



**IMPACTING
BEYOND OUR
BENEFICIARIES**

**SOUTH AFRICAN
EDUCATION AND
ENVIRONMENT
PROJECT**

**ANNUAL REPORT
2016**



SAEP

*South African Education
and Environment Project*

SAEP 2015 – 2017 STRATEGIC PLAN



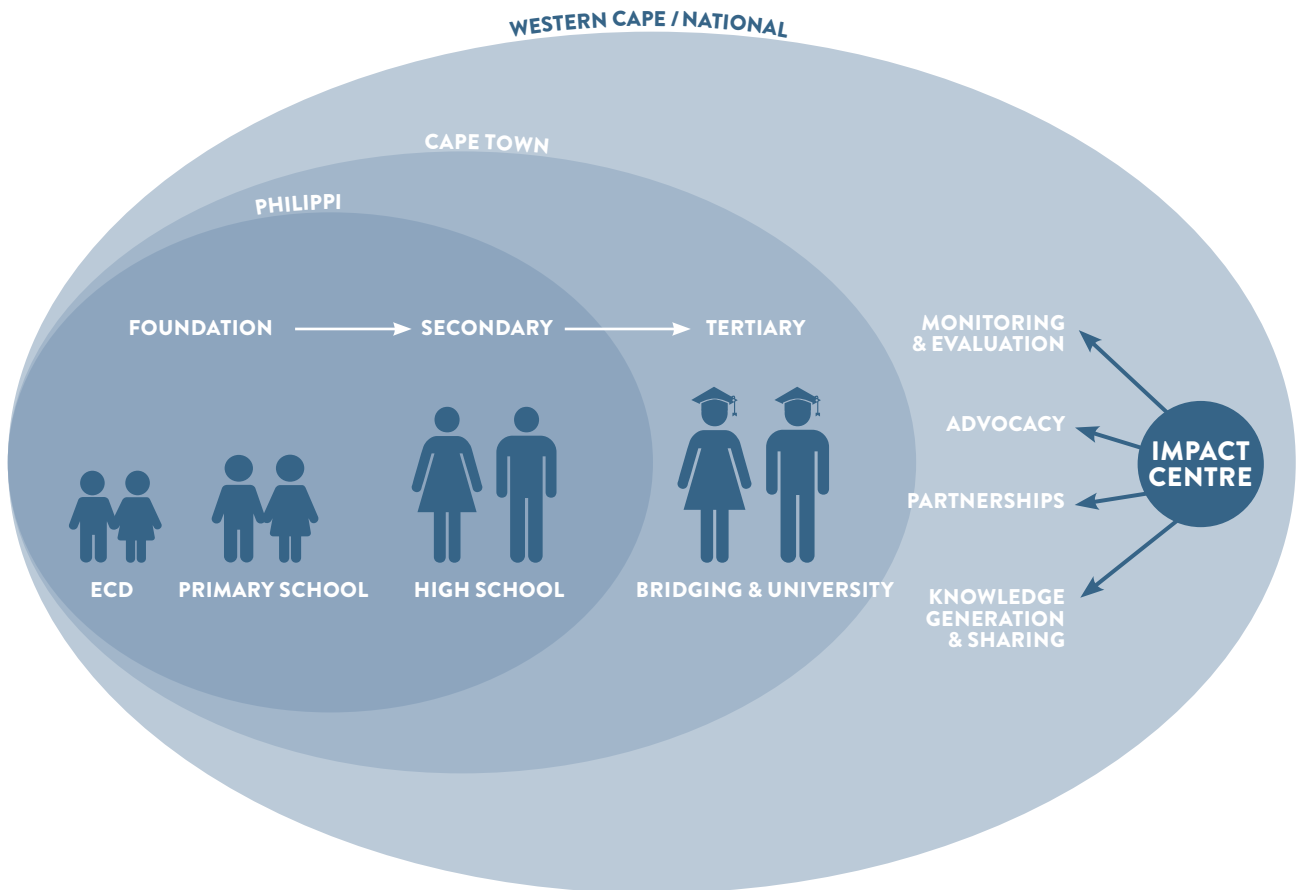
VISION

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



MISSION

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



VALUES

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

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CHAIRPERSON'S REPORT

There's an African proverb which says "it takes a village to raise a child". At the same time, an educated and empowered child has the power to uplift a village. SAEP's impact at the individual level has a ripple effect through the community where we work, making Philippi a better place for future generations. After 20 years, the sustainability of our work thrives in this cycle.

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

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

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



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

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

Warm regards,

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

Dr. Gemma Oberth

DIRECTOR'S LETTER

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

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

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

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



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

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


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

A handwritten signature in black ink that reads "Jane Keen". The signature is written in a cursive, flowing style.

Jane Keen


SAEP'S AMAZING SUCCESSES IN 2016


EARLY CHILDHOOD DEVELOPMENT

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

 New bathrooms installed and classrooms repaired in 2 facilities

SIYAKHATHALA PRIMARY

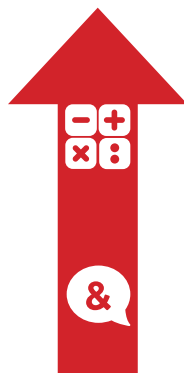
 **87%** of grade 3 learners improved their literacy test marks by at least 1 code

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

HOPE SCHOLARS

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

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



ADT TEACH



97% of ADT Teach participants passed matric



67% of these were bachelor passes

ARTS OUTREACH

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



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



BRIDGING YEAR



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



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



essay writing by **14%**,



and email use by **9%**

TERTIARY SUPPORT



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



83% overall course pass rate with



12 course distinctions

EARLY CHILDHOOD DEVELOPMENT PROGRAMME



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



548 infants, toddlers and pre-school children



40 principals and educators



8 high-potential ECD centres

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

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

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

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

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

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

Lillian Kunjunzwa, educator at New Born ECD centre

SIYAKHATHALA

PRIMARY PROGRAMME

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

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

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



114 Grade 3 and 4 learners



35 social work group participants



33 parents and caregivers



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

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

Siyakhathala Primary programme parent

HOPE SCHOLARS PROGRAMME



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

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

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

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



140 learners in grades 8-9



75 home visits

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

Hope Scholars programme parent

ARTS OUTREACH PROGRAMME

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

9 external performances and outings

There's a reason our Arts programme contains the word outreach in its title – we use art as a vehicle to take learners beyond the classroom, out into their communities and towards inspiration in new environments. Our work in 2016 was no exception, as we saw our talented Arts Outreach learners eagerly making use of opportunities, attending stimulating movies and plays, and performing to their parents, peers and the wider community.

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

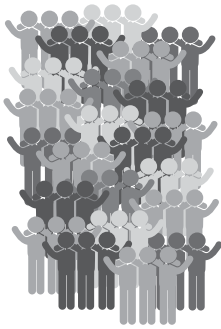
We are so grateful to SAEP for this beautiful work. We could not have afforded this without their help.

Mama Bonisa, Principal of Bonisa Educare Centre



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

ADT TEACH



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

3,550 learners since the programme began

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

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

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

Innocent Sithole, ADT Teach alumnus from Tembisa, Johannesburg



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

BRIDGING YEAR

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

Ntshepiseng Monyane, BY student

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

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



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



56 students



28 community service placements

TERTIARY SUPPORT PROGRAMME

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

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



76 tertiary students



14 students graduated

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

Asiphe Funda, Tertiary Support student



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

CROSS-CUTTING THEMES

ENVIRONMENTAL EDUCATION

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



22 environmental excursions and hikes



33 beneficiaries attended each excursion on average

EMPOWERMENT OF WOMEN AND GIRLS

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



56% female beneficiaries across SAEP



72% of Tertiary Support students are women



78 programme workshop hours that engaged with gender issues

MENTORING AND COACHING

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

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



8 ECD principals received regular coaching



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



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

CHILD PROTECTION

We ensure that all our programmes promote strong child protection practices



5 child protection sessions



13 protective behaviours sessions



2 puppet shows on protective behaviours

SOCIAL WORK

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



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



56 group work sessions



84 home visits



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

IMPACT CENTRE

OVERVIEW

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

MONITORING AND EVALUATION

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

RESEARCH AND KNOWLEDGE SHARING

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

ORGANISATIONAL DEVELOPMENT

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

CONSULTING

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



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

THE EDUCATION LANDSCAPE 2016

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

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

A significant gap in protests was from the ECD sector



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

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

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

FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION AT 31 DECEMBER 2016		2016	2015
		USD	USD
ASSETS			
Property and Equipment		\$6 558	\$8 744
Current assets		\$240 869	\$253 755
	Receivables	\$8 366	\$20 487
	Deposits	\$17 969	\$3 555
	Cash and cash equivalent	\$214 534	\$229 713
TOTAL ASSETS		\$247 427	\$262 499
EQUITY AND LIABILITIES			
Capital and reserves		\$246 458	\$255 162
	Stars Award	\$4 516	\$8 965
	National Lottery Distribution Trust Fund Reserves	\$35 187	\$11 253
	Other Specific Programme Reserves	\$130 726	\$196 547
	Accumulated Funds	\$76 029	\$38 397
Current liabilities		\$969	\$7 336
TOTAL EQUITY AND LIABILITIES		\$247 427	\$262 499
<p>“Other Specific Programme Reserves” were received for specific purposes and/or projects and had not been fully applied to these purposes during the year under review.</p>			

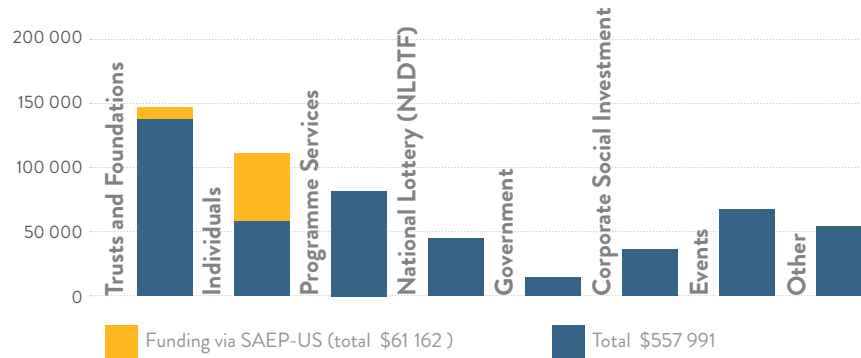
STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED 31 DECEMBER 2016		2016	2015
		USD	USD
INCOME		\$557 991	\$618 401
Donations received		\$294 912	\$419 647
Interest received		\$13 485	\$13 902
Fundraising events and other		\$108 205	\$49 042
Government grants		\$14 799	\$31 978
National Lottery Distribution Trust Fund		\$45 141	\$25 934
Programme Services		\$81 449	\$77 899
EXPENDITURE		\$566 696	\$581 841
Programmes services		\$515 755	\$545 393
Support costs		\$114 557	\$112 194
Fundraising		\$60 284	\$48 953
Monitoring and Evaluation		\$33 045	\$25 443
Less: Management fees and charges		\$-156 945	\$-150 142
Net surplus before special items		\$-8 704	\$36 560
Transfer to reserves		\$46 336	\$-40 015
Net surplus for the year		\$37 632	\$-3 454
Accumulated funds at beginning of year		\$38 397	\$41 851
ACCUMULATED FUNDS AT END OF THE YEAR		\$76 029	\$38 397

Where necessary, comparative figures have been adjusted to conform with any changes in presentation in the current year.

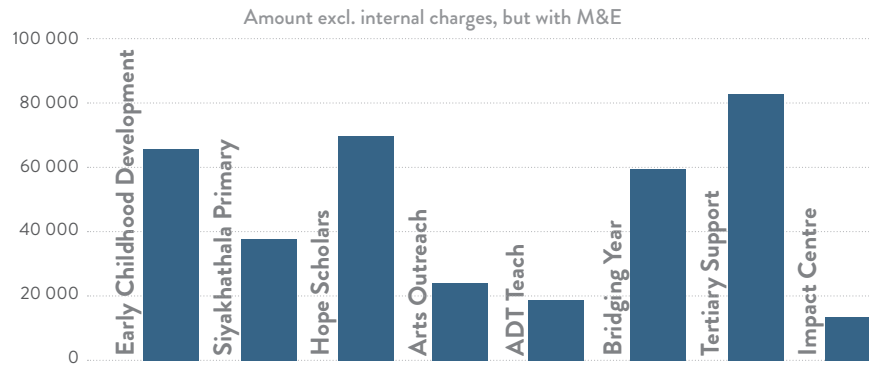
The organisation registered as a VAT vendor on the 7th October 2015. All the 2015 year-end expenses are reflected inclusive of VAT. For the current financial year, expenses have been reflected net of VAT where applicable.

* USD amounts have been calculated using an average exchange rate for 2016 of 0.06528 USD to 1 ZAR.

INCOME BY FUNDER TYPE (USD)

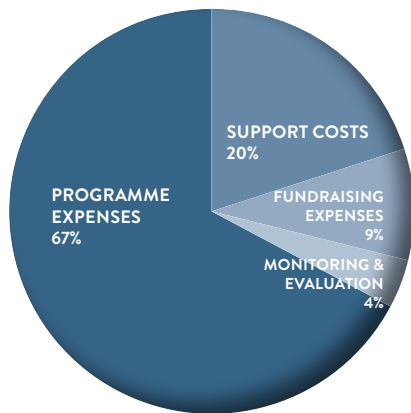


SPENDING BY PROGRAMME* (USD)

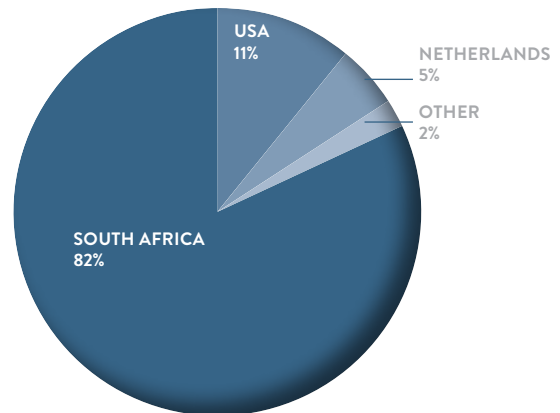


* An additional USD 30 352 was administered for partnership projects

SPENDING BREAKDOWN



INCOME BY COUNTRY



AUDITOR'S OPINION

"In our opinion, the Annual Financial Statements present fairly, in all material respects, the financial position of the Organisation as at 31 December 2016, and its financial performance and its cash flows for the period then ended in accordance with the Organisation's accounting policies and procedures."¹



SAEP AND THE INDEPENDENT CODE OF GOVERNANCE

SAEP's Board of Directors and have signed the Independent Code of Governance for Non-Profits in South Africa. The Code lays out a set of principles, values and responsibilities to guide and inform the way in which non-profit organisations are managed and conduct their affairs. In 2016 we renewed our ongoing commitment to sound and ethical governance and management.

¹ SAEP's Annual Financial Statements for the year ending 31 December 2016 were audited by Low and Schreiber Chartered Accountants (SA). SAEP's full Annual Financial Statements can be downloaded at www.saep.org, or requested by calling +27 (0)21 447 3610

PARTNERS FOR

2016

EARLY CHILDHOOD DEVELOPMENT PROGRAMME

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

SIYAKHATHALA PRIMARY PROGRAMME

Biblionef South Africa
Lunchbox Fund South Africa
Siyazakha Primary School

HOPE SCHOLARS PROGRAMME

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

ADT TEACH

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

TERTIARY SUPPORT PROGRAMME

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

ARTS OUTREACH PROGRAMME

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

BRIDGING YEAR PROGRAMME

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

IMPACT CENTRE

UCT Development Studies Masters course
Education Fishtank
Ubunye, UCT

OFFICE MANAGEMENT AND HR

Oasis Association
Trust Law
Werksman's Attorneys

ACROSS PROGRAMMES

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

TEAM

BOARD OF DIRECTORS

Avuyile Koli
Danielle Becker
Gemma Oberth *Chairperson*
Gina Leinberger *Secretary*
Helena Duk

Isabel Essen
Kubeshini Govender
Leanne Allison
Mandla Ngewu *Treasurer*
Mogie Dass

Nosisa Mhlathi
Ntombizandile Mahlasela
Shiela Yabo *Vice-Chair*

STAFF & LONG TERM VOLUNTEERS

Alexandra Hamill ECD Field Coordinator
Andile Nqoko Hope Scholars Programme Coordinator
Asanda Yabo Office Helper
Bella Ramos Tertiary Support Officer & Volunteer Management Coordinator
Brian Kilbey Development and Fundraising Manager
Buhle Gana Social Worker
Cebo Gqadushe ADT Teach Tutor (CT)
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Kirsten McIntosh Media and Communications Officer
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Sally Mills Media and Communications Officer
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Sean Wilson Bridging Year and ADT Teach Manager
Sibonelo Nongcula Bridging Year Coordinator
Siseko Tyabazeka Hope Scholars Programme Science Tutor
Sonia Chu HR and Office Manager
Susie Taylor-Alston SPP Curriculum, Research & Support
Sydney Shearer Monitoring and Evaluation Coordinator
Tara Appalraju ECD, SPP, Arts & HSP Programmes Manager
Tracey Appollis Monitoring and Evaluation Coordinator
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