

Annual Report

2022



Hantam Community Education Trust

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.

TABLE OF CONTENTS

<i>About the HCET</i>	1
<i>Overview</i>	2
<i>Effective Parenting Programme</i>	5
<i>Early Childhood Development</i>	7
<i>Umthombo Wolwazi Intermediate Farm School</i>	9
<i>Music and performing arts</i>	11
<i>Library and fine art</i>	12
<i>Community Health</i>	13
<i>Youth Development</i>	14
<i>HCET staff</i>	17
<i>Financial statements</i>	19
<i>Donors</i>	20

About the HCET



THE 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

The year 2022 – my first year of ‘flying solo’ – has brought home to me the firm foundations laid by the HCET’s intrepid founders, Lesley Osler, Clare Barnes-Webb and Anja Pienaar, together with community stalwarts Lettie Martins, Thembakazi Matyeka and Nombulelo Matyeka. I have been handed a well-oiled machine, which has helped us to surmount the Covid-19 pandemic, and provides us with a solid foundation for moving forward. Our mission is to continue the journey which they started, pursuing the overarching goal of providing our entire community with a better life.

The world is a vastly different place to the one we grew up in, with technology developing at an exponential rate, and innovations superseding one another in the blink of an eye. We are concerned that the South African curriculum is not changing fast enough to keep up with an ever changing world. To quote Michael Workman, former principal of St Johns Preparatory School:

‘The whole curriculum is teetering on a knife-edge. South Africa has many issues that have to be sorted out first, before any forward-thinking curriculum can even become a glimmer of hope. To produce a curriculum that will empower children and communities – and at the same time redress the continuous battle against equity and equality and extreme poverty – is an enormous task.’

I fear the Department of Education as it stands is not able to do this. Its focus seems to be on administration instead of actual teaching in the classroom. Already, there is a shortage of well-trained teaching staff with a passion for education, and the huge administrative workloads are driving others away.

Highlights

This was the year in which we could attend athletics, have a Valentine’s Ball, organise a leadership camp, and toss those masks! We had almost forgotten the pleasure of being able to travel and meet with colleagues, family and friends. It was also the year in which fuel, cooking oil and just about everything else became a luxury!

The Karoo was blessed with more rain than we had seen in decades. But this played havoc with our roads, and by the end of the year they had only been marginally improved. Teachers were able to attend workshops, and Trust staff were able to go on a fund-raising trip. After missing out for two years, we once again staged our Family Day on 1 October, and it was a great success. Estelle Jacobs and I attended a Theory for Change workshop, held in Cape Town in February 2022. It was informative and worthwhile.

The Karoo Eisteddfod

After a hiatus of two years, 139 of our learners entered the Karoo Eisteddfod. It was held in quite a novel way – the Eisteddfod assessors travelled to the Hantam campus, graded the performances, and showed video recordings to a panel of judges for verification in August 2022. We were blown away by the results – 36

Silver; 105 Gold; 60 Double Gold and 13 Cum Laude (one of our learners received 98 per cent for public speaking). Artwork by Shane Liebenberg's students won gold and double gold. Their talent is truly astonishing.

Coached by Anel Heydenrych, the public speakers brought tears to our eyes with their personal and sometimes heart-breaking stories – and also moved the judges to tears. I was very impressed by their grasp of English, how well they had researched their topics, as well as their delivery. The written work and poetry were also of a high standard.

Unathi Asiya's music and dance performers impressed us all. Unathi is truly gifted and an asset to our school. She is innovative and enthusiastic, and brings out the very best in the children. Estelle Jacobs put in a huge amount of work to get all the entries in and organising the HCET participation. We learnt again how important these events are for morale and creativity.

Transport

Given the distances involved, and the state of our roads, transport remains one of our greatest challenges. Without reliable transport, our project simply could not function. Fortunately, we received a donation that enabled us to buy three new bakkies. We traded in one of our 'old faithfuls', and kept one as a spare.

Computers and IT

We also received a timely donation of 10 new computers for our Youth Development Centre in Colesberg. We then moved the old ones to a dedicated computer room for the new computer-based reading programme. We need to embrace the importance of coding and robotics. Our teachers have been for training, but the Department of Education did not budget for the actual equipment, so this will be a project for the future.

Goals and challenges

In a fast-moving and changing world, we have to be ready to adapt – the war in Ukraine came as a shock

and the resulting fuel price hikes causing a ripple effect on the price of everything else has impacted on budgets. Changes on the stock market have affected investments.

Our sustainability remains a primary concern. Given the adverse global and local financial environment, fund-raising has become more of a challenge. We are fortunate to have a good track record, and are working hard to maintain this.

Given our remote location, human resources also remain a challenge. Finding teachers who are prepared to travel and work for relatively small salaries is not easy. We have therefore decided to take on three young people who came through the HCET system, provide them with practical training, and assist them to acquire ECD Level 4 certification. They have shown an aptitude for teaching, and we feel this is an investment in our future.



The HCET's project manager, Estelle Jacobs.

Literacy and numeracy are both our primary goals and a continued challenge. Learners are tested regularly, and the results are carefully analysed to enable us to continue adapting our systems and methods.

Youth development

Lastly, besides formal education, we remain committed to alleviating the high levels of youth unemployment. As a result, the HCET continued its highly successful youth development programme, aimed at giving some young people in the region the skills they need to find work or start out on their own.

Positive feedback from the venue managers indicated that our trainees who started their practicals in November 2021 were on time, neat, enthusiastic, and had a good work ethic. We are proud of these young people whom we are sending into the hospitality industry. Some establishments have told us that when they advertise a vacancy, they prefer to interview the Hantam trainees first, and they will generally be appointed.

Going the distance

I count myself fortunate to be involved in a project that puts learners first, with people who are prepared to go the distance with children ‘from the womb to the

workplace’. The HCET team takes this very seriously, and we don’t want any members of our community to be left behind.

I wish to thank my Project Manager, Estelle Jacobs, who personifies the passion that has driven this project; Lesley Osler, for still being in the wings; the entire HCET team; and our donors, without whom we could not continue.

Mary Ann Smith



The HCET is a beneficiary of the MAMAS Alliance, a network of 36 NGOs across South Africa which seek to care for vulnerable children and youths. Among other things, it stages a Share Conference every second year that offers NGOs a valuable learning and sharing platform. Share 2022 was held in Johannesburg over four days, from 31 October to 3 November, and was attended by Mary Ann Smith and Estelle Jacobs. Estelle was asked to give a presentation on FASD and the HCET’s programme for combating it.

Effective Parenting



Project Manager: Estelle Jacobs. Field Workers: Lettie Martins, Lolly van der Ranse, Nombulelo Matyeke, Hanna Phemba, Elsie Phemba, Thembakazi Matyeka

The Trust continued its Effective Parenting Programme, which plays a valuable role in preparing youngsters for school. The EPP team works on 30 farms in a 50-kilometre radius in the Hantam district. Given the rising price of fuel, we reduced the number of trips, prioritising families with known vulnerabilities. However, we re-evaluated this strategy as we realised it is very important to keep one's finger on the pulse, as problems can arise and escalate rapidly.

Farm census

The annual farm census was conducted during February: There were 102 families on the farms in the 50

kilometre radius served by the Trust, comprising 227 adults and 111 children and youths up to the age of 17.

FASD workshop

In June 2022, in conjunction with the Mamas Alliance, we hosted a Foetal Alcohol Syndrome Disorder (FASD) workshop for representatives of 15 NGOs from across the country. The workshop was held at the HCET over a period of three days. It confirmed the worrying lack of knowledge about the dangers of drinking during pregnancy. Hannah Phemba, Estelle Jacobs and the FASD team worked hard, explaining the dangers of alcohol consumption during pregnancy, and teaching participants how to get the message across to their communities. 'Susie Dop' – our kinetic mannequin/doll that shows how the liquid flows to the womb and the unborn child – again played a valuable role. The team did a great job, and the participants left

with a new resolve to raise awareness of the dangers of alcohol and drug abuse during pregnancy in their communities.

In our own community, FASD advocacy has had a marked effect, and alcohol abuse has stabilised. However, despite our best efforts, there are still some individuals who drink irresponsibly and have no interest in changing this habit. Three FASD workshops were held locally with expectant mothers and their families.

Our track record in respect of combating FASD is receiving growing recognition. In November, Estelle Jacobs was asked to speak on FASD at the 2022 Share conference hosted by the Mamas Alliance, and held in Johannesburg. Her presentation was well received, and the HCET has been asked to present more workshops for NGOs in 2023.

Basic Concepts

Field workers logged up nine visits to young mothers to assist them with implementing our basic concepts

programme, aimed at starting the development of the conceptual ability of young children before they reach our preschool. Two mothers received ‘milestone posters’, for recording their children’s developmental milestones. We continued to see marked differences between children entering our preschool who have undergone the basic concepts programme, and those who have not. They have a bigger vocabulary and better understanding, and are ‘school ready’.

Wordless books and magazines

Wordless books and magazines were given to parents visiting the health clinic on Wednesdays, they distributed the books to families living on the same farms in turn. Access to these books has become normal, and people actively seek them out. They help to increase children’s vocabulary, and provide families with an opportunity to connect over the books.



Early Childhood Development



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

OUR ECD programme continued, housed in our Early Learning Centre on the Trust campus. In the year under review, there were seven three-year-olds and eight four-year-olds in the preschool, and 11 children in pre-Grade R.

The programme ran smoothly, and the classes were not overcrowded. All interventions could take place immediately, and gaps could be addressed quickly. The gaps in language development were more noticeable in children who had not benefited from the Basic Concepts programme – generally, these were children from town.

The teacher assistants played an invaluable role. Petronella continued to strengthen the children's English,

with the benefits becoming increasingly apparent as they went along. Michelle continued to grow into her position, and is one of the students going to Custoda. Michelle, who has come through the HCET ranks, contributed to the children playing outside, and helped with netball.

We bought a new product developed by two occupational therapists called OT Beans. Comprising boxes containing texturised shapes, words, letters and pictures, together with a manual, they are aimed at helping children to develop gross and fine motor skills and visual perception. Teachers used them to assess learners' physical and mental development.

During the fourth term, Margie Osler assessed the preschool children for school readiness. Children who were not ready to move on to Grade 1 were identified, and she gave recommendations on how these shortfalls could be addressed.



Umthombo Wolwazi



Principal: Marié Botha

HOD: Landi du Plessis

Foundation Phase: Hannah Phemba, Thembakazi Matyeka, Rene Botha, Lizandi Breytenbach (Estelle Jacobs assisted with Grade 3 English)

Intermediate Phase: Landi du Plessis, Simoné Jacobs, Charles Gavaza

Senior Phase: Anel Heydenrych, Florence Raisa, Catriona Cronje (left in April), Eldrin Carels (Left in August) Claudette Van Wyk (left in October) Farren Jurries, Gabrielle Azzie (left in September), Barend Eksteen

Library & Art: Shane Liebenberg

Music and Performing Arts: Unathi Asiya

Junior Special Needs: Priscilla van der Ranse

Senior Special Needs: Cherry Dimphana

Umthombo Wolwazi Intermediate Farm School continued to provide learners from Grade R to Grade 9 with quality tuition. This included managing a curriculum for learners with special needs. In the year under review, 192 learners were accommodated.

Learners were no longer traumatised by the after-effects of the Covid-9 pandemic. Attending school every day without interruption or rotation has helped to restore their feeling of security, safety and normality.

At the same time, not everyone had adjusted to returning to work or school full-time. Some parents had become casual about seeing that children do their homework and attend school, as they had not been going to work consistently. Discussions with various businesses and schools confirmed that this was an unfortunate trend, which would take time to eradicate. This issue was addressed during home visits with parents.

Annual teaching plans

According to the Principal, Marie Botha, the Annual Teaching Plans (ATPs) helped to close the gaps that



knowledge had to be reinforced continually. The curriculum as it stood did not allow enough time to do so.

Tests and exams

Learners wrote a series of tests during the first term, a formal exam during the second term, and external exams in English and Maths at the end of the year. They generally coped well, with our high standards paying off at the year-end. Numerous learners moved on to Grade 10 at high schools elsewhere with good academic records.



Computer based reading programme

A Computer Based Reading Programme was introduced, aimed at improving learners' English as well as reading with comprehension. This programme was developed in collaboration with Anel Heydenrych, our English teacher. We were fortunate to receive funding for new computers for the Youth Development Centre in Colesberg, and the old computers were due to be installed in a dedicated computer room to implement this programme.



Special needs classes

The special needs classes continued to provide a safe environment for children with learning barriers. They follow a curriculum designed by the HCET and approved by the provincial education department. The Junior and Senior Special Needs Classes comprised eight learners each.

Tender loving care

No TLC camps were arranged, as the venue was not available. However, we did identify learners with anxiety due to trauma in their home lives, and we arranged for them to receive counselling with a Colesberg organisation called Second Chance. Three social workers visited the HCET campus and spoke to the Grade 8 and 9 learners about bullying. The social workers also met with two learners for one-on-one counselling, and arranged further counselling.

developed during Covid-19. The ATPs consolidated the work and the number of assessment tasks were cut, giving the teachers more time to teach. Efforts to consolidate the maths curriculum continued. This seemed to have a positive effect, as teachers and learners had more time to cover everything. Some learners still lacked critical thinking, preventing them from applying what they know, solving new problems, or making logical deductions. This remained a challenge, and

Music and performing arts



For the past three years, this portfolio has been managed by Unathi Asiya. She reported as follows:

It's always a pleasure to write the performing arts report, as it brings out the best in me. It brings happiness and excitement, and as I have said in my previous report, I really enjoy what I am doing, and do it with passion and dedication. I am learning new things every day about myself and the performing arts.

The performing arts encourage children to explore their emotions and expand their imagination, and help them to develop their own unique voice. Each discipline of music, dance and drama engages a child's brain, body and emotions in different ways to boost their confidence and find joy in self-expression.

The music class is where the learners let go of negative energies, either stress from school or home. They find it easy to talk to me, or to express themselves through music and dance. I treat my students with respect, and also create safe space for them, as we know that they come from diverse backgrounds. There's been a huge improvement from last year among learners who did not have self-confidence, could not work together in a team, and could not stand and speak in front of others

(stage fright). The learners of Umthombo Wolwazi are so fortunate to have the performing arts class, which many schools don't have – it's an opportunity that any child should grab and use it to their advantage.

The Eisteddfod played a huge role for me because I have been working with the learners not knowing whether I'm on the right path or not. But with the performing arts there's no right or wrong – one just needs to focus and enjoy what one is doing, and it will all come naturally.

Receiving praise for a job well done is a huge compliment, especially for someone with no performing arts background, so I can say I am really proud of myself. The competition was also a very good experience for me and the learners. Unlike last year, they performed in front of the judges, which gave them added confidence. They knew they had done what they could to prepare for the competition, and were therefore sure they would perform well.

Lastly, we hosted a Heritage Day concert at the end of the third term. These concerts have a magic way of relieving stress, also among our teachers, and serve to emphasise our school principles and values.

Library and fine art



Shane Liebenberg took over this portfolio from Judith Kleinhans. He is young and enthusiastic, has a good rapport with learners, and they are producing excellent art. Many of the artworks were entered into the Karoo Eisteddfod, and won Double Gold medals. He reports as follows:

As a child, I always appreciated art, as it provided an outlet for my imagination and allowed me to express myself. I believe it is the same for the children, it is something they may relax and experiment with – it is my first year here and I have been blown away by how great these kids are, not only technically but also creatively.

I am encouraged to see the youngsters take the initiative to start their own projects and then exhibit them to me. I feel that the excitement and eagerness to pursue art has shifted – children I thought could not draw have shown me how hard they try to improve their skills. I am currently working on getting the learners to understand that there is no such thing as right or bad art, only someone's ideas that are being portrayed. This has encouraged them to move out of their com-

fort zone, asking me to teach them the techniques and principles of art.

During the third term, we concentrated on the theme 'Under the Water', which proved to be very educational. Among other things, many learners have never seen the sea, and did not realise the extent of marine life. As one learner observed, 'it appears to be another universe'.

I cannot overstate the importance of Visual Arts; it encourages students' creativity and their ability to think out of the box. It gives them the opportunity to realise that expressing oneself on paper or through any other artistic medium can be calming and advantageous to their motor abilities. The talent displayed by some learners is heart-warming.

Doing research for the art projects stimulated reading, and more books were taken out from the library.

Community health



Pharmacist: Robert Preller

Clinic Sisters: Pumla Joka and Annemarie Wessels

The HCET's community health clinic and pharmacy continued to provide a valuable service. This included family planning, pregnancy tests, immunisations, HIV tests and medication, deworming, and Covid-related illnesses. A total of 879 visits were recorded.

Robert Preller retired at the end of September, but the nursing sisters are licensed to administer S3 medication, so they took over the dispensing role. Medicines were ordered from the Colesberg Pharmacy, and a register was kept to record when medicine was booked in, and when and to whom it was dispensed. Our Administrative Assistant, Lwando Martiens, kept the register, and brought it to the office for reconciliation.

The number of patients increased in winter, with a spike in flu and colds. All learners had their annual check-ups, and files were created for new learners. The clinic also dispensed deworming tablets supplied by the Department of Education.

Staff from Colesberg Hospital came to the Hantam Clinic to administer the Covid-19 vaccine and booster vaccination to interested patients. Fortunately, no one tested positive for Covid 19 during the winter.

The clinic in town used to supply birth control pills and immunisations, but will no longer do so without the patients' signatures. The Clinic now buys birth control pills from the chemist, and the field workers remind mothers to take their children to the Lowryville Clinic for immunisation. We feel this is not in the interests of the farming families, as it is difficult for them to get to town.

The Lowryville Clinic sisters came to the campus to administer the HPV (Human Papilloma Virus) to young girls, and all 6–12 year olds received a tetanus injection.

The Phelophepa Health Care Train visited Colesberg once again, did dental work, and performed eye tests. A number of children received spectacles at a cost of R10.00 each. This is always hugely beneficial, as there is no local dentist, and many people cannot afford to visit optometrists or dentists.

Youth development



Principal: Estelle Jacobs

Professional Chef: Maryke Jeffry

Housekeeping: Berenda Andreas

Computer Literacy: Shane Liebenberg

Handyman: Jan Jacobs

The HCET continued its highly successful youth development programme, aimed at giving young people in the region who are unable to continue with Higher Education and Training the skills they need to find work or start out on their own. Courses comprised a professional chef's course, a housekeeping course, a computer literacy course, and a handyman course. The professional chef's course is accredited by Steyn's Culinary School and Highfield International. Contracts were signed with all the facilitators, and they were prepared for the first intakes by 20 January 2022.

Professional Chefs course

Twenty trainees were accepted in two intakes of ten each in January and July. Trainees came from Prince

Albert, Cradock, Hofmeyr and Colesberg. All of them were housed in our boarding facility. This works well, as part of their training consists of working out menus, budgeting for the shopping, doing the shopping, and cooking their meals, after which they send photographs to the Project Manager. A full programme with new theory and a lot of cooking was implemented.

Disciplinary problems arose, and two trainees were asked to leave the programme. The remaining trainees worked hard, and all passed their mid-year practical exams. All trainees were then placed for six month practical periods at restaurants and guest houses in their home towns. They were due to return in November to write their Highfield International theory exam online, and cook their final practical exams.

Our first group of trainees following the Highfield International curriculum (the July 2021 intake) did their two online exams – food safety and cooking methods – in June 2022. They amazed us with their cooking skills in their final practical exam – three trainees achieved more than 80 per cent, three more between 70 and



80 per cent, and two between 60 and 70 per cent. The judges were duly impressed.

All the trainees from the June 2021 to June 2022 intake passed their practical exams. Two students from the January 2022 intake did not pass one of the two theory tests on food safety, and applied for a rewrite in November. Two students dropped out due to misconduct at their workplaces. We are proud to say that the eight students who returned after their practical periods showed off impressive new cooking skills.

In July 2022, only seven of the 12 applicants accepted in May arrived for the course. Two more dropped out and we filled the places with five new people on the waiting list. All these trainees were enthusiastic and worked hard, and all passed in December 2022

Computer Literacy

The professional chef trainees all undergo computer literacy training as part of their course, and receive Skillwize certificates upon completion. By providing them with computer training, we are truly educating

them to be part of a modern workforce. They receive training in MS Office programs which are widely used in today's workplace. Practical applications relevant to their careers are taught via simulations. All the trainees passed, and were due to receive their certificates.

Handyman/Farm Apprentice programme

This course entails six months of practical training. This was the third year of the handyman course, and we were overwhelmed by enthusiastic applicants. We selected five young men in January, and four successfully completed the six modules. One trainee dropped out due to anxiety when using power tools. Five more trainees were selected in July.

The trainees were taught to fix general problems in and around the house. They were enthusiastic about returning home for a two-week break to fix problems in their parents' homes, like leaking roofs and dripping taps. They also built dog shelters from pallets, and sold them to people in their communities. This encouraged the young men to take pride in their abilities, and taught them that this could be a source of income.



We also explored the possibilities of exposing the handyman trainees to farm work, as this would add to their skills set and make it easier to find jobs, so all five members of the July intake also spent time on the farm of the facilitator, Jan Jacobs. They enjoyed being part of a working Karoo farm – among other things; they remodelled a broken trailer, installed benches in the new vehicles, and assisted with repairs and maintenance on the HCET campus. We are optimistic that our handyman/farm apprentice programme will become increasingly successful.

Housekeeping

Trainees from the 2021 intakes performed well in their practical tests, and all were permanently employed. The applications for the July intake were overwhelming – nine candidates were taken in. Trainees from the January and July intakes all passed their course.

The housekeeping trainees are sought after, as they are well trained. They perform their practical tests in local guest houses under Berenda's watchful eye. This gives them added confidence once they are employed. Ber-

enda continues to mentor them once they have started work, which helps them cope with any difficulties in the workplace. Berenda is very knowledgeable and experienced, and makes an effort to share this with the trainees and prepare them for working in this demanding sector. The housekeeping programme is invaluable for young people who have learning barriers, but do have practical skills. It is easy for these young people to fall through the cracks, and very encouraging to see how well they perform when given the chance.

HCET staff



We had a difficult year with teachers suffering from anxiety and ill health, resulting in long absences from the classroom. This put pressure on the remaining staff, and we were grateful to have classroom assistants who worked well under supervision.

Catriona Cronje resigned to join her husband and have a baby. She was replaced by Eldrin Carels, who after a term was offered a departmental post at Lowryville School in Colesberg.

Claudette van Wyk was appointed on a temporary basis to teach Afrikaans, and was replaced by Farren Jurries.

We were sorry to lose Gabrielle Azzie at the end of the third term, as she was a highly effective English teacher.

Jackie Ramsay, a highly experienced teacher, joined us on a part-time basis to teach EMS (Economic & Management Science).

Lwando Martiens, previously a teacher assistant, was employed as administrative assistant. He grew up on Hanglip Farm, came through the HCET programme, was head boy of Umthombo Wolwazi, and completed his education at St Andrew's School in Bloemfontein, where he was a prefect in Grade 12. His mother, Nombulelo Matyeke, is a founder member of the project.

All 17 bursary students were able to attend school full time, and all passed their exams at the end of 2021. Two students from the Hantam district were given bursaries for six months, depending on their performance. At the end of July, neither had passed, so the bursaries were discontinued. We advised the learners and parents to opt for our skills development programme instead.

Three teaching assistants were enrolled with Custoda for their Level 4 ECD training. All three have passed through the Trust system. We believe the best way to train and retain teachers is to train our own alumni in the classroom and enrol them with Custoda for their formal training. This approach has provided us with some of our best and most loyal teachers.

HCET 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, Jerry Vilakazi, Paul Zille

Project director: Mary Ann Smith

Financial manager: Mary Ann Smith

Project manager: Estelle Jacobs

Teacher developer: Margie Osler

Umthombo Wolwazi Intermediate Farm School

Principal: Marié Botha

HOD: Landi du Plessis

Secretary: Sarike Hanekom

Administrative clerk: Nombulelo Matyeka

Administrative assistant: Lwando Martiens

Foundation Phase: Lizandi Breytenbach, René Botha, Thembakazi Matyeka, Hannah Phemba

Intermediate Phase: Landi du Plessis, Charles Gavaza, Simoné Jacobs

Senior Phase: Gabrielle Azzie, Eldrin Carels, Catriona Cronjé, Barend Eksteen, Anel Heydenrych, Farren Jurries, Florence Raisa, Claudette van Wyk

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

Library and Fine Art: Shane Liebenberg

Music and Performing Arts: Unathi Asiya

Early Parenting Programme

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

Early Childhood Development

Head: Thembakazi Matyeka

Teachers: Lettie Martins, Vuyokazi Katise

Assistants: Michelle Allens, Petronella Masayile

Primary Health Clinic and Pharmacy

Pharmacist: Robert Preller

Nursing Sister and Manager: Pumla Joka

Nursing Sister: Annemarie Wessels

Youth Development Programme

Principal: Estelle Jacobs

Professional chef: Maryke Jeffrey

Housekeeping: Berenda Andreas

Computer Literacy: Shane Liebenberg

Handyman/farm worker apprentice trainer: Jan Jacobs

Groundsman: Pieter Philander

General workers

Feeding scheme: Esther Raisa, Sonja Seekoei

Housekeeping: Paulina Lunda, Amanda Masumpa

Driver and transport manager: Steytler Sifuba

Groundsman: Zolile Maqhina

Financial statements

FINANCIAL POSITION	2022 (R)	2021 (R)
as at 31 December 2022		Restated
ASSETS		
Non-current assets		
Property, plant and equipment	2 651 688	2 258 000
Other financial assets	2 018 648	1 996 568
	4 670 336	4 254 568
Current assets		
Trade and other receivables	105 882	55 605
Cash and cash equivalents	9 655 493	5 604 898
	9 761 375	5 660 503
Total assets	14 431 711	9 915 071
EQUITY AND LIABILITIES		
Equity		
Trust capital	50	50
Reserves	4 567 672	4 177 866
Accumulated surplus	9 748 593	5 631 036
	14 316 315	9 808 952
Liabilities		
Current liabilities		
Trade and other payables	115 396	106 119
Total equity and liabilities	14 431 711	9 915 071
INCOME STATEMENT	2022 (R)	2021 (R)
		Restated
Donations	10 192 805	6 489 962
Other income	684 582	699 882
Operating expenses	(6 577 691)	(6 312 575)
Operating surplus	4 299 696	877 269
Investment revenue	207 667	80 781
Finance costs	-	(328)
Surplus for the year	4 507 363	957 722
Other comprehensive income	-	-
Total comprehensive income for the year	4 507 363	957 722

Prepared by Gerber, Botha and Gowar Inc, Cradock.

Donors



Abax Development Trust
African Mining & Trust Company
BASF
Carolyn & Jack Stremlau
Carter Family Trust
Cornerstone Economic Research
Desmond Leech Bequest
Development Bank of South Africa
Dr Emma Archer Van Garderen
Dr Susan Rifkin
Ian Liddle
Inhance
J & J Gerber
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Scorpion Legal
St Ola's Trust
The Davies Foundation
The Elma Philanthropies
The Oppenheimer Memorial Trust
The Robert Hagart Trust
The TK Foundation

For more information, contact:

Mary Ann Smith

The Hantam Community Education Trust

P O Box 151, Colesberg 9795, South Africa

Tel / Fax +27 (0)51 753-1402

hantam.trust@mweb.co.za

www.hantam-trust.org.za

Trust No: TM 4261/4

Sustainability Trust No: IT465/2003

Public Benefit Organisation 18/11/13/2082

Non-profit Registration No: 004-304

SA tax exemption status: 18A

UK and USA tax exemption status: 501(c)3

Affiliated with Chapel & York

Highfield International registration number: 843339B

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