

Hantam Community Education Trust



ANNUAL REPORT

2018



MISSION STATEMENT

Legal and moral purpose

- To educate and develop members of the local community within the framework provided by the South African Constitution.

Goals

- To invest in human capital through education, training, skills acquisition, health, and community care.
- To do everything possible to enhance the quality of life of all the people in this rural area.
- Through our examples of replicable models, to improve education, and contribute to development more generally.

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ABOUT THE HCET

THE Hantam Community Education Trust is a multi-dimensional education and development project in a rural area east of Colesberg in the Upper Karoo. Begun in 1989 as a play school in a disused farm building, it now occupies a purpose-built campus comprising an early childhood development centre accommodating about 60 children a year, a primary school and intermediate school catering for more than 200 learners a year, and other specialised facilities.

The Trust utilises advanced educational methods, including innovative new pathways to functional numeracy and literacy, and helps its learners to access further education and training, among others via a bursary programme. It also manages effective parenting, community health, and youth development programmes.

In the process, observers widely believe the Trust has set new standards for rural development projects nationwide – an assessment confirmed by numerous awards, including one bestowed on it in 1997 by then President Nelson Mandela.



OVERVIEW

Education received priority attention in President Cyril Ramaphosa's State of the Nation address delivered in Parliament on 20 June 2019. Seven 'fundamental goals for the next decade' capable of addressing poverty, inequality and unemployment included the following: 'that schools will have better educational outcomes, and every ten-year-old will be able to read for meaning.'

National mobilisation

The President went on to say: 'If we are to ensure that, within the next decade, every ten-year-old will be able to read for meaning, we will need to mobilise the entire nation behind a massive reading campaign. Early reading is the basic foundation that determines a child's educational progress, through school, through higher education and into the workplace.'

'All other interventions – from the work being done to improve the quality of basic education to the provision of free higher education for the poor, from our investment in Technical and Vocational Education Training colleges

to the expansion of workplace learning – will not produce the results we need unless we first ensure that children can read.'

To this end, he announced that all foundation and intermediate phase teachers would be trained to teach reading in English and African languages. A cohort of experienced coaches was being trained and deployed to provide teachers with high quality on-site support.

The government was also implementing an Early Grade Reading Programme, comprising an integrated package of lesson plans, additional reading material, and professional support for Foundation Phase teachers.

The government's renewed focus on what amounts to functional literacy is welcome. Early reading is indeed a foundational skill that will determine learners' educational progress, and play a vital role in their eventual working lives. Ensuring that every ten-year-old (essentially all learners at the end of the Foundation Phase) will be able to read for meaning is a worthy but also an ambitious goal.

ABOVE: A reading session in progress in the HCET library.

Given resistance to reform and innovation among state teachers, whether the authorities will succeed in (re)training all foundation and intermediate phase teachers to teach reading in English and African languages remains to be seen. Ditto whether they will be able to train and deploy a 'cohort of experienced coaches to provide teachers with on-site support'.

Producing learners who can 'read for meaning' is the HCET's single most important goal – indeed, it is the core theme that ties our entire project together. What have we learnt from our efforts over the past 30 years?

The key point to make is that achieving functional literacy and numeracy does not start and end with the Foundation Phase. Indeed, the real foundation needs to be laid in the 'first thousand days' – the vital period before formal preschool. We learnt this rapidly in our first formative years. This eventually prompted us to introduce our Effective Parenting Programme, aimed at stimulating the pre-school development of children, inclusive of health and nutrition.

Basic Concepts Programme

We also introduced the Basic Concepts Programme, a system for promoting functional literacy and numeracy developed by Dr Louis Benjamin, specifically for children in deprived circumstances. First progressively introduced in the Foundation Phase, we eventually extended this down into the preschool phase. Rigorous testing has shown that this has paid sustained dividends.

Second, in our experience, efforts to achieve functional literacy cannot stop at the end of the Foundation Phase, but must continue into the Intermediate and Senior Phases – effectively, up to the end of Grade 9, when our learners graduate from our school, and go on to Further Education and Training at high schools and other institutions. To this end, we have adopted a range of methods and techniques specifically aimed at continuing to develop the comprehension, reading and writing skills of learners which articulate with the BCP in the preschool and Foundation Phases.

While developing one's capacity to read for meaning is a lifetime goal, we have come to regard Grade 9 as a workable milestone, and launch our learners into the world with a degree of hope and confidence. In line with this, we



*TOP: Specialist literacy consultant Ann Hill with learners.
ABOVE: Jolene Louw with a reading cabinet donated by Staffataclick.*

hope the government will eventually expand its horizons beyond the current target period.

Once again, our heart-felt thanks to our Hantam community, for its enthusiastic participation in our project; our staff, for their continued hard work and commitment; and our donors, for their sustained support, without which this project could not survive.

Lesley Osler, Clare Barnes-Webb, Anja Pienaar



EFFECTIVE PARENTING

THE HCET continued to manage an extensive Effective Parenting Programme (EPP). One of the developmental cornerstones of the project, it is aimed at creating safe, stimulating, and creative home environments for young children prior to formal schooling.

Field workers visited families in their homes, and conducted workshops on farms as well as at the HCET. A total of 121 home visits and workshops were conducted. Areas covered included maternal education and support, Foetal Alcohol Syndrome Disorder (FASD) awareness, health and nutrition, the early stimulation of children, and family counselling. Improvements in age-appropriate milestones reached by children at the age of three pointed to significant improvements in parenting skills, and the broader success of the programme.

Home visits

Field workers working in groups of two conducted home visits on two afternoons a week. Areas covered

included maternal education, health, hygiene, nutrition, HIV, ECD, and parental guidance. Families were provided with manuals to help them plan healthy meals for babies and toddlers, as well as manuals for planting 'keyhole' vegetable gardens.

Workshops

Workshops were held about FASD, developmental milestones, the Basic Concepts and Language Programme (BCLP), Story-telling, and First Aid.

Mothers were given posters for recording the developmental milestones of babies and young children from birth to three years. Field workers entered developmental and other details about babies and toddlers on age-related templates for future reference.

Workshops were held about using the BCLP during play times to stimulate early development. Workshops about using story-telling as an early means of stimulating

ABOVE: Hanna Phemba, a member of the FASD Awareness outreach team, demonstrates the effects of alcohol on an unborn child to mothers on a farm in the district.



Happy faces: more than 600 people attended Family Day 2018.

communication were less successful, and a different approach will be introduced in 2019.

Two First Aid workshops were held, aimed at teaching parents how to deal with choking, bleeding, burns, sprains, and the accidental ingestion of toxic liquids such as paraffin. They were well received, and this component will be expanded in 2019.

Assessments

As in previous years, all three-year olds were tested to evaluate their understanding of three sets of basic concepts, namely colours, shapes and body parts. The results are recorded in Figure 1. It reflects a steady and significant growth in understanding of basic concepts, attesting to the growing efficacy of the EPP and the early use of the BCLP in laying the foundation for literacy and numeracy.

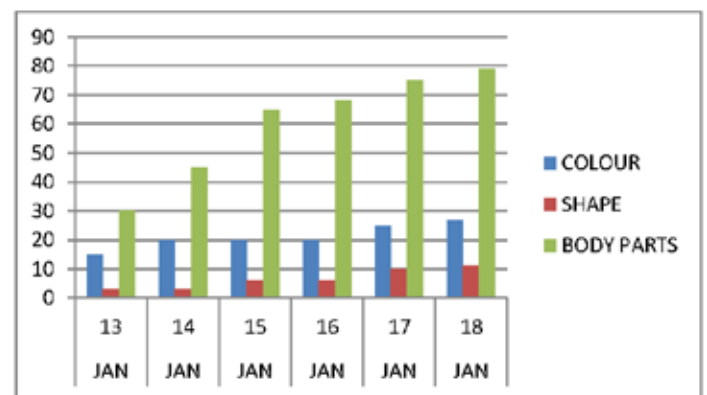
Family Day

Our annual Family Day was held on Saturday 13 October. Attendance grew to more than 600 community members, and more than R 39 000 was raised for our Tender Loving Care camps. Prizes were awarded to families who had successfully developed 'keyhole' vegetable gardens, which were first demonstrated at a Family Day in 2017. There are now seven keyhole gardens and six well-established vegetable gardens in the community.

FASD awareness

The annual farm census revealed a decline in the irresponsible use of alcohol. In particular, it confirmed a

Figure 1: Recognition of basic concepts by three-year-olds, 2013-2018



significant drop in the number of women abusing alcohol over the previous four years.

FASD awareness workshops were held to reinforce the dangers of alcohol consumption during pregnancy and while breast-feeding. Both pregnant women and their partners attended. There was strong evidence of a decline in drinking during pregnancy, which lessened the risk of FASD. The clinic did not record any evidence of stunting, and no babies displaying FASD symptoms were born in 2018.

However, members of the community expressed their concern about alcohol abuse among rootless youths moving around among farms, and the Trust began to consider possible solutions, including organising sport or craft weekends in 2019.



EARLY CHILDHOOD DEVELOPMENT

THE HCET continued to pursue an extensive ECD programme, aimed at providing children aged three to six with quality early education in a safe and stimulating environment.

Children are accommodated in an ECD Centre comprising three classrooms as well as playgrounds, and are transported to and from their homes every day. In the year under review, 52 children were accommodated. At the start of the year, all children were examined at the Hantam Primary Health Clinic. Among other things, they were immunised and dewormed.

As in previous years, teaching was based on Dr Louis Benjamin's ground-breaking Basic Concepts and Language Programme (BCLP), which the HCET has helped to pioneer. Three- to four-year olds attended the pre-school

and were taught basic concepts in their mother tongues (Afrikaans and isiXhosa). Five-year-olds attended Grade 00, or pre-Grade R, during which basic concepts were first taught in their mother tongues and then in English. Six-year-olds attended Grade R, during which basic concepts were taught in English only. They also followed the official Grade R CAPS (Curriculum Assessment Policy Schedule) curriculum in English. Other methods used to enhance teaching and stimulate the cognitive development of children are outlined below.

Special teaching methods

Persona Dolls: In this technique, which has been used at the HCET for many years, a large doll is brought into the classroom as a visitor who introduces a new topic, or raises a social problem with learners. The doll talks to the children through the teacher. Children feel much safer

ABOVE: Veteran ECD teacher Lettie Martins leads her class to an outdoor activity.



LEFT: Veteran ECD teacher Thembakazi Matyeka in the playground with her Grade R class.

BELOW: Vuyokazi Katise with a Grade 00 class in the ECD Centre.

talking to the doll, and gain confidence about expressing themselves in English.

Story-telling and reading with comprehension: Introduced during the year under review, this method was successfully used to ‘scaffold’ vocabulary through story-telling and story reading with an emphasis on comprehension, thereby enhancing an understanding of English, and the ability to answer questions and express ideas.

Free writing: Learners are encouraged to express their thoughts without feeling constrained by grammar and formal language conventions. Squiggles, pictures and words are used to start telling a story, or follow a train of thought. Learners then string these thoughts together when they read them back to the class or teacher, correcting themselves in the process.

Thinking maps: Thinking maps are used from pre-grade R to help children to order information in a constructive way. Children are better able to recall the information involved. Together with an appropriate vocabulary, this method builds children’s confidence for participating in class discussions.

Philosophy for Children : P4C is an international educational programme taught in many countries and in many different languages. It allows learners to question and explore issues, concepts and ideas that are important and relevant to their lives, thereby developing their cognitive skills as well as their abilities to interact and



collaborate with others. P4C sessions consist of group readings of carefully selected source texts, after which learners discuss questions stimulated by the reading.

Art, music and physical training: Art, music and PT were used daily to stimulate cognitive development. Among other things, these programmes address midline crossing, gross motor development, small motor muscle development, and balance.



TENDER LOVING CARE CAMPS

FOUR TLC camps were held for learners with learning and emotional barriers, often due to adverse home circumstances. The school reported less aggressive and disruptive behaviour from three children who attended the January camp and who had previously received counselling from the pastoral therapist, Erica van Lingen.

In her annual report to the Trust, Erica noted that these children had shown 'remarkable progress' as far as their emotional development was concerned.

'They appear to be happy, at ease, and are coping better in the classroom. They are also no longer experiencing bullying, verbal or physical abuse at school. It is good to see positive results from our interventions.'

A second camp was held in August. Music Therapy was offered by Shannon Wright, and Art Therapy by Theo Kleinhans. Seven teachers attended the camp in order to learn how to manage therapeutic music sessions with their learners.



TOP: A drumming session in progress during a TLC camp at Poplar Grove Farm. ABOVE: Bicycles are a perennial favourite among youngsters attending the camps.



UMTHOMBO WOLWAZI INTERMEDIATE FARM SCHOOL

THE Umthombo Wolwazi Intermediate Farm School continued to provide learners from Grade 1 to Grade 9 with quality tuition as well as ongoing support. This included managing a curriculum for learners with special needs. In the year under review, 235 learners were accommodated – a further increase over the 197 learners in 2016 and 212 learners in 2017, which continued to strain the school's resources.

Foundation Phase (Grade R to Grade 3)

As in previous years, teaching in the Foundation Phase was aimed at achieving functional literacy and numeracy. To this end, teachers concentrated on consolidating Basic Concepts and the concrete solving of mathematical problems. New interventions included the following:

Letterland, a uniform phonics programme for advancing reading and spelling skills, was introduced from Grade R through to Grade 3. The results were positive, especially for children with learning barriers or with poor foundations in English.

Reading with comprehension was an important focus area. Grade 2 and 3 teachers compiled a bank of 112 stories, followed by questions which learners had to answer, thus advancing comprehension as well as the fluent use of language. The volume of stories also improved vocabulary and general knowledge.

The Platinum Reading Series was Introduced from Grade 1 to Grade 4, aimed at easing the language transition to the Intermediate Phase. Its impact will be measured in 2019.

The Number Sense series was introduced to boost the teaching of Mathematics. Also, learners were divided into three ability groups. This helped teachers to stretch the abilities of strong learners; close gaps in the understanding

ABOVE: Principal Marié Botha with learners.



of mathematical concepts in the middle group; and assist learners who needed special interventions.

Grade R learners were tested for school readiness, and some were held back. This requires the permission of parents, who do not always understand why this is indicated. Workshops were held to provide parents with a better understanding of the value of a solid foundation, thereby enabling them to make more informed choices.

HCET staff continued to coach teachers in their classrooms throughout the year. Young teachers in particular who join the Trust school are well qualified, but often require assistance with practical teaching skills.

As in previous years, all Foundation Phase learners were tested in November. The tests administered were the Boehm-R Test of 50 basic concepts required for learning in English, the Ballard Addition and Subtraction test, and the UCT Spelling and Reading Tests. With few exceptions, all results were on or above grade level. Where performance lagged, this was generally due to teachers leaving the school. New teachers will be trained and mentored in their classrooms, and steps taken to get learners back to grade level.

The Umthombo Wolwazi debating team: Wakanda Sandi, Cinderella Paul, Sinobomi Manzana, Mauricia Stander, Zinathi Thomas and Sivenathi Asiya.

Intermediate Phase (Grade 4 to Grade 6)

Due to changes in teaching staff, grammar standards in Grades 4 and 5 lagged. However, following active interventions, marks improved substantially. Due to an influx of learners, the Grade 4 class was very big, which made individual attention difficult. However, standards of writing improved over the year, and learners were able to write their own stories.

Learners were given additional grammar exercises, as well as at least two comprehension exercises per week. Besides the formal assessments required by the Department of Education, weekly informal assessments were undertaken to monitor progress and identify gaps in learning. The Grade 5 class struggled to write at the start of the year, but following various interventions were writing more fluently at the end of the year.

Steps were taken to improve standards of comprehension. A new method was introduced whereby learners engaged creatively with the texts before answering comprehension questions. Learners were encouraged to read at least one extra library book every week, after which they completed a book review form. 'Reader of the Year' awards were made in each grade. Weekly spelling tests were introduced, and spelling competitions with prizes were held at the end of each term. The 'Five-a-day' principle (five new words a day) was implemented from the second term. Learners made sentences with five new words every day.



Senior learners in the course of a science project.

Senior Phase (Grade 7 to Grade 9)

In the year under review, there were 14 Grade 9 learners. Four had severe learning barriers, and were repeating Grade 9. They were due to be placed in the Youth Development Programme in 2019. The remaining ten achieved a 70% average in the year end exams.

Teachers focused on reading with comprehension. Weaker learners were given extra comprehension exercises. Individual sessions with learners also bore fruit.

Learners wrote weekly spelling tests which substantially improved their spelling and vocabulary. Senior Phase learners were also encouraged to read novels, and complete book review forms. At the end of the year, prizes were awarded for the reading champion in each grade.

Learners' writing skills improved due to regular free writing and other writing exercises. Individual conversations with learners also proved to be effective, as learners could discuss their goals freely without being concerned about making mistakes in front of other learners.

Learners participated in debating and public speaking competitions as well as essay writing competitions.

Teacher workshops were successful, and more regular workshops for teachers were planned for 2019.

Maths teaching

Teaching mathematics in the intermediate and senior phases remained a challenge. In a report to the Trust, a senior teacher commented as follows:

'The Grade 9 curriculum is too full, and there is not enough time to consolidate the work. Secondly, learners regard maths as a "difficult" subject, and often don't believe they can study for it. Learners have to be taught from a young age that they have to study for Maths just like for any other subject. They have to know the vocabulary and the rules.

'Learners have to be motivated in a positive way to do Maths. Fun activities should be included. Learners have to discover some things for themselves instead of being told, so that they feel that they are empowered to do Maths.

'Drilling in Maths is important so that they know the basics when they reach the Senior Phase. They should know their tables and how to do the basic operations. The weekly class tests will also help to develop a culture of studying for Maths, and consolidating the work that was taught.

'Maths should be made practical for learners so that they can connect it to their everyday lives. It should not be a foreign subject, but something they encounter every day.'

Special Needs Classes

The special needs classes continued to provide a safe environment for children with learning barriers. The learners follow a special HCET curriculum which has been approved the Northern Cape Department of Education. The Department has asked the Trust to present its work in this area to other schools as well as its subject advisors.



YOUTH DEVELOPMENT

The HCET continued to manage a Youth Development Programme, aimed at providing young people from marginalised communities who do not progress to Further Education and Training with accredited vocational training. Now in its 11th year, this programme encompasses training for the Hospitality industry, plus a farm worker apprenticeship programme.

Hospitality training

Hospitality training consists of a diploma course in Culinary Arts and a certificate course in Basic Hospitality, comprising Basic Cooking, Basic Housekeeping, Front of House, and Waitering. All Culinary Arts students also complete the Basic Hospitality course, and receive both qualifications. All trainees also complete a certified SkillsWise computer literacy course.

Both Hospitality courses last for a year. They begin with six months of formal training at the HCET Youth

Development Centre in Colesberg. Thereafter, trainees are placed with hospitality venues in Colesberg and nearby towns for a six-month practical training period. Hospitality trainees are placed with venues in their home towns, which eases transport and accommodation problems.

Memorandums of understanding are concluded between these venues and the HCET. Facilitators in each town mentor the trainees during their six-month practical training period.

Trainees then do final exams before receiving their diplomas and certificates. Culinary Art trainees cook a final practical exam, and write the City & Guilds theory exam. Hospitality trainees are tested in June and November each year. The certificate students do a practical housekeeping exam, and the diploma students write a theory exam and cook a three-course meal. Steps are then taken to place the graduates in permanent employment. Thereafter, the HCET monitors their progress for a period of a year, and mentors them when necessary.

ABOVE: A culinary arts training session in the HCET Youth Development Centre in Colesberg.

In the year under review, the HCET re-registered both the Diploma and Certificate courses with City & Guilds and with Steyn's Culinary Institute in Pretoria, a fully accredited City & Guilds institution. The HCET also applied to the Quality Council for Trades and Occupations (QCTO) for mandatory registration. A site visit was received, and additional documentation was sent to the QCTO.

In order to fully utilise the training centre, trainees are taken in every six months. The combined course capacity of 40 students was fully subscribed, and completion rates for trainees who qualified in June as well as December were more than 90 per cent. Culinary Arts trainees returning from their six-month practicals demonstrated high levels of cooking skills, and almost all were employed by the venues where they did their practical training. Almost all Hospitality graduates were employed as well.

HCET staff visited newly employed graduates after a period of a month. Thereafter, they remained in contact with them for a period of a year. In the year under review they began to use WhatsApp groups to stay in touch with graduates, and provide them with support and mentoring where necessary.

Farm worker apprenticeship programme

The HCET manages a two-year farm worker apprenticeship programme, aimed at providing youths with learning disabilities with a viable vocation. The programme starts with the signing of agreements by farmers, apprentices and the HCET. During the first year, every intern 'shadows' an experienced farm worker on a sheep farm. The Trust ensures that apprentices are provided with adequate board and lodging. During the second year, interns are given more responsibilities, and mentoring continues. Following a final assessment, certificates are issued and handed to apprentices at a graduation ceremony.

The HCET Youth Development facilitator met with apprentices once a month to assess their progress, discuss their problems and suggested solutions, and pay their stipends. Farmers completed assessment forms which were returned to the facilitator. The facilitator and farmers discussed prospects for permanent employment.

Four apprentices were in their second year of training. Three farmers indicated that that would permanently employ the apprentices on their farms. Demand is limited, and in the year under review no new apprentices entered the programme.



TOP: Computer training in progress in the HCET Youth Development Centre. ABOVE: An apprentice farm worker with his mentor.



######



LEFT: Teacher intern Unathi Asiya with a Junior Special Needs class.

Likhona Banjwa passed Grade 10 at Kimberley Girls High School, and went on to Grade 11 at Cradock High School.

Michael Boorman passed Grade 10 at Colesberg High School, and went on to Grade 11.

Julain Klein passed Grade 10 at Colesberg High School, and went on to Grade 11.

Simnikiwe Mbobi passed Grade 10 at Colesberg High School, and went on to Grade 11

Teacher development

The HCET also continued to provide teachers with training, support and mentorship. Former pupils interested in a teaching career are encouraged to return to the Trust as teacher interns. They are coached in their classrooms while acquiring teaching qualifications via distance learning at leading educational institutions.

Gustav Schoonwinkel, a teacher intern at the HCET, enrolled for the first year of B Ed at UNISA. He did not complete the course, and was due to repeat the year in 2019.

Khululwa Martins, a teacher intern at the HCET, completed the second year of B Ed at UNISA, and went on to her third and final year.



Teacher intern Delia Allens with learners.



COMMUNITY HEALTH

The HCET continued to manage a Primary Health Care Programme for the community on the 30 farms served by the Trust, comprising a primary health care clinic and pharmacy as well as health outreach services. Services included family planning and immunisation as well as HIV testing, monitoring and support.

Based on a farm adjacent to the Trust, the Hantam Clinic and Pharmacy was staffed by two nursing sisters and a pharmacist, and was open on one morning a week. A total of 1 509 patients passed through the clinic. A total of 68 immunisations were administered, and 83 women made use of family planning services. Six women took pregnancy tests. Of these, three were negative and three were positive. No teenage pregnancies were reported.

All school children were examined at the start of the year. Dental problems were referred to the state dentist in Colesberg, and eye problems to the local optician. Transport to and from town was provided by the Trust. The Trust and farmers subsidised the cost of spectacles and false teeth.

Run in conjunction with the EPP, the health outreach programme comprised engagement with farm worker families around nutrition, hygiene, FASD and HIV / AIDS. Health workers visited an average of four families each week. A total of 200 visits were recorded.

Workshops were held on HIV/AIDS, FASD awareness, nutrition, and hygiene. Workshops were also introduced on first aid in emergencies such as choking, bleeding, burns, sprains, and the accidental ingestion of toxic liquids such as paraffin.

Health workers met with clinic staff every week to identify problems, and plan the necessary interventions. Field workers monitored clinic cards for immunisation dates.

All babies and toddlers were examined at the start of each year, and any sign of malnutrition was immediately addressed. New mothers were encouraged to breast-feed their babies for the first six months. Families were encouraged to improve their diets, and to cut down on sugar and refined foods. Among others, they were encouraged to grow their own vegetables.

HIV/AIDS services comprised HIV education, HIV counselling, ARV monitoring, and support for HIV testing. ARVs were ordered on time from the provincial clinic. Eight patients on ARVs were monitored. Of these, five arrived in the district in the course of 2018, and three had been on ARVs for the previous 13 years. For the fifth year running, no new HIV/AIDS infections were recorded at the clinic. Seven rapid HIV/AIDS tests were administered, and all were negative.

ABOVE: 'Karretjiemense' – Karoo nomads – and children at the Hantam Primary Health Clinic.



TRUSTEES AND STAFF

Hantam Community Education Trust

Executive trustees: Lesley Osler, Clare Barnes-Webb

Non-executive trustees: André Pienaar (chairperson), William Bailey, Marié Botha, Pumla Joka, Bulelwa Matyeka, Philip Theron

Honorary trustee: Prof Mike Savage

Endowment Trust trustees: Clare Barnes-Webb, Trevor Emslie, Winnie Kunene, Lesley Osler, Paul Zille, Jerry Vilakazi

Project director: Lesley Osler

Project administrator: Clare Barnes-Webb

Financial controller: Anja Pienaar

Project manager: Estelle Jacobs

Teacher developer (part-time): Margie Osler

Librarian: Roos Pergoo

General workers: Paulina Lunda, Sizeka Michaels, Owethu Gedeza

Groundsman: Abe Katise / Zolile Maqhina

Bus driver: Steytler Sifuba

Umthombo Wolwazi Farm School

Principal: Marié Botha

Secretary: Sarika Hanekom

Administrative clerk: Nombulelo Matyeke

Teachers: Louise Augustyn, René Botha, Lizandi Breytenbach, Catriona Cronje, Yolandi du Plessis, Charles Gavaza, Judith Kleinhans, Hanna Phemba, Ciska van Rensburg

Special needs classes: Delia Allens (Junior), Cherry Dimphana (Senior)

Interns: Delia Allens, Unathi Asiya, Khululwa Martins, Gustav Schoonwinkel, Antonique Plaatjies

Food handlers: Esther Raisa, Owethu Gedeza

Early Childhood Development

Teachers: Lettie Martins, Vuyokazi Katise, Thembakazi Matyeka

EPP trainers / field workers: Delia Allens, Lettie Martins, Thembakazi Matyeka, Nombulelo Matyeke, Roos Pergoo, Elsie Phemba, Hanna Phemba

Primary Health Clinic

Pharmacist/manager: Robert Preller

Assistant: Nombulelo Matyeke

Nursing sisters: Pumla Joka, Annemarie Wessels

Youth Development Programme

Hospitality trainers: Maryke Jeffrey, Theo Kleinhans

Facilitator: Estelle Jacobs

FINANCIAL STATEMENTS

For the year ended 31 December 2018

Balance sheet

	2018 R	2017 R
ASSETS		
Non-current assets		
Property, plant and equipment	2 498 280	2 325 820
Other financial assets	2 534 120	2 790 892
	5 032 400	5 116 712
Current assets		
Trade and other receivables	117 762	55 473
Cash and cash equivalents	3 892 052	2 393 961
	4 009 814	2 449 434
Total assets	9 042 214	7 566 146
EQUITY AND LIABILITIES		
Equity		
Capital	50	50
Reserves	4 420 770	3 707 174
Accumulated surplus	4 481 602	3 725 586
	8 802 422	7 432 810
Liabilities		
Current liabilities		
Trade and other payables	139 792	133 336
Total equity and liabilities	9 042 214	7 566 146

Prepared by Newtons Chartered Accountants, 37 Park Road, Bloemfontein.

Tel (051) 403 4100 / info@newtons-sa.co.za

FINANCIAL STATEMENTS

For the year ended 31 December 2018

Income statement

	2018 R	2017 R
Donations	5 529 075	4 867 223
Fundraising	27 741	61 724
National Lottery Grant	830 806	-
Other Income	853 010	602 265
Operating expenses	(4 382 343)	(4 672 802)
Administration expenses	(557 870)	(511 575)
National Lottery expenses	(830 806)	(260 176)
Income	1 469 613	86 659
Transfer (to)/from reserves		
Transfer building reserve	140 394	140 394
Transfer operating reserve	(853 991)	554 148
Surplus/deficit for the year	756 016	781 201

Prepared by Newtons Chartered Accountants, 37 Park Road, Bloemfontein.

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HCET Director Lesley Osler and youngster with one of the HCET's fleet of vehicles, maintained with donor funding.

DONORS

Abax Development Trust
Assore Chairman's Fund

Basson, Dr Ola

Carter Family Charitable Fund
Christie, Michael (USA)
Cornerstone Economic Research

Davies Foundation
Driver, Jonty and Ann (UK)
Driver, Tamlyn (UK)
Elma Foundation

Gerber, Jack and Jill (UK)

Hill, Christopher (UK)

Joan St Leger Lindbergh Charitable Trust

Kidd, Alison

Liddle, Ian

Mary Oppenheimer & Daughters Foundation

National Lottery Commission
Nedbank Foundation

Oppenheimer Memorial Trust

Rifkin, Susan (USA)
Robert Niven Trust
R B Hagart Trust
Ryder, Mike and Liz (Ireland)

St Ola's Trust
SizweAfrica Business Solutions

The TK Foundation

Van Garderen, Dr A
Van Hoogstraten, Sandy

Walton, Sacha
Woolworths My School



Learners enjoy the well-equipped playground.

For more information, contact
Lesley Osler, Clare Barnes-Webb or Anja Pienaar

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Trust No: TM 4261/4
Sustainability Trust No: IT465/2003
Public Benefit Organisation 18/11/13/2082
Non-profit Registration No: 004-304
SA tax exemption status: 18A
USA tax exemption status: 501(c)3
In partnership with the Canon Collins Trust, UK
City & Guilds registration number: 843339B

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