

AFRICAN SCHOLAR'S FUND ANNUAL REPORT 2011

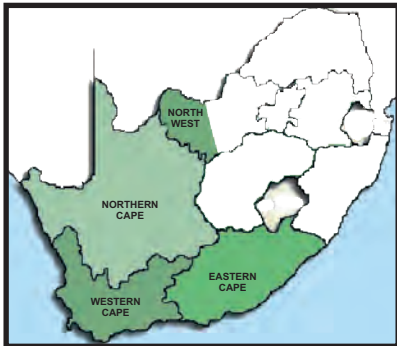
An Educational Trust registered with the Master of the High Court: NPO 002-838



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MISSION STATEMENT

The African Scholars' Fund, through awards and guidance, assists promising young schoolchildren from desperately poor homes to complete their secondary or FET college education.



Our area of operation includes the Western, Northern, Eastern Cape and parts of the North West.

BANKING DETAILS IN SOUTH AFRICA

Bank:	Standard Bank of SA Ltd
Account type:	Current account
Account number:	07 140 410 4
Branch code:	02 50 09
Swift code:	SBZA ZAJJ (Rondebosch)

CHAIRPERSON'S REPORT

The year 2011 was one of business as usual for the African Scholars' Fund, but with added impetus and zest for a number of reasons. Perhaps paramount among these was the follow-through of the celebration of the fund's Fortieth Anniversary in 2010. Also important in this regard was the settling in and enjoyment of the premises at Tannery Park, Rondebosch, which are in a pleasant setting conducive to good collegueship and hard work. We have welcomed as new trustees Lynn Campbell, Geoff Everingham, Barry Hart and Malcolm Law, whose contributions have been most valuable.

One of the characteristics of the ASF that has been there from the very beginning but the significance of which has perhaps not always been sufficiently stressed, is the fund's focus on the secondary and FET sector. At the tertiary education level there are numerous organisations that deserve applause for the good work they do in offering student support, often for specific disciplines. The fruits of this are seen sooner, more measurably, and more publicly than at school level. But there are relatively few agencies in South Africa that operate, as ASF does, at the teenage level.

The wise people in education are at one in stressing the fundamental importance of early school education and there is even a case for regarding the primary school as the most crucial of all. Although our awards to secondary learners are small in relation to what tertiary students require, there is abundant testimony every year that the ASF support makes a significant 'tipping-point' difference, especially to the confidence, encouragement and dignity with which our bursars can set out for school each day. And then there is also the mentoring contact that each recipient of an award is given, as well as visits and workshops as reported on in this publication.

Donations to the fund, despite the economic stresses of 2011, continued to enable us to carry out our mission of assisting 'promising young schoolchildren from desperately poor homes to complete their secondary or FET education'. The year saw a number of new donors and some munificent gifts. The trustees and staff refer to each of these as a miracle - 'any amazing or wonderful event' says the dictionary. We and the beneficiaries are most grateful.

Many donors have been generous and faithful over many years. But the ASF is not so naïve as to be unaware of the pressing need to increase our donor base for the future. The obvious reason is so as to be able to give more awards annually and if possible bigger ones, and not merely to counter annual inflation rates. To this end we are setting out to double our income. Achieving this would also have the effect of reducing the percentage of our expenditure required for administration – staffing, premises and office expenses, which a doubled income would increase only minimally.

Following our organisational review of 2010/2011, we are constantly re-examining our procedures, especially in today's fluctuating climate and context of fund-raising. We welcome comments, suggestions and visits from all our loyal supporters.

We commend to you once again the work of the ASF as recorded in this annual report.

John Gardener
Chairman

BOARD OF TRUSTEES: Mr. John Gardener (Chair), Ms. Ruth Allsopp, Mr. Thurston Brown, Prof Hugh Corder, Prof Geoff Everingham, Mr. Stephen Flesch, Mr Barry Hart, Mr Malcolm Law, Ms. Wendy Moulton, Mrs. Eunice Musapitso, Mrs. Erika Targett, Prof John Webb, Ms Eliza James (Dir).

DIRECTOR'S REPORT

2011 saw no untoward disruptions during the school year, the Department of Education lauded the increase in the matric pass rate, NGOs were optimistic but cautious and our very own batch of matriculants excelled. In their letters they celebrate their success, they express their joy, they are filled with hope and believe they now have a very real opportunity to make more of themselves. Yet I feel heavy-hearted when I anticipate what lies ahead for these young hopefuls. Professor Jonathan Jansen (Rector of the University of the Free State) expressed it so eloquently and more importantly, candidly, that I am, with his permission, reprinting his article in its entirety (YOU magazine dd 2 February 2012). It is the kind of article that rings with Truth, Integrity and Courage.

A PROVOCATIVE LOOK BY A LEADING SOUTH AFRICAN EDUCATIONIST AT THE SHORTCOMINGS OF OUR (public) SCHOOLS

"If I had to make the choice for my own children today I'd seriously consider not sending them to school in South Africa, for one simple reason: I don't trust a system that makes it possible for a child to pass Gr12 with 30% in some subjects and 40% in others. I'd be filled with fear when I discover you can get 32% in mathematics and 27% in physical science and still get an official document that says you can continue to study towards a bachelor's degree at university.

I'd worry myself senseless should I enrol my child in Gr1, knowing they could be among the more than half a million children who wouldn't make it to Gr12. I'd be horrified at the possibility the principal might force her to do maths literacy because someone decided she couldn't do pure mathematics because it would make the school's pass averages look bad. And I'd be angry when I find she's guaranteed to be among the 96% pass rate for Life Orientation when all the other subjects in the National Senior Certificate (NSC) have pass rates way below this number.

It's extremely difficult to fail Gr12 in South Africa today. You have to put in a special effort: miss your classes, deliberately provide wrong answers to questions and hand in your paper early during an exam session. Then maybe, just maybe, you'll fail. But you wouldn't sense this crisis in the Gr12 examinations because the major newspapers, with one or two exceptions, have swallowed the lies from the Department of Basic Education that more than 70% of our children "passed" this national examination. Never before have there been so many distinctions, we're told. More children are qualifying to study at university, we're informed. Education is getting better and better every year; we should all be happy.

There's nothing to be happy about. How do I know this? First of all a large percentage of the students who passed Gr12 will struggle to pass in the first year of university, not only in fields that require mathematics and science. University lecturers will tell you that in their experience students over the years have become weaker, even as matriculation results get stronger.

Secondly, all universities as a result spend huge amounts of management time discussing the problems of what in my business we call "throughput rates". As university leaders we

worry about the large numbers who drop out or repeat courses and years, simply because we made the mistake of believing a pass in Gr12 means a student is qualified to study at university. We're penalised in the government subsidy for high failure and drop-out rates, and we scramble yearly to improve the "throughput rate". We fail to do this effectively.

Thirdly, students graduate from weaker universities with the same conceptual and skill limitations with which they came through school. Where does this deficiency show up? In the workplace. Talk to any employer in business and industry and they'll tell you the same story: today's graduates are weak, even incompetent, in the basic skills of reasoning, writing and computing; they can't work in teams, are inarticulate in public, can't solve complex problems and lack the rigour of hard work. There is, in other words, a huge gap between what the school or university diploma says and what the graduates can do in the real world.

This is why many universities set or participate in other admission examinations to find out what students really know before they select them. Medical schools, for example, take the National Benchmark Tests very seriously as an additional measure of students' knowledge of mathematics and languages. The greater the inflation of the NSC marks, the more ridiculous the selections for medicine. That's why you find students easily obtaining seven distinctions with averages in the 90s with hundreds of other students from our top schools. The point is this: the more you push up student marks from below, the more you push the top performing student marks into the ridiculous 90s.

What can prospective university students do? If your average mark in the NSC is below 70% you should consider not going to university and if you do, be prepared to work hard in order to survive if you go to one of the top 9 universities in SA. In other words don't take your school marks too seriously; you'll be disappointed. It should be completely normal for you to obtain 4 or 5 distinctions because the level set for passing is so low.

What can parents do? Be happy with your child about their top marks in school but keep their feet on the ground. Be realistic about your own expectations. Seven A's is no longer a guarantee of a place in medicine or architecture because there are simply too many students doing well at that level. Ignore the marks in life orientation – virtually everybody gets more than 70% or 80%, unless they've spent time in prison. In other words, encourage your child to think of distinctions as completely normal and no longer as the exception.

What should universities do? At the University of Free State we've increased our admission standards. We are going beyond the paper-and-pencil tests and are interviewing the top students. We've introduced more demanding courses for undergraduate students, we require class attendance in more modules and we don't spend funds on students who fail a course or module. We've tightened the rules for progression so that a student who repeatedly fails is gently coaxed out of the university. If we don't do this as universities it's only a matter of time before all 23 institutions of higher learning become like our schools – good on paper but weak in reality. It's then also a matter of time before this country with its still enormous potential becomes yet another failed African state.

We dare not let this happen. We must push back against mediocrity. We must measure our success not by the results of the students who pass well, but by the results of the hundreds of thousands who fail and pass poorly every year".

By: Professor Jonathan Jansen

The ASF annually supports and guides close on 400 matriculants through their final year at school. We insist on good results and prepare them for the reality of “life after matric”. We become their “parents” and encourage them to expect and give only their best. We understand that they come from backgrounds where the mere act of attending school is a challenge. However, whilst at school these learners deserve to be nurtured, to be educated, to be guided - learners deserve institutions that recognise and grow their potential and they deserve the opportunity presented by organisations such as the ASF. We are essentially shaping their futures and we dare not fail them.

2011 comes to a glorious end:

We expected to end the year with a deficit of over a million rand, hence it was decided not to increase the amount awarded to learners for 2012 . It was to remain at R800 per learner per year. Nevertheless, when the intention is pure – The Universe / God provides. And so, just before Christmas 2011, the organisation was blessed in receiving a very generous anonymous donation that brought us right back into the light. We will continue, on your behalf, to shine this light on those in need. Thank you so much for your compassion.

2012 Applications:

As is the case every year, our offices were flooded with thousands of new applications. Again this year we extended the closing date to the end of October. 2658 provisionally accepted applications were set aside for consideration pending their December 2011 results. 1731 of these learners met our criteria and in addition to the 1076 bursars carried over from the previous year, the ASF has a total number of 2807 bursars registered (at school level) for 2012. This means an increase of 29% in the number of learners receiving awards. At the time of going to print, the new intake of FET college students stands at 88 registered for the first semester 2012.

To our loyal donors, we say thank you. Thank you for your continued support, encouragement and commitment in seeing this work continue.

*I have no regrets, because everything I have
done has pleased my Soul - Nelson R Mandela.*

Eliza James

FINANCIAL REPORT – for the year ended December 2011



Miracles do happen. Our finances last year were heading for a substantial deficit and then in November an anonymous donor came forward with a donation of a million rand. This has resulted in an unexpected surplus of R265 177. This windfall has been invested which in the future will benefit our investment income.

We awarded a record R2 508 923 in grants to 2536 scholars plus 178 public FET college students - an increase of 6.8% on the previous year. This essential assistance to very poor and deprived children helps them to reach their potential instead of the alternative of a non-functional member of society

Expenditure was tightly controlled, rising only 3.3% overall. The amount disbursed amounts to 62% of the donations and bequests received which compares favourably with other charitable organisations.

Total assets at the end of the year were just over ten and a half million Rand and these are soundly invested in a carefully managed mixture of equities and cash.

Our heartfelt thanks go to Eliza James and her team who run the ASF so efficiently as well as to the dedicated volunteers who assist in sorting and evaluating scholars' applications.

Stephen Flesch
Treasurer

Abridged Financial Statement for the year ended 31 December 2011

INCOME STATEMENT

For the year ended 31st December 2011

	2011	2010
R	R	R
INCOME {incl. interest earned from bequest}	4 320 363	3 508 686
Bequest	125 448	47 465
Donations	3 991 487	3 069 063
Investments	442 503	501 867
Portfolio fees	(116 822)	(120 379)
Disposal investments/Revaluation reserve	-	58 135
Surplus on Disposal of Investments	3 195-.....
EXPENSES	1 625 905	1 574 295
Office Expenses	372 913	413 518
Salaries	1 252 992	1 160 777
SURPLUS (cash) AVAILABLE FOR AWARDS	2 819 906	1 981 856
AWARDS (Incl. career guidance w/shops)	2 554 729	2 397 895
SURPLUS (cash) FOR THE YEAR	265 177	(416 039)

BALANCE SHEET

	2011	2010
	R	R
ASSETS		
CAPITAL TRUST FUND	60 400	60 400
GENERAL FUND	8 303 597	8 038 420
REVALUATION RESERVE	2 178 645	1 929 849
CURRENT LIABILITIES (leave accrual)	4 773	10 072
	10 547 415	10 038 741

Copies of our audited financial statements are available at the office on request.

The Trustees thank Messrs Browne & Associates, and in particular Richard Browne, for the prompt audit of our books.

Assets are shown at Market Value as at 31 December 2011

SCHOOL RESULTS - 2011

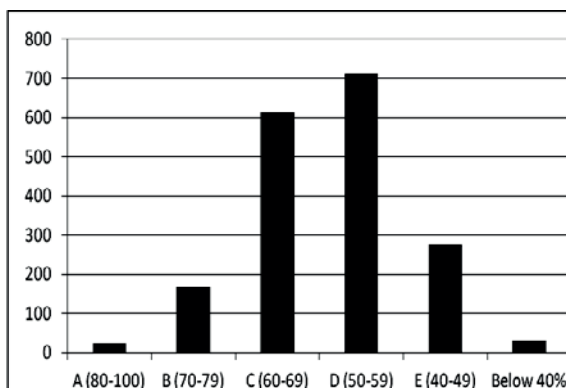
2536 Bursars received awards this year totalling an amount of R1 795 855 – 363 of these learners were in their final year of schooling. One gr9 and one gr11 bursar did not write the June exam and did not return to school. The distribution of funds was as follows

Province	Number of Bursars	Percentage
Total Number of Bursars	2536 (note, 2 did not write)	
Eastern Cape	1666	66%
Western Cape	634	25%
Northern Cape	234	9%

GRADES 8 TO 11 (Total number = 2171)

Summary

A (80 – 100)	23
B (70 – 79)	173
C (60 – 69)	620
D (50 – 59)	718
E (40 – 49)	284
Below 40%	35
Reports outstanding	310
Did not write exams	6
Died	1
Changed schools	1



Follow up rate: 86%

Of the 1853 reports received, the

Pass rate = 98%. Taking the total number of learners that should have sent reports into account (2171), the pass rate then reflects as 85%.



SOURCE: <http://www.education.gov.za/Home/NEEDUBillCallforComments/tabid/698/Default.aspx>

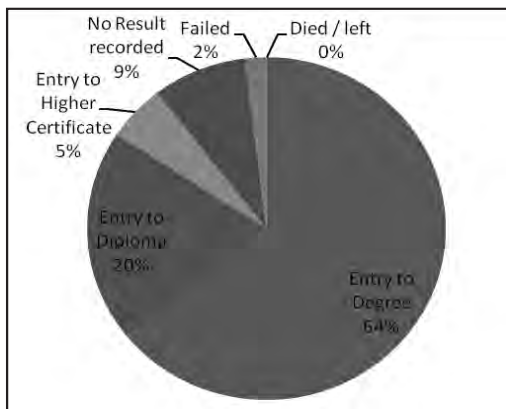
The NEEDU (National Education Evaluation and Development Unit) Bill was published for comment on 23 December 2011 (Government Notice 907, Government Gazette 34858).

In short, once established, the NEEDU will identify the factors that inhibit or advance school improvement; analyse and identify approaches and strategies necessary for achieving equality in the provision of quality education; evaluate the way in which provincial education departments monitor and evaluate schools; evaluate the support that schools receive from the education districts and departments; evaluate the state of South African schools – in particular, the quality of school leadership, teaching and learning; and publish reports on the state of the education system.

The NEEDU will also make proposals for: remedying shortcomings in educational practice; eliminating barriers to quality education; emulating examples of good practice; developing the knowledge and professional capacity of educators; and improving the support that the education districts and departments provide to schools.

In order to do the above, the NEEDU will have the authority to visit schools and to observe and assess, amongst others, classroom teaching, educator knowledge, learner knowledge, professional management of the school, and the capacity, efficiency and effectiveness of the school governing body. The NEEDU will also have the authority to visit a district office or the office of an education department (provincial and national) to assess how well these bodies support schools and educators.

SENIOR CERTIFICATES (Total number = 363)



Summary – Matric results

Entry to Degree	233
Entry to Diploma	73
Higher Certificate	19
No result recorded	31
Failed	7
Died / left	0
Total matriculants	363

(332/363 = 92% follow up rate)

(325/363 = 90% pass rate)

325/363 (90%) of our matriculants passed their matric exams. The 10% that did not make it will be given an opportunity to rewrite their exams in March 2012. For the rest, their next big challenge awaits – that of securing a bursary or a loan to further their studies. This is not the only challenge they face. Many will find that although they have a document that confirms their ability to study towards a degree or diploma, they might not meet the entrance criteria at tertiary institutions.

SangoNet (January 12, 2012): The trend in mathematics continues to be a major source of concern. This table, extracted from the Department's 2011 Technical Report, clearly indicates the decline in the number of learners writing and passing mathematics, as against maths literacy.

	2009			2010			2011		
	Total wrote	Passed at 30% or more	%	Total wrote	Passed at 30% or more	%	Total wrote	Passed at 30% or more	%
Maths literacy	277 677	207 326	74.7%	280 836	241 576	86.0%	275 380	236 548	85.9%
Maths	290 407	133 505	46%	263 034	124 749	47.4%	224 635	104 033	46.3%

Bearing in mind that a pass-mark is 30 percent, it means that just 21 percent of those who wrote matric got above 30 percent. When one considers that mathematics is a crucial skill and gateway to science, medicine, commerce, engineering and many other vital parts of the economy, this trend is extremely worrying. Maths literacy, whilst useful, is not a substitute. It must also be remembered, as Equal Education pointed out a year ago, that the ongoing decline in the number of mathematics candidates correlates with the increase in the overall pass-rate. Simply put, fewer students writing mathematics and more students writing maths literacy will correspond to an improving overall matric pass rate. Such an increase is artificial.

“No hope for some students” – UCT Philosophy Professor Benatar: Cape Times 19/3/2012 – “Some students are so far behind by the time they reach university that there is little point accepting them to study as they are unlikely to succeed. We need to recognise that admitting those students who are so unprepared that they are unlikely to succeed even with academic support is both a disservice to those students and a negligent use of public funds”. Professor Benatar argues that “because of the low standards of primary and secondary education, some students might already be too disadvantaged”. This brings us right back to the very candid opinion expressed by Professor Jonathan Jansen (University of the Free State).

Case in point – Put yourself in this learner’s shoes. S/he has an official DoE document that states s/he meets the minimum requirements for admission to study towards obtaining a diploma (University of Technology / Technikon): Mathematics = 9%, Geography = 40%, Life Sciences = 30%, Physical Sciences = 20%. When s/he is turned away at her/his institution of choice, should one be surprised when anger and

disappointment takes over and violent reaction seems the only means of expression? Is this not doing a student a disservice - are we not failing our youth?

Department of Education states: “More learners need to pass Matric. This is very clear. In comparison to other similar developing countries, South Africa’s enrolment up to Grade 11 is above average. In Grade 12 enrolment is around average. But the number of Grade 12 learners successfully finishing their grade, and therefore secondary schooling, by obtaining their Matric, is low by international standards. The pass rate needs to improve further, both through better learning and therefore performance in individual subjects, and through ensuring that learners choose the combination of subjects that maximises their opportunities. The latter is not easy. Better counselling is needed. But the Grade 9 standardised assessments currently being introduced should partly be aimed at giving learners a better sense of where their strengths lie and hence what subjects they should select for the critical last three years of school”. <http://www.education.gov.za/Home/MatricPassRate/tabid/615/Default.aspx>

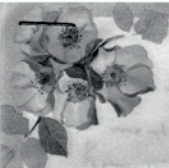
The ASF provides meagre financial support. We are aware of the challenges that await our bursars when they exit school, full of hope to continue their studies and being able to lift themselves and their families out of the cycle of poverty. This is why our mentoring and guidance throughout the years that they are with us forms such an integral part of our relationship. We do what we are able to, confident in the knowledge that our intervention, better prepares them for the next phase in their lives.

ASF BURSARS EXPRESS THEIR GRATITUDE

2011 Bursar: *“Whenever I recall what ASF has done for me, I realise that I’m the most fortunate future leader South Africa has ever produced. As always, the money I receive from you changed my life from worse to better. I always try my best to use it efficiently and equitably. I bought Accounting and Mathematics Study guide books which has been very helpful. I’m busy with my exams at the moment and whenever I feel like giving up when I don’t understand something while studying, I take out all the letters I have received from you and they always lift me up. Thank you ASF. One thing for sure that I can assure you is that I’m gonna pass at the end of the year.”*

Dineo Seeme – Northern Cape

2012: Dineo is currently studying towards obtaining her Bachelor of Commerce in General Management at the University of the Free State. She was proficient enough to source and secure a bursary. Congratulations Dineo ☺





AFRICAN SCHOLARS' FUND

DEAR ASF

03 OCT 2011

Despite living in the terrifying cruelty of my thoughts - thinking whether will I succeed or not - God gives us dreams a size too big so that we can grow in them. Growing up with old-pension money and in the cycle of poverty ASF has changed my life by changing my mindset.

With the big challenge ahead of me of final exams, I believe challenges are what makes life interesting, overcoming them is what makes life meaningful. Being challenged in life is inevitable, being defeated is optional.



Dear Sir / Madam

This is to thank you for the money I've received from you

With the money you gave me I bought a pair of black school shoes and study guides to prepare for my final exams I really appreciate what you are doing to help me with my studies.

Bastiaanse learners proud recipients of African Scholarship Bursary Fund



Bastiaanse principal, Mr DC Thomas, and educator, Ms A Prince, together with the recipients of the African Scholars Bursary.

A total of 26 learners from Bastiaanse Secondary have been identified as the recipients of the African Scholars Bursary fund for 2011.

This fund is targeting financially disadvantaged learners who excel academically. The fund assists learners to pay for school fees, uniform, and stationery. This fund also corresponds regularly with the recipients forming a close bond by encouraging and supporting them.

This fund has been in existence for some time, but was initiated at Bastiaanse by Mrs Wendy Simon, which led to 5 learners being recipients in 2009. A concerted effort was made in 2010 to encourage

more learners to apply.

Congratulations to these learners who, despite the challenging circumstances under which they live, excel beyond expectations and are thus deserving of this bursary. Suffice to say, these learners are consistently in the top ten academic group during each term in their respective grades.

Bastiaanse Secondary extends its gratitude to all its educators who have assisted the learners in this venture. Most importantly, one cannot sufficiently extend enough gratitude to the African Scholars Bursary Fund for its generous financial and social commitment to our learners.

Jan 2011

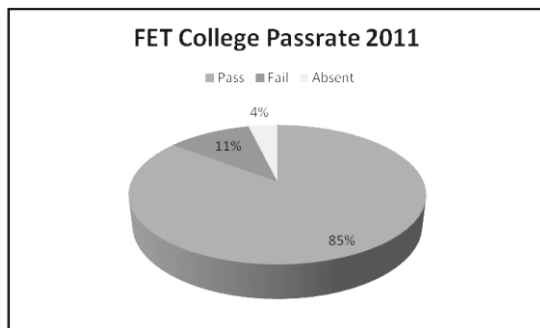
FET COLLEGE REPORT - 2011

FET is an abbreviation for Further Education and Training. This band of education and training is also referred to as 'post-school', meaning that it refers to education and training that takes place after leaving school, even if only with a Grade 9 completed. The only age restriction for a person wishing to study at the FET level is that the person should be 16 years or older. The learner who completes an FET qualification, graduates after three years with an NQF level 4 qualification, the full equivalent of the senior certificate, but with a practical vocational qualification that can mean immediate employability.

Further Education and Training courses are vocational or occupational by nature meaning that the student receives education and training with a view towards a specific range of jobs or employment possibilities. Under certain conditions, some students may qualify for admission to a University of Technology to continue their studies at a higher level in the same field of study as they were studying at the FET College.

The target student group is therefore responsible senior adolescents and adults who are serious about following an education and training programme with a view to acquiring marketable skills.

The ASF does not support students at tertiary level. We recognize that many of our grade 12 bursars will not be able to continue their studies at Universities or Universities of Technology. We are, therefore, committed to offering support at the level least supported by the majority of NGOs. This year 178 students were awarded bursaries costing R 713 068 – this does not include the cost of presenting student support workshops). The passrate achieved is 85%.



Student Support Services Corner

We continue to offer workshops in February and October each year. We thank FNB and DGMT for their support during 2011. This is what students have to say about the workshops (unedited).

“Yes, it was very relevant, learning more about equipping yourself in order to be 100% ready for the working world”.

“It gives us guidance on how and where to go about when searching for jobs”.

“I’ve never been to an interview, now I know how to conduct myself, thank you. One suggestion though, please have more workshops like this”.

“The highlight and most beneficial to me was the play about the job interviews”.

“This workshop has opened my mind and eyes in everything because they taught us many things that can help us in our lives”.

“The workshop could be done more regularly to motivate and give the students direction”.

“It helped me a lot and gave me strength and encouraged me a lot. It also gave me a lot of hope because I was very hopeless that I would be able to get a job. It also gave me a very positive mind and way to think as I was a negative person. Now I believe that there is a chance for me to be successful one day, thank you.”

SUCCESS STORIES



When Lakheni applied for a bursary, he was advised to change from Mthatha to Port Elizabeth where he started an Electrical Engineering course at Iqhayiya campus. He soon proved to be the best student in the programme producing outstanding results. He is currently employed as an apprentice Electrician at Woodlands Dairy in Humansdorp.

Luthando a past ASF bursar was advised to consider studying at FET College as his matric result was not good enough for entry at a university. He completed his N4 Human Resources Management course at Lovedale FET College in King Williams Town. He is currently doing in-service training at the Central Office of Lovedale College, HR department.



Litha is also among thousands of students who could not register at university, due to weak matric results. Last year he completed his N6 Business Management with excellent results. He wrote to say if it was not for the student support workshops that ASF facilitated, he would have definitely struggled to complete his studies. He is currently doing in-service training in the finance section of the Department of Health in Bisho (Head Office).

Students who completed their studies in 2011 and are currently doing in-service training are: Loyiso Bana, Amanda Dayizana, Verzalia Felix, Siyanda Gladile, Yandisa Gladile, Ntombizanele Kente, Litha Makapela, Yonela Makhayonke, Khayaletu Mbane, Siphosihle Nompondo, Sifiso Ntombela, Mkhuseleli Ntotho, Mandilakhe Sobekwa, Nomathamsanqa Vulindlu and Nosiyaamdumisa Xokwe.

AFRICAN SCHOLARS FUND (UK)

UK Address: 10 Lurkins Rise, Goudhurst, Cranbrook, Kent, TN17 1ED

SA Address: P O Box 294, Rondebosch, Cape Town, 7701, South Africa

Tel: 01580 211550

email: sandyelsworth@yahoo.com

Charity Number 1070406

CHAIRMAN'S REPORT FOR 2011

It gives me great pleasure to report again on the activity of the UK branch of the ASF. Contributions during the year totalled £30,108.18 with all the monies directed to the Cape Town office for disbursement.

We are grateful for the ongoing support from the Dean and Chapter of Westminster Abbey, and which provides us with a profile in the heart of the capital.

We received a substantial donation from Bolaji Odunsi during the year which has greatly assisted in making this year a record year for contributions. So a special mention to him, as well as all those who have given both financial and verbal support to the work of the Fund, and we look forward to your continued support.

Sandy Elsworth
Chairman, Board of Trustees
African Scholars Fund (UK)

STATEMENT OF ACCOUNTS TO 31 DECEMBER 2011

INCOME:	Donations Received	£30,103.51
	Interest	£4.67

	Sub total Income	£30,108.18
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EXPENSES:	Bank charges	£0
	Administration	£0
	Sub total Expenses	£0

AVAILABLE FOR DISBURSEMENT:	£30,108.18
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The Charity has no assets or liabilities.

BANKING DETAILS IN UK

Account:	African Scholars' Fund
AC No.:	16388364 Natwest (Sort Code 55-70-13)

DONOR HIGHLIGHTS

- **Anonymous Donor saves the day:** Every year, the concern is there and every single year God graces us with his mercy, and makes provision for this work to continue. We cannot help but be in absolute Awe of HIS blessings. Again this year, when things looked really bleak, a new donor was made aware of this work and we were humbled on receiving the generous R1m donation – thank you.
- **B.O.E Private Clients:** 2011 Golf Day - Thank you to Jan du Plessis for facilitating the generous cash donation received. A selection of golf equipment (clubs, bags, golf shirts & caps) was also donated – this, in turn, was handed over to the Western Province Development Squad.
- **Congratulations:** to our two new Octogenarians and thank you for suggesting that your family and friends donate to the ASF in lieu of your landmark birthdays – no names ladies 😊.
- **Director's salary:** in 2008, an anonymous donor committed to contributing towards the first 5 years of the Director's salary. This donor continues his/her commitment and it is with much gratitude that we acknowledge his/her support. Thank you.
- **In memory/lieu of:** Many of our loyal donors continue to give in memory of loved ones, in lieu of birthdays and on special occasions – thank you all.

THANK YOU also to all our loyal donors abroad who continue to generate new interest, support and funding from friends and family.



You are alive to give voice, action and physicality to GOD.
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In Memoriam

Canon R Barker, Reverend M de Lisle, Mr E Droste, Dr E C Einhorn,
Mr K Hough, Dr W Waldron, Mrs M Wolhuter

These were supporters of our work, faithful in the giving of money and encouragement. Nearly all were with us at our beginnings in the early 1970s. Our sympathies go to their families and friends.

STAFF MEMBERS:

Eliza James: Director.

Lyn Daniel: Sponsor Secretary- manages sponsor database and looks after our generous donors.

Zena Stanfliet: Accounts Manager - manages accounts and bursar payments.

Nobathembu Rululu: FET Manager - manages FET work in the Eastern, Northern Cape and southern parts of North West Province.

Mpumi Williams: Student Advisory Officer manages the schools' portfolios and assists the FET Manager

Nontuthuzelo Mnyaluza: School Secretary- manages learner database and looks after school awards.



Margaret Elsworth (Founder), Erika Targett (Trustee) at Xmas lunch 2011



Ntuthu Mnyaluza, Margaret Elsworth, Mpumi Williams (Xmas lunch 2011)



Very special thanks go to volunteers who continue to give invaluable service: Ruth Allsopp, Fran Barb, Adja Holleman, Wendy Kerby, Erika Targett and especially Sandy Elsworth in the U.K.