

AEC Annual Report

2017

Registration: Public Benefit Organisation: 930-000-698-PBO
Non-Profit Organisation: 025-968-NPO

Forging economic dignity for children of Alexandra

ALEXANDRA EDUCATION COMMITTEE

1. Purpose

The AEC exists to provide bursaries, as well as additional educational and psychosocial support, for the full five years of education at quality high schools for academically promising learners from low-income families in Alexandra. Through education, it seeks to empower the next generation to create and embrace lasting positive changes for their community. All AEC bursars (from Grade 8 to Matric) attend extra lessons each Saturday in the essential gateway subjects. In addition, the AEC has a Saturday programme for Grade 7 learners from primary schools in Alexandra to prepare them for high school.

Another component of the programme that we really value is that it offers teacher development workshops in Maths and English to primary school teachers in and around Alexandra; this has seen our selection tests for the trained teachers' Grade 6 learners improve year on year. It is important that the programme strengthens education in Alexandra generally for maximum impact in addition to supporting individual learners to attend schools outside the community.

We constantly strive to grow our impact by extending the number of deserving, indigent children of talent from Alexandra whom we can assist overcome their current life circumstances. The annual sponsorship requested per bursar for 2018 is R36 000 per scholar. The bursary covers school fees, transport to school and back (where required), school uniform, stationery, textbooks, food, extra lessons on Saturdays and in school holidays, afternoon support as well as access to computers and a well-resourced library. Moreover, we pay for eye testing, spectacles where needed and other medical requirements.

2. Message from the Chairperson

*TWENTY-ONE YEARS AND COUNTING:
THANKS TO PROGRAMMES THAT WORK AND SUPPORTIVE PARTNERS*

Collaboration is the cornerstone of successful initiatives in the education sector. Interventions in the sector usually rely on the efforts of many role players, beyond teachers, parents and students. Our own journey is testament to this.

Our founders have left us an enduring mission whose significance has grown with the passage of time: the responsibility to contribute to the development of future generations as well as a tradition and legacy of deep caring and compassion for our bursars. Each generation of AEC leaders has not only stayed true to our core mission, but has also responded to changing times with relevant programmes and by establishing appropriate partnerships with various role players.

At the heart of all of our endeavours is our desire to facilitate the success of our bursars both inside and outside the classroom. It is therefore gratifying to see a growing number of our young charges achieving their life goals. This is particularly so given the difficulties many black youngsters face. Various sources indicate that black youth continue to be disadvantaged on many key socio-economic fronts. The majority of them attend schools with high levels of dysfunction. Moreover, large numbers of them are not in employment or in education and training. Furthermore, alarming numbers of them are members of child-headed households. As if this were not hard enough, once out of school, black youth also face the highest unemployment rate of any demographic group.

These challenges seem insurmountable. Yet with the right focus, attitude and commitment much can be overcome as organisations such as ours have shown. Just under 400 bursars have gone through our programme since our foundation. They have not only maintained a high matric pass rate of virtually 100% during the period but have also gone on to achieve great things beyond school. Today, we count three medical school students, one PhD candidate, engineers, curious scientists, dedicated teachers, committed artists, social and traditional entrepreneurs, forward-thinking community activists and many other young professionals among our alumni.

Their achievements have been made possible through collaboration and an ongoing quest to do better with each passing year. We have grown and continue to mature as an organisation alongside our bursars. Our core programme offerings have expanded over the years. Priority areas have included Saturday and Holiday School (S&HS) which initially focused on English literacy and reading to learn. The school later expanded to the gateway subjects of accounting, maths and science. The mentorship programme soon followed with a focus on life skills coaching. In recent years, we have also introduced English and maths workshops for teachers from our partner primary schools in order to facilitate effective teaching and learning. This has broadened our impact in the community as well improved our bursars' potential to do better in the higher grades.

A growing number of our bursars are achieving bachelor passes in matric. This has resulted in our being called upon to help with access to tertiary institutions. Initially, we offered this assistance in an informal fashion. However, a few years ago, we decided to formalise this part of our work. We now provide more structured pathway support to our bursars in grades 10-12 in preparation for university/college and in a few cases employment. This support is sustained during tertiary studies, for those who need it.

In addition, we continue to provide assistance on a needs basis to partner receiving high schools. The latter has contributed to a deepening sense of collaboration between us and our partner high schools. In this regard, it is also worth highlighting that AEC bursars constitute a large number of top performing students in these schools, both in academic and leadership roles, which in turn enhances the relationships we have with these schools.

As we move forward, we will continue to pay attention to developments in the education sector, and try and come up with relevant solutions to challenges. To this end, our current team under Paul Channon is focusing on the impact of early childhood education (through Foundation Phase teacher workshops) on outcomes in later grades. Paul and his team are busy with a new outreach initiative to assist our partner primary schools in this area. Last, but not least, we are well on our way to locating and building a relationship with our alumni. We have re-established contact with three quarters of them to date. We look forward to creating new possibilities with their assistance. One of the areas we have struggled with for example, despite repeated efforts, is parental involvement. We hope greater participation of alumni will help us to find answers to this concern - which constitutes the biggest weakness in our organisation. Research shows that greater parental participation in education leads to better learning outcomes. So, this is an area we need to focus on more in the future.

Very little is accomplished when individuals and institutions work alone. Our achievements to date are a result of the effective partnerships we have built and nurtured with all members of the AEC community. Each of these relationships is a source of knowledge and enhances our capacity to learn as an organisation and to do our work better - in an ever-changing environment. We thank each and every one of you for your commitment to our common purpose. Some of you - both as individuals and organisations - have been there for us since the very beginning. Others have come on board later. We know that selecting CSI beneficiaries and/or partners is not easy in a country like ours where there are so many deserving causes. We thank you for choosing us and for honouring our founder and inspiration, Deane Yates, as well as our other predecessors, with your ongoing support and commitment.

You have shown huge confidence in our organisation by entrusting some of your own concerns for the youth of our country to our care. As a symbol of our gratitude, we pledge also to honour you and those who have come before us by promoting the best of what they have bequeathed us, and by emulating their responsiveness to the needs of our bursars as well as the high standards of stewardship they have set for us. We will ensure that the resources which you make available to us go towards unlocking the greatest benefit for our bursars. We look forward to working with you in the coming year and the next 21 years. We hope our partnership will continue to bear much fruit and to meet our collective objectives.

With sincere appreciation for your commitment and support, Lebohang Chanza.

3. Director's Review of 2018

In 2017, the AEC celebrated 21 years of existence since our founders' vision was realised. In that time, 393 pupils have written an exit exam (including pupils at Waterford who write the International Baccalaureate (IB) exams) with an average matric pass rate over the 21 years of 99%. In 2005, only eight pupils wrote their matric under the auspices of the AEC; last year the number writing their exit exams rose to an impressive 41.

The results in detail were: 39 AEC bursary holders wrote the National Senior Certificate or Independent Education Board matric exams; in addition, two bursary holders wrote and passed the IB exams very well. Those who wrote the NSC/IEB achieved a 100% pass rate with 77% of the matrics achieving a Bachelors Diploma (full university pass) compared to a national average of 29%. In all, there were 37 distinctions in the matric exams.

In 2017, the AEC supported 179 bursars at a number of schools: Highlands North Boys' High School, Waverley Girls' High School, Sandringham High School, Vuleka SSB, Sacred Heart, Ivy Academy, St Mary's Waverley, St David's Marist Brothers and Waterford Kamhlaba. We have our social worker visit as many homes as possible to determine if there are issues of concern in terms of welfare or finance.

We held our first Spring Tea for our sponsors in September. This occasion allowed our supporters to join us for an assembly at one of our weekly Saturday Schools, also providing the sponsors an opportunity to interact with some of the bursars. Similarly, we held one of our Council meetings on a Saturday morning to enjoy the same experience.

3.1. Saturday School

There was record attendance at Saturday School in 2017, which is an indication of the value that bursars receive from attending the Saturday lessons. For the first time in Saturday School history, English was offered to Grade 11s and 12s. Now all learners do Maths and English every Saturday. Physical Science lessons are given to the Grade 10s, 11s and 12s. This was the first year of Telkom's sponsorship of Saturday School and this has allowed the AEC to offer English to the senior grades. Because of the sponsorship requirements, more stringent assessments and recording of marks also took place. All bursars received an AEC golf shirt and fleece, also bearing the Telkom logo, which they wore with pride every Saturday.

In addition to Saturday School, Holiday Schools took place in the April, June, October and December holidays. For the first time all grades attended holiday schools. All the bursars received Study Skills training. In addition to academic lessons in Maths, Accounting, Life Science, Maths Literacy and English some enriching areas such as Drama, Art, Public Speaking, and Fitness workshops were introduced. A computer programming and coding morning was also held. A highlight of the Holiday School year was the screening of the film "Beyond the River" followed by a talk by the actual people on which the film is based.

3.2. Mentoring

This year every new Grade 8 was matched with a mentor and most bursars who had lost contact with their mentors, or had never been given a mentor, started a new mentor relationship. A mentoring partnership was started with AT Kearney with two visits by mentees to their offices on a Friday afternoon. Just the One Foundation took on more mentees and continued to be engaged in their mentees' lives. Volkswagen took its mentors and mentees to the Apartheid Museum for a visit and lunch.

The highlight of the mentoring programme was the mentor and mentee braai in September. Mentees cooked meat for their mentors while the disc jockey played the latest music at full volume! New mentors received training from Life Coach Annelise Nel on the Growth Mind-set. Many mentors also attended the annual AEC prize-giving in support of their mentees.

3.3. Report on primary school workshops 2017 - Carol Wyeth

Our Mathematics and English workshops are held on a Monday afternoon from 14:30 – 15:30. Our facilitators are all experienced teachers with a passion for education. We have built good relationships with the teachers from our feeder primary schools – many of whom have been attending our workshops for 6 years.

Our workshops are designed to be interactive and relevant to the work being done in the classroom. We encourage the teachers to make their lessons more interesting and enjoyable by introducing games and practical methods to explain topics. We provide nourishing refreshments; workshop handouts covering the topic; extra worksheets; posters and educational aids to each teacher.

We introduced Science workshops in 2017. We are very grateful to Nick Diana of The Ridge School who offered to do these for us. They provide transport and refreshments for our teachers. He and his colleagues run the workshops in their state of the art facility.

Although it is difficult to determine the efficacy of our workshops, we have been encouraged by the continuous improvement in the annual Grade 6 entrance test results in Maths and English. A recent survey shows that the teachers find the workshops beneficial as they learn more about the topics and use the ideas and methods successfully with their learners.

| SUBJECT | NUMBER of WORK-SHOPS | ATTENDANCE Average teachers/schools | FACILITATOR | TOPICS |
|--|----------------------|-------------------------------------|---------------|--|
| Mathematics Grades 4, 5, 6 & 7 | 7 | 27 teachers from 10 schools | Carol Wyeth | <ul style="list-style-type: none"> • Time • Multiplication & division • Ratio & proportion • Measurement • Fractions again! • Transformations • Whole numbers/ laws |
| Mathematics Foundation Phase Grades 1, 2 & 3 | 4 | 42 teachers from 9 schools | Karen Durandt | <ul style="list-style-type: none"> • Getting to grips with numbers • Data handling/calendar work • Place value |

| | | | | |
|--------------------------------------|---|-------------------------------|-----------------------------------|--|
| | | | | <ul style="list-style-type: none"> • Time |
| English Grades 4, 5, 6 & 7 | 7 | 22 teachers from 7 schools | Magri Genovese | <ul style="list-style-type: none"> • 3 x intervention strategies for children not coping with English • 2 x Reading/comprehension • 2 x writing |
| Science Grades 6 & 7 | 2 | +/- 20 teachers | Nick Diana at The Ridge School | <ul style="list-style-type: none"> • 2 x Experiments /general natural science lessons |

3.4. AEC Alumni 2017

The first alumni matriculated in 1999 and, as at the end of 2017, there are a total of 393 alumni. There have been no formal structures until recently to track the progress of our alumni. Now we have engaged the part-time services of Mrs Merle Wells to develop a database. Of these, contact details for 89 are unknown as in the early years the bursars did not have email addresses or even cell phone numbers.

It has been gratifying to see how many have completed their degrees, not taking into account those we are regrettably not in contact with. One we know is presently working on a PhD in Chemical Engineering and soon our first medical doctor will qualify while others are busy with the long haul of studying for a medical degree. It would appear that the most popular degree chosen is B. Com Accounting followed closely by B.Sc. Engineering. To those we must add the many who have gone into teaching, tourism, architecture, nursing and the media.

In 2017, the AEC celebrated 21 years since it was founded by Dr Deane Yates in 1996. 51 alumni attended a get-together on 11 February 2017 at which they shared memories of past Directors and members of the AEC staff. Several alumni also attended the AEC Cocktail Party held at the end of February.

Another get-together was held on 8 July attended by 68 alumni which included the 2017 matriculants who were introduced to the alumni. Motivational talks were given by four of the alumni who are established in their careers.

Many of the alumni are mentors and they joined their mentees for a braai in September. In October, some of the Alumni attended the AEC Prize-giving at which the matriculants were presented with small farewell gifts from the Alumni.

3.5. Learner Events and Achievements

- The Head Boy and Head Girl of SSB Vuleka were both AEC bursars.
- The Deputy Head Boy at Highlands North Boys' High School was an AEC bursar.
- At both the SSB and WGHS prize-givings, it was most gratifying to see the AEC bursars being announced as the top students. Indeed, many of our bursars were awarded prizes. This naturally followed on from the regular updates from SSB as to the top five students per grade in which AEC pupils featured significantly. In Grade 10, all five top achievers were AEC bursars!
- For the first time we took our Grade 8's away for a weekend for a Maths Camp in the Magaliesberg. This was a very worthwhile experience educationally.

- At the end of the year, we sponsored 17 matrics to attend the GIBS BizSchool experience also involving a weekend in the Magaliesberg as well as talks at the Business School itself.
- We were visited by a group of American Executive MBA students from Virginia Tech. One of the pupils and the Director addressed them before taking them on a brief tour of Alexandra.
- Rotary Rosebank kindly invited our matrics to attend a Careers Day which was hosted at Holy Family College in Parktown
- Two of our Grade 10s were chosen to be part of the St John's Academy, an outreach project for the underprivileged youth of surrounding areas. Classes take place most weekday afternoons.
- A number of our Grade 11s at Highlands North were part of Rotary Interact, holding senior positions. They decided to hold a braai at the Johannesburg Children's Home to honour Mandela Day; the AEC sponsored the food for this event.

4. Leavers 2017 – Study/Work choices communicated

| Name of the institution | Number of learners |
|-----------------------------------|--|
| Wits | Three are doing B Com, two B Science and one Astrophysics. All have bursaries |
| UJ | Two are studying for B Com and three are doing management courses. All have bursaries. |
| UNISA | Four are doing part time teaching |
| BOSTON and other Private Colleges | Four through loans/parents paying |
| UNW | Two doing teaching and one Sports Psychology. Sponsored by NSFAS. |
| STAR School | Three are upgrading in Mathematics and Physical Science and English |
| UP | Two doing B Com. NSFAS |
| Rhodes University | One studying for Politics and International Relations. NSFAS |
| Internship | One still waiting to register |
| Au Pair | One going to USA (New York) in 6 months' time. |

In addition:

| INSTITUTION | NUMBER AND FIELD OF STUDY |
|-------------|--|
| | (3) Airport services, insurance and travel learning |
| TUT | (2) one is doing Journalism (NSFAS) and the other TV and Film Production (Parents) |
| Upgrading | Two Maths, Bus. Studies, Life Science, Geography and English |
| UJ | One BA Law extended course |

5. A word of thanks to supporters, volunteers, mentors and staff

We are particularly grateful to Justice Edwin Cameron for his ongoing encouragement as Patron. We would like to take this opportunity to thank all stakeholders of the AEC for their continued support.

Our Council members deserve recognition for their commitment to the organisation ensuring sound governance and overseeing the direction and well-being of the AEC.

As an NGO, we receive no state funding thus are fully dependent on donor funding so we are extremely grateful to all our donors, be the contribution big or small, to support us in our work. To our many other social partners, our various volunteers and mentors, a hearty thank you to all of you for your important contribution.


Thanks must especially go to the Principal, School Management Team and School Governing Body of our host school, Waverley Girls' High, for allowing us to use office space and classrooms at the school. We also thank our partner primary and high schools for their contribution to our bursars' achievements, welfare and successes.

Finally, we would like to thank our staff and teachers for their significant contributions. We acknowledge with sincere gratitude the hard work which occurs behind the scenes with such dedication and goodwill.

6. Conclusion

The AEC, in keeping with the vision of the founders, continues to improve the life chances of pupils from Alexandra. The educational challenges faced by township children start with the provision of sound schooling and the required academic and pastoral support that will take them through high school, post-school studies and into the world of work and economic dignity. We cannot walk alongside them every step of the way but we support them as much as we can in the time that they are within our care. Academic support at the better schools is clearly a priority, and the AEC's regular encouragement and follow up are important in this regard. Equally important, however, is the personal and pastoral support required as the pupils clearly do not function in a social vacuum. We provide vocational guidance through a professional consultant together with one-on-one bursary and tertiary advice. We have a social worker who visits homes to evaluate circumstances and to offer help where needed. Each child is also allocated to a staff member for ongoing academic and emotional counselling. Moreover, mentors are assigned to the children for further support.

The level of care offered is intended to augment – and sometimes fill the gap of - what is on offer at home or school. The truth of the matter is that little economic or social capital is available to our bursars and they are reliant on us – and our supporters and donors – to help them break out of the poverty cycle. The mission is an ongoing one.


Lebohang Chanza
Chairperson
March 2018


Paul Channon
Director

7. Annexure 1: The Vision and Mission of the AEC

a. Vision

The AEC contributes to the economic and social development of the Alexandra and wider community through enabling high potential individuals from severely disadvantaged backgrounds to achieve their potential through obtaining excellent education.

b. Mission

The AEC achieves its vision through the following:

- Identifying indigent high potential individuals,
- Granting bursaries to these individuals for the full five years of high school education at quality schools and
- Providing the necessary support to ensure the sustainable success of the bursars.

c. Strategic Goals

Essentially the achievement of the goals of the AEC is dependent on five critical factors:

- Securing the right quality of learners
- Providing the right quality of education in the schools
- Offering the right kind of supplementary support to ensure sustainable success for the bursars
- Establishing a sustainable organisation to manage these activities
- The securing of the necessary funds to make all this possible.

d. Organisational Programmes

Some of these strategic goals require specific programmatic attention. These programmes are outlined below:

Programme 1: The Bursar Recruitment and Selection Programme

In order to achieve the first strategic goal, a systematic and effective programme operates to access the required number of bursars demonstrating good potential. This programme requires the following:

- Extensive links into the Alexandra community to enable access to bursars.
- Well established links to primary schools in the target areas
- Alexandra community representation in the structure of the AEC
- The engagement of current and past bursars as ambassadors of the AEC in the community
- Bringing bursars on board later than grade 8.

- A tried and tested methodology for the assessment of bursars

Programme 2: The Bursar Support Programme

A second crucial programme is that of Bursar Support. This programme manages all support activities aimed at the bursars outside of the normal activities of the schools they attend. The focus here is as follows:

- Academic support through weekly Saturday schools. We offer extra lessons by experienced and qualified teachers for Grade 8's to matrics in the gateway subjects: English, Mathematics, Physical Science and Accounting.
- We also operate a Grade 7 programme accommodating 50 scholars from our feeder/partner primary schools.
- During the state school holidays, we run intensive academic support days. The focus here is on Grades 10-12. Our bursars are given additional extra lessons in English, Mathematics and Physical Science.
- Individual support through mentoring and counselling

This programme is designed to enable the independence of bursars and not create a new kind of dependence.

This programme and Saturday School assemblies provide the additional advantage of creating a sense of community amongst bursars that enables the kind of peer support necessary for the achievement of excellence within the programme.

Programme 3: Partner Schools Support Programme

Essential to the AEC's success is the pursuit of good quality education at the high schools to which bursars are sent. This programme clearly needs to support the schools' own activities to promote quality standards. It consists of the following:

- The clarification of a clear partnership between the schools and AEC with mutually agreed expectations
- Representation of the schools in the AEC structures
- Regular meetings between school decision makers and the AEC to enable strategising around how the AEC can support the schools
- Direct support for education programmes in the schools where necessary
- Learning and teaching improvements for feeder primary schools from Alexandra by way of workshops in English, Maths, Science and Foundation Phase.

These workshops continue to be a great success. Teachers attend regularly and are asking for more assistance with both English and Mathematics. This is very gratifying as our approach has been to get the teachers to enjoy and understand what is required of them in delivering their lessons. The teachers have responded well to our focus on improving classroom practice and

providing some of the tools necessary for both effective teaching and learning. More and more of the teachers are showing a greater willingness to improve their teaching methods. In terms of evaluating impact, the annual grade 6 testing, that the AEC undertakes every November, has shown a pleasing improvement in English and Mathematics results. This, together with the extra lessons we provide to the grade 7s throughout the year, lays a sound foundation for the scholars' high school years.

Establishing a Sustainable Organisation

In addition to the organisational programmes outlined above, a key enabling activity is necessary: a sustainable organisation to take the AEC into the future. This project requires attention to at least the following:

- Growing stakeholder relationships
- Growing the AEC impact
- Partnering with individuals, companies and trusts in order to fund the programmes referred to

Managing Marketing and Stakeholder Relations

Success in the future for the AEC is to a large degree dependent on how it establishes and manages its relationships with its key stakeholders. Currently there are effectively silos of sponsors, mentors and alumni; our aim to align these more closely. Communication and marketing are critical and, to this end, the AEC is using more digital marketing tools such as BackaBuddy and SnapScan. The AEC operates a general Facebook page and one for its alumni. There is also an introductory website. Moreover, a quarterly newsletter is sent to the various stakeholders.

The key stakeholders to maintain contact with are as follows:

- The Alexandra community
- The Council and staff
- The alumni
- The mentors
- The parents of bursars
- The educational community
- The funding community

Growing Impact

It is impossible to measure the impact the AEC has quantitatively, but we can extrapolate from the number of children whose lives we touch that 225 children (grs 7-12) and households benefit each year. Moreover, we support a number of students at tertiary institutions by paying for laptops, tuition fees and residence fees. This opens up future work opportunities that will benefit both the students themselves and their families, and bring greater economic dignity.

If one considers that 424 teachers attended our workshops last year, and they are teaching classes of no fewer than 40 children, the number of primary school children benefiting is well in excess of 10 000.

Tertiary Support

It is increasingly apparent that, for our interventions to be effective in an ongoing manner and in line with our strategic thinking, we need to support our bursars beyond their high school years as referred to in the previous section. This is mainly for those bursars embarking on tertiary studies where we offer the following to some of our students (given that the NSFAS loan system functions erratically): payment of, or a loan for, registration fees, annual fees, hostel fees and a laptop (without which tertiary study is virtually impossible these days). This extra support is fully dependent on sponsor support.

8. Annexure 2: The History of the AEC

The Alexandra Education Committee (AEC) was established in 1996 by Deane Yates and Sol Mashiloane who (initially in their private capacity) sought children from indigent families living in Alexandra, whose results at primary school level were impressive. Having raised the necessary funds to provide bursaries, they secured places for them in high schools outside Alexandra. The AEC has predominantly worked with two schools over the years since its establishment, Highlands North and Waverley Girls. More recently, it has added Vuleka SSB to these schools.

In 2017, the AEC supported 179 bursars across all levels of high school education. 21 years after its founding, enthusiastic reports are received from the high school principals on the bursars' performance and an almost 100% pass rate has been obtained by all the bursars who have written the matriculation examination since the scheme began. The results of these pupils are taken as conclusive evidence justifying the promotion and extension of this bursary scheme. The ramifications of this success are of profound importance, not only in Alexandra itself, but also in the broader South African context.

A major contributor to the academic success of the programme is that the AEC has a mentoring programme through which it provides individualised support to its bursars as well as Saturday schools which provide supplementary education to bursars to support the achievement of goals.

To date the AEC has operated largely through the generosity of volunteers and the employment of retired personnel to ensure the management of the organisation. There is an experienced staff which includes three full-time staff headed up by the Director, Paul Channon, a former principal of 20 years standing. We also have part-time staff who assist with the Maths programme, Saturday School management, preparation for post-school studies, mentorship, counselling, alumni communication and selection.

The AEC operates within the context of a deteriorating educational system where communities face numerous social and economic challenges. It recognises at least the following difficulties:

- the lack of quality teachers – especially in Maths and Science
- the lack of parental involvement in their children's education
- the breakdown of the family unit
- continual changes in policy by the Gauteng Department of Education
- parental inability to offer the necessary support to learners
- poor levels of discipline amongst some teachers
- poor facilities

- ineffective school leadership and management
- the increasingly questioned role of the teacher trade unions
- too many subject/learning areas

Given this depressing situation, the AEC seeks to positively affect the lives of individuals who in turn will be able to influence their communities and be able to enjoy the economic dignity denied to their parents. The total number of bursars for 2017 was 179. The annual sponsorship in 2017 was R33 000 per scholar.

It is recognised that the AEC cannot address all the challenges referred to, and that it is vital to focus on what the organisation is good at and do it well. For this reason, a clear vision, mission and set of strategic goals are imperative. With the assistance of primary schools in Alexandria, the AEC seeks out scholars with potential in English and Mathematics. We work with 19 affiliated schools in or close to Alexandria. The schools then identify their top eight boys and girls at grade 6 level who are then tested in English and Mathematics. The top 50 of these students, after being interviewed, are then selected to attend a year of Saturday School whilst in grade 7. During their grade 7 year, they are further tested in English and Mathematics and the top ±30 are selected after interviews for the award of a bursary to attend a functional high school outside of Alexandria.

The bursary covers school fees, transport to school and back, school uniform, stationery, textbooks, food, extra lessons on Saturdays and school holidays and access to computers. Moreover, we pay for eye testing, spectacles where needed and other medical requirements.

Three general meetings with representatives from our partner primary schools are held during the year.

9. The AEC Council and staff

| | |
|-----------------------------|-------------------------|
| AEC Council Chairperson: | Ms Lebohang Chanza |
| Vice Chairperson: | Mrs Lynne Rivett-Carnac |
| Director: | Mr Paul Channon |
| General Secretary: | Mrs Jean James-Smith |
| Sub-Committee Chairpersons: | |
| Alumni: | Ms Kate Moshoadiba |
| Finance: | Mr Nigel McClure |
| Legal advisor: | Mr Rob Legh |
| Fundraising: | Mr Gary Ralfe |
| Primary Schools: | Mrs Yvonne Mvunyisa |
| Mentorship: | Mr Martin Pienaar |

Full-time Staff:

Mr Paul Channon (Director)
Jean James-Smith (General Secretary)
Mrs Bronwynne Viljoen (Financial Administrator)

Part-time Staff:

Mrs Kate Wong (Saturday and Holiday School Coordinator and Girls' Counsellor)
Ms Pat Ringer (Selection Co-ordinator)
Mr Sydney Seolonyane (Tertiary Studies Counsellor/Graduate Officer)
Mrs Carol Wyeth (Master Maths Teacher and Primary School Workshops Coordinator)
Mrs Merle Wells (Alumni Co-ordinator)
Mrs Connie Moloji (Office Assistant)

10. Current Partners of the AEC

- Albert Wessels Foundation
- Anglo American Chairman's Fund
- AT Kearney
- Barrow Construction
- Bonvec /Tiber Construction
- Bophelong Construction
- Bowman Gilfillan
- Brait Foundation
- Buckle Packaging
- Charities Unlimited
- Cliffe Dekker Hofmeyr Inc.
- ClucasGrey
- Consol Glass
- Davies Foundation
- Deutsche Bank
- Estee Scaffolding
- Fasken Martineau
- Federated Employers' Mutual Assurance Company
- Frank Jackson Foundation
- Gabriel Foundation
- Graham and Rhona Beck Foundation
- Haggie Memorial Trust
- Healthcare Nursing
- Hermann Ohlthaver Trust
- Hollard Insurance
- Inglis Family Charitable Trust
- James Ritchie Charitable Testamentary Trust
- JSE and JSE Staff
- Just the One Foundation
- Mary Oppenheimer and Daughters Foundation
- Murray & Dickson
- Norman Wevell Trust
- Oppenheimer Memorial Trust
- P M Anderson Educational Trust
- Percy Fox Foundation
- Robinson Liquors
- Ruth and Anita Wise Charitable and Educational Trust
- South African Institute of Race Relations
- Standard Bank Interest Rate Desk
- Strauss Scher
- Telkom
- Tiber Construction
- The John and Elsie Barrow Foundation Trust
- Vermont Sales
- Wanderers Ladies Golf
- Webber Wentzel Bowens
- The AEC has over 42 individual donors, either funding full bursaries or making substantial donations
- The AEC has over 170 volunteers contributing to its work