Ryan Blued
Ryan Griffiths
Sidhart Rupani
Sihle Cele
Sithembiso Duze
Susan Price
Tasneem Pearce
Thuso Kual
Tiksha Thikasay
Usisipho Fani
Uiviwe Faku
Yvette Drissen
Zelo Nyoka
Zintle Kolo
# Financial Statements

## Balance Sheet

**At 31 December 2014**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
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<tr>
<td>Fixed assets</td>
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<tr>
<td>Current assets</td>
<td>3 338 582</td>
<td>2 425 878</td>
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<tr>
<td>Receivables</td>
<td>262 372</td>
<td>2 408</td>
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<td>Deposits</td>
<td>54 303</td>
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<tr>
<td>Cash and cash equivalent</td>
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<td>2 368 767</td>
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<td><strong>Total assets</strong></td>
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<td>2 507 218</td>
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<tr>
<td><strong>Equity and Liabilities</strong></td>
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<tr>
<td>Capital and reserves</td>
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<td>Stars Foundation Impact Award</td>
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<td>National Lottery Distribution Trust Fund Reserves</td>
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<td>491 850</td>
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<td>Other Specific Programme Reserves</td>
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<td>1 525 420</td>
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<td>Accumulated Funds</td>
<td>641 122</td>
<td>291 410</td>
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<tr>
<td><strong>Current liabilities</strong></td>
<td>14 817</td>
<td>9 555</td>
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<tr>
<td><strong>Total equity and liabilities</strong></td>
<td>3 363 582</td>
<td>2 507 218</td>
</tr>
</tbody>
</table>

"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.

## Income Statement

**For the Year Ended 31 December 2014**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Donations in kind</td>
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<tr>
<td>Donations received</td>
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<tr>
<td>Interest received</td>
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<tr>
<td>Fundraising events and other</td>
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<td>180 888</td>
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<tr>
<td>Government grants</td>
<td>435 832</td>
<td>359 978</td>
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<tr>
<td>National Lottery Distribution Trust Fund</td>
<td>826 482</td>
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<tr>
<td>Programme Services</td>
<td>1 075 816</td>
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<tr>
<td><strong>Expenditure</strong></td>
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<tr>
<td>Programmes services</td>
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<tr>
<td>Support costs</td>
<td>1 338 001</td>
<td>1 676 553</td>
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<tr>
<td>Fundraising</td>
<td>477 185</td>
<td>380 638</td>
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<tr>
<td>Less: Management fees and charges</td>
<td>(1 054 884)</td>
<td>543 503</td>
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<tr>
<td><strong>Net surplus before special items</strong></td>
<td>851 103</td>
<td>811 821</td>
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<tr>
<td><strong>Transfer to reserves</strong></td>
<td>(501 391)</td>
<td>(683 817)</td>
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<td><strong>Net surplus for the year</strong></td>
<td>349 712</td>
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<td>Accumulated funds at beginning of year</td>
<td>291 410</td>
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</tr>
<tr>
<td><strong>Accumulated funds at end of the year</strong></td>
<td>641 122</td>
<td>291 410</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)**

- **Funding via SAEP-US (total R816,924)**

**SPENDING BY PROGRAMME* (ZAR)**

- **Tertiary Support**
- **Early Childhood Development**
- **Bridging Year**
- **Hope Scholars**
- **Impaq Centre**
- **Arts Outreach**
- **Career Connections**
- **ADT Teach**
- **Environmental Education**
- **Emergency Relief**

*An additional ZAR 615,327 was administered for partnership projects*

**SPENDING BREAKDOWN**

- **Programme Expenses** 74%
- **Support Costs** 19%
- **Fundraising Expenses** 7%

**INCOME BY COUNTRY**

- **SOUTH AFRICA** 71%
- **UNITED KINGDOM** 15%
- **USA** 10%
- **NETHERLANDS** 2%
- **NORWAY** 1%
- **OTHER** 1%

**AUDITOR’S OPINION**

“The Annual Financial Statements present fairly, in all material respects, the financial position of the Organisation as at 31 December 2014, 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 2014 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 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 2014 we renewed our ongoing commitment to sound and ethical governance and management.
CAMPAIGNS

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 R150 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

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 kirsten@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.
Shop online at AmazonSmile (smile.amazon.com) – make SAEP your preferred charity and we receive a portion of your spend.

HOW TO DONATE

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

Name of Bank:  
Nedbank

Branch & Branch Code:  
Rondebosch 10480900

Type of Account:  
Nedbank Current Account

Account Name:  
South African Education and Environment Project

Account Number:  
1030625166

Give securely online via GivenGain\(^1\) 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 can earn B-BBEE points in the Socio-Economic Development (SED) category.

B-BBEE POINTS

Since the gazetting of the Black Economic Empowerment Codes of Good Practice in 2007, donors can now score points on the BBB-EE Score Card by contributing to SAEP. Contact our fundraising office for 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.

Stevie Ray Vaughan

“The way people come into your life when you need them, it’s wonderful and it happens in so many ways. It’s like having an angel. Somebody comes along and helps you get right.”

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SOUTH AFRICAN EDUCATION AND ENVIRONMENT PROJECT
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Our greatest thanks to all our generous funders who make our work possible. Our donor base continued to grow in 2014, and unfortunately there isn’t just 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
Childwick Trust / Jim Joel Fund
Coronation Fund Managers
Department of Arts and Culture
E R Tonnezen Will Trust
Friends of Mandela Rhodes Foundation USA
Graham and Rhona Beck Foundation
JDI Foundation
Marple Foundation
Nedbank Limited
Nedbank Private Wealth Educational Foundation
National Arts Council
National Lottery Distribution Trust Fund
Norman Wevell Trust
Percy Fox Foundation
Porticus
Rotary Club of Claremont
SAEP US
Stars Foundation
Western Cape Department of Social Development
Wings of Support

LEAD FUNDERS: INDIVIDUALS

Alice Chambers
Ben and Tillie Willis
Charles Elkins and Betsy White
Elkins
Dave Marshall
Douglas Foster
Ed and Nancy Pleasants
Hjalmar and Sonna Solli
Ian Liddle
Jack and Jane Tressider
Jenny Mulder
Jerry L McAfee
June Fourie
 Karl and Gina Leinberger
Pat & Shelley Higgins
Petra van Dam
Philip Buccini
Rusty and Barry Bowman
Sandy Van Hoogstraten
Tate Foster
Tessa Welch
Thomas Burgess
Trip and Nancy Brown
Werner Berger

THANK YOU FOR YOUR EXCEPTIONAL SUPPORT

Charles Glass Society, Community Chest of the Western Cape, Dauphin, dhk architects, Futuregrowth Asset Management, Gilander Foundation, Graeme Comrie, Grand Gaming, Jane Keen, Kaplan Kushlick Educational Foundation, Kirshni Totaram, Leanne Allison, Lucjan Widz, Maaike van Tooren, Mark le Roux, Melanie Lietz, Michel and Inger Roger, MySchool, Neville Chester, Peralex Electronics, Peter Leger, Quaker Service Committee, Rahima Mohamed, Rotary Club of Greensboro, Rotary Club of Newlands, Sisi & Savita Charitable Trust, Sky Power, Soroptimist International, Spar Observatory, Tamsyn Fricker, Teleperformance, UNICEF, Van der Spoy Cape Town Attorneys, We Are Punk, Wenhold Family Trust, Western Cape Department of Cultural Affairs and Sport.

HANS KATOEN’S LEGACY

One of SAEP’s long-time supporters, Hans Katoen, tragically passed away during 2014. Hans had visited SAEP’s Early Childhood Development programme many times over the years through his involvement with Wings of Support, and he was passionate about SAEP’s work in marginalised communities. He left a substantial legacy to Wings of Support, which granted much of the funding to SAEP. Thanks to Hans’ generous gift we have been able to fund our pilot Primary Schools programme and buy a much-needed vehicle in 2015, as well as to take children on some exciting outings.

R.I.P. Hans. Your gift will keep giving for many years to come.

ANGELS


SUPPORTERS &