

Hantam
Community
Education
Trust

Annual Report 2019



Special Anniversary Edition

Mission statement

Legal and moral purpose

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

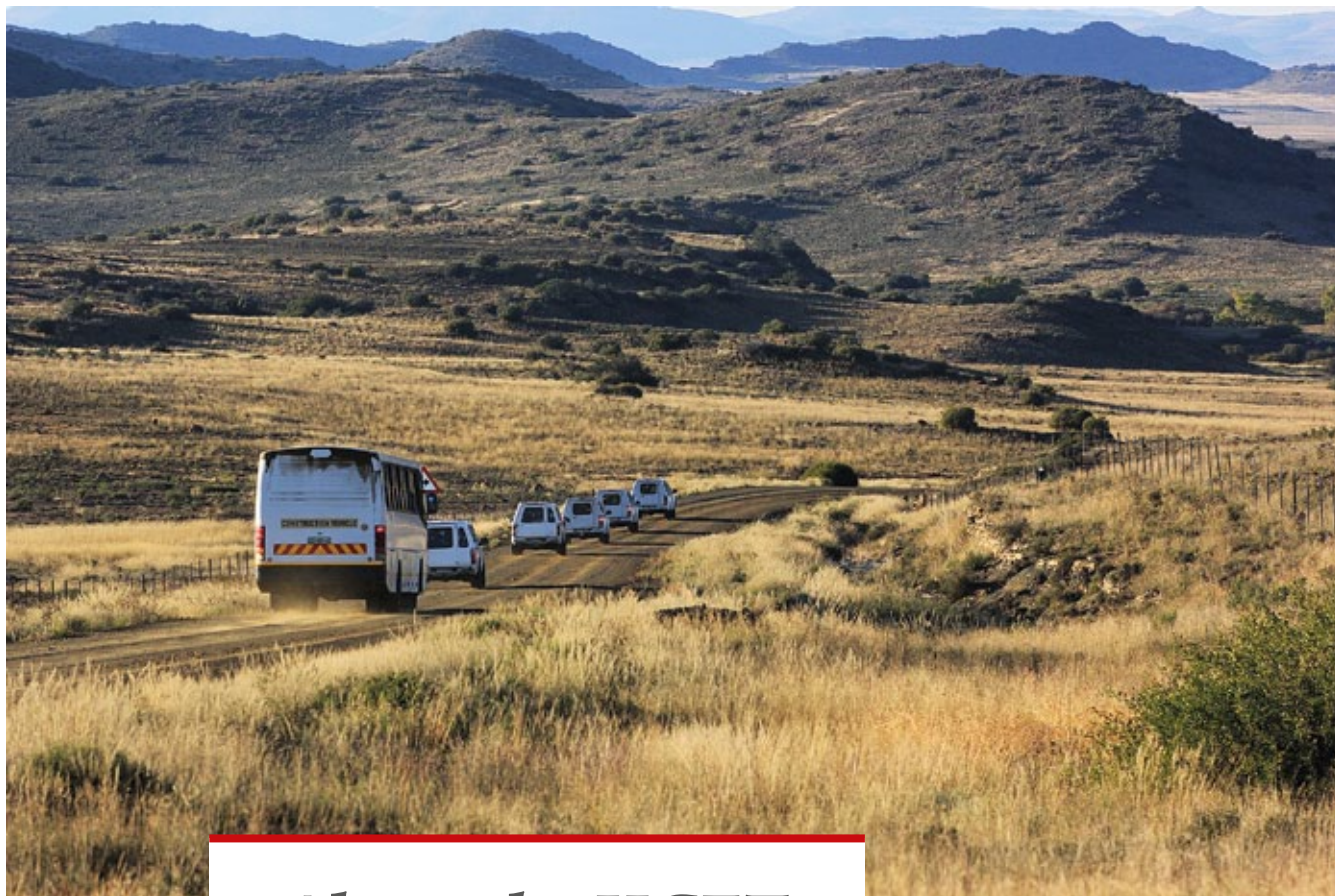
Goals

- 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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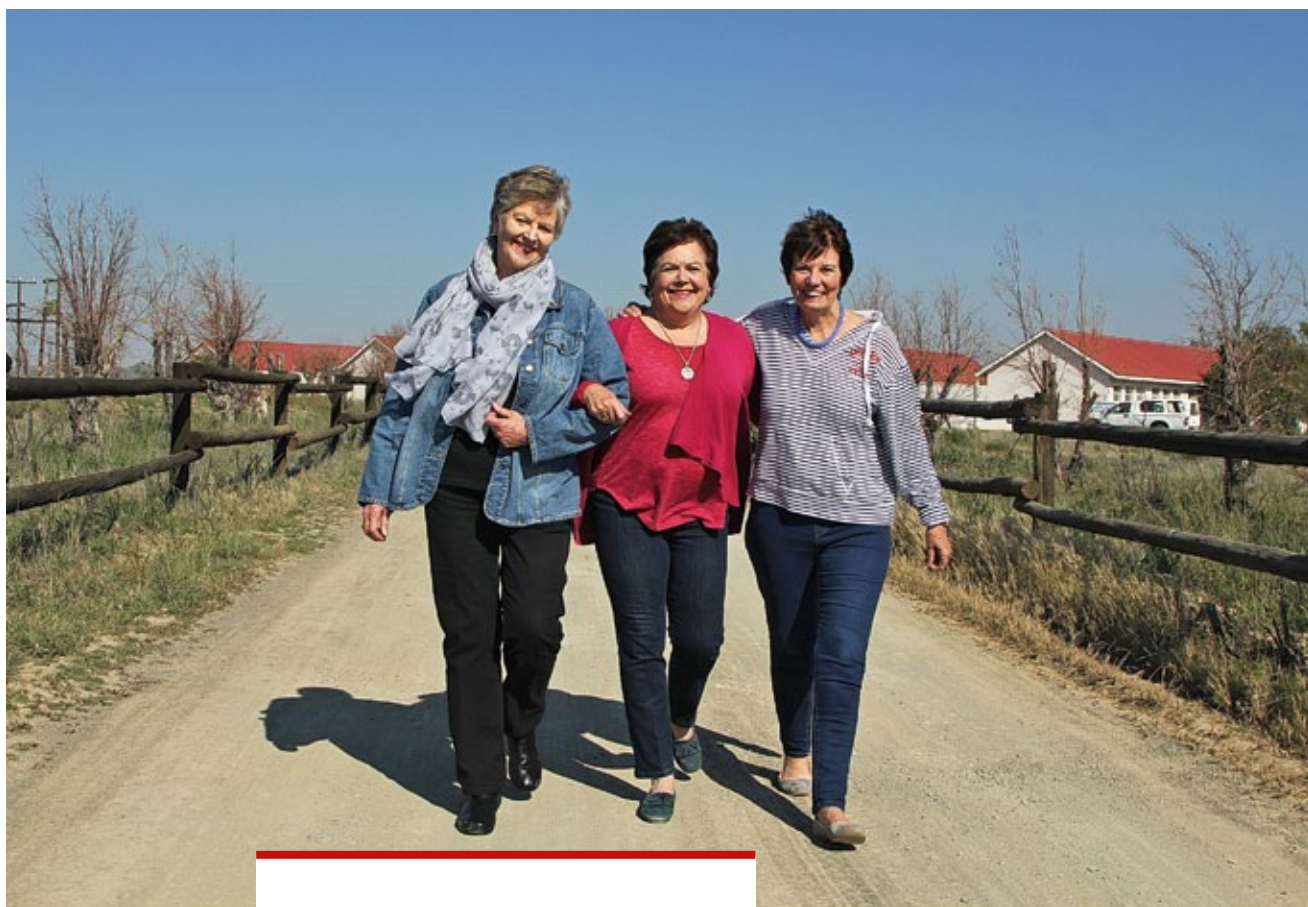
About the HCET

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.

ABOVE: HCET vehicles on their way to the school campus in the early morning. Reliable transport plays a vital role in the project.



OVERVIEW

ABOVE: Three proud founders. From left are Anja Pienaar, Clare Barnes-Webb and Lesley Osler.

THE year covered in this annual report marks the 30th anniversary of the Hantam Community Education Trust. This is a big milestone which gives us cause to look back on our past, assess our performance, face our failures and celebrate our achievements, but also to look towards the future. To mark the occasion, we are publishing an expanded annual report, illustrated with photographs by Chris Marais as well as Estelle Jacobs and other staffers, which we hope recipients will keep and cherish.

We have much to celebrate. As chronicled elsewhere, the project started as a small preschool facility in a disused farm building, which, at the request of parents, gradually expanded as those learners moved up the schooling ladder.

Today, the project occupies its own campus, offering quality education ranging from preschool through to Grade 9 to some 260 young children and learners, and manages a range of ancillary educational and community programmes.

Over the years, we realised that education could not simply start at our school gates, and we extended our efforts to promote the health and cognitive development of children from birth until they enter our schooling system. We also realised that we needed to address the health and wellbeing of the entire community in which children would be born and grow up during their school years. Our broader goal has been to use education as a lever to break the cycle of poverty and deprivation in our community, and provide its members with better lives and better futures.

Our single biggest challenge – which faces all projects such as ours – is to ensure our sustainability. We are confident that our systems and processes, our people and our personnel, are well placed to meet this challenge.

At the time of writing, our project has been disrupted by the advent of a ‘black swan’ event in the form of the COVID-19 pandemic, which has reached into every corner of our country. Due to poor connectivity and a lack of home computers, distance learning has not been possible, introducing a new divide between privileged and underprivileged learners in South African education. Again, however, we believe that the basics will matter, and that our solid foundations will help us to weather this storm as rapidly and effectively as possible. We are ready and waiting for our learners to return.

This anniversary not only allows us to look back upon our past, but also reminds us that the project must move on. This also extends to the original management team, which cannot

– and should not – remain in control indefinitely. In June 2019, Anja Pienaar, one of three founder members of the HCET, retired after 30 years of selfless service. Clare Barnes-Webb was due to step out in March 2020, and Les Osler is due to follow in December 2020.

Following years of succession planning, we are happy and grateful that we are able to gradually hand over the project to the best team ever – Estelle Jacobs, Mary Ann Smith, and others. We will do what we can to make the handover as smooth as possible, and remain in the wings to assist and advise in any way we can. In May, the new management team joined us on our annual fundraising trip to Johannesburg, which was a great success. The HCET faces the future with confidence.

Lesley Osler
Clare Barnes-Webb
Anja Pienaar



Mary Ann Smith (left) has succeeded Anja Pienaar (right) as financial manager.

Celebrating 30 years of the HCET

On 30 July 2019, we celebrated the HCET's 30th anniversary with a wonderful production of dance and music in the Colesberg High School hall, depicting our journey from our humble beginnings to the present.



The storyline was developed by Ann Hill, our English language and literacy consultant. In just one week, Gay Morris, a retired professor of drama at the University of Cape Town, as well as Mzo Gasa and Nkosinathi Mngomezulu, two outstanding choreographers from Cape Town, trained our learners to bring the story to life via dance, music and mime.





Grade 7, 8 and 9 learners were given a chance to perform. Learners gained in self-confidence, and shy learners in particular benefited from a chance to shine.



The performers themselves said the concert was an experience they would never forget. Even though they were very tired, they had learnt what perseverance was all about. The experience also created stronger bonds among learners.

Pictures: Estelle Jacobs



EFFECTIVE PARENTING

ABOVE: EPP field worker Thembakazi Matyeka presents a milestone chart to a young mother in the HCET community.

THE Effective Parenting Programme (EPP) was introduced eight years ago to address factors that were impacting negatively on the growth and development of children in the area served by the Trust, as well as many other children throughout South Africa – particularly those in impoverished communities. These include:

Stunting – A condition caused by chronic malnutrition, notably poor maternal health and nutrition, before, during and after pregnancy. It is entirely preventable, but when it has occurred, the damage is irreversible.

Poor feeding practices - introducing complementary feeding that is inappropriate for the child's age.

Recurrent infections and illnesses – including diarrhoea, which can lead to dehydration and even death, often due to poor hygiene and sanitation.

Foetal Alcohol Spectrum Disorders (FASD) – a range of disorders caused by maternal alcohol consumption during pregnancy. It is the most common cause of mental disability in the world. Even though FASD is entirely preventable, there is no cure, and its effects are lifelong and irreversible. South Africa has the highest reported per capita occurrence of FASD in the world.

Our EPP facilitators are trained to raise awareness of the consequences of alcohol and drug abuse, such as FASD and domestic violence. There has been a marked reduction in alcohol abuse in households on the 30 farms served by the Trust, and, for these and other reasons, a

marked improvement in the empowerment of women. EPP interventions include:

Pregnant women

This includes assisting them to abstain from substance abuse, particularly during pregnancy and breastfeeding. This programme has been in operation for the past six years. EPP trainers are equipped with extensive knowledge and information about FASD. They educate expectant women and their partners about the dangers of alcohol and drug abuse during pregnancy and breastfeeding; provide ongoing support during breastfeeding; and provide people with ongoing motivation to follow a drug-free lifestyle.

The first 1 000 days

In recent years, research has shown that this period – from conception to age three – plays a particularly vital role in the development of children. In the first year of a child's life, the brain consumes 50%-75% of all energy absorbed from food and good nutrition, and children's brains form up to 1 000 neural connections every second. A three-year-old's brain is twice as active as that of an adult, and their neural connections are the building blocks of their future. A child who is read to, talked to, sung to, and played with is not only happier but will have better cognitive capacity, and a better chance to live a full and productive life.

Our EPP trainers work with parents every week, making them aware of the importance of parental stimulation, and providing them with effective tools, including developmental books and posters charting developmental milestones.

Emotional support for children

Violence, abuse, neglect and other traumatic experiences produce high levels of cortisol – the hormone that triggers the 'flight or fight' response. When cortisol levels remain high for lengthy periods, they produce toxic stress,

which limits brain connectivity in children who experience violence and abuse in their homes. By working to reduce alcohol abuse, EPP trainers are combating one of the main drivers of domestic trauma. Where necessary, EPP trainers provide children suffering from stress induced by domestic violence and other forms of abuse with emotional and other forms of support.

Primary health care

The development of children is closely related to their physical health, and the health of the community as a whole. For the past 20 years, the HCET community health programme – including a clinic and pharmacy – has provided all children and learners as well as adult members of the community with vital

BELOW: EPP field worker Delia Allens with a mother of three in the Karoo nomad settlement near the HCET campus.





ABOVE: An example of the 'wordless books' distributed to families with young children on farms in the district.

primary health services. Over the past five years, the number of farms served by the Trust has increased from 26 to 30, and the number of adults in households served by the EPP and other programmes from 146 to 227. This community is relatively stable, with people rarely moving between farms or in or out of the district. This has helped our project, providing it with a stable setting.

Nutrition and stunting

Mothers are showing improved discrimination between good and inferior foods, and a better understanding of the negative impact of poor nutrition on their children's development. Over the past three years, Khululeka, one of our support NGOs, has guided us on how to build keyhole vegetable gardens. Most farm worker families now grow their own vegetables. New mothers are encouraged to breast-feed for the first six months, and we have had no cases of stunting over the past six years. Babies and children have regular access to primary health care facilities, which the HCET also provides. Babies and children are weighed, immunised, and have regular health checks. All children are on a deworming programme, and are given vitamin supplements when needed.

Developmental milestones

In settings such as ours, mothers often have a limited knowledge of effective parenting. Three-year-olds start pre-school with limited language abilities, limited recognition of basic concepts like different colours or shapes, and undeveloped social skills. Our illustrated pregnancy manual starts with a confirmation of pregnancy. The 40-week development cycle of the unborn child is explained, and the mother-to-be is monitored and supported.

Following birth, outreach workers visit mothers in the afternoons, checking on basic indicators of development such as weight, eye movement, hearing and grip strength. Any irregularity is referred to the clinic. Mothers are issued with milestone posters, which encourage them to engage with their babies and track their development. When a milestone is reached, a photo is taken, which is pasted on to the poster.

The Basic Concepts Programme

Over the past 18 years, the HCET has pioneered the implementation of the Basic Concepts Programme (BCP). Devised by Dr Louis Benjamin of the University of the Western Cape as a means of achieving functional literacy and numeracy in disadvantaged communities, it was initially introduced into our school from grades 1 to 4, but was gradually expanded into our Early Childhood Development programme and then into the EPP.

Talking and singing to the baby from the beginning introduces language, and mothers have been taught to use references to colours, shapes and body parts to widen the vocabulary of the child. The impact of this initiative over the past six years has been amazing. Three-year-olds now entering our preschool recognise colours and basic shapes, and can identify and describe body parts. By age four, after a year of pre-school, they are familiar with 50 basic concepts and matching vocabulary in

their mother tongue of isiXhosa or Afrikaans. In the second year of Grade R, this knowledge is carried over into English.

Home libraries

A first attempt to get mothers to tell stories to their small children was made in 2014, but was largely unsuccessful. We realised that illiterate mothers had a fear of books, and felt threatened and inferior. We tried picture books, also without success. Over the next three years, we introduced mothers to the BCP system of recognising colours and shapes in and outside their homes. Most mothers are now comfortable with these concepts.

Field workers have made small, laminated books containing colours and shapes which they hand out to mothers to be kept and used at home. This allows mothers – even those who are illiterate – to ‘read’ together with their children.

We are also compiling monthly magazine packs for each family, consisting of a variety of magazines that would interest the father, the mother, and their children for a period of a month. This will also help children to select pictures for school themes and other tasks. The packs are aimed at stimulating family discussions as well as reading.



Family Day

About 600 people from surrounding farms and towns attended our annual Family Day, held on 13 October. This is an important day in the HCET's calendar when farmers, workers, parents and children come together to express and celebrate their community and family bonds.

As previously, the day's events were organised by our indefatigable and dedicated team of outreach workers. Food, drinks, and a range of goods were on sale. More than R30 000 was collected, which went towards our Tender Loving Care (TLC) camps for children with emotional challenges.



LEFT: Outreach worker Hanna Phemba uses 'Suzie Dop' to demonstrate the effects of alcohol abuse on unborn babies.

Combating alcohol abuse

ALCOHOL abuse has emerged as one of our biggest and most persistent challenges. Alcohol abuse is deeply rooted in poorer communities throughout the country, and ours is no exception. Its consequences are multiple as well as profound.

Both a cause and a symptom of poverty, it plays a major role in trapping communities in self-perpetuating cycles of poverty and deprivation. Among others, it is a leading cause of domestic violence, particularly over weekends, which traumatises women and children alike and has far-reaching consequences for their education.

Our first intervention was a play, 'Love Child', about a farm girl caught in a life of irresponsible drinking and sex which leads to her having a child with FASD. Presented by Industrial Theatre from Cape Town, and staged at the HCET in 2012 and 2013, it provoked widespread interest, and began to create an awareness of the consequences of alcohol abuse. Among others, it encouraged discussions about the link between alcohol and FASD. Our FASD team also uses illustrated posters as well as 'Susie Dop', a life-sized, pregnant doll, to show how alcohol gets to a baby in the womb.

Over the past year, almost all pregnant women in our district did not drink during pregnancy and the first six months of breastfeeding. Over the past six years, 41 FASD-free babies have been born. Two babies displaying FASD symptoms were born to 'Karoo nomad' mothers who drank during pregnancy.

Over the past six years, alcohol abuse in general has diminished significantly. Families are more stable, children are less traumatised, and parents are more involved with their children and attend quarterly parent meetings to discuss their children's progress with their class teachers. This is a major breakthrough, though a long battle remains.

We are particularly concerned about a recent trend among teenagers to binge-drink over weekends, which could lead to unprotected sex and teenage pregnancies. As a result, we have introduced weekly youth education sessions from Grades 7 to 9 which touch on alcohol abuse, unsafe sex, FASD, teenage pregnancies, peer pressure and bullying, and have begun to prepare questionnaires for measuring their impact.



LEFT: Thembakazi Matyeka, who heads the ECD programme, with a Grade R learner.

EARLY CHILDHOOD DEVELOPMENT

THE HCET manages an intensive ECD programme ranging from preschool for three- and four-year-olds to Pre-Grade R for five-year-olds and Grade R for six-year-olds. In the year under review, there were 12 children in preschool, 17 in Pre-Grade R, and 25 in Grade R.

In the preschool year, knowledge of basic concepts and theme vocabulary is developed

in children's mother tongues, namely Afrikaans and isiXhosa. Daily stories start to build language skills. Learners tell their own stories through free drawings, which develop their creative thinking and language.

Baseline tests of children's knowledge of basic concepts have been conducted at the start of the preschool year over a period of seven years. As such, it reflects the impact of the introduc-

RIGHT: An ECD intern with happy three- and four-year-olds in the ECD Centre.



tion of basic concepts during the EPP. The results demonstrate a marked and sustained improvement in knowledge of basic concepts from its introduction in 2012 as children's exposure progressively increased over their three preschool years.

Children are tested again in November. In the year under review, 75% of children knew all their basic concepts in their mother tongue. The other 25% were kept in preschool for the first term in 2020.

Pre-Grade R

In this year, learners are gradually introduced to English, the medium of instruction preferred by parents. During the first six months, learners' knowledge of basic concepts is extended to English. In the second half of the year, their exposure to English is broadened through stories as well as the introduction of themed vocabulary.

This system was successfully introduced in 2014. Examples of free writing by learners are regularly put up on classroom walls. In

November, the teacher developer assesses learners' understanding and ability to name Basic Concepts in English.

New learners, who have not previously benefited from the BCP and often have no understanding of English, receive extra attention. This is done successfully in the last hour of each day. From Pre-Grade R to Grade 3, the school year is divided into theme weeks which provide an opportunity for vocabulary building. In question and answer sessions, learners are prompted to use the vocabulary as often as possible. The understanding of new vocabulary is tracked at the end of each theme cycle, to ensure that comprehension has developed.

Grade R

Thembakazi Matyeka, who heads the ECD programme, has been with us for 30 years. Together with Estelle Jacobs, the ECD facilitator, she monitors the teachers and interns in the ECD classes. She is an outstanding mediator and Grade R teacher, and assists with the effective running of the ECD programme.



LEFT: ECD expert Vuyokazi Katise with Pre-Grade R learners.

BELOW: An interactive learning session in progress.

Observations and recommendations are followed through immediately after monitoring at regular meetings of the ECD team. Thembakazi also manages numerous special teaching tools, namely the BCP, the Free Writing programme, Thinking Maps, Stories, and Persona Dolls.

Throughout the Foundation Phase (Grade R to Grade 3), learners are introduced to reading through songs and poems using the Letterland series. There is encouraging evidence that reading and spelling skills are well developed before learners move into Grade 4, the start of the Intermediate Phase.





UMTHOMBO WOLWAZI

ABOVE: Grade 8 learners performing a dissection during a science class.

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 a range of complementary teaching interventions, as well as special classes for learners with special needs. In the year under review, 205 learners were accommodated – a significant increase over the 187 learners in the previous year. The increase was largely due to an increased influx of learners from Colesberg. While this amounted to a vote of confidence

in our school, it also presented us with added logistical challenges.

We received an anonymous and generous donation of a free-standing classroom, which was built in record time and fully utilised for maths teaching in Grades 7 to 9 from July onwards. This enabled the maths teacher to move out of the hall and clear space for more music, drama and dance.

Another challenge was that, with 31 learners, the Grade One class had become too large for

effective teaching. We decided to place the 12 weakest learners in a separate class, and encourage the teacher to work at the pace set by the children themselves. Basic Concepts, Letterland and NumberSense were used to consolidate language and numeracy skills, and learners gradually gained confidence and self-esteem.

Reading with comprehension

Teaching learners to understand what they read is a primary goal, from Grade R to Grade 9. Our children have access to high-quality books as well as skilled teachers who mediate their encounters with books, helping them to use books to enrich their vocabulary, and ask and answer critical questions. This requires effective teacher training, arguably the biggest challenge in addressing the South African literacy crisis. To this end, our teachers benefit from ongoing professional development in the classroom, aimed at enhancing their ability to promote reading comprehension in learners. Teachers fashion multiple choice questions (plus assessments) about books for all grades. In the year under review, some 200 books and

stories were entered into a computer program, together with relevant questions. The list was updated every week. The system, including the design and management of the computer database, is managed by our Senior English teacher, Anel Heydenrich. Teachers meet to discuss progress made, problems encountered, and the formulation of questions. Baseline tests for measuring reading with comprehension from Grades 1 to 9 were conducted in 2018. It is still too early to measure the programme's impact.

Language teachers are positive about the programme. They understand its utility, and are seeing the benefits. Learners enjoy their reading time, and reading with comprehension is improving slowly but surely.

Letterland

This system was introduced in Grade R in 2018 as an aid to teaching English. Developed in the United States, Letterland teaches phonics using a story-based approach, which also helps learners to retain concepts. The pictogram characters are limited in number and memory-friendly, and each story builds



LEFT: Marié Botha, head of Umthombo Wolwazi and a maths tuition expert, with a Grade 7 learner.



ABOVE: Natural science teacher Charles Gavaza with Grade 5 learners.

systematically on previous knowledge. On one level, children simply perceive Letterland as fun. However, it gradually develops listening and speaking skills, whole word recognition, reading for meaning, and early creative writing.

NumberSense

A recurring challenge in mathematics teaching is to establish a logical and critical way of solving problems from a very young age. To this end, the NumberSense mathematics programme, developed by the maths teacher and consultant Aarnout Brombacher, was introduced in 2015. It helps children to develop a sense of numbers by visualising them in various contexts, and relating them in ways other than formal written methods.

Teachers track children's progress by checking for an awareness of the relationship between number and quantity; an understanding of

number symbols, vocabulary, and meaning; an ability to engage in systematic counting, including aspects of quantity and quality; an awareness of size, scale, and comparisons; an understanding of different representations of number; competence in simple mathematical operations; and an awareness of number patterns, including recognising missing numbers. Brombacher was due to train more teachers in January 2020.

Art and music therapy

Dedicated art and music teachers were appointed in July 2019, with Judith Kleinhans teaching art from Grade R to Grade 9. Research shows that artistic activity promotes literacy and language development, developing expressive and reflective skills that enhance writing and promote print awareness, spatial relations skills, visual literacy and verbal

creativity. Through creative art, we encourage children to express experiences that they cannot verbalise. They may draw pictures out of proportion, exaggerating aspects important to them. When we value children's creativity, we help them feel valued, raising their self-esteem. We believe that exposing children to art will improve academic results across every subject area.

Healing can occur when emotions are enhanced through music. For several years, we have used drumming therapy at our TLC (Tender Loving Care) Camps, aimed at assisting traumatised children to express and process their emotions. In our experience, group therapy and drumming are an effective combination, as it combines mental health care with the creative and non-judgmental expression of emotions. Based on this experience, we decided to introduce drumming sessions at school for all learners from age three to 16, with Unathi Asiya as instructor. We are now aiming to add a set of Marimbas to the drums.

Maths in the Intermediate Phase

Learners who enter Grade 4 from other schools often struggle to understand English, and lack the foundation we build in Grades 1-3 at the HCET. In the reporting year, three new Grade 4 learners arrived from Afrikaans-language schools. During the first six months, we used a multilingual approach to explain basic maths concepts to these learners. In the third term, explanations were given twice in English, which the learners were then asked to repeat. Their marks improved dramatically.

In the Intermediate Phase, learners are expected to cover large amounts of maths. The mathematics teachers manage the curriculum to suit the learners. NumberSense books remain helpful, and are used in addition to the maths textbook. Learners are continuously assisted in class.

Maths in the Senior Phase

There are two main challenges in teaching Mathematics in the Senior Phase. Many learn-



LEFT: Grade 4 learners engrossed in their work.



ABOVE: Delia Allens with members of the Junior Special Needs class.

ers struggle with logical, critical thinking; they find it challenging to make deductions or to apply knowledge to new situations. Secondly, the curriculum is simply too full to consolidate all the work. Learners often cannot move at the pace the curriculum requires, and often need more time to grasp a given concept.

When informal assessments are done, they seem to have mastered the concept, though they are only assessed on a portion of the work. As soon as they write a test or an exam, they get confused, and everything gets muddled. Often, learners do not really understand a given concept, and educators have to go back to revise content that learners should have internalised. This means that moving forward at an acceptable pace can become very difficult.

Analysis of results helps to determine which topics can be handled more quickly and which

more slowly. Educators often need to manipulate the curriculum in order to get everything done in the time available, but in such a way that the learners still grasp the content. This requires careful planning and preparation. Even with Senior Phase learners, it is often necessary to start with the concrete.

From a young age, we concentrate more on developing critical thinking, logic and problem-solving skills than rote learning. Teachers try to make sure that the learners really understand what they are taught instead of merely memorising content, thus enabling them to apply their knowledge in different situations. These skills need to be developed from a very young age, and then maintained.

Special Needs classes

The HCET continued to manage Junior and Senior Special Needs classes for children who

cannot cope with mainstream classroom work. In the year under review, the Junior Special Needs class comprised 12 children aged eight to 12. Their work centred on learning the alphabet, and learning how to read. Imparting these basic skills can take up to five years. Maths literacy is introduced in a practical way, via basic concepts like money, time and basic arithmetic. Music and art form part of the weekly programme, and help to release stress and tension. The music period includes drumming, dance, singing, and percussion instruments. After the music sessions, learners are calmer, more focused and more disciplined. Artistic activities bolster self-esteem.

The Senior Special Needs class comprised 12 learners between the ages of 13 and 17. Maths teaching was practical, and linked to life skills. Learners also learn about time management. In our experience, music and art can also act as stress relievers for children with learning barriers.

Tender Loving Care (TLC) camps

In the year under review, four Tender Loving Care (TLC) camps were held for learners experiencing emotional difficulties, all kindly hosted by Margie Osler on Poplar Grove Farm. A total of 38 children attended. The first camp was held in February, with therapists in attendance, and a support camp was held in April for a group of ten older boys, from Grade 5 to Grade 9, who showed behavioural problems in class. We also tried to gain a greater understanding of the root causes of their behaviour. Counselling sessions revealed that three boys were suffering from severe emotional trauma, and further counselling was organised.

The therapist, Erica van Lingen, a pastoral psychologist from Philippolis, provided us with the guidelines for responding to problematic teenage behaviour, including disruptive behaviour in class.



LEFT: Learners in the well-stocked library, with Judith Kleinhans in the background.

RIGHT: Staff and learners during the weekly assembly.

BELOW: The HCET community.





Grade 9 educational tour

In May, 15 excited Grade 9 learners accompanied by Anja Pienaar and Cat Cronjé embarked on the annual Grade 9 educational tour to the Eastern Cape.

As always, the tour broadened their horizons; many of the learners had never left the district, or seen the sea. They also saw changes in vegetation, climate, and types of farming.

Many saw the sea for the first time, and they were privileged to witness a school of dolphins swimming close to the coastline.

A visit to the BKB wool auction house in Port Elizabeth showed learners what happens to wool after it leaves the sheep farms in their district and elsewhere.

They visited a restaurant, and could place their own orders. Ice-skating was another novel experience that tested their perseverance as well as sense of humour.

Following the tour, Cat Cronjé commented: 'Learners have gained self-confidence, and some shy learners in particular have shown significant personal growth. The tour created a sense of unity among learners, and encouraged cooperation. For most, it was a life-changing experience.'

From top left: The group at BKB in Port Elizabeth; time for an ice cream; and a human mandala on Mandela Walk on the Port Elizabeth foreshore.



RIGHT: Sister Pumla Joka weighs a baby. All babies and toddlers are weighed and immunised. For the fifth year in succession, no cases of stunting were recorded.



COMMUNITY HEALTH

THE HCET continued to administer a community health programme, comprising a primary health clinic and pharmacy, additional health services, and community health outreach work.

Primary Health Clinic and Pharmacy

Staffed by two nursing sisters and a pharmacist, and open on one morning a week, the Hantam Community Clinic and Pharmacy continued to provide a range of primary health services. A total of 1 639 visits were recorded. These included 123 visits by women for fam-

ily planning services; visits by four pregnant women; 36 immunisations; 513 dewormings; and six drug tests.

All schoolchildren are examined in January, and dewormed twice a year. Babies and toddlers are weighed and immunised. For the fifth year in succession, no cases of stunting were recorded.

Learners and other members of the community were treated for flu, bronchitis, arthritis, gastro-enteritis, and various aches and pains. Services included blood pressure and glucose

tests, eye and ear tests, wound dressings, and general physical examinations.

Ten HIV/AIDS tests were conducted, all of which were negative. The clinic continued to assist eight HIV-positive community members to access anti-retrovirals, and monitored their regular use.

Where indicated, the clinic referred patients to the district clinics or the hospital in Colesberg. In the year under review, there were 20 such referrals. Health outreach workers continued to check on good nutritional practices and hygiene in homes. The TB awareness programme remained successful.

Combating drug abuse

A worrying increase in drug abuse was noted in the district, especially among learners. We arranged random drug tests at the clinic, and six learners tested positive for dagga. Police came to address the school in April. The police drug squad from De Aar also visited the school

with sniffer dogs, but no drugs were found. A former drug addict from the rehabilitation centre in Noupoort addressed learners about the dangers of addiction.

We also detected an increase in pain killers dispensed to children. As a result, the clinic was instructed to administer only pain syrup. At a meeting, parents were alerted to the dangers of over-the-counter medication they might have in their homes.

HIV/AIDS programme

The HIV programme embraces education, pre-test counselling, testing, and post-test counselling. It is aimed at encouraging community members to know their status, and live a healthy lifestyle. Ten people presented themselves for tests, all of which were negative, making this the third year in which no new cases were recorded. Eight people who take ARV medication were monitored every month, were in good health, and working.



LEFT: Pharmacist and clinic manager Robert Preller serves a member of the HCET community.



YOUTH DEVELOPMENT

ABOVE: Hospitality trainees with their trainer, Maryke Jeffrey.

THE HCET continued to manage an extensive Youth Development Programme comprising hospitality training, computer literacy training, and a Youth Farm Worker Apprenticeship programme. Formal hospitality and computer literacy training took place in the HCET's dedicated training centre in Colesberg.

The hospitality courses are open to young people in Colesberg and surrounding towns. The programme has made a growing impact in recent years, providing young people with a viable new route to certified training and employment.

The hospitality qualifications on offer comprise a Diploma in Culinary Arts and a Hospitality Proficiency Certificate. Both of these are City & Guilds qualifications, and are internationally recognised. The Centre is affili-

ated to City & Guilds via the Steyn's Culinary Institute in Pretoria, a fully accredited City & Guilds training institution, which inspects the Centre and undertakes the biannual tests and examinations on behalf of the Guild. Registration with the South African Quality Council for Trades and Occupations is still pending.

Both courses last for 11 months, and comprise six months of formal training followed by five months of practical training at hospitality venues in and around Colesberg, preferably in trainees' home towns. These include guest houses, hotels, restaurants and game farms in and around Colesberg, Cradock, KwaDwwe, Queenstown, Nieu-Bethesda, Graaff-Reinet, Grahamstown and Kimberley. The HCET concludes memorandums of understanding with the participating venues, and facilitators are appointed in the different towns to mentor students during their six-month practical periods.

Culinary arts trainees also complete the Hospitality Proficiency training, and receive this certificate as well. Moreover, all hospitality trainees complete a certified SkillsWise computer literacy course.

There are two intakes a year, which means that trainees complete their courses and qualify in December as well as July the following year. Thirty trainees a year are accommodated. The hospitality courses have become increasingly popular, and are oversubscribed. Applicants therefore go through a selection process.

Trainees are monitored and mentored during their six-month practical training periods. Culinary arts trainees undergo an interim exam at the end of their six-month formal training period, and a final practical and written exam at the end. Certificate trainees are assessed throughout the training period. After qualifying, the HCET helps all graduates to secure employment, and mentors them for an additional period of three years.

In the year under review, all trainees completed their courses and qualified, some with distinction. The assessors commented favourably on the high standards achieved.

Farm Worker Apprenticeship

This programme is aimed at placing young people in the district with an interest in farm work in a structured apprenticeship programme for a period of two years. Among other things, it plays a valuable role in providing young people with formal learning barriers with a viable career path on local farms.

Farmers who agree to participate in the scheme provide the apprentices with accommodation, as well as a mentor. After signing an agreement with the farmer, the apprentice shadows a senior farm worker for a period of a year. In this year, farmers complete monthly questionnaires about the performance and progress of apprentices, and the Youth Development facilitator meets with them every month.



LEFT: Expert trainer Maryke Jeffrey demonstrates basic culinary skills.

RIGHT: Trainer Theo Kleinhans leads a SkillsWise computer literacy session.

BELOW: HCET culinary arts trainees were enthusiastic participants in the Karoo Food Festival, held in Cradock in April.



In their second year, the apprentices are given greater responsibilities, and encouraged to develop a functional work ethic. In this year, farmers complete biannual questionnaires which, among other things, feeds into the subsequent employment process.

The results have been encouraging. Most apprentices are permanently employed after the two-year period, either on the same farms or on others, and mentors have become more confident about their own skills and their ability to impart them to others.

In the year under review, four apprentices completed their second year of training, and were permanently employed. Three new apprentices entered the programme.



LEFT: Delia Allens after receiving her Higher ECD Diploma at the Custoda Trust in Delpportshoop. She was nominated as the top Level 5 student for 2019. With her is Janet Marx of the Oppenheimer Memorial Trust.

BURSARIES AND TEACHER DEVELOPMENT

THE HCET continued to assist Grade 9 graduates capable of progressing to further education and training (Grades 10-12) by placing them in high schools and other educational institutions in nearby towns. Some were provided with bursaries. It also continued to monitor and mentor all graduates during their first three years of work.

Bursary students

Kwakhanya Sandi passed Grade 10 at Craddock High School, and was due to proceed to Grade 11.

Zinathi Thomas passed Grade 10 at Brebner High School in Bloemfontein, and was due to proceed to Grade 11.

Lizakhanya Asiya passed Grade 10 at Brebner High School, and was due to proceed to Grade 11.

Aiden Jeffrey passed Grade 4 at the Laer Volksskool in Graaf-Reinet, and was due to proceed to Grade 5.

Lehlohonolo Thobothobo passed Grade 10 at Queens College in Queenstown, and received a blazer for achievement in sport. He was due to proceed to Grade 11.

Maurichia Stander passed Grade 10 at Brebner High School, and was due to proceed to Grade 11.

David Modiha passed Grade 7 at the N J Heyns Special Needs School in Kimberley, and was due to proceed to Grade 8.

Sivenathi Asiya passed Grade 10 at Brebner High School, and was due to proceed to Grade 11.

Asiwe Joka passed the second year of BA (Psychology) at the Nelson Mandela University in Port Elizabeth, and was due to proceed to the final year in 2020.

Sonwabise Dyasi passed Grade 12 at Brebner High School, and was due to start studying at the University of the Free State.

Siyambuka Dyasi passed Grade 11 at Brebner High School, and was due to proceed to Grade 12.

Sambesiwe Stuurman passed Grade 12 at St Michaels School in Bloemfontein, and was due to start studying at the University of the Free State.

Michael Boorman passed Grade 11 at Colesberg High School, and was due to proceed to Grade 12.

Julien Klein passed Grade 11 at Colesberg High School, and was due to proceed to Grade 12.

Simmikiwe Mbobi passed Grade 11 at Colesberg High School, and was due to proceed to Grade 12.

Sikelelwa Fax passed Grade 12 at Colesberg High School and obtained her senior certificate. She intended to rewrite three subjects in 2020 in order to get a university pass.

Teacher development

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

In the year under review, **Antonique Plaatjies, Unathi Asiya** and **Delia Allens** completed their NQF level 5 ECD courses at the Custoda Trust in Delporthoop, and graduated in July. Delia was nominated as the top Level 5 student for 2019.

Antonique Plaatjies obtained a bursary from the University of the Free State to study towards a B Ed degree. She was due to start studying full-time in January 2020.

Unathi Asiya was seconded to the provincial Department of Education for a period of six months to assist with the implementation of the Basic Concepts Programme at other schools in the province. She then returned to the HCET as a fully fledged preschool teacher. She is also responsible for organising the therapeutic drumming sessions at the school.

BELOW: Unathi Asiya and Delia Allens at the graduation ceremony in Delporthoop in July.





The HCET's EPP and FASD team. From left to right are Nombulelo Matyeke, Estelle Jacobs (manager), Thembakazi Matyeka, Elsie Phemba, Priscilla van der Ranse and Hannah Phemba, with Delia Allens sitting.

OUTREACH

IN the year under review, the HCET continued to reach out to other educational and development institutions.

FASD conference

On 10 September, our project manager, Estelle Jacobs, presented an excellent paper on parental involvement in Early Childhood Development to a conference on FASD, held at Klein Joostenberg near Stellenbosch. This annual conference, organised by the national FASD task team and attended by government and civil society representatives as well as academics, provides the small but growing band of people engaging with this issue with a valuable opportunity to network and to share information and ideas.

ECD presentation in Makhandla

In the same month, Estelle Jacobs and two HCET field workers, Hanna Phemba and Thembakazi Matyeke, presented a three-day workshop to 14 ECD practitioners at the Lebone Centre in Makhandla (Grahamstown).

In a later report, Hanna wrote: 'What an experience this was. It touched my soul in places I did not know existed. I was so nervous leaving on the Thursday to start this journey. It is easy to work with people in my own community, because I know them, but not so easy to work with strange people in a different community. It was all in my head, but I thought: how will I explain it to strange people?'

'How surprised I was to find that these were also heart people. They were there to learn, and eager to make a difference in their community. I realised that their understanding of working in a community was different from ours.'

The most important and shocking thing I learnt was their ignorance – how little they knew, but also how eager they were to learn. All the programmes we spoke about were new to them. They had great fun until we touched on training aimed at combating FASD, when the mood became dark and sad. I could relate to this, because I too had once been in that dark place. Tears flowed. The sadness ran so deep that it was sometimes difficult to understand.

'This was the moment when I realised that there is actually very little knowledge of FASD out there. We now know that we can make a difference by sharing what we know and what we do. We are really making an impact. Suzie Dop (our FAS model) was a hit because it explains in visual terms what happens to a baby when a mother drinks.'

'I went to Grahamstown as Hanna Phemba, but left a changed person. I am now looking at our programmes in a new way, with far greater respect. I hope we can return soon to further support this group of people in Makhandla, who have now become part of the extended HCET family.'



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 manager: Anja Pienaar / Mary Ann Smith

Project manager: Estelle Jacobs

Teacher developer (part-time): Margie Osler

Librarian: Roos Pergoo / Judith Kleinhans

General workers: Paulina Lunda, Sizeka Michaels, Owethu Gedezana

Groundsman: Zolile Maqhina

Bus driver: Steytler Sifuba

Umthombo Wolwazi Intermediate Farm School

Principal: Marié Botha

Secretary: Sarika Hanekom

Administrative clerk: Nombulelo Matyeka

Teachers: Delia Allens, René Botha, Lizandi Breytenbach, Catriona Cronjé, Yolandi du Plessis, Charles Gavaza, Judith Kleinhans, Hanna Phemba, Ciska van Rensburg, Desmarie Oosthuizen

Special needs classes: Priscilla van der Ranse (Junior), Cherry Dimphana (Senior)

Interns: Unathi Asiya

Food handlers: Esther Raisa, Drieka Blaauw

Early Childhood Development

Teachers: Lettie Martins, Vuyokazi Katise, Thembakazi Matyeka

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

Primary Health Clinic

Pharmacist/manager: Robert Preller

Assistant: Nombulelo Matyeka

Nursing sisters: Pumla Joka, Annemarie Wessels

Youth Development Programme

Hospitality trainers: Maryke Jeffrey, Theo Kleinhans

Facilitator: Estelle Jacobs

FINANCIAL STATEMENTS

BALANCE SHEET	2019 (R)	2018 (R)
ASSETS		
Non-current assets		
Property, plant and equipment	3 155 966	2 498 280
Other financial assets	1 270 994	2 534 120
	4 426 960	5 032 400
Current assets		
Trade and other receivables	125 068	117 762
Cash and cash equivalents	3 699 922	3 892 052
	3 824 990	4 009 814
Total assets	8 251 950	9 042 214
EQUITY AND LIABILITIES		
Equity		
Capital	50	50
Reserves	3 668 908	4 420 770
Accumulated surplus	4 482 138	4 481 605
	8 151 096	8 902 425
Liabilities		
Current liabilities		
Trade and other payables	100 854	139 789
Total equity and liabilities	8 251 950	7 566 146
INCOME STATEMENT	2019 (R)	2018 (R)
Donations	4 542 642	5 529 075
Fundraising	8 233	27 741
National Lottery Grant	--	830 806
Other Income	1 061 468	853 010
Operating expenses	(6 051 689)	(5 213 150)
Administration expenses	(611 335)	(557 870)
National Lottery expenses	--	--
Income	1 050 681	1 469 612
Transfer (to)/from reserves		
Transfer building reserve	155 361	140 394
Transfer operating reserve	895 853	(853 991)
Surplus/deficit for the year	533	756 015

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



Donors

ABOVE: HCET and school staff with the Trust's growing fleet of vehicles – a vital component of the project, purchased with donor support.

Abax Development Trust
 Assore Chairman's Fund
 Basson, Ola
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 The Davies Charitable Foundation
 The Elma Foundation
 TK Foundation
 Tobin, Mark
 Van Garderen, E
 Van Hoogstraten, S



LEFT: On 27 February, 12 learners participated in the Pixley ka Seme regional athletics meeting in Prieska. They were accompanied by teachers Hanna Phemba and Lizandi Breytenbach, and driven by Steytler Sifuba and Zollie Maquina. Estelle Jacobs provided food for their journey.



ABOVE: Three HCET learners competed in the Northern Cape provincial athletics in Upington.

For more information, contact
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