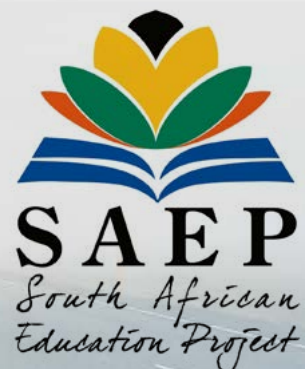


ANNUAL REPORT 2022



EDUCATING FOR A BRIGHTER FUTURE.

Youth driving change at SAEP



Sanelisiwe Mlaba



Alungile Dule



Sihle Joja



Abongile Ndamase



Lesley Nchabeleng



Amanda Msolo



Anelisa Zawula



Masithembe Mqoto



Live Nako



Sihle Ngxabi



Busiswa Dibela



Zizo Sinyondo

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Foreword From the Chairperson

Dear stakeholders,

On behalf of the South African Education Project (SAEP), I am pleased to present this year's Annual Report, themed "Looking Forward" "Ndijonge Phambili" "Kyk Vorentoe". The year 2022 has been one of challenges and transformation, demonstrating great resilience by the SAEP board, management, and staff.

As we face an economic environment characterised by uncertainty, SAEP continues its work to improve access and better education outcomes for children and young adolescents in marginalised communities. The impact of the COVID-19 pandemic and the subsequent lockdown has been significant on educational programmes and the academic performance of learners.

Despite these challenges, the statistics shared in this annual report and the positive academic performance of our learners attest to our team's tireless effort in delivering consistent support in the communities we serve. We are proud of our efforts, and we acknowledge our networks and partnerships as paramount in the process of creating shared value. Through collaboration, we can achieve our goals.

SAEP has continuously improved operations to enhance support to individuals, communities, schools, and government departments. I want to extend my gratitude to our CEO, Donavan Fullard, for steadily steering the SAEP ship through rough waters and ever-changing tides last year and to my fellow board members – past and present – for their unwavering support, dedication and commitment to SAEP.

Our success this year would not have been possible without the support of our loyal donor base, the management team, and staff who continuously raise the bar in education towards a brighter future.

Thank you.

Yours sincerely,



Isabel Essen
Chairperson

Chief Executive Officer Report

I am pleased to present this year's Annual Report amid the challenges of the global pandemic and subsequent economic downturn, we remain as determined as ever to support our learners and the communities in which we operate.

The current reading crisis in South Africa necessitated our organisation's response to refocus and restructure programme efforts towards technical assistance and direct service delivery education support at the foundation phase. In response to extreme poverty and a rapid increase in violent crime against women and children, we centralized our operations in Philippi and moved our office to the Beautiful Gate Community Centre. We engaged in an organisational development process aligned with international donor standards to enhance services and managerial practice. As a result, we anticipate expanding our programme implementation to more Early Childhood Development (ECD) centres and primary schools commencing in 2023 with a world class offering.

We are proud to have supported a total of 7331 children in 2022, and our impact goes beyond these numbers as SAEP continues to focus on sustaining high-quality advanced programming. We are delighted to report that the Primary School Support Programme attributed to significant literacy improvements for Grade 3 and Grade 4 learner outcomes in English. The High School programme provided ongoing environmental education, greening initiatives, and launched the Digital Literacy Programme pilot, which achieved great success.

Our Post Matric Programme assisted 120 students with access to higher education opportunities and ensured they thrive in the workforce, equipped with market ready skills geared to increase their employability. This programme, however, concluded its final intake in 2022 following the organisational restructure.

SAEP performed admirably in a rapidly changing funding landscape, closing off the 2022 financial year with a positive bottom line attributed to the agility and action of the management team responding effectively to changes and challenges. Programme performance showed a steady increase as we adapted to these changing circumstances.

Our focus remains on promoting access to quality education while supporting our communities through various programmes. We will continue working hard towards our goals and ensure learners achieve their academic and developmental goals.

We thank our donors, board members, management team, and staff for their support and dedication in achieving these results. We are confident that together we can continue to make a difference in the lives of the children we support and their communities.



Donavan Fullard
Chief Executive Officer

SAEP Board

SAEP Management



Isabel Essen
Chairperson



Kayin Scholtz
Vice Chairperson



Gina Leinberger
Secretary



Kathrin Friester
Treasurer



Dr. Gemma Oberth
Member



Helena Duk
Member



Haroon Mahomed
Member



Donovan Fullard
Chief Executive Officer



Crystal Snyman
Human Resources and
Office Management



Shane Everts
Head of Communications
and Fundraising



Pumeza Mahobe
ECD Programme
Manager



Lee van der Westhuizen
Finance Manager



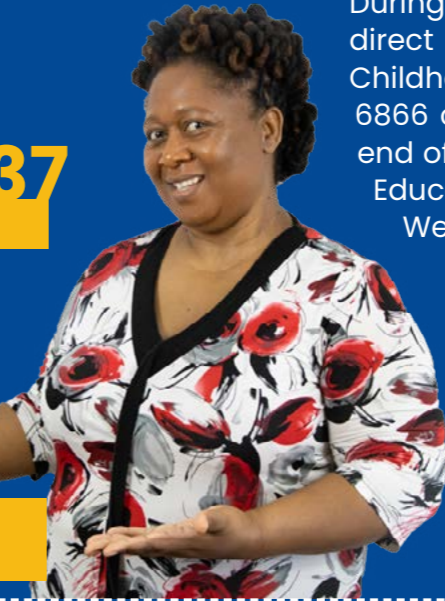
Tara Appaljaru
Programme
Manager

SAEP Programmes

The South African Education Project (SAEP) continued to celebrate significant achievements in 2022 in the five programmes across the education spectrum, from our ECD to Tertiary support programmes. Operations expanded to support more schools and ECD centres in supported communities. The growth is pursuant to the organisation's initial steps towards a progressive growth strategy set to roll out over the next few years. The growth strategy will focus on education system strengthening and technical assistance for foundation phase education interventions in Early Childhood Development and Primary School Support Programmes to secure and advance organisational sustainability in a responsible, ethical way while accelerating sustainable growth and promoting access and better education outcomes among children and youth in marginalised communities.



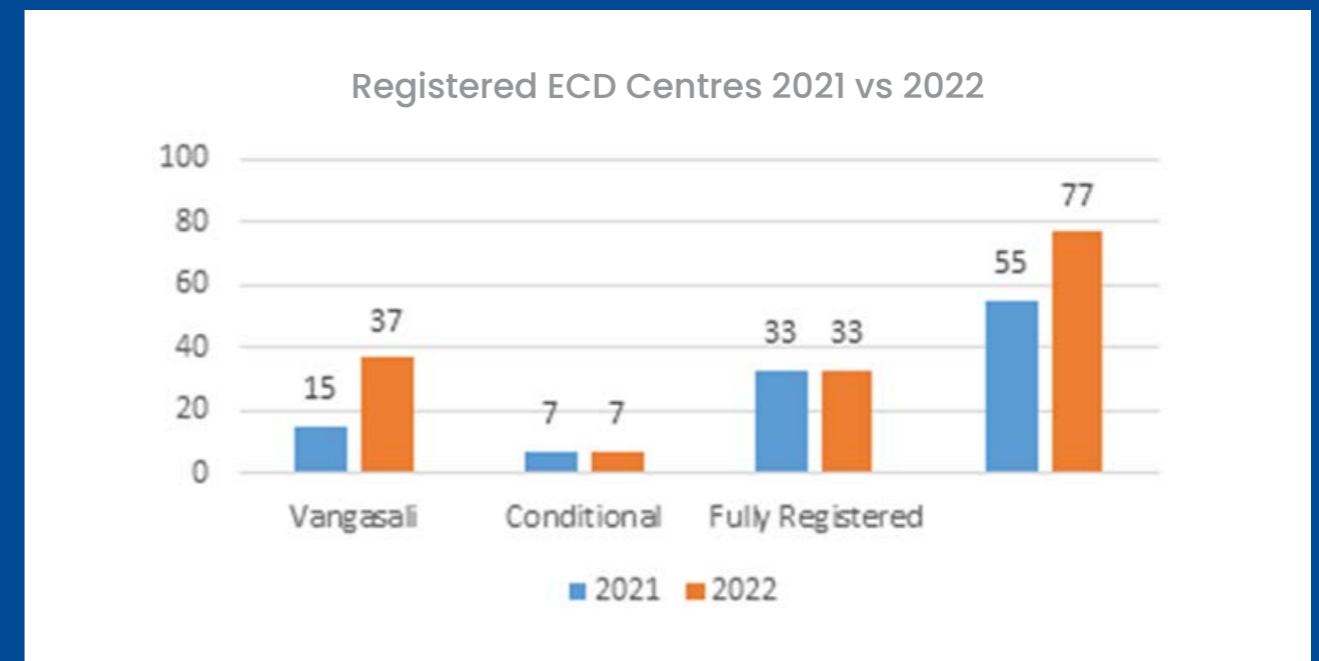
Early Childhood Development Programme



During 2022, the organisation provided direct service delivery at 137 Early Childhood Development Centres reaching 6866 children aged 0 – 6 years as at the end of December 2022. The South African Education Project further supported the Western Cape Education Department with facilitation of ECD centre registration and ultimately registering and or retaining 77 centres meeting registration and funding eligibility.

Registered ECD Centres 2021 vs 2022

	2021	2022
Vangasali	15	37
Conditional Reg	7	7
Full Registration	33	33
Total	55	77





Early Child Development Programme

The South African Education Project (SAEP) continued to celebrate significant achievements in 2022 as operations expanded to support more schools and ECD centres in supported communities.

Structural & Compliance Renovations

SAEP enabled the structural upgrades, improving environmental health and fire safety conditions at ECD centres, namely Masibambane, Mzamomhle and Ntabesinyi Centres.

Our team, in collaboration with other stakeholders held campaigns and worked hard to refurbish these centres, providing a safe and stimulating environment for children to learn and grow. The improvements created immediate shifts in outlook, averted deregistration and funding support interruptions. Centres therefore retained their registration and funding for another five-year cycle.

Curriculum Support Training

Curriculum support ensured that children aged 0 – 5 continue to access quality ECD programming aligned with the National Curriculum Framework. 70 ECD Centres received the National Curriculum Framework (NCF) training, coaching and mentoring of two practitioners in ages 0 – 2 years and Pre-Grade R using The Unlimited Child Learning Program. Rigorous support through mentoring and at-centre coaching were offered to the centres for the duration of the year to ensure consistent implementation.



ECD Resource Kits

We have distributed 70 of The Unlimited Child ECD resource kits to support and re-inforce curriculum implementation provided in the two supported age groups. These kits are designed to ensure consistent ECD service delivery and provide practitioners with the tools they need to create a high-quality learning environment for children.

Nutrition Workshops

We have hosted Nutrition workshops, reaching 51 centres with nutrition support over a four-month period. Our workshops were designed to help educators understand the importance of nutrition in supporting children's health and development and provide practical strategies for promoting healthy eating habits.

Safety and First Aid Training

In collaboration with ChildSafe SA, we have facilitated Safety and First Aid training for staff at 25 centres. We have also provided each centre with First Aid kits to ensure that they are equipped to deal with any emergencies that may arise while children are at centres.

Child Protection Workshops

We have hosted Child Protection workshops, reaching 30 facilities with resources and training to help identify and report child abuse. These workshops were designed to educate ECD staff on how to keep children safe and provide them with the tools they need to protect children from harm.



Tragic Incident highlights urgent need for safety and security at Early Childhood Development Centres

The South African Education Project left South Africa reeling in August 2022 after a horrifying attack on an Early Childhood Development (ECD) centre principal at one of the centres the organisation supports. The principal was shot in the face in full view of children during the attack, which took place after two men entered the facility pretending to be interested in enrolling a six-month-old baby at the centre.

The men were said to have fled with the phones and TV in a black Mazda and an Avanza. Police arrived at the scene 45 minutes after the incident occurred. Provincial police spokesperson Captain Frederick van Wyk later confirm in a media statement, three suspects came to a local edu-care centre, to enquire about a child. When the principal tried to assist them, one of the suspects took out a firearm and started to shoot at her. An attempted murder and robbery case was opened, and the investigation is ongoing. No arrests have been made".

The incident sparked outrage and horror across South Africa and prompted calls for greater safety measures and resources for ECD centres. The South African Education Project was quick to offer support to the victim and her family, initiating first response emergency protocols and providing social workers on the ground to help support the children who had witnessed the incident.

Initial reports from social workers confirmed the children were extremely traumatised. A three-year-old boy was continuously speaking about the incident, and what he saw and continued to narrate it. Children were found crammed against the sliding door crying after witnessing the incident.

However, thanks to the quick responses of the organisation, support networks were set up to help them through the traumatic episode. The incident highlighted the urgent need for greater safety measures at educational facilities, particularly ECD centres, which cater to young and vulnerable children.

The South African Education Project called for urgent intervention from safety structures to be implemented and for more resources to be directed towards ECD centres, which often face challenges related to funding, infrastructure, and staffing. In a media statement, SAEP issued an appeal to Police Minister Bheki Cele and Cape Town mayoral committee member for safety and security, Alderman JP Smith, to urgently intervene and secure the safety of our women and children in their schools and early childhood development centres. Numerous individuals and groups spoke out against the attack, calling for justice for the victim and greater safety measures to protect educators and learners.

We are pleased to report that the principal survived the ordeal and was reunited with her husband and three children following rehabilitation.

The South African Education Project pledged to work tirelessly towards ensuring that the safety and well-being of all educators and learners remain a top priority. The organisation also invested significantly in reengineering its service offering to world-class education programmes for 2023.

Our response to this tragic incident demonstrated our unwavering commitment to promoting safe, high-quality, and equitable education for all. The organisation's efforts to support ECD centres in providing a safe and secure environment for children to learn and grow continue to drive its goals and objectives for the future. It is only through collective efforts that we can make a difference in our schools and ECD centres to ensure that learners and educators can conduct their daily activities without fear of violence or harm. You can help make a difference by donating to the South African Education Project through secure online payment options.

You can help us make a difference today.

Secure online payment options include:



Annual Support to an ECD Centre for R42 000.00

<https://payf.st/o7zj2>



Annual Support to an ECD Practitioner for R10 500

<https://payf.st/mfh2r>



Annual Support to a Child at a supported ECD centre for R1 050

<https://payf.st/i3jxo>



[Organisations call for swift action after ECD principal shot three times in the face](#)



[ECD Centre principal in critical condition](#)



[Crèche principal shot in the face in full view of children](#)

[ECD principal shot in the face in full view of children, remains in critical condition](#)

Primary School Programme (Siyakhathala Programme)

SAEP provided literacy support in two primary schools, Vukani and Siyazakha in 2022. The after-school School Programme achieved



97.78%

of the overall programme target reaching

178

learners as at the end of December 2022.

Siyazakha after-school programme

57 Grades 5

Vukani after-school programme

119 Grades 3 and 4

Totals
58 of 176
= Grade 3

Totals
61 of 176
= Grade 4

Totals
57 of 176
= Grade 5

The SAEP Learning Gym methodology attributed to significant literacy improvements for Grade 3 and Grade 4 learner outcomes in English during 2022.

13 (20)%

Grade 3 learners remained consistent

44 (76)%

Grade 3 showed significant improvement and/or excelled in English.

Similar achievements were recorded for Grade 4 learners.

18 (30)%

Grade 4 learners remained consistent

37 (61)%

Grade 4 showed significant improvement and/or excelled in English.



The Grade 5 cohort, directly impacted by COVID 19 and subsequent lockdown, accrued notable learning losses during their Grade 3 and 4 school years and showed less favourable learning outcomes.

13 (22)%

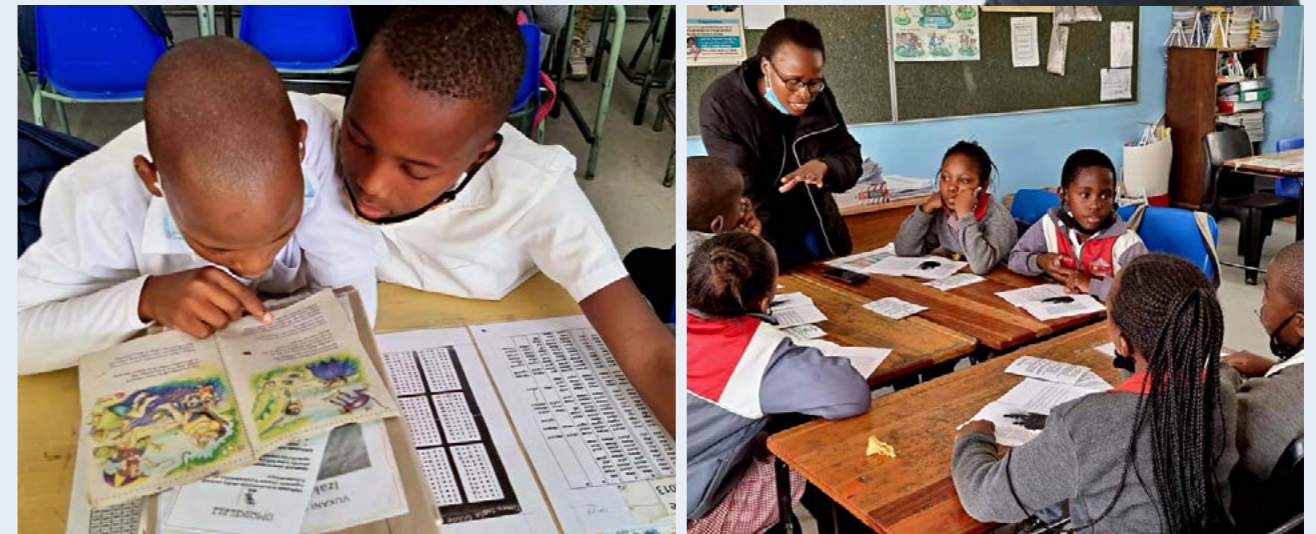
Grade 5 learners regressed and performed poorly

27 (47)%

Grade 5 learners remained consistent

17 (28)%

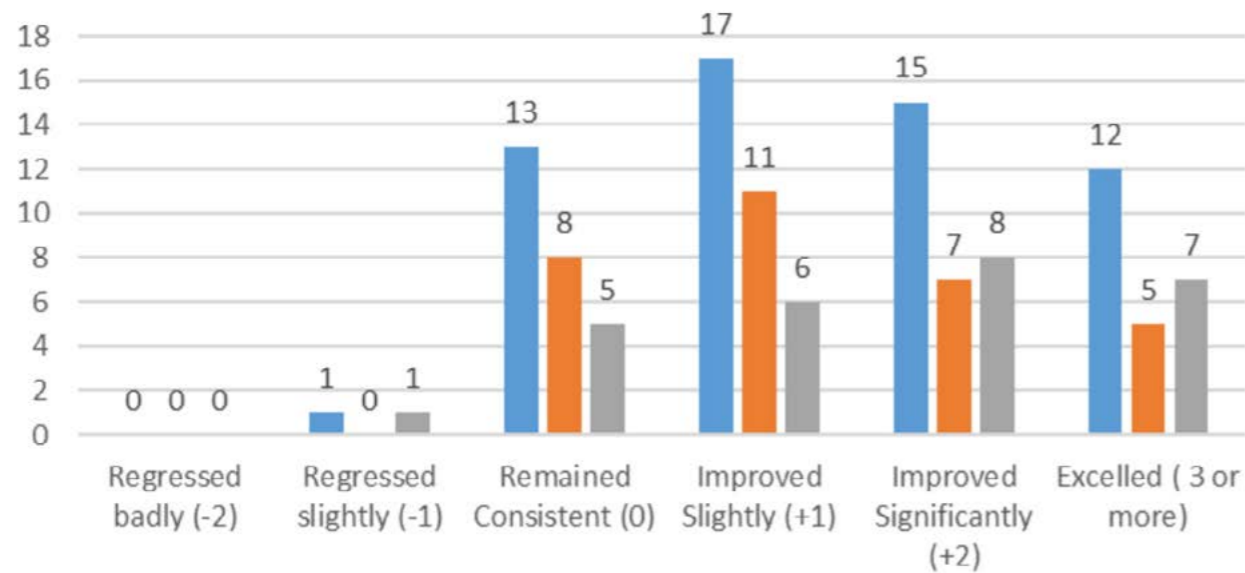
Grade 5 learners showed significant improvement and/or excelled in English



Grade 3 English Progress Report (Q1 vs Q4) by Gender

	Number of Children	Boys	Girls
Regressed badly (-2)	0	0	0
Regressed slightly (-1)	1	0	1
Remained Consistent (0)	13	8	5
Improved Slightly (+1)	17	11	6
Improved Significantly (+2)	15	7	8
Excelled (3 or more)	12	5	7
Total	58	31	27

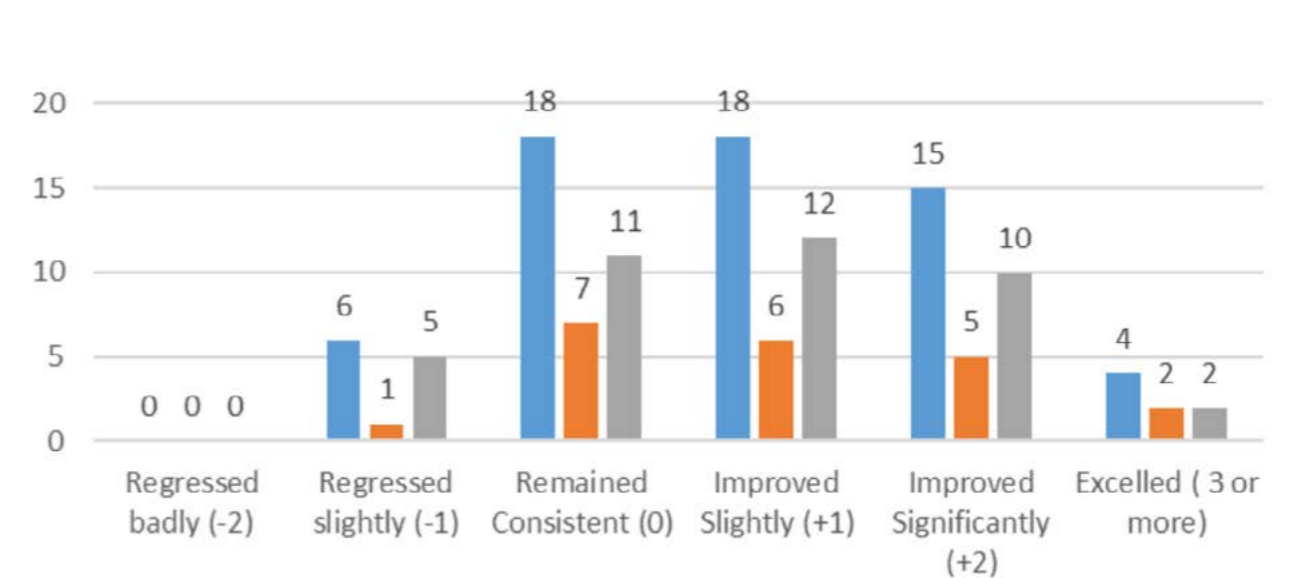
Grade 3 English Progress Q1 vs Q4 by Gender



Grade 4 English Progress Report (Q1 vs Q4) by Gender

	Number of Children	Boys	Girls
Regressed badly (-2)	0	0	0
Regressed slightly (-1)	6	1	5
Remained Consistent (0)	18	7	11
Improved Slightly (+1)	18	6	12
Improved Significantly (+2)	15	5	10
Excelled (3 or more)	4	2	2
Total	61	21	40

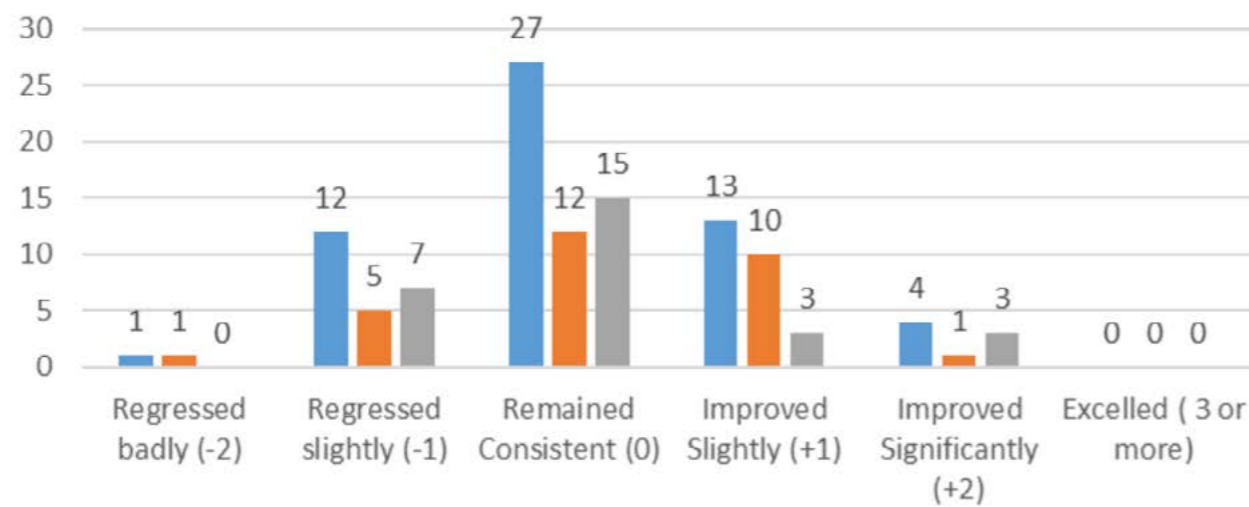
Grade 4 English Progress Q1 vs Q4 by Gender



Grade 5 English Progress Report (Q1 vs Q4) by Gender

	Number of Children	Boys	Girls
Regressed badly (-2)	1	1	0
Regressed slightly (-1)	12	5	7
Remained Consistent (0)	27	12	15
Improved Slightly (+1)	13	10	3
Improved Significantly (+2)	4	1	3
Excelled (3 or more)	0	0	0
Total	57	29	28

Grade 5 English Progress Q1 vs Q4 by Gender



You can help us make a difference today.

Secure online payment options include:



Annual Support to a School – R405 000

<https://payf.st/09y18>



Annual Support to a Teacher – R40 500

<https://payf.st/vqw9h>



Annual Support to a Learner – R1 270

<https://payf.st/o8ted>



Siyakhathala Programme (Primary Schools)

“Educational activities and opportunities to enhance the school experience of the learners.”

As part of SAEP's strategy, environmental education is a key theme throughout our programmes. The Siyakhathala Primary School Programme has exposed 525 primary school learners to environmental experiences through hikes and excursions and thus strengthening their understanding of the importance of biodiversity conservation. Learners got to experience going on hikes to Newlands Forest, Excursions to the Shark Centre and visiting the Kirstenbosch National Botanical Garden's garden-based school programme. SAEP also implemented the international Eco-Schools Project supported by Wildlife and Environment Society of South Africa (WESSA) and we are pleased to announce that Vukani Primary School has attained a bronze certificate status award in their first-year in the project.

Furthermore, Eco-literacy was also a significant aspect of the programme as 60 Grade 4 learners participated in writing environmental stories. This activity promoted creativity while raising awareness on the significance of environmental conservation.

Main programme highlights/activities

Activities	Number of participants
Kirstenbosch National Botanical Garden Excursion	120
Hikes	240
Marine Week celebration	120
International Coastal Clean-up Day	30
Arbor day	15
Total	525



School Indigenous Greening Programme

In 2022, SAEP piloted a Schools Indigenous Greening Project, which aims to establish indigenous biodiversity gardens in schools by providing the resources and specialised knowledge to train and empower the green teams in schools to plan, plant and maintain indigenous, water-wise gardens. As an outcome, educators are encouraged to utilise the gardens as a teaching and learning resource to support the formal school curriculum once the gardens have been established. Green teams (which include learners, teachers and groundsman) from Vukani and Klipfontein Methodist Primary Schools as well as Sophumelela Secondary School in Philippi, subscribed and participated in three horticultural skills workshops, that primarily focused on the design, development and maintenance of the indigenous garden planted at their schools. These workshops were planned and facilitated by the Hope Scholars Programme staff that include the WESSA Groen Sebenza interns. Workshop 1 called People and Plants aim was to promote the educational value of indigenous plants and gardens. Workshop 2 called Pace the Space, was all about learners developing landscaping and garden designing skills and the participants were required to design their own garden that they needed to implement at their respective schools. Workshop 3 is called Earthwormers, where the green team learned about different types of soils and soil preparation methods and participated in an activity that included the importance of soil preparation and mulching. Participants were required to identify suitable planting landscapes, different types of soils and soil preparation methods.



Digital Literacy

A total of **52 technology naïve learners** enrolled in Digital Literacy to gain a certificate in basic end-user computing. The course covered five modules:

1. **Basic IT fundamentals, including computer security, internet and e-mail.**
2. **Microsoft Word and Word Processing.**
3. **Microsoft Excel and using spreadsheets.**
4. **Microsoft PowerPoint and presentation.**
5. **Microsoft Access and using a Database.**



44
Completed the course

8
Dropped out and did not complete the course

12
Learners obtained adequate achievement

14
Obtained substantial achievement or higher

1
Learner passed with distinction

27
Learners in total passed

APS	Matric Symbol	Type of Achievement	Percentage	
7	A	Outstanding Achievement	80% – 100%	1
6	B	Meritorious Achievement	70% – 79%	5
5	C	Substantial Achievement	60% – 69%	9
4	D	Adequate Achievement	50% – 59%	12
3	E	Failed	40% – 49%	13
2	F	Failed	30% – 39%	4
Dropped out				8
Total				52

SAEP Reading Coach Shares Powerful Mantra

Books = Wisdom = Freedom

“The purpose is precisely meant to motivate children to invest their time in reading books where they obtain knowledge which gives them the power of wisdom. **Wisdom gives them the ability and capability to liberate themselves to freedom of becoming successful individuals in life.**”

Luvuyo Morosi
Reading Coach

80 Learners

Coached with reading skills and learning habits since **2018**



Luvuyo’s inspirational mantra, “Books = wisdom = freedom”, is a daily activity in classroom practice that fosters engagement, sharpens concentration, and promotes lesson retention in learners participating in the afterschool programme. Luvuyo believes that the **purpose of his mantra is to motivate children to invest their time in reading books, where they obtain knowledge that will grant them the power of wisdom.** Wisdom, he says, gives them the ability and capability to liberate themselves to freedom and become successful individuals in life.

Luvuyo is a true hero who has dedicated himself to improving literacy outcomes in his community. After matriculating from Fezeka Secondary School in 2013, Luvuyo participated in the Shine Literacy learnership and taught Grade 2 pupils at two primary schools how to read with comprehension. In 2018, Luvuyo became a reading coach for the South African Education Project (SAEP) after-school programme, where he has directly supported and coached more than 80 learners with reading skills and cultivated better learning habits. Luvuyo Morosi’s powerful mantra, “**Books = Wisdom = Freedom**”, is a testament to the importance of literacy and education in breaking the cycle of poverty and securing a brighter future for all.



High School Programme (Hope Scholars Programme)

Environmental Education – a holistic approach to education

The Hope Scholars Programme (HSP) focused on exposing learners to discover and explore the natural environment within Cape Town. Learning about the problems and challenges faced in protecting it, deepening their understanding of the environmental issues in their own communities and enabling the learners with a skillset for effective problem-solving through teaching them how to make responsible decisions where the environment is concerned. We also focused on providing a holistic approach to education by incorporating psycho-social support in our programmes, like facilitating workshops such as anti-bullying. HSP has reached 610 high school learners through experiential learning activities such as hikes, excursions and environmental workshops. HSP also implemented the Young Reporters for the Environment Programme supported by the Wildlife and Environment Society of South Africa (WESSA) for the first time. The programme has managed to successfully leverage the support of multiple partners to implement the programme, such as SANBI, SanParks, Mountain Club SA, Save our Seas, DFFE (Forestry), etc.

Main programme highlights/activities

Activities	Number of participants
Kirstenbosch National Botanical Garden Excursion	240
Hikes	180
Marine Week celebration	120
Wetland's Day	45
Arbor day	45
International Coastal Clean-up Day	30
Psycho-Social Support	70
Total	610



Post-matric Programme

120

A total of 120 students were enrolled in the **SAEP post-matric programme** as at the end of December 2022.

60

60 students enrolled on the **Bridging Year (BY)** component.

60

60 students enrolled on the **Tertiary Support (TSP)** component.

Bridging Year (BY)

28 (46%)

28 (46%) students **completed** the BY programme.

32 (54%)

32 (54%) **exited** the programme before its completion.

Of those that exited:

10 (16%)	Full-time employed
8 (13.3%)	Accepted into tertiary institutions
2 (3%)	Enrolled for full-time study and waiting on acceptance
12 (20%)	Lost to follow-up and were unreachable after they exited

Tertiary Support (TSP)

59

59 students **completed** the TSP programme in 2022.

4

Final year students and expected to graduate.

55

55 students are continuing tertiary education in 2023.



The post-matric programme concluded its final intake in 2022 and no new students will be enrolled for 2023 following an organisational restructure.

SAEP Gave Me Hope and a Second Chance Says

LIJENG

Lijeng Basetsana Lekena's journey is one that showcases the power of hope and second chances. Despite facing academic challenges early on, she was determined to succeed and did not give up on her dreams. She had a rough start to her post-high school education. After graduating from her senior high school, Mvenyane Senior Secondary, in 2014, she found herself struggling to find a university or college that would accept her. It was due to her poor Maths and Physical Science grades and resulted in a lack of opportunities for further studies.

In 2015, Basetsana applied to St Francis College in Langa with the hope of upgrading her marks in Maths and Physical Sciences. She underwent a full-time programme but struggled to achieve improved results. In 2016, things got worse when she failed for the second time, leaving her feeling hopeless and lost.



At this point, Basetsana was unsure if she would ever fulfil her career aspirations. However, a friend introduced her to the SAEP bridging programme in 2016, and it was here that she found a beacon of hope.

The various mentorship programmes and coaching sessions she received gave her the confidence to keep pushing. The supportive and friendly staff at SAEP were instrumental in shifting Lijeng's mindset. She started seeing the world in a more positive light and gained hope that her dreams were still achievable. She says, "My entire experience at SAEP was nothing short of amazing. Everyone impacted my life positively, and I am grateful for their unwavering support."

Through SAEP's support and guidance, Basetsana gained admission to CPUT, where she excelled academically. Throughout her undergraduate studies, SAEP provided various resources and forms of assistance, from textbooks to laptops, to make her journey easier. Basetsana completed her undergraduate degree with flying colours and has gone on to pursue an honours degree at Stellenbosch University.

Looking back at her journey, Basetsana knows that she would not be where she is today without SAEP's support, mentorship, and guidance. She proudly says,

“I am where I am today because of SAEP, and I will forever be grateful for this organisation and the impact they have had on my life.”

Finance: Treasurer's Report

The South African Education Project (SAEP) continues to lead positive change with significant achievements in the communities we serve. During the reporting period, we focused on enhanced managerial practice to drive the strategic objectives of the organisation— these enhancements attributed to the overall health and increased performance of SAEP as a going concern. Enhanced controls are in place to ensure that funds are appropriately received and disbursed with regular reports to the board and our donors.

Topline revenue increased marginally by R116 235 from R10 605 983 in 2021 to R10 722 218 in 2022 and we closed off the year with a favourable bottom line.

SAEP and its donors were not exempt from the economic downturn resultant from the COVID 19 pandemic and the global effect of the Ukraine conflict. Grant revenue declined by R221 392 from R6 813 466 in 2021 to R6 592 074. Corporate funding also declined by R417 050 from R1 975 550 in 2021 to R1 558 500. Fortunately, Trust revenue increased by R580 037 from R1 177 006 in 2021 to R1 757 043 and revenue from donations also increased by R30 234 from R543 598 in 2021 to R573 832 in 2022, so that the effect of the economic downturn could be equalised.

However, in order to prepare the South African Education Project (SAEP) for the future we had to restructure the organisation at the end of 2022. The budget for the new financial year aims to mitigate the rapid changing funding landscape and current market conditions. Only essential Operating expenses have been approved for the new financial year to strengthen the impact of SAEP.

I have every confidence that our dedicated and competent team at the South African Education Project will achieve their goals. We remain exceptionally grateful to all our generous supporters who help us fulfil our mission.



Kathrin Friester
Treasurer

Independent Auditors' Report

To the Members of South African Education Project

Report on the Financial Statements

We have audited the Annual Financial Statements of South African Education Project, which comprise the statement of financial position as at 31 December 2022, and the statement of profit or loss and a summary of significant accounting policies and other explanatory notes as set out on pages 6 to 10.

Board of Directors' Responsibility for the Financial Statements

The Board of Members is responsible for the preparation and fair presentation of these financial statements in accordance with the Organisation's stated policies and procedures. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Other Matters

Without qualifying our opinion below, we draw attention to the fact that, in common with similar organisations, the entity is dependent on securing donation and grant income to continue operating. The timing and amount of these income flows is subject to various factors and it is accordingly more difficult for the Directors to make forecasts in this regard.

Opinion

In our opinion, the Annual Financial Statements present fairly, in all material respects, the financial position of the Organisation as at 31 December 2022, and its financial performance and its cash flows for the period then ended in accordance with the Organisation's accounting policies and procedures.

Low and Schreiber, Registered Auditors, Cape Town, 11 May 2023

Income and Expenses

SOUTH AFRICAN EDUCATION PROJECT		
STATEMENT OF PROFIT OR LOSS		
For the year ended 31 December 2022	2022	2021
	R	R
INCOME	10,722,218	10,605,983
Donations Received	7,428,185	6,046,894
Interest Received	70,769	96,363
Government Grants	3,223,263	4,304,466
Income Generation/Consulting Services	-	150,260
Thuso (Food Relief)	-	8,000
EXPENDITURE	10,640,223	10,714,470
Programme Services	8,394,168	9,063,053
Support Costs	1,878,312	870,773
Thuso (Food Relief)	-	148,473
Fundraising	392,589	417,300
Monitoring and Evaluation	-	259,740
Less: Management Fees and Charges	(24,846)	(44,869)
NET SURPLUS/(DEFICIT) BEFORE TRANSFERS	81,995	(108,487)
TRANSFER - RESERVES	460,517	494,404
NET SURPLUS FOR THE YEAR	542,512	385,917
ACCUMULATED FUNDS at beginning of the year	1,111,376	107,297
ACCUMULATED FUNDS at end of the year	1,653,888	1,111,376

Balance Sheet

SOUTH AFRICAN EDUCATION PROJECT		
STATEMENT OF FINANCIAL POSITION		
At 31 December 2022	2022	2021
	R	R
ASSETS		
NON-CURRENT ASSETS	184,934	113,375
Property and Equipment	184,934	113,375
CURRENT ASSETS	3,531,629	3,269,476
Receivables	535,623	203,778
Deposits and Prepayments	2,772	24,168
Cash and Cash Equivalents	2,993,234	3,041,530
TOTAL ASSETS	3,716,563	3,382,851
EQUITY AND LIABILITIES		
CAPITAL AND RESERVES	3,667,399	3,331,989
Specific Programme Reserves	1,107,326	2,220,613
Accumulated Funds	1,653,888	1,111,376
Other Administration Reserves	721,251	-
Capital Replacement Reserve	184,934	-
CURRENT LIABILITIES	49,164	50,862
Accounts Payable	49,164	50,862
TOTAL EQUITY AND LIABILITIES	3,716,563	3,382,851

Acknowledgement

Donors

SAEP wishes to acknowledge all the **INDIVIDUAL DONORS, ANGELS,** and **SAEP-USA Board** who kindly donated towards our programmes.

Corporates and Trusts

Wenhold Family Trust		
	The Oppenheimer Memorial Trust	GrandSlots CSI
Norman Wevil Trust		
	Hans Hoheizen Charitable Trust	Coronation
Exeo Engineering Khokela Civil Engineering Construction Ltd		
	M&G Investments	The DG Murray Trust
Allan & Gill Gray Philanthropies		
	Lewis Group Ltd	Soroptimist International Cape of Good Hope Club

SAEP Staff 2022

Name	Position	
Mejury Mushanguri	ECD Programme Coordinator	Till 31 Oct 2022
Pumeza Mahobe	ECD Business Facilitator	
Ethel Kubalasa	ECD Learning Programme Facilitator	
Yolanda Mase	ECD Social Auxiliary Worker	Till 30 Nov 2022
Abongile Ndamase	ECD Administrator	
Zikhona Khehlane	ECD Mentor	From 1 Mar 2022
Miriam Madela	Cleaner	
Thulani Mhambi	ECD Intern	Till 1 Sept 2022
Susie Alston-Taylor	SP Programme Manager	
Lerato Lehlabathe	SP Programme Coordinator	
Luvuyo Moorosi	SP Reading Coach	
Alungile Duli	SP Reading Coach	
Thobelani Njokwana	SP Reading Coach	
Zikhona Xingwane	SP Reading Coach	
Lihle Madela	SP Reading Coach	
Ongezwa Mayile	SP Reading Coach	
Live Nako	SP Intern	
Sipho Nkohla	SP Intern	Till 30 Aug 2022
Lesley Mphele Nchabeleng	HSP Programme Coordinator	
Amanda Msolo	HSP Intern	
Sihle Ngxabi	HSP Intern	
Nosisa Mhlathi	BY/TSP Programme Coordinator	Till 30 Nov 2022
Andile Nqoko	IT Coordinator	Till 31 July 2022
Masithembe Mqoto	BY Programme Support & Admin Assistant	Till 30 Nov 2022
Sihle Joja	Tertiary Support Officer	Till 30 Nov 2022
Thobeka Mbokazi	Social Worker	Till 28 Oct 2022
Sanelisiwe Mlaba	BY Intern	
Buhle Sawuli	BY Intern	Till 24 Oct 2022
Crystal Snyman	HR/Office Manager	
Asanda Yabo	Cleaner	
Abulele Mbaleki	Admin Intern	Till 30 Jul 2022
Anelisa Zawula	HR Intern	From 9 May 2022
Zizo Sinyondo	HR Intern	From 9 May 2022
Le-Zanne van der Westhuizen	Finance Manager	
Busiswa Dibela	Finance Intern	
Shane Everts	Head of Communication and Fundraising	From 16 May 2022
Mumba Soko	Fund Raising Officer	Till 30 Jun 2022
Tracey Appollis	M&E Coordinator	Till 31 May 2022
Thumeka Qupuna	Fundraising Intern	
Donavan Fullard	Chief Executive Officer	
Tara Appalraju	Programme Manager	

USA Board Members who Served During January - December 2022

Sean Bland, Vice Chair for Programming

Kyle Brazil

Courtney Campbell

Pedro Carreño

Philip Christensen

Jane Cullina, Chair

Grant Everist

Tate Foster

Jane Keen

Blessing Mutiti

Anna Phewa, Vice Chair for Stewardship

Indra Raj

Blair Thompson, Secretary

Shep Willis

Natalie Worley

Katie Sue Zellner, Treasurer



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The South African Education Project (SAEP) is a non-profit organisation (NPO 028 310), based in Cape Town, South Africa.

Since 1994, we have provided education, life skills, and psycho-social support programmes for children youth and education providers.

EDUCATING FOR A BRIGHTER FUTURE.

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