

...let me find my humanity,  
right here next to you...

# THREe2SIX

## Annual Report 2019



# Refugee Children's Education Project

## Project aims

- Provide safe, quality education to primary school refugee children who cannot access public education.
- Build the children's resilience and prepare them to leave the project and enter mainstream schools.
- Provide employment and professional development for refugee teachers.
- Advocate for the right to education of refugee children.





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# Refugees in South Africa

INTERNATIONALLY at 30 June 2019, UNHCR reported a total population of concern of 79.4 million people. This included 20.2 million refugees under UNHCR's mandate, 3.7 million asylum-seekers, 1 531,000 returned refugees, 43.9 million internally displaced people (IDPs), 2.3 million returned IDPs and 3.9 million stateless people.

South Africa continued to experience mixed movement. According to the UNHCR Global Refugee Trends Mid-2019 report, South Africa was host to the largest number of people of concern in the Southern Africa region with 89 285 refugees and 184 203 asylum seekers. There were 2 533 asylum seekers cases pending, with new asylum applications from the following countries: The Democratic Republic of Congo, Ethiopia, Pakistan, Somalia and Zimbabwe. These high numbers have overwhelmed the country's refugee status determination system and left thousands of asylum seekers and refugees vulnerable to

exploitation and to mistreatment by South Africans who, in the main, oppose their presence in the country.

The root of this opposition lies in conditions within the South Africa community, itself. Workforce participation, unemployment and youth unemployment rates are amongst the most extreme anywhere. The unemployment rate in South Africa remains stable at 27.3 percent in 2019. The unemployment rate which remains stable and does not decrease frustrates unemployed youth and who can take out their frustration on foreign nationals. Since 2008 South Africa has witnessed a higher number of incidents of violence against foreigners. When South African nationals are not happy with the government and protest poor service delivery, foreigners are sometimes attacked, and their businesses looted. Those most affected being Ethiopians and Somalis, posing serious risk to their physical protection.

South Africa implements a non-encampment policy for forced migrants. Asylum seekers, upon entry to the country, are required to apply for documentation which guarantees freedom of movement, the right to work and study and free access to government schools and health facilities.

However, these de jure rights do not translate easily to rights on the ground and, people of concern face a range of institutional and societal barriers to integration and, indeed in many cases, to survival.

Urban refugees/forced migrants in South Africa face a range of obstacles to integration, including difficulty in obtaining proper documentation and accessing due process in the asylum system. Lack of documentation in turn limits access to schools, jobs, housing and other social services as well as permits for businesses. This problem is compounded by local and institutionalised xenophobia, related to public perceptions of forced migrants as economic migrants out to take advantage of a weakened regulatory environment in order to steal local jobs. According to a 2019 Stellenbosch University study, refugees and asylum seekers in South Africa do not enjoy socio-economic rights, like education, healthcare and adequate housing, as enshrined in the country's legislation.

The past years have seen an erosion of refugee rights and a shift towards a more restrictive refugee regime in South Africa. In November 2017, Parliament passed the Refugees Amendment Act, signalling a move away from a rights-based urban refugee policy, set out in the Refugees Act of 1998, towards an encampment policy, which will drastically change refugee protection and the rights accorded to refugees and asylum seekers in South Africa. The new law among others, proposes the removal of the rights to work and study for asylum seekers; conditions for the disqualification from, withdrawal and cessation of refugee status; a review of asylum applications; and the establishment of Asylum Seeker Processing centres located in remote border towns to accommodate asylum seekers during the status determination process.

# I am a refugee

by Ifrah Mansour

...

I bring you my child, my precious only child,  
to share a history, a future with you.

You and I are too stuck together to be this far  
apart.

I am a refugee,  
and I glue humanity.

I am a refugee,  
a stubborn survivor.

You see cruelty tried to break me,

wars tried to erase me,

bigotry tried to silence me,

and politics tried to ban me,

but still like time, I stand,

still like dust I rise,

and still like hope I move,

and still like love I flourish.

I am a refugee

and I heal humanity.

I am a refugee,

a wandering, colorful, restless, foreign, alien soul.

**Won't you just let me find my humanity,**

**right here next to you?**

<https://www.facebook.com/ifrahmansourart/>

## South Africa was host to the largest number of people in the Southern Africa region

### REFUGEES

**89 285**

### ASYLUM SEEKERS

**184 203**

### CASES PENDING

**2 533**





## Chairperson's Report



THIS YEAR THE Three2Six Project continued to achieve its mission by providing quality bridging education for 225 refugee children and supporting them to integrate into mainstream schools. Since 2008 the project has grown from Sacred Heart College to two other campuses at Observatory Girls Primary and Holy Family College.

Three2Six operates for three hours per day teaching Mathematics, English and Life Skills, from Grade R to 5 and has a mixed grade class for children with special educational needs.

Each child is provided daily with a snack and a meal (including two hot meals a week), uniforms, textbooks, and stationery.

Three2Six works towards improving the physical and psychological well-being of its learners by building their resilience in the classroom, and it refers them to a partner for psychological support when struggling with trauma.

Mathias' story reminds us just why we do what we do in the project:

**"My name is Mathias I am twelve years. My Mother she didn't want me to use her surname. One of the prophets at our Church told her that my father will come one day. She went to Aesteri Primary School when I was five years and she failed to register me because I didn't have a birth certificate. I was praying that one day I will go to school but at the age of nine I lost hope. Because my friends they were now in Grade 3 but me I didn't even go to school. Every day I watch children going to school and one day one of the Three2Six teachers told me to go call my parents and they told them my problem. Thank God now I am in the Three2Six project. I am having a complete school uniform and I am attending school every day."**



**THREE2SIX**

## Building children's resilience and readiness.

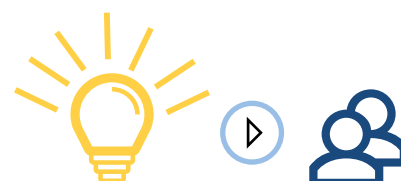
I am grateful to Colin Northmore for all the pioneering work he has done to establish and grow the project over the twelve years of its existence. He has shown unwavering commitment to the refugee community in Johannesburg and worked tirelessly and to ensure that refugee and migrant children can find a safe place in school. I am also grateful

to Iain Grieve, Sharon Ekambaram and Elinor Kern for their service to the Three2Six Board, a Sacred Heart College Board Subcommittee.

Lastly, I would like to acknowledge the ongoing support of our funders who make all this work possible.

**Ashraf Dada**

## Twelve years of Ideas to Action ...



### Sacred Heart College

2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
75	150	150	150	150	150	150	150	150	150	89	62

### Observatory Girls Primary

2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
50	75	50	50	50	50	50	50	50	50		

### Holy Family College

2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
100	100	75	50								





## Tribute to **Colin Northmore**

MR NORTHMORE joined Sacred Heart College 16 and a half years ago. Although he had been involved in Catholic Education for some time, he found his home at the College at a time when the school needed a visionary leader.

One of the Marist Values that is sometimes hard to explain is in the way of Mary. Mary, by becoming the mother of Jesus was open to opportunity and possibility. She said yes to God. Similarly, Mr Northmore can see opportunity and possibility in everything. He thinks and says yes, then works out how. He has a deep sense of service and like Mary was an agent of change.

Four years after joining Sacred Heart College we were involved in a school for refugees in the inner city and by 2008 he had established the Three2Six educational project here at Sacred Heart College. It's hard to imagine what Sacred Heart College would be like without the Three2Six children sharing our classrooms in the afternoons and being part of the Sacred Heart DNA.

Mr Northmore's passion for teaching meant that despite all the responsibility and hard work that went with being the Head of College he was determined to be in the classroom and teach. His app design classes with the Grade 7 learners were legendary. He wasn't afraid to make mistakes and to use these mistakes

to learn. This was his philosophy around discipline as well. He believed in restorative justice and often said if you couldn't learn from your mistakes at school where else would you learn?

Like the Marist value 'love of work' he saw his teaching and the daily decisions of running the College as a joy and a privilege. You would often hear him singing along the corridors and I was never quite sure what song I would be listening to through my office door as he grappled with his College work.

His family spirit can be seen in his care for all members of our community. He helped matric students with finding a suit or a dress, he freely gave his cell number out on the evening of the matric dance so that if one of the matric's found themselves in trouble he could help them - no questions asked. He secured medical treatment for several staff members who may not be alive today if it weren't for his care and intervention.

Mr Northmore has often spoken of standing on the shoulders of giants. I know that he is talking about Marcellin Champagnat, the Marist brothers who came to South Africa, those who started and lead our schools, the leaders like Brother Neil McGurk and Brother Jude Pieterse who took brave decisions that went against the norms of society in each of their times.

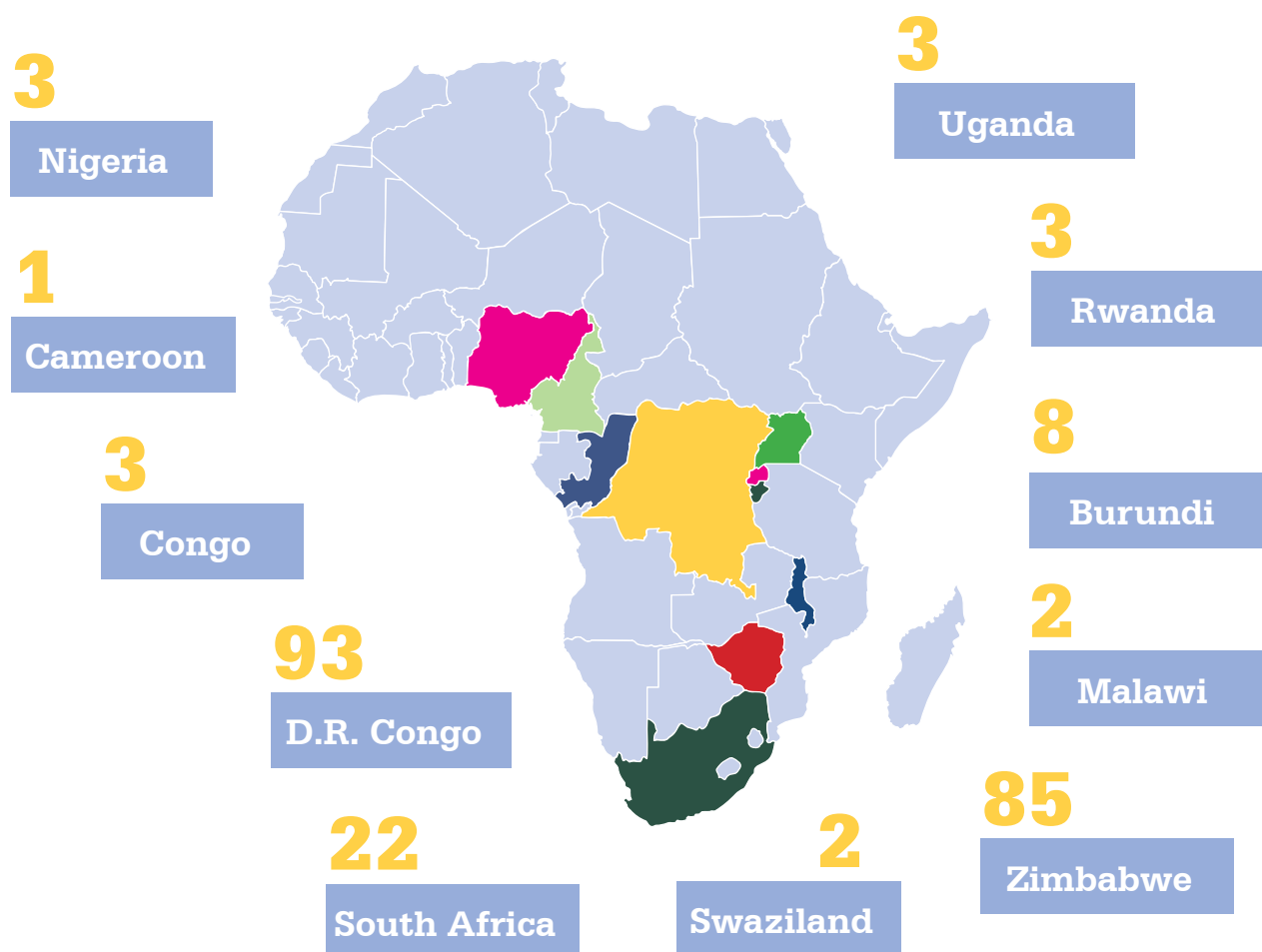
Mr Northmore, you are now one of the giants whose shoulders we stand on and we thank you.

**Heather Blanckensee** | Head of College



# Interesting Facts 2019

**THREE2SIX** learners  
come from **11** countries  
on the African continent



**9**  
teachers



over **1500**  
lessons taught



**225**  
pupils



over **200**  
families supported



## Director's Report



IN TAKING OVER the directorship from Colin Northmore, I am reminded of Pope Francis' message this year on World Refugee Day in which he said that this occasion is about more than just migrants and refugees. The presence of these vulnerable people on the move is an invitation for us to reflect upon what makes us human:

**“When we show concern for them, we also show concern for ourselves, for everyone; in taking care of them, we all grow; in listening to them, we also give voice to a part of ourselves that we may keep hidden because it is not well regarded nowadays.”**

In his message, Pope Francis goes back to a scripture passage he often refers to, the parable of the Samaritan traveler: “It is not just about migrants: it is about our humanity. Compassion motivated that Samaritan – for the Jews, a foreigner – not to pass by. Compassion is a feeling that cannot be explained on a purely rational level. Compassion strikes the most sensitive chords of our humanity, releasing a vibrant urge to ‘be a neighbour’ to all those whom we see in difficulty.”

This year new English and Mathematics textbooks were introduced, and teachers implemented other recommendations from the 2018 project evaluation. Teachers participated in different staff development activities including training in resilience, first aid and teaching





**THREE2SIX**

## Providing quality primary school education.

This year's xenophobic attacks had a negative impact on our children, and many were traumatized. Counselling sessions were organised through Johannesburg Parent and Child Counselling Centre (JPCCC). Parents participated in a drama therapy workshop with Drama for Life.

We are grateful for the efforts made by Sacred Heart parents to distribute vegetable parcels and for their involvement in the food garden. We are also grateful for the effort made in repairing the bicycles during MindWorks at Sacred Heart College.

The Turquoise Harmony Institute have generously offered English second language classes for parents on Saturday mornings.

We bid farewell to Kathy O'Malley, our Sacred Heart librarian volunteer of many years, who went to work abroad. We also said goodbye to volunteers Paula Lutzenberger, Georg Tannen, Joao Heim, Honi Rubik, Celine Briemle and Alex Murphy. We welcomed a communications intern, Leon France Regis Mucyo, this year, followed by Erica Penfold, as well as a new volunteer from Germany, Jakob Mauser.

I am grateful to the Sacred Heart, Observatory Girls and Holy Family school communities for the continued support you have offered us through professional support, tutoring and putting together food parcels. We are also thankful to the coordinators, teachers, cooks, drivers, cleaners and other support staff on all campuses who continue to ensure that the project continues with vigor.

**Mark Potterton**

English as a second language. Teachers also participated in workshops on creating a Happy School and creating a healthy work-life balance.

A remedial class was started in June which took place on Saturday mornings. The Grade 5 pupils enjoyed their leadership camp and learned valuable lessons. There were several highlights this year, which included:

- A visit to the Nelson Mandela Children's Hospital
- A concert at the Linder Auditorium organised by the Turquoise Harmony Institute
- A dance show
- World Environment Day celebrations
- Inter-Catholic Schools' Athletics, Champagnat Day and other school events
- The prayer day event for refugees and migrants at the Cathedral.
- The project also participated in various workshops and conferences such as the Pan African Parliament Refugee celebrations.



# Operations Report

THE PROJECT HAS managed to meet its objectives and has contributed to the overall goal of contributing to improved educational status and social integration of migration/ refugee children targeted. However, the demand for education for refugees is still high and many children are still excluded from school and not in the mainstream educational system mostly because of documentation problems that have become a significant barrier to access this critical right for children.

At the start of each school year, the Three2Six learners receive school uniforms, textbooks and stationery, school materials and are also provided with one meal per day and, where necessary, safe transport to and from school.

To achieve this, a total of 9 teachers from the refugee community were employed along with three Coordinators who were responsible for the classes at each campus. Justine Kimbala is at Holy Family College, Esther at Sacred Heart College and Amanda Ncube at the Observatory Girls School campus.

Two teachers were assisted with their education to upgrade their studies and improve the quality of the education offered to the children and to ensure that they become more employable to the South African economy.

A new class for **parents teaching English** as a foreign language was established at Sacred Heart College with the assistance of





**THREE2SIX**

## Providing employment and professional development for refugee teachers.

the **Turquoise Harmony Institute**. Nearly 20 refugees were able to improve their English language skills.

All the 225 children registered were provided with access to **psychological services** through the relevant campus social worker and assisted on a case by case basis. The project has managed to provide support to learners who had specific psychological needs in relation to trauma through referrals from the remedial teacher and the campus coordinators who monitor children on an ongoing basis and refer for intervention. Only 22 learners received direct support through the academic year, across the three campuses.

The **food programme** is an essential component as it is well known that without proper nutrition children cannot learn effectively. The project provided a nutritious meal for each child each day. The menu alternates between a nutritious snack that is served three times a week and a hot meal which is served twice a week. This menu is designed to provide all nutrients, fibre, and energy to maintain good health and body weight.

Three2Six learners participate in a **sports session**, promoting physical fitness developing motor skills and promoting good for teamwork. In addition to this weekly session, most of our children participate in local school sporting competitions, either within their school community or in intra-school competitions.

The project hosts an **annual art and science programme** to expose all the learners to Art, Science and Judo. Two groups attended **adventure camps** where they developed leadership skills. An extensive holiday programme was organised in December engaging a team of volunteers who worked closely with the children. Once a month, on a Saturday, alumnus return to school to participate in a range of activities.



The core objective is to transition children into **mainstream education** as soon as possible and the project finishes in Grade 5, allowing time for children to experience two years of mainstream primary school education before going to high school. Sixty four children were registered and were supported to transition into mainstream schools and assisted with school and/or enrolment fees. There remains a high demand for the project with more than 300 children on the project's waiting list who cannot be afforded the opportunity due to inadequate funds.

Advocacy activities have been carried out to inform the local population in South Africa about refugees, their experiences and their rights and to promote the safeguarding of the right to an education of refugee children in order to reduce the effects of xenophobia.

The **Talking and thinking about Refugees (TTR) advocacy toolkit** has been distributed to various partners such as CSOs, partner schools and teachers, universities and church communities. More than 500 copies have been distributed locally. Training workshops have been conducted in provinces to help teacher education specialists integrate refugee awareness in their programmes.

The project has also adopted a comprehensive **monitoring system** to track the progress of its activities and the achievement of its objectives. The progress past learners is also monitored to ensure that they are best supported and stay in school until they complete their studies.

## Our achievements in numbers 2008-2019



**2 462** children



**110** teachers



**583 494** meals



**R36 400 000** funding



**9 575** food parcels



**11 818** lessons





## Challenges and successes for the project

2019 has been a year with challenges for the project. It started off with a difficult decision to take with regards to its activities due to an important loss of funding. Its response was to reduce the number of its learners by 100 which didn't affect the learners already enrolled in the project. The project's approach was to not enrol any new learners to not penalize its existing learners. To mitigate the risks of this happening again, the project put in place various strategies such as securing multi-year funding and widening its donor list.

As previously mentioned, in September, South Africa was again affected by xenophobic attacks. This was particularly true in big cities such as Johannesburg and occurred over a few weeks. The children and their families who live in underprivileged areas where the competition for scarce resources can lead to xenophobia were especially affected by this new wave of violence against foreigners. The project's teachers who are refugees too were also affected. Due to the safety related concerns, some of the project's campuses closed for a few days. In collaboration with the local police, the Three2Six management team constantly monitored the situation as it evolved to make sure it was safe to teach. As the situation was traumatic, the project provided counselling to its learners and teachers through the JPCCC. Food parcels were also sent home to the families as many of them were unable to earn a living during the xenophobic attacks or had lost their jobs due to the attacks.

Despite these challenges, the project also had successes and achievements during the year. 75 children graduated from the project. As set out above, 64 of them were able to register at mainstream schools for whom the project offered financial support with their school fees. Two of the project's teachers were also supported to further their teaching qualifications in South Africa which will in turn increase their employability in South Africa.

The project reached international recognition by winning its first ever award, won at a specialized conference on education in London, UK. This constituted a milestone for the project.

In partnership with the African Centre for Migration & Society (ACMS) at the University of the Witwatersrand and the University of Oldenburg (Germany), the project's researcher, **Katja Korhonen**, completed her Master's dissertation on the daily stressors and the psychosocial well-being of the children at the project. This provided Three2Six with evidence on the importance of its holistic approach to education for refugee children and how this approach has a medium to long-term impact on the well-being and paths of these children. It also informed the project on gaps and areas for improvement in the support it provides its learners.

Thanks to the advocacy and media coverage opportunities as well as the expansion of its social media coverage, the project has been able to increase its visibility over the year which has brought new exciting partnerships and more individual donations. 2020 has had a very promising start to the year in this regard.



## Main highlights and challenges from **the campuses** during the year

Given the financial difficulties that the project faced last year, especially in the first half of the year, the project and its campuses had to focus on core activities therefore not allowing for outings or special activities for the children. The winter holiday programme also had to be cancelled for all campuses.

**Registering** into public schools has remained an issue for Three2Six past learners. The project has assisted with this process where possible.

Another shared challenge across the three campuses is related to the **xenophobic attacks** that took place in September 2019. These had an impact on the project and its normal activities as teaching and learning were disrupted, and the children and teachers were emotionally affected. On the contrary, a shared highlight was the support offered to the children and their families during the xenophobic attacks which consisted in food parcels and psychological support.

To ensure the quality of the education provided at Three2Six, Mark Potterton **assessed the teaching** done on the campuses. The Three2Six teachers also observed classes in the main school as well as on the other campuses of the project to learn from and share experiences with other teachers.

As previously mentioned, throughout the year, the project's teachers and other staff members were offered various training opportunities. The main ones included a **first aid training** to upgrade their existing certificates in order to comply with the project's child safeguarding policy. This was critical as they work with the project's children on a daily basis.

A **tutor of resilience** training was also carried out in February thanks to the support of the International Catholic Children Bureau (BICE). A professional psychologist from the Resilience Research Unit (RiRes) of the Catholic University of the Sacred Heart of Milan (UCSC) and from *Associazione Francesco Realmonte Onlus* provided our teachers with essential tools to help develop the children's resilience despite the traumas they suffer from.

Three2Six stands for social justice for refugee children and social cohesion between the local and refugee communities. In 2019, the three campuses participated in various events with the school children to foster these. Whether spiritual events, anniversaries or sports competitions, these were always a success.





**In addition to the above-mentioned shared highlights and challenges for 2019, following are some campus-specific ones:**



## **Holy Family College campus**

### **Key highlights**

- The KITOKO initiative around edu-communication led by international volunteers proved to be very beneficial to the children and to their class community. It encouraged children to speak in public which developed their communication skills and their critical thinking;
- The children's reading and writing skills improved because of additional reading programmes which led to a general academic improvement;
- Weekly computer classes offered to support the teachers;
- No child safeguarding issues were reported throughout the year.

### **Main challenges**

- The campus couldn't accommodate more than 100 learners, the waiting list was particularly long especially for a Grade R class .



## Sacred Heart College campus

### Key highlights

- Saturday classes were offered for several weeks to offer remedial support to the children who were behind in terms of learning;
- A partnership with local colleges was established to allow the project's learners to transition into mainstream schools;
- As the main school celebrated the 30th anniversary of its Mindworks programme the project's bicycles were repaired. The vegetable garden was also reorganised from which vegetables were then donated to the project's families;
- The project empowered some of its parents by offering English Saturday classes to them over several weeks. This was offered by the Turquoise Harmony Institute.

### Main challenges

- Following the xenophobic attacks, some children permanently left the project to go back to their countries of origin;
- Several child safeguarding cases investigated.



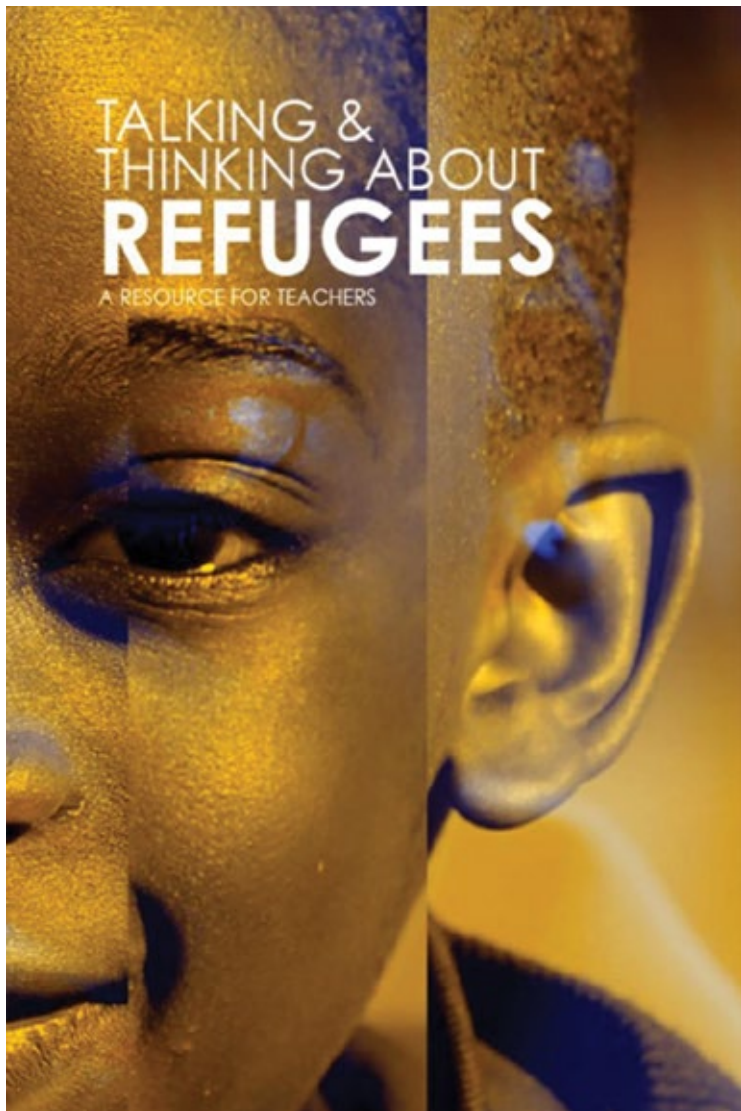
## Observatory Girls' Primary School campus

### Key highlights:

- A hot meal programme was introduced in February for the children to enjoy two hot meals a week;
- A volunteer social worker assessed the children throughout the year and assisted on the campus by doing group work and one-on-one sessions
- There was improvement noticed among learners especially in terms of reading which the library programme helped with;
- No child safeguarding issues reported during the year.

### Main challenges:

- A family left the project to return to their country of origin after the xenophobic unrest;
- Learner absenteeism improved once we engaged parents.



to promote the resource and its use in the pre-service and in-service training of student teachers and existing teachers in South Africa to initiate a shift in the mindset of South Africans when considering refugee related issues. Following those meetings, the management of the project had the great opportunity to reach over 150 students teachers from the University of Pretoria and to introduce TTR to them, and distribute many copies of the resource to them.

The project was fortunate to be invited to take part in a few meetings of the Provincial Teacher Education Development Committee (PTEDC) with the same purpose. The reach was great as these meetings were attended by representatives of DHET, the Department of Basic Education, teachers unions, various higher education institutes and of the South African Council for Educators (SACE).

In July 2019, the management of the team also had the privilege to participate in a side-event of the United Nations High Level Political Forum on Sustainable Development. The event was hosted by the Salesians of Don Bosco and focused on Addressing inclusion, inequality and institutions. The project was joined by representatives of various organisations: Anglophone West Africa Province of Salesians, the inter-congregation sustainable agriculture program, Franciscans International, Misesan Cara Ireland and Don Bosco Network. This forum allowed the project to raise awareness of a wider audience on the challenges faced by refugee children in South Africa when accessing education, what it implements to address this gap and to achieve goal number 4. The project's TTR resource was internationally launched at this event.

In December 2019, the project also accomplished advocacy work in London as the former director of the project attended the "Reimagine Education" conference. During this 3-day event, Three2Six was showcased in a presentation to a large audience of experts from the education field and had great exposure throughout the conference with its exhibit table. Copies of the TTR resource were distributed. In addition to this, the project gained recognition for its work accomplished over the last 12 years by receiving an award, the silver "Presence learning and teaching" award.

## Advocacy

2019 has certainly been a great year for the project in terms of advocacy. It had several very exciting opportunities, both at the local and international levels, allowing it to expand its reach considerably and to make new valuable partnerships.

The trigger factor of many great advocacy opportunities in South Africa was a meeting held in the first half of the year with Lawyers from Human Rights and a representative of the Department of Higher Education and Training (DHET) to whom the project's TTR teaching resource was presented to call for the fight against xenophobia to be widespread in the educational system. The fruitful meeting led to other meetings with the Deans of Education at three prominent South African universities: the University of Pretoria, the University of the Witwatersrand and the University of Johannesburg, which goal was





## Media coverage

The project increased its reach by receiving both local and international media coverage on the activities it implements for refugee children who are out of the normal schooling system in the country.

In July and August 2019, Colin Northmore was interviewed by the local media Comaro Chronicle on the model of the project and on its participation in the United Nations side-event mentioned previously.

In the aftermath of the xenophobic attacks that took place in September, journalists from

BBC Africa and RFI (a French news and current affairs public radio station) interviewed the team to learn more about the project, its actions as well as how it had been affected by the attacks and how it responded to them. The reports were broadcasted on their channels.

Towards the end of 2019, the project was also featured in an article in *Le Monde*, a French daily newspaper. The article looked at the difficulties that undocumented children face in South Africa when trying to access the mainstream education system.



# Social media

The Three2Six project uses Facebook, Twitter and Instagram to promote its activities. The following section provides data driven insight into how the project's platforms perform. Engaging with the public via social media is a critical intervention for a donor driven project, as Three2Six relies heavily on public interaction for programmatic support.

## Facebook



### Total Page Likes

1 January 2019-31 December 2019

**615 – 722**

increase of      growth of

**107      17.4%**

## Instagram



The project has grown from 0 to 173 followers in a year and from

**0 to 270 following**

### Country profile

The trends are similar to the ones found on facebook. Most of the project's followers on this platform are from South Africa, Australia, the United States of America and Brazil.

**DEC 2019**

**733**

increase of

**106**

**JAN 2019**

**627**

growth of

**16.75%**



**Greatest post reach**  
**21 January 2019**

**800**

### Country breakdown



**South Africa 243**

**Australia 177** Brazil, Germany, the United States of America and several other countries.

## Twitter



**75 followers**

In 2020, it is increasing its tweet activity to see how Twitter can influence Three2Six to reach people.

### Impressions over time

An impression refers to the number of times a tweet appears on someone's timeline. This means that the content is growing traction.

**1 January - 31 December 2019**

**increase of 42.22%**

**4.5k, 60 impressions a day**





Left to right: Justine Kimbala, Happiness Chizema, Gilbert Kongolo, Thembi Ndebele, Salomon Habimana, Olutola Adebisi, Lindani Juba, Sharon Kasonde, Precious Mareya, Gisele Ngoy and Amanda Ncube

## Teachers

The project employed nine teachers and three teacher coordinators to support its grade 1 to grade 5 learners, with a mixed grade class for children with learning difficulties.

The teachers are all refugees themselves. They come from the same countries as the learners and have gone through similar experiences as refugees. Through their teaching, the project's teachers have a specific focus to build their learners' resilience and to prepare them to transition into mainstream South African schools.

In addition to evaluating children's progress in the three taught subjects (English, Mathematics and Life Skills), they assess their resilience based on the KIPP GRIT scales developed a few years ago.

The teachers join the project with no, or limited South African teaching qualifications. They are trained teachers in their countries of origin, and most have teaching experience from there.

They are offered the opportunity to acquire South African accredited teaching qualifications, and in this way the project ensures quality of education, empowers the teachers and ensures their self-reliance. The teachers are also provided with regular training and development opportunities to improve their skills and to positively impact on the social and emotional learning of the children, as well as reflecting on their own emotional status and to become more resilient.





 **terre des hommes**  
Help for Children in Need

## Research

With the support of its funder Terre des Hommes, the project embarked on a new research project in September 2019. The purpose of this new project is to answer the following question:

### **is there school-based violence among children in the project?**

This research is led by the project's Finnish researcher who previously produced an internal evaluation for Three2Six on the academic performances, academic paths and perceptions of the project of some of its past learners.

Researchers from the Catholic Institute of Education (CIE) were brought on board to support the project's researcher with the observation phase that took place at two campuses, Sacred Heart College and Holy Family College. These focused on the children's behaviour during playtime, at breaktime and in the classroom. This data collection was also

coupled with interviews with various staff members from the project who are in direct and daily contact with the children.

This project is still ongoing and is due to be finalised by August 2020. If the researchers' conclusions show that there is indeed school-based violence at the project, its frequency and how the violence is perpetrated will be analysed.

In this case, the aim of this research will be to implement activities to further support the learners, their personal development and their wellbeing when at the project and outside of Three2Six. If relevant, the project will also carry out activities directed at the children's parents and guardians with the same objective.

This research project also intends to add to the current knowledge on school-based violence in South Africa, especially in a refugee context. The study hopes to contribute to finding appropriate responses, initiatives, interventions and preventions to it, at least in the study context which is limited to the Three2Six project.

# Volunteers

The project has been offering volunteer positions for many years. Volunteers come from across the world and from South Africa. They are an integral part of the team and their support is critical to the good functioning of the project and of its activities.

Whether sent by an organisation (e.g. Kindermissionswerk - Die Sternsinger, CMI Germany, CMI Brazil) or coming to the project as a private volunteer, the project has various volunteering opportunities. Most of the volunteers join Three2Six as campus volunteers to support the project's capacity and activities on one of its three campuses. Depending on needs and availability, the project also offers volunteer positions in the research and communications fields, as well as to join the yearly holiday programme.

The duration of these positions varies from a couple of months to over a year, according to the needs of the project and the availability of the volunteer.

Most of the volunteers come straight out of school and some during or after the completion of their tertiary education. Coming from all around the world, they bring a wide range of knowledge and skills which the project always makes the best of for the benefit of the children and their educational experience.



**João Heim**



**Jakob Mauser**



## **Katja Korhonen, Finland**

My time at Three2Six has been eye-opening. Living at the Marcellin house with a bustling international community, where everybody shares the same mission, was an amazing, educational, and a family spirited experience. The Three2Six staff was welcoming, but there is nothing more disruptive, awakening, and love-filled than the children. Their spirits, resilience, and joy – despite their harsh pasts and present – is something I will never forget, and it has changed me for good."



## **Alex Murphy, UK**

Volunteering with Three2Six left me with three lasting beliefs: that community is vital for change and we cannot face the world alone; that investment of time and love into a child is an understanding that you will feel their gratitude but not see all you have done for them; and that one may never underestimate the power of a pencil and a paper. Three2Six is both a home and a school not only to the children, but to the volunteers who learn in return the grace, love, and strength they have inside themselves.





## Leon France Regis Mucyo – Rwanda

"In 2019, I was privileged to be among the strong and committed team that works hard in order to help the vulnerable refugees and asylum seekers children of the Project. The Three2Six project has helped me in different ways [...]. Thanks to the Project, I gained a huge experience and understanding about its importance and influence in the community especially the Three2Six children and their families.

My engagements in different activities such as covering events, preparing newsletter, interacting with others through the social media platforms of the project helped me to share my viewpoints and experience with other people such as management, children and parents. According to the time that I spent at Three2Six, I can proudly testify that the project is doing incredible and amazing work to the children and surely its impact will brighten the future of all the Three2Six children."



AVERAGE TIME SPENT  
AT THE PROJECT **10 months**



VOLUNTEERS IN 2019 **9**



COUNTRIES

Germany **4** Britian **1**  
Rwanda **1** Brazil **2**  
Finland **1**



GENDER

women **5** men **4**



**Honi Rubik, CMI Brazil**





### **Paula Lutzenberger – CMI Germany**

“Three2Six is an incredible project! I saw how the kids have to live and the project team is doing a lot to give them a little break. It is not just the food or the education. Every volunteer and the other people behind Three2Six give all their love to their work to provide the kids a safe place and some love. And that is not all! One of my highlights was definitely the Holiday Program - 2 weeks full of art, sport, music and a lot of fun!”

### **Georg Tannen, Kindermissionswerk – Die Sternsinger**

“I was allowed to be part of the Three2Six team on the Sacred Heart Campus in 2018-2019. The time I spent with the kids was filled with wonderful moments. During this time, I learned how important the value of family is and the children showed me new perspectives with their warm, curious and fun-loving nature, which still shapes me today. I am also very grateful for the experiences with the rich culture in the project and the country and the new friendships I have made. Sometimes I have to remind myself of this in my everyday life here in Germany and long for Joburg again. In retrospect, time has given me wings in many ways and I'm really grateful for all that I have learnt during this time.



### **Celine Briemle – CMI Germany**

“My volunteering in Three2Six, at the Holy Family College campus, was a very valuable experience for me and I can only recommend everyone to do a (voluntary) social year. It was a lot of fun for me to play with the children every day, to learn and to see their little radiant faces. My stay in South Africa has shaped me very much and I have changed my attitude to life and my view of different situations and things. I miss the time, the children and my “second family and home “ every day. I really appreciate it and I am very thankful. It has been one of the best times in my life so far.”





# December holiday programme

From the 2nd to the 13th of December, the project held its annual summer holiday programme, an event that the children, the teachers and the volunteers always look very much forward to.

This year again, the project's team was delighted to be joined by volunteers from the Australian Catholic University (ACU) and from Marcellin College, Australia. The team also received the support of local students from various schools, including its host schools, and of members of the Marist Youth Movement in Johannesburg.

Despite many changes to the holiday programme's original schedule due to adverse weather conditions, the two-week programme was one the highlights of the year for the children and the team. Activities were a combination of science (including some on the environment), games, art, reading, sports, manual activities and outings. The children also enjoyed some isiZulu classes taught by a Sacred Heart College teacher. The outings at Play Africa, Sci-Bono and Johannesburg Zoo were very instructive. To run some of the activities, the project involved its partner Judo for Peace as well as Hooked on Books and was able to rely on the creativity and flexibility

of its volunteers who were quick to think of alternative activities (e.g. yoga, painting, Australian football) when outdoor activities were not possible.

The project is very grateful to CONSOL who provided glass bottles to all children who were able to take them home with them. This supported the project's effort to reduce the use of plastic bottles during the holiday programme and to teach the children about the importance of environmental protection.

The ACU team of volunteers was also very generous. One of its student teachers made drawstring backpacks for all the children and the team donated various items to the project such as Australian soccer balls, exercise jerseys, hygiene products and goodies from Australia.







## Alumni days

In 2019, one Saturday a month, Three2Six Alumni gathered together for a Homework and Activity day, which was run and facilitated by both national and international volunteers who are connected to Marist Youth. Marist Youth South Africa is coordinated by Beth Code.

These monthly sessions were designed and created specifically for the Alumni of Three2Six, with a specific focus on homework assistance, and personal development skills. The sessions had varying numbers each month, but most commonly approximately 10 – 15 participants, and up to 7 volunteers.



A typical alumni day is structured as follows:

- Warm up/ice-breaker activity
- Structured Learning Session/Personal Development Skills, e.g. creative thinking, cooking skills, goal setting, health and well-being, leadership skills
- Homework Assistance
- Sport/Physical Activity
- Lunch

The Marist Youth volunteers have developed positive relationships with Alumni and are now seeing a regular committed group of young people participating and getting actively involved in Marist Youth. These same students also attended the Summer Holiday Programme and participated in the Marist Schools Matric Dinner.

Throughout the year, there have been a number of Alumni Days that stood out. The many dedicated Marist Volunteers prepared various themed sessions and creative activities.



## Highlights of the year

- International Women's Day Session with Murpriy (Marist Volunteer South Africa)
- Menstrual Health with guest Candice Chirwa, and presenters from The Menstrual Project and Mina Cup
- Healthy Cooking with Honi (Volunteer from CMI Brazil)
- Getting Crafty with Diogo and Juliwana – Lavalla200 Community Members - Atlantis
- Three2Six Alumni become Volunteers – Children's Home Yeoville
- Soccer Competition with Georg (Volunteer, Kindermissionswerk - Die Sternsinger)
- Computer Skills with Joao (Volunteer, CMI Brazil)
- Creative expression and performance with Raquelle (Marist Volunteer South Africa)



## Testimonials from past learners

**Jemi** was born in South Africa, but his mother was originally from the Democratic Republic of the Congo (DRC). He attended the project in 2011 as a grade one student. Ever since, he and his mother have always participated in the ceremonies the project holds. He is currently a Grade 9 learner at Sacred Heart College.

"We were nourished at Three2Six and were provided with meals for 5 days a week, every single week for the whole school calendar and we were also provided with food parcels for the holidays.

Getting quality education at no costs is a concept the World views to be illusionistic, but not for Three2Six. Books were provided and any emergency a child had was made an emergency for Three2Six for what happens at home affects what is produced at school."

**Ivan** is originally from Rwanda. He arrived in South Africa in 2007 and joined the project a year later. He was among the first group of students when Three2Six opened its doors. He left the project in 2012.

"For all the years that I have known Three2Six, it is always trying to find a way to help someone in need. It is always a great pleasure to talk about my experience at Three 2 Six. Three2Six has been of great support to me and my entire household. [...] Three2Six does all it does with great passion. It has never been what they get in return but rather who benefits in return. What I love about the programme is that it does not only focus on the education of the learners but it also sees to the wellbeing of all its stakeholders. The programme ensures the wellbeing of the learners and even those who leave the school. I have had a wonderful time at Three2Six. I never know how to pay back."

Ivan is currently an intern secondary school teacher at Holy Family College and is completing his second year in Education at the University of South Africa (UNISA).



Ayshe Ergul, Women's Desk and Gill Fenwick,  
ESL volunteer teacher: Turquoise Harmony  
Institute

## Testimonial from Partner Organisation

The Three2Six Project, which was founded for bridging the education gap in Refugee and Asylum Seeker Children, is excellent. We have worked with them on the 2019 Concert for Refugees. In their involvement they exemplified their positive contribution to social cause of supporting the refugee and asylum seeker children. Their partnership and contribution to the concert added great value to the event and brought success. We also partner with Three2Six in the project teaching refugee and asylum seeker women English and skills.

The Turquoise Harmony Institute supports The Three2Six Project's endeavours and values their work.

**Ayhan Cetin** | Executive Director, Turquoise Harmony Institute













# Fundraising

In 2019, the project raised R5,57M to run its activities and was able to count on the generous support of its partners Misereor and the HCI Foundation to fund its shortfall for the year.

The below graph focuses on the project's core funders who were mainly international organisations that have been partners of the project for years. The project was also able to count on the support of its long-standing local funders which was critical.

In addition to this, the project received R112,100 in individual donations, which greatly supported the efforts of the project throughout the year.

	International Funding		Local Funding
2019	 5.4 million ZAR		0.17 million ZAR
2018	 6.1 million ZAR		0.5 million ZAR
2017	 5.9 million ZAR		1.4 million ZAR
2016	 3.3 million ZAR		0.9 million ZAR
2015	 4.6 million ZAR		0.4 million ZAR

## American Fundraising Initiative 501c3

Sacred Heart Marist Observatory is a United States 501 C3 corporation established in the Fall of 2017 for the sole purpose of raising revenue for Sacred Heart College and specifically for the Three2Six refugee program for children. This 501C3 corporate status (not for profit) allows donors to make tax deductible contributions. To secure the 501C3 status, the law firm of Morgan Lewis collaborated with the Sacred Heart US team. After US\$ 65,000 of probono work over a ten-month period, the application was approved. The process was more rigorous than usual since the application involved support for a program outside of the USA.

In 2019, the team was composed of five members: Colin Northmore, president; Jim Stiles, secretary; Margaret Minson, treasurer and Arthur Minson and Christine Downes, managers.

Since its establishment it has successfully raised over US \$85,000.00, in addition to over US\$ 70,000 in pro-bono work, with 50,500 US\$ in 2019 alone. The donations have covered funds supporting the refugee program and a scholarship for a refugee student to attend Sacred Heart College.

Sacred Heart Marist Observatory has identified and submitted grant requests and applications to individuals, and foundations. Recent scheduled visits to the campuses from the South African Development Corporation (headquartered in Boston, MA) and Marist College (headquartered in Poughkeepsie, NY) were cancelled due to COVID -19. The visits will be scheduled at a later date.

Importantly, we encourage all to utilize the services of Sacred Heart Marist Observatory. If you have contact in the USA that you believe would be a potential donor to Sacred Heart College and the Three2Six refugee program for children, please contact Art Minson at aminson322@gmail.com



[www.shmo501.org](http://www.shmo501.org)





# Governance report

The Sacred Heart College Interim Board met four times. The agile Interim Board consists of nine members and is responsible for policy and overall governance, with the day-to-day management delegated to the Head of College and her Leadership Team.

Members of the Finance Committee are appointed for the specific knowledge and skills they bring to the Committee. They are responsible for monitoring:

- financial spending according to the budget;
- implementing strategies and policies as approved by the Board;
- adequacy of resources and staff;
- compliance with relevant legislation; and
- any special investigations undertaken by the organisation.

The Board endorses the principles in the Code of Corporate Practices and Conduct recommended by the King Commission. The Board abides by the principles of openness, integrity and accountability.

Systems of financial and internal control are in place to provide reasonable assurance that the assets are safeguarded, and that liabilities and working capital are efficiently managed. The project is externally audited twice a year.

This year the Board has had to deal with the financial challenges facing the College. It agreed that the College continue the trajectory in the plans, and that cost-saving measures would be implemented. The Board has also played an active role in finding new donors to support the work of the project. Their contribution and support throughout the year is acknowledged and appreciated.

## Interim Board members

Zeyn Angamia (Chair)  
 Mike Greeff  
 Megan Rogers  
 Tish Pritchard  
 Heather Blanckensee  
 Mark Potterton  
 Volente Naidoo  
 Pam Paton-Mills  
 Lachlan Harris

## Three2Six Board sub-committee

Ashraf Dada (Chair)  
 Sharon Ekambaram  
 Brother John Bwanali  
 Colin Northmore  
 Elinor Kern  
 Franc Sobreira  
 Iain Grieve  
 Lizzy Tjeane  
 Mike Greeff  
 Charlotte Margerit (in attendance)



## Environment, Health and Safety

The There2Six Project considers that reasonable precautions are taken to ensure a safe working environment and conducts its business with due regard for the environment.

## Code of Ethics

Three2Six Project employees and volunteers are required to observe the highest ethical standards to ensure that work practices are conducted in a manner that is beyond reproach.

## Child safeguarding

In the Three2Six Project we have a duty of care to ensure that all pupils are kept safe from harm. We are committed to providing a secure and supportive environment in which children can develop and grow into mature and responsible people. Safeguarding children is an essential part of our holistic approach to ensure that children are protected from abuse and neglect and that every child reaches their full potential. Please consult the website to get a copy of our full Child Safeguarding policy.

# Income statement

for the year ended 31 December 2019

	2019	2018
	R	R
<b>RECEIPTS</b>		
Art Minson	68,660	–
Australian Catholic University	151,683	–
Australian High Commission Direct Aid Program	–	141,800
Caring Women's Forum	–	100,000
First Rand Bank Limited Volunteers	–	10,000
German Marist Solidarity	–	901,513
Giuseppe & Rita Raimondo Charitable Trust	–	100,000
HCI Foundation	280,000	70,000
Individual donations	43,500	6,182
Johannesburg Stock Exchange Limited	150,000	150,000
Kindermissionswerk	–	610,638
Mary Oppenheimer & Daughters Foundation	900,000	300,000
Mathew Harris Charitable Fund	342,000	–
Misean Cara	866,217	931,266
Parents donations - Feeding Scheme	14,800	7,942
Private donor	1,519,506	
Terre des Hommes	471,807	235,115
The Breadsticks Foundation	367,361	989,222
The Gumboots Foundation	7,476	42,750
US Department of state – Julia Taft Grant	–	43,887
	<b>5,183,010</b>	<b>4,640,315</b>
Katholische Zentralstelle für Entwicklungshilfe e. V (KZE) (Misereor)	578,633	1,486,289
Interest	25,642	19,816
	<b>604,275</b>	<b>1,506,105</b>
TOTAL RECEIPTS	5,787,285	6,146,420
PAYMENTS	6,026,420	6,291,328
(EXCESS OF PAYMENTS OVER RECEIPTS)/EXCESS OF RECEIPTS OVER PAYMENTS	<b>(239,135)</b>	<b>(144,908)</b>
(OVERDRAWN) BANK BALANCE AT BEGINNING OF THE YEAR	(27,603)	117,305
OVERDRAWN BALANCE AT END OF THE YEAR	<b>(266,738)</b>	<b>(27,603)</b>



# Expenditure statement

for the year ended 31 December 2019

	2019	2018
	R	R
<b>PAYMENTS</b>		
10th anniversaries	–	48,873
Accommodation for external evaluators and mentors	52,752	10,059
Activities outside the project's activity plan		1 83,271
Administration fee	333,038	265,000
Advocacy	10,694	20,580
Advocacy toolkit	129,576	263,065
Audit fees	58,540	49,120
Bank charges	5,067	3,465
Bus drivers	156,175	141,977
Computer and IT equipment	12,000	51,952
Cook-Hot Meal Programme	53,677	49,416
Curriculum development	22,102	8,704
Development coordinator	–	388,960
Educational resources	–	149,975
Evaluations	99,240	61,090
Events	6,581	12,885
Facilities development	–	25,924
Feeding scheme Children	655,396	658,887
Feeding scheme - Teachers	30,042	11,826
Fundraiser	–	149,935
Governance - Board	–	3,380
Holiday programme	329,577	317,081
Library	1,000	5,102
Medical expenses	1,900	16,105
Programme administrator (Observatory Girls Primary School)	138,600	35,319
Programme coordinators (Sacred Heart College and Holy Family College)	331,237	366,225
Project vehicles	–	61,391
Remedial support	–	96,340
Salaries	2,939,616	1,480,547
Sporting activities	–	11,046
Staff development	54,994	30,261
Teachers – SA Qualification	10,296	47,004
Text books and stationery	193,753	231,834
Transfers and registrations (State Schools)	57,955	104,800
Uniforms	1,372	487,589
Vehicle expenses	169,645	262,430
Volunteer expenses	171,595	179,910
	<b>6,026,420</b>	<b>6,291,328</b>



**TEFL course with parents**



# Ways to **support** the project

## **Donate**

The project welcomes donations to help fund its various programmes during the year.

They can be made on the project's website :

<http://www.three2six.co.za/make-a-donation/>

For donors based in America on the Sacred Heart Marist Observatory's website :

<https://www.shmo501.org>

or via EFT using the following details:

Bank: First National Bank

Branch: Eastgate

Branch code: 257 705

Account number: 62312243405

Swift code: FIRNZAJJ

## **Subscribe to and share the monthly newsletter**

Every month, the project prepares a newsletter to update its friends, supporters and funders on the activities carried out during the month. The intention is to share it as widely as possible.

To subscribe to it, you can do so on the following link:

<http://www.three2six.co.za/newsletters/>

## **Share the project's social media pages and posts on Facebook, Instagram and Twitter**



[www.facebook.com/Three2SixProject/](http://www.facebook.com/Three2SixProject/)



<https://www.instagram.com/three2sixproject>



<https://twitter.com/326project>

## Reach out to discuss a partnership

The Three2Six team is always interested in starting new partnerships.

- short-term projects [e.g. for a combined event, to carry out a once-off activity for the children and/or for the staff members], or
- long-term [e.g. research opportunities, funding, advocacy initiatives, volunteering].

Please see the back cover for a list of contacts.

If the partnership is related to the use and spread of **Talking and Thinking about Refugees** toolkit (<http://www.three2six.co.za/ttr-2/>)

Contact – [manager@three2six.co.za](mailto:manager@three2six.co.za)

## Share its advocacy tools to help the project in its efforts

In addition to the **Talking and thinking about Refugees** toolkit the two following resources have been developed by the project to raise awareness on the plight of refugees:

**Precious number 1**, a stop-gap animation short video on the experiences of a refugee travelling to South Africa

[https://www.youtube.com/watch?v=ScJetmtVQek&feature=emb\\_logo](https://www.youtube.com/watch?v=ScJetmtVQek&feature=emb_logo)

**Precious number 2**, on the experiences of a refugee in South Africa

[https://www.youtube.com/watch?v=F7OoQ0TF2Uc&feature=emb\\_logo](https://www.youtube.com/watch?v=F7OoQ0TF2Uc&feature=emb_logo)

## Volunteer your time

If this is not for a full-time volunteering role (see section above on volunteers), people who are looking to be regularly involved in the project can help with various activities such as reading, holiday programme, alumni days, art classes.

Contact – [manager@three2six.co.za](mailto:manager@three2six.co.za)

## Supporters



ANONYMOUS  
DUTCH FUNDER



The Breadsticks Foundation







**operates from 3pm to 6pm every weekday**

The Three2Six Project was founded in 2008 by Sacred Heart College with an intention of bridging the education gap in children. Due to difficulties securing space in schools around the country, Sacred Heart placed their focus on Refugee and Asylum Seeker Children's education in South Africa. With Sacred Heart College being the first host school of the project, where nearly 100 children were given three hours of education daily. Children experienced love, comfort and family.

That number would soon grow as Observatory Girls Primary School opened its doors to more children in 2010 and in 2016 even more were accommodated at Holy Family College. With over 300 children, our dedicated teachers ensure that every child receives necessary training, knowledge development and preparation to enter a regular school.

The project provides quality education based on the Marist values. This happens in a space that encourages integration, inclusion, diversity of expression, understanding and giving voice to the children.



**THREE2SIX**  
Refugee Children's Education Project

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**Sacred Heart College – +27 11 487 9000**

office.shc@three2six.co.za

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**Observatory Girls Primary – +27 11 487 1100/1**

office.obs@three2six.co.za

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**Holy Family College – +27 11 486 1104**

office.hfc@three2six.co.za



[www.three2six.co.za](http://www.three2six.co.za)



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