



# **SAEP**

## **ANNUAL REPORT**

# 2021

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Our mission is to prepare and motivate children and youth from under-resourced communities to thrive through education, life skills and psycho-social support.



## Letter From The Chairperson

Another year has gone by during which the Covid-19 pandemic has impacted everyone's lives, particularly those of our beneficiaries and our programmes. It has also been a year in which SAEP staff became victims of three car hijackings and other crime – which left those involved very shaken and also affected the rest of the organisation and our work.

However, despite these trying circumstances, 2021 has shown us once again that SAEP has a team that sticks together with tremendous resilience and team spirit, a team that works passionately and creatively to improve the lives of our beneficiaries, and a team that can achieve great things regardless of challenging obstacles along the way. On behalf of SAEP Board of Directors, thank you to each and every one of our staff members, volunteers and students for your commitment, courage and determination!

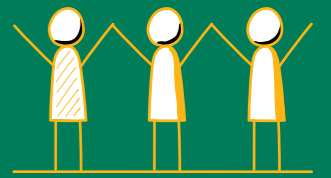
In February 2021, the leadership of SAEP team was taken over by SAEP's new Chief Executive Officer, Donovan Fullard, and we said a heartfelt goodbye and thank you to SAEP's Director of 18 years, Jane Keen. I would like to take this opportunity to once again welcome Donovan Fullard as the new head of the organisation and to thank him for his skilful leadership and guidance during his first year as CEO of SAEP.

Prioritising and understanding the needs of the communities we work in has always been one of SAEP's greatest strengths. In 2020, we started working on a new strategic direction for the organisation in response to the developing needs of our communities and beneficiaries. With the help of SAEP staff, Board of Directors as well as our new CEO Donovan, a full strategy plan for the organisation was finalised in 2021 which provides direction and a stable framework for the expansion and growth of our work in the next three years. Our focus lies on supporting a larger beneficiary base within Philippi and the surrounding areas by nurturing youth through education, psycho-social support and stimulating experiences in South Africa's natural landscape.

Being able to offer these vital services to Cape Town's marginalised youth is a challenge in itself given the financial climate and uncertainties that the pandemic has left us with. Now, more than ever, we would like to thank our donors and partners for their unwavering support – without their input and generous giving, our work would not be possible.

Let us continue to work hand in hand to improve the lives of so many young South Africans and to create a better future for all.

*Isabel Esken*  
Chairperson



**SAEP has a team that sticks together with tremendous resilience and team spirit, a team that works passionately and creatively to improve the lives of our beneficiaries, and a team that can achieve great things regardless of challenging obstacles along the way.**

*"Alone we can do so little; together we can do so much."*  
**Helen Keller**

# Reflection from the CEO

The first 12 months of my journey as the new CEO of SAEP were indeed an exciting experience as we began to implement the new strategic three-year growth plan. It was an interesting learning curve on many levels. The impact of the Covid-19 pandemic continued to be a major factor in 2021 in SAEP's programme to educate the children and youth of Philippi and surrounds to offer them a brighter future. Despite the Covid-19 regulations and related challenges, our team persevered and were innovative in supporting our beneficiaries across the education spectrum in the best ways possible.

Our staff has shown great resilience, staying committed and dedicated to serving the community we focus on despite an onslaught of targeted violence. There were three car hijackings in this period, which left staff traumatised and led to the loss of two of our three vehicles, which were not recovered. These events impacted profoundly on the morale of staff and operations. **But we always overcome adversity to continue to deliver quality programmes to the community we serve, which is ravaged by a myriad of socio-economic issues that create barriers to learning among young children and youth.**

On the positive side, there are many highlights to report, including developments in ECD infrastructure and the expansion of the Reading and Literacy programme to a second school – Vukani Primary. Highlights also include the flexibility of the implementation model of the post-matric programmes and progress towards obtaining accreditation for the Digital Literacy module. We have also strengthened the environmental theme in the work we do and adopted an Education for Sustainable Development approach. The latter includes piloting a Schools Indigenous Greening project in four schools. Our capacity to expand our programmes has been boosted by eight Groen Sebenza interns (funded by Department of Forestry, Fisheries and Environment) for 12 months, who are strategically spread across the organisation.

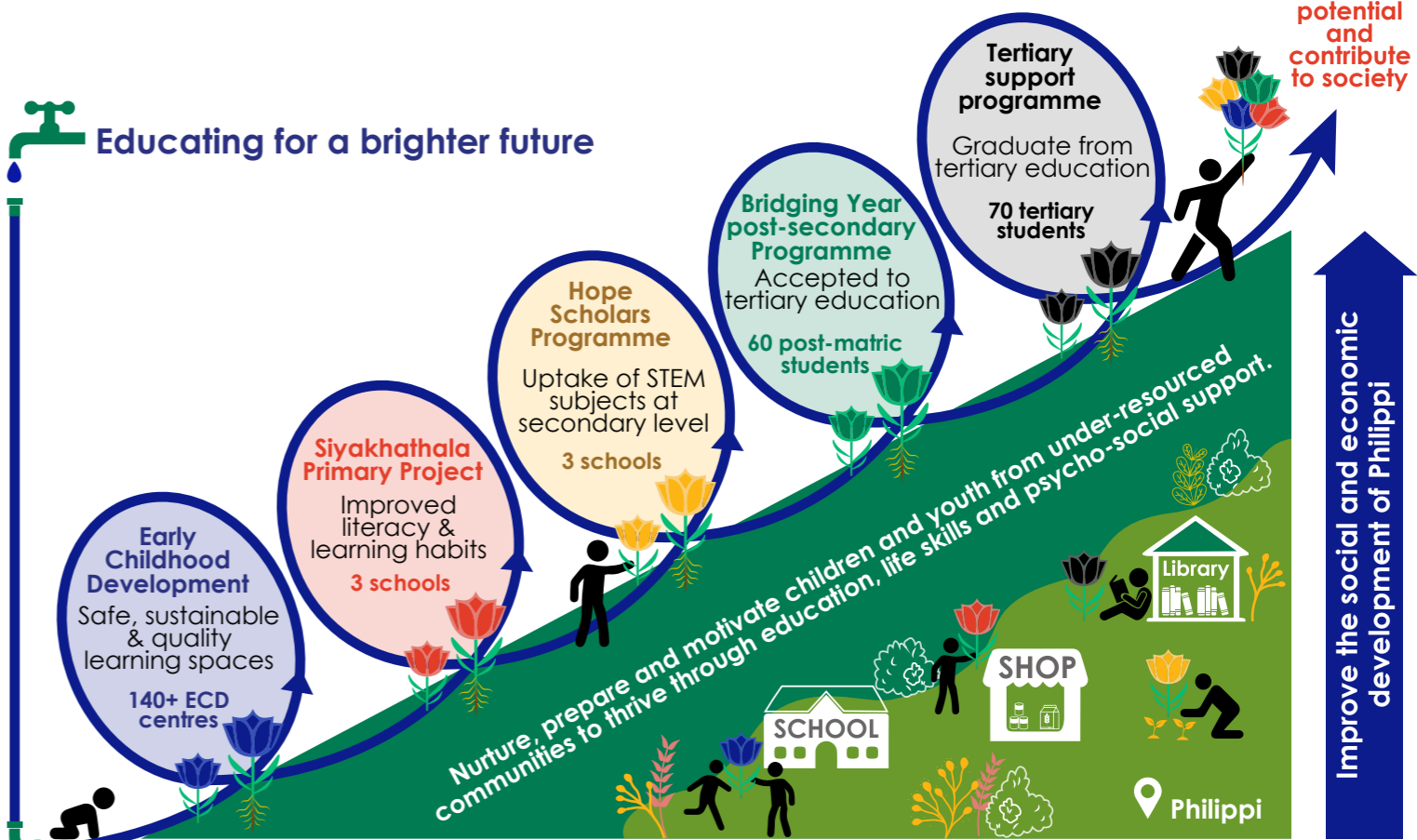
SAEP wishes to thank our loyal supporters, funders and partners throughout this difficult period and the struggling global economic climate. We look forward to welcoming new partners and funders on board. We are confident that, as we grow towards sustainability, continue to learn as an organisation and strive towards excellence in providing much-needed support to the communities we serve, SAEP's programme offering – from cradle to career – will also continue to be an attractive investment to many potential funders out there.



Donovan Fullard  
Chief Executive Officer

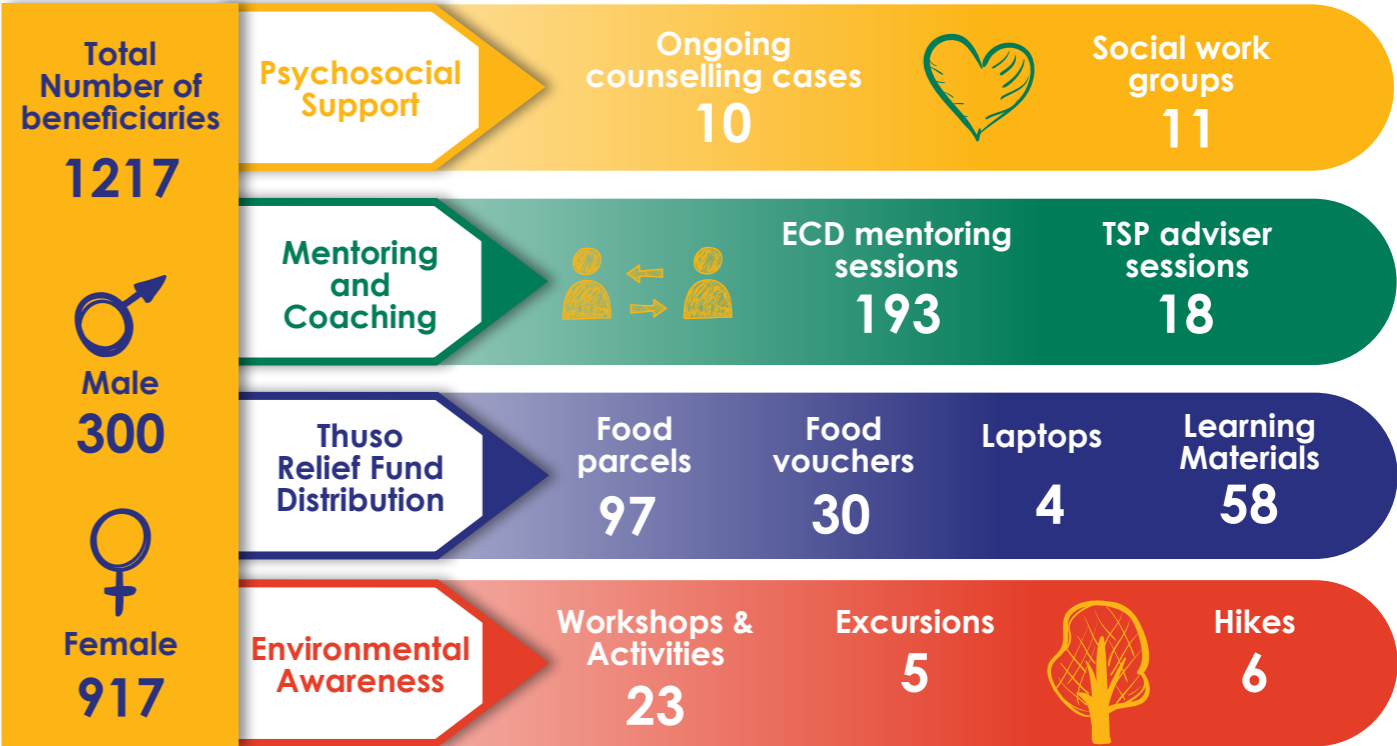
Despite the Covid-19 regulations and related challenges, our team persevered and were innovative in supporting our beneficiaries across the education spectrum in the best ways possible.

# Programme overview



We have a growth plan for each of the programmes which we will share as it develops.

# Programme statistics



# Funders and partners

## Angels

Adam Hughes  
Amelia Kriel  
Bev Haddad & Gerald West  
Catherine Crawford  
Charles Keen  
Colleen Jackson  
David Tabb  
Deborah Stewart  
Ed and Jessica McCarter  
Emlyn Flint  
Frans van Sittert  
Gemma Oberth  
Georgie Higgins  
Gina Leinberger  
Guy Briggs  
Hazel McQueen  
Helen Binckes  
Helena Duk  
Ian Liddle  
Isabel Essen  
Isa-Lee Jacobson  
Jalna & Peter Schumann  
James Bonner  
Jane Keen  
Jennifer Beattie  
Jill Wright  
Kayin Scholtz  
Khanyo Seyisi  
Leanne Allison  
Lindsay Hooper  
Lindsey Witmer  
Liza Penn  
Maaike Duk  
Martha Davis  
Mogie Dass  
Morag Naylor  
Nicola Lloyd  
Peter Rumler  
Priscilla Oliver  
Scott Hollier  
Stephanie Esterhuyse  
Stephen Granger  
Zandile Mahlasela

## Individual donors

Aashish Kumar  
Adeniyi A Shonubi  
Adrienne DeGuevara  
Ayesha Abrahams  
Alexandra Fotos  
Alexandra Shea  
Alice Chambers  
Alice Cullina  
Alysa Teichman  
Amelio Kannemey

Amy Lehner  
Andrew Cashmore  
Ann I Laborie  
Anna & Ben Niemitz  
Anna Collins  
Anna Niemitz  
Anna Phewa  
Anonymous  
Arielou & Peter Marcy  
Aubrey Nuzum  
Barry and Emma Jean Bowman  
Awonke Phewa  
Ben & Tillie Willis  
Bethany Ehlmann  
Blair Thompson  
Brian Cullina  
C Abramovitz  
Catherine Bancroft  
Catherine Madden  
Caitrin McLean  
Carol Teske  
Carey Wong  
Carol Cuhna  
Caroline Djamalov  
Celine Dehouck  
Chinyelu Lee  
Chester & Nancy Brown  
Christa Mikowicz  
Christopher Bea  
Chuck Elkins & Betsy White  
Cliff Harriman  
Colleen Hinton  
David Allen Grimsted  
Constant van Tuyl  
D Collins  
David & Carla Rosenbloom  
David & Torii Jones  
David Bessey  
Derisha Reddy  
Desmond Van Niekerk  
Dominique Gawlowski  
Dottie Hendricksen  
Duncan Clough  
Ed Gordon  
Eddie & Rea Godsey  
Edwin Moses  
Elinor Holgate  
Elizabeth Bancroft  
Elizabeth Bernold  
Elizabeth Conzen  
Emma Jean & Barry Bowman  
Federica Giovannelli  
Flip Oberth  
Gene Foster  
Georgie Clack  
Grant Tennille  
H Brookes  
Helen Laurenson & Louis van Schaik  
Hojoon Sohn  
Holly Roberts  
Indra Raj  
Isha Bhardwaj

Ian Glenday  
Inge Heckel  
J. Daniel O'Flaherty  
Isaac Belfer  
Jacinta Pieterse  
Jan and Zeb Gray  
Jane Cullina  
Jan Albaum  
Jasper Bruinsma  
Jeff & Carol Teske  
Jerry McAfee  
Johanne Seem Sor  
John Shonubi  
Joan Elizabeth Husband  
John Teske  
Jessica Nielsen  
Justin Martin  
Katie Huston  
K Quinton  
Kacy Buettner  
Karen Grant  
Karin Truitte  
Kate Brown  
Kathleen Quinton  
Katie Sue Zellner  
Kelley Payne  
Kristin Frascella  
Kyle Brazil  
L Stassen  
Larisha Reddy  
Lauren Teske  
Leah Tennille  
Leslie Bryan  
Lewis Bossing  
Lucy & Sam Dargan  
Lucy Kallin  
M Le Roux  
Magda Lakhani  
Marcelle Warburg  
Margaret Myers  
Margaret & Roland Myers  
Marguerite Tennille  
Marna Sternbach  
Mary Gough  
Mary Jo Deering  
Mary Jane Bancroft  
Mascha Ainslie  
Max Guggenheim  
McLennan Family  
Meera Appalaraju  
Mervin Naidoo  
Michael Cullin  
Michael McKenna  
Michel Charles  
Norman Faull  
Natalie Worley  
Nerina Penzhorn  
Neville Chester  
Nicola Cain  
Norton Tennille  
P Hill  
Pat & Shelley Higgins  
Patrick Collins  
Pauline Jones  
Pedro Carreno

Peter & Arielou Marcy  
Phil Christensen  
Peter Moll & Masami Kojima  
Philip Christensen  
Philip Canton  
Philip Manley  
Premi Appalaraju  
Phil Christensen  
RA Coombe  
Rachael Hoffman  
Reid & Irene Chambers  
Rhonda Calderone  
Robert Auman  
Robert Sevier  
Ryan McInnes  
Salona Moodley  
Sassy Dass and Friends  
Sandy Van Hoogstraten  
Sapna Maheshwari  
Sarah Davies  
Sarah Stewart  
Sassy Dass and Friends  
Sarah Ruden  
Schiefer Family  
Scott Griffith  
Sean Bland  
S. Eric Christensen  
Shelley and Patrick Higgins  
Shirley Tobias  
Shobena Appalaraju  
Shruti Shah  
Susan Westaway  
Stephan van der Watt  
Suzana Williams  
T Forlee  
Tanja Auf Der Heyde  
Tate Foster  
Torsten Menge  
Uvedale Tristram  
Vernita Van Niekerk  
Victoria Beasley  
Wayne and Melissa Johnson

Walter Slocombe  
Whitney Franz  
Wilba Jean Hussey  
Z Lincoln  
Zachary Fithian

## South African Institutions

ACI Worldwide  
Anonymous Family Trust  
Aspire Solutions Inc  
Bishops Parents Association  
Book Dash Claremont  
Claude Leon Foundation  
ComeHike Hiking Club  
Coronation Fund Managers  
DHK Architects  
Dune Engineering  
ER Tonnesen Will Trust  
Exeo Khokela Civil Engineering  
Construction  
Futuregrowth Asset Management  
Grand Slots CSI  
Hilary & Dorothy Champion  
Charitable Trust  
JDI Foundation  
Lewis Group Ltd  
Mountain Club of South Africa  
MySchool MyVillage MyPlanet  
Newlands CAN  
Norman Wevell Trust  
Oppenheimer Memorial Trust  
Percy Fox Foundation  
Hans Hoheisen Charitable Trust  
M & G Investments  
PsySSA (Psychological Society of South Africa)  
Rhiza-Babuyile  
Sorooptimist International Cape of Good Hope  
WC Department of Social Development

## International Institutions

American Online Giving Foundation  
Campbell Foundation  
Charlotte Mecklenburg Community Foundation  
Claude Leon Foundation  
Ezra Charitable Trust  
Foster Family Fund  
Gilander Foundation  
MacFarlane Family Foundation  
Meriwether-Godsey Inc.  
Oregon Community Foundation  
Pay Pal Giving Fund  
Richard Worrell General Agency LLC  
UK Online Giving Foundation

## Career Expo partners

Jackie Pollock – Capexec  
Exclusive Tours  
Nicholas Neo Tlatlane – Team Leader in Student Support Services  
Masande Joja – Linguistics  
Thobela Komisana – QC Technician at Sonnendal Dairies  
West Coast College

## TSP Partners

Tshisimani – Centre for Activist Education  
Shamiela Ownhouse – Mental Health Awareness Facilitator

**You make our work possible!**





## Early Childhood Development

Early Childhood Development is undoubtedly the most important pillar in a child's life. It creates the foundation for them to become productive adults. **SAEP continues to contribute to the wellbeing of children in Philippi by developing ECD Centres into safe, stimulating and sustainable learning environments for the children who pass through them.**

The ongoing pandemic required the ECD team to adapt significantly in order to continue supporting these centres during the uncharted period. ECD centres were allowed to reopen, but faced the joint challenges of low attendance and erratic income, which threatened their business sustainability. Our response included hosting smaller training groups, office rotations, and ongoing distribution of essential services and supplies (PPE and food parcels).

High levels of crime and violence in Philippi continue to affect our work negatively. Our ECD Assistants now have to work in pairs and we have reverted to using paper for assessments instead of digital platforms (requiring mobile devices).

Despite all of these challenges the programme celebrated a number of successes as described below.

### MAIN PROGRAMME HIGHLIGHTS/ACTIVITIES

#### DSD CENTRE REGISTRATION PROJECT

In 2021 the Department of Social Development (DSD) introduced a pilot registration project called Vangasali (translated as "leave no-one behind"), to support ECD centres struggling with the compliance requirements necessary for conditional registration. As a DSD-appointed Social Service Organisation (SSO), **SAEP was proud to have assisted 15 ECD centres to successfully receive conditional registration and funding for one year.** In addition to the Vangasali project, the ECD team assisted 4 other ECD centres to renew their DSD registration.

Registered ECD centres undergo compliance monitoring twice a year to ensure that they are being run according to the norms and standards set by the DSD. Areas of concern

are identified and plans for correction are developed with the principals. 86 compliance monitoring sessions of registered centres took place in 2021.

#### SMME BOOSTER PROJECT EVALUATION FINDINGS

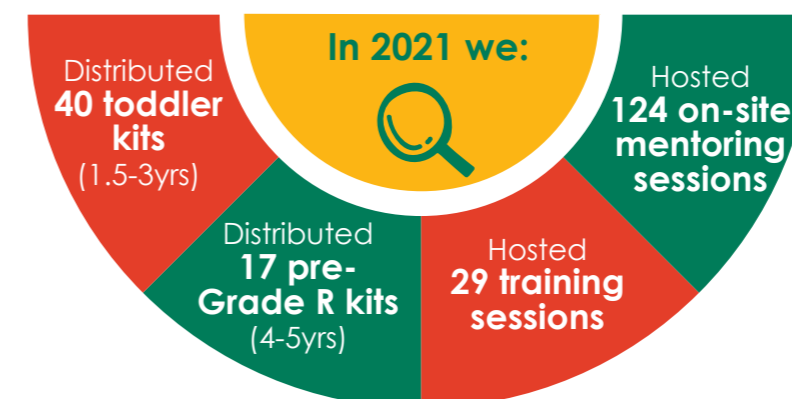
An evaluation of the 2020/2021 SMME Booster Project was run in March 2021. The evaluation focused on the principals' perceptions of the programme, what skills they had learnt and how they had implemented these skills at their centres. Because the centres were closed for a significant portion of 2020 during the lockdown, with no income, the evaluation could not review business growth and sustainability (one of the original aims of the project).

The evaluation found that as a result of the intervention 4 centres were registered with the DSD and 1 of those centres is receiving a financial subsidy. **The most impactful trainings were financial management, computer skills and ECD governance.** These were skills that the principals lacked or were not implementing correctly. **Principals employing the financial management tools are already seeing the benefits; they are able to manage their money and as a result manage their centres better. Together with the fundraising training, principals have identified alternative opportunities to resource their centres and are able to save emergency funds which further improves their sustainability.**

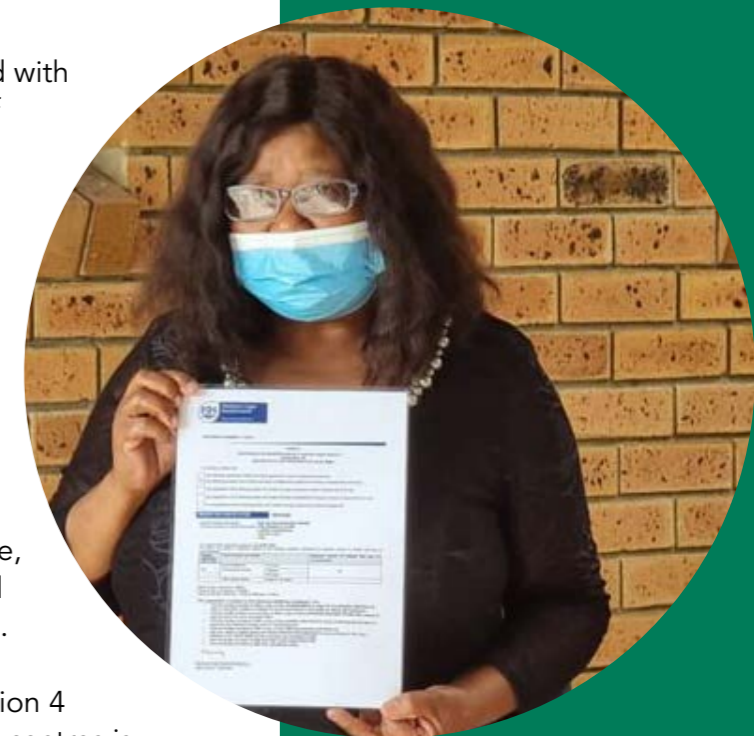


#### LEARNING PROGRAMME SUPPORT

SAEP offers age-appropriate learning programme support and resources (The Unlimited Child curriculum and toy kits) to unregistered centres which cannot afford to buy learning resources.



**SAEP prides itself on offering on-site mentoring after every training session to ensure that the practitioners are confident and comfortable with implementing new skills in their classrooms.** The mentors help the staff to see the difference between theory (training) and implementation (practical), the uniqueness of their environment, as well as identify areas for creativity and adjustment, to ensure that children are receiving the necessary stimulation to meet their developmental milestones.



4-5 year olds Learning Resources Kits.

# ELOM ASSESSMENT RESULTS

The Early Learning Outcomes Measure (ELOM) is a rigorously standardised and culturally fair assessment tool. The assessment measures a child's performance against 5 developmental domains to indicate whether or not the learning programme is being implemented in a manner that is effective at preparing children for Grade R.

We implemented a baseline assessment with 110 children at 9 ECD centres, in 2 age groups (50-59 months and 60-69 months). The results showed:

- Our children aged 50-59 months are achieving the standard on Gross Motor Development and Cognitive & Executive Functioning.
- Our children aged 60-69 months are achieving the standard on Gross Motor Development and Emergent Literacy & Language.



Those assessed were falling behind in other domains. These results will assist in our planning for further training to address the deficits. We plan to complete the endline assessments in 2023.



# INCLUSION, DIVERSITY AND CHILD PROTECTION

Through our partnership with Inclusive Education, 53 ECD centres participated in **Inclusivity and Diversity training to upskill principals and practitioners to identify and support children with barriers to learning**. The training also highlighted the importance of networking with relevant service providers for support and referrals, and how to develop individual learning plans for children with special needs.

SAEP staff, in collaboration with a DSD social worker, held 4 Child Protection training sessions for ECD staff. The training focused on building awareness around children's rights and child protection issues, including how to identify and report such cases.



# PPE SUPPORT AND NUTRITIONAL SUPPORT

**117 ECD Centres received personal protective equipment** on a quarterly basis to the value of R300 000 to support health and hygiene and Covid-19 compliance requirements. 97 unregistered centres also received nutritional support to assist them to reopen when lockdown restrictions were lifted.

# ECD INFRASTRUCTURE IMPROVEMENTS



**Luntu Educare Centre** was substantially refurbished in 2020, but still required extensive improvements in the outside play area as well as changes to the kitchen

(including the installation of cabinets) and bathroom areas in order to comply with DSD health and safety requirements. Once the work had been completed and the compliance certificates awarded, the centre was registered and is now receiving a DSD subsidy. Luntu now accommodates 56 children.

**Sithembele Educare Centre** received a newly built structure consisting of three classrooms, a kitchen, office and toilets. **The new structure was beautifully designed and equipped as an ECD centre to accommodate 30 learners.** The outside play area was extensively improved with artificial grass, a sand pit, a water tank, and is secured by a gate.

**Sivukile Educare Centre** – the third quarter of the year saw the **ECD programme entering into a partnership with Afrisam to rebuild Sivukile Educare**. Previously, this centre operated at the home of the principal and at a second, leased site accommodating up to 112 children aged 0-6 years. During the height of the pandemic the home site was shut down by the Environmental Health Department. This move put both the Western Cape Education and Social Development Department registration and subsidisation at risk as the second site – a shack structure – was non-compliant. This investment in revitalising the centre saved it from deregistration and income loss, thereby sustaining the livelihoods of 6 staff households. **The transformed centre now serves approximately 100 children.**





## Siyakhathala Programme

At last, 2021 was almost back to normal for the Siyakhathala Programme (SP). Schools were open again, though our learners were still only attending half time for the whole year. We had to make the tough decision not to recruit new Grade 3s, but rather to carry on with our Grade 4 and 5 cohorts, helping to boost their lost literacy learning due to the pandemic.

**ON THE SURFACE WE ARE A READING PROGRAMME, BUT WE ARE WAY MORE THAN THAT!**



The SP Learning Gym strengthens the literacy and learning power of students, helping to close the gap between early childhood and high school education by laying a solid foundation in reading for understanding in primary school. We care enough to invest in cultivating life-long learning, rather than offering just a quick fix. Each learner attends the Learning Gym once a week after school for an hour and a half of literacy and learning-related activities

The Siyakhathala Programme worked with **175 beneficiaries in 2021** (53 Grade 4s and 122 Grade 5s). We have been in the same Philippi school (Siyazakha Primary) since 2015, but towards the end of 2021, we secured new funding and began to reach out to two new schools for our 2022-24 Greening Project. More on that next year!

### 2021 ACTIVITIES

Highlights of the year for our team included offering a fairly regular schedule of Learning Gym sessions, while for our learners, the highlight was the educational outreach we received from our partners at CTEET (Cape Town Environmental Education Trust).

The visitors came with a programme aligned with the National Curriculum and Assessment Policy Statement (CAPS) curriculum and environmental themes. The Grade 3 children watched a puppet show about plants and the Grade 4 learners drew their favourite plants, differentiating between those found locally and those found in their home towns in the Eastern Cape.

### GROWING IN 2022 AND BEYOND

In preparation for the new Greening and Eco-literacy projects, our coordinator and interns were invited to the Kirstenbosch National Botanical Garden to attend workshops run by the South African National Biodiversity Institute (SANBI). They were shown steps to follow when designing indigenous gardens, the type of soil to use, the compost, as well as how the actual planting is done and how to propagate new plants to extend the garden. Going into 2022, we will be combining the reading programme with environmental education and greening of the schools where we work.



**175**  
beneficiaries  
in 2021



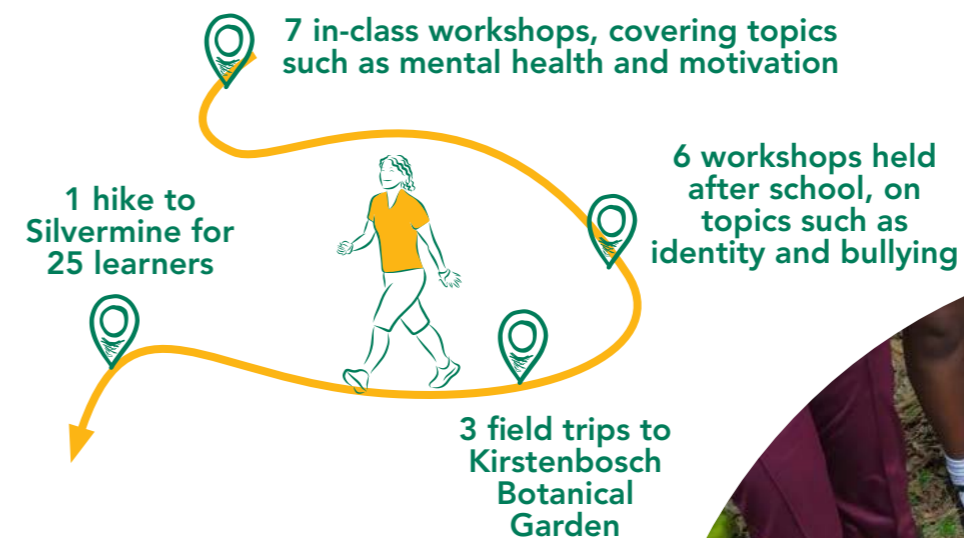
## Hope Scholars Programme

The lockdown continued to impact education in 2021, disrupting schools due to the number of children and teachers affected by or infected with Covid-19. The school calendar had to be adjusted and there were limits on what activities were allowed to take place. Our partners, Sophumelela and Zisukhanyo Secondary Schools, requested that we work with only grade 8 learners and that we also assist in some classroom activities, which we have not done before.

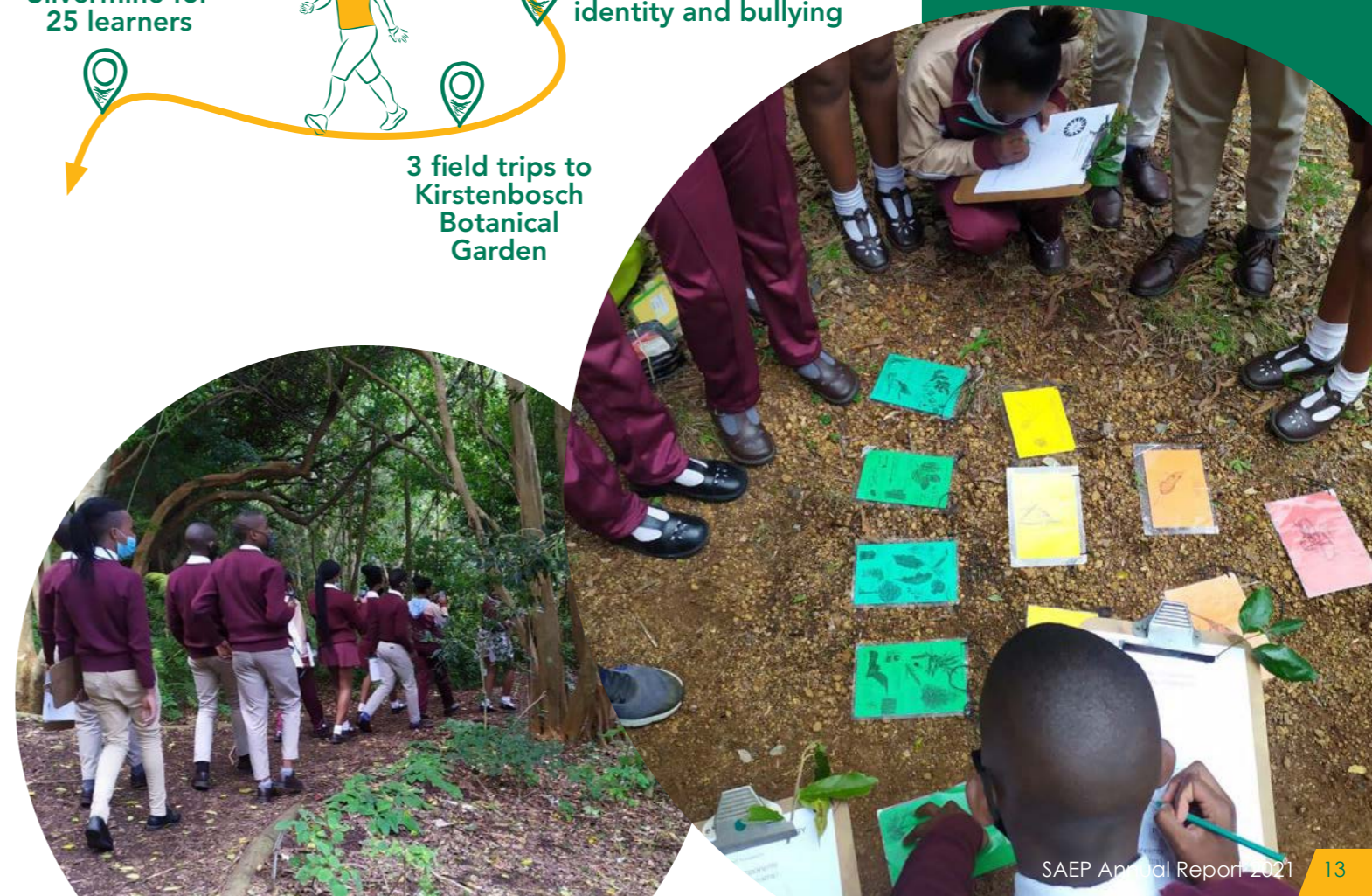
Thanks to lessons learned in 2020, we were able to adapt our programme to support a dedicated group of 134 after-school Hope Scholars, as well as providing some activities for the full cohort of 720 Grade 8 learners.

The programme was introduced to parents/guardians at a meeting that explained the benefits to young people. Afterwards, we held planning meetings with teachers at both schools to discuss how best to incorporate activities into the school year.

**Although our original plans were somewhat curtailed due to Covid restrictions, we still managed to hold the following activities:**



**The Hope Scholars Programme is supporting a dedicated group of 134 after-school, as well as providing some activities for the full cohort of 720 Grade 8 learners.**



The trips to the **Goldfields Education Centre at Kirstenbosch** were the highlight of the year. We were able to take all 134 Hope Scholars, plus a further 41 Grade 8 learners from **Sophumelela High School**, in groups of 60 over 3 days. The lessons covered some of the science and geography topics taught in the CAPS curriculum. Learners were also taught the fundamentals of data collecting and analysis. It was wonderful to see so many happy faces, to experience their joy of being in such a beautiful new environment, as well as their willingness to learn. Among the activities featured:

- ✓ Learning games on the ecosystem and habitat were played to help students to comprehend deforestation and the negative effects of development on the environment.
- ✓ Using the garden as an outdoor school, students had to fill out worksheets and learn via observation, listening and writing.
- ✓ Learning outdoors, by interacting with indigenous plants and utilising senses such as touch and smell, to learn about plants.
- ✓ Students were required to record different species of plants they discovered "along the wire" (a demarcated area representing an ecosystem) they had set up in their region to practise data collecting and interpretation. The ability to work as a group and communication skills were strengthened as a result of this exercise. Participation was affected by their competitive attitude.
- ✓ In a Food Chain Lesson, interactive learning about the food chain was illustrated by cards with graphics to offer students a visual explanation of what is going on. They also discussed the life cycles of all the species.



### CHALLENGES EXPERIENCED IN 2021

Apart from the restrictions mentioned above, other challenges related to the high levels of trauma experienced by the learners in the form of crime, violence and family breakdown. Although we tried to address these issues in the psycho-social themed workshops, we are aware that significantly more dedicated intervention is required.

## Bridging Year Programme

2021 was a rewarding but challenging year for the Bridging Year (BY) programme as we navigated the Covid-19 lockdown, as well as taxi violence that kept our students out of the classroom for most of July. During this time we reverted to working virtually with students as they completed and submitted their tertiary applications. Students were welcomed back in August, and we managed to end the year on a positive note.

We started the year with 43 students (29 female and 14 male), 3 of whom were accepted into tertiary institutions as late applications and consequently transferred to the Tertiary Support Programme. A number of students dropped out during the year, many of them with Covid-related problems, such as their parents losing jobs and them having to find work. Despite the setbacks, 18 students were accepted to further study (15 funded so far), while 3 found employment, 1 took up a paid internship, and 1 moved to Johannesburg to pursue an opportunity to play soccer.

### DIGITAL LITERACY

We have reached the first milestone towards accreditation of our digital literacy module, so that our students can earn an **NQF Level 4 Certificate at the end of the year**. Congratulations to Andile Nqoko, the module facilitator, who has qualified for the facilitator and assessor certification. We have also received the Occupational Health and Safety Certificate of Compliance. The next step is to receive MICT SETA accreditation approval, which we hope will happen soon.

Through the Allan Gray funding we were able to upgrade our computer lab with 10 laptops as well as upgrading the software of 4 desktop computers.



### EXCURSIONS, WORKSHOPS & HIKES

A big part of the Bridging Year programme's philosophy is to broaden students' minds through new experiences and activities. In spite of the time spent working virtually, we still managed to host orientation and graduation excursions, two workshops, a career expo and three hikes; to make sure we were enriching both mind and body.

SOCIAL WORK SUPPORT GROUPS AND COUNSELLING

Our usual social work support for students was disrupted by the social worker leaving part way through the year and difficulty in finding a replacement. However, before she left the social worker had an individual session with each of the BY students to assess who needed ongoing counselling and ran 11 support group sessions focusing on life skills and personal growth. In addition, two staff members attended the LifeLine Personal Growth course to prepare them for further counselling training.



CAREER GUIDANCE

The BY team hosted a number of speakers to introduce the students to a wide variety of careers for them to consider before making applications to tertiary institutions. These included tourism, food technology, arts and environmental fields.

ACADEMIC LITERACY

We ran sessions on academic literacy over 24 weeks, covering topics such as academic vocabulary and writing, research, referencing, essay writing and exam techniques, to prepare students for tertiary study.

OTHER SUPPORT OFFERED TO BY STUDENTS

✓  
60 Food vouchers

✓  
Registration fees for tertiary applications & National Benchmark test

✓  
Transport stipends (taxi fare) for those students who could not afford to travel to the office



WRITING WORKSHOP

Dr. Nick Wood, a Consultant Clinical Psychologist and author, hosted a virtual creative writing (science fiction) workshop themed "Facing Covid & Beyond" to help students cope during the Covid-19 pandemic, as well as looking at a future beyond it. **Students learnt skills and tips to improve their storytelling abilities and how storytelling can be a positive coping mechanism in challenging times. Students were encouraged to imagine a future post-Covid and to create stories based on that.** This project was made possible by the Community and Social Psychology Seed Grant (Competition).

All of the stories were entered in an internal competition, with winner Inga Hanifa's story – titled "A South African coffee shop scene in 2040" – published in the Mail & Guardian newspaper (10th August 2021).

INGA'S STORY

I got out of my car in the parking lot of Starbucks – looking forward to seeing my wife again, after a hard day at work. It was busy inside, but Anam was waiting at our usual corner table – a quiet spot, and out of the way. We hugged and sat; I noticed a huge dark man with menacing muscles near the front of the shop, eyeing us up. But I forgot about him as we started to talk and laugh – there was so much to enjoy together again, after such a tough day. I laughed at one of Anam's funny jokes, but then jumped, as the large man loomed next to our small table.

"Sorry to interrupt, lady," he said, looking at me, "But you're very beautiful. Can I have your number?"

"Hi, sir," I said carefully, "Thank you for recognising my beauty. But please, let me introduce you to my wife, Anam." Anam looked at me, suddenly quiet and nervous.

"Ow, you guys are married lesbians. Wow!" The huge man turned away for a moment and we were about to sigh in relief together, when he spun around to stand over us again, his face twisted with anger and hate. "I hope you both go to hell! Society shouldn't accept people like you. This is an abomination for black women! I am disgusted to look at the both of you. You make me want to puke!"

He was shouting over us now and the entire shop had gone quiet, as people turned to stare. My face burned and I looked down, crying, hoping he would just go away.

Anam leaned across the table to me, doing her best to soothe me, whispering, "Ignore him. We are good." That seemed to enrage the man even more, as he raised his arms and fists... Two men in blue held him tight, one holding onto each of his arms. The large man swore and struggled, but he could not budge the men in blue.

"It is illegal within the Bill of Rights to give negative opinions in public on what people choose with regard to religion, gender, sexuality, etcetera," said the man on the right.

"Minimum term, ten days in jail," said the man on the left.



"I apologise to the both of you. We will not allow this again." They turned and carried the large man out, despite all of his struggling and swearing. "Wow!" I looked up at a relieved Anam, "Did you see? The cops – they're cyborgs!"

# Tertiary Support Programme

TSP's 2021 cohort consisted of 28 new students from the 2019 and 2020 BY groups, as well as one HSP alumnus and 31 returning TSP students. The majority were attending the Cape Peninsula University of Technology. Other institutions include the University of the Western Cape, Nelson Mandela University, Free State University and several TVET colleges in the Western Cape.



Despite the challenges of 2021, the programme and its advisers were able to remain in supportive contact with all beneficiaries. In all, **3 valuable workshops were held and 4 hikes organised, which were all well attended. We also hosted 2 orientations (one for advisers and one for students), a graduation lunch and an end-of-year celebration.**

**The workshops included one on CV writing and interview skills and another run by the IEC. A highlight of the year that was particularly popular was a workshop on mental health run by former Cape Mental Health employee Shamila Ownhouse.**

The theme was Tools 2 Thrive, with a focus on helping people to find healthy ways to cope with stress. The workshop focused on the impact of Covid-19 on mental health and where to find support when needed. The following conditions were explained: acute stress, post-traumatic stress, depression, anxiety and bipolar disorder. Students were also given advice on how to cope during times of stress, such as while writing tests and exams, and how to focus.



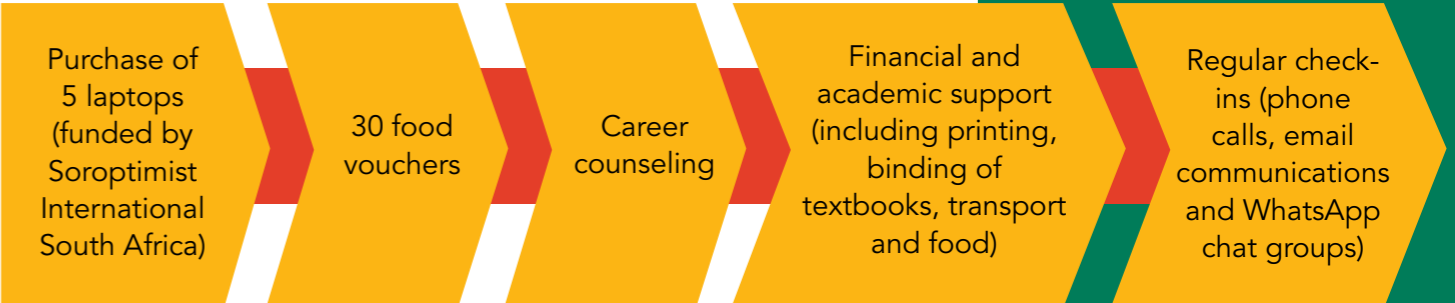
As a result of the workshop, seven students sought counselling and three students were referred to specialist organisations.



## TSP GRADUATION CELEBRATION: 'BE BOLD, BE COURAGEOUS, BE YOUR BEST'

On the 24th of April, TSP held a celebration for 10 graduates who had completed their studies in the 2020 academic year. Invitations to the graduation lunch were also extended to their advisers and Nothando Msimango, since she had walked alongside them during most of their university life while she still worked for SAEP.

## FURTHER SUPPORT OFFERED TO TSP STUDENTS



## ADVISERS' SUPPORT TO STUDENTS

- ✓ WhatsApp was the most-used mode of communication (calls and messages).
- ✓ Most commonly, academic issues were discussed, followed by career and personal issues, tips for planning and dealing with stress, and staying motivated. Some advisers supported their students by providing additional resources and data.
- ✓ The majority of professional support initiatives related to creating networks.



# Team

## BOARD OF DIRECTORS (SA)

Isabel Essen	<i>Chairperson</i>
Mogie Dass	<i>Vice chair</i>
Kayin Scholtz	<i>Vice chair</i>
Nicola Lloyd	<i>Treasurer</i>
Gina Leinberger	<i>Secretary</i>
Fundiswa Yuba	
Gemma Oberth	
Helena Duk	
Haroon Mahomed	

## BOARD OF DIRECTORS (USA)

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Jane Cullina	
Patrick Collins	
Pedro Carreno	
Phil Christensen	
Shep Willis	
Tate Foster	
Walter Slocombe	

## STAFF

Jane Keen	<i>Outgoing Director</i>
Donavan Fullard	<i>Chief Executive Officer (CEO) - February 2021</i>
Tara Appalraju	<i>Programme Manager (ECD, HSP, BY &amp; TSP)</i>
Crystal Snyman	<i>HR &amp; Office Manager</i>
Le-Zanne van der Westhuizen	<i>Finance Manager</i>
Mejury Mushanguri	<i>ECD Coordinator</i>
Nokwanela Dlomo	<i>ECD Field Work Trainer</i>
Ethel Kubalasa	<i>ECD Learning Programme Facilitator</i>
Pumeza Mahobe	<i>Business Development Facilitator</i>
Abongile Ndamase	<i>ECD Receptionist</i>
Yolanda Mase	<i>Social Auxiliary Worker</i>
Miriam Madela	<i>Office Helper</i>
Susie Taylor	<i>SP Manager – Consultant</i>
Lerato Lehlathathe	<i>SP Coordinator</i>
Andile Nqoko	<i>ICT &amp; HSP Coordinator</i>
Lesley Nchabeleng	<i>HSP Coordinator (Dec 2021)</i>
Nosisa Mhlathi	<i>BY/TSP Coordinator</i>
Sihle Joja	<i>Tertiary Support Officer</i>
Masithembe Mqoto	<i>BY/TSP Programme Assistant</i>
Okuhle Xakuvane	<i>Social Worker</i>
Tracey Appollis	<i>Monitoring &amp; Evaluation Coordinator</i>
Laura Schultz	<i>Lead Fundraiser &amp; Communications Coordinator</i>
Mumba Soko	<i>Fundraising &amp; Sustainability Officer</i>
Asanda Yabo	<i>Office Helper</i>

## VOLUNTEERS, READING COACHES & SESSIONAL STAFF

Luvuyo Moorosi	<i>SP Reading Coach</i>
Alungile Duli	<i>SP Reading Coach</i>
Thobelani Njokwana	<i>SP Reading Coach</i>
Sesethu Mhlaba	<i>SP Reading Coach</i>
Abulele Mbaleki	<i>Admin Intern</i>
Joshua Du Toit	<i>BY Volunteer</i>
Azi Mqatazana	<i>BY Volunteer</i>
Azabenathi Putuma	<i>TSP Tutor</i>
Msawenkosi Mene	<i>TSP Tutor</i>
Ntsako Maluleke	<i>ICT Volunteer</i>
Carina le Grange	<i>Proof Reader</i>

## GROEN SEBENZA INTERNS- WILDLIFE AND ENVIRONMENT SOCIETY OF SOUTH AFRICA (WESSA)

Live Nako	<i>SP Intern</i>
Sipho Nkohla	<i>SP Intern</i>
Amanda Msolo	<i>HSP Intern</i>
Sihle Ngxabi	<i>HSP Intern</i>
Buhle Sawuli	<i>BY/TSP Intern</i>
Sanelisiwe Mlaba	<i>BY/TSP Intern</i>
Busiswa Dibela	<i>Finance Intern</i>
Thumeka Qupuna	<i>Marketing Intern</i>
Thulani Mhambi	<i>ECD Intern</i>

## DEPARTMENT OF SOCIAL DEVELOPMENT (DSD)

Thina Qweshu	<i>ECD Assistant</i>
Bomkazi Tshaphelo	<i>ECD Assistant</i>
Amanda Sigodlweni	<i>ECD Assistant</i>
Zandile Macakadana	<i>ECD Assistant</i>
Mbali Magada	<i>ECD Assistant</i>
Lelethu Mngqolo	<i>ECD Assistant</i>
Sisipho Mditu	<i>ECD Assistant</i>
Chumisa N. Gaqa	<i>ECD Assistant</i>
Zintle Mashini	<i>ECD Assistant</i>
Thandile Makhasi	<i>ECD Assistant</i>

## TSP ADVISERS

Akhiwe Mtengwane
Amanda Msolo
Asiphe Nazo
Babatunde Oladipo
Basetsana Lekena
Benson Anofuechi
Brian Chihera
Buhle Sawuli
Crispen Mazodze
Esethu Ndlumane
Evidence James
Isiphile Mathafeni
Kanya Dishu
Keagetswe Alex Kgotlaetsile
Lusanda Mbayise
Luqman Muraina
Mariam Awlia
Mbulelo Zatu
Meisie Rasakanya
Moses Bisi-Johnson
Nicholas Neo Tlatlane
Nomvuyiso Dywili
Ntshepiseng Monyane
Okuhle Sweli
Oluwadunsin Adekola
Oluwatimilehin Okeowo
Sibulelo Ganda
Sifundo Keswa
Sinazo Raphahlela
Sinoxolo Sibutha
Siphesihle Mbayise
Siphosethu Dayi
Siseko Tyabazeka
Takudzwa Mazire
Timothy Khan
Uchenna Ogemdi Okwuosa
Zolani Malibeni



TEAMWORK



# Finances

## Statement of financial position

At 31 December 2021

Assets	2021	2020
<b>Non-Current Assets</b>	<b>R 113 375</b>	<b>R 205 618</b>
Property and Equipment	R 113 375	R 205 618
<b>Current Assets</b>	<b>R 3 269 476</b>	<b>R 3 214 329</b>
Receivables	R 203 778	R 292 257
Deposits and Prepayments	R 24 168	R 29 889
Cash and Cash Equivalents	R 3 041 530	R 2 892 183

<b>Total Assets</b>	<b>R 3 382 851</b>	<b>R 3 419 947</b>
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Equity and Liabilities	2021	2020
<b>Capital and reserves</b>	<b>R 3 331 989</b>	<b>R 3 410 476</b>
Other Specific Programme Reserves	R 2 220 613	R 2 685 017
Accumulated Funds	R 1 111 376	R 725 459
<b>Current liabilities</b>	<b>R 50 862</b>	<b>R 9 471</b>
Accounts Payable	R 50 862	R 9 471

<b>Total Equity and Liabilities</b>	<b>R 3 382 851</b>	<b>R 3 419 947</b>
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## Statement of profit or loss

For the year ended 31 December 2021

	2021	2020
<b>Income</b>	<b>R 10 605 983</b>	<b>R 8 020 906</b>
Donations Received	R 6 046 894	R 4 945 151
Interest Received	R 96 363	R 91 838
Fundraising Events and Other	-	R 80
Government Grants	R 4 304 466	R 1 881 501
Income Generation / Consulting Services	R 150 260	R 2 435
TERS ( UIF)	-	R 166 637
Thuso (Food Relief)	R 8 000	R 933 264

	2021	2020
<b>Expenditure</b>	<b>R 10 714 470</b>	<b>R 7 330 671</b>
Programme Services	R 9 063 053	R 3 932 701
Support Costs	R 870 773	R 2 750 229
Thuso (Food Relief)	R 148 473	R 678 546
Fundraising	R 417 300	R 615 000
Monitoring and Evaluation	R 259 740	R 305 178
Less: Management Fees and Charges	(R 44 869)	(R 950 983)

<b>Net (deficit) surplus before special items</b>	<b>(R 108 487)</b>	<b>R 690 235</b>
Transfer to reserves	R 494 404	(R 72 073)
Net surplus / (deficit) for the year	R 385 917	R 618 162

Accumulated funds at beginning of the year	R 725 459	R 107 297
<b>Accumulated funds at end of the year</b>	<b>R 1 111 376</b>	<b>R 725 459</b>



# Become an Angel

Our monthly donors are the lifeblood of SAEP, click here to learn more.



## How can you donate

### Mercantile Bank

(International Donors)  
South African Education Project

Branch Code: 450905  
Account Number: 4000582046  
SWIFT: LISAZAJJ

### EFT

South African Education Project  
Bank: Nedbank (Rondebosch)  
Branch Code: 104809  
Account Type: Current  
Account Number: 103 062 5166

### GivenGain



### PayPal



### SnapScan



Contributions are tax-deductible under Section 18A of the Income Tax Act, 1962. In accordance with the Black Economic Empowerment Codes of Good Practice 2013, our donors can receive B-BBEE points for Socio-Economic Development (SED) category.

## Host a fundraising event or campaign

Motivate your friends and family to give to SAEP by hosting your own event. Throw a party or run a marathon to support children and youth who want to achieve big things in life. Contact us via [donate@saep.org](mailto:donate@saep.org) if you would like some help to get your event going.

### Amazon smile

Make SAEP USA a beneficiary on your card



### MySchool My Village My Planet

Make SAEP a beneficiary on your card



**Thank you for making a difference.**



[www.saep.org](http://www.saep.org)



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[donate@saep.org](mailto:donate@saep.org)



021 447 3610



Address: B15 Waverley Court 7 Kotzee Road, Mowbray, Cape Town, 7925.

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