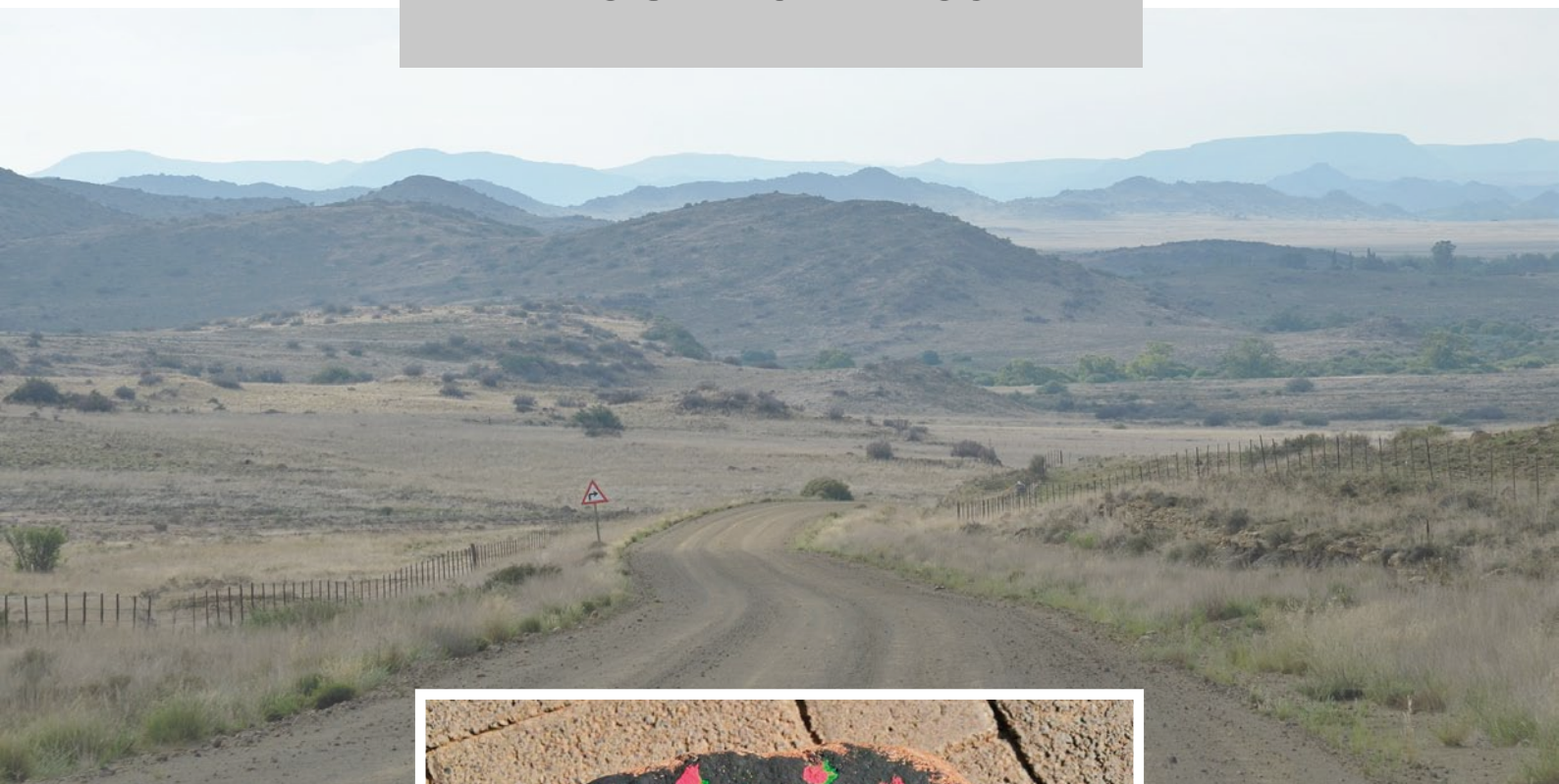


HANTAM COMMUNITY EDUCATION TRUST



Annual Report 2020

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

As was the case with other educational institutions, the year 2020 presented us with challenges that were both extreme and unforeseen. In late March our entire campus was locked down, and only reopened piecemeal from early June onwards. Moreover, our school forms part of a broader, multifaceted community development project, and many of its other components were profoundly affected by the COVID-19 pandemic.

During the lockdown, we initially found it hard to keep our spirits up. We felt a strong need to interact in person and to connect with our learners, parents and young children. This underscored how closely knit we are as a community. However, we were soon driven into action on various fronts.

As recorded elsewhere in this report, we played an active role in supporting the Karoo nomad community with food, water and medical care. We also helped other NGOs to distribute food parcels to needy communities. Our Effective Parenting field workers managed to stay in touch with all families with young children, and to keep early childhood development going. Special home ECD packs were distributed to all families to stimulate the learning of basic concepts.

Our Primary Health Care Clinic and Pharmacy remained open and played a sterling role, assisting hundreds of people during the lockdown period. Employers, employees and others behaved cautiously and responsibly, and we are happy to report that the 30 farms in the area served by the Trust remained free of COVID-19.

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Community health and family life improved due to the drastic reduction in the consumption of alcohol as well as junk food, thus contributing to healthier lifestyles. Our challenge going forward will be to make sure that the good habits instilled in the lockdown period will continue.

The Youth Development Programme continued to function. The Culinary Skills and Hospitality Service trainees remained in their accommodation in Colesberg. Computers and Wi Fi were installed, enabling training to continue online. Our hard-pressed project manager, Estelle Jacobs, ensured that they had food, toiletries and other essentials, and also gave them moral support.

With the tourism industry having shut down, we could not place our trainees in tourism venues for their practical training. Instead, we decided to create a Pop-Up Shop offering frozen food that could be ordered online and delivered to homes in Colesberg and Noupoot. As reported elsewhere, the Pop-Up Shop was a runaway success, and has become a permanent feature of our training programme.

The core management team of Lesley Osler, Estelle Jacobs and Mary Ann Smith all worked from home, but were in contact on a daily basis via WhatsApp, Skype and email. All our staff members continued to receive their full salaries. We also used the lockdown period to complete essential maintenance work on the school buildings. This was possible as the three builders lived on a local farm.

Online learning

An attempt was made to introduce online learning, but this was largely unsuccessful. This reflects a huge divide in South African education which has not been sufficiently recognised. While well-resourced schools serving privileged communities were able to introduce sophisticated online learning systems, this was not possible in less privileged communities which do not have access to sufficient connectivity, forcing them to rely on cell phone messaging systems instead.

From June onwards, we began to prepare for the piecemeal return of learners, under stringent COVID-19 protocols. Our teachers and support staff worked tirelessly to ensure a safe environment for staff and learners alike. Several donors provided us with emergency funding. This enabled us to purchase all the PPE equipment we need to maintain the necessary levels of safety.

When our children began to return to school, they were anxious and fearful, and we put various measures in place to help them cope and feel safe. Their return was staggered over three weeks. In line with government directives, learners then attended school on alternate days until the end of the year.

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We appreciate that the school closures formed part of a broader and well-meant drive aimed at combating COVID-19, but this has come at a price. As noted in our next section, we believe that maintaining social distancing rules in schools is impractical, and should be abandoned.

We believe that, with the help of our donors, we were able to mitigate the worst aspects of COVID-19. However, we will need to deal with its consequences for years to come. We hope this challenging year has made us stronger, more compassionate and wiser, and better able to deal with the longer-term impacts of the pandemic. This is a time to stand together and retain our faith in a brighter future.

Our grateful thanks to all our donors for their continued support during this difficult time, and a special thank you to those who sent us additional emergency funding. We also want to extend our gratitude to parents and other members of our community who helped us to keep our project alive.



Clare Barnes-Webb retires

CLARE BARNES-WEBB, one of three founders of the Hantam Community Education Trust together with Lesley Osler and Anja Pienaar, has retired. Here she is pictured at the desk which she occupied so faithfully and graciously for many years. She remains a Trustee of the HCET Endowment Trust. The Trust and the broader Hantam community owe her a huge debt of gratitude. We wish her a happy retirement.



The costs of locking down our schools

IN MID-JUNE 2020, the Stellenbosch University education experts Servaas van der Berg and Nick Spaull published a major report on the impact of the lockdown and school closures on South African learners.

Drawing on evidence from a range of empirical studies, they concluded that, due to overcrowding, social distancing in most classrooms in the country was ‘practically impossible’. Given that the COVID-19 mortality risk in children was almost non-existent, the Department of Basic Education should acknowledge that it was not feasible for most South African schools to practise social distancing within the classroom. Hand hygiene and mask-wearing for older children should be implemented.

Given that children no longer received free school meals, hunger and acute malnutrition had been aggravated. Moreover, the lockdown had increased stress and anxiety among caregivers, thereby increasing the risk of child abuse.

The educational impacts of the schools closure would be extensive and sustained. Inequality would increase, since poorer learners and schools would be least able to catch up. The costs borne by small children and families would be felt for at least the next ten years.

They concluded: ‘After reviewing the evidence, it is our view that keeping children out of school is not in their best interests. Consequently, all children should return to schools, creches and ECD centres without any further delay.’

At the Trust, we believe we have been able to mitigate some of the negative consequences of the lockdown and school closure, but the continuing setback to children’s education remains extensive and unavoidable. Given our own experience, we concur with these findings, which remain highly relevant today.



EMERGENCY RELIEF

During the lockdown and subsequently, we provided people and communities in our district and surrounding areas with various forms of emergency relief. In some instances, we collaborated with other NGOs active in the area.

A particularly vulnerable group in our community, the Karoo nomads, presented us with a special challenge. Comprising 54 men, women and children, they were living in a state of lockdown in an encampment on the R56 road some 50 kilometres out of Colesberg. The children were no longer receiving their daily meals at school, and the nomads' only source of income was casual work, which they could no longer perform. As a result, the Trust sought to ensure that they had food, water, and access to the clinic.

Our project manager, Estelle Jacobs, managed to secure funding from the local Rotary Club for an on-site borehole, as the nearest water point was 2.5 kilometres away. A farmer with a borehole drill offered his services, and only charged for the diesel. The Trust assisted with the concrete slab and the mount for the hand pump and trough (for dogs and donkeys), which ensured a supply of clean water closer to the encampment. Thanks to Rotary, the hand pump was connected and the water began to flow.

Above: A member of the Karoo nomad community in the encampment on the R56 with food and other supplies provided by the HCET, July 2020.

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Estelle obtained a permit to transport the sisters to and from the clinic each Wednesday, and used this opportunity to deliver food and cleaning products to the Karoo nomads. We received some emergency funding which enabled us to provide this service until the end of June. During April, over a two week period, all the nomad families received medical check-ups. They were generally healthy, and seemed to have benefited from the ban on alcohol and tobacco.

Following the national move to lockdown level three, nomads were re-employed on local farms, and could again support themselves and their families. Families that still had no employment were assisted with food parcels to the end of September.



The new borehole and water pump installed at the Karoo nomad settlement.

Until the end of September, we continued to provide transport for nomads who needed to go to town to receive their SASSA grants, as lifts were not as regular as before. From then on, they were able to travel to town either with lifts from farmers or with their donkey carts. The health outreach workers kept an eye on the nomad children, and were also looking for any signs of renewed alcohol abuse.

Colesberg families

Besides the 54 Karoo nomads, we assisted eight Colesberg families whose children attended our school. Some breadwinners had their salaries frozen as businesses waited to re-open, and others were retrenched as businesses closed down. We assisted these families with food parcels until all the children were back at school. We also assisted all parents with transport fees by giving them a three-month payment holiday, thus helping to keep their children at school. We thank our donors for the COVID-19 funding that enabled us to do this.

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HCET staff preparing food parcels at the Trust campus.

Food relief at Gariep Dam and Norvalspont

The Trust also assisted the HCI Foundation and eNCA Food Relief to distribute food parcels to 130 families at Gariep Dam and Norvalspont. Distribution was undertaken by our financial manager, Mary Ann Smith, assisted by the respective clinic sisters, Sr Sinclair and Sr Kotze. This went very smoothly, and being able to help 130 needy families gave us much joy.



Beneficiaries with food parcels at the Norvalspont Clinic.



EFFECTIVE PARENTING

During lockdown, the ECD centre was closed, and the Effective Parenting Programme field workers could not visit families on the farms. However, various measures were put in place to ensure that the stimulation of young children continued.

Also, ECD material distributed to parents at the start of the year became doubly valuable. Parents had been provided with home packs which included magazines, home-made puzzles and wordless story books, aimed at helping children to learn basic concepts such as colours, sizes, shapes and body parts.

Tangram puzzles with different levels of difficulty had also been handed out for children of all ages, helping them to develop their problem-solving skills, powers of observation, eye-hand co-ordination, concentration and reasoning, and matching and pattern-making skills.

During lockdown, EPP field workers communicated with parents via WhatsApp, and sent them visual and audio material. Each field worker was made responsible for a number of farms, and met with mothers at the community health clinic on Wednesdays. This allowed us to continue monitoring the nutrition and development of babies and toddlers during their vital first 1000 days.

Above: Staff cottages on Hanglip Farm ... during the lockdown, all home visits by Effective Parenting field workers were suspended.

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The ECD Centre reopened in August, and field workers resumed their farm visits. We could not wait to re-engage in person with our mothers and toddlers. All the necessary health and safety measures had been put in place. Parents also regained access to the toy library and more wordless story books which our field workers had made during lockdown.

Given the disruptions, we were pleasantly surprised by the results of baseline tests conducted at the ECD centre at the beginning of September. We believe this is due to the steps taken to ensure that the stimulation of young children continued.

The lockdown had increased interaction among children in households and on the various farms and older children had told and read stories to their siblings. This became clear as three-year-olds returning to the Centre could repeat simple stories, recite rhymes, and even describe the functions of different body parts. Older children had also developed an interest in the milestone posters, and played developmental games with babies.

We had laid a solid foundation by developing visual material for mothers; now, older children were taking an interest and could participate in the process as well. Positive feedback from the field workers after farm visits also made us realise that we were making real progress towards changing a historically deprived community into an informed one, following the appropriate steps for developing babies and toddlers before the start of pre-school at the age of three.

Bigger classroom

Our pre-school was due to move into a more spacious classroom in 2021. The teacher was preparing for 17 new learners aged three and four. She would not have an assistant, as we had no interns. Thirteen five-year-olds were ready to move to Grade 00. They were familiar with Basic Concepts in their mother tongues, and were ready for a transition to English in 2021.

All these learners were living on farms, and we managed to maintain and even grow their knowledge during lockdown. Unfortunately, we cannot say the same of all learners in Grade 00, as some live in Colesberg and could not be reached. Five learners had not reached the required level of competence, and we suggested that they repeat Grade 00 in order to provide them with a better foundation for English-language teaching in Grade R. In total, we would have 18 learners in Grade R in 2021.

ECD Centre in Prince Albert

A new ECD centre in Prince Albert contacted us in June, asking for guidance on how to start up classrooms and train interns. We visited the centre twice, and got the interns to plan and execute lessons so that the nine five-year-olds would learn as much as possible

in the few weeks left before progressing to Grade R in 2021. The interns visited the Trust in November, and spent time in our classrooms. This was very valuable, as it taught them what to do in person. They were joined by a community worker as well as the two cooks at the PACT (Prince Albert Community Trust) centre.

The community worker shadowed our field workers on their family visits, and attended FAS and milestone workshops with parents. The cooks were accommodated at the hospitality centre and were taught to make pasta, as well as light lunches. The three days were packed with activities, and they returned home enthusiastic and eager to apply what they had learnt.

Pregnancies and anti-FASD campaign

The field workers continued to use 'Suzie Dop', our Foetal Alcohol Syndrome (FAS) workshop doll, to demonstrate the dangers of alcohol abuse to pregnant women. Five pregnant women pledged to stay sober. A sixth, a Karoo nomad, had a history of alcoholism, and was still drinking.



Oupa and Martha Seekoei receive first prize in a community competition from Effective Parenting field workers, 17 January 2020.



UMTHOMBO WOLWAZI

In line with the national directives, our school closed entirely for two and a half months, from 23 March to 3 June. The lockdown was very worrying, as most of our learners were unable to work effectively online. Moreover, many learners found it very difficult to work in homes where parents were not literate.

Where possible, we encouraged farm managements and older siblings to play a supportive role, concentrating on Maths and English. Our library was open on Wednesday mornings (when the clinic opened), so that books could be taken out by parents and children.

Trying to teach remotely in a rural area presented us with significant challenges. While most people in our community have cell phones, they do not have access to the connectivity needed for proper online teaching. Instead, we tried to communicate with parents and learners via WhatsApp. Learners were sent assignments on WhatsApp, and were expected to send the completed work back to their teachers. Work was grouped in phases to make it more manageable. Teachers also tried to use WhatsApp videos to explain assignments. But even this strategy was difficult. Some parents struggled to afford data, and some learners with working parents could only access their work after their parents had returned home.

Another major challenge was managing uncertainty and risk. Teachers and learners prepared to return to school on 18 May, only to have this directive reversed at the last minute. Instead, schools were only reopened incrementally some three weeks later. This created

Above: Socially distanced learners line up for a class ... when the school reopened, everything possible was done to ensure the safety of learners and staff.

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added administrative difficulties, and the uncertainty added to the stress levels of learners, teaching staff and parents.

When the school reopened, everything possible had been done to ensure the safety of teachers and learners. Health and safety measures included digital thermometers, hand sanitizers and masks for the driver of each school vehicle (15 in total); cloth masks for each child (245 in total); hand sanitizers for each classroom (16 in total); a high pressure sanitizer to clean the classrooms and vehicles; full face shields for teachers (15 in total); and soap and paper towels in all the toilets.

Learners were tense and anxious when they returned to school, and various measures were put in place to help them cope. Among others, Foundation Phase learners were given stress release exercises every morning. Devised by our teacher trainers, these exercises were very effective and became popular among teachers and learners alike. We hoped to extend this to all learners, but this was ruled out by the social distancing regulations.

Learners eventually returned from early June over a period of three weeks, and attended school on alternative days to the end of the year. Transport presented us with an unexpected challenge. We usually fit 13 learners into our vehicles, but under social distancing directives only six learners could be transported at a time. This was an added reason for dividing classes into two groups which came to school on alternate days. We were due to return to full-time schooling in 2021.

The loss of learning time also created new problems in terms of assessing and managing learners' progress. We eventually decided that children who failed should not advance to the next grade on the grounds of age, but should rather repeat the grade, thus giving them a better foundation for further schooling.

The Trust assisted the school to buy 50 single desks for children in the intermediate and senior phase classrooms, thus easing social distancing. We hoped to replace all the double desks in time.

It was a challenging year for our 17 bursary students in grades 10, 11 and 12 who were attending high schools in Colesberg and elsewhere. All of them were boarders. During lockdown, they all returned home and were also meant to be taught online.

All their schools had large learner numbers, and struggled to implement social distancing. As a result, when the schools began to reopen, learners could only go to school every second week, and only benefited from about 50% of normal teaching time.

All these students received reports after assessments in October. However, these reports did not accurately reflect their competence or progress, as they were assessed on a reduced curriculum. We were worried about them coping in 2021, and resolved to keep an eye on those who might need additional support and interventions.



COMMUNITY HEALTH

THE TRUST'S Clinic and Pharmacy remained open on Wednesdays, allowing all adults and children in the area served by the Trust to continue receiving medical care. Despite the pandemic, high levels of community health were maintained throughout the year. Among others, no one in our community contracted COVID-19.

All the farmers ordered digital thermometers, and undertook to take the temperatures of farm workers and their families twice a day. A Hantam COVID-19 WhatsApp group was created which included farmers, the clinic sisters and our local doctor. A farmer's wife was appointed to organise time slots for each farm on clinic days.

The pharmacist in Noupoot ordered medicines for the clinic, and the police dropped them off with a clinic staff member living in the town. Our clinic sisters also collected chronic medication in town, to prevent adults at risk from having to stand in queues at the town clinics.

During the lockdown months the town clinics had a shortage of family planning and chronic hypertension medication, which placed some of our patients at risk. Fortunately,

Above: An earlier picture of learners arriving at the Health Clinic and Pharmacy for medical check-ups the clinic remained open throughout the lockdown and played a vital role.

the Trust could order and pay for the necessary medication from the local private pharmacy with COVID -19 emergency funds made available to us by donors. This helped us to walk the extra mile for already stressed and anxious members of our community.

Shearers screened

The clinic screened groups of shearers from town prior to the start of shearing on the various farms at the beginning of May. They were given a thorough examination, plus Vitamin C and multivitamin supplements. Visits to the clinic were planned and coordinated via our COVID-19 WhatsApp group.

From September onwards the health outreach workers visited every family on farms in the area served by the Trust to assess their wellbeing. They continued to create awareness around COVID-19, thus helping community members to adopt the 'new normal' for keeping safe. They also regularly visited families due for scheduled clinic visits.

Milestone posters were handed out earlier in 2020, and regular home visits helped to keep the development of babies and toddlers on track. Two babies were underweight, and referred to the clinic in Colesberg to register for baby milk hampers issued as part of the government's anti-stunting drive.

From January to November, 979 patients visited the clinic, amounting to an average of 89 patients seen and treated every Wednesday. Eight women tested positive for pregnancy. Six were from farms in our area, and were monitored by the field workers. One was a visitor from town, and the eighth woman had a miscarriage during her first trimester. She was referred to the Lowryville State clinic in Colesberg.

Family planning services

A total of 77 women received family planning services. All babies were immunised on the dates recorded in their clinic cards, and the various immunisations were available at all times. The eight patients on ARVs continued to receive their medication on a monthly basis and were monitored by the health workers as well.

Patients suffering from high blood pressure were conscientious about coming to the clinic for check-ups: 511 check-ups were done, which would not have been possible if the clinic had locked down. A total of 316 people visited the clinic for flu medication; they all received 3-in-1 flu tablets as well as cough mixture.



YOUTH DEVELOPMENT

The Youth Development Programme continued to function and remained active throughout the year. The ten trainees from the January intake for Culinary Arts and Hospitality Service were housed in the student house in Colesberg situated near the Youth Development Centre, and remained there during the lockdown.

Computers and Wi-Fi were installed, and their theoretical training continued online. Chef-trainer Maryke Jeffrey used WhatsApp to send trainees a cooking skill of the day. They then had to cook the dish for supper, and post an account of the process and a picture of the final plate for inspection. Their temperatures were taken twice a day. They were not allowed to receive visitors, or leave the premises. Our hard-pressed project manager, Estelle Jacobs, ensured that they had food, toiletries, and other essentials, and provided them with much-needed emotional support. These arrangements enabled them to continue their training, albeit in an unorthodox way.

Given that the tourism industry had shut down, we could not place our students in tourism venues for their practical training. Instead, we decided to create a Pop-Up Shop offering frozen food that could be ordered online and delivered to homes in Colesberg and Noupoot. This would allow students to continue their practical training in the kitchen at the hospitality training centre, supervised by Chef Maryke and her assistant, Theo Kleinhans. Various dishes – from soups through main courses to desserts – were designed and tested. The shop was advertised via WhatsApp groups in Colesberg and Noupoot. Orders were placed online, and the food was delivered by two drivers with portable credit card machines.

The students were also trained to work out the cost of each dish. Small profit margins were added to help defray the costs of training. This helped to train them in financial manage-

Above: Some of the sophisticated dishes produced by Culinary Arts trainees under the tutelage of Chef Maryke Jeffrey.

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ment as well. The plan was approved by Maritha Steyn of Steyn's Culinary School in Pretoria, who congratulated us on our proactive approach.

As lockdown eased, clients could buy dishes directly from the Youth Development Centre. To our surprise and excitement, we had found a real gap in the market. We could hardly keep up with demand, and from June to end October we sold frozen dishes to the value of R32 000. Given its success, we decided to continue the shop on a permanent basis, run by trainees along business lines under the guidance of Chef Maryke. It has become a permanent module of our Culinary Arts course, contributing points to trainees' practical scores.

In June 2020, nine Culinary Arts students from the June 2019 intake completed their final exams, comprising a practical test and a City & Guilds theory exam. Eight passed, and one failed the practical. The eight who passed were all gainfully employed. The student who failed the practical recooked her menu in November, and passed with 78%.

The 10 Culinary Arts students from the January 2020 intake wrote their exams on 3 and 4 June. They all passed, with two students scoring 80%, five scoring 70%, and two scoring 60%. They continued with their practical training via the Pop Up initiative, and did their final exams in November. All trainees passed. The six Basic Housekeeping Certificate students from the January 2020 intake wrote their final exams on 10 September. Five passed and one failed. However, they were all employed at tourism and hospitality venues in and around Colesberg.

The Farm Workers Apprenticeship Programme continued throughout lockdown, as all the apprentices were living on the farms and could therefore continue with the farm work.



Culinary Arts trainees proudly display some of the fruits of their newly acquired baking skills.

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

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

Project director: Lesley Osler

Project administrator: Clare Barnes-Webb

Financial manager: Mary Ann Smith

Project manager: Estelle Jacobs

Teacher developer (part-time): Margie Osler

Librarian: Judith Kleinhans

General workers: Paulina Lunda, Sizeka Michaels, Drieka Blaauw

Groundsman: Zolile Maqhina

Driver and Transport Manager: Steytler Sifuba

Umthombo Wolwazi Intermediate Farm School

Principal: Marié Botha

Secretary: Sarike Hanekom

Administrative clerk: Nombulelo Matyeka

Teachers: Delia Allens, René Botha, Lizandi Breytenbach, Catriona Cronjé, Yolandi du Plessis, Charles Gavaza, Hanna Phemba, Ciska van Rensburg, Desmarie Oosthuizen, Florence Raisa, Anel Heydenrych

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

Food handlers: Esther Raisa, Drieka Blaauw

Early Childhood Development

Teachers: Lettie Martins, Vuyokazi Katise, Thembakazi Matyeka, Unathi Asiya

EPP trainers / field workers: Delia Allens, Lettie Martins, Thembakazi Matyeka, Nombulelo Matyeka, Elsie Phemba, Hanna Phemba and Priscilla Van Der Ranse

Primary Health Clinic and Pharmacy

Pharmacist: Robert Preller. Nursing sister/ Manager: Pumla Joka

Nursing Sister: Annemarie Wessels

Youth Development Programme

Hospitality trainers: Maryke Jeffrey, Theo Kleinhans

Groundsman : Pieter Philander

Facilitator: Estelle Jacobs

FINANCIAL STATEMENTS

BALANCE SHEET	2020 (R)	2019 (R)
ASSETS		
Non-current assets		
Property, plant and equipment	2 691 067	3 155 966
Other financial assets	1 953 669	1 270 994
	4 644 736	4 426 960
Current assets		
Trade and other receivables	130 133	125 068
Cash and cash equivalents	4 200 102	3 699 922
	4 330 235	3 824 990
Total assets	8 974 971	8 251 950
EQUITY AND LIABILITIES		
Equity		
Capital	50	50
Reserves	3 653 348	3 668 908
Accumulated surplus	5 197 833	4 482 136
	8 851 231	8 151 094
Liabilities		
Current liabilities		
Trade and other payables	123 740	100 856
Total equity and liabilities	8 974 971	8 251 950
INCOME STATEMENT	2020 (R)	2019 (R)
Donations	6 530 396	4 542 642
Fundraising	--	8 233
Income	625 863	1 061 468
Operating expenses	(5 866 246)	(6 051 689)
Administration expenses	(590 232)	(611 335)
Income	699 781	(1 050 681)
Transfers (to) / from reserves		
Transfer (to) / from building reserve	155 361	155 361
Transfer (to) / from operating reserve	(139 801)	895 853
Surplus/deficit for the year	715 341	533

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



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Kinderfonds MAMAS
 The Elma Philanthropies
 The TK Foundation
 ABAX
 Old Mutual

Above: Delivery of food parcels to the Norvalspont Clinic. The HCET's donor-funded fleet of vehicles continued to play a vital role during the lockdown.



Members of the 2020 Learners' Representative Council at Umthombo Wolwazi Intermediate Farm School at a leadership camp on Poplar Grove Farm, February 2020.

For more information, contact:
Lesley Osler or Mary Ann Smith

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The Hantam Community Education Trust
P O Box 151, Colesberg 9795, South Africa
Tel / Fax +27 (0)51 753-1419 / 1402
hantam.trust@mweb.co.za
www.hantam-trust.org.za

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The Hantam Community Education Trust
P O Box 151, Colesberg 9795, South Africa
Tel / Fax +27 (0)51 753-1419 / 1402
hantam.trust@mweb.co.za
www.hantam-trust.org.za