

2024 Annual Report

*Impact,
innovation,
and
transformation*





Transforming Early Learning, Strengthening Families, and Building Sustainable Futures

In 2024, the **South African Education Project (SAEP)** marked another year of **transformative progress**, strengthening education systems, expanding **parental support**, and deepening its impact across **Early Childhood Development (ECD), Primary school and High School Support**.

Guided by a **bold and strategic vision**, SAEP remains committed to unlocking the potential of children and youth in **marginalized communities** by ensuring that the foundation of education is **strong, sustainable, and inclusive**.

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Chairperson's Report

It is with great pride and a deep sense of gratitude that I present the Chairperson's Report for the South African Education Project (SAEP) for the year 2024.

This year, SAEP continued to stand as a beacon of hope and resilience in the Philippi community and beyond. In a country where access to quality education remains deeply unequal, our work is more critical than ever. Through our core learning programmes, we provided more than just academic support - we created spaces of possibility. Our holistic model, which combines academic enrichment with life skills, psycho-social support, and experiential learning, nurtures not only learners' minds but also their confidence, wellbeing, and sense of purpose.

Throughout 2024, our organisation reached key milestones. We served hundreds of learners, from early childhood to high school, each with tailored interventions to meet their specific needs. Our team of passionate education specialists and social workers worked tirelessly to ensure that every young person in our care was seen, supported, and given the tools to thrive - both in the classroom and in life.

Like many organisations working in underserved communities, we continued to face structural and economic challenges. Yet, through strategic partnerships, generous donor support, and prudent financial management, SAEP remained steadfast and adaptable. Our ability to deliver high-impact programmes is a testament to the dedication of our staff, the trust of our stakeholders, and the resilience of the communities we serve.

One of the most significant developments this year was welcoming our new Executive Director, Glenda Shupinyaneng. Glenda joined SAEP during a time of considerable change, and under difficult circumstances, she demonstrated unwavering commitment, a calm and inspiring leadership style, and a deep passion for people. Her ability to rebuild and energise the team, forge new partnerships, and steer the organisation toward a more focused and sustainable future has been truly commendable. I would like to thank Glenda for her fantastic, dedicated work. Her arrival has brought fresh

ideas, renewed energy, and valuable networks - all of which are already bearing fruit.

To our team: thank you for showing up with heart every single day. To our donors, partners, and friends: thank you for believing in us and in the power of education to transform lives. And to the young people we serve: thank you for inspiring us daily. Your determination in the face of adversity affirms the importance of what we do and reminds us that the promise of a better future is very much alive.

Looking ahead, we remain focused on delivering high-quality, high-impact programming and deepening

With Glenda at the helm and a motivated team by her side, I am confident that SAEP is well-positioned for a future of growth, resilience, and transformational impact.

With gratitude,

Isabel Essen

Chairperson of the Board
South African Education Project (SAEP)



Reflections from the Executive Director

2024 was a year of profound purpose, challenge, and growth for the South African Education Project (SAEP). As I stepped into the role of Executive Director, I was deeply moved by the unwavering commitment of our team, the resilience of the Philippi community, and the shared belief that education can and must transform lives.

Throughout the year, SAEP reaffirmed its mission to unlock potential, strengthen education systems, and advocate for equity. In a context where access to quality education is still shaped by structural inequality, our presence across early childhood centres, schools, and family homes was more than a service it was a statement of hope.

We celebrated meaningful milestones: unregistered ECD centres gaining formal recognition, learners overcoming literacy barriers, and families growing stronger through psycho-social support. Each success, no matter how small, represented a step toward a more just and inclusive society.

Of course, this journey was not without its challenges. We navigated a complex landscape marked by funding pressures, capacity gaps, and persistent social inequalities. But even in the face of these obstacles, SAEP showed remarkable

adaptability. Our team met each moment with creativity, compassion, and courage proving that our work is not only impactful but also deeply rooted in community trust.

What I found most humbling was witnessing the collective spirit that drives SAEP. Our staff, board, volunteers, and partners consistently showed up with heart. And the young people we serve are brilliant, determined, and full of promise, reminding us why this work matters so deeply.

To our donors and supporters: your belief in us fuels every breakthrough. Thank you for investing in change that lasts.

Looking ahead, we are embracing a bold vision, one that centres innovation, sustainability, and scale. We know the road ahead will not be easy, but we are ready. Because we are not just running programmes we are shaping futures, nurturing potential, and building a legacy of opportunity.

With gratitude and resolve,

Glenda Shupinyaneng
Executive Director
South African Education Project (SAEP)

*Here's to another year of impact,
innovation, and transformation.*



Strengthening Foundations for Young Learners

In 2024, SAEP deepened its commitment to Early Childhood Development, ensuring that young learners receive the strong foundation they deserve. Through dedicated support and collaboration, we have:

Strengthened
206 ECD centres,
creating nurturing
spaces for early
learning.

Reached over
5,000 children,
providing access to
quality early
education.

Managed
**52 active
psycho-social
support cases,**
ensuring vulnerable
children receive the
care they need.

According to the Department
of Basic Education (DBE),
children who participate in a
quality ECD programme are
60% more likely to complete
primary school and twice
as likely to enrol in tertiary
education compared to those
who do not.

Capacitated
**650 ECD
practitioners,**
equipping them with
essential skills and
knowledge.

Engaged
150 parents
in our Parental Family
Strengthening – Safe and
Thriving Program,
fostering a supportive
home environment.

Every number tells a
story of an impacted
child thriving in the
classroom, an ECD
practitioner growing in
confidence, and a family
empowered to support
their child's future.

*Investing in early
childhood development is
the most powerful investment
in human capital that a
country can make.*

James Heckman, Nobel Laureate in Economics



Early Childhood Development: Laying the Foundation for a Brighter Future

The early years of a child's life are the **most critical for cognitive, emotional, and social development**. SAEP's holistic approach to ECD ensures that **centres, educators, and families** receive the support they need to provide **high-quality early learning experiences**.

This year, SAEP has played a pivotal role in:



Improving Infrastructure

Creating safe, child-friendly learning environments that promote creativity, exploration, and engagement.



Registration & Compliance

Ensuring that ECD centres meet regulatory standards to access critical government subsidies and support from the Western Cape Education Department.



Capacity Building

Empowering ECD practitioners with foundational curriculum knowledge, financial literacy, and administrative skills to manage centres effectively.



Parental Support & Home Visiting

Strengthening families through parenting workshops, home visits, and mentorship, recognizing that parents are a child's first teacher and key drivers of early learning success.



Psycho-social Support

Providing mental health and trauma-informed care for children, ECD practitioners, and parents, ensuring that every child has the emotional resilience to learn and grow.

Early Learning Outcomes Assessment: Identifying Critical Gaps in Development

SAEP conducted an Early Learning Outcomes Measure (ELOM) assessment in Philippi's Early Childhood Development (ECD) centres to evaluate children's readiness for formal schooling. The results highlighted urgent developmental gaps that pose significant challenges to early learning:



Literacy and Language:

Only 39% of children meet expected milestones, leaving a critical gap in foundational skills needed for future learning.



Numeracy:

Just 41% of children demonstrate age-appropriate mathematical understanding.



Cognitive and Fine Motor Skills:

Nearly 30% of children are falling behind—often due to malnutrition and limited access to educational resources.

These figures represent more than statistics; they reflect barriers preventing children from entering school ready to learn and succeed.



Without intervention, these challenges reinforce cycles of poverty and limit children's future opportunities before they even begin school.

Why Philippi Needs Urgent Intervention

Despite its resilience and strong community spirit, Philippi remains one of the most underserved areas in early childhood education. Many ECD centres struggle with limited resources, untrained staff, and non-compliant infrastructure, leaving thousands of young children without the support they need to thrive. Key challenges include:



Underqualified Caregivers

74% of ECD practitioners lack formal Early Childhood Development training, impacting the quality of education and care.



Nutritional Gaps

Persistent malnutrition affects children's cognitive development, concentration, and physical well-being.



Insufficient Facilities

Many centres do not meet compliance standards, preventing access to critical government subsidies and support.



Stories of Success

Building Strong Foundations for Success

In Early Childhood Education, a strong start leads to a lifetime of learning. SAEP has made transformative strides in Pre-Grade R classrooms, ensuring young learners are well-prepared for Grade R.

Over the past year, 240 Pre-Grade R practitioners participated in an intensive 4-day in-service training, equipping them with the expertise to implement the National Curriculum Framework (NCF) effectively. This was further reinforced with in-class mentorship, helping educators put their new skills into practice. Recognizing the importance of inclusive education, 64 practitioners also completed a Diversity and Inclusion training, enabling them to identify early learning barriers and promote disability awareness.

These initiatives have redefined early learning environments, creating engaging, nurturing, and inclusive classrooms where children can develop a love for learning from the very start. One practitioner expressed:

*Before, I didn't fully understand how to support children with learning difficulties.
Now, I feel equipped to help every child succeed.*

New Beginnings Educare



”

With every trained ECD practitioner, another classroom of children gains the opportunity to thrive, setting the stage for a brighter future.

Unleashing Creativity: SAEP's Toy-Making Workshop



Resource constraints should never hinder a child's right to play and learn. SAEP's two-week Toy-Making Workshop provided ECD practitioners with hands-on skills to craft educational toys using recycled and affordable materials.

Practitioners learned how to create toys that enhance cognitive, emotional, and motor development, as well as how to track developmental milestones for children aged 0 to 36 months. One practitioner shared,

I never realized how powerful simple, handmade toys could be in a child's learning journey. Now, I can create tools that truly make a difference.

Imizamo Yethu Educare



This initiative has boosted practitioner confidence in delivering engaging lessons, reinforcing that innovation and impact do not require expensive resources—just dedication and creativity



From Unregistered to Unstoppable: A Child's Journey to Education

In the heart of Philippi's Eyadini community, a four-year-old boy's struggle for education shed light on the deep-seated socio-economic challenges that many families face. Born to an undocumented mother battling health issues and a father relying on sporadic jobs, his education was constantly disrupted by poverty and instability.

When Pretty Little Flower ECD noticed his frequent absences, SAEP's social worker, Nomgcobo, intervened. What she discovered was a family on the brink, struggling to afford even the most basic necessities, let alone school fees. Understanding the urgency of the situation, she worked with the school to waive registration requirements and fees, ensuring the child could continue his education without barriers.

But the support didn't stop there. SAEP provided food parcels and essential supplies, helping to stabilize the family's circumstances so the child could focus on learning rather than survival. Recognizing that systemic change was needed, Nomgcobo also began the difficult task of tracing the mother's relatives to secure her South African citizenship, a step that could break the cycle of poverty and unlock new opportunities for the entire family.

This young boy's story is more than just one of hardship, it's one of hope, resilience, and transformation. It exemplifies SAEP's belief that education is a right, not a privilege, and that no child should be left behind due to circumstances beyond their control.

Through dedication and holistic support, SAEP continues to turn obstacles into stepping stones, proving that one intervention can change the course of a child's future—one learner, one family, and one community at a time.



Psycho-social Support Impact 2024

A child's early years lay the foundation for their future well-being, yet many face challenges that threaten their safety, growth, and emotional health. The Psycho-social Support Impact Report – 2024 reflects the urgent need for intervention, ensuring that children, parents, and ECD practitioners receive the support they need to thrive.

| | | |
|------------------------------|---|------------|
| Parental Workshops | Equipping parents with positive parenting skills | 210 |
| ECD Visits | Follow-ups on child neglect, abuse & special needs cases | 46 |
| Office Interviews | One-on-one psycho-social support for parents & children | 46 |
| Home Visits | Direct support & intervention at home | 8 |
| Hospital Visits | Urgent medical check-ups for at-risk children | 4 |
| Mental Health Support | Access to new mental health programs | 63 |
| Placement | Family at risk placed in safe shelter | 1 |
| DSD Visits | Case intervention support from the Department of Social Development | 2 |
| SAPS Visits | Law enforcement intervention for child protection | 1 |
| Active Cases | Ongoing psycho-social support cases | 12 |
| Closed Cases | Successfully resolved cases | 49 |

ECD practitioners are at the frontline of child development, yet they often navigate overwhelming stress, trauma, and burnout—factors that, if left unaddressed, can impact the quality of care children receive. By equipping them with mental health tools, one-on-one consultations, and ongoing support, we empower them to create safe, nurturing learning environments where children can flourish.

For parents, psycho-social interventions provide critical guidance in positive parenting, child protection, and mental well-being—reducing risks of neglect and strengthening family bonds. Every home visit, hospital referral, and SAPS intervention represents a step towards breaking cycles of abuse and ensuring vulnerable children are safeguarded.

Through targeted support, SAEP is not only addressing immediate needs but fostering resilient communities where children grow up in environments of care, stability, and opportunity. This is more than just an intervention, it's a commitment to changing lives for generations to come.





*We are committed
to unlocking the potential
of children and youth in
marginalized communities
by building a strong,
sustainable, and inclusive
foundation for
education.*

Primary School: Siyakhathala Programme

The Siyakhathala Literacy Programme for 2023-2024 has demonstrated significant progress in enhancing literacy education for both teachers and learners. Over the course of the program, we have successfully implemented a transformative approach that includes workshops, in-classroom mentoring, and resource provision, yielding positive outcomes in six primary schools across Philippi.

| Programmes | Activities | Learners | |
|---------------------------------------|--|----------|-------|
| | | 2023 | 2024 |
| Environmental Education | Hikes, Camps, Eco-literacy, Eco-Schools. | 318 | 395 |
| CAPS Aligned Environmental Excursions | Kirstenbosch National Botanical gardens, Two Oceans Aquarium, Shark Education Centre, Table Mountain Park, Cape Flats Nature Reserve | 313 | 634 |
| Workshops | Arbor-day, Indigenous greening, Wetland Day, Environmental Day, World Water Day, World Endangered Species Day, Careers. | 82 | 362 |
| TOTAL | | 713 | 1 391 |



Increased Reach

The programme expanded from 3 schools and 21 teachers in 2023 to 6 schools and over 40 teachers in 2024.

**8 teacher workshops,
12 workshops for learners
Eco Literacy**



Primary School: Environmental Education Programme

Celebrating Young Authors: Nurturing Creativity Through SAEP's Eco-Literacy Project

In the vibrant classrooms of Vukani Primary School, a moment of joy and pride unfolded as SAEP, through its Siyakhathala Programme, honoured the exceptional young authors of the 2024 Eco-Literacy Project. This initiative empowered learners to explore creative writing and storytelling, culminating in an inspiring celebration of their achievements.

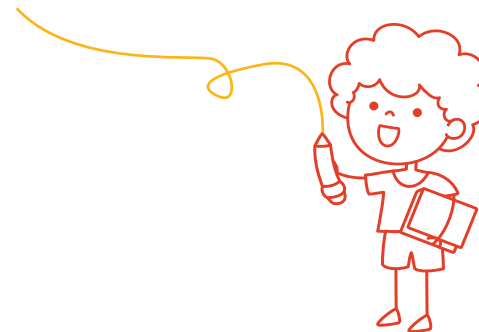
At the event, each learner proudly received a personal copy of their published booklets, featuring their non-fiction and fiction works. Certificates of

achievement recognized their dedication, creativity, and growth as budding writers. The project not only highlighted their incredible talent but also fostered confidence, self-expression, and a deeper appreciation for storytelling.

SAEP is immensely proud of these learners and their inspiring contributions. This initiative underscores the transformative power of nurturing young voices, encouraging a lifelong love of reading, writing and learning.



Congratulations to Vukani Primary's young authors—your stories inspire us all!



Growing Minds in Nature: A Transformative Kirstenbosch Experience

SAEP took 120 eager learners from Kwa-Faku Primary School beyond the classroom and into the heart of nature at Kirstenbosch Botanical Garden, creating an unforgettable learning adventure. This hands-on experience exposed students to South Africa's breathtaking biodiversity, deepening their appreciation for conservation and the environment. Wandering through lush trails and towering canopies, the learners engaged in interactive sessions, thought-provoking discussions, and immersive activities that brought science to life. They didn't just learn about nature, they experienced it firsthand, discovering the intricate connections between plants, ecosystems, and the future of our planet.

More than just a field trip, this initiative planted seeds of environmental stewardship, inspiring young minds to take an active role in protecting South Africa's natural heritage. Through experiences like these, SAEP is shaping future conservation leaders, fostering a generation that not only understands nature but is committed



This excursion was an eye-opener for our learners, SAEP's initiative has ignited a passion for nature and learning.

Mrs. Mabuza, a teacher at Kwa-Faku Primary.

to safeguarding it. "We're proud to nurture the next generation of innovators and environmental leaders," said Ntombokholo Mpondo, Environmental

Education Intern. "Experiences like this don't just educate—they empower young people to change the world."

Restoring Balance: Vukani Primary Learners Take Action for Wetlands

In a powerful display of environmental activism and community care, Vukani Primary School joined forces with South African National Parks, Table Mountain National Park, and the City of Cape Town to mark World Wetlands Day with an impactful clean-up in Masiphumelele.

Armed with determination and a shared vision for a cleaner, more sustainable future, our young learners stepped into the wetlands—not

just to remove waste, but to take a stand for both people and nature. Masiphumelele's wetlands have long been at the heart of a complex human-nature conflict, as housing shortages force many residents to settle in flood-prone areas, deepening social and environmental challenges.

This initiative was more than just a clean-up, it was an act of solidarity and awareness. By working together, we highlighted the urgent need for

sustainable solutions that protect vulnerable communities while preserving the ecosystems that sustain us all.



Bokbaai Camp: Empowering learners through Environmental Education

In a transformative outdoor experience, 35 learners from Vukani Primary School participated in a camp that blended environmental education, leadership development, and teamwork. This immersive programme helped participants build a stronger connection with nature while gaining essential life skills.

The camp featured engaging activities, including educational hikes, wildlife workshops, and leadership training, all designed to spark curiosity and enhance confidence. These hands-on experiences not only fostered an appreciation for the environment but also encouraged collaboration, communication, and personal growth.

By the end of the camp, learners had formed meaningful relationships, developing empathy and a sense of community through shared challenges and successes. The impact of this programme highlights the power of experiential learning to create lasting change.

As we continue to provide vital education and support to marginalized communities, we invite others to join us in shaping the future of these young minds.

We extend our heartfelt gratitude to our partners **South African National Parks, Table Mountain National Park, and the City of Cape Town** for making this possible. Most of all, we celebrate the passion and leadership of our learners, who are proving that young people are not just the future of conservation—they are its driving force today. **Together, we are shaping a future where communities and nature thrive in harmony.**



Education extends beyond the classroom. When we expose children to nature and real-world experiences, we ignite curiosity, deepen understanding, and nurture a sense of responsibility for the environment. Environmental education programs bridge the gap between traditional learning and experiential discovery, empowering learners to see themselves as active participants in the world around them. By learning in nature, children develop problem-solving skills, emotional resilience, and a deeper connection to their surroundings essential for shaping future leaders who care for both people and the planet.





Microscope Exhibit

- WHAT'S ON DISPLAY!
- Strawberry anemones
 - Sea urchin
 - Hermit crab
 - Sea spider

"Tell me and I forget, teach me and I may remember, involve me and I learn."

Benjamin Franklin

High School: Environmental Education–HOPE Scholars Programme

In 2024, SAEP made significant strides in environmental education, engaging 1,732 learners across various activities, a remarkable increase from 1,181 in 2023. Through excursions, leadership camps, workshops, and outreach programs, including collaborations with partners like the Mountain Club South Africa, students gained valuable exposure to environmental issues and career opportunities.

| Activities | Learners | |
|-------------------------------------|--------------|--------------|
| | 2023 | 2024 |
| Excursions | 363 | 428 |
| Workshops | 123 | 158 |
| Environmental Leadership Camps | 124 | 138 |
| Young reporters for the Environment | 123 | 178 |
| Educational Hikes | 160 | 150 |
| Outreach Education | 288 | 680 |
| TOTAL | 1 181 | 1 732 |



"Students engaged in environmental education perform better in core subjects. Research shows that students in schools with strong environmental programs score 10-15% higher on standardized tests."

National Environmental Education Foundation (NEEF)



A Journey of Discovery: Sophumelela High School's Biodiversity Career Expo

The Biodiversity Careers Expo at Sophumelela Secondary School introduced Grade 9 learners to the world of environmental science. Organized by SAEP, the event featured 11 leading organizations, offering interactive exhibits on marine biology, conservation, and environmental sustainability.



By engaging with professionals, learners discovered exciting career paths and were inspired to become future environmental leaders.

Hope Scholars Leading the Way in Environmental Advocacy

SAEP's Hope Scholars programme nurtured young voices in environmental advocacy:



Owam Magazi was nominated for WESSA's Young Reporters for the Environment Programme for her article on illegal waste dumping, raising awareness about pollution in her community.



Yamkela Magwa won the SA Climate Youth Competition with his article, "Confronting Deforestation: Understanding the Impact of a Lack of Trees." He went beyond writing, launching a tree distribution project to promote reforestation.

Developing Dreams: SAEP's Leadership Camp at Bokbaai

A two-day camp at Bokbaai Environmental Centre offered Sophumelela High School learners a transformative experience. The programme blended career guidance, leadership training, and environmental education, fostering critical skills in communication, teamwork, and environmental responsibility. Through career sessions and hands-on conservation activities, students gained both inspiration and practical knowledge.



Inspiring Future Leaders: Climate Change Debate



SAEP partnered with Smart Living Education for a climate change debate in Sea Point, where learners from Sophumelela High and Stellenbosch tackled pressing environmental challenges. Their compelling arguments demonstrated their deep understanding of climate issues and their potential as future sustainability advocates. Participants received certificates, reinforcing their role in shaping a greener future.



Treasures' Report For the year ended December 2024

The South African Education Project (SAEP) experienced another difficult year, whereby the focus was cost containment whilst delivering the best possible educational opportunities, psychosocial support, and training to the community of Philippi. GDP growth for the 2024 period remained subdued, resulting in sluggish trading across various sectors. The team was successful in growing the reserves balance albeit at a lower than anticipated fund growth of R109 511. SAEP reports an accumulated funds balance of R3 097 233 as at the December 2024 year end.

Topline revenue decreased significantly by 28% from R6 178 361 in 2023 to R4 449 270 in 2024. The primary factors contributing to the decline include a reduction in Grant Revenue amounting to R1 508 561. In the 2024 financial year we were not funded by the Philanthropy Initiative with Employees of

Allan Gray, due to their 3-year funding rotation plan, this contributed to a R1500 000 reduction on Grant Revenue. The Hans Hoheisen Trust's funding cycle concluded in 2024 after three successful years of support. We're pleased to share that they've returned in 2025 following renewed engagement.

SAEP experienced a modest decrease in Corporate Income totalling R236 843; whilst the organization remains optimistic about the upcoming year and is committed to strengthening its relationships with corporate partners. Trust and Foundation Income declined by R308 088, decreasing from R867 035 in 2024 for the period. The temporary suspension of key programs and activities following developments in 2023, attributed to the decrease in 2024.

In 2024, SAEP maintained its commitment to its programmes and community investment, leading

to a 9% increase in expenditure, despite a decline in revenue that was not met with an equivalent reduction in costs. The expenditure increased by R451 611 from R4 926 433 in 2023 to R 5 378 044 in 2024, with the main contributor thereto being an increase in programme costs.

We are deeply appreciative of our generous supporters, whose kindness and dedication enable us to accomplish our mission.

Lindie Scholtz CA(SA)

Treasurer

South African Education Project (SAEP)

We are deeply appreciative of our generous supporters, whose kindness and dedication enable us to accomplish our mission.



Income Statement

STATEMENT OF PROFIT OR LOSS

For the year ended 31 December 2024

| | 2024 | 2023 |
|---|------------------|------------------|
| | R | R |
| INCOME | 4,449,270 | 6,178,361 |
| Grants Income | 1,390,032 | 2,898,593 |
| Corporate Income | 900,000 | 1,136,843 |
| Trust and Foundation Income | 558,850 | 867,035 |
| Donations - general | 604,916 | 343,868 |
| Interest Received | 269,496 | 206,132 |
| Government Grant | 725,976 | 725,890 |
| EXPENDITURE | 5,378,044 | 4,926,433 |
| Programme Services | 3,025,261 | 2,450,564 |
| Support Costs | 2,034,939 | 2,159,998 |
| Fundraising | 317,844 | 315,871 |
| NET (DEFICIT) / SURPLUS BEFORE TRANSFERS | (928,774) | 1,251,928 |
| TRANSFER - RESERVES | 1,038,284 | 81,906 |
| NET SURPLUS FOR THE YEAR | 109,511 | 1,333,834 |
| ACCUMULATED FUNDS at beginning of the year | 2,987,722 | 1,653,888 |
| ACCUMULATED FUNDS at end of the year | 3,097,233 | 2,987,722 |

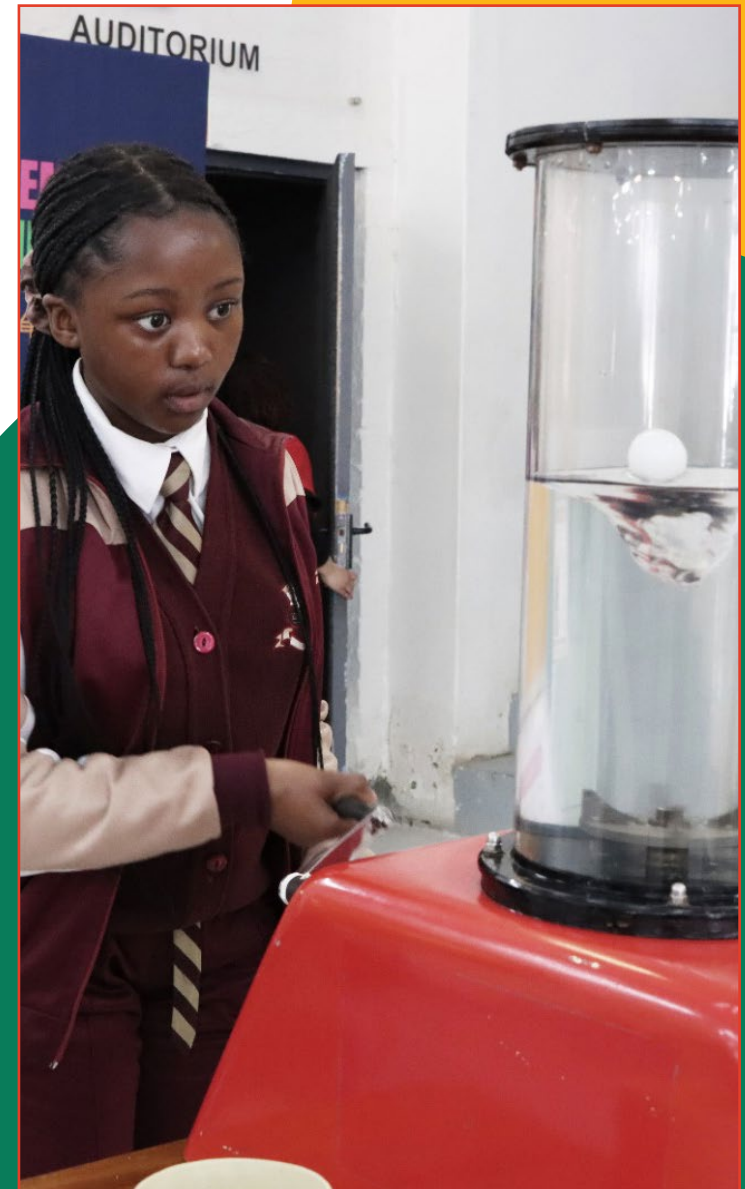


Balance Sheet

STATEMENT OF FINANCIAL POSITION

At 31 December 2024

| | Note | 2024 | 2023 |
|------------------------------------|------|------------------|------------------|
| | | R | R |
| ASSETS | | | |
| NON-CURRENT ASSETS | | 74,454 | 129,694 |
| Property and Equipment | | 74,454 | 129,694 |
| CURRENT ASSETS | | 3,977,549 | 4,842,646 |
| Receivables | | 330,477 | 99,209 |
| Deposits and Prepayments | | 31,646 | 7,533 |
| Cash and Cash Equivalents | | 3,615,426 | 4,735,904 |
| TOTAL ASSETS | | 4,052,003 | 4,972,340 |
| FUNDS AND LIABILITIES | | | |
| FUNDS AND RESERVES | | 3,992,266 | 4,899,626 |
| Specific Programme Reserves | | 820,579 | 1,782,210 |
| Accumulated Funds | | 3,097,233 | 2,987,722 |
| Capital Replacement Reserve | | 74,454 | 129,694 |
| CURRENT LIABILITIES | | 59,737 | 72,714 |
| Accounts Payable | | 59,737 | 72,714 |
| TOTAL FUNDS AND LIABILITIES | | 4,052,003 | 4,972,340 |



Heartfelt Gratitude to Our Funders and Partners

SAEP extends its deepest thanks to the individual donors, our incredible Angels, and the dedicated SAEP-USA Board for their generous contributions. Your unwavering support fuels our mission, empowering us to create meaningful change in the lives of children, youth, and educators across our communities.

Your kindness and commitment are the foundation of our impact, and we are profoundly grateful for every donation that helps us transform lives through education. Together, we are shaping brighter futures. Thank you!



Thank you

SAEP Staff 2024

Leadership Team



Support Team



Board Members

Isabel Essen (Chairperson)
Kayin Scholtz (Vice Chairperson)
Lindie Nyman-Scholtz (Treasurer)
Kathrin Friester (Vice Treasurer)

Noma-Afrika Nkwenke-Maxwele (Member)
Helena Duk (Member)
Winile Dubazane (Member)
Gemma Oberth (Member)

Early Childhood Development Team



Primary School Team



Hope Scholars Team





*Education.
Opportunity.
Transformation.*

Support SAEP. Change a life.

Your donation provides education, support, and opportunity to children and youth who need it most.

Together, we can build brighter futures.

Click here to donate 

SAEP (SA) is a registered NPO (non-profit organisation) and PBO (public benefit organisation). Contributions are tax-deductible under Section 18A of the Income Tax Act, 1962, and can earn B-BBEE points in the Socio-Economic Development (SED) and Skills Development categories in accordance with the 2013 Broad Based Black Empowerment codes.

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In 2024, SAEP relocated its administrative team from Philippi to N1 City due to ongoing safety concerns and to reduce the exposure ratio of staff working in high-risk environments. This shift ensures a safer and more stable workspace for administrative functions, while programme delivery and community engagement continue from our Philippi site. SAEP now operates from two locations—N1 City for administration and Philippi for on-the-ground programme work.