



2025

**ANNUAL
REPORT**



Bursaries that build futures

Bridging Alexandra and opportunities

“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.”

– Nelson Mandela



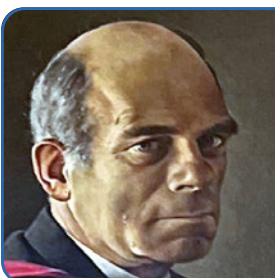
Founder: Deane Yates (OBE)

Patron: Justice Edwin Cameron
(National Order of the Baobab - Gold)

Established: 1996

Registration: Public Benefit Organisation: 930-000-698-PBO

Non-Profit Organisation: 025-968-NPO



DEANE YATES
(Founder)



**JUSTICE EDWIN
CAMERON**
(Patron)

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● 2025 REVIEW

Approaching Thirty Years

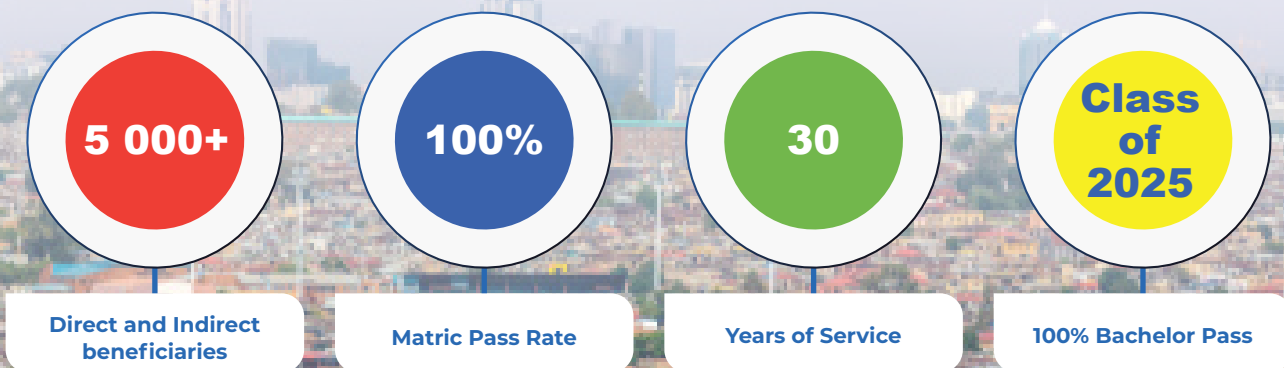
In 2026, the Alexandra Education Committee will mark three decades of working with the community of Alexandra in the educational space.

Thirty years is a long time to do one thing. The AEC has no interest in marking the anniversary unless the work still holds up. The honest question is whether the model remains effective — and in 2025, the evidence suggests it does.

Our model remains intentionally focused rather than expansive, but continues to adapt in response to changing educational and funding conditions. From its earliest years, the AEC has understood education as a bridge rather than a single intervention. For young

people growing up in Alexandra, academic ability alone rarely secures access to opportunity. What those learners need is not a single intervention but sustained company across five years of high school — through the transition into an unfamiliar environment, through exam pressure, through family strain.

As the organisation approaches its fourth decade, the focus is on making sure the model can keep running — financially and operationally — for the cohorts that come after the current one. The responsibility is to ensure that the bridge the AEC provides remains sound, well-supported and capable of carrying learners from potential to post-school opportunities.





“
EMPOWERING THE
NEXT GENERATION
FOR NEARLY
THREE DECADES
”





● 2025 REVIEW

Organisational Overview



THE ALEXANDRA Education Committee (AEC) is a registered non-profit organisation established in 1996. Its purpose is to expand access to quality education for academically able learners from Alexandra township, one of South Africa's most densely populated and under-resourced urban communities. Alexandra lies in close proximity to areas of significant economic activity. Many residents cross into neighbouring suburbs each day to work or study and return home again. For most young people, however, this physical proximity does not translate into sustained educational prospects. The distance between where they live and where opportunity is concentrated remains difficult to cross. The AEC exists to address this gap through long-term bursary support, academic reinforcement and pastoral care.

The Alexandra Education Committee does not position itself to solve the systemic challenges facing education in Alexandra. Our model is intentionally focused and rigorous. By identifying high-potential learners and supporting them comprehensively through the critical high school years, We aim to change specific lives, not deliver aggregate statistics. Each bursary is a five-year commitment. The alumni section of this report shows where those years lead — a reinsurer in Stockholm, a registered scientist, a doctor. These are not exceptional outcomes. They are what happens when ability meets sustained support. Grade 8 is the fork in the road. Without the right school, the right support and reliable transport, even capable learners from Alexandra fall behind — and stay behind. That is the gap the AEC is designed to close.



The AEC Pathway and Four-Pillar Approach

THE AEC'S WORK follows a clear and disciplined pathway from primary school engagement through to matric completion and post-school transition. The AEC provides structured continuity. This pathway is underpinned by four interlinked areas of work:

1. Student Selection

Careful identification of high-potential learners from low-income households.

2. Full Bursary Support

Coverage of school fees, transport, uniforms, textbooks and essential learning materials, ensuring stable access to schooling.

3. Academic Enhancement

Saturday academic programmes and targeted reinforcement in key subjects.

4. Wraparound Support

Mentoring, pastoral care and guidance at key transition points, recognising the link between well-being and academic success.



BURSARIES THAT BUILD FUTURES – BRIDGING ALEXANDRA AND OPPORTUNITIES.

Together, these elements provide continuity and structure across the high school years.

● 2025 REVIEW

Message from the Chair

THE YEAR UNDER REVIEW represents a period of consolidation for the Alexandra Education Committee as it prepares to enter its fourth decade of operation. I would like to congratulate our current learners and last year's matric cohort on their outstanding results, and the more than 1,000 alumni who have benefited from AEC support over the years.

During 2025, Council's primary focus was on financial sustainability and governance as the organisation prepares to enter its fourth decade.

The AEC has never positioned itself as a short-term intervention. Its role has always been to provide reliable educational support for young people who have ability, but whose circumstances limit their access to



Yolisa Mvunyiswa
CHAIR

“ **FUNDING UNCERTAINTY IS NO LONGER A PASSING STORM. WE ARE PLANNING IN IT, NOT AROUND IT.** ”

opportunity. The academic outcomes achieved during the year, together with the organisation's operational stability, confirm the value of this approach.

Council remains mindful of the pressures facing the education sector and the non-profit environment more broadly. Funding uncertainty is no longer a passing

storm. We are planning in it, not around it. These realities shaped Council's work throughout the year and reinforced the importance of disciplined planning.

On behalf of Council, I thank the Executive Director and staff for their professionalism, as well as the schools, donors and partners whose long-standing support continues to sustain the organisation. Work of this nature depends on trust built over time.

As the AEC looks ahead to 2026, Council remains clear that a milestone is not an endpoint. It is a chance to reaffirm purpose and ensure that the organisation remains capable of carrying learners from promise to success.

● 2025 REVIEW

Message from the Executive Director

ALEXANDRA IS PHYSICALLY close to opportunity, but for many young people it remains educationally distant. This tension sits at the centre of the AEC's work and shaped much of 2025.

The year took place in a context of continued strain within the South African education system. These pressures are most visible in township communities, where overcrowded classrooms and uneven foundational learning remain common. Analysts and researchers have consistently shown that learning gaps established early tend to widen over time, particularly in communities experiencing multi-dimensional poverty.

For learners in Alexandra, ability and aspiration are evident. What is less secure is sustained access to schooling environments that can nurture those qualities across the full high school cycle. Without intervention, the distance between potential and opportunity becomes harder to cross with each passing year. The AEC's response is deliberately long-term. The organisation does not seek to replace schools or replicate classroom teaching. Its role is to provide access, continuity and reinforcement where the system is least able to do so. Full bursary support for "the missing middle" high school years remains the foundation upon which all other interventions rest. Without secure access to quality schooling, additional academic support cannot be effective.

During 2025, the AEC supported learners across a range of 25 partner schools while maintaining its Saturday academic programmes and mentoring structures. Experience has shown that predictable, sustained support enables learners to adapt to unfamiliar academic and social environments. Against this background, the 2025 matric results were particularly encouraging. Forty-eight AEC-supported learners wrote the examinations. All passed. All achieved Bachelor-level passes. The



Paul Channon EXECUTIVE DIRECTOR

cohort attained a total of 104 distinctions. In a context where university entry is determined by competitive APS thresholds rather than matric pass status alone, these distinctions materially strengthen learners' access to tertiary opportunities.

These outcomes compare favourably with provincial and national norms, particularly given the disruption experienced by this cohort during their early high school years from Covid. The year also confirmed the pressures facing organisations in this space, as NGOs increasingly depend on a smaller and less predictable pool of sponsors amid global uncertainty. Rising education costs and funding uncertainty require careful management. Preparing for the organisation's next decade has therefore involved consolidation rather than expansion.

The point of this work is simple: that in ten years' time, a learner from Alexandra should be able to choose where they work, where they live, and how they support their family — rather than having those choices made for them by circumstance. Increasingly, former beneficiaries remain connected to the AEC, offering informal mentorship and reinforcing a culture of expectation and belonging. I thank the Chair and Council for their guidance, our donors and partner schools for their continued support, and the staff and teachers whose work sustains the organisation.

● 2025 REVIEW

Programmes in 2025



THE HIGH SCHOOL Bursary Programme remains the core of the AEC’s work. In 2025, the organisation supported **242 high school learners** placed in partner schools.

Bursaries covered school fees, transport, uniforms, textbooks and essential learning materials. Selection focused on academic potential, household financial need and commitment from learners and families. Once selected, learners were supported throughout their high school journey, subject to ongoing engagement and performance.

SATURDAY ACADEMIC programmes supported both bursary learners and selected primary school learners.

Many learners arrive at high school with gaps in English literacy — often because their primary schooling happened in a different language. Saturday school is where those gaps are addressed before they compound. Saturday programmes therefore prioritise strong literacy and numeracy consolidation.

In 2025, **475 learners (from Grades 5 to 12)** participated in Saturday classes focused primarily on the gateway subjects, Mathematics and English, in all grades, supplemented by Physical Science, Accounting and Further Studies in Maths in the higher grades.

These programmes reinforce foundational skills and assist learners in preparing for more demanding school environments. The lessons build on concepts taught during the week; this gives them confidence in their school classrooms. This is reflected in the performance of bursary learners who frequently place within the top ten of their grades.



A Breakdown of Bursar Placements attending 25 high schools

Placements 2025	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Totals
Bryanston HS	1	0	0	0	0	1
Curro King's	5	5	4	5	4	23
Curro DigiEd New	0	0	7	8	0	15
Curro DigiEd Barlow	10	9	0	0	0	19
Edenglen HS	0	0	1	0	0	1
Future Nations	5	5	0	0	0	10
Highlands North Boys HS	0	1	1	2	2	6
Holy Family College	1	1	5	5	10	22
Jeppe Girls HS	8	9	1	0	0	18
Jeppe Boys HS	0	2	0	1	3	6
Kingsmead	2	4	2	2	0	10
LEAP	1	1	0	1	0	3
Liberty College	0	0	1	1	2	4
Marlboro Gdns HS	0	0	0	0	1	1
Maryvale College	0	1	6	6	9	22
Parktown Boys	0	1	3	3	3	10
Sacred Heart College	2	0	4	5	5	16
Saint Stithians Girls	0	2	0	0	0	2
Sandringham	1	0	0	0	0	1
St David's Marist	2	2	5	3	2	14
St David's Marist (Alex)	6	2	1	0	0	9
St John's College	1	2	0	0	2	5
St Mary's	2	0	0	1	1	4
St Teresa's	3	2	1	0	0	6
Waverley Girls HS	2	0	4	2	6	14
	52	49	46	45	50	242

Male	22	19	18	19	20	98
Female	30	30	28	26	30	144
	52	49	46	45	50	242



● ACADEMIC OUTCOMES AND IMPACT

Matric Results 2025

In 2025, 48 AEC-supported learners wrote the matric examinations.

- Pass rate: 100%
- Bachelor's Degree pass rate: 100%
- Total distinctions: 104

These results reflect sustained application, sound teaching and long-term support.

They are particularly noteworthy given the disruption experienced by this cohort during their early high school years.

Measurable Outcomes and Indicators

THE ALEXANDRA Education Committee tracks a limited number of outcomes that reflect the organisation's purpose and long-term approach. These indicators are used to provide assurance of effectiveness and to inform planning, rather than to produce exhaustive or promotional reporting.

The outcomes monitored focus on five core areas:

Access and Retention

The number of learners supported through full bursaries and their retention across the high school cycle. In 2025, the AEC supported 242 high school learners, with strong retention through the senior grades.

Academic Completion

Matric completion remains a central indicator of success. In 2025, all 48 AEC-supported matric candidates completed the National Senior Certificate examinations, achieving a 100% pass rate.

Academic Performance

Beyond completion, academic performance is monitored through Bachelor passes and subject distinctions. In 2025, all matric candidates achieved Bachelor passes, and the cohort attained a total of 104 distinctions. Results reflected on school reports are captured and analysed; these guide our interventions.

Progression Beyond School

The AEC tracks learners' eligibility for tertiary study and other post-school opportunities. While longer-term progression continues beyond the reporting year, matric outcomes provide an important indicator of readiness for further study.

Scale of Reach

Using a conservative household multiplier, the AEC estimates that its programmes in 2025 contributed directly or indirectly to the wellbeing of approximately 2,500 individuals.

These outcomes are reviewed regularly by management and Council, and are used to guide operational decisions and resource allocation. Numbers tell part of the story. A 100% pass rate matters. What the numbers don't capture, however, is at the heart of what we do. The fact that at a moment's notice towards the end of last year we could move a learner to a boarding school because home had become unsafe was but one of many quiet acts of intervention. We report what we can measure and try to be honest about what we cannot. Measurement is therefore treated as a tool to strengthen practice, rather than as an end in itself.

● ACADEMIC OUTCOMES AND IMPACT

Pastoral Care and Mentoring

Wraparound Support

Experience has shown that academic success depends not only on school placement but on a stable educational ecosystem, including transport, nutrition, psychosocial support, and consistent adult mentorship. Wraparound support, therefore, remains central to the AEC's approach. Learners receive mentoring, pastoral care and guidance at key transition points, including entry into high school and preparation for matric. This support recognises the close relationship between academic performance, stability and wellbeing.

PERSONAL SUPPORT

During the year, the AEC offered face-to-face and telephonic counselling by our qualified social worker. Where home circumstances were challenging, the AEC was able to move some bursars into boarding facilities. Thanks to some generous donations, we were able to give groceries to families in need on a monthly basis.

MENTORS

The AEC's mentors offered their mentees amazing support from being a listening ear, to cheering them as they walked along the Matric Dance red carpet, to settling them in at tertiary institutions. Everyone enjoyed the annual braai in May and it was pleasing to see many mentors supporting their mentees at Prizegiving. We are still looking for more mentors as our programme grows.

SOCIAL CONNECTION

This year on the Women's Day long weekend, we took the Grade 8s to Fraaibos near Brits for our annual Grade 8 Maths Camp. The 50 boys and girls enjoyed the night hike, obstacle course, food, and the Maths games and challenges. At the camp, the Grade 8s connect with AEC peers who attend different schools and lasting friendships are formed and reinforced at the weekly Saturday schools.

ACADEMIC SUPPORT

Our weekly Saturday School lessons in English, Maths, Physical Sciences and Accounting give our bursars the opportunity to reinforce concepts that they have learnt at their respective schools during the week and extend our bursars academically. This gives our boys and girls academic confidence and the ability to compete with their peers. Additional lessons in Life Sciences and History were arranged on request.

Saturday School Numbers in 2025:

Grade	Number of learners
5	50
6	44
7	142
8	52
9	47
10	44
11	48
12	48
TOTAL	475

● ACADEMIC OUTCOMES AND IMPACT

Programme Enhancements and 2026 Extensions

Further Studies in Maths

In 2023 we introduced Further Studies in Maths to our Grade 10 group. This allowed bursars who did not have the subject as an offering at school to write the exam in Matric. At the end of 2025, four of these bursars wrote the Further Studies in Maths IEB exam and they achieved pleasing results.

Chess

We introduced chess in 2025, where the Grade 8s and 9s play against each other before lessons begin.

Online testing in Grade 7

For the first time our Grade 7s wrote four online Maths and Literacy tests on tablets using the Jumptrak platform. This allowed for accurate marking and reporting in record time and helped to guide teaching practice in the classroom.

show the parents fun and engaging ways to play games with their children and improve their Maths and Literacy skills at the same time.



Battle of the Books

We chose three popular children's books and the Grade 7s competed in groups in a quiz format competition. Prizes and certificates were awarded. We piloted this competition with 50 Grade 7s, to be rolled out to all Grade 7s in 2026.



Family Maths and Literacy Day

This is a new addition to the Saturday School programme. Twenty-four Grade 5s attended a Maths and English games morning at the AEC with an adult member of their family. The purpose of this was to

● ACADEMIC OUTCOMES AND IMPACT

Alumni Engagement and Long-Term Outcomes

By the end of 2025, 284 former bursars were formally registered as alumni — up from 225 the year before. More importantly, they are starting to come back. Not just to events, but to mentor, to fund, and to bring others with them. By year-end, 284 alumni were formally registered on the database, up from 225 in the previous reporting cycle. This steady growth signals strengthening connection across generations of former beneficiaries and progress towards the medium-term objective of 500 registered alumni.

The AEC's alumni now span more than two decades of graduating classes, from the late 1990s to recent cohorts. They are represented across a broad range of tertiary institutions and professional fields, including education, engineering, finance, law, health sciences and the public service. While individual pathways vary, the common thread is sustained access to opportunity beyond school — the central aim of the organisation's intervention.

In September 2025, the Alumni Committee hosted a social engagement event designed to foster connection, mentorship and professional networking. Alumni from the Class of 1999 — Fikile Olifant's cohort, the very first — through to the Class of 2024 came to the same room in September." The word "intergenerational" is unnecessary when you can just say what it means. Attendance relative to RSVPs indicated meaningful engagement, and informal feedback highlighted the value of reconnecting with peers who share a common educational journey.

These occasions reinforced the Alumni Committee's dual emphasis on connection and practical support, recognising that early career navigation is a critical phase in translating educational achievement into economic stability.



● **ACADEMIC OUTCOMES AND IMPACT**

Digital engagement continues to strengthen. Active alumni platforms on LinkedIn and Facebook provide channels for communication, peer support and professional visibility. These platforms are increasingly used to share career milestones, employment opportunities and professional advice, reinforcing the culture of expectation and mutual support that the AEC seeks to cultivate.

A structured pledge initiative was introduced during the reporting period, enabling alumni to contribute financially to the sustainability of the organisation. Early commitments have been secured, and additional pledges are anticipated as alumni progress in their careers. While financial contributions remain modest at this stage, alumni are beginning to give back.



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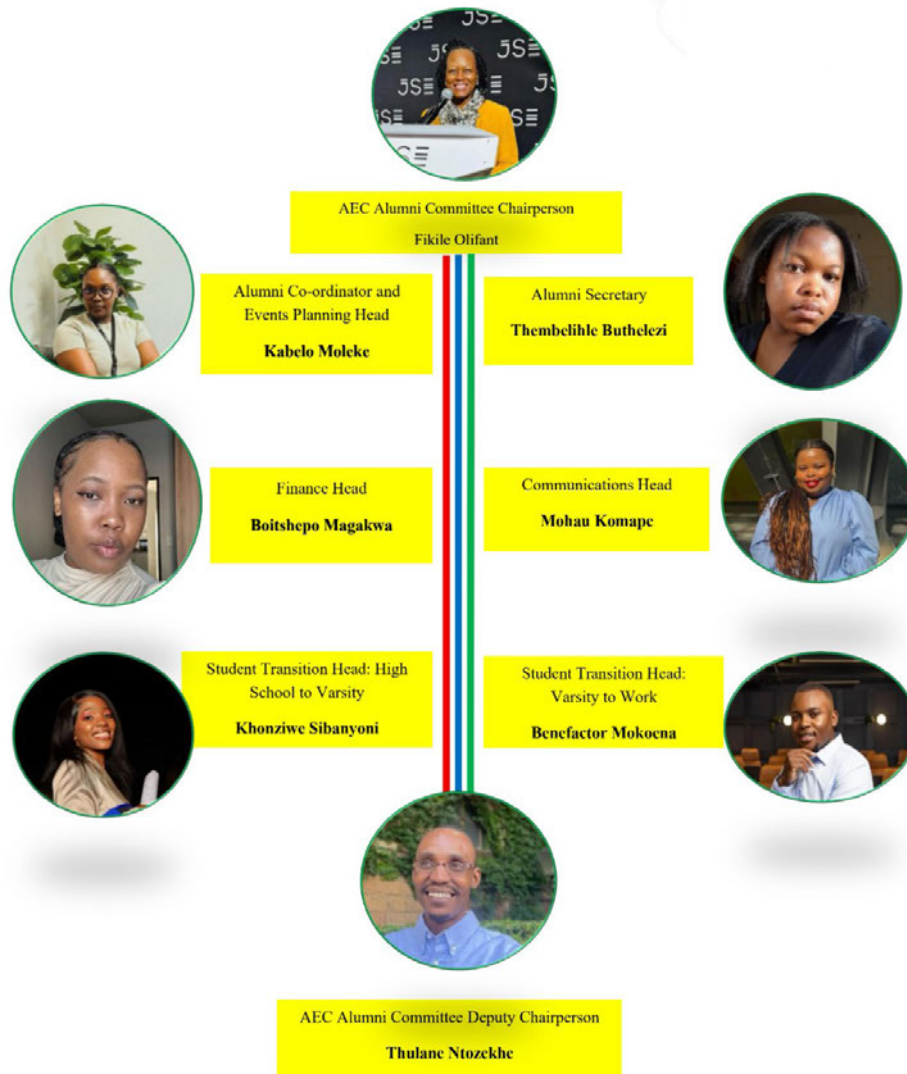
All objectives set for the reporting period were achieved. More importantly, alumni engagement is increasingly viewed as a strategic pillar of the organisation. Alumni serve as informal mentors, role models for current learners, ambassadors within professional networks and, over time, potential contributors to the organisation’s sustainability.

As the AEC approaches its thirtieth year, alumni engagement represents a natural extension of its original mission. The aim is not merely to celebrate past success, but to cultivate a self-reinforcing community in which educational opportunity generates further opportunity. In this way, the impact of each bursary extends beyond the individual, contributing to a cycle of mentorship and professional advancement. The Class of 1999 is now mentoring the Class of 2023. That is what thirty years looks like.



MEET THE TEAM

AEC Alumni Committee



FIKILE OLIFANT serves as the Chairperson of the Alumni Sub-Committee, having been re-elected at the Annual General Meeting held in February 2026. She represents the Class of 1999, the first cohort of AEC bursars.

Fikile is a qualified accountant and holds a Bachelor of Commerce in Accounting degree. She currently serves as Head Finance: Unsecured Lending, Business & Commercial Banking at the Standard Bank Group. Over the past three years, she has demonstrated resilient and passionate leadership, guiding the Alumni Sub-Committee with dedication and purpose.

Her journey back to the AEC began when she volunteered as a mentor to one of the AEC bursars, ultimately reconnecting with the organisation in her capacity as an alumna.

KABELO MOLEKE serves as the AEC Alumni Co-ordinator, having assumed the role in October 2025. Since her appointment, she has shown strong commitment and effectiveness in the position. She is a qualified accountant with a Bachelor of Commerce in Accounting degree and is currently employed within the finance division of a public sector organisation. Kabelo represents the Class of 2019.



● **ACADEMIC OUTCOMES AND IMPACT**

Continuous Professional Teacher Development Programme

EXECUTIVE SUMMARY



During 2025, the Continuous Professional Development (CPD) programme successfully delivered nine structured, curriculum-aligned workshops to educators serving previously disadvantaged township schools in Johannesburg. All workshops received evaluation feedback in excess of 95% positive responses, reflecting strong satisfaction, relevance, and practical classroom applicability.

- Teach the Child, Not the Subject
- Sentence Construction (Foundation Phase)
- Sentence Construction (Intermediate Phase)
- Sentence Construction (Senior Phase)
- Visual Literacy
- Vocabulary Building
- Building a Paragraph
- Writing Essays
- Teaching Writing Skills

WORKSHOPS DELIVERED IN 2025



PROGRAMME FOCUS AND PEDAGOGICAL APPROACH



The 2025 series moved systematically from vocabulary to sentence construction to paragraph building to essay writing — building skills in sequence rather than covering topics in isolation. The foundational workshop, 'Teach the Child, Not the Subject', emphasised differentiated instruction, cognitive development, and addressing barriers to learning.

Participant evaluations consistently exceeded 95% positive feedback across all workshops. Teachers reported improved learner sentence fluency, stronger paragraph structure, better essay organisation, and increased learner engagement.

MEASURED IMPACT



RELEVANCE TO TOWNSHIP SCHOOL CONTEXT



Workshops were designed specifically for high-density classrooms, limited-resource environments, and second-language English learners. All strategies shared were practical, low-cost, and sustainable within township school contexts.

AEC Continuous Professional Educator Development Workshops 2025

		DATE	TOPIC	FOCUS GRADES	PRESENTER	REGISTRATION	ATTENDANCE
TERM 1	1	2025/01/27	Teach the Child not the Subject	FP/IP/SP (Gr 1 - 7)	Kevin Agnew	30	27
	2	2025/03/03	Sentence Construction	Foundation Phase (Gr 5 & 6)	Magri Genovese	16	18
	3	2025/03/10	Sentence Construction	Intermediate Phase (Gr 3 & 4)	Magri Genovese	20	16
	4	2025/03/17	Reading with Comprehension	IP/Senior Phase (Gr 6 & 7)	Kevin Agnew	Cancelled	N/A
TERM 2	5	2025/04/14	Sentence Construction	IP/Senior Phase (Gr 6 & 7)	Kevin Agnew	14	11
	6	2025/05/19	Visual Literacy	IP/SP (Gr 5, 6 and 7)	Magri Genovese	25	21
	7	2025/05/26	Vocabulary Building	FP/IP (Gr 2, 3 and 4)	Magri Genovese	12	11
TERM 3	8	2025/08/04	Building a Paragraph	FP/IP/SP (Gr 4, 5, 6 and 7)	Kevin Agnew	20	15
	9	2025/08/11	Writing Paragraphs and Essays	IP/SP (Gr 4 - 7)	Kevin Agnew	Cancelled	N/A
	10	2025/09/15	Writing Essays	Gd 5, 6 and 7	Kevin Agnew	12	23
	11	Holiday	AI as a classroom Resource	Gr 1 - 7	Kevin Agnew	Cancelled	N/A
TERM 4	12	2025/10/27	Teaching Writing Skills	Gr 2, 3 and 5	Magri Genovese	10	18
						179	160



● ACADEMIC OUTCOMES AND IMPACT

Sustainability and Long-Term Development

THE PROGRAMME FOLLOWED a structured progression from vocabulary development to sentence construction, paragraph building, and essay writing. This developmental sequence supports long-term systemic literacy improvement rather than isolated skills training.

Conclusion

One hundred and sixty teachers. If each reaches a class of fifty to sixty learners, the 2025 workshops touched somewhere between 8,000 and 9,600 children who will never know the AEC's name. The continued support of sponsors directly contributes to sustainable educational transformation in underserved communities. With a total attendance of 160 teachers at the 9 workshops, this equates to an estimated reach of between 8 000 and 9 600 learners.



IMPACT STORIES

To Mrs Wong: Hello Ma'am. I hope you're doing well. Today was my last exam. I'm truly grateful for everything that you and the AEC in its entirety have done for me. I cannot begin to imagine a life where I won't be getting a Saturday timetable anymore or me asking when is the AEC open so I can come print past papers and notes. The 5 years we've spent together and the opportunities you've exposed me to have shaped me into becoming the young woman I am today. Thank you so much!

– Thandolwethu Mhlongo, Class of 2025

“ At university, I was fortunate enough to receive a bursary through the AEC. ”

To Mr Channon:

I wanted to take a moment to express my heartfelt gratitude for everything you've done for me over the past six years. Your support, guidance, and trust in me have meant the world, and I'm forever grateful. Your contributions have not only helped me grow professionally but also personally, and I'm thankful for the opportunities that have come my way.

Thank you for believing in me and for being an integral part of my journey. Your sponsorship has made a significant impact on my life, and I couldn't be more thankful.

With sincere appreciation and respect.

– Sibusiso Mloyi, Class of 2025



ALUMNI

How the AEC improved my (and my family's) quality of life Growing up in Alexandra Township, my quality of life was far from "comfortable." I was raised by a single mother who did her best to provide for her six children and ensure that we attended good schools. She made sure we never went hungry, but this did not come easily.

When I was awarded the AEC bursary, my quality of life began to improve. I was placed in a Model C school with a variety of extracurricular activities. The AEC provided me with good-quality uniforms as needed, which ensured that I always looked presentable and could fit in with my peers. They also provided transport money to and from school, ensuring that

I never missed a day of learning due to limited finances at home. In addition, they provided lunch, which made it easier for me to concentrate without worrying about what I would eat.

At university, I was fortunate enough to receive a bursary through the AEC. The bursary covered my tuition, accommodation, textbooks, and even included a monthly allowance. I was able to complete my undergraduate degree without worrying about registration fees, financial exclusion, or not having textbooks. I even had enough money to go to the cinema with friends over the weekend.

Thanks to the AEC, I am now a professionally registered scientist, working on my Master's degree

part-time. I am living a "comfortable" life and am able to assist my family on a monthly basis. The AEC did not only improve my quality of life; it also improved my family's quality of life.

– Given Mothapo, Class of 2015

The AEC changed my life in a way that truly gave me the opportunity of a lifetime—and I don't mean that figuratively. At one point, I was struggling financially and wasn't sure I would even make it past Grade 11. In a world that is becoming increasingly capitalistic, I thank God for Mr. Channon for stepping in and allowing me to join the AEC. They pushed me to finish my high school career in the best way possible.

The Saturday schools were the highlight of my high school experience. Through them, I learned to genuinely enjoy learning—not for the sake of achieving something specific, but for the love of learning itself. When I finally completed my matric, I knew that I could not have done it without the AEC. The AEC provided me with safety, community, understanding, patience, and immense personal growth in all aspects of my well-being. I truly believe I would not have made it this far in life if I had not been part of the AEC. My academic development strengthened my self-confidence, which boosted my self-esteem, and helped me realize that I could achieve great things—like becoming head boy of Vuleka SSB high or pursuing my medical degree.

Now that I have graduated from medical school, I cannot express enough gratitude for that once in a lifetime opportunity the AEC provided. I genuinely believe I would not be here without them. I thank God every time I think about how fortunate I am to have people around me who cared, about me, my future, and are there supporting us, and allowed me the space to grow and complete my high school journey. I am deeply grateful.

- Dr Nicolas Banda, Class of 2019

My name is Darlington Ndlovu, and I am an AEC alumnus from the Class of 2010. The AEC played a pivotal role in where I am today, and I will be eternally grateful for their support.

I am currently living and working in Stockholm, Sweden, for Hannover Re—a German reinsurance company ranked among the top three globally. I am an underwriter focusing on the Nordic market where I focus on property insurance.

The AEC helped me reach this point not only by providing educational bursaries, transport, books, and extra lessons but by helping me dream. I remember sitting at Waverley Girls on a Saturday afternoon, listening to different business leaders share their career paths. It was then that I decided to pursue becoming a CA, so I could one day walk in their shoes. While I am still on that journey, I am well on my way.

To the AEC, the greats Mr. Simmonds, Mr. Maine, and Ms. Toms—to name just a few of the hands that worked tirelessly to help me and so many others—I am eternally grateful.



“ **The AEC made so much impact in my personal growth. It increased my self-confidence.** ”

Long may the legacy of hope through education provided by the AEC continue.

- Darlington Ndlovu, Class of 2010

Growing up in the streets of Alexandra where dreams are seen as a joke and success is impossible, the AEC came to my rescue and rewrote my future. I got an opportunity to attend at one of the best high schools in Joburg which gave me access to better learning resources. The AEC didn't just cover for my fees but also offered

transport for commuting to and from school which led me to focus on my academics and expanded my career options.

The Saturday school program strengthened my understanding of key subjects, built discipline and study habits. These habits carried me into my tertiary education and my professional work. We had amazing teachers, always patient and enthusiastic. I believe they instilled the teaching spirit in me and I'm forever grateful to Mrs Ringer for unleashing my vast

potential. I always looked forward to Saturday lessons mainly for the topics covered, relationships formed and career guidance we received from Ntate Sydney.

The AEC made so much impact in my personal growth. It increased my self-confidence, encouraged goal setting and motivated me to pursue ambitious career paths. Whenever I walked in the streets of Alex, I always pride myself in being chosen by the AEC as it is a privilege that not everyone will get to experience, a confidence booster when I felt discouraged. One of my proudest moment was when I met my sponsor at Rosebank North and got gifted a brand-new laptop and study equipment as a token of appreciation for my hard work. AEC is not just a NPO but a support structure that is truly invested in the young minds. AEC exposed me to what truly is out there. The workshops we had, networking sessions with inspiring people. It

made me aware of understanding possibilities, transformed my dreams to reality and inspired to leadership and service-oriented skills. It influenced me to give back to my community. I have been tutoring mathematics at AEC for about 9 years. I will forever be grateful to Mrs Wong, for trusting her with teaching the young minds as giving back is fulfilling and keeps my energy going especially sharing my knowledge with the young minds. It reminds me of my humble beginnings and the person I am becoming. The AEC has changed my life for the better. The probabilities that an AEC alumni will be successful are significantly high as discipline, hard work and social awareness are the foundation of AEC.

AEC is definitely growing exponentially and more minds will be impacted.

- Maleka Raphadu, Class of 2015



● ACADEMIC OUTCOMES AND IMPACT

Endorsements



SCHOOL

From our very first meeting with Paul Channon on 9 March 2023, we knew that the work AEC was doing was something Jeppe Girls had to be a part of. From identifying talented young girls in the heart of Alex, to mentoring them, to bringing them into the Jeppe Girls fold, has been a journey of discovery, of adjustment, of some tears and ultimately victory.

To see these young children settle in, and find their home at our school be it in one of our many sports offerings, or in chess club or debating, has been a most rewarding experience for both staff and our AEC girls.

I am thrilled to say that the majority of the girls are thriving here. They have immersed themselves in academics, culture and sport thereby giving themselves the holistic education that Jeppe Girls are proud proponents of.

The Saturday mentorship sessions surely plays a huge role in fostering a sense of community- we are in this together!

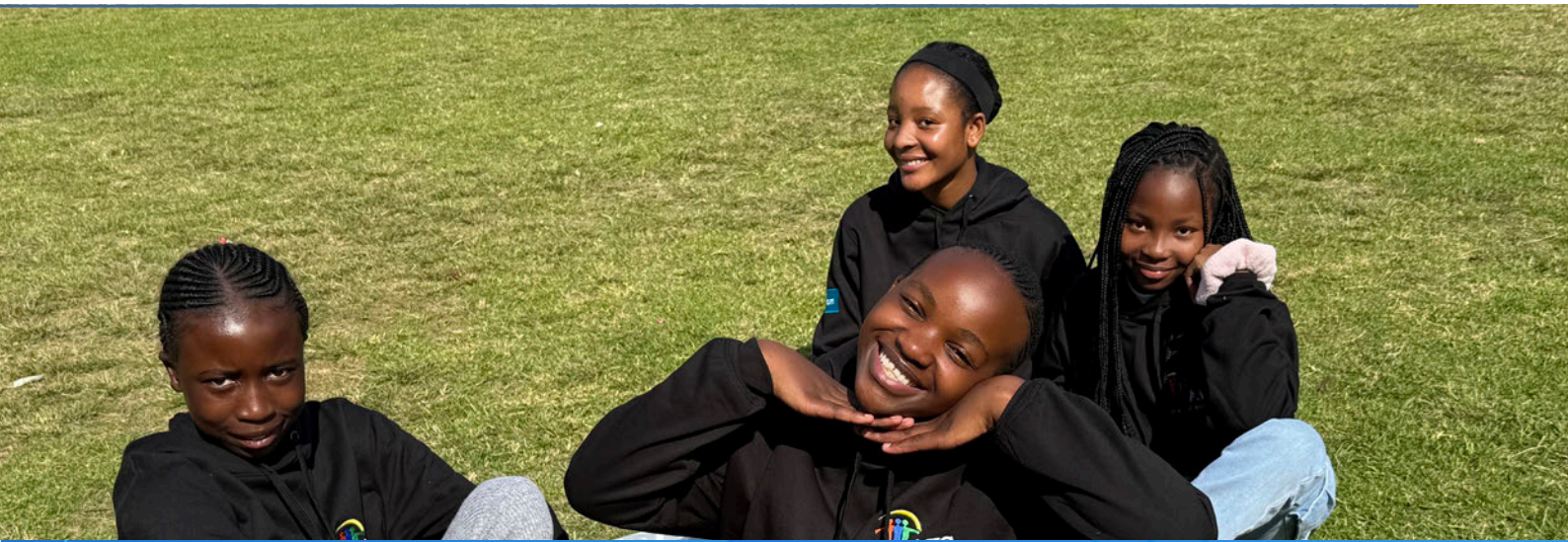
Our school motto is lived through these resilient girls- Forti Nihil Difficilius - Nothing is too difficult for the brave. Indeed our AEC children demonstrate their bravery daily at Jeppe Girls. They join in, they participate, they get out of their comfort zones and they embrace every opportunity that this wonderful school gives them.

SPONSOR

Mary Oppenheimer Daughters is proud to be involved with the Alexandra Education Committee. A small, caring and organised team of people capably led by Paul Channon runs this remarkable programme to support learners from Alexandra township to access quality education, mentorship and support – opportunities which would otherwise be difficult for these learners to access. Mary Oppenheimer Daughters has been supporting the AEC for a number of years and currently funds 50 high school bursaries on an annual basis. Our staff involvement team has the additional privilege of working with the AEC to secure work shadowing placements for between 40 and 50 Grade11s and 12s in July every year. This is truly a highlight for us every year! The feedback from all the company hosts is always positive, and everyone is impressed by the calibre of students, commenting on their confidence, their engagement and their curiosity. It is a delight to work with the AEC and humbling to spend time with the learners, who inspire us and give us tremendous hope for our beautiful country. Thank you to the AEC for all you do.

– Elinor Kern, MODO





And because we believe in investing in curious, determined young minds, we have no doubt that these girls will one by one go back and change the narratives in their homes and in their communities.

We are humbled and exceedingly proud to be part of their growth journey.

Sybil Bhagwan,
Headmistress – Jeppe High School for Girls

Governance and Financial Overview

THE ALEXANDRA Education Committee is governed by an active Council responsible for oversight and strategic direction. Council oversees safeguarding implementation and compliance with applicable data protection legislation. Day-to-day operations are managed by a small professional staff team.

In 2025, the organisation operated with donation income of R21 360 588 derived from trusts, corporates and individual donors. The organisation continues to maintain prudent reserve levels to ensure stability across funding cycles. Approximately 18% of expenditure was allocated to administration, consistent with previous reporting periods, reflecting the organisation's commitment to directing resources towards programme delivery.

The AEC receives no government support. Accordingly the AEC's resources are leveraged through fee concessions and co-funding arrangements with partner schools. The average cost per learner in 2025 was close to R72 000, while the standard sponsorship contribution remained at R60 000 per learner. The difference was covered through diversified donations and investment income. The AEC plans to raise the sponsorship rate gradually — the goal is to close this gap over the next three years without losing existing sponsors.



Audited Annual Financial Statements are provided separately.

Alexandra Education Committee

2026

Looking Ahead

AS THE Alexandra Education Committee approaches its thirtieth year in 2026, the moment invites not only reflection but renewed clarity of purpose. Three decades of disciplined practice have established a model that is both credible and resilient. The task now is to ensure that this foundation remains strong and responsive in a changing educational and funding environment. The AEC enters its fourth decade knowing what it is, what it does, and how to do it. Its academic outcomes are consistent, its governance structures are stable, and its financial management is prudent. This strength does not signal expansion for its own sake, but it does enable confident planning. The objective is not to reinvent the organisation, but to deepen and secure what has been built.

Three priorities will guide the period ahead. First, the long-term sustainability of the bursary model remains central. Rising education costs require responsible calibration of sponsorship contributions and continued diversification of income streams. This will be approached deliberately and transparently, ensuring that the model remains



robust for future cohorts while preserving the trust of long-standing partners.

Second, alumni engagement will move from connection to structured participation. Former beneficiaries increasingly occupy tertiary and professional spaces that were once beyond reach for many families in Alexandra. Their involvement as mentors, ambassadors and, over time, contributors to sustainability represents a natural





strengthening of the AEC's intergenerational impact. The immediate goal is 350 registered alumni by the end of 2026, with at least 20 active mentors.

Third, programme quality will remain non-negotiable. The AEC will continue to refine its academic support, pastoral care and teacher development initiatives, ensuring that depth of impact is never compromised by scale. Stability, consistency and measurable outcomes remain the organisation's distinguishing features. The CPD programme will expand to include a third presenter in 2026, and the Jumptrak pilot will roll out to all Grade 7s.

Thirty years of work have demonstrated that disciplined intervention at the right point in a young person's education can alter life trajectories. The coming decade is therefore approached not with urgency, but with confidence - confidence grounded in experience, accountability and a clear sense of purpose.

The bridge has held for thirty years. The job now is to make sure it holds for thirty more.

Acknowledgements

THE ALEXANDRA EDUCATION COMMITTEE

thanks its staff, teachers, mentors, donors, partners and supporters for their continued commitment. The organisation's longevity reflects many years of shared effort and trust.



● DONATIONS

AEC Donors 2025

We thank our sponsors and donors most sincerely for their support. We acknowledge all our individual donors as well as the trusts and corporates who fund our work:

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- Tony Trahar





● COUNCIL

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MVUNYISWA**
AEC Council Chairperson



**MRS LYNNE
RIVETT-CARNAC**
Vice Chairperson



MR PAUL CHANNON
Executive Director



**MRS JEAN JAMES-
SMITH**
General Secretary



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AEC Council and staff



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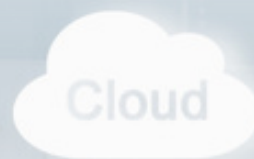
MR NIGEL MCCLURE
Finance



Mr Martin Pienaar
(until March)
Fundraising



MS GLADNESS NALE
(from March)
Fundraising





● FULL-TIME STAFF

AEC Council and staff



MR PAUL CHANNON
(Executive Director)



**MRS BRONWYNNE
VILJOEN**
(Financial Administrator)



**MRS JEAN JAMES-
SMITH**
(General Secretary)



MRS KATE WONG
(Academic and
Pastoral Co-ordinator)



**MR NJABULO
MALINGA**
(Data Capturer)



● PART-TIME STAFF

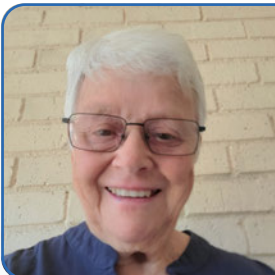
AEC Council and staff



**MR SYDNEY
SEOLONYANE**
(Tertiary Studies
Counsellor)



MR KEVIN AGNEW
(Primary School
Workshops
Co-ordinator)



MS JACKIE WELCH
(Afternoon programme
teacher)







To make a donation or discuss sponsorship, contact Paul Channon directly at Director@alexeducation.org.za

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