

A large group of school children, mostly young boys, are posed in many rows outdoors. They are wearing black and white school uniforms. The background shows trees, a building with a red roof, and utility poles under a clear sky.

# **HANTAM COMMUNITY EDUCATION TRUST**

## **Annual Report 2021**

## 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

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**T**HE Hantam Community Education Trust is a multi-dimensional education and development project situated 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

# A baptism of fire

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*I JOINED the HCET in 2019 as successor to Lesley Osler, the HCET's project director, who started her phased retirement. Never in my wildest dreams did I think I would spend my first year with the Trust in the midst of a pandemic.*

Having to negotiate the challenges thrown at us as a result of Covid-19 can only be described as a baptism of fire. But one often learns the most from trials, and I have seen the resilience of a well-trained team and how effective the HCET has been in educating the Hantam community since its inception in 1989. I was fortunate to have Lesley with me during the year under review, guiding and assisting myself and our project manager, Estelle Jacobs. Lesley will continue to mentor us next year, and I have every hope that she will do so with her customary passion, allied with her years of experience.

### The impact of Covid-19

While lockdown and other restrictive regulations began to ease, the reporting year was dominated by the Covid-19 pandemic and its varied implications.

Dr Amina Osman, a Commonwealth Secretariat's education advisor, has commented as follows on the impact of Covid-19 on the South African education system: 'Findings demonstrate that though children have not been framed as the face of the pandemic, they are in fact among its biggest victims, and that although communities and governments responded with commendable strategies such as the school feeding programmes, which offered a lifeline to poor and marginalised children, the Covid pandemic is a fast-moving,



*Mary Ann Smith (front) with Estelle Jacobs.*

evolving situation, and despite the best efforts, many vulnerable children are missing out.'

We need to accept that, while the pandemic might be fading, it has had a profound impact on our schools that will be felt for years to come. We need to recognise this, and then do what we can to gradually rid ourselves of this legacy.

### A changing footprint

In another sign of the times, the HCET's footprint has changed. Initially, the project served rural families on 30 farms in a 50-kilometre radius. In recent years, however, more and more parents living in Colesberg



who are dissatisfied with the state schools in Colesberg are busing their children to and from the HCET every day. This is likely to continue for the foreseeable future, and will change the project in various ways. Already, in the year under review, our field workers extended their efforts to families living in town with children at our ECD centre and school.

## Our enduring challenges

Our single biggest challenge remains ensuring our sustainability; this is a common thread in organisations like ours. Fund-raising does not get any easier in these challenging times, but we feel we have a track record that sets us above many projects. We are confident that our systems and processes, our people and our personnel are well placed to meet this challenge.

Human resources also remain a challenge; in our rural setting, we don't have a large pool of people to draw on who are able to do the required work. We have renewed our efforts to develop our teacher assistants into our future teachers, and have also employed an office assistance whom we hope will move up in the management team in the future.

On the education front, achieving functional numeracy and literacy is a foundational and on-going challenge. To achieve this, we are continually evaluating our methods and their results, and adapting our approach accordingly.

Transport plays a vital role in the life of the project. The state of the roads, the distances travelled daily, the ever increasing cost of fuel, and replacement costs make this one of our greatest challenges. We have to ensure that our budgets are realistic and adequate, and ensure that we have good maintenance plans for our fleet of vehicles. Here again our donors have played a vital role, and we would hope to rely on their support in the future.

Despite the obstacles we face daily, including the ever changing patterns of the Covid-19 pandemic and the massive challenges facing South Africa and the education system at this time, we will continue our efforts to break the cycle of poverty in the region and build a better future for its people.

**Mary Ann Smith**, November 2021

## LESLEY OSLER RETIRES

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Lesley Osler, one of three founders of the HCET and its long-standing Project Director, has retired. She will continue to assist the management team when this will be helpful, but says she has every confidence that they will take the Trust to new heights. The Trust and the broader Hantam community owe her an immense debt of gratitude.



# Our year with Covid-19

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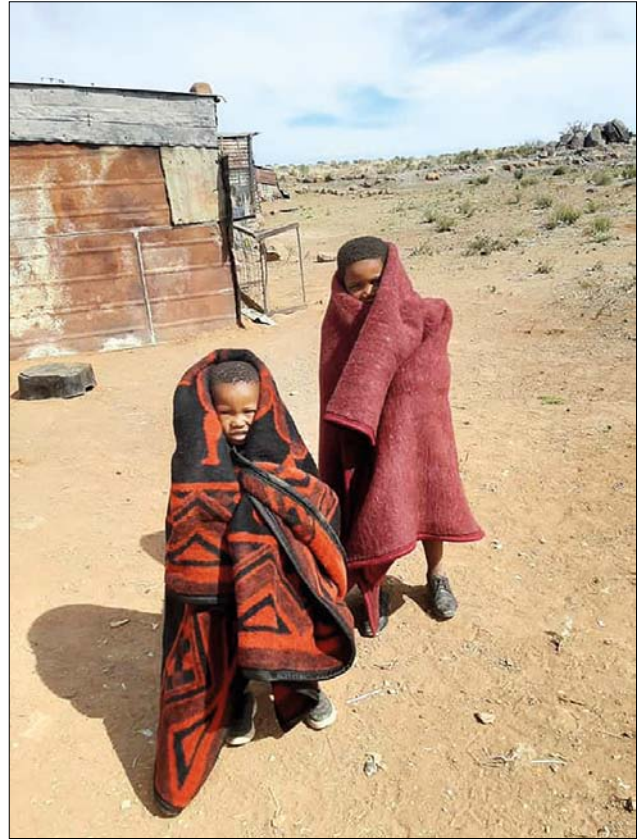
*IN LINE with the national lockdown, learners only returned to school on 15 February. From then on, all learners attended school full time, subject to the official protocols.*

Additional Covid donations the previous year had enabled us to buy single desks so that all the learners could attend school every day while maintaining the prescribed social distance. They stayed in their own classes, and teachers moved from class to class. This caused some frustration, as the pupils could not move around and socialise.

Breaks were scheduled at different times so that staff could supervise social distancing and the wearing of masks. Learners found this extremely difficult, as play time was structured and normal play and socialising could not take place. Moreover, assembly, the prize-giving, Family Day and other celebratory days could not be held in the normal way. Staff also felt isolated – they had no regular breaks during which they could chat to each other and share ideas and concerns.

We then began to innovate, and had our Prize Giving outdoors. Teachers went to a lot of trouble to make this a festive occasion, and everyone enjoyed the new format. Heritage Day was also celebrated with a music concert outdoors. Pupils and staff entered into the spirit and dressed in beautiful outfits celebrating our rich heritage.

For all that the pandemic caused a lot of insecurity, fear and anxiety, everyone showed their resilience and adapted to the trying times. No one enjoyed wearing masks, but this almost became the norm. People sanitized without thinking, and social distancing became



*In Mid-September, the HCET donated blankets to a Karoo nomad community in the district whose mobility was restricted by the Covid-19 lockdowns. The blankets were donated by Pep Stores.*

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part of everyday life. Children made up new ways of playing and interacting, and meals were shared at a distance.

Some staff members did contract Covid-19 and were absent for long periods. However, remaining staff members worked out schedules to ensure that teaching would not be interrupted. We also engaged a highly experienced stand-in teacher, Jackie Ramsay, who brought fresh ideas with her. Our Project Manager, Estelle Jacobs, who is also a trained teacher, took up the challenge of teaching English to Grade Three learners, and has continued to do so.

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## Effective Parenting

*Project Manager: Estelle Jacobs*

*Field Workers: Lettie Martins, Lolly van der Ranse, Nombulelo Matyeke, Hanna Phemba, Elsie Phemba, Thembakazi Matyeka*

*THE HCET manages 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 visit families in their homes, and conduct workshops on farms as well as at the HCET. Areas covered included maternal education and support, Foetal Alcohol Syndrome Disorder (FASD) awareness, health and nutrition, the early stimulation of children, and family*

*counselling. In the reporting year, a total of 72 home visits and 17 workshops were conducted.*

### Annual census

The annual farm census was conducted in February. There were 101 families on the farms, making up total population of just under 400 people. Of these, 197 were adults and 199 were children. An additional 63 children from Colesberg attended the Trust ECD Centre and school.

### FASD workshops

The EPP field workers gave seven FASD awareness workshops in the course of the year, aimed at alerting mothers to the dangers of alcohol consumption during pregnancy and while breast-feeding. These workshops have been enormously successful; since their inception

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*Boisterous youngsters in the ECD Centre. The EPP programme has confirmed that early stimulation plays a vital role in the development of children.*



*EPP field workers. Back: Nombulelo Matyeke, Hannah Phemba and Priscilla van der Ranse. Front: Thembakazi Matyeka and Lettie Martins.*

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15 years ago, only one mother has abused alcohol during her two pregnancies.

While about 30 percent of adults still drink irresponsibly, there has been a general decline in alcohol abuse on the farms. We remain optimistic that, with ongoing education, this trend will continue. Four babies were born in the course of the year, and four more women became pregnant. These parents will be provided with advice on breast-feeding and nutrition as well as emotional support, and motivated to follow an alcohol and drug-free lifestyle.

### **Basic Concepts**

We continued to implement the Basic Concepts Programme – a system for laying the foundations for functional literacy and numeracy developed by the educational psychologist Dr Louis Benjamin, specifically for children in disadvantaged communities. After being introduced in the Foundation Phase, it was eventually extended down to the pre-school phase.

Ten Basic Concepts workshops were held with parents and children. Field workers reported that the parents

had become far more involved in their children's development. When interacting with their children, they used language building techniques. Parents were encouraged to speak to children about colours, shapes and body parts. During each visit, children's progress was recorded on milestone posters, which encouraged parents to take part in the programme.

### **Books and magazines**

We continued to 'recycle' magazines as well as 'wordless' books compiled by field workers. These enabled parents and children to connect physically and emotionally while learning basic concepts together. Children were excited about the books and took greater care of them, and the magazines were enjoyed by parents and children alike. We are encouraged that families are starting to see the value in books and taking an interest in what their children are learning. Altogether, field workers undertook 22 home visits to distribute books and magazines.

### **Farm and town visits**

The field workers undertook seven visits to farms and two visits to town to parents who had lost their jobs to gauge the general well-being of parents and children. Fears of contracting Covid-19 stabilised. During the farm visits, field workers spoke to families about the Covid-19 vaccination programme, and again highlighted the steps they needed to take to protect themselves. Families were aware of the protocols and followed them diligently, including buying sanitizer during their monthly shop. For the majority of workers and children, wearing masks became routine.

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## Early Childhood Development

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*STAFF: Thembakazi Matyeka (head), Lettie Martins (three and four-year-olds), Vuyokazi Katise (Pre Grade R), Petronella Masayile (assistant)*

*THE HCET manages an extensive ECD programme, aimed at providing children aged three to six with effective 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 reporting year, 25 children were accommodated.*

At the start of the year, all children were examined at the HCET's Primary Health Clinic. Among other things, they were immunised and dewormed.

As in previous years, teaching was based on Dr Louis Benjamin's Basic Concepts and Language Programme

(BCLP), which the HCET 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.

It was encouraging to hear from Lettie Martins that, despite the pandemic, the work done by field workers and parents was paying off. Farm children arriving at the ECD Centre displayed a noticeably better knowledge of Basic Concepts than children being bused in from town. This once again demonstrated the importance of 'the first 1000 days' in the development of children.

Petronella joined the Pre Grade R class to assist Vuyokazi. She is from Zimbabwe, and only speaks

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*Above: Petronella Masayile with youngsters in the Pre-Grade R class.*

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English. Remarkably, the English in the class improved immensely. This will be invaluable going forward, as English is the language of instruction at the HCET, and we will continue to implement this approach. Petronella's husband also teaches at the school, and they live on the campus.

Attendance improved, as parents were not as fearful about sending children to school, and the anxieties about them contracting Covid abated. Children were used to wearing masks, and sanitizing became part of their daily routine. However, they were frustrated by social distancing, particularly not being able to play freely, and having to be watched all the time to ensure that the protocols were followed created an unnatural environment. Teachers continued to do relaxing and breathing exercises and children's yoga to help learners relax and concentrate.



*Preschool children looking after their 'babies'.*

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*The Foundation Phase team. Back, from left: Priscilla van der Ranse and Rene Botha. Front: Hannah Phemba and Lizandi Breytenbach.*

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## Umthombo Wolwazi Intermediate Farm School

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*THE Umthombo Wolwazi Intermediate Farm School continued to provide learners from Grade 1 to Grade 9 with quality tuition as well as on-going support. This included managing a curriculum for learners with special needs. In the year under review, 201 learners were accommodated. Of these, 63 were children from town. 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 Junior Special Needs Class included six children, and the Senior Special Needs Class nine children.*

The effects of the Covid-19 pandemic and subsequent loss of schooling will be felt for many years to come. The challenge facing the HCET during the reporting year was to comply with instructions from the Department of Education, while also putting the children first. At times it felt like a tug of war, but one we were determined to win.

Learners initially struggled to adapt to coming to school every day instead of the rotational system that had been in place in 2020. However, they soon adjusted, and things returned to 'normal'.

The loss of schooling the previous year affected weaker learners more, and they needed more assistance. Some of the basics had not been sufficiently consolidated, and teachers had to address the gaps before moving on to new work. Fortunately, the same teachers were still

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*Above: Due to Covid-19 regulations, the annual prizegiving was held outdoors.*

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teaching key subjects, so they knew which parts of the curriculum had not been covered in 2020, and what had to be done to bring learners up to date.

However, we realised it would take years to mitigate the loss of learning. With this in mind we decided to take on three assistants to help teachers catch up with the backlog and particularly to form a solid foundation for the foundation and intermediate phase.

We were fortunate to receive emergency funding from donors that enabled us to buy single desks, thereby enabling all learners to attend every day while observing the social distancing protocols. This was a great help in restoring effective teaching and learning.

As in the past, emphasis was placed on the development of language skills, especially reading with comprehension and writing. This has always been a challenge, as English – our medium of instruction – is not learners' mother tongue. Learners' understanding of language impacts on all subjects, including mathematics. If their linguistic ability is deficient, this affects their conceptual ability in other disciplines as well.

Estelle Jacobs, our project manager, began to teach English in Grade 3. This is one of one of the biggest



*Top: Anel Heydenrych hands out a prize while principal Marié Botha looks on. Above: A spirited xylophone performance at the prizegiving ceremony.*

*Principal: Marié Botha*

*HOD: Landi du Plessis*

*Foundation Phase: Hannah Phemba, Thembakazi Matyeka, Rene Botha, Lizandi Breytenbach, Estelle Jacobs*

*Intermediate Phase: Landi du Plessis, Simone Jacobs, Charles Gavaza*

*Senior Phase: Anel Heydenrych, Florence Raisa, Catriona Cronje, Gabrielle Azzie*

*Junior Special Needs: Priscilla van der Ranse*

*Senior Special Needs: Cherry Dimphana*

classes. Hannah Phemba, the Grade 3, teacher had Covid at the beginning of the year and was finding it difficult to cope. Having Estelle in the class from the third term during Hannah's illness was very beneficial as she could help to identify gaps in the children's education and their grasp of language. Estelle continued to teach English after Hannah returned and will continue to do so. This will help to address the leap to Grade Four – the first year of the Intermediate Phase – that



*The Intermediate and Senior Phase teaching staff. Back: Charles Gavaza, Eldrin Carels, Simoné Jacobs, Gabrielle Azzie. Front: Anel Heydenrych, Cherry Dimphana, Marié Botha (principal), Florence Raisa.*

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has been a headache in schools throughout the country for years.

The Mathematics curricula in the Intermediate and Senior Phases were consolidated by the Department of Education. Topics were combined, the order in which they were taught was changed, and time allocations were adapted. Our Maths teachers were hoping the Department of Education would make these permanent changes.

As the year progressed, it became apparent that the grades most affected by the loss of learning were Grades 4 and 7 – the first grades in the intermediate and senior phases respectively – when learners are meant to have the knowledge they need to cope with the new phase. However, teachers found that this was not the case, and had to return to aspects of the previous phases before they could continue with new work.

Staff also had to cope with the impacts of the pandemic on their morale and wellbeing. Staff could no longer get together in the staff room to share experiences and spend quality time together. Communication was mostly done in writing, and the effects of not

communicating face to face was felt and missed. This affected the feeling of working as a team and caring for each other. All staff members were vaccinated, which helped to alleviate some of the stress they are contending with. Going forward we hope to have more social interaction with each other, enabling all to connect with colleagues and friends again.

Our English teacher, Anel Heydenrych, went on leave for the third term. We were fortunate to have Gabrielle Azzie – an English major – to take over her classes in the interim. Jackie Ramsay, a highly experienced temporary teacher, taught Gabrielle's class for the third term.

The Grade 4 teacher, Desmarie Oosthuizen, left in the second term, and was replaced by Simoné Jacobs. Simoné is fluent in English, and we were confident that this would help the learners going forward. Laying a solid foundation in English continues to be our single biggest challenge. We work on this continually, evaluating the results of our current approaches, determining what would work best going forward, and adjusting our methods accordingly.

*Proud Grade Nine learners  
with a solar cooker, built as  
part of a science project.*

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## Art classes

We have always placed importance on fostering creativity, and to use art and reading not only to learn but also to express one's feelings. As a result of the pandemic, children could not take part in extramural activities, could not walk between classes, and break times were policed by teachers enforcing Covid protocols. This resulted in frustration, often reflected in poor behaviour.

Given that we had a dedicated Art and Library teacher in Judith Kleinhans, the children found that practising Art was an outlet for their creative side, and helped them cope as it provided them with a means to express their frustrations.

Art is a primary pathway to learning. It develops motoric sense, especially in children. It can be used to inspire people, to help them achieve great things, and as a form of communication.

Due to the Covid-19 pandemic, children were stressed and unsure about the future. They worried as they heard their parents discussing negative things – sickness, early death, and fear of losing their employment. Their lives changed dramatically, having to wear masks,

sanitise and maintain social distancing. Art classes gave them a chance to escape from daily reality and to experience the joy of being a child again. At first they were worried about touching everything, but as they adjusted they started to play again. Learners particularly loved the mixed medium classes; this gave them a chance to express themselves, to build something out of nothing and to be creative. Judith said she saw the children being able to express themselves in a very confusing world, and to find some peace in a traumatic time.

## Library

Learners from Grade 1 to Grade 9 visit the library every week, and have to take out an English and Afrikaans reading book. Some children prefer non-fiction books, about sport, history, geography or science. In this case, they are encouraged to take a third book. The library has become a place for some of the learners to sit at break with a book and read. Judith Kleinhans has involved some learners in helping to sort the books into alphabetical order. This has encouraged them to respect the written word, see new books, teach them responsibility, and convey the importance of books and reading.





*The Junior Special Needs Class during an outing.*

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## Computer room

The HCET library has a computer room which is utilised by staff and students. Students can use the computers for research for tasks and projects as many do not have access to computers or Wi-Fi at home. The Library teacher is available to assist and monitor their progress.

## Tender Loving Care camps

In recent years, the HCET has held Tender Loving Care (TLC) camps for learners with learning and emotional barriers, often due to adverse home circum-

stances. In the year under review, due to the Covid-19 pandemic, the HCET was unable to stage any TLC camps. This was really unfortunate – if ever there was a time when anxiety had to be managed, it was in this period, but given the strict Covid-19 protocols this was not possible. We hope to restart the camps in 2022.

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## BURSARIES

In the year under review, the HCET provided bursaries to 19 students, mostly graduates from our intermediate school who have gone on to complete their matric at high schools in the region. As previously, we stayed in touch with them to monitor their progress and wellbeing. After a late start, all the bursary holders were able to attend

school full time, and all the high schools implemented catch-up strategies in the form of weekend and afternoon classes in order to make up for time lost. Learners seemed to cope better and were less stressed, knowing they would have the time to catch up with their schooling. We anticipate that, due to the extra teaching time, their marks will improve in 2022.

# Community Health

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*Staff: Robert Preller (Pharmacist), Pumla Joka and Annemarie Wessels (Clinic Sisters)*

*THE HCET continued to manage a Primary Health Care Programme, 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.*

The clinic continued to play an important role in the community. At some stages during the year, the medical practices and clinics in town were closed due to Covid-19. Fortunately, we were able to keep our clinic open. In the year under review, a total of 490 patients visited the clinic. Services provided included family planning, pregnancies, immunisations, HIV / AIDS, deworming, and treatment for anxiety.

## General check-up

As previously, all learners were taken for a general check-up at the start of the school year. All new learners arriving in the course of the year also went for a check-up. Among other things, all learners are dewormed bi-annually with a dewormer supplied by the Department of Health.

The Trust asked the clinic staff to be mindful of incidents of heightened anxiety in learners, and to provide feedback. The sisters took appropriate action, and



*Sister Pumla Joka with a patient at the Hantam Clinic.*

gave counselling when necessary. Clinic staff met with teachers when the need arose.

## Vaccination programme

Community members largely complied with the Covid-19 vaccination programme, and felt positive about being vaccinated. Some people did not want to be vaccinated, and this had to be respected. The clinic arranged a vaccination day at the HCET campus, in conjunction with the Colesberg Hospital. This was well supported, which was encouraging. It also allowed teachers who had not yet managed to access vaccinations to get their shots.

The clinic staff and field workers reported an improvement in attitudes to nutrition, with better food choices being made. The Clinic staff also supplied families with immune boosters and vitamin supplements. Moreover, irresponsible drinking declined.





## Youth Development

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*Estelle Jacobs (Project Manager), Chef Maryke Jeffrey (Culinary Arts Trainer), Berenda Andreas (Housekeeping Trainer), Shane Liebenberg (Computer Literacy), Jan Jacobs (Handyman Trainer)*

*THE HCET manages an extensive Youth Development Programme, aimed at providing young people who do not continue their schooling beyond Grade 9 with accredited vocational training. Now in its 12th year, this programme encompasses training for the hospitality industry plus a farm worker apprenticeship programme. In the reporting year, a Handy Man course was added.*

The hospitality qualifications on offer comprise a Diploma in Culinary Arts and a Hospitality Proficiency Certificate. 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. 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. A total of 40 trainees – 20 per intake – a year are accommodated.

### Hospitality

Hospitality training continued to thrive, with the pandemic providing added opportunities in the form of the Pop Up Frozen Meals programme. First introduced in 2020 as a means of providing trainees with practical experience during lockdown, frozen meals are prepared at the centre and offered for sale. This has been so successful that it has become a permanent feature.

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*Above: Trainer Maryke Jeffrey with a new intake of Culinary Arts trainees at the start of the year.*



*Impressive dishes prepared by the Culinary Arts trainees in the course of the year.*

The first group of ten Culinary Arts trainees and 10 Housekeeping trainees started in January and wrote their exams in June, with Marieta Steyn from the Steyn's Culinary Institute in Pretoria as examiner. All 20 students passed and went on to do their practicals in their home towns. Previously, the Hospitality Centre was affiliated to City and Guilds via the Steyn's Culinary Institute. However, affiliation has now changed to Highfield International. Chef Maryke and Estelle Jacobs attended a week's training in the new modules and processes at the Steyn's Culinary Institute at the end of June.

In April, Theo Kleinhans resigned as the Housekeeping and Computer Skills trainer. We were fortunate to find Berenda Andreas as Housekeeping trainer, and Shane Liebenberg as trainer in Computer Literacy.

The second Hospitality intake started in July. The Culinary Arts trainees did their practical test in August, and did very well. According to Chef Maryke, they displayed a special aptitude, which could be seen in their approach to preparing meals and their pride in their efforts. According to Shane Liebenberg, students responded well to the computer courses, and most learners are interested and motivated. Berenda

Andreas coped well and completed all the required Housekeeping modules. Trainees went on to practicals with guest houses in the area.

### **The Handy Man course**

We are committed to finding ways to mitigate the ever rising problem of unemployed youths. With this in mind we added a Handy Man course to our Youth Development Programme, comprising six months' training in six modules, namely roof maintenance; basic plumbing; basic cement work; tile and paint basic arc welding; and servicing lawnmowers

With each module they received the equipment required to train for that particular skill. These tools become the property of the trainee, which by the end of the six months in house training course, results in a well-equipped toolbox and welder.

In January we took in our first group of five youths under the watchful eye of trainer Jan Jacobs. It was extremely gratifying to see five young men grow in confidence with each new skill, the pleasure they expressed with a job well done, giving them the enthusiasm to continue working hard under the eye of the facilitator.



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All five students were placed in positions in and around Colesberg for their practical experience: one on a farm assisting with the home renovations; one at a garage in Gariep Dam; one with a security company, assisting with general repairs; and two with guest houses, working with their maintenance teams. The feedback was very encouraging. The trainees were also trained in basic financial management, enabling them to open a job card, give a quote and manage their own finances.

The Farm worker apprenticeship programme has largely been absorbed into the Handyman programme. Many of the unemployed youth live in Colesberg and do not have to be accommodated. During the pandemic farmers were more hesitant to take in extra staff.

At this stage, we are taking in ten trainees a year. Following the success with our first intake, word spread, and we had more applicants than we could accommodate for 2022. This once again highlights the great need to provide young people with skills that will either enable them to find jobs, or start out on their own.



*Facilitator Jan Jacobs with Handy Man trainees.*

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*Proud trainees with a welded shelving unit.*

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HIGHLIGHTS

## Music and Performing Arts

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*MUSIC AND Performing Arts are taught by Unathi Asiya. During 2019, while Unathi was an intern, the decision was taken to point her as a dedicated music and performing arts teacher. She is very innovative, and the children have blossomed under her tuition and love taking part in the concerts she organises. She has a natural talent and a passion for the Arts. Unathi has come through the ranks of the HCET, and is an outstanding example of the HCET's achievements. An edited version of her report about her activities in the reporting year appears below:*

'It is a great pleasure for me to write this report about the performing arts (music and dance) class. I might not have qualifications in performing arts, but I teach this with passion and dedication. I'm doing what I love, and have done this from an early age. It brings out creativity and skills in me that I never thought I had.

'The performing arts play a hugely significant role in helping learners to develop creative skills. It allows them to develop creative passion as it simultaneously teaches them language and communication skills. It also helps them to communicate effectively and confidently with others. Performing arts impact positively on learners' academic performance, and assists in developing social skills.

'I have worked with almost all the learners in the classroom. I am familiar with their academic capabilities, as well as their behaviour in the classroom. I have found that the performing arts classes have a huge impact on their lives and academic performance. I have



*Unathi Asiya with Shane Liebenberg, Librarian and Computer Studies teacher.*

seen the improvement in their social skills – they gain confidence, and are not afraid to speak their minds, do whatever they want to do, and be whoever they want to be.

'I have created a safe space for each and every learner that comes to these classes. Some are not free and afraid to speak because they are being bullied by others. I have taught them to be resilient, face their fears and be the best they can be.

'I have received positive feedback from parents and learners, and some learners are even considering taking music as their additional subject. Introducing this class was a great idea, especially during this time of Covid-





19, when learners have not been free to interact with their peers. This class has given them the opportunity to do things they want to do, enjoy themselves, and relieve their stress while being monitored and guided – in an environment where they are given a chance to explore, find themselves, be creative, and experiment.

‘After all their hard work, I felt they were ready to reveal their talents and bring some fun, excitement and stress relief to teachers and learners, since everyone had been cooped up in their spaces, keeping their distance, scared, serious and stressed due to Covid-19. It was a great success; everyone enjoyed the concert and loosened up.

‘I am looking forward to organising the next concert, which will be based on culture and values. As I have mentioned, bullying is a growing issue in our school. Therefore, I will focus on an awareness of bullying, in ways that will help learners to clarify their values.’





## HIGHLIGHTS

# Grade Nine excursion



*IN NOVEMBER, nine grade 9 students went on their annual excursion, accompanied by Landi du Plessis, Catriona Cronje and Steytler Sifuba (driver). In 2020 we changed the venue for the excursion from Port Elizabeth to Oudtshoorn. This worked very well, and the decision was made to do so again in 2021. The trip was undertaken at the end of November, and was a wonderful way to end the students' journey with the HCET.*

The group stayed at the De Hoek Resort, which had well-appointed chalets and plenty of outdoor spaces with braai areas and safe parking. The Oudtshoorn area has a great deal to offer visitors, and the ocean is a short drive away. This is always a highlight, as it's the first time many learners see the sea.

A visit to the Cango Wildlife Ranch gave learners a chance to see some wild animals at close range. They could even touch the snakes and cheetahs. They also did cage diving with crocodiles, which delighted and terrified in equal measure.

The buddy system was used to count the learners and ensure that they were all accounted for and on the bus at the different venues.

Learners also used the swimming pool at the venue; some could not swim, so this had to be done under strict supervision. This was another highlight, as learners don't have access to swimming pools in the home environment.

We visited a strawberry farm, where learners could pick their own strawberries. A tour guide explained how these plants grow and bear fruit.

Of course, we visited the Cango Caves. At first, some learners were terrified, but then managed to relax and enjoy this unique experience.

Each night we sat around the campfires, sharing stories about the days's sights and experiences. Everyone returned home with special memories.

The Grade 9 trip is challenging, but we have realised that this is something the young people look forward to all year. For many, it's the experience of a lifetime, exposing them to sights and experiences they may not have again soon.



## INNOVATION

## Expressive Movement pilot

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*ON 5 and 6 August, the Expressive Movement facilitator Thandi O'Hagan visited Umthombo Wolwazi to conduct a pilot for a school-based, teacher-centred wellbeing programme using the Expressive Movement form. She conducted interviews with six teachers, and conducted Expressive Movement sessions with learners in five grades.*

The interviews with teachers were aimed at gaining insight into their needs, and focused specifically on their wellbeing and resources in the context of the Covid-19 pandemic. The Expressive Movement sessions focused on techniques for calming and energising learners, and assisting them to focus and to generate new ideas.

The interviews provided valuable insights into the state of our project. Common themes included a need for greater connection and trust between teachers, the need for professional support, assistance with administrative tasks, concern about learners' emotional, social and spiritual wellbeing, personal and professional boundary setting, and classroom management.

All the teachers responded well to the interviews, and were open and receptive to the idea of promoting wellbeing through movement. They appreciated being able to talk to someone, and to have an opportunity to share their thoughts about and experiences of working in the context of the pandemic. Most teachers indicated that their emotional and relational wellbeing was taking strain, with many feeling anxious, and some experiencing low moods.

Despite being a relatively well-resourced school, with significant support from the HCET, it became clear that both teachers and learners had been negatively impacted by the pandemic and its associated restrictions. Not being able to interact in the staff room had left teachers feeling disconnected from one another.

Time lost due to national school closures had put the teachers under even greater pressure to complete the curricula. Heavy administrative workloads added to the work stress. All the teachers expressed a deep concern about and care for their learners. Besides their initial fears of returning to school after the first lockdown, all the teachers mentioned how difficult it was to connect with their learners through masks.

They also spoke about the impact of the pandemic on learners, particularly those in Grade 7, several of whom had lost family members. An emerging concern was that the teachers' commitment to advancing the emotional wellbeing of their learners could burden them both professionally and personally, with some teachers expressing difficulty in maintaining personal boundaries.

Most of the teachers cited their home relationships and spiritual practices as important resources for their own wellbeing, and all were concerned about whether or not their learners had similar support.

Learners responded enthusiastically to the activities, which underlined the extent to which the loss of sports activities had detracted from their wellbeing. It also underlined that not being able to move between classes meant that learners had no means of letting off excess energy. Teachers welcomed the idea of introducing movement into the classroom, and felt the techniques involved could also be utilised for idea generation and problem-solving.

# HCET Trustees and Staff

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## **Hantam Community Education Trust**

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## **Umthombo Wolwazi Intermediate Farm School**

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Senior Phase: Anel Heydenrych, Florence Raisa, Gabrielle Azzie, Catriona Cronjé  
Special Needs classes: Priscilla van der Ranse (Junior), Cherry Dimphana (Senior)  
Library and Art: Judith Kleinhans  
Music and drama: Unathi Asiya

## **Early Parenting Programme**

Trainers and field workers : Elsie Phemba, Hannah Phemba, Lettie Martins, Thembakazi Matyeka, Nombulelo Matyeke, Priscilla van der Ranse

## **Early Childhood Development**

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

## **Primary Health Clinic and Pharmacy**

Pharmacist: Robert Preller  
Nursing Sister and Manager: Pumla Joka  
Nursing Sister: Annemarie Wessels

## **Youth Development Programme**

Culinary Arts facilitator: Maryke Jeffrey  
Housekeeping facilitator: Berenda Andreas  
Computer Literacy facilitator: Shane Liebenberg  
Handyman facilitator: Jan Jacobs  
Groundsman: Pieter Philander  
Principal: Estelle Jacobs

## **General workers**

Feeding scheme: Esther Raisa, Drieka Blaauw  
Housekeeping: Paulina Lunda, Agnes Swanepoel  
Driver and transport manager: Steytler Sifuba  
Groundsman: Zolile Maqhina



*Feeding Scheme and housekeeping staff in early 2022.  
Back: Amanda Masumpa and Sonja Seekoei. Front:  
Ester Raisa and Paulina Lunda.*



# Financial Statements

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<b>BALANCE SHEET</b>	<b>2021 (R)</b>	<b>2020 (R)</b>
<b>ASSETS</b>		
<b>Non-current assets</b>		
Property, plant and equipment	2 258 000	2 691 067
Other financial assets	1 996 568	1 953 669
	4 254 568	4 644 736
<b>Current assets</b>		
Trade and other receivables	118 959	130 133
Cash and cash equivalents	5 604 898	4 200 102
	5 723 857	4 330 235
<b>Total assets</b>	<b>9 978 425</b>	<b>8 974 971</b>
<b>EQUITY AND LIABILITIES</b>		
<b>Equity</b>		
Reserves	4 177 866	3 653 348
Accumulated surplus	5 694 391	5 197 833
	9 872 307	8 851 231
<b>Liabilities</b>		
Current liabilities		
Trade and other payables	106 118	123 740
<b>Total equity and liabilities</b>	<b>9 978 425</b>	<b>8 974 971</b>
<b>INCOME STATEMENT</b>	<b>2021 (R)</b>	<b>2020 (R)</b>
Donations	6 489 962	6 530 396
Income	780 663	625 863
Operating expenses	(5 560 097)	(5 866 246)
Administration expenses	(689 451)	(590 232)
<b>Income</b>	<b>1 021 077</b>	<b>699 781</b>
<b>Transfers (to) / from reserves</b>		
Transfer (to) / from building reserve	155 361	155 361
Transfer (to) / from operating reserve	(679 880)	(139 801)
<b>Surplus/deficit for the year</b>	<b>496 558</b>	<b>715 341</b>

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



## Donors



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*Above: The HCET campus on Grootfontein Farm with part of its fleet of vehicles, maintained with donor support.*





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*Scenes from the Heritage Day celebrations at the HCET  
on 24 September 2021.*



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