



ANNUAL REPORT 2015

SOUTH AFRICAN EDUCATION
AND ENVIRONMENT PROJECT



SAEP STRATEGIC PLAN

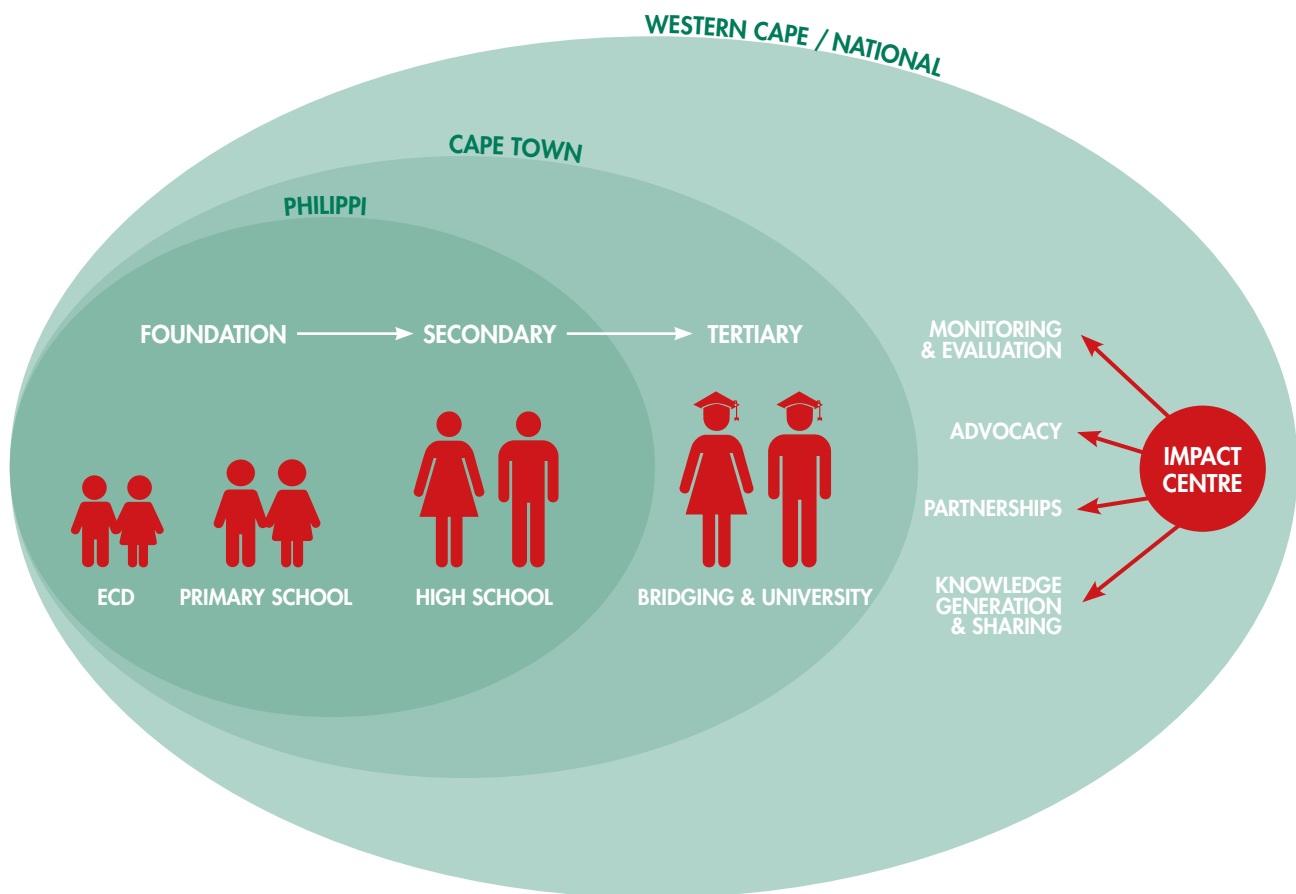
2015 – 2017



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



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



VALUES



LETTER FROM THE CHAIRPERSON



At the end of my first year as Chairperson of SAEP, I reflect on themes of resilience and new beginnings. In many ways, 2015 was a year of change for SAEP. After many years of dedicated service, outgoing Chairperson, Helena Neethling Duk, identified an opportunity for new Board leadership, passing the baton to me. Similarly, SAEP benefited from the fresh perspectives of Interim Director, Melanie Stark, during the well-deserved sabbatical of our Director, Jane Keen. Navigating this new territory, SAEP affirmed its ability to thrive during times of flux and change.

As an organisation, we demonstrated a resilience that reflects the determination and resolve of our beneficiaries. Resilience is about showing strength and commitment in the face of potential challenges and uncertainties – a proud quality of all of us at SAEP, especially the young people we work with. This past year showed me that resilience is not just an individual trait, but a collective process. Indeed, we are truly stronger together.

Firstly, I want to thank our donors for recognising SAEP's continuing potential for adaptation and growth, after more than 20 years of working with our community. Your ongoing support is vital to the transformation of so many young lives that SAEP works to improve. By investing in SAEP, you are investing in the future of Philippi as a community, doing your part to bring South Africa forward.

I also want to thank Helena and Melanie for reminding all of us that change can be good. Change can be a transformative opportunity. This, to me, is at the heart of what we do. Supporting access to quality education for young South Africans is truly transformative.

The resilience of SAEP as family means that our staff, beneficiaries and partners will continue to work towards a brighter future for all young South Africans.

A handwritten signature in black ink, reading "Gemma Oberth".

Warm regards,

Dr. Gemma Oberth

LETTER FROM THE DIRECTOR

After the excitement of celebrating our 20th anniversary in 2014, SAEP turned 21 in 2015. As with many coming of age stories, this was not an altogether easy process. We said farewell to our founder Norton Tennille (more on page 3), our chairperson of many years Helena Duk, and our vice-chair Khanyo Seyisi. Then I went on sabbatical for the latter part of the year and SAEP suddenly had a whole new leadership team who had to learn the ropes.

My sincere thanks to Gemma Oberth and Shiela Yabo (who took on the roles of chair and vice chair) and Mandla Ngewu who stepped in as treasurer, and to all other board members and Melanie Stark (as acting director) for their commitment to the organisation during this period of change. Fortunately for us Helena Duk has stayed involved with SAEP, and although no longer on the board she is still a very active ambassador for the organisation so we still benefit from her enormous wisdom and generosity. Thank you Helena!

SAEP is a learning organisation and our programmes are constantly striving to improve and become more cost effective. This involves ongoing experimentation and evaluation which can be uncomfortable at times but also comes with potentially rich rewards.

The Early Childhood Development (ECD) team moved its focus to Philippi East after much research and consultation, having worked in Brown's Farm for many years. We now serve a community which is in greater need of good ECD services and our support. They do so with a quality system to assess their effectiveness. Thanks to the Rotary Injongo Project for taking on the support of our past centres. Also in the foundation phase and in line with our strategic plan, we launched our pilot primary schools programme which has been very well received by children, parents, teachers and principal at Siyazakha Primary School. See page 5 for more detail.

At the secondary phase our Hope Scholars programme completed its first two year cycle with the new model of working with Grades 8 and 9 learners, and we are happy to report that many of these students have now joined other partners' extra mural classes in their senior high school grades to support them through to matric.

At the tertiary level our Bridging Year programme expanded through a new partnership model which enabled us to take on 47 new students, more than double the number in 2014. SAEP now provides all the non-academic training and support necessary to prepare students for university, while our partners provide the tutoring for rewriting matric subjects, providing opportunities for scaling the programme in future.

We were thrilled to be the beneficiary organisation of the Platteklip Charity Challenge, an endurance event organised by Anton and Brigitte



de Waal and JDI Foundation. The donations we received through athletes' fundraising efforts allowed us to grow our Tertiary Support programme to assist 97 students to remain in their studies. Eight of these have recently graduated, the biggest number at any one time for SAEP.

The Impact Centre has continued to develop our internal monitoring and evaluation skills to improve our practice across all programmes, and to share learning with other organisations. All our beneficiaries are now being recorded on Salesforce, a database specially adapted to our needs, enabling us to analyse and present our work in new ways. So yes SAEP is indeed growing up.

I would like to express a huge debt of gratitude to all the staff, volunteers, interns, mentors and tutors who have worked so hard to make a difference to our beneficiaries, and to all the donors, funders and supporters who have made all this possible. Thank you!

A handwritten signature in blue ink, which appears to read 'J. Keen'.

Jane Keen

FAREWELL & THANK YOU TO SAEP FOUNDER



A former Rhodes Scholar, Norton practiced environmental law in Washington, DC for 25 years before moving to Cape Town to establish SAEP in 1994. He comes from Winston-Salem, North Carolina and holds degrees from the University of North Carolina at Chapel Hill, Harvard University, Oxford University, and Harvard Law School. He was a founding Director of the North Carolina School of Science and Mathematics in Durham and served on the General Alumni Board of UNC: Chapel Hill. During his career as an environmental lawyer he received numerous awards from environmental organizations and headed the Balliol College Alumni Association in the United States. Norton retired from SAEP in 2015.

When someone like Norton Tennille walks into your life, you know your life has changed forever. There are few words that can describe the enormity and impact of this humble human being on so many lives.

Norton, the founder of SAEP in 1994, goes by many names; Tatomkhulu, Oom Norton, Mr T, Professor, Captain, to name but a few. And it's not surprising considering the countless lives he has touched over the last 21 years. Below is a message sent to him recently by Honey Nkohla, one of the many students he's mentored:

"You will always be the best father I've never had and as long as I am alive I will forever cherish you. I am writing to let you know that on the 11th of April 2016 I will be graduating, words can't explain how happy I am that I am finally a graduate. I have been waiting for this day all my life and now it has finally come, and all I can say is "Thank You" to people like You and Jane. You made it possible for me to be where I am right now. I have been trying to find the right words to say to You and Jane, but no words seem to be appropriate enough to describe what you have done for me."

And it doesn't stop there. At his recent retirement farewell party, students, staff and board members had huge praise and gratitude for his generosity of spirit, wisdom and empathy, which he gives of in huge measures. When Norton himself gave us his "sermon" on Grace and Gratitude, there was barely a dry eye in the house.

We salute you Tata, you embrace the true spirit of Ubuntu. May your blessings in the years ahead overwhelm you, as you have overwhelmed all of us.

Helena Duk, former chairperson of SAEP

EARLY CHILDHOOD DEVELOPMENT PROGRAMME (ECD)



In the township of Philippi, most children in day care centres have teachers who are not equipped with adequate skills and knowledge and the environments are not suited for meaningful learning. These children who are already part of vulnerable communities, are further disadvantaged due to the lack of appropriate early childhood educational resources.

SAEP's Early Childhood Development (ECD) programme focuses on creating enabling and stimulating learning environments within these under-resourced centres. We do this by focusing on the principals and teachers as the agents of change in the children's lives. We work with them to improve their educational and administrative skills, which leads to registration and the possibility of state subsidies, safer centres and better early development outcomes in the children.

After 12 years of working in Brown's Farm, Philippi our partner ECD centres were evaluated by an external organisation to assess their progress against other centres in the area. It was gratifying to confirm that the SAEP supported ECD centres consistently performed better than their counterparts, particularly in the areas of registration and improved learning environments. We celebrated these centres becoming independent of SAEP while still having access to follow-up support from the Rotary Injongo project and other service providers if needed.

The ECD programme and Impact Centre staff then researched which other area of Philippi had the greatest need for our services, and decided to focus on Philippi East, a community with very few service providers. The programme model was reviewed and adapted to build on past successes and to avoid recurring challenges. Eight new unregistered high potential centres were selected to partner with, and a baseline survey administered to assess their needs. Intensive training is planned for these centres starting in early 2016.

DURING 2015 WE REACHED:



966 children



10 children assisted with needs based scholarships



57 teachers



13 ECD centres and 13 principals



126 training and mentoring sessions for teachers and principals

Bonisa Ntsila,
Bonisa Educare Principal

"I have a big heart for people, do not give up easily and do not want to see children running up and down the streets. I will do anything to assist my community as long as I live!"

SIYAKHATHALA PRIMARY SCHOOLS (SPS) PROGRAMME



Siyakhathala means “we care” in isiXhosa, an appropriate name as our primary school programme works to care for learners, parents and the school we work in. The Siyakhathala Primary Schools Programme improves literacy in isiXhosa and then English to prepare Grade 3 and 4 learners for the difficult transition from isiXhosa to English instruction. The programme develops non-cognitive learning habits such as persistence, grit and collaboration, focussing on skills which continue to benefit our children well into the future. We engage parents in the life of the school and the education of their children, and with specially tailored activities, we deliver caring support school wide.

2015 was the pilot year for this programme and we began in the second term with 59 Grade 3 learners in our “Learning Gym” or afterschool reading club. 16 high quality learning sessions were facilitated by our 22 Learning Gym coaches, recruited from SAEP’s Bridging Year programme to work in groups with ratios of one coach to five learners. 15 parents were involved in monthly Coffee Club workshops at the school, and finally, psycho-social support was provided for the school more broadly, including groups run for 20 Grade 7 learners to help prevent early experimentation with drugs. Feedback from teachers, coaches, learners and parents has been whole-heartedly positive, with many reporting not only a growth in motivation, but also in the more intangible yet essential learning behaviours.

SPS parent

DURING 2015 WE SUPPORTED:



59 Grade 3 Learning Gym participants



20 Grade 7 Social Work Group participants



15 parents.

“These meetings provided a platform which we have never had before to talk with other parents about our involvement, and to also show that we take education serious. Because there is a stigma that poor parents have no interest in the education of their children, and it is not true.”

HOPE (HS) SCHOLARS PROGRAMME



The Hope Scholars programme works with two schools from the marginalised area of Philippi where we focus on imparting skills and knowledge that enable children to thrive in and after high school. We work with high potential Grade 8 and 9 learners through offering a range of holistic after school tutorial classes in maths, physical science and English. We round this off with life skills and personal development sessions, which are essential for the learners' success and to reduce their likelihood of dropping out.

At the start of 2015 we took on a new cohort of 80 grade 8 learners from Sophumelela and Zisukhanyo Senior Secondary Schools and followed 66 learners into grade 9 for their second and final year in the programme. The first group of Grade 8 Hope Scholars who started in 2014 completed Grade 9 and are now reporting involvement with other after school programmes and many have also been selected to take part in school competitions and events. The first two years of this new strategy has been filled with success and learning, and we have been able to build on the pilot years to make some important improvements for 2016, which revolve around pedagogy and continually closer engagements with parents and teachers.

"I like the way tutors make us feel when we're with them. They make us feel like we're part of the family."

HSP Learner



DURING 2015:

59 Grade 9 Hope Scholars graduated from our programme



66 Grade 8 learners were retained for the year



80 home visits completed



PSYCHO-SOCIAL SUPPORT

22 cases were referred to SAEP's social worker

Mrs Masebeni
Sophumelela SSS Teacher

"We are very happy with the Hope Scholars Programme at our school. The learners from that programme are always the most active in our school classes, and they participate and engage in class more than other learners. Most of the grade's top performing learners are from Hope Scholars, and in our school classes the Hope Scholars learners are helpful to other learners when they don't understand something."

ARTS OUTREACH

The SAEP Arts Outreach programme gives the opportunity for learners to nurture their creativity, improve communication skills and develop respect for themselves and others. This is achieved through after-school sessions in visual arts, drama, dance and music, working in Philippi high schools that don't provide any arts education for their learners.

We had a number of exciting events during the year that allowed our learners to express their talents to the public.



Our marimba band kept athletes motivated as they participated in the grueling Platteklip Charity Challenge to raise funds for SAEP.



Our visual arts learners partnered with community organisations in Philippi to create three public murals. These murals have inspired communities to take pride in their neighbourhoods and to become more interested in visual arts. Other youths from the area regularly asked our team how they could get involved in similar projects.



The dance crew participated at the Artscape Schools Programme and put on an outstanding routine.



Drama learners performed at the Baxter Theatre's Zabalaza Festival, which gave them an incredible platform to put on the production that they had spent so long developing and rehearsing. The learners take on all parts of the production, from writing the script to doing backstage work.

Our Arts Outreach programme does more than stimulate our learners' creativity; we provide support to learners that they otherwise wouldn't find in their schools and communities. The depth of the programme became apparent after one of our learners was tragically raped in 2015. Our team and our in-house social worker provided emotional support to the learner and her family. We were present with them throughout the intimidating court proceedings, and we sat with them in the courtroom while the perpetrator was being denied bail. The importance and impact of this support cannot be underestimated as a factor in our learners' personal and creative development.

DURING 2015



60 participating learners



110 after-school workshops



9 excursions to expose learners to their artistic disciplines



ADT TEACH (ADT) PROGRAMME



ADT Teach is an information and communications technology (ICT) education programme that was developed in partnership between ADT and SAEP. The programme addresses the widening gap between the need for ICT skills in the workplace and the lack of ICT skills development within schools. We use mobile computer labs to train learners in Grade 10, 11 and 12 in six high schools, to use computers effectively in a school and office environment. ADT Teach learners complete a three-year accredited course. They are also trained in presentation skills and building CVs. The ADT Teach programme develops competent, confident learners who are able to cope with the ICT demands in tertiary studies and the workplace.

In 2015, ADT Teach delivered after school ICT tuition classes to three high schools in Philippi, Cape Town and three in Johannesburg. We also conducted holiday programmes that ran for three weeks in July 2015. 91 Grade 12 learners graduated from the full ADT Teach programme, marking the end of the 3 year ADT Teach programme. Prizes were awarded to top achievers, including laptops, tablet computers and flash drives. Each graduate also received a certificate of completion plus ADT branded clothing. In 2016, we continue empowering the younger generations through information and communications technology.

DURING 2015:

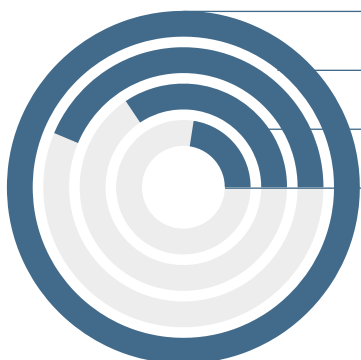
414 learners participated in 6 schools:

181 grade 10

142 grade 11

91 grade 12

197 workshop sessions were run



"In my first year in CPUT together with all other subjects, I did a subject called Computer Skills which I enjoyed doing. I passed Computer Skills with a distinction at the end of the first semester, which was my first distinction at a University level. It was clear to me that this achievement was all thanks to the ADT Teach programme for equipping me with computer knowledge. The modules and learning outcomes of that Computer Skills subject in my Diploma course were very similar with those I saw in the ADT Teach programme, which proves the high quality of the modules and learning outcomes in the syllabus of the ADT Teach programme that can compete with quality of education at university level. My Computer Skills Lecturer noted that I was doing well in this subject to an extent that he even asked me if I can assist other students who are struggling with the subject. I also noted the fact that there were students there who were using the computers for the first time in their lives, and that was when I felt very lucky that I got to have attended the ADT Teach programme during my high school days for basic computer literacy. In my first year I could do all my computer generated assignments with ease, all of which is another credit to ADT Teach Computer Literacy Programme."

Okuhle Ngcwama

BRIDGING YEAR

(BY) PROGRAMME



"Bridging Year Programme gave me emotional strength to cope. Uni. is not about being clever, it is about working under pressure."

Bonginkosi Radebe,
Bridging Year Student



47 students graduated



30 weeks of programming were run

"I feel that my writing skills and grammar skills have improved. Having a mentor has also been wonderful, someone that can guide one during this confusing year. Being privileged to have computer and internet access for free has just been the best. There is a lot to say about this Programme and it is all positive."

Bridging Year Student

SAEP's Bridging Year programme "bridges the gap" between secondary school and higher education by preparing motivated matriculants from under-resourced high schools to access and succeed in their tertiary studies. We prepare our students for the academic demands of university, ultimately increasing their chances of graduating and becoming productive members of society and their communities.

In 2015 we expanded the programme from 20 to 47 students by partnering with other service providers. SAEP focused on a range of tertiary and workplace readiness skills such as academic literacy, critical thinking, career guidance and computer literacy while LEAP, NYDA and Y2K provided the academic tutoring for students to rewrite matric.

Bridging Year students also participated in job shadowing opportunities, community service projects, team-building field trips and career talks. Our students spent many hours working for the benefit of others at Amandla Edu-football, Samora Library and Siyazakha Primary School and Arcadia Place Old Age Home. SAEP also provided mentors to the students as well as study space to do extra revision. We are pleased to report a university acceptance rate of 79% of these students, up from 70% in 2014.








Building on the successes of 2015 the programme aims to further expand in 2016 to take on 80 students.

SAEP SUCCESS IN 2015

2015 was also a year of considerable growth for SAEP. We saw significant outcomes across our programmes and have provided a snapshot of our success below.

EARLY CHILDHOOD DEVELOPMENT

SAEP supported ECDs scored higher than other centres in the same area on seven critical indicators and are now able to operate independently. These indicators include:

-  **13%** Learning environment: Young children (0-3)
-  **14%** Staffing quality and training
-  **14%** Learning environment: Children (3-5)
-  **15%** Child monitoring and referrals
-  **19%** Centre management
-  **27%** Learning environment: Grade R (5-6)
-  **28%** ECD registration

SIYAKHATHALA PRIMARY SCHOOLS

Helping Grade 3 and 4 learners for the difficult transition from isiXhosa to English instruction, the Siyakhathala Primary Schools programme improves literacy in both languages. This year:

5 learners received glasses



Learners improved an average of **6%** in Xhosa over the first **6** months*



20% of learners improved their isiXhosa marks by **20%** or more.

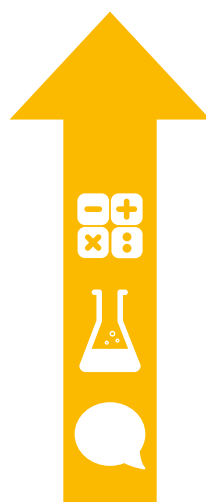
HOPE SCHOLARS

The Hope Scholars programme works with two Philippi schools to impart skills and knowledge to Grade 8 and 9 learners with high potential. This year we saw:

6% improvement in Maths*

4.4% improvement in Natural Science*

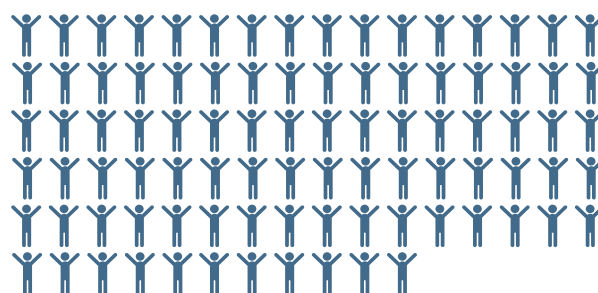
39% of students improving their English marks by **20%** or more



ADT TEACH

Addressing the gap between the need for ICT skills in the workplace and skills development within schools, ADT Teach is an information and communications technology (ICT) education programme. This year:

91 learners completed full three-year ICT curriculum.



*SPSP+ HSP: Relative improvement compared to learners not enrolled in programme. A recent evaluation by Stellenbosch University stated a 5% difference in learner scores is equivalent to about a year's worth of learning.

BRIDGING YEAR

Bridging the gap between secondary school and higher education, the Bridging Year programme prepares motivated matriculants from under-resourced high schools to access and succeed in their tertiary studies. In 2015 we saw:



135% increase in number of students reached



79% university acceptance rate



9% average matric improvement score



All students completing a "Computers 4 Kids" e-Learner Platinum Certificate



24 students engage in active mentoring relationships

TERTIARY SUPPORT

The Tertiary Support programme supports SAEP's high school and Bridging Year students who get into university to successfully graduate. This year:



664 university courses were written



83% of courses were passed

8 students graduated



IMPACT CENTRE

The Impact Centre not only helps to refine and improve our programmes, but provides insight into our work. In 2015 we:



Used provincial and national research to inform our new ECD model



Developed literature reviews to ensure alignment with international best practice



Lead dialogues on discourse, best practice and complex issues in development work

ORGANISATION WIDE

TOTAL NUMBER OF TUTORIAL CLASSES

1 212 classes. All classes had high facilitator contact time and a strong focus on quality



1-5 ratio up to **1-20** ratio of tutors to students



TOTAL BENEFICIARIES



1 701 Total direct beneficiaries



1 629 Children and youth



72 Parents, practitioners & other staff

OVERALL BENEFICIARY FEEDBACK



90% of surveyed students (HSP, BYP and TSP) feel part of an SAEP family

TERTIARY SUPPORT (TS) PROGRAMME

The Tertiary Support programme supports SAEP's high school and Bridging Year students who get into university to successfully graduate, rather than dropping out due to a variety of socio-economic challenges.

In 2015 we supported 89 students who were registered at University of the Western Cape, Cape Peninsula University of Technology, University of Stellenbosch, University of South Africa, TSIBA, Rhodes University, Nelson Mandela Metropolitan University, False Bay and Northlink Colleges. Our students had access to financial and other support which included monthly stipends to assist with living and transport expenses, workshops on university preparedness, CV writing and job readiness, psycho-social support from our social worker, campus visits and hikes. We linked students to professional mentors; to education finance opportunities offered by individual and corporate donors as well as bursary organisations and the National Students Financial Aid Scheme (NSFAS).

90% of our TS students reported that SAEP was helping them to reach their goals. The highlight in 2015 was eight of our students graduating in the following fields: Bachelor of Commerce, Bachelor of Science, Bachelor of Arts, and National Diplomas in Auditing, Food Technology and Chemical Engineering. We are pleased that eight of our graduates have enrolled for postgraduate studies in 2016. TSP continues to drive change and build better leaders for the future.

"I am so happy for the support that I have received from SAEP. I would not be where I am today if it wasn't for SAEP and TSP. UWC offers an honors degree where you can do three years to be a medical Doctor after you have finished your nursing course. I would like to take that route. I see myself as a doctor and really believe this is my calling to serve people."

Sikho,
B Nursing, University of the Western Cape, 4th year student



DURING 2015:



89 students were supported for the full year



We ran **11** campus visits, workshops and hikes



We provided stipends for **75** students



We developed **10** active mentoring relationships



We facilitated **40** individual counselling sessions.

CROSS-CUTTING THEMES

Aimed at producing a generation of motivated young people equipped with education and life skills, there are a number of themes which cut across our different programmes to ensure delivery to as wide an audience as possible.



ENVIRONMENTAL EDUCATION

SAEP incorporates environmental education into all its programmes as one of our cross-cutting themes. We provide learners with environmental awareness through hikes, excursions, after-school workshops and camps and by incorporating environmental themes into other teaching materials.



20 groups of learners went on hikes and excursions

356 learners and students participated in a hike



HOPE SCHOLARS PROGRAMME

While only **30%** of students had climbed a mountain at the beginning of the year, **100%** of our Hope Scholars had climbed a mountain by the end of the year!



TERTIARY SUPPORT PROGRAMME:

88% of students felt the hikes they attended made them appreciate the natural environment.



SOCIAL WORK

Our social worker is available to all programmes to provide psycho-social support for any personal, family or social problem being faced by our beneficiaries.



2015 reported cases and sessions held:

INDIVIDUAL WORK

52 clients seen by the social worker

GROUP WORK

67 children and students in 164 group work sessions

20 referrals to external organisations

86 home visits



CHILD PROTECTION

The importance of child protection is stressed and incorporated into all programme through life skills activities and our Child and Youth Protection policy.



13 protective behaviour sessions

1 puppet show

2 parent and educator workshops

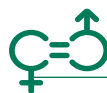
4 presentations to parents



MENTORING AND COACHING

Mentoring is a key part of our approach. We mentor young people on the path to completing university studies as well as ECD centre principals.

22 mentors paired with 60 active mentees



GENDER MAINSTREAMING

Gender mainstreaming is an important issue in education. We promote educational practices which empower women and girls and develop a culture of gender equality among young men.

125 Grade 8s and 9s attended presentations on gender

4 presentations to parents

15 SAEP staff members attended a gender and inequality dialogue



INFORMATION TECHNOLOGY

By providing children with computer literacy skills we hope to bridge the digital divide and better enable children's chances of success in school and in the workplace.

250 computer classes delivered

47 students completed "Computer 4 Kids" platinum certificate

91 ADT teach students completed an accredited MITC SETA programme.

IMPACT CENTRE

OVERVIEW

The Impact Centre is a unit within SAEP that supports organisational learning, effective service delivery and knowledge sharing.



MONITORING AND EVALUATION

2015 marked the first year of the Impact Centre's three year Monitoring and Evaluation plan. This involved a focus on strengthening the foundations for SAEP's monitoring systems and developing M&E strategies. One of the highlights of the year was working with UCT Development Studies masters students to improve our assessment tools for measuring critical thinking, motivation and confidence in two of our programmes. SAEP's Salesforce database was customised and, through the use of Open Data Kit, we are now able to upload data instantaneously from the field.

RESEARCH AND KNOWLEDGE SHARING

Through work with university partners we completed research on the career aspirations of high school learners in Philippi. We also investigated opportunities for involvement in the Technical and Vocational Education and Training sector. Research into the Early Childhood Development sector provincially and nationally helped to craft our new ECD programme model. Literature reviews were developed to critically reflect organisational programme theories and ensure SAEP remains engaged with effective practice internationally. Through continuous involvement with several communities of practice, consultation with key researchers and attendance of conferences, SAEP's ability to provide relevant, effective educational interventions was strengthened.

ORGANISATIONAL LEARNING

The Impact Centre continues to organise discussions to develop our staff's engagement with the complex issues around development work. A core thread which ran through these discussions was how to engage respectfully and powerfully in the schools and communities we work with. Some of the topics dealt with included: the language of 'lack', 'voluntourism' and effective environmental education. Reading clubs made learning from best practice around the world accessible. Media updates, circulated weekly, ensured staff are kept apprised of developments in the education sector and regular staff trainings helped to improve technical abilities. A key event for the year was the panel on RhodesMustFall, where three students from the Tertiary Support programme spoke of their experiences at university. The event was both enlightening and a valuable opportunity to recognise the impressive young people that SAEP works with.



3 research projects concluded



6 log frames, **4** M&E strategies completed



4 baseline and **4** endline assessments developed. Learner focus groups run for **2** programmes and staff focus groups run for **3** programmes



15 staff learning activities:
8 staff discussions, **4** reading clubs, **3** internally facilitated staff trainings on survey administration and communication with external audiences

THE EDUCATION & LANDSCAPE & SAEP 2015



2015 was a tumultuous year in education and it highlighted many of the barriers to achieving an equitable society. In many ways it was the year of the student, with Rhodes Must Fall and affiliated movements pushing university transformation onto the national and international agenda. The financial barriers to university access and success, a common problem for many of our Tertiary Support students, were starkly brought into focus through the Fees Must Fall protests. At SAEP many of the stories which surfaced were familiar. While our students are talented and driven young people, access to higher education for township youth is a fragile thing. A death in the family or a sudden retrenchment can change the trajectory of a life. Money is often spread thinly and the slightest shock can mean the end to dreams of becoming the first graduate in a family. Added to this, moving from a township where the “Mlungus” are seldom spotted, to a university brimming with English and complex books is a serious shock. Surrounded by unfamiliar words, images and people it is easy to develop an anxious relationship to university, which can quickly result in dropout. Access to an invested older mentor figure, and targeted financial support are ways which our Tertiary Support Programme has shown it is possible to mitigate these challenges.

Basic Education had its fair share of protests as well in 2015. While the Gauteng Education Department rolled out tablets and smart boards, Cape Town rolled out police Nyalas and fired stun grenades at schoolchildren. Learners

from Philippi High School had peacefully protested outside the Western Cape Education Department, aiming to claim the promise of quality education, inaccessible from their container classrooms, which are icy in winter and sweltering in summer, but were met with violence. Moments like these highlight how much more difficult it is for the majority of young people to get a quality education.

With so much attention on protest, babies and very young children who are unable to take to the streets easily become the invisible victims of education provisioning. While several ECD policies were tabled in 2015, budget allocations remain slim, a fact which is increasingly recognised as the source of many of South Africa’s education woes. With poverty a daily experience of most families in Philippi, the youngest often suffer the most. Sadly, it is only when the tantrum of a 2 year-old becomes the violence of an adolescent that we start to pay attention.

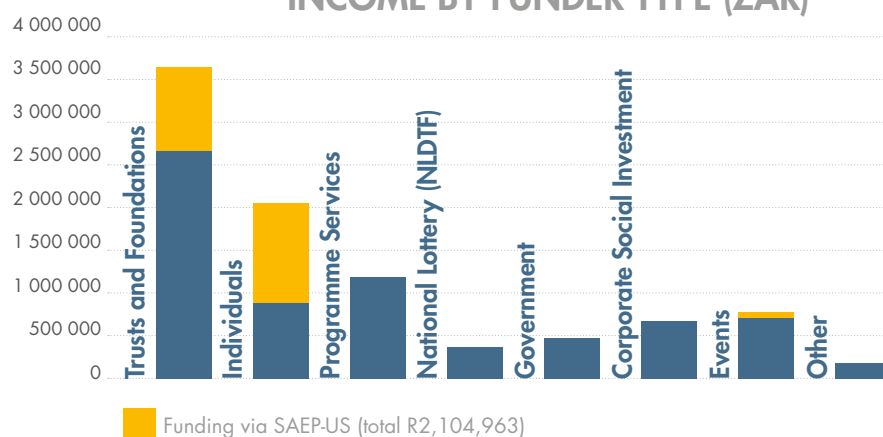
Change is slowly happening in Philippi, however. With two beautiful new schools constructed last year, there has been a gradual movement towards achieving the minimum norms and standards set out for basic education. Safe school spaces can quickly become a centre for community organising and promote productive engagement after school, such as through our Arts, Hope Scholars and Siyakhathala Primary Schools Programmes. With young men gathering in gangs on the streets, protected environments such as these are critical for young people who hope for better lives.

FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION AT 31 DECEMBER 2015		2015	2014
		R	R
ASSETS			
Property and Equipment		R133,944	R25,000
Current assets		R3,887,273	R3,338,582
	Receivables	R313,834	R262,372
	Deposits	R54,462	R54,303
	Cash and cash equivalent	R3,518,977	R3,021,907
Total assets		R4,021,217	R3,363,582
EQUITY AND LIABILITIES			
Capital and reserves		R3,908,833	R3,348,765
	Stars Award	R137,340	R291,526
	National Lottery Distribution Trust Fund Reserves	R172,390	R271,231
	Other Specific Programme Reserves	R3,010,898	R2,144,886
	Accumulated Funds	R588,205	R641,122
Current liabilities		R112,384	R14,817
Total equity and liabilities		R4,021,217	R3,363,582
"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.			

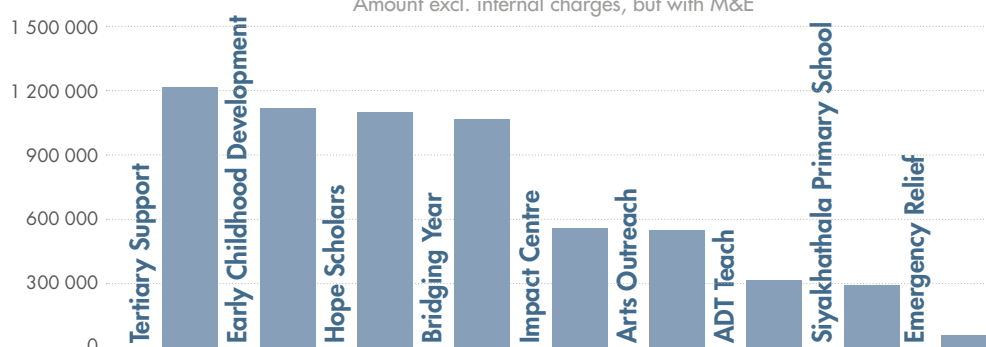
STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED 31 DECEMBER 2015		2015	2014
		R	R
INCOME		R9,473,292	R8,444,057
Donations in kind		R–	R264,000
Donations received		R6,428,572	R5,452,210
Interest received		R212,959	R194,097
Fundraising events and other		R751,274	R195,620
Government grants		R489,868	R435,832
National Lottery Distribution Trust Fund		R397,284	R826,482
Programme Services		R1,193,335	R1,075,816
EXPENDITURE		R8,913,224	R7,592,955
Programmes services		R8,354,879	R6,832,653
Support costs		R1,718,700	R1,338,001
Fundraising		R749,906	R477,185
Monitoring and Evaluation		R389,760	R–
Less: Management fees and charges		– R2,300,021	– R1,054,884
Net surplus before special items		R560,068	R851,103
Transfer to reserves		– R612,985	– R501,391
Net surplus for the year		– R52,917	R349,712
Accumulated funds at beginning of year		R641,122	R291,410
Accumulated funds at end of the year		R588,205	R641,122
Where necessary, comparative figures have been adjusted to conform with any changes in presentation in the current year.			

INCOME BY FUNDER TYPE (ZAR)



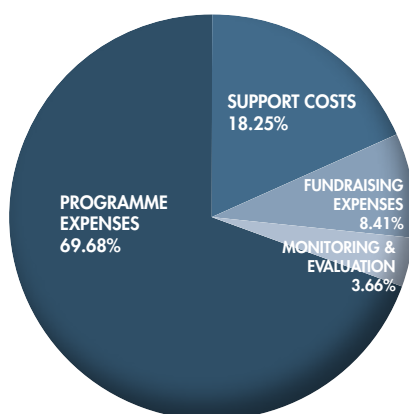
SPENDING BY PROGRAMME* (ZAR)

Amount excl. internal charges, but with M&E

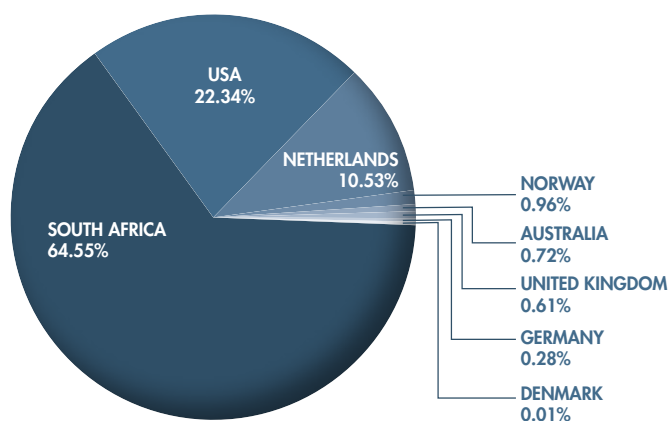


*An additional ZAR 471 688 was administered for partnership projects

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 2015, and its financial performance and its cash flows for the period then ended in accordance with the Organisation's accounting policies and procedures."¹



SAEP AND THE INDEPENDENT CODE OF GOVERNANCE

SAEP's Board of Directors and staff have signed the Independent Code of Governance for Non-Profits in South Africa. The Code lays out a set of principles, values and responsibilities to guide and inform the way in which non-profit organisations are managed and conduct their affairs. In 2015 we renewed our ongoing commitment to sound and ethical governance and management.

¹SAEP's Annual Financial Statements for the year ending 31 December 2015 were audited by Low and Schreiber Chartered Accountants (SA). SAEP's full Annual Financial Statements can be downloaded at www.saep.org, or requested by calling +27 (0)21 447 3610

PROGRAMME & ORGANISATIONAL PARTNERS

SAEP works in an environment where people and organisations from the private, NGO and public sector are collaborating for the benefit of others. We would not be able to provide quality programmes without the partnerships we have formed over the past years. We would like to extend our gratitude to all our partners, and we hope that we can continue to work together for the sake of our beneficiaries.

First and foremost, we acknowledge that our strongest partners are our beneficiaries, their parents and communities. They are the foundation of our programmes, and the reason we are so passionate about working together to improve their lives.

EARLY CHILDHOOD DEVELOPMENT PROGRAMME

4Exchange
Chaeli Campaign
Inclusive Education South Africa
Joint Aid Management SA
Persona Dolls
Protective Behaviours (Australia)
Rotary Club of Claremont
Unlimited Child
Zakheni Fire Maker Project

ECD centre principals and teachers: Ikamvalethu, Zamukhanyo, Thandolwethu, Isalathiso, Nkosi, Sunshine, Love and Faith, Luntu, Bonisa, New Born, Sithembele, Ntabesinayi, Sakhuxolo

SIYAKHATHALA PRIMARY SCHOOLS PROGRAMME

Bridging Year student coaches
One Sight
Siyazakha Primary School

HOPE SCHOLARS PROGRAMME

Culture Connect
FunDza Literacy Trust
MAS Training and Consultancy
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

BRIDGING YEAR PROGRAMME

LEAP
NYDA 2nd Chance Programme
Y2K

ARTS OUTREACH PROGRAMME

Artscape (School Festivals)
Baxter Theatre (Zabalaza festival)
Cape Academy for Performing Arts (CAPA)
Centre for the Book
Edith Stephens Nature Reserve
Homeless and Poor Peoples Initiative
Intsebenziswano High School
Leap U.S.A
Masikhulisane Day and Aftercare Centre
Philippi High School
Save the Children Fund Cape
Sophumelela Senior Secondary School
Ubunye Dance Projects
Weltevreden Clinic in Samora Machel
Zama School of Dance
Zisukhanyo Senior Secondary School

ADT TEACH

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

TERTIARY SUPPORT PROGRAMME

Jane Tressider
Mentors
Michael Udell
UCT Knowledge Co-op
UCT Health and Wellness Centre
UWC Financial Aid Department
UWC Academic Development Department
We Are Punk

IMPACT CENTRE

Amandla Development
Education Fishtank
Ubunye
UCT Sociology Development Studies Masters Programme
UCT Knowledge Cooperative
University of Arkansas

TEAM

BOARD OF DIRECTORS

Avuyile Koli		Khanyo Seyisi/ Shiela Yabo	Vice-Chair (changed at AGM)
Charne Lavery		Kubeshini Govender	
Danielle de Kock		Leanne Allison/ Mandla Ngewu	Treasurer
Gina Leinberger	Secretary	Nosisa Mhlathi	
Helena Duk/ Gemma Oberth	Chairperson (changed at AGM)	Siham Boda	
Isabel Essen		Zandile Mahlasela	

STAFF AND LONG TERM VOLUNTEERS

Alexandra Hamill	ECD Field Coordinator	Miriam Sipondo	Community Liaison Officer
Andile Nqoko	Hope Scholar programme Coordinator	Nokulunga Poswa	Finance Assistant
Asanda Yabo	Office Help	Noluyanda Roxwana	TSP Assistant
Beauty Ndlovu	TSP Manager	Norton Tennille	CFO and Director-Institutional Development
Bella Ramos	TSP Data Management	Nqobani Nkala	ADT Teach Senior Tutor (CT)
Brian Kilbey	Development and Fund Raising Manager	Phillip Mcelu	ICT Coordinator
Buhle Gana	Social Worker	Pumeza Mahobe	Rotary Injongo ECD Manager
Cebo Gqadushe	ADT Teach Tutor (CT)	Runika Miles	Child Centred Development Coordinator (from July 2015)
Chuma Nozewu	Arts Coordinator	Sandra Dee Mitchell	ECD Programme Coordinator (to August 2015)
Corlia Meyer	HSP Administrator and Maths Tutor	Sean MacGinty	Hope Scholars Programme Coordinator & BY Academic Literacy Tutor
Fern Beetle-Moorcroft	Science & Environmental Education Coordinator	Sean Wilson	BY and ADT Teach Manager
Jacob Mathumba	ADT Teach Tutor (Jbg)	Sibonelo Nongcula	BY Programme Coordinator
Jane Keen	Director	Sisanda Mguzulwa	Leadership in Education Fellow
Janine Jansen	BY and TSP Careers and University Support Coordinator	Siseko Tyabazeka	HSP Science and eLearning Coordinator
Jessica Sefolo	Fund Raising Officer	Sonia Chu	Office Manager
Kathrin Herms	Finance Manager	Susie Taylor-Alston	SPS Researcher
Katie Florian	Knowledge Management Coordinator	Sydney Shearer	Monitoring and Evaluation Coordinator
Kayin Scholtz	Impact Centre Manager	Tara Appalraju	High School and ECD Programmes Manager
Khuselwa Mxatule	SPS Coordinator	Veronica Bavuma	English Teacher
Kirsten McIntosh	Media and Communications Officer	Vuyiswa Tyhali	Receptionist & Office Assistant
Kuda Sibanda	ADT Teach Senior Tutor (Jbg)		
Mejury Mushanguri	ECD Programme Coordinator (from July 2015)		
Melanie Starke	Locum Director		

VOLUNTEERS, INTERNS, MENTORS & TUTORS

Adam Hughes	Jerry Mthembu	Monde Myataza	Sipho Mbovane
Aneline Kani	Jolanda Hendricks	Morris Fanadzo	Siphokazi Jevu
Anelisa Mila	Joseph Maniragana	Mphumzi Zoya	Sithembiso Duze
Asiphe Kama	Julie-Ann Coppinger	Mzikayise Ndzuza	Siyabulela Ndezeke
Athobile Mdatyulwa	Katie Huston	Namhla Yeki	Sonwabale Ngcukuva
Athule Goniwe	Kemiso Nthoba	Nokulunga Damane	Thando MacKenzie
Bongani Ngesi	Kristian Pranger	Nosivuyile Gwadiso	Thandokazi Matiyase
Bothwell Wachi	Latoya Witbooi	Ntombintombi Mabika	Themba Mtshawu
Chelsea Hodge	Lenka Komarkova	Olwethu Katose	Tumelo Moreri
Courtnee Clark	Leslie Ashburner	Ramaano Boo	Tyler McDaniel
Craig Hall	Luzuko Manase	Rebecca Francis	Thabile Myeki
Dilshaan Chetty	Mabuthi Bobo	Rob Watson	Tina Dayimane
Ellwin Shiimi	Maposholi Mokhati	Ryan Bluetie	Unathi Sigodi
Eugene Julies	Mark Hague	Sally Mampane	Uviwe Faku
Gcobisa Mtati	Melanie Mathey	Sephekana Mohapi	Vuyelwa Feni
Georgina Triantafillides	Marlise Richter	Sidharth Rupani	Yamkela Giyose
Genevieve Sekumbo	Melezwa Mdletye	Simamkele Maqula	Zenande Sophothela
Hannchen Louw	Michael Nopote	Siphelele Khanye	Zimasa Antrithi
Inger Roger	Michael Udell	Siphelele Khanye	Zimkhitha Wise
Iris De Groote	Michel Roger	Siphiwosethu Ngunqu	Ziyanda Maxwele

DONORS & SUPPORTERS

Our greatest thanks to all our generous funders who make our work possible. Our donor base continued to grow in 2015, and unfortunately there just isn't enough space to mention everyone who gave during the year. We are so fortunate to have you partnering with us to improve the education opportunities available to so many of the children and youth who benefit from our programmes. Thank you all!

LEAD FUNDERS ORGANISATIONS

ADT Security (Pty) Ltd
Coronation Fund Managers
Department of Arts and Culture
DG Murray Trust
E R Tonnesen Will Trust
EXEO Civil Engineering Construction
Friends of the Mandela Rhodes Foundation USA
Graham and Rhona Beck Foundation
Grand Gaming
JDI Foundation
Kagiso Asset Management
Keen Family Trust
National Arts Council
National Lotteries Commission
Norman Wevell Trust
Percy Fox Foundation
Platteklip Charity Challenge 2015
Porticus
RisCura
Rolf-Stephen Nussbaum Foundation
Rotary Claremont
SAEP-US
Second Stella and Paul Loewenstein Charitable and Educational Trust
STARS Foundation
Western Cape Department of Cultural Affairs and Sport
Western Cape Department of Social Development (DSD)
Wings of Support

LEAD FUNDERS INDIVIDUALS

Alice Chambers	Katherine Zellner
Ben Willis	Neville Chester
Charles Elkins and Betsy White	Patrick Collins
Elkins	Rebekka Hille
Douglas Foster	Sandy van Hoogstraten and
Ed Pleasants	Ian Liddle
Gina and Karl Leinberger	Shep Willis
Hjalmar and Sanna Sorli	Tamsyn Fricker
Jane Keen	Tate Foster
Jenny and Robert Mulder	Thomas Burgess
Jerry L McAfee	Walter B. Slacombe

ANGELS

Amelia Kriel, A Taylor, Bev Haddad, Colleen Jackson, Ed and Jessica McCarter, Emlyn Flint, Gabriela da Silva, Gemma Oberth, George Stubbs, Georgie Higgins, Gina Leinberger, Guy Briggs, Helen Binckes, Helena Duk, Isa-Lee Jacobson, James Bonner, Jane Keen, Jennifer Beattie, Jill Wright, Joy Keen, Katie Huston, Khanyo Seyisi, Leanne Allison, Liza Penn, Maaiké Duk, MP Jackson, Nicola le Roux, Norton Tennille, Pat & Shelley Higgins, Priscilla Oliver, Sandy Van Hoogstraten, Sara Hudson, Scott Hollier, Shelley Simonsz, Shiela Yabo, Siyazakha Primary School, Stephanie Esterhuyse, Stephen Granger, Tessa Welch, Zandile Mahlasela

THANK YOU FOR YOUR EXCEPTIONAL SUPPORT

Alfred Burgess, Allan Gray, Annde Paxton, Anonymous, Bev Haddad, Boris Kozhanow, Candace Debnam, Cape Union Mart Hiking Club, Chandanna Denz, Connecto Labs, dhk architects, Direct Axis, Dirk Kotze, Duncan Artus, Edward Berman, Emma Jean Bowman, Fairview Cheese Company (Pty) Ltd, Futuregrowth Asset Management, Gemma Oberth, Gilander Foundation, Helena Duk, Jay Utton, John Pot, John W. Davis III, Juta, Laura Knapp, Leanne Allison, Liz Conzen and Jesse Zellner, Martha Eller, Michael Evans, Mountain Club of South Africa (MCSA), MySchool, Oregon Community Foundation, Oxbow Office Equipment (Pty) Ltd, Panda Security, Pat & Shelley Higgins, Ray and Cathleen McKinney, Robert Sevier, Roland Myers, Roland Pillay, Rotary Club of Newlands, Sarah Ruden, Soroptimist International Cape of Good Hope, Steven Lampert, Terrie Davis, Tessa Welch, Therese Mackenzie, Western Cape Community Chest, Wilba Hussey, William F. Womble.



CAMPAIGNS & HOW TO DONATE



STRAP ON YOUR WINGS

Become an SAEP Angel and help us make a difference – today and every day this year

Angels provide comfort, guidance and most of all, hope. Your monthly gift of as little as R200 gives hope to a child or young adult who otherwise doesn't have many opportunities to reach their full potential. Learn more at www.saep.org/angels



RIDE

The Cape Town Cycle Tour for SAEP

Join the SAEP Cape Town Cycle Tour charity team and raise funds through your networks as you power around the world's most scenic race.

Contact donate@saep.org for details.



SHOP

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

www.myschool.co.za/supporter/apply/

Make SAEP a beneficiary and we receive a portion of your spend every time you shop. You can add SAEP as a beneficiary if you are already a card holder.

Join the **Pick n Pay Smart Shopper** programme and donate your points to SAEP. We receive these as cash.



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.



HOW TO DONATE

Via **EFT** to SAEP's South African bank account, please include your **FIRST INITIAL, SURNAME** and **"DONATION"** 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**¹ from anywhere in the world. Visit 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.

¹ 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.

MAKE A DIFFERENCE. DONATE TODAY.



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Fax: +27 (0)86 514 8102
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PBO: 930010069

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