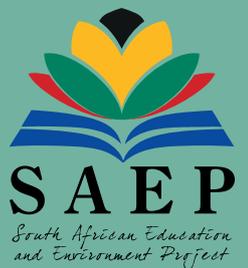


**IMPACTING  
BEYOND OUR  
BENEFICIARIES**

**SOUTH AFRICAN  
EDUCATION AND  
ENVIRONMENT  
PROJECT**

**ANNUAL REPORT  
2016**



# SAEP 2015 – 2017 STRATEGIC PLAN



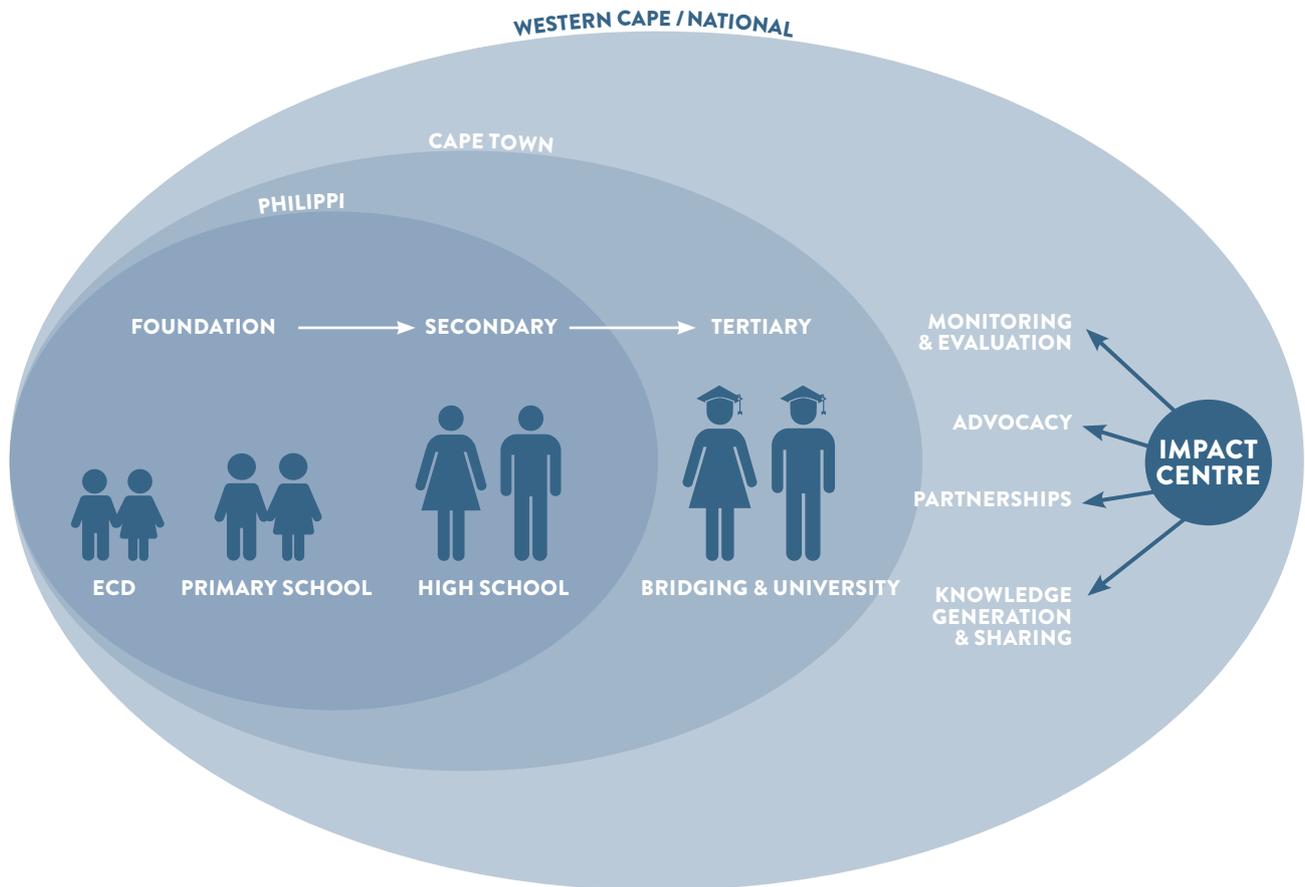
## VISION

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



## MISSION

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



## VALUES

- |                       |  |                              |  |
|-----------------------|--|------------------------------|--|
| Ubuntu                |  | Equality                     |  |
| Community Service     |  | Nurturing Growth             |  |
| Responsive Innovation |  | Environmental Responsibility |  |

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# CHAIRPERSON'S REPORT

**T**here's an African proverb which says "it takes a village to raise a child". At the same time, an educated and empowered child has the power to uplift a village. SAEP's impact at the individual level has a ripple effect through the community where we work, making Philippi a better place for future generations. After 20 years, the sustainability of our work thrives in this cycle.

The theme of this year's annual report is *impacting beyond our beneficiaries*. There are countless examples of how our work in education has buttressed a community on the rise. In 2016, we provided training and mentorship around early learning programmes, leadership and management to 40 ECD practitioners. This moved 8 ECD centres closer to becoming registered with - and subsidised by - the Department of Social Development. We also rolled out our full Siyakhathala Primary programme for the first time in 2016, working with 114 learners in grades 3 and 4 to improve their literacy levels. The impact of the programme reached beyond the learners, with committed relatives of our beneficiaries eagerly getting involved in our core *Learning Gym* component.

I would like to thank our Director, Jane Keen, and her dedicated team who have worked tirelessly over the past year to take our programmes to new heights. Their unwavering passion has made a real and lasting difference in the lives of our beneficiaries, the entire Philippi community and beyond.

I would also like to thank our committed funding partners for their ongoing investments in a better, brighter tomorrow for young South



Africans and their families. These investments have paid dividends: dividends in the form of the applications to tertiary studies, which all 56 of our Bridging Year students submitted in 2016; dividends in the form of our 14 Tertiary Support students who completed their studies last year. On average, only 2 in 10 learners in Philippi ever make it to university, let alone complete their degree. Your investments are bending this curve.

It takes a village, it takes bold leadership, and it takes the continued support from the entire SAEP family to achieve these results. I thank you all for the difference you have made.

Warm regards,

A handwritten signature in black ink that reads "Gemma Oberth". The signature is fluid and cursive, written over a white background.

Dr. Gemma Oberth

# DIRECTOR'S LETTER

One of the most exciting events in the SAEP calendar is a luncheon to celebrate with our new university graduates and to reflect on the journey that has brought them to this significant milestone. To illustrate the theme of this year's annual report -- impact beyond our direct beneficiaries -- I want to share with you how two of our 2016 graduates are now having a positive impact on the lives of others.

Melumzi Mzukwa joined SAEP in 2009, originally as a Hope Scholar. He went on to study Electrical Engineering at CPUT with the backing of SAEP's Tertiary Support programme and now has a full time job. Melumzi told us proudly that he is now able to begin realising a dream he has had for a long time – to build a new house for his aunt and grandmother, who have been his caregivers.

Chwayita Wenana joined SAEP's ADT Teach programme while at high school, then went on to UCT to complete a Bachelor of Social Science, majoring in organisational psychology and international relations. She is continuing with Honours studies this year and working part-time for SAEP - acting as a role model for our Hope Scholars learners. Chwayita says 'We all want to do great things because of the needs we see around us. I really appreciate the opportunity to make an impact in my own community through SAEP.' We are lucky to have her working alongside us.

While I get to share these success stories, many people have made them possible. First there are our beneficiaries themselves and their families, who worked so hard to achieve their goals and realize their dreams. Behind all we do are our Board Members, who shoulder responsibility for governance of SAEP and give tirelessly of their energies and resources.



Finally, there is our wonderful team of staff, volunteers, partners, tutors and mentors – and of course our very generous funders. Thank you to all of you.

Among the funders, I would like to single out SAEP-USA, our founding partner and oldest and most loyal funder. In the past two years, the SAEP-USA board members have contributed and raised one sixth of our budget, for which we are deeply grateful. Sadly, we had to say farewell to two long-standing individual donors, Bill Womble (USA) and Hjalmar Sorli (Norway), to whom we dedicate this report. Their legacies will live on through the many students who have benefited from their generosity.

Enjoy reading this report and its good news stories. If you are not already involved in SAEP, please consider joining our family by becoming a volunteer, mentor, partner or supporter. We would love to have you on board!

A handwritten signature in cursive script that reads "Jane Keen". The signature is written in dark ink on a light-colored background.

Jane Keen

# SAEP'S AMAZING SUCCESSES IN 2016

## EARLY CHILDHOOD DEVELOPMENT



**100%** of children were recorded to be of healthy growing weight and height



New bathrooms installed and classrooms repaired in 2 facilities

## SIYAKHATHALA PRIMARY

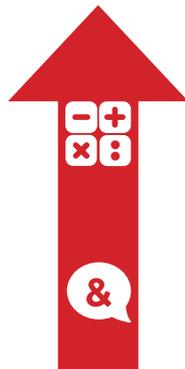


**87%** of grade 3 learners improved their literacy test marks by at least 1 code



**96%** of learners remained in the SP programme throughout the year

## HOPE SCHOLARS



Grade 9 Hope Scholars improved their maths marks by **5.7%** more than their school peers

They also improved their English marks by **3.3%** more than their school peers

## ADT TEACH



**97%** of ADT Teach participants passed matric



**67%** of these were bachelor passes

## ARTS OUTREACH

Drama learners made the finals at Artscape Schools' Drama Festival, for their own play



Learners' art was exhibited at the Studio Exhibition at the Iziko National Gallery



## BRIDGING YEAR



**61%** of students have already been accepted into tertiary studies (more expected during 2017)



Students improved on presentation skills by **17%**,



essay writing by **14%**,



and email use by **9%**

## TERTIARY SUPPORT



Celebrating **14** new graduates and **4** post graduate qualifications



**83%** overall course pass rate with



**12** course distinctions

# EARLY CHILDHOOD DEVELOPMENT PROGRAMME



By helping township crèches to become Early Childhood Development Centres of Excellence we are providing a sound foundation for children and their families in Philippi East.



**548** infants, toddlers and pre-school children



**40** principals and educators



**8** high-potential ECD centres

**W**hat is it like for parents in Philippi East who are looking for care for their young children while they go out to work or to look for employment? Most have no option but to use one of their nearby day-care centres run by dedicated but under-resourced social entrepreneurs. At most they can expect their children to be kept safe during the day, but they are unlikely to be provided with the stimulating activities necessary for early childhood development.

What if these parents could wake up each day knowing that their children would not only be kept safe but also receive nutritious meals and a high quality learning programme to develop important physical, mental and emotional skills? Our Early Childhood Development (ECD) programme is working to make this a reality.

During 2016 we began the process to help the eight newly selected educare centres to become Centres of Excellence, providing training and mentoring to principals on the requirements for state registration, and started on vital infrastructure upgrades.

Bonding and attachment sessions were run to improve the care and stimulation of babies and toddlers, and all centres were provided with a 'rapid impact' learning programme and toy resource kits, resulting in immediate positive changes for the children. Staff were trained on how to work with children with special needs, and their families were assisted through home-visits, and personalised interventions by an occupational therapist.

This holistic approach will have a lasting impact on the children who are fortunate enough to attend, their families and their broader community.

“SAEP did not come to help with the small stuff. They help with the big stuff. I see big visions now for my centre.”

Lillian Kunjunzwa, educator at New Born ECD centre

# SIYAKHATHALA

## PRIMARY PROGRAMME

**O**ur Siyakhathala Primary (SP) programme works with learners in grades 3 and 4, stimulating their interest in reading and helping them to improve their literacy during the challenging phase when they have to transition from learning in their home language to learning in English. But how do we amplify our 90 minutes a week with each child into something even more effective and long-lasting? Our solution is simple – we work with their parents and family members so that the children are encouraged and stimulated at home as well as during our after-school groups.

During 2016 we held a series of special meetings and workshops with parents and family members to strengthen relationships and to provide practical ways for them become involved in their children's education. Some of the parents responded so well that we even took on a few of the superstars to become trained as coaches during the afternoon sessions, and they now also act as 'educators' in their communities, creating a multiplier effect.

At the request of the school we also facilitated two social work support groups for grades 4 and 7 learners with behaviour problems. These children are now at far less risk of dropping out of school and becoming involved in drugs and crime, than they were at the start of the year, another positive for the community.



**114** Grade 3 and 4 learners



**35** social work group participants



**33** parents and caregivers



By involving caregivers in their children's education we ensure that learning continues within the home

I have encouraged [other parents] to assist their children to read using newspapers, cans and anything that has written words on.

Siyakhathala Primary programme parent

# HOPE SCHOLARS PROGRAMME



Home visits allow the Hope Scholars team to address household problems that negatively affect beneficiaries' learning

**W**e had the privilege of working with 140 intelligent, enthusiastic young people through our Hope Scholars programme in 2016. These grade 8 and 9 learners took part in our after-school tutorials as they worked towards improving their maths, science and English literacy. They also attended life skills classes, an environment camp, hikes, educational excursions and academic holiday workshops.

A lot more happened behind the scenes to help our beneficiaries to reach their full potential. Most of our learners live in densely clustered informal settlements, many apart from their biological parents. The children and their families are vulnerable to intense hardships, violence and environmental hazards, which negatively affect their abilities to learn at school. A large part of our programme energy goes into addressing these challenges, starting with home visits to assess learners' home circumstances and to see how we can support the family. If necessary, we refer to our in-house social worker or to specialist external agencies.

We also hold regular meetings with parents and care givers to encourage their involvement in the learners' education and to support their parenting. By building trusting relationships with the Hope Scholar learners and their families we are able to make a greater impact on the entire household and to improve engagement with the programme.



**140** learners in grades 8-9



**75** home visits

“Sometimes there are things we don't understand as parents. With your coming to our homes we understand, because you leave us with advice and guidance.”

Hope Scholars programme parent

# ARTS OUTREACH PROGRAMME

 **59** learners across 4 artistic disciplines (dance, music, art and drama)

**9** external performances and outings

**T**here's a reason our Arts programme contains the word outreach in its title – we use art as a vehicle to take learners beyond the classroom, out into their communities and towards inspiration in new environments. Our work in 2016 was no exception, as we saw our talented Arts Outreach learners eagerly making use of opportunities, attending stimulating movies and plays, and performing to their parents, peers and the wider community.

Our drama learners demonstrated their excellence by writing and performing their own play *Voicelless* at the Artscape Schools' Drama Festival, having been selected as one of 13 finalists out of 180 entries. A grade 11 learner was named one of the top 3 actors of the competition. Our marimba players performed at College of Cape Town's *Great Pillow Fight* and at SAEP's AGM, while the dancers performed at New Born Care Centre as part of our Mandela Day event. We are proud to report that some of our visual arts learners' work was included in the schools' section of the Studio Exhibition at the Iziko National Gallery. They also painted a mural at Bonisa Educare Centre, one of our ECD partner centres. It is part of their growing portfolio of community murals that continue to inspire others to beautify Philippi and to pursue their own creative interests.

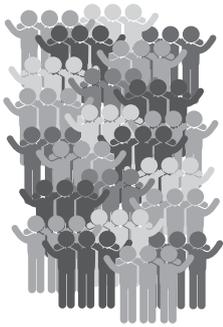
We are so grateful to SAEP for this beautiful work. We could not have afforded this without their help.

Mama Bonisa, Principal of Bonisa Educare Centre



Community murals like this one at Bonisa Educare Centre are the result of our Arts Outreach learners taking their passion beyond the classroom.

# ADT TEACH



**497** learners in grades 10-12 in **6** high schools in Cape Town and Johannesburg

**3,550** learners since the programme began

The communities in which ADT Teach works have little access to basic information and communications technology (ICT), especially compared to the more affluent parts of South Africa. Our ADT Teach programme combats this by exposing learners to a wide range of ICT skills, equipping them with essential skills for further study and employment. It also builds positive attitudes, confidence, communication skills and good time management.

In 2016 we took workplace preparation to another level when we participated in the *Bring a Girl Child to Work* campaign, during which our female ADT Teach learners spent a day job-shadowing employees at ADT. They were given tours of different departments and experienced the real world of work. This exposure is part of an essential process of developing connections that lead to greater chances of employment. The ADT staff were thoroughly energised by the initiative, and they were inspired by the learners' energy, enthusiasm and determination.

“At university I completed a module similar to ADT Teach, and I passed well, because of the help of ADT Teach.”

Innocent Sithole, ADT Teach alumnus from Tembisa, Johannesburg



Learners from our ADT Teach programme made full use of their job shadow experiences on *Bring a Girl Child to Work Day*

# BRIDGING YEAR

“I loved being of positive influence in other people’s lives.”

Ntshepiseng Monyane, BY student

**C**ommunity service and ubuntu are two of SAEP’s core values that cut across our programmes. It is for this reason that we facilitate a community service module as part of our Bridging Year (BY) programme, to help high potential students to enter into and excel in tertiary studies. In addition to other courses such as academic literacy, computer skills, critical thinking, career guidance and personal growth, students doing community service get the opportunity to experience first-hand the value of giving back to others, while also getting a taste of life in the workplace. In 2016 our students volunteered their time in a number of local community-based organisations working in the fields of health, sports, education, information technology and social development.

This has a positive effect on these organisations and the communities they serve, all of which appreciate the extra human resources to deliver their services. One of 2016’s BY students, Lusanda Mbayise, came into the programme with a shy personality and liked being in his own space. Through his community service at Boost Africa, a community computer centre, Lusanda was able to help their beneficiaries to improve their ICT skills, while also improving his own confidence and interpersonal skills. SAEP’s own Siyakhathala Primary programme also benefitted as 22 students took on the roles of Learning Gym coaches and worked directly with our grade 3 and 4 beneficiaries throughout the year. This had a knock-on effect of helping 114 learners to improve their literacy levels.



Bridging Year students’ involvement in community service projects helps the students to grow while also increasing the overall impact of the programme



**56** students



**28** community service placements

# TERTIARY SUPPORT PROGRAMME

**S**AEP's Tertiary Support (TS) programme's primary objective is to support students to thrive academically, socially and emotionally in higher education. Our work helps students to complete their courses on time, develop strong professional networks and become successful in their future employment. Students participating in the TS programme frequently amaze us with their drive and determination to succeed, and 2016 was no exception.

In 2016 Asiphe Funda was awarded the opportunity to participate in the South African Washington International Programme (SAWIP), which provides students with leadership training and the opportunity to participate in a 6 week internship in Washington D.C. As a 3rd year law student at the University of the Western Cape, Asiphe took the initiative to apply for SAWIP after reading about it in our programme newsletter, and she was invited to participate. With financial support from her mentor (who she was connected to via the TS programme) and the Rotary Club of Newlands, she was sponsored for the trip. Asiphe was inspired by her experience, which has stimulated her commitment to making a difference in African development. She has brought this passion back into her community and is already impacting on those around her. We are excited to see just how far Asiphe will go, and how she will create positive ripples around all the work she does in future!



**76** tertiary students



**14** students graduated

“This experience inspired a new focus in me to work towards finding sustainable solutions to conflicts on the African continent that continue to undermine economic development and prosperity.”

Asiphe Funda, Tertiary Support student



Tertiary Support programme students like Asiphe Funda are showing us who South Africa's future leaders are

# CROSS-CUTTING THEMES

## ENVIRONMENTAL EDUCATION

We encourage our beneficiaries' appreciation and awareness of the natural environment



**22** environmental excursions and hikes



**33** beneficiaries attended each excursion on average

## EMPOWERMENT OF WOMEN AND GIRLS

We ensure that our programmes are easily accessible and empowering for women and girls



**56%** female beneficiaries across SAEP



**72%** of Tertiary Support students are women



**78** programme workshop hours that engaged with gender issues

## MENTORING AND COACHING

Coaching supports ECD principals to achieve their goals and to develop their centres

Mentoring helps learners and students to reach their academic, career and personal goals



**8** ECD principals received regular coaching



**66** active mentor-mentee relationships in our post-matric programmes



**80** learners participated in our Buddies initiative (Hope Scholars supporting primary school learners)

## CHILD PROTECTION

We ensure that all our programmes promote strong child protection practices



**5** child protection sessions



**13** protective behaviours sessions



**2** puppet shows on protective behaviours

## SOCIAL WORK

Our social worker provides psycho-social support for our beneficiaries and their families



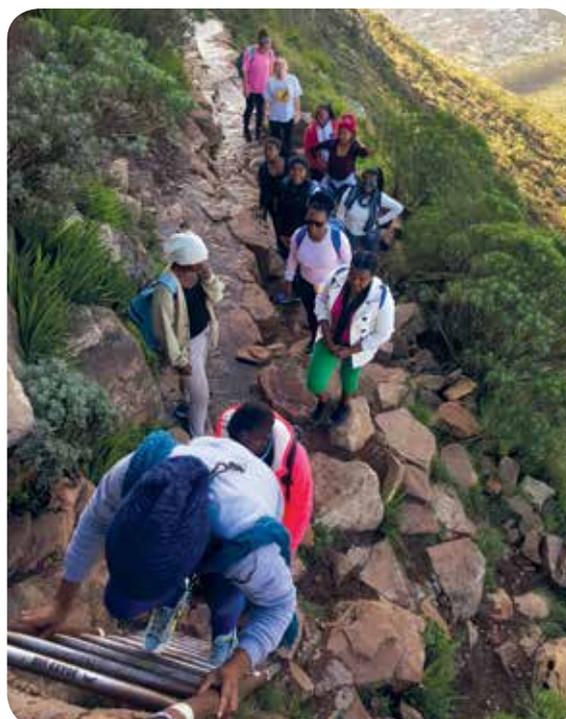
**50** social work cases with an average of over 2 sessions each



**56** group work sessions



**84** home visits



Hikes give our beneficiaries the opportunity to develop an appreciation for the natural environment

# IMPACT CENTRE

## OVERVIEW

The Impact Centre (IC) is a unit within SAEP that supports learning and impact by improving our ability to respond to educational challenges and deliver effective programmes.

## MONITORING AND EVALUATION

In 2016 the IC entered the second year of a three year monitoring and evaluation plan. We made significant strides in integrating our systems, with improved data gathering from the field using android apps. While this helped us gather greater quantities of data we also recognised how essential it is to get detailed quality feedback from our beneficiaries, so we also conducted focus groups with both Bridging Year and Hope Scholars learners. We also started a long term alumni survey, and began to implement an exit survey in order to better understand and respond to those who leave our programmes before completion.

## RESEARCH AND KNOWLEDGE SHARING

Stronger research improves the theoretical grounding for SAEP's programmes and can help to strengthen organisational programme theory. In 2016 the IC assisted Amandla Development in the generation of the Philippi Report Card, through which we were able to highlight many of the educational challenges for young people in Philippi. Recent research has focused on the necessity of early interventions, and so we completed a literature review for a new primary school assessment tool in partnership with UCT Masters Development Studies students. Keeping abreast of developments in education can be challenging, and so the Impact Centre sent out 16 education media updates throughout the year. Finally, in order to disseminate observations from the field three SAEP practitioners wrote op-eds for national newspapers on Career Guidance, Fees Must Fall and Learning to Learn.

## ORGANISATIONAL DEVELOPMENT

The quality of SAEP's work depends on skilled practitioners being well informed, and able to make good judgement calls. In order to strengthen staff insight and understanding of the educational environment, the Impact Centre ran 9 'coffee conversation' staff dialogues, which promoted informed discussion on topics such as the Annual National Assessments, Gender in Education, and Racism. In addition, the IC organised in house training to develop staff skills through workshops on Excel, Salesforce, and counselling. The IC also hosted and supported the Education Fishtank, a monthly presentation and discussion forum on topical issues with experts in the education sector.

## CONSULTING

The consulting arm of SAEP was launched halfway through 2016, with the Impact Centre taking on several clients and assisting with the development of database and monitoring and evaluation tools. This new initiative is enabling us to strengthen other non-profit organisations while also generating income to subsidise our programmes.



Impact Centre staff and volunteers play a vital role in continuously improving SAEP's programmes

# THE EDUCATION LANDSCAPE 2016

**E**ducation remains the pivotal issue for South Africa's future. In 2016 often violent university student protests sought a reduction in or the wholesale elimination of fees, as well as improved housing, transformation of staff and curriculum, and other reforms. Many academic programmes were severely disrupted for the entire year. As a result, however, registration fees which barred access for the poorest of students were reduced or eliminated. More funds were made available for student bursaries and loans, and there was a temporary freeze on fee increases. This was not without cost however, as universities were forced into cutting programmes and staff to balance their budgets, and students were delayed in writing exams, graduating and registering in the new year.

Tertiary institutions are only the last stage of a troubled education system. University students were not the only group to grab headlines last year. At the school level, there were protests involving language as the medium of instruction, restrictions on hair styles, as well as litigation challenging the failure of government to satisfy legally binding norms and standards in the delivery of water, electricity and toilets. Collective dissatisfaction with the state of education is palpable and the gaps between policy and practice remain intimidating. On the positive side the Department of Higher Education is making efforts to improve the quality of Technical Vocational and Training Colleges, and to develop a more coherent university application process.

A significant gap in protests was from the ECD sector



2016 was not smooth sailing in South Africa's education system, with many obstacles still standing in the way of quality education for learners and students

which is severely underfunded compared to other stages of education. If pre-school children had a voice and could comprehend how their education is being compromised at such an early stage they would no doubt be competing with the university students for resources. Fortunately, the Department of Basic Education has indicated increased commitment to early childhood education including grade R, and the "read to lead" campaign, which we hope will result in greater funding forthcoming.

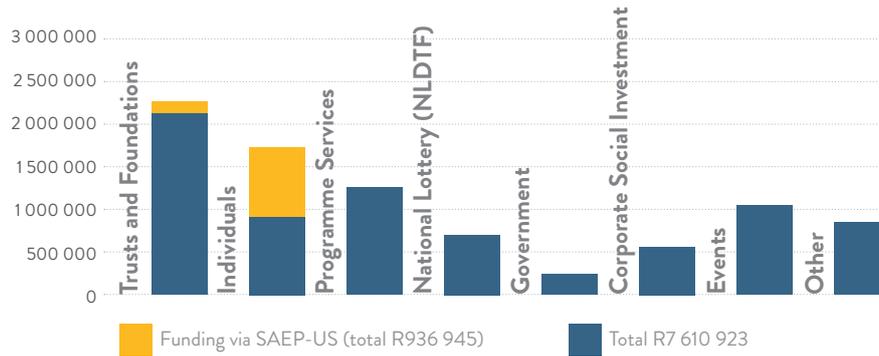
In Philippi, the focus of our ECD and school programmes, the Philippi Report Card indicates that our learners (like most children across the country) still have the education odds stacked against them. For them to realise their dreams of a better future there is an ongoing need for social impact organisations such as SAEP to remain active change agents.

# FINANCIAL STATEMENTS

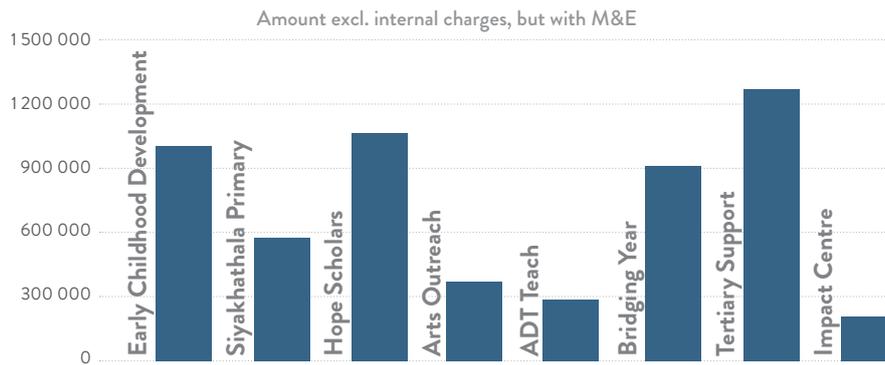
STATEMENT OF FINANCIAL POSITION AT 31 DECEMBER 2016		2016	2015
		R	R
<b>ASSETS</b>			
Property and Equipment		R100 458	R133 944
Current assets		R3 689 871	R3 887 273
	Receivables	R128 156	R313 834
	Deposits	R275 263	R54 462
	Cash and cash equivalent	R3 286 452	R3 518 977
<b>TOTAL ASSETS</b>		<b>R3 790 329</b>	<b>R4 021 217</b>
<b>EQUITY AND LIABILITIES</b>			
Capital and reserves		R3 775 489	R3 908 833
	Stars Award	R69 180	R137 340
	National Lottery Distribution Trust Fund Reserves	R539 032	R172 390
	Other Specific Programme Reserves	R2 002 588	R3 010 898
	Accumulated Funds	R1 164 689	R588 205
Current liabilities		R14 840	R112 384
<b>TOTAL EQUITY AND LIABILITIES</b>		<b>R3 790 329</b>	<b>R4 021 217</b>
<p>“Other Specific Programme Reserves” were received for specific purposes and/or projects and had not been fully applied to these purposes during the year under review.</p>			

STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED 31 DECEMBER 2016		2016	2015
		R	R
<b>INCOME</b>		<b>R8 547 869</b>	<b>R9 473 292</b>
Donations received		R4 517 753	R6 428 572
Interest received		R206 580	R212 959
Fundraising events and other		R1 657 595	R751 274
Government grants		R226 707	R489 868
National Lottery Distribution Trust Fund		R691 516	R397 284
Programme Services		R1 247 719	R1 193 335
<b>EXPENDITURE</b>		<b>R8 681 213</b>	<b>R8 913 224</b>
Programmes services		R7 900 856	R8 354 879
Support costs		R1 754 896	R1 718 700
Fundraising		R923 490	R749 906
Monitoring and Evaluation		R506 212	R389 760
Less: Management fees and charges		– R2 404 241	– R2 300 021
Net surplus before special items		– R133 344	R560 068
Transfer to reserves		R709 828	– R612 985
Net surplus for the year		R576 484	– R52 917
Accumulated funds at beginning of year		R588 205	R641 122
<b>ACCUMULATED FUNDS AT END OF THE YEAR</b>		<b>R1 164 689</b>	<b>R588 205</b>
<p>Where necessary, comparative figures have been adjusted to conform with any changes in presentation in the current year.</p> <p>The organisation registered as a VAT vendor on the 7<sup>th</sup> October 2015. All the 2015 year-end expenses are reflected inclusive of VAT. For the current financial year, expenses have been reflected net of VAT where applicable.</p>			

## INCOME BY FUNDER TYPE (ZAR)

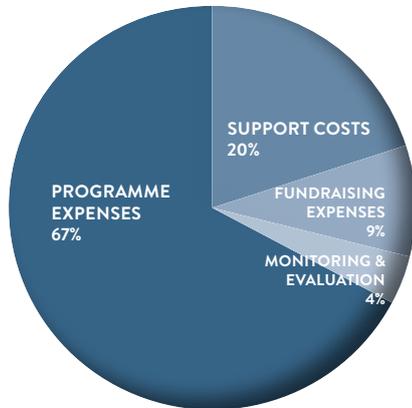


## SPENDING BY PROGRAMME\* (ZAR)

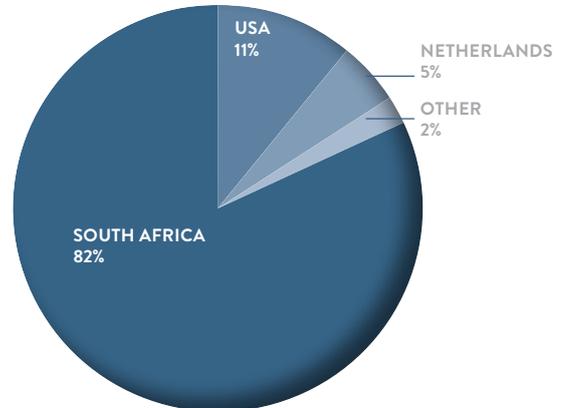


\* An additional ZAR 464 968 was administered for partnership projects

## SPENDING BREAKDOWN



## INCOME BY COUNTRY



## AUDITOR'S OPINION

"In our opinion, the Annual Financial Statements present fairly, in all material respects, the financial position of the Organisation as at 31 December 2016, 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 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 2016 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 2016 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

# PARTNERS FOR

# 2016

## EARLY CHILDHOOD DEVELOPMENT PROGRAMME

Andiswa Gaika, Occupational Therapist  
Breadline Africa  
Caroline Sullivan, Play Therapist  
City of Cape Town Social Development & ECD Department  
Department of Social Development  
Inclusive Education South Africa  
Injongo, Rotary Club of Claremont  
Joint Aid Management International  
Protective Behaviours - Australia  
Uhambo Foundation  
Unlimited Child  
ECD Centres: Thandolwethu, Isalathiso, Sunshine, Love and Faith, Luntu, Bonisa, New Born, Sithembele, Ntabesenayi, Sakhuxolo

## SIYAKHATHALA PRIMARY PROGRAMME

Bibliodef South Africa  
Lunchbox Fund South Africa  
Siyazakha Primary School

## HOPE SCHOLARS PROGRAMME

FunDza Literacy Trust  
Mosaic – Training Service & Healing Centre for Women  
Sophumelela Senior Secondary School  
Ukufunda Education Consulting  
Cape Town Environmental Education Trust – Zeekoevlei Environmental Education Centre  
Zisukhanyo Senior Secondary School

## ADT TEACH

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

## TERTIARY SUPPORT PROGRAMME

Mentors  
Rotary Club of Newlands  
Soroptimist International, Cape of Good Hope  
Thomson Reuters

## ARTS OUTREACH PROGRAMME

Artscape (Schools' Drama Festival)  
Baxter Theatre (Zabalaza Festival)  
College of Cape Town  
Homeless and Poor People's Initiative (HAPPI)  
Iziko National Gallery  
Unlimited Child  
Rosebank Theatre

## BRIDGING YEAR PROGRAMME

Harambee  
False Bay College  
NYDA 2<sup>nd</sup> Chance Programme  
LEAP Maths and Science School  
Pace Careers  
TSiBA  
Africa Unite  
Digi-bytes  
Interface: Employee Financial Solutions (sponsored by Capitec)

## IMPACT CENTRE

UCT Development Studies Masters course  
Education Fishtank  
Ubunye, UCT

## OFFICE MANAGEMENT AND HR

Oasis Association  
Trust Law  
Werksman's Attorneys

## ACROSS PROGRAMMES

4Exchange  
Amandla Development  
Cape Union Mart Hiking Club  
Cape Peninsula University of Technology  
Connect-123  
Currencies Direct (Finances)  
If I Could...  
JDI Foundation (Fund raising)  
Mountain Club of South Africa  
University of Western Cape  
University of Cape Town

# TEAM

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Siseko Tyabazeka Hope Scholars Programme Science Tutor  
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Susie Taylor-Alston SPP Curriculum, Research & Support  
Sydney Shearer Monitoring and Evaluation Coordinator  
Tara Appalraju ECD, SPP, Arts & HSP Programmes Manager  
Tracey Appollis Monitoring and Evaluation Coordinator  
Veronica Bavuma English Teacher  
Vuyiswa Tyhaliti Receptionist & Office Assistant

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Annalisa Vicente  
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Zizipho Cotiyana

# CAMPAIGNS & HOW TO DONATE

“Money is like manure; it’s not worth a thing unless it’s spread around encouraging young things to grow.”

Thornton Wilder

## HOW TO DONATE

Via EFT to SAEP’s South African bank account, please include your **FIRST INITIAL** (or first name if there is space) and **SURNAME** 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**<sup>1</sup> from anywhere in the world. Visit [www.givengain.com/cause/3537/](http://www.givengain.com/cause/3537/)

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

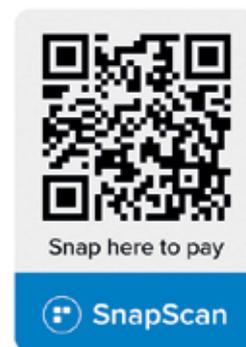
<sup>1</sup>Note: All donations received online through GivenGain will be subject to a processing fee, equal to a small percentage of your gift. To guarantee that 100% of your donation reaches SAEP, the best way to give is by EFT.

## BECOME AN ANGEL & SUPPORT A TERTIARY STUDENT

Our regular donors are the lifeblood of SAEP. We have launched a new campaign to increase support for our tertiary students. Your monthly gift of R200 will go directly to students’ living expenses! Learn more at [saep.org/angels](http://saep.org/angels)

## DONATE RIGHT HERE, RIGHT NOW USING SNAPSCAN

Go on – try it!



## HOLD YOUR OWN EVENT OR CAMPAIGN

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

## B-BBEE POINTS

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

# DONORS & SUPPORTERS

— OUR DONORS ARE HEROES TO OUR BENEFICIARIES —

Thank you so much for helping children and youth to reach  
their full potential in 2016!

A Taylor, ADT Security (Pty) Ltd, Alexander Forbes Financial Services, Alice Chambers, Alison Ferguson, Amazon Smile, Amelia Kriel, Andile Nqoko, Andile Whitehead, Andreas Österberg, Andrew Volk, Austin Atteberry, Beatrix Trish Katzeff, Ben Willis, Bethany Ehlmann, Betterplace.org, Bev Haddad, Birgitt Benade, Bishops Diocesan College, Brian Kilbey, Campbell Foundation, Candace Debnam, Cape Union Mart Hiking Club, Cara Swanepoel, Charles Elkins and Betsy White Elkins, Chris Belhorn, Colleen Jackson, Coronation Fund Managers, Craig Hazelton, David Grimsted, David Tabb, Direct Axis, Douglas Foster, E R Tonnesen Will Trust, Ed and Jessica McCarter, Ed C. D. Gordon, Ed Pleasants, Elena Swartz, Emlyn Flint, Emma Jean and Barry Bowman, Emma-Louise Hudson, Erin Hall, Esther Schubert, Eurotiles, Florence Chikurunhe, Frances Farrell, Friends of Mandela Rhodes Foundation USA, Gemma Oberth, Gene Foster, Georgie Higgins, Gerald West, Gilander Foundation, Gina and Karl Leinberger, Graham and Rhona Beck Foundation, Grand Gaming, Guru Krishna, Guy Briggs, Helen Binckes, Helena Duk, Hjalmar and Sanna Sorli, Ian Liddle, Inge Heckel, Isabel Essen, Isa-Lee Jacobson, J Morris, Jalna Schumann, James Bonner, Jane Keen, JDI Foundation, Jeffrey Dobrinsky, Jennifer Beattie, Jenny Mulder, Jerry L McAfee, Jessica Sefolo, Jill Wright, John and Barbara Morrison, Judith Briggs, June Fourie, Kate Robey, Katherine Zellner, Kayin Scholtz, Khanyo Seyisi, Kim Taylor, Kirsten McIntosh, La Bottega, Leanne Allison, Liza Penn, Maaiké Duk, Manoshan Pillay, Mary Jo Deering, Mary-Ann Stubbs, Megan Lappin, Meghan Santella, Michaella Munyuzangabo, Morag Naylor, Mountain Club of South Africa (MCSA), MP Jackson, MySchool, Neville Chester, Nick Hennessee, Nik Rabinowitz, NLDTF Distributing Agency for Arts, Culture and National Heritage, Noah Reynolds, Noluyanda Roxwana, Norman Wevell Trust, Nussbaum Foundation, Oppenheimer Memorial Trust, Pat & Shelley Higgins, Patricia Cuning, Percy Fox Foundation, Pickey Dass, Pick'n'Pay Smart Shopper, Porticus, Priscilla Oliver, R Van den Linden, Rialto Foods, Roberto Pharo, Roland and Margaret Myers, Rotary Club of Claremont, Rotary Club of Newlands, SAEP USA, Sally Iadarola, Sally Mills, Sandy van Hoogstraten, School for International Training (SIT), Scott Hollier, Shelley Simonsz, Shep Willis, Shiela Yabo, Sisi & Savita Charitable Trust, Soroptimist International Cape of Good Hope, STARS Foundation, Stephanie Esterhuysen, Stephen Granger, Ster Kinekor, Swami Vidyananda, Tara Appalaraju, Tarryn van der Hoek, Tate Foster, Tessa Welch, The Hussar Grill, Unicef, Veritas Wealth Management, Vinbag (Pty) Ltd, Wenhold Family Trust, Western Cape Community Chest, Western Cape Department of Social Development (DSD), Wings of Support, Wilba Hussey, Zandile Mahlasela.

We don't have space for all of you. Please know that we are incredibly grateful if you donated to SAEP via the Cape Town Cycle Tour, Cableway Charity Challenge, My Fair Lady and Pub Quiz events.



MAKE A DIFFERENCE.  
DONATE TODAY.



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