

# ANNUAL REPORT 2014

SOUTH AFRICAN EDUCATION  
AND ENVIRONMENT PROJECT



# SAEP STRATEGIC PLAN

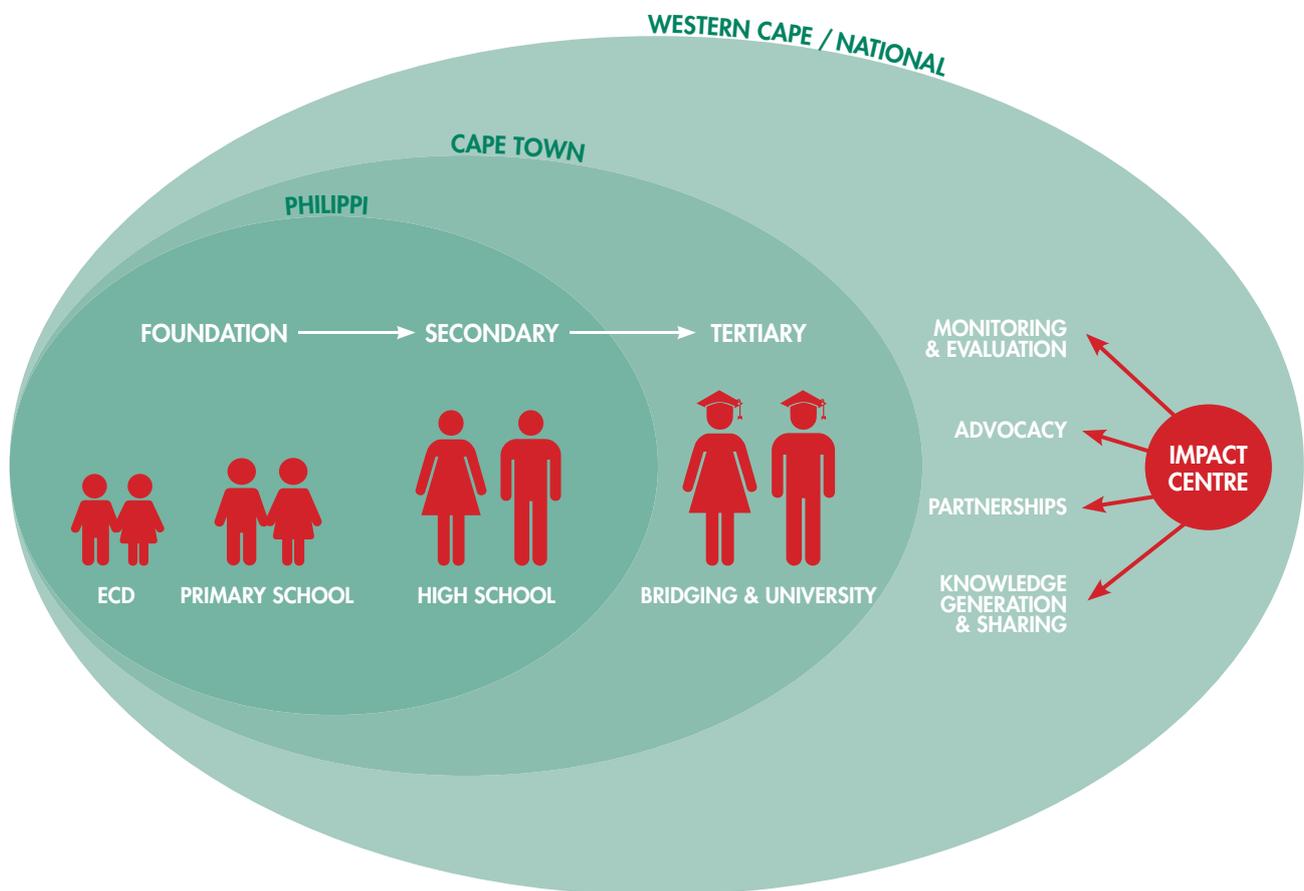
## 2015 – 2017



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



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 |  |

# 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.

*Helena Duk*

Warm wishes

**Helena Duk**



# LETTER FROM THE DIRECTOR

## 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.

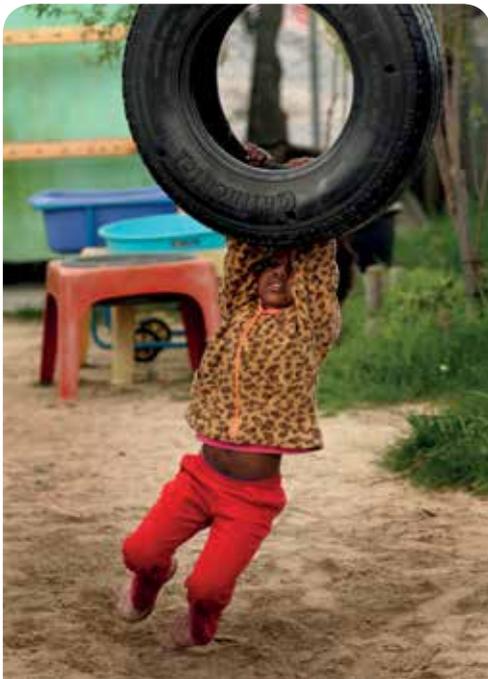
The year ended on a high note when I was invited by STARS Foundation to attend a 'Philanthropreneurial Forum' in London culminating in a gala dinner at Kensington Palace. This was an opportunity to meet many of the other inspiring STARS award winners from around the world and to share with them what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

A handwritten signature in blue ink that reads "Jane Keen". The signature is fluid and cursive.

**Jane Keen**



# EARLY CHILDHOOD DEVELOPMENT PROGRAMME (ECD)

**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.



Daily e'Pap and soya meals for all **715** children at **10** ECD centres



**50** teachers/principals supported and trained.



**247** model teaching lessons given for ECD centre staff

Liziwe Sithetho  
Principal of Sunshine Educare, Single mother of two

*"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."*

# HOPE SCHOLARS PROGRAMME

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



**31** grade 12 Learners



**80** grade 8 Learners



**684** tutorial sessions

# ENVIRONMENTAL & ARTS EDUCATION



## 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

*"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



**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."*

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.

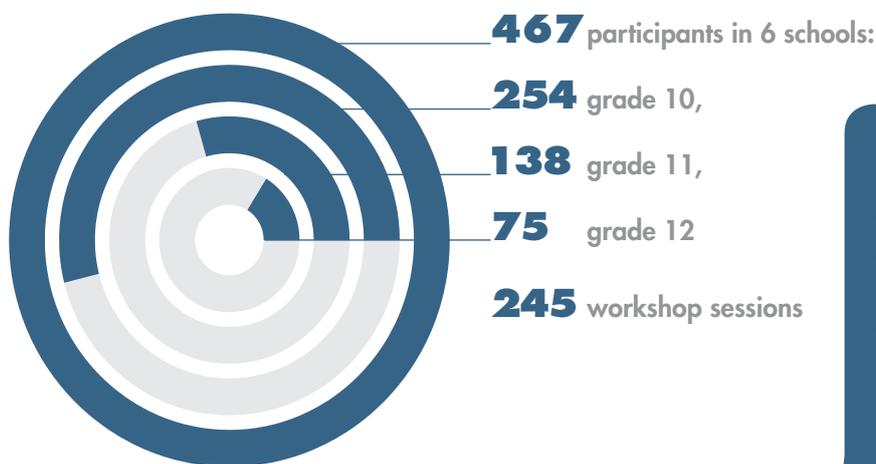
Janine Jansen, SAEP Career Connections Coordinator



**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.

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.



*"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."*

**Brenda Ndebele, ADT Teach Student**

# BRIDGING YEAR 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



Speech made by Andolene Buys,  
Bridging Year Student at 2014  
Graduation Ceremony  
(Now a prospective UNISA student)

*"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".*

# TERTIARY SUPPORT PROGRAMME



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.

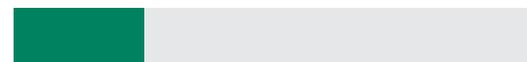
Students' financial, logistical and resource difficulties are reduced and they are able to focus on achieving good academic results, through the provision of stipends, accommodation and resources such as books, laptops, computers, etc

*"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."*

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

*"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."*

Sinazo Bunu,  
3<sup>rd</sup> 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

## 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 to say what and where they would like to study.



## 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

## ARTS OUTREACH



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

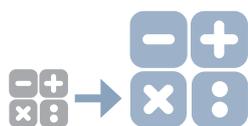
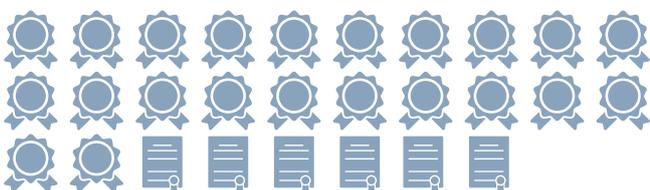
# OUTCOMES

## 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.



Grade 8 Hope Scholars learners consistently outperformed their peers in the programme's core subjects of maths, science and English.

## TERTIARY SUPPORT



We assisted **59** tertiary students to successfully apply for NSFAS<sup>1</sup> 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

## BRIDGING YEAR

**80%** of our students improved their matric results.



**70%** Bridging Year graduates accepted into tertiary studies.

A further **15%** likely to be accepted in 2<sup>nd</sup> semester.



**15%**  
**70%**

## IMPACT CENTRE



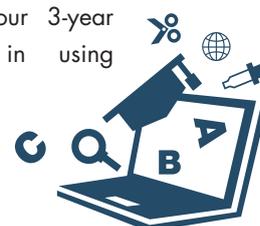
Developed a baseline and endline assessment tool to measure critical thinking, motivation and confidence for students in our Hope Scholars, Bridging Year and Tertiary Support programmes.



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

## ADT TEACH

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



<sup>1</sup> 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.

# IMPACT CENTRE

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

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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

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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

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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	Gemma Oberth
Khanyo Seyisi	Vice Chairperson	Isabel Essen
Leanne Allison	Treasurer	Kubeshini Govender
Gina Leinberger	Secretary	Shiela Yabo
Avuyile Koli		Zandile Mahlasela

## STAFF AND LONG TERM VOLUNTEERS

Alexandra Hamill	ECD Field Coordinator	Kayin Scholtz	Social Worker/ Impact Centre Manager
Andile Nqoko	Hope Scholar Programme Coordinator	Kennedy Shumba	Maths Teacher
Anna Teske	Fundraising and Development Manager (March – August)	Kirsten McIntosh	Marketing and Communications Officer Fundraising
Asanda Yabo	Office Helper	Laureen Jansen	Fundraising Officer (from October)
Beauty Ndlovu	Tertiary Support Programme Manager	Miriam Sipondo	Early Childhood Development Liaison Officer
Blessing Mutiti	Environment Programme Coordinator (to April)	Nelo Nongcula	Bridging Year Programme coordinator
Brian Kilbey	Fundraising and Development Manager (from September)	Noluyanda Roxwana	Tertiary Support Programme assistant
Carina Conradie	Development & Fundraising Officer, Impact Centre	Norton Tennille	CFO and Director: Institutional Development
Cebo Gqadushe	ADT Teach Tutor	Nqobani Nkala	ADT Teach Senior Tutor
Chuma Nozewu	Art Coordinator (from August)	Phillip Mcelu	IT Support
Jane Keen	Director	Pumeza Mahobe	Rotary Injongo ECD Manager
Janine Jansen	Careers Officer	Rachel Rabie	Research & Evaluation Officer (to May)
Fern Beetle-Moorcroft	Environmental Education Facilitator (from July)	Sandy Mitchell	Early Childhood Development Coordinator
Kate Finlay	Fundraising Officer (to August)	Sean MacGinty	Hope Scholars Programme Coordinator
Kathrin Herms	Finance Manager	Sean Wilson	Bridging Year & ADT Teach Manager
Katie Florian	Knowledge Management Coordinator	Sonia Chu	Office Manager
Katie Huston	Fundraising and Development Manager (to February)	Sydney Shearer	Monitoring, Evaluation & Research Officer
		Tara Appalraj	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	Esperance Graugnard	Laura Nelson	Rob Watson
Akhona Stefane	Femme Jissink	Leo Mpira	Rolly Lufuluabo
Aldred Charles	Francisca Zimmerman	Letisha Bergsedt	Ryan Bluett
Ali Mongi	Frank Gahapa	Lillianna Petch-Horvath	Ryan Griffiths
Annemiek van de Laak	George Phipps	Lizzy Chivako	Sidhart Rupani
Annushka Williams	Georgie Higgins	Maartje van Ganzewinkel	Sihle Cele
Ayema Qampi	Hannatu Abdu	Marilise Ritcher	Sithembiso Duze
Ben Muteba	Helen Binckes	Maud Schoemaker	Susie Price
Bulelwa Nama	Inger Roger	Melanie Starke	Tasneem Pearce
Cabral Wicht	Jacob Henry	Michael Udell	Thuso Quali
Claire Crompton	Jahke Pieters	Michel Roger	Tiksha Thikasay
Corlia Meyer	Jane Cruywagen	Nikki Turner	Usisipho Fani
Craig Hall	Jillian Reilly	Nkosinathi Mncwabe	Uviwe Faku
Cris Dillon	Josien Hoeijmaker	Nomana Tswina	Yvette Drissen
Deogratias Kayumba	Joseph Alalabson	Nomfundo Setshedi	Zelo Nyoka
Dilshan Chetty	Juanita Chewparsad	Ntsoaki Sekate	Zintle Kolo
Dr Moris Fanadzo	Kay Fick	Rebekka Hille	
Emily Westurrlund	Kristian OhmPranser-Rasmissen	Rinia Weening	

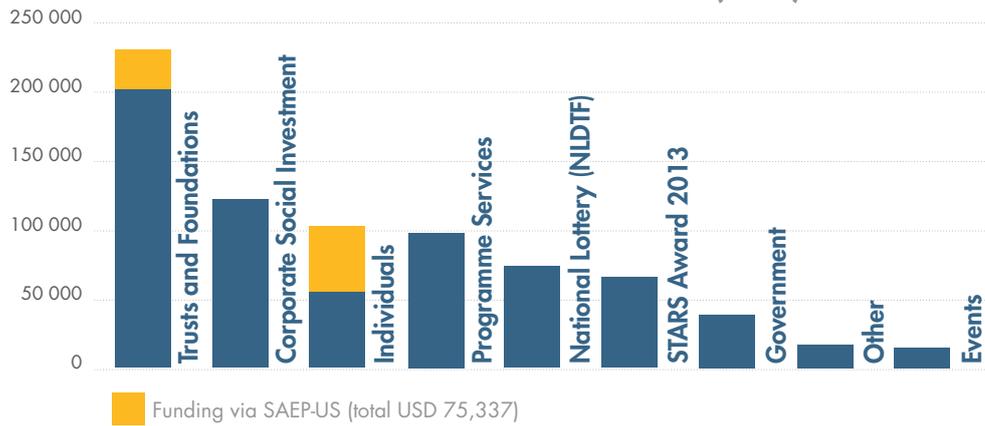
# FINANCIAL STATEMENTS

<b>BALANCE SHEET</b> <b>AT 31 DECEMBER 2014</b>		<b>2014</b>	<b>2013</b>
		<b>USD</b>	<b>USD</b>
<b>ASSETS</b>			
Fixed assets		2 306	7 501
Current assets		307 884	223 714
	<i>Receivables</i>	24 196	222
	<i>Deposits</i>	5 008	5 045
	<i>Cash and cash equivalent</i>	278 680	218 448
<b>Total assets</b>		<b>310 190</b>	<b>231 216</b>
<b>EQUITY AND LIABILITIES</b>			
Capital and reserves		308 823	230 334
	<i>Stars Foundation Impact Award</i>	26 885	17 428
	<i>National Lottery Distribution Trust Fund Reserves</i>	25 013	45 358
	<i>Other Specific Programme Reserves</i>	197 801	140 674
	<i>Accumulated Funds</i>	59 124	26 874
Current liabilities		1 366	881
<b>Total equity and liabilities</b>		<b>310 190</b>	<b>231 216</b>
"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.			

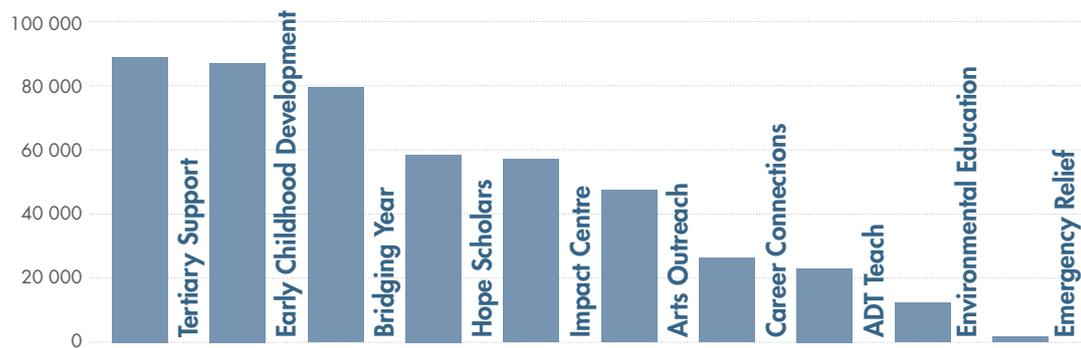
<b>INCOME STATEMENT</b> <b>FOR THE YEAR ENDED 31 DECEMBER 2014</b>		<b>2014</b>	<b>2013</b>
		<b>USD</b>	<b>USD</b>
<b>INCOME</b>		<b>778 711</b>	<b>571 035</b>
Donations in kind		24 346	–
Donations received		502 803	414 638
Interest received		17 900	6 838
Fundraising events and other		18 040	16 681
Government grants		40 192	33 197
National Lottery Distribution Trust Fund		76 218	39 757
Programme Services		99 212	59 925
<b>EXPENDITURE</b>		<b>700 222</b>	<b>596 413</b>
Programmes services		630 107	356 577
Support costs		123 390	154 612
Fundraising		44 006	35 102
Less: Management fees and charges		(97 281)	50 122
Net surplus before special items		78 489	74 866
Transfer to reserves		(46 238)	(63 062)
Net surplus for the year		32 250	11 805
Accumulated funds at beginning of year		26 874	15 069
<b>Accumulated funds at end of the year</b>		<b>59 124</b>	<b>26 874</b>
Where necessary, comparative figures have been adjusted to conform with any changes in presentation in the current year.			

\* USD amounts have been calculated using an average exchange rate for 2014 of 0.09222 USD to 1 ZAR.

## INCOME BY FUNDER TYPE (USD)



## SPENDING BY PROGRAMME\* (USD)

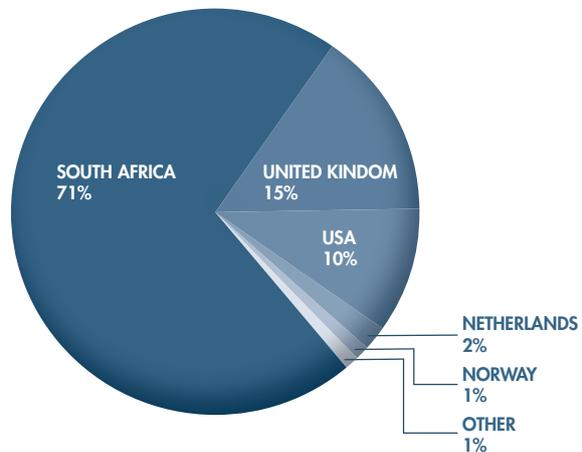


\* An additional USD 56,745 was administered for partnership projects

## SPENDING BREAKDOWN



## INCOME BY COUNTRY



### 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."<sup>1</sup>



### 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.

<sup>1</sup>SAEP'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](http://www.saep.org), or requested by calling +27 (0)21 447 3610

# 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 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](http://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](mailto:kirsten@saep.org) for details.



## SHOP

Sign up to the Woolworth's **MySchool MyVillage MyPlanet** fundraising programme at

[www.myschool.co.za/supporter/apply/](http://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](http://smile.amazon.com)) – make SAEP your preferred charity and we receive a portion of your spend.



## 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.

- If your annual turnover is between R5 million and R35 million, you can score 25 points in the Socio Economic Development (SED) category.
- If your annual turnover is over R35 million, you can score 5 points in the Socio Economic Development (SED) category.

## HOW TO DONATE

1. To give securely online **via PayPal**<sup>2</sup> visit <http://www.saep.org/shop-donate> and link to our secure PayPal site
2. To give via check, please mail your gift to:  
SAEP (USA)  
c/o Alice Chambers  
2116 Chesapeake Harbour Dr. #102  
Annapolis, MD 21403  
USA  
(Tel: +1 (410) 626 1747)

*SAEP (USA) is a 501(c)(3) non-profit organisation that raises funds to support SAEP's work. It is a separate legal entity that shares SAEP's educational goals. Contributions are tax-deductible to the extent provided by law under Section 501(c)(3) of the Internal Revenue Code.*

<sup>1</sup> Note: All donations received online through PayPal 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 mailing a check.

# DONORS & SUPPORTERS

**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 Tonnesen 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

## ANGELS

Amelia Buckley, Colleen Jackson, Ed and Jessica McCarter, George Stubbs, Georgie Higgins, Gina Leinberger, Guy Briggs, Helen Binckes, Helena Duk, Isa-Lee Jacobson, Jane Keen, Jennifer Beattie, Jill Wright, Joy Keen, Katie Huston, Khanyo Seyisi, Leanne Allison, Liza Penn, Maaïke Duk, MP Jackson, Murray Hunter, Nicola le Roux, Norton Tennille, Pat & Shelley Higgins, Priscilla Oliver, Rosemary Keen, Sandy Van Hoogstraten, Sara Hudson, Scott Hollier, Shelley Simonsz, Shiela Yabo, Siyazakha Primary School, Stephanie Esterhuysen, Stephen Granger, Tessa Welch, Try Time Rugby.

## 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.

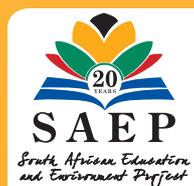
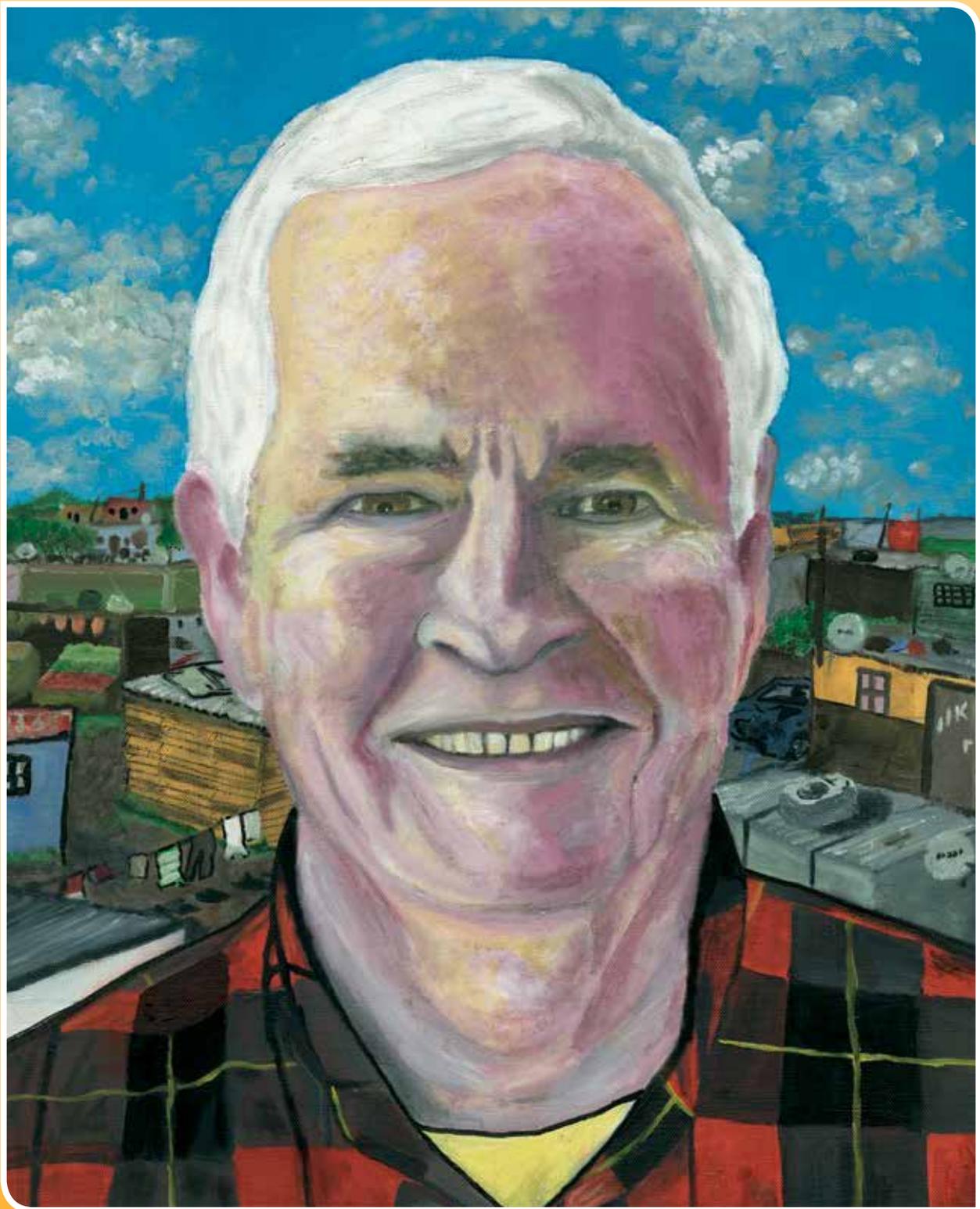
## LEAD FUNDERS: INDIVIDUALS

Alice Chambers	June Fourie
Ben and Tillie Willis	Karl and Gina Leinberger
Charles Elkins and Betsy White	Pat & Shelley Higgins
Elkins	Petra van Dam
Dave Marshall	Philip Buccini
Douglas Foster	Rusty and Barry Bowman
Ed and Nancy Pleasants	Sandy Van Hoogstraten
Hjalmar and Sanna Sorli	Tate Foster
Ian Liddle	Tessa Welch
Jack and Jane Tressider	Thomas Burgess
Jenny Mulder	Trip and Nancy Brown
Jerry L McAfee	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, Maaïke van Tooren, Mark le Roux, Melanie Lietz, Michel and Inger Roger, MySchool, Neville Chester, Peralex Electronics, Peter Leger, Quaker Service Committee, Rahma 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 Spuy Cape Town Attorneys, We Are Punk, Wenhold Family Trust, Western Cape Department of Cultural Affairs and Sport.





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To contact SAEP-US (a 501(c)(3) non-profit organisation that raises funds in the US to support SAEP's work), please visit [www.saep-usa.org](http://www.saep-usa.org)