




SAEP
*South African Education
and Environment Project*

2017

**ANNUAL
REPORT**



**EDUCATING
FOR A
BRIGHTER
FUTURE**



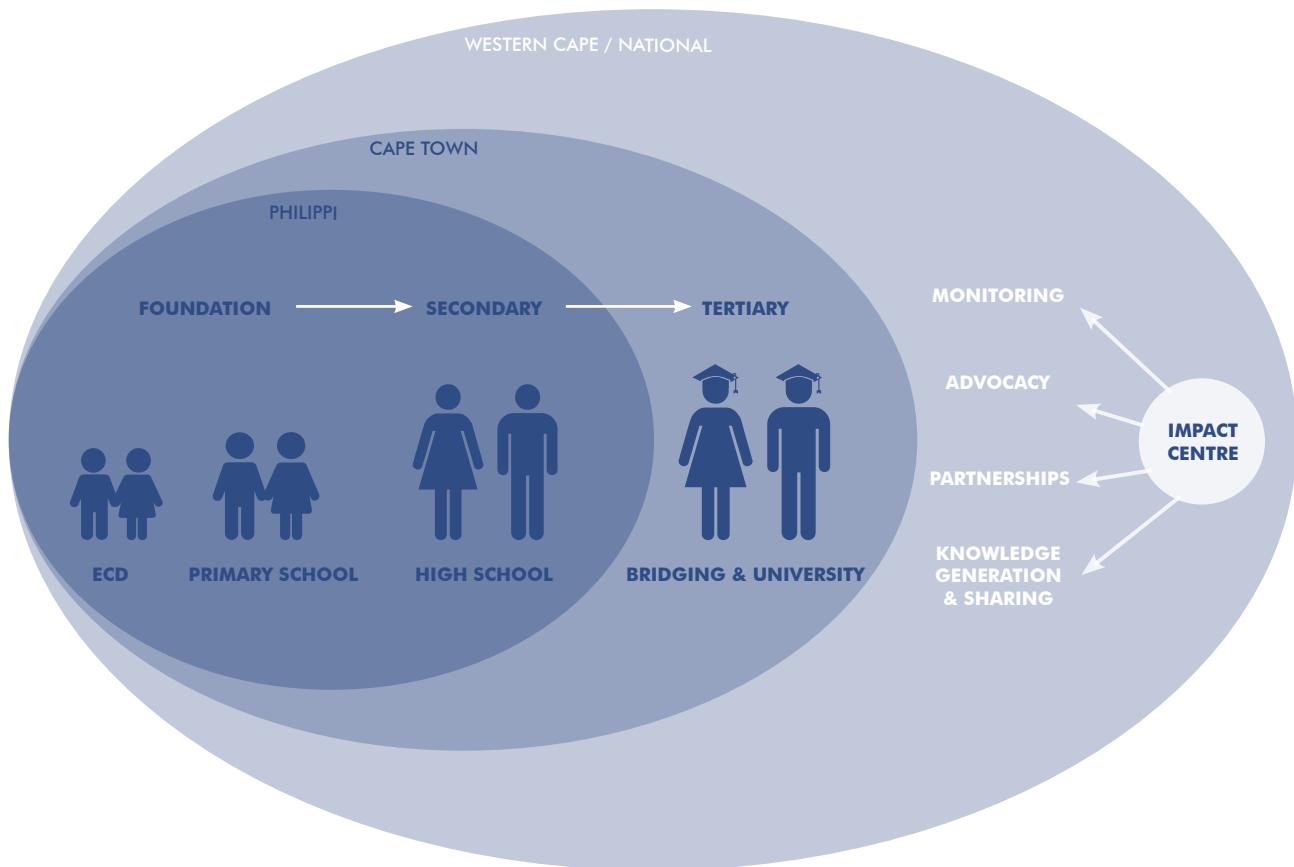
STRATEGIC PLAN 2015 - 2017

OUR VISION

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

OUR MISSION

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



VALUES

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



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LETTERS



CHAIRPERSON

My own personal journey with SAEP started almost 11 years ago, when SAEP was already an important player in the field of education support. Since then, I have been privileged to watch SAEP grow steadily, celebrate countless success stories, change many lives, face and overcome obstacles, and strategize and adapt to an ever-changing environment. Above all, I have witnessed SAEP's commitment to its mission - supporting access to quality education for young South Africans.

This past year, which was also my first as Chairperson of SAEP, was a challenging one for the organisation. Many difficult decisions had to be made. It was also an opportunity to remind ourselves of our strengths and resilience, and the importance of our programmes for our beneficiaries.

I would like to take this opportunity to thank our donors for continuing to believe in SAEP and for staying with us in these tough times. Your continuing support is what enables SAEP to provide opportunities to so many young people to improve their lives every day. I would also like to say a huge thank you to our Director, Jane Keen, and her team for pushing through and not giving up!

Today, we are stronger again thanks to the support of our funders and partners, the dedication of our staff, and the commitment and tireless leadership of Jane – with everyone working together to create a better future for our children, South Africa's future leaders.

Warm regards,

Isabel Essen



DIRECTOR

2017 was at times something of a fundraising 'drought' for SAEP, but we celebrate coming through a period of austerity, stronger as a result. As some of our major long-term funders closed down or changed priorities, we feared we might face a financial 'Day Zero', much like Cape Town was experiencing with its water crisis. Happily, however, it has continued to rain for SAEP as it is now doing for the city.

One of our austerity measures was the move of our ECD and Hope Scholars teams to a new office in Philippi rented from another non-profit, Beautiful Gate. This office is both more economical and more accessible to our Philippi beneficiaries, and will act as a base to expand and improve our services to the community over time.

Reducing costs has also meant more reliance on volunteers. SAEP has always depended on volunteers.

In the early years, volunteers (initially all international) provided SAEP's entire workforce. Gradually, our volunteer profile has changed, and we have recruited more local students and community-minded residents. In 2017, we had 125 voluntary coaches, tutors and mentors, many of them current or former beneficiaries.

We say thank you to all staff members, volunteers and managers who contributed so much to SAEP during 2017. Huge thanks also go to our board, under the able leadership of Gemma Oberth and Isabel Essen, and to the partners and donors who enabled SAEP to remain robust and sustainable. This has been a remarkable team effort!

Thank you,

Jane Keen

THE EDUCATION LANDSCAPE

After two years of increasingly intense waves of protests, 2017 was a relatively mild year in comparison. However, protests did spread from universities to Technical Educational and Vocational Training Colleges (TVETs). These institutions typically serve poorer students, have fewer resources and are often neglected in conversations around higher education and its challenges.

The announcement at the end of the year that higher education would be free for poor and middle class students, was welcomed by many and will provide much needed relief for struggling students. However, we have yet to see exactly how this policy will be implemented, and know that it has come with huge costs to the poor through increased VAT and reduced spending on basic education, maintenance and building of schools, and other departments.

Government has also not allocated increased resources to Early Childhood Development (ECD) to back to their verbal commitment to ECD as a priority. This sector is generally so under-resourced and over extended that role players have not been able to embark on the same kind of action as those at tertiary level to bring about change. If pre-school children could take up placards and march to parliament, we might eventually see a change in this scenario.

Nonetheless, as detailed in our ECD report, there have been some significant changes in the way the Department of Social Development is tackling ECD challenges. SAEP has become a partner in this process and there are some welcome signs that, together with other civil society initiatives, the sector is beginning to be better organized.

Similarly, the Department of Basic Education's 2016 sector review highlights evidence that there has been noticeable progress in learning outcomes in South Africa over the last ten years. Though these gains are from a very low base, they do indicate that the work of various stakeholders in South Africa is slowly but surely generating systemic change.

Sadly, this was not reflected in the widely publicized International Reading Literacy Study (PIRLS) which came out last year. It was shocking to learn that only 22% of South African grade 4 learners are able to read for meaning, a vital building block for their future education. This revelation further validates SAEP's focus on literacy in primary school as a key priority. Read more about the contribution the Siyakhathala Primary Programme is making to change this picture.



THANK YOU DONORS AND SUPPORTERS

- YOU ARE HEROES TO OUR BENEFICIARIES -



ANGELS

Adam Hughes
Amelia Kriel
Frans van Sittert
Bev Haddad and Gerald West
Candace Debnam
Charles Keen
Colleen Jackson
David Tabb
Ed and Jessica McCarter
Emlyn Flint
Gemma Oberth
Georgie Higgins
Gina Leinberger
Guy Briggs
Helen Binckes
Helena Duk
Isabel and Graeme Essen
Isa-Lee Jacobson
Jennifer Beattie
Jill Wright
Khanyo Seyisi
Leanne Allison
Lindsay Hooper
Liza Penn
Jane Keen
Maaiké Duk
Mairi Brimble
Mogie Dass
Morag Naylor
Peter and Arielou Marcy
Priscilla Oliver
Rosemary Keen
Sandy Van Hoogstraten
and Ian Liddle
Scott Hollier
Shelley Simonsz
Shiela Yabo
Shirley Tobias
Siyazakha Primary School
Sonja Hauschild
Stephanie Esterhuysen
Stephen Granger
Tessa Welch
Tim Dearden
Zandile Mahlasela

INSTITUTIONS

Alexander Forbes FS
Canon Collins
Cape Union Mart
Christ Church Constantia
Cisco Foundation
Dune Engineering
E R Tonnesen Will Trust
EXEO Civil Engineering
Construction
Gilander Foundation
Meriwether-Godsey Inc
Mountain Club of SA
Network for Good
Norman Wevell Trust
Percy Fox Foundation
Pick'n'Pay Plumstead
Pinelands High School
Quaker Service Committee
Richard Worrell General
Agency
RisCura Solutions (Pty) Ltd
Rotary Claremont
Rotary Club of Newlands
SAEP USA
SAIDE
School for International
Training
Sisi & Savita Charitable Trust
The Passport Foundation
Thomson Reuters Foundation
University of Washington
Wenhold Family Trust
Woodstock Grill & Tap
A.R. and Dorothy Hendrickson
Adam Pulver
Alan Trammel
Alice Chambers
Alison van Staden
Angela Jones

INDIVIDUALS

Anne Gianakos
Barry and Sybil Edwards
Ben and Tillie Willis
Bethany Ehlmann






Blair Thompson
Buhle Sibusiso Gana
Carey Wong
Charles Elkins and Betsy White
Chester Brown
Chinyelu Lee
Christopher Harris
Daniela Osorio Caicedo
David Grimsted
Douglas Foster
Duncan Campbell
Duncan Clough
Ed C. D. Gordon
Ed Pleasants
Elizabeth Bernold
Emma Jean Bowman
Eric Friedman
Gene Foster
Gina and Karl Leinberger
Graham and Sally Kilbey
Grant Tennille
Hailey Huget
Ian Glenday
Ingrid J. McCrary
J Macdonald
J Queton
Jacqueline Sue Glanz
James Huckabee
Jeffrey Crowley
Jerry L McAfee
Joanne Mooney
Joey Hulbert
John C Comer
John Sullivan
Judith Briggs
June Fourie
Katherine Zellner
Kevin Fields
Kim Taylor
Leslie Deering
Lewis Scott Griffith
Lisa Chambers
Liz Conzen and Jesse Zellner
MacRae Sollee
Maija Thiel
Malcolm and Lesley Butler
Margaret Tennille Myers
Maria Caicedo
Marie Dulev
Mark Mueller
Marlies Wijnen
Marty Wright
Mary Jo Deering
Matthew Shields
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Max Guggenheimer, Jr.
Mejury Mushanguri
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Patrick Roberts
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Ruth Wissmann
Sally Iadarola
Sara Ramos
Scott and Barbara Griffith
Shep Willis
Shruti Shah
Sonia Chu
Tate Foster
Victoria Beasley
Walter B. Slocombe
Wilba Hussey
Wilbert Hidalgo
William Harrison McDaniel
Zachary Smith
Zeb and Janet Gray
Zikisa Mbaza

We don't have space for all of you. Please know that we are grateful if you donated to SAEP via the Cape Town Cycle Tour, Pub Quiz, Wizard of Oz, Platteklip Challenge, or any other event.

**WE WERE ABLE TO ACHIEVE
THE FOLLOWING...**

2017 SUCCESSES




EARLY CHILDHOOD

-  New Born Educare Centre completely rebuilt
-  77 ECD Centres
-  4582 Children
-  9 ECD Centres registered or re-registered
-  75% improvement in learning programme impact on children




SIYAKHATHALA PRIMARY

-  114 children
-  9% increase in oral reading fluency


HOPE SCHOLARS

-  350 learners
-  Contact time 1241 hours
-  14 hikes and excursions



ADT TEACH

-  344 learners
-  6 schools
-  90% of Alumni surveyed are studying, working or doing both

ARTS OUTREACH

-  89 students in 6 disciplines including music, visual arts, drama, film & photography, dance and creative writing

BRIDGING YEAR

-  61 students completed programme
-  50% students accepted into tertiary (more expected during 2018)

TERTIARY SUPPORT

-  86 students
-  15 graduations



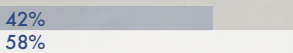
EARLY CHILDHOOD DEVELOPMENT PROGRAMME

Using a holistic approach the ECD programme continued to support selected centres in Philippi East to become centres of excellence, with positive impacts on the children, their families and the broader community. Through training and mentorship of principals, we have seen significantly improved compliance with Department of Social Development (DSD)'s norms and standards for ECD centres.

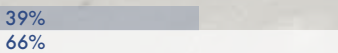
Most exciting has been the dramatic improvement in the stimulation of children through improved learning programmes at centres, as indicated by the externally validated assessment tool Early Childhood Environment Rating Scale (ECERS).

In addition, the team assisted centres by providing ingredients for nutritious meals, and empowered the children through Protective Behaviour sessions to help keep them safe in dangerous situations. We also assisted children with special needs, referring them for assessment and appropriate care and treatment. A pilot parenting programme was run to support parents and caregivers with information about the health, safety, psycho-social and nutritional needs of young children.

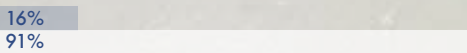
HEALTH & SAFETY



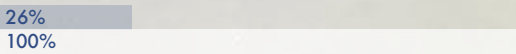
CHILD RECORDS & SUPPORT



LEARNING PROGRAMME (0-2YRS)



LEARNING PROGRAMME (2YRS+)



"Our children are standing out above from the rest. The teachers from nearby Primary Schools are asking us how we do it. They say the children in their Grade R and Grade 1 classes coming from our centres are doing so much better than others".
 - Principal, Bonisa Educare Centre.



9 ECD CENTRES



464 CHILDREN



41 PRINCIPALS AND STAFF

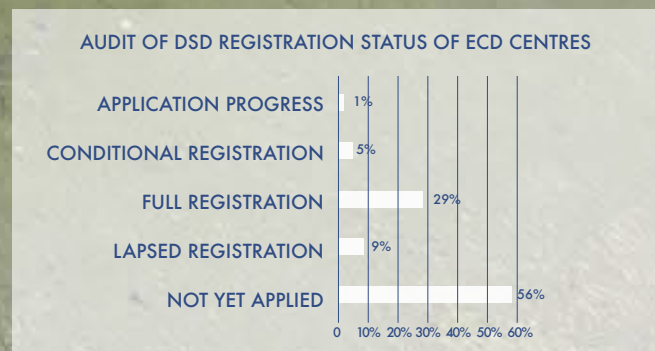
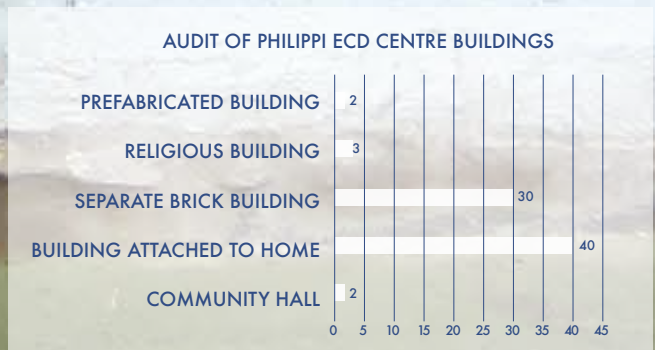




During the latter part of 2017, DSD asked SAEP to take responsibility for all 180 ECD centres in Philippi, in line with their new policy of outsourcing all the work around registration of centres to non-profit organisations. We decided to take on the challenge and opened an ECD Resource Centre in Philippi for easier accessibility. At the same time, we continued to support our existing centres, which acted as role models for others.

The first task was to undertake a detailed audit of all the ECD centres to establish their registration status and needs. We were allocated 7 ECD assistants funded by the Extended Public Works Programme to work alongside our team. By the end of 2017, we had surveyed 77 of the 180 ECD centres identified, (the rest to be completed in early 2018). As can be seen from the graphs below, less than one third of the centres surveyed had DSD registration, and with more than half run from informal structures, it is going to be a daunting task requiring major intervention to get them to qualify.

Nevertheless, in the few months available to us, the ECD team was able to assist 3 new centres to gain registration and 6 of the centres whose registrations had lapsed were reregistered.



77 CENTRES



4118 CHILDREN



311 PRINCIPALS AND STAFF MEMBERS



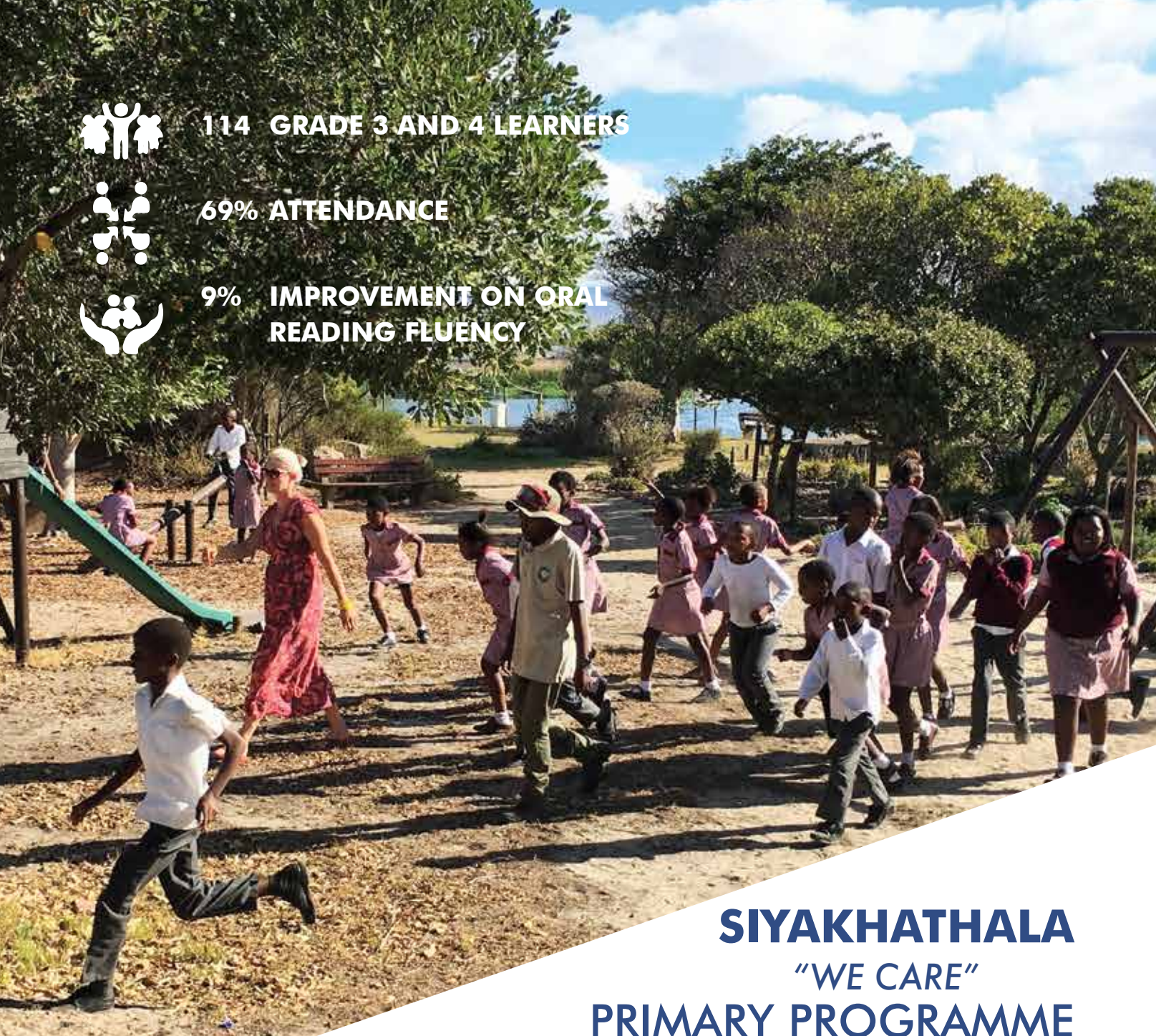
114 GRADE 3 AND 4 LEARNERS



69% ATTENDANCE



**9% IMPROVEMENT ON ORAL
READING FLUENCY**



SIYAKHATHALA “WE CARE” PRIMARY PROGRAMME

South Africa made headlines again late last year when the results of the recent Progress in International Reading Literacy Study (PIRLS) were released. SA came last out of 50 countries tested, and it was revealed that 78% of grade 4 pupils could not read with understanding. By contrast, our grade 3 Siyakhathala learners demonstrated a 9% improvement in oral reading fluency, a critical bridge to reading for comprehension, using an externally valid test in isiXhosa.

In addition to the reading Learning Gym, learners participated in writing group stories on the theme of Journeys. They worked really hard, using reading, discussion and feedback skills to develop their stories and then illustrated them beautifully. We are looking forward to the stories being published and every child receiving a copy of the story they co-authored.

The students were taken on trips to Rondevlei, Edith Stevens Wetland Park and the Giraffe House in Stellenbosch, which was a highlight. After seeing a range of wild African animals, they were able to handle creepy crawlies and snakes, developing their confidence and stretching their adventurous ‘learning muscles’. We received the kind donation of a projector from SAIDE in order to screen African Storybook Project stories for shared story time at the Learning Gym, which the children love! During National Book Week the programme visited two grade 4 classes where they shared reading methodology. Ms Memani (one of the teachers) said ‘I have gathered tips as to how to teach reading in my own class.’



HOPE SCHOLARS PROGRAMME

Hope Scholars is a two-year extra-mural tutoring programme, which until 2016 had only been running at Sophumelela and Zisukhanyo high schools. Last year we added another school, Intsebenziswano, and took on a new cohort of grade 8 students at all three schools. This increased the total number of learners receiving life skills, English, maths and science tutoring from 140 in 2016, to 350 in 2017.



One of the goals of Hope Scholars is to provide students with basic career guidance so that they can make informed choices before having to select their matric subjects. After two years of maths tutoring and being able to participate in science experiments (which are often not available during normal classes), it was encouraging to see 61 of our previous grade 9 learners (or 81%) choosing pure maths (as opposed to maths literacy) and science at the FET level, giving them access to a wider range of career choices.

In addition to the after school tutoring sessions, the Hope Scholars were encouraged to attend our holiday programmes, where they could catch up on their academic subjects as well as take part in hikes, educational and fun excursions and learn about the environment. Where necessary SAEP staff made home visits to support students and their families in dealing with a range of psycho-social challenges.



“Through SAEP I discovered my passion for the environment hence I studied Nature Conservation... and have been sharing my knowledge with this year's Hope Scholars. What an amazing programme. You guys rock.”

- Hope Scholars tutor

Learners **350**



Home visits **28**



Hikes and excursions **14**



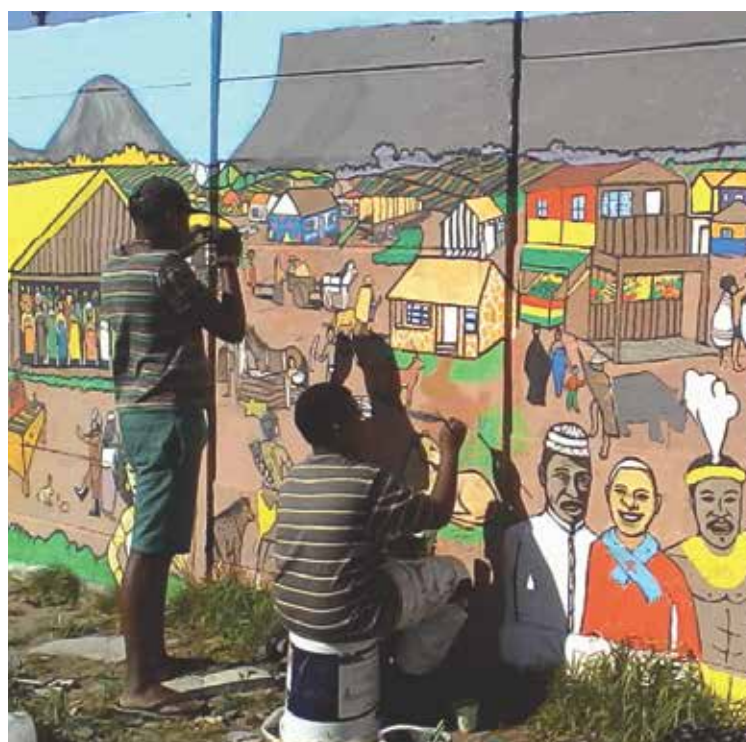
ARTS OUTREACH PROGRAMME

The Arts Programme had a very busy and exciting year. In drama, learners presented two plays to their peers at school. Uzundive Sana Iwam, Undikhumbule Mzali Wam ('Remember Me My Parent, You Should Heed My Words My Child') focussed on the scourge of gender-based violence with constructive messages to perpetrators, and resources for survivors. Another production explored culture and tradition through drama.

Our dance and music students received many accolades from spectators and organisers when they performed Spanish flamenco, African dance and Pantsula, and played marimbas during the My City Loves Me Festival to celebrate Universal Children's Day in the Cape Town Company's Garden.

The learners also attended shows such as Vadhini Indian dance and the Wizard of Oz at Artscape, visited Iziko and Zeitz Mocaa museums, and most exciting of all, participated in workshops at Zip Zap Circus Academy. The winter holiday camp and hikes exposed students to environmental issues, and a fun event was held at Sea Point swimming pool to round off the year.

In line with SAEP's strategic plan, the Arts Programme closed at the end of 2017 as a separate programme. However, because of the value of the arts, we are determined to keep artistic activities alive in all our programmes from 2018 onwards, thereby exposing even more learners to creativity in one form or another.



	36	drama students
	13	music students
	13	creative writing students
	14	dance students
	7	visual arts students
	6	film and photography students



3958 learners since programme began

6 High schools

At the end of 2017, we had to say goodbye to ADT Teach, which had been running under SAEP management since 2009. This was a result of ADT being taken over by Fidelity Security, which had different CSI priorities and so funding for the programme was stopped.

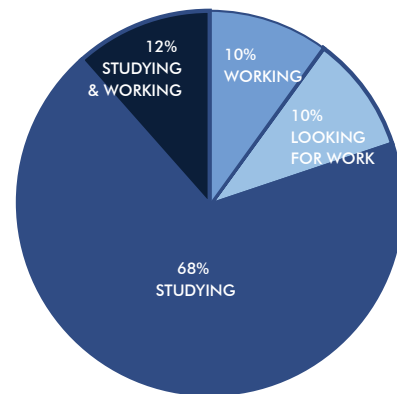
Although we were very sad to see ADT Teach close, we also celebrate its achievements over the past 9 years. This unique programme ran at six high schools in Johannesburg and Cape Town, during afternoons, weekends and school holidays reaching a total of 3958 high school learners.

While the curriculum focused on computer skills (word processing, spreadsheets, databases, email and internet use), students also benefitted from career guidance, learnt how to speak in public, make presentations, compile CVs and write essays. The Cape Town learners were also able to go on hikes as part of SAEP's environmental education programme. All of these activities helped to build confidence, improve communication skills, and prepare learners for further studies and the working world as illustrated.

Annual prize giving and graduation events held in both cities encouraged and motivated the learners. Wonderful prizes such as laptops, tablets, cell phones and flash drives, were generously awarded by ADT for good performance.

Thank you to ADT for giving 3958 future leaders of this country a greater chance of success. They are now better equipped to contribute to building our society and becoming innovative change makers.

ADT TEACH ALUMNI SURVEY 2017



BRIDGING YEAR PROGRAMME

The Bridging Year programme continued to prepare recent matriculants for further study in partnership with Ithemba Lethu (run by LEAP) and CPUT's 2nd Chance programme. While the partner organisations tutored students to rewrite certain matric subjects, SAEP provided a range of supplementary life skills to fill the many gaps left by an inadequate education system.

Students were recruited from across Cape Town, through visits to high schools, university admission departments and the media, and by word of mouth. All were interviewed prior to acceptance, to assess their potential for tertiary study. The weekly programme provided computer training, career guidance, academic literacy, critical thinking sessions and a range of other physical, educational and personal growth activities.

In addition, students were required to do a minimum of 25 hours of community service at an organisation of their choice, many in our primary reading Learning Gym. This gave them a taste of work experience while also developing a sense of self-worth and commitment to making a positive change in society. Many students enjoyed the experience so much that they clocked up as many as 157 hours over the year.

During Environment Week, students focused on the dangers of plastic pollution and the importance of recycling. On the Sandy Bay Shipwreck Trail they filled black bags with rubbish collected from the beach and surroundings, and then participated in a guided yoga class on the beach, a first for most students. It was a wonderful holistic way to inspire a love of nature and caring for it, as well as personal health and fitness.

"I am fortunate to say that the BY programme really changed my life and made me want to do more even after graduating. While SAEP is changing our lives, we are also inspired to change other people's lives through community service."

- Athini Tyani, BY student



61 Students completed Bridging Year
558 Contact hours
5 Hikes



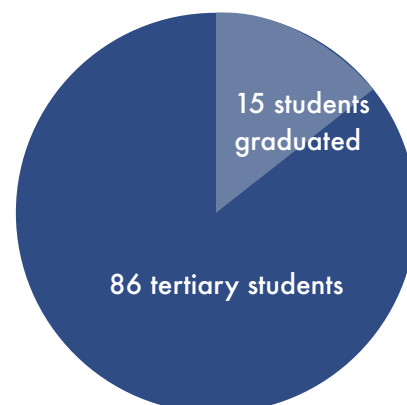
TERTIARY SUPPORT PROGRAMME

Knowing that 47.9% of university students across South Africa do not complete their degrees, with an even higher percentage of black students dropping out, the Tertiary Support Programme has a challenging task to support our students to succeed. In 2017 we assisted 86 tertiary students, celebrated an average 81% pass rate, 41 course distinctions and 15 graduations.

To keep in touch with students the team held orientation workshops, campus visits, social hikes, face-to-face meetings, and communicated via monthly reports and social media. Twelve students were also linked to external mentors for regular sessions, and all had access to a social worker for counselling if necessary. Special thanks to Rotary Club of Newlands and the Soroptimist International Cape of Good Hope, which supplied bursaries to selected students. Other students received small stipends and allowances to assist them with transport and other costs not covered by NSFAS.

INSTITUTIONS	CURRENT IN 2017	GRADUATED IN 2017
CPUT	34	5
TSIBA	1	0
UCT	10	3
STELLENBOSCH UNIVERSITY	4	0
UWC	17	6
COLLEGE OF CAPE TOWN	2	0
FALSE BAY COLLEGE	1	0
MMMU	1	0
NORTHLINK COLLEGE	1	0
RHODES UNIVERSITY	0	1
TOTAL	71	15

'Being told that I was not accepted at university first time around was heartbreaking, but I did not stop there. I upgraded my marks and now I have been accepted at CPUT to study B Education. This has been the best news and given me a chance to start afresh. I am very grateful the support from SAEP.'
Lumka Makasi



This year we are celebrating all the SAEP students who have graduated over the past five years, proving that with hard work, a positive attitude and the right support it is possible to succeed.

TURN OVER TO MEET OUR GRADUATES ...

TERTIARY SUPPORT GRADUATES



Anelisa Pangwa



Thembela Somlota



Nokulunga Poswa



Asiphe Funda



Yolokazo Ladlokova



Sinazo Bunu



Nonkulukelo Monatisa



Honey Nkohla



Bongiwe Sihluku



Sikho Stungi (Cum Laude)



Gcobisa Wenana



Chante & Abongile



Ndiphiwe Ncwadi



Nceba Monaila

2013

Thembisa Ndlebe
BED, UWC

Mthetheleli Wontyi
ND: Public Management, Northlink College

Siphokazi Mpololo
BTech: Quantity Surveying, CPUT

Ntabeleng Qokela
ND :Biotechnology, CPUT

Bandile Qashani
BTech: Chemical Engineering, CPUT

Unathi Rose Zithulele (BYP 2013)
National Diploma: Operations Management, CPUT

Yolokazi Ladlokova (HSP 2013)
National Diploma: Horticulture, CPUT

Chwayita Wenana (ADT 2012)
Bachelor in Social Science (International Relations), UCT

Sikho Stungu (BYP 2012)
Bachelor of Nursing (Cum Laude), UWC

Msawenkosi Ndyalivane (BYP 2013)
Northlink College
National Diploma: Electrical Engineering

Yonela Mqukuse (HSP 2012)
National Diploma: Public Management, CPUT

Saneliswe Joka (HSP 2012)
National Diploma: Operations Management, CPUT

Sandiso Ndinisa (BYP 2010)
National Diploma: Marketing, CPUT

Ndiphiwe Ncwadi (HSP 2012)
National Diploma: Electrical Engineering, CPUT

Melumzi Mzukwa (HSP 2012)
National Diploma: Electrical Engineering, CPUT

Sibongile Fatyi (HSP 2012)
BSc Environmental Sciences, UCT

Pelisa Mphetsheni (ADT & HSP 2012)
BCom Finance , UWC

Asive Siphondo
NHC Accountancy, CPUT

Bongiwe Sihluku
Bcom, UWC

Gcobisa Wenana
BSocSc (non-Quantitative) UCT

Iyaphinkosi Maratana
National Diploma in Human Resource Management, CPUT

Khanyisa Mahlangu
Social Work, UWC

Luthando Makhoba
Nursing, UWC

Nomvuyiso Dywili
Operations Management, CPUT

Nwabisa Thwani
B Psychology, UCT

Sibabalwe Ntshitshi
Education in FET, CPUT

Sibuthe Nkonyana
BA (Law), Rhodes University

Simthandile Mazwembe
Food Science and Technology, CPUT

Siphe Pindani
Geology, UWC

Siphosethu Bota
Social work, UCT

Thandokazi Sentile
Horticulture, CPUT

Thembela Somlota
Nursing, UWC

Yamkela Marman
Economics, UWC

Zizipho Gomoshe
National Diploma in Chemical Engineering, CPUT

Zubenathi Ntantiso
Analytical Chemistry, CPUT

2014/2015

Abongile Mafilika
BCom, UWC

Anelisa Pangwa
National Diploma Food Technology, CPUT

Chante Mntuyedwa
BCom, UWC

Honey Xolelwa Nkohla
BSc Maths & Statistics, UWC

Nokulunga Poswa
National Diploma in Internal Auditing, CPUT

Nonkululeko Monatisa
Chemical Engineering, CPUT

Ringo Sikani
BA Sociology, UWC

2016

Nceba Monaila (BYP 2011)
Bachelor of Education: FET Phase, CPUT

Yamkela Mlomo (BYP 2013)
National Diploma: Agricultural Management, CPUT

2017/2018

Asiphe Funda
Bachelor of Laws, UWC

Asiphe Nazo
National Diploma in Operations management, CPUT

PARTNERS FOR 2017

EARLY CHILDHOOD DEVELOPMENT

Andiswa Gaika, Occupational Therapist
Breadline Africa
Buhle ECD Forum
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 (JAM)
Persona Dolls
Positive Discipline
Protective Behaviours - Australia
TUC Unlimited Child
Uhambo Foundation
Western Cape Association for Infant Mental Health
ECD Centres: Thandolwethu, Isalathiso, Sunshine,
Love and Faith, Luntu, Bonisa, New Born,
Sithembele, Ntabesenayi, Rise and Shine

SIYAKHATHALA PRIMARY

Dr. Elizabeth Pretorius of UNISA
Edith Stephens Wetlands Park
Embrace Cape Town
Giraffe House, Stellenbosch
HSP student buddies
Lunchbox Fund South Africa
Nal'ibali
Onesight
Rescue Writing
Rondevlei Nature Reserve
SAIDE – Africa Storybook Project
Siyazakha Primary School

HOPE SCHOLARS

FunDza Literacy Trust
Ukufunda Education Consulting

BRIDGING YEAR

Harambee
False Bay College
CPUT 2nd Chance Programme
LEAP Ithemba Lethu Centre
Pace Careers
TSiBA
Africa Unite

ARTS

Artscape (Schools' Drama Festival)
Baxter Theatre (Zabalaza Festival)
Iziko National Gallery
Zip Zap Academy

ADT TEACH

ADT Security
Allanridge Secondary School
Tsosoloso ya Afrika Secondary School
Umqhele Comprehensive School

TERTIARY SUPPORT

Mentors
Rotary Club of Newlands
Soroptimist International, Cape of Good Hope
Cape Peninsula University of Technology
University of Western Cape
University of Cape Town

IMPACT CENTRE

UCT Development Studies
UCT Knowledge Co-op
Education Fishtank
Ubunye, UCT
Clinton School of Arkansas

ACROSS PROGRAMMES

4Exchange
Amandla Development
Cape Town Citizen Science
Cape Union Mart Hiking Club
Connect-123
Currencies Direct
Embrace – My City Loves Me
If I Could...
Intsebenziswano Secondary School
JDI Foundation
Linda's Soul Food
Masoka Tours
Mountain Club of South Africa
Oasis Association
Sophumelela Senior Secondary School
Spot Turn Solutions
Werkmans Attorneys/Trust Law
Words That Count
Zisukhanyo Senior Secondary School





IMPACT CENTRE

OVERVIEW

The Impact Centre (IC) is a unit that works behind the scenes at SAEP to improve our ability to respond to educational challenges, and to deliver more effective programmes.

MONITORING & EVALUATION

In 2017 the IC entered the third year of a formal monitoring and evaluation plan, with a focus on analysis of data and results. With multi-year data now stored on our Salesforce database, we were able to conduct our first ever, full-scale multi-programme Alumni Survey.

In our ECD programme we developed an assessment instrument to enable the team to audit all 180 educare centres in Philippi. Using Open Data Kit and Salesforce, we were able to automate the process of data collection through to data analysis and report generation for the Department of Social Development. In our primary programme Siyakhathala, we conducted a rigorous externally validated Grade 3 isiXhosa literacy assessment (read more about this in the Primary Programme report) and aim to run a similar assessment in English (First Additional Language) to demonstrate further programme success.

We have made great strides towards our goal of storing all programme data on Salesforce, which is improving our internal reporting, simplifying processes such as collecting attendance records, and providing excellent data for annual programme evaluations.

RESEARCH & KNOWLEDGE SHARING

SAEP partnered with students at three universities to conduct six research projects on a variety of educational topics. These included studies to understand the barriers to student success at high-school and at university, analysing differences between for-profit and non-profit tutoring methodologies, and investigating effective methods for environmental education.

Updates on the education landscape were circulated through electronic education media updates. The Impact Centre also began integrating the Protection of Information Act principles into our data management policy.

ORGANISATIONAL DEVELOPMENT

SAEP continues to pride itself on being a learning organisation. In order to strengthen staff insight and understanding of the educational environment, the Impact Centre ran six 'coffee conversation' discussions on topics relevant to research and practice. Ongoing training was also provided to staff on the use and development of Salesforce.

CONSULTING

The Impact Centre's income generating consulting arm established itself in 2017. The IC supported nine other non-profit organisations with database development and educational monitoring and evaluation. This brought in over R200,000 as vital unrestricted income to sustain SAEP, while assisting other social purpose organisations to better achieve their aims.

CROSS CUTTING THEMES

LIFE SKILLS, CAREER GUIDANCE & E-LEARNING

To complement academic tutoring we focus on life skills training in all programmes, including career guidance and e-learning where appropriate.



227 life skills sessions



32 career guidance sessions



45 e-learning lessons

EMPOWERMENT OF WOMEN AND GIRLS

Our beneficiaries are often seriously affected by the high levels of violence against women and children in our society. We therefore include the themes of empowerment of women and girls, and child protection in many of our lessons, workshops and mentoring sessions.



67% of SAEP's beneficiaries are female (excluding ECD)



359 programme sessions engaged with gender issues and child protection



78 programme workshop hours

MENTORING AND COACHING

The key to long-term impact in ECD centres is to mentor and coach staff and principals, to ensure that training received is understood and implemented. We also use staff and external mentors to support our Bridging Year and Tertiary Support students.



446 mentoring and coaching sessions



38 active BY and TSP mentors

HIKES & ENVIRONMENTAL EDUCATION

While SAEP no longer runs a separate environment programme, we still include environmental education in a variety of ways in all our programmes.



38 environmental excursions and hikes



372 children and young people attended at least one hike and/or environmental excursion

SOCIAL WORK

Our ability to provide social work services to our beneficiaries was somewhat limited in 2017 as our social worker left and we could not afford to replace her. We were nevertheless able to deal with the most needy cases and to continue support group sessions for our Bridging Year students.



20 social work cases with an average of over 2 sessions each



23 group work sessions



28 home visits



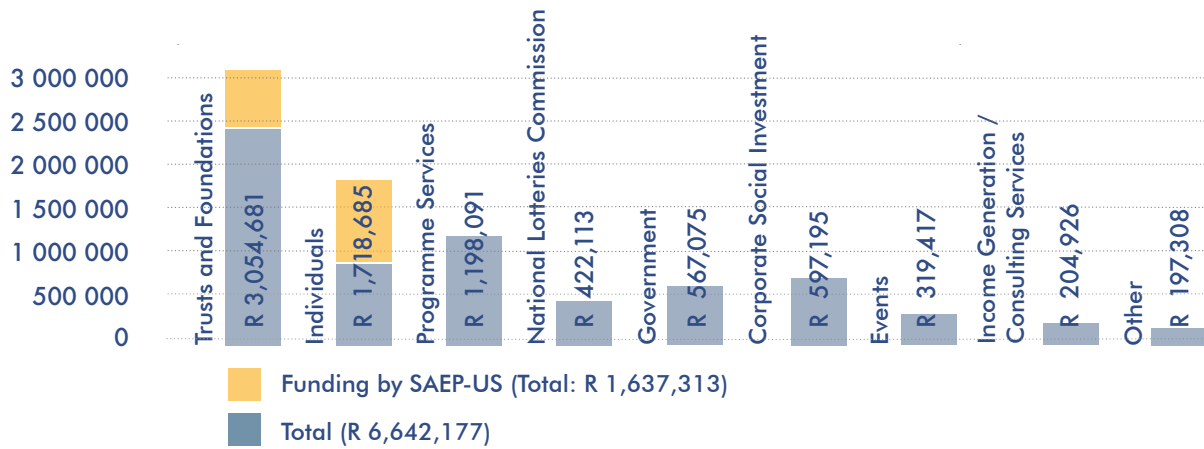
FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION (AT DECEMBER 2017)		2017	2016
		R	R
ASSETS			
Property and Equipment		R 66,972	R 100,458
Current assets		R 3,113,428	R 3,689,871
	Receivables	R 464,887	R 128,156
	Deposits	R 55,839	R 275,263
	Cash and cash equivalent	R 2,592,702	R 3,286,452
TOTAL ASSETS		R 3,180,400	R 3,790,329
EQUITY AND LIABILITIES			
Capital and Reserves		R 3,147,875	R 3,775,489
	Stars Award	R 8,347	R 69,180
	National Lotteries Commission Reserves	R 461,099	R 539,032
	Other Specific Programme Reserves	R 1,462,783	R 2,002,588
	Accumulated Funds	R 1,215,646	R 1,164,689
Current Liabilities		R 32,525	R 14,840
TOTAL EQUITY AND LIABILITIES		R 3,180,400	R 3,790,329

"OTHER SPECIFIC PROGRAMME RESERVES" WERE RECEIVED FOR SPECIFIC PURPOSES AND/OR PROJECTS, AND HAD NOT BEEN FULLY APPLIED TO THESE PURPOSES AND/OR PROJECTS DURING THE YEAR UNDER REVIEW.

STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED DECEMBER 2017		2017	2016
		R	R
INCOME		R 8,279,490	R 8,547,869
Donations Received		R 5,370,560	R 4,517,753
Interest Received		R 180,879	R 206,580
Fundraising events and other		R 334,890	R 1,657,595
Government Grants		R 568,030	R 226,707
National Lotteries Commission		R 422,113	R 691,516
Income Generation / Consulting Services		R 204,926	-
Programme Services		R 1,198,091	R 1,247,719
EXPENDITURE		R 8,907,105	R 8,681,213
Programme Services		R 8,092,685	R 7,900,856
Support Costs		R 1,800,037	R 1,754,896
Fundraising		R 826,335	R 923,490
Monitoring and Evaluation		R 561,958	R 506,212
Income Generation / Consulting Services		R 94,999	-
Less: Management fees and charges		- R 2,468,910	- R 2,404,241
Net surplus before special items		- R 627,615	- R 133,344
Transfer to Reserves		R 678,572	R 709,828
Net surplus for the year		R 50,957	R 576,484
Accumulated funds at beginning of year		R 1,164,689	R 588,205
Accumulated funds at end of year		R 1,215,646	R 1,164,689

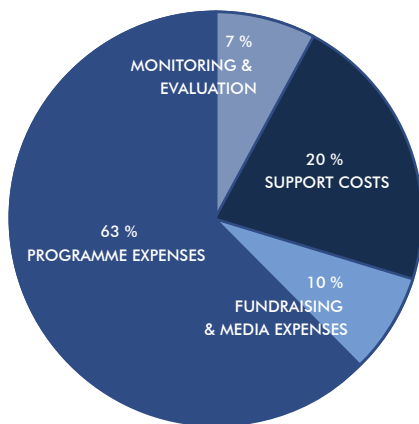
INCOME BY FUNDER TYPE (ZAR)



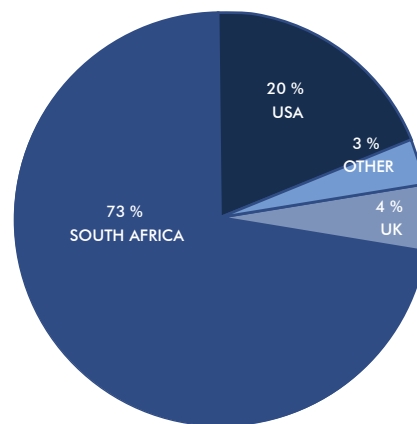
SPENDING BY PROGRAMME (ZAR)



SPENDING BREAKDOWN



INCOME BY COUNTRY



AUDITORS OPINION

"In our opinion, the Annual Financial Statements present fairly, in all material respects, the financial position of the Organisation as at 31 December 2017, and its financial performance and its cash flows for the period then ended in accordance with the Organisation's accounting policies and procedures."



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.

TEAM

BOARD

Gemma Oberth
Isabel Essen
Mogie Dass
Gina Leinberger
Mandla Ngewu
Olebogeng Motswai
Danielle Becker
Helena Duk
Leanne Allison

Chairperson
Chairperson from AGM
Vice Chairperson
Secretary
Treasurer
Deputy Treasurer

STAFF

Andile Nqoko
Asanda Yabo
Bella Ramos
Brian Kilbey
Buhle Gana
Cebo Gqadushe
Celine Fjeldheim
Chubeka Kulu
Chuma Nozewu
Israel Tshabangu
Jacob Mathumba
Jane Keen
Janine Jansen
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Kathrin Herms
Kayin Scholtz
Kuda Sibanda
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Nokuthula Dyonase
Noluyanda Roxwana
Nothando Msimango
Nqobani Nkala
Pumeza Mahobe
Runika Miles
Sean Wilson
Sonia Chu
Susie Taylor-Alston
Tara Appalraju
Tracey Appollis
Veronica Bavuma
Vuyiswa Tyhaliti

ICTS Coordinator & TSP Officer
Office Helper
Tertiary Support Officer & Volunteer Management
Development and Fund Raising Manager
Social Worker
ADT Teach Tutor (CT)
BY Academic Literacy, Careers & Service Learning
Fund Raising Officer
Arts Coordinator
Database Development Officer
ADT Teach Tutor (Jbg)
Director
BY & TSP Manager
Fund Raising Officer
Fund Raising Officer
Finance Manager
Impact Centre Manager
ADT Teach Senior Tutor (Jbg)
ECD Programme Coordinator
Community Liaison Officer
Finance Assistant
SPP Coordinator
Tertiary Support Officer
Bridging Year Coordinator
ADT Teach Senior Tutor (CT)
Rotary Injongo ECD Manager
ECD Child Centred Development Coordinator
HSP and ADT Teach Manager
HR and Office Manager
SPP Curriculum, Research & Support
ECD, SPP & Arts Programmes Manager
Monitoring and Evaluation Coordinator
English Teacher
Receptionist & Office Assistant

VOLUNTEERS, INTERNS, MENTORS, TUTORS, RESEARCHERS & COACHES

Adam Hughes
Aderinsola Adebulehin
Alungile Duli
Amanda Polose
Anathi Apleni
Andisiwe Somlotha
Anesipho Matshaya
Annalisa Vicente
Aphele Gwilika
Aphelele Magquba
Aphelele Tutu
Aphiwe Maswana
Asiphe Besethi
Athini Tyani
Bongani Ngesi
Buhle July
Bukeka Xhalisa
Carol Masingi
Celest Derks
Claire Crompton
Colleen Gwazani
Daniela Osorio
Danielle Becker
Duli Alungile
Edmund Chinyerere
Eleanor Ker
Elona Zitshu
Emily Loker
Ezra Sergeant-Leventhal
Fatima Mapempeni
Fundasani Roro
Gcobisa Wenana

Gregoire Thiry
Guma Sekhulile
Harrington Ngaleka
Inger Roger
Isiphile Mathafeni
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Jenna Lawrenson
Joey Hulbert
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Katie Huston
Keisher Theys
Kristin Barilett
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Lihle Nqeketo
Lilitha Liwane
Lisa Boonzaier
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Lumka Makasi
Lumka Ndlanolo
Lusanda Santile
Luxolo Ntabeni
Luyolo Khontole
Lwando Mandla
Lwando Notshokovu
Mabhuti Bobo
Malacious Mbonekwa
Masithembe Mqoto
Masixole Mlokoti
Micaela Africander
Michel Roger

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Mongikazi Geqeza
Mxolisi Mbetse
Mzikayise Ndzuzo
Naasih Mallick
Natasha Mlunjwa
Neo Mbongo
Nozuko Mandile
Ntombifuthi Mkhwambi
Nwabisa Thwani
Okuhle Mshweshwe
Patrick Chitemere
Pedro Carreno
Peter Broster
Peter Kantor
Phakamani Silekwa
Phakeka Mbenga
Phumeza Tatase
Portia Nako
Randall Haupt
Ruth Wissman
Samkelo Ndindi
Samkelo Qweshile
Sibabalwe Ntshitshi
Sibusiso Sakayi
Simon PindePinde
Sinazo Ntsantsa
Sinothando Mlahleni
Sinovelwano Mafu
Sisipho Mvimvi
Sisipho Silimela
Sixolile Sitshinga

Sixolisile Mzamo
Siyabonga Madikane
Siyabulela Mchila
Siyabonga Ngamlana
Siyabonga Sitsheke
Siyabonga Mchila
Siyanga Fame
Siyasanga France
Siyasanga Tolana
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Tania Xavier
Thandile Mpambane
Thobani Mzayiya
Thorsten Becker
Tinashe Nyamutora
Veerle Morsink
Wendy Phakati
Will Bolus
Xolhani Msimanga
Xolani Ntethe
Xolelwa Honey Nkohla
Yanga Duma
Yibanathi Lumbe
Ylona Lieffering
Zenande Mankayi
Zenande Mazwi
Zizipho Dubula
Zizipho Gomoshe
Zizipho Mbaso
Ziphozihle Mabindla
Zukhanye Mashologu

A BIG THANK YOU TO ALL OF YOU

We could not achieve what we do without you!

HOW TO BECOME A VOLUNTEER:

To find out more about how you can get involved at SAEP please email volunteer@saep.org

THANKS TO JENNA LAWRENSON
FOR THE DESIGN OF THIS REPORT:

<https://www.behance.net/jennalawrenson>

@hopeful_human

HOW CAN YOU HELP


BECOME AN ANGEL

Our monthly donors are the lifeblood of SAEP.
Learn more at saep.org/angels

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and Environment Project (SAEP)
Account type: Current Business
Bank: Nedbank Limited / Branch: Rondebosch
Account Number: 1030625166
Branch Code: 198765

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DONATE YOUR PICK N PAY SMART SHOPPER POINTS



HOST YOUR OWN EVENT OR CAMPAIGN

Motivate your friends and family 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 if you want some help to get your event going!

For more information email donate@saep.org or
check out our website www.saep.org.

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 the Socio-Economic Development (SED) category

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