

Three2Six

ANNUAL REPORT 2020

“

I am a refugee, I glow in the dark, I think with proud of where I come from.”

Samuel, learner at Three2Six

THANK YOU SO MUCH TO OUR CORE FUNDERS FOR THEIR SUPPORT.
IT WAS ESSENTIAL TO US DURING THE COVID-19 CRISIS.



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BY AMIDA

LEARNER AT THREE2SIX

FROM A VERY FAR COUNTRY,
IT'S NOT EASY TO BE A REFUGEE,
WITHOUT A FAMILY OR PARENTS,
IN A FOREIGN COUNTRY!
I RAN AWAY FROM MY COUNTRY,
THERE WAS NO MORE PLACE FOR ME,
ONLY A GREAT WAR,
AND MY PARENTS NO MORE,
MY ONLY HOPE WAS TO LEAVE!
I BELIEVED ALL HUMAN HAVE RIGHTS,
BUT, WHY NOT REFUGEES?
I AM A REFUGEE,
DO NOT TAKE MY RIGHTS AWAY,
DO NOT TAKE MY HOME AWAY!



Drawing by Paul Kabeya, a Three2Six alumnus

The refugee situation in South Africa 2020

UNSPOKEN INEQUALITY: how COVID-19 has exacerbated existing vulnerabilities of asylum-seekers, refugees, and undocumented migrants in South Africa

An estimated 2 million foreign-born migrants of working age (15–64) were living in South Africa (SA) in 2017. Structural and practical xenophobia has driven asylum-seekers, refugees, and undocumented migrants in SA to abject poverty and misery. The Coronavirus Disease 2019 (COVID-19) containment measures adopted by the SA government through the lockdown of the nation have tremendously deepened the unequal treatment of asylum-seekers and refugees in SA. This can be seen through the South African government's lack of consideration of this marginalized population in economic, poverty, and hunger alleviation schemes. Leaving this category of our society out of the national response safety nets may lead to negative coping strategies causing mental health issues and secondary health concerns. An effective response to the socioeconomic challenges imposed by the COVID-19 pandemic should

consider the economic and health impact of the pandemic on asylum-seekers, refugees, and undocumented migrants.

SA HAS BEEN A PREFERRED DESTINATION FOR MANY MIGRANTS FROM OTHER PARTS OF AFRICA, PARTICULARLY THOSE FROM THE SOUTHERN AFRICAN DEVELOPMENT COMMUNITY (SADC) COUNTRIES.

An estimated 2 million foreign-born migrants of working age (15–64) were living in SA in 2017, representing 5.3% of the South African labor force. Between 2012 and 2017, there was a 1.4% increase in international migrants of working age in SA. Unofficially, the foreign-born migrant population in SA today is estimated to be around 4.2 million.

SA's commitment to upholding human rights and the rights of asylum-seekers and refugees make the country an attractive destination for people fleeing their home countries in the quest for a more dignifying and humane existence. The economy of SA, which is one of the most advanced on the African continent, has contributed to the exponential increase in the number of people seeking asylum from the continent and the world at large.

The unprecedented flow of asylum-seekers and refugees into SA has compromised the government's stance to adhere to its commitment towards upholding human rights while delivering its promise to uplift the socio-economic welfare of its citizens; especially those that still feel the brunt of apartheid – a system of institutionalized racial segregation. While there is the political will to accommodate and cater for asylum-seekers, refugees, and

undocumented migrants in SA, the increasing economic and financial woes of the country has led to the government adopting and frequently changing laws that in many ways, have impacted negatively on the lives of these foreign-born migrants.

The South African Refugees Act provides the right for asylum-seekers and refugees to work and study, to access medical services and life-saving treatment and freedom of movement. SA's considerate assertion to these rights partly accounts for the influx of asylum-seekers and refugees. However, failure to regularize the national asylum system, bureaucratic inefficiency, and corruption have engendered issues such as lack of personnel capacity and logistics to deal with the volume of asylum-seekers and refugees, consequently, creating a backlog in the processing and adjudication of the documents. To this end, many foreign-born migrants remain undocumented and/or asylum-seekers for years, and those with refugee status find it difficult to obtain documents like the refugee identity or travel document.

The difficulty in obtaining or renewing documents on time makes it challenging for most asylum-seekers and refugees and, of course, impossible for undocumented

migrants to gain any meaningful and long-term employment even if they are qualified. Most of them are relegated to the informal sector and nudged to reside in underprivileged communities.

FOREIGN-BORN MIGRANTS ARE, THEREFORE, MORE LIKELY TO BE INFORMALLY EMPLOYED AND FACE PRECARIOUS EMPLOYMENT CONDITIONS.

According to the African Centre for Migration and Society [at the University of the Witwatersrand], a foreign-born migrant with the same age, gender, and level of education, belonging to the same 'population group' and living in the same place as a South African, has a higher probability of being employed than a South African.

Therefore, there is the conception in most communities where these foreign-born migrants reside and work that they deprive South Africans of employment and other business opportunities and are a strain on the limited social services and amenities, constituting the main drivers of xenophobia. To avoid the killing of foreign-born migrants by the general population, the South African

government enacted bylaws that make it challenging for foreign-born migrants to gain employment in SA. The abovementioned structural and practical xenophobia have plunged foreign-born migrants living in SA into abject poverty and misery.

Most asylum-seekers, refugees, and undocumented migrants entering SA come from regions with endemic malaria, HIV, and TB infections. In addition to these infections, there is equally a huge burden of non-communicable diseases among foreign-born migrants living in SA. Migration also involves going through certain stages involving lack of preparedness, difficulties in adjusting to the new environment, the complexity of the local system, language difficulties, cultural disparities and adverse experiences, which can cause distress and anxiety to the foreign-born migrants with a negative impact on their mental well-being. Despite this high disease burden, foreign-born migrants face various challenges accessing preventative and curative healthcare services including the lack of migration-aware and mobility-competent health systems programs.

F.C. Mukumbang, A. N. Ambe & B.O. Adebisi (2020) International Journal for Equity in Health. Volume 19, Article number:141 (2020)





REVAMPING THE ASYLUM SYSTEM BEGINS IN SOUTH AFRICA

8 March 2021

Over 153 000 asylum seekers who have been waiting many years for a decision on their applications for asylum will have their cases heard and decided, thanks to a new agreement signed today by UNHCR, the UN Refugee Agency and the Department of Home Affairs of the Republic of South Africa. The USD 9.6 million agreement sets in motion a project to eliminate delays and the backlog in asylum decisions in a bid to revamp the refugee management system by 2024.

The Government and people of South Africa have a proud tradition of a welcoming and inclusive approach to people seeking asylum, as enshrined in the country's constitution and laws. For decades, the country, known for championing human rights, has been a generous host to people fleeing conflict and persecution from across the African continent and beyond.



“CHANGES TO POLICY AND STRENGTHENING ADMINISTRATIVE PROCEDURES ARE VITAL FOR A FAIR AND EFFECTIVE ASYLUM SYSTEM AND FOR THE PUBLIC TO HAVE TRUST IN THE ARCHITECTURE OF REFUGEE MANAGEMENT, AND THE INSTITUTION OF ASYLUM.”

Problems in the asylum system led to some claims being stuck for over a decade waiting to be heard. Of the 266,694 refugees and asylum-seekers in South Africa, two-thirds of them do not have access to the full rights and privileges of refugee status.

Under the Asylum Decisions Backlog Elimination Project, 153,391 cases will be processed over the next four years. Once their claims are processed those who will be recognised as refugees will be free not only to access national services on a par with citizens, but also to become valuable contributors to South African society and the development of the country.

“We welcome the Government’s determination to revamp the asylum system in South Africa, and their openness to working with UNHCR on eliminating the backlog,” said UNHCR’s Representative in South Africa, Mr. Leonard Zulu.

The work we have started will also ensure that those who need international protection have their refugee status recognised as quickly as possible.”

“This project also supports efforts to maintain social cohesion between refugee and host communities,” continued Mr. Zulu. These communities have suffered so much under the COVID-19 pandemic, this project is needed now more than ever.” A strong asylum system is an institution of democracy and human rights. The Backlog Project will make the system more robust and safeguard it against abuse.

“This is welcome news,” says Valentin Tapsoba, Director of UNHCR’s Regional Bureau for Southern Africa. “I applaud the Government and people of the Republic of South Africa in not only identifying problems in the decision-making process of asylum applications but partnering with UNHCR to resolve them. This is truly in keeping with the spirit of ubuntu and inclusivity South Africa is known for.”

Source: <https://reliefweb.int/report/south-africa/work-revamp-asylum-system-begins-south-africa>

CHAIRPERSON'S REPORT

2020 HAS PROVEN TO BE THE MOST EXTRAORDINARY AND CHALLENGING YEAR.



We have felt the numbing tragedy of the death of loved ones, friends and colleagues, countered, in part, by the courage and selflessness of our care givers and frontline workers.

The human, physiological, health and economic cost of COVID-19 has been astounding and its evil legacy will be with us for many years to come. The marginalised and poor in South Africa have carried a very high burden of this cost. Lockdowns stop income earning activities, living conditions severely limit social distancing, international networks are disrupted and access to local healthcare remains patchy.

The Three2Six project worked tirelessly, in the early stages of lockdown, to provide meaningful support for our children and their families. Our community came together, as did new supporters, to provide food vouchers, food parcels, PPE, books, and toys. As the lockdown levels lifted, our host schools extended their COVID protocols and health and safety endeavours to include the Three2Six classes, allowing our children to return to school in a safe and sustainable manner. We were even able to host and responsibly manage a successful and greatly appreciated December holiday programme for almost 200 children.

THE THREE2SIX PROJECT
REMAINS IN GOOD
SHAPE AND HAS BEEN
MADE STRONGER BY THE
CHALLENGES THAT COVID
HAS BROUGHT.

The Three2Six project remains in good shape and has been made stronger by the challenges that COVID has brought. We are carefully examining the opportunity for project enhancements around further support for alumni and alumni involvement in the project; further teacher and facility improvements to enrich the teaching experience for our learners; further engagement with multi-national bodies on advocacy; and the careful consideration of another Three2Six site in Johannesburg.

Great fortitude has been shown by the whole Three2Six community in dealing with and adjusting to the changes that COVID has brought. Accordingly I must offer, on behalf of the subcommittee, our profound thanks and appreciation to the staff of Three2Six in all their endeavours. We remain eternally grateful to our funders for their support in these challenging times.

Roddy Payne

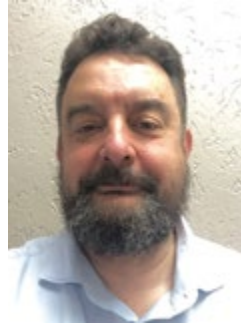
Three2Six **sub-committee** members



MARK POTTERTON
THREE2SIX DIRECTOR,
THREE2SIX SACRED
HEART COLLEGE PRIMARY
SCHOOL CAMPUS
PRINCIPAL



CHARLOTTE MARGERIT
THREE2SIX ADVOCACY,
COMMUNICATIONS
AND STAKEHOLDER
ENGAGEMENT OFFICER



RODDY PAYNE
THREE2SIX SUB-COMMITTEE
CHAIRPERSON



CONFIDENCE DIKGOLE
GOVERNANCE



FRANC SOBREIRA
THREE2SIX HOLY FAMILY
COLLEGE CAMPUS
PRINCIPAL



TIM SMITH
ADVOCACY



LIZZIE TJEANE
THREE2SIX OBSERVATORY
GIRLS' PRIMARY SCHOOL
CAMPUS PRINCIPAL



BR JOHN BWANALI
MARIST BROTHERS



NICOLE FRITZ
ADVOCACY



SR MARIA RISSINI
REFUGEE NETWORKS



ZEYN ANGAMIA
MARIST SCHOOLS'
COUNCIL REPRESENTATIVE

DIRECTOR'S REPORT

Dear Friends of Three2Six

“WHATEVER YOU DID FOR THE LEAST OF MY SISTERS AND BROTHERS, YOU DO FOR ME.”

(Matthew 25.40)

Thank you for all your support in 2020.

While 2020 was a different kind of year, the following pages show what your support achieved last year. This 2020 Annual Report arrives in the middle of the global COVID-19 crisis that has radically changed our world. Even though many classrooms were closed last year and social distancing is a reality, we continued to be with the children and families of Three2Six.

We are proud that throughout the most difficult times we continued to teach our children through WhatsApp and books dropped off during lockdown. We also maintained weekly contact with the children and family through radio and mobile phone.

Through generous contributions we were able to offer extensive psycho-social support through our partners, as well as offer food support and Personal Protective Equipment (PPE) to our families through difficult times.

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 campus coordinators, teachers, cooks, drivers, cleaners, and other support staff on all campuses who keep ensuring that the project continues with vigour.








Mark Potterton



WE ARE PROUD THAT
THROUGHOUT THE MOST
DIFFICULT TIMES WE
CONTINUED TO TEACH OUR
CHILDREN...



OUR 13-YEAR OPERATION NUMBERS

Number of children		2 687
Number of meals		611 082
Number of hours of lessons		13 792
Number of food parcels		11 000
Funds raised		R43 607 275
Number of schools		3
Number of teachers		23

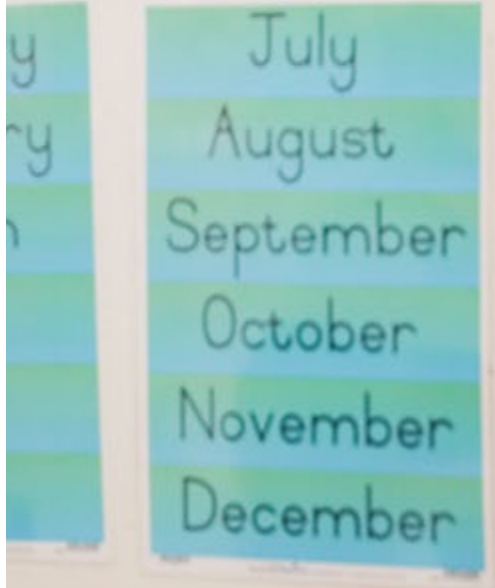
Operations report

THROUGH THIS CRISIS, WE HAVE DEVELOPED NEW PARTNERSHIPS AND A SUPPORT NETWORK, INCLUDING WITHIN THE LOCAL COMMUNITY, THAT HELPED US IN AREAS THAT ARE NOT OUR EXPERTISE.



The support that we received from many organisations and individuals meant that our children were able to complete a full school academic year through our catch-up activities which included Saturday classes, longer days, and educational camps. We were also able to engage the services of the Johannesburg Parent and Child Counselling Centre (JPCCC) to offer psycho-social support for the children and the teachers during these difficult pandemic times.

The grants and donations allowed us to provide several rounds of food support to families as well as meals to the children on Saturdays and on the additional days they attended.



The following partners assisted the project to mitigate the impact of COVID-19 on its overall operations. The support was provided by our long-term sponsors and partners namely:

Misean Cara

Misereor

Private Dutch Funder

Mary Oppenheimer & Daughters Foundation

The Breadsticks Foundation

Terre des Hommes Germany

The HCI Foundation

Johannesburg Stock Exchange.

There are partners who also came on board to attend to the immediate needs of the learners and their families during this time to ensure that the pandemic does not impact on the lives of the already marginalized and under-privileged communities with limited resources and opportunities:

Maristen Solidaritat Germany

Salesians of Don Bosco Ireland

The Maitri Trust (through HCI)

The Holy Family Sisters

Caring Women's Forum

Investec

Individual donors

We remain grateful for the support of the Sacred Heart College Parents Community, the West Street Mosque, the Turquoise Harmony Institute, NOAH Community Action Network (CAN), Obs CAN, SANZAF, the UNHCR through Future Families and all other donors and contributors who also made a valid contribution through individual donations, and assisted the project to provide food to its beneficiaries, and to implement safety measures and provide PPE to the learners and their families.

IMPACT

- **R1 965 944,5** funds raised and donated for our COVID operations;
- 225 children, 12 refugee teachers, and their families were provided with **food parcels** (1659 parcels of a value of around R829 500) and **food vouchers** (value R298 750) during difficult economic times;
- 225 children benefited from **psycho-social support activities** (camps [senior pupils] and psycho-social support for all). 41,25 hours of pastoral care were provided to the learners across campuses;

- **Hand sanitisers, soaps and masks helped mitigate the impact of COVID-19** on the three school campuses, and at home for our beneficiaries. 1975 litres of medical-grade hand sanitisers were distributed to families and teachers, 1125 masks to children and 450 to families, as well as 1125 soaps to the families;
- **225 children were able to complete their schooling** in one academic year despite the disruptions caused by the COVID crisis. R185 925 was spent on overtime for teachers and R2000 worth of data was provided to teachers during the months of hard lockdown to teach remotely and to regularly check in on the families. 225 workbook packs were also distributed for children during lockdown.

From the coronavirus pandemic's first months, the World Health Organization (WHO) warned that Africa's health systems would struggle to cope if the virus began to spread on the continent. That prediction was realized here in South Africa.

Initially, a hard five-week lockdown from 27 March helped to keep the number of infections low, but that became economically ruinous as 3 million South Africans lost their jobs.

COUNTRIES OF ORIGIN OF 2020 LEARNERS



The Three2Six Project continued to operate from the homes of the children. We were able to get all the children's textbooks home to them and the teachers used WhatsApp to guide them through their work. We also provided additional money for data for teachers.

Throughout the lockdown we offered food support to the families, and during those hard lockdown months we were able to channel R540 000 worth of food support. This was made possible by the generous support from members of the public, religious organisations and from our regular donors.

We returned to school as soon as we could, mid-June 2020, and were able to get teaching and learning in the classroom back on track again. Before the return to school, teachers were trained by Doctors Without Borders on how to minimize the risk of being infected by COVID-19. Thermometers and PPE were

purchased for the project and we managed social distancing both on transport and on campus. We introduced a staggered timetable to space children and introduced an additional day of teaching. We strengthened our partnership with the JPCCC and have engaged six psychologists, on a part-time basis, to provide psycho-social support.

For 2021, we decided to keep all of our children in the project for an additional year (they will still progress to the next grade), but because of the impact of the restrictions in the public system (with around 18% of pupils not having returned to school) we decided to wait a year when placement into public schools is likely to be easier. However, this does limit the number of new children we can accommodate in 2021.

We ran two camps in the Magaliesberg for two older groups in October and November. There was an opportunity for the children to connect

with each other and to acquire new teamwork skills. The children enjoyed the meals and being outdoors. The outdoor experience was a first for a lot of the children who have mainly grown up in high-density areas.

We ran our holiday enrichment programme in December over a week, and we also had one last food distribution to families at the end of November.

LESSONS THIS YEAR

With the support of our partners, who proved to be very accommodating and some allowed us to reallocate funds, we were able to offer food support to families who had been severely hit by the impact of COVID-19 on the South African economy. Our matter-of-fact approach in which we got children to return to school as soon as regulations allowed, enabled us to continue the year with all the necessary precautions.



The support we had from the Maitri Trust and Misesan Cara allowed us to distribute masks, sanitisers and soaps to our beneficiaries. We were also able to reduce the number of children on campus which allowed for better social distancing. We have continued with our daily health screening for COVID-19, and up until now we are not aware of any of our children or our staff becoming infected by the virus.

Through this crisis, we have developed new partnerships and a support network, including within the local community, that helped us in areas that are not our expertise. This crisis showed further the vulnerabilities of the refugee community that we work for every day, especially in challenging times when their resources are limited. The digital divide is a reality that did impact on our children's learning.

CONCLUSION

We are very grateful for the support that we have received this year and are proud that we have been able to continue the programme in these difficult times. Many of our partners have been surprised that we have been able to catch up the academic year with our additional classes (one day a week) and offer such extensive psycho-social support.

We are extremely proud of our teachers who have helped us keep routines as normal as possible and who have gone the extra mile.



A year on our campuses

SACRED HEART COLLEGE CAMPUS

KEY HIGHLIGHTS:

- A remedial class was held for the learners who have fallen behind their learning;
- The older learners, the Grade 5s, went on a leadership camp to rebuild relationships and learn in a fun environment;
- The teachers benefited from a training on how to teach literacy in foundation phase;
- One of the teachers completed her training as a kid's skills coach;
- Due to COVID, parents' English classes were carried out on WhatsApp by the Turquoise Harmony Institute.

KEY CHALLENGES:

- When the campus reopened in June, the learners had to be split into 2 groups as COVID safety protocols couldn't be observed in the space allocated to them. This had an impact on their on-site learning which dropped from 5 to 3 days a week;
- One of the families had to go back to Malawi due to critical financial difficulties in South Africa;
- Jakob, the campus volunteer, had to return to his home country before the end of his contract period, due to COVID.





HOLY FAMILY COLLEGE CAMPUS

KEY HIGHLIGHTS:

- During the weeks of hard lockdown, at least 95% of the children on the campus were able to access the online class work and to submit the activities and assessment given to them by their respective teachers. The remaining 5% couldn't, as they did not have phones, so the teachers used a diverse model of learning to ensure effective inclusion;
- 50 learners, the two grade 3 classes of the campus, went on an educational camp for the children to reconnect and to acquire new skills;
- The year ended with a closing mass, celebrated with the main school, during which the learners sang beautifully;

- During the crisis, building up the children's resilience was more important than ever. The teachers did so by encouraging each child and recognising their capabilities.

KEY CHALLENGES:

- The wearing of mask by teachers has a negative impact on learners, on their reading and sounding, especially in the foundation phase, as they cannot read their teacher's lips;
- Due to the way that COVID-19 is transmitted, learners were not allowed contact play or to do certain other activities.





OBSERVATORY GIRLS' PRIMARY SCHOOL CAMPUS

KEY HIGHLIGHTS:

- With our partner Judo for Peace, judo classes started on the campus for the mixed grade class as they are older children. This was discontinued with the COVID-19 outbreak;
- Despite the crisis, the campus celebrated World Refugee Day and Heritage Day, for which the children wore their traditional attire and presented cultural dances;
- iPad lessons were held twice a week by a computer teacher for the main school. The surfaces and gadgets were sanitized before and after use;
- The campus received many donations such as gift vouchers and food from the local communities.

KEY CHALLENGES:

- Observing COVID regulations caused a lot of restricted social behaviour between children, and required teachers to be creative when teaching activities, so as to limit the spread of COVID when the children returned to campus;
- No trainings took place due to COVID.



Advocacy report

Towards the end of 2020, Mindburst Workshop developed for Three2Six an online version of its **anti-xenophobia resource for teachers** called “Talking and Thinking about Refugees” (TTR) which provides lesson plans on how to engage with learners on refugee related issues in the classrooms. It was made interactive by including short videos of some of the Three2Six teachers introducing the sections of the

toolkit, to ensure that anyone who is unfamiliar with it can easily understand how the resource is organised and how to use it.

Three2Six created this online version to make it accessible to all as, given the COVID regulations that restricted the gatherings of persons, in-person trainings on TTR



could not be organised in 2020. It is now available [here](#) as an HTML file and can be viewed offline for easy access. If you would like to enquire about the resource, please refer to the “Ways to support us” section.

This year, the project was excited to be **highlighted in a United Nations report**, the United Nations Human Rights toolkit on how to create human rights-based narratives on migrants and migration. This resource is a step-by-step guide with concrete information and practical examples on how each organisation can make this shift and contribute to global change of the current discourse. Find out more by reading the section which features the project by clicking [here](#), and the full resource [here](#).

Despite the restrictions imposed by the Corona virus crisis, the project took an active part in various advocacy projects which mainly occurred online. In November, the project’s director was a **speaker at a webinar** organized by Franciscans International in partnership with one of Three2Six’s funders, Miseen Cara. Coming from various geographical zones, the experts

on the panel, including the project’s director, expressed how COVID-19 impacted their operations and beneficiaries, and how they were made even more vulnerable by the crisis. Click [here](#) to access the recording of the event.

In 2020, Three2Six started a **partnership with Destination Unknown**, a global network of youth organisations led by its funder, Terre des Hommes. It campaigns for the rights of children and youth on the move, to be upheld and safeguarded. Through the network, Three2Six joined a research project on the barriers faced by this population when trying to access support for their psychosocial needs which will run into 2021. This research study will inform advocacy activities at the national level to tackle the identified barriers. The project has also taken part in the network’s global initiative on shifting narratives on children and youth on the move.

Following a training on this issue, Three2Six started implementing this type of messaging in its communication activities. Joint advocacy activities will be discussed next year.

In October, the project's team joined **Indaba meetings** organized by the Psychosocial rights forum, with the Consortium for Refugees and Migrants in South Africa (CoRMSA) and other organisations, on creating belonging in a fractured society. This involved many institutions working in the migration field, youth and government officials with an aim to work together and support each other in achieving social cohesion in the country. There will be follow-up done in 2021 on concrete actions to take to promote social cohesion in South Africa.

Three2Six has also been involved in a **41-month project by CoRMSA**, for children and youth on the move and their communities. Its aim is to ensure they are empowered, know how to claim their rights, and that they enjoy inclusive policies and access to services. For instance, it included providing feedback on a training manual for social workers and schools administrators who engage with migrant children. It will involve engagement with Parliament and other advocacy initiatives in the new year.

In 2020, the project's team also developed several **new partnerships** to ensure its beneficiaries were supported with their various needs throughout the crisis whether nutrition related, psychological or hygiene related. These included partnerships with the JPCCC, the UNHCR through Future Families, CAN entities, and Play Africa.

THE UNITED NATIONS HUMAN RIGHTS TOOLKIT IS A STEP-BY-STEP GUIDE WITH CONCRETE INFORMATION AND PRACTICAL EXAMPLES



Media coverage

In 2020, the project received **great coverage** from various media outlets, **in South Africa and beyond**, of the COVID-19 activities it carried out for its beneficiaries.

In April, Three2Six was featured by **Maverick Citizen**, a prominent South African daily online newspaper, on the assistance given to its children and families at the beginning of the COVID crisis. April was also the month that the impact of COVID on the project's families in terms of food security was broadcast on national TV by **eNCA**, as the project's funder, the HCI Foundation, had provided food parcels for all families.

In June, the project was featured by three different institutions:

the **Southern Cross**

online by **Marists of Champagnat**, and

UNESCO in its "World Education Blog", highlighting Three2Six's former director, Colin Northmore, as a champion in inclusion in education.

It preceded the publication of its Global Education Monitoring (**GEM**) report.

Another article was published by **Marists of Champagnat** in July on how the project adjusted to be able to welcome its children back on campus despite the health crisis.

The following month, **Health-e News** published an article and two videos of the project, including one of the Three2Six children reminding everyone of the COVID precautions. **Daily Maverick** also featured the project in an article mentioning how Three2Six supported one of its past learners who is now furthering his education at a mainstream school.



The links to all these articles can be found on our [website](#).

At the end of the year, the project director was also interviewed by **SAfm**, a leading radio station in the country, on the impact of COVID on the project's operations over the year.



Teachers

The project employed nine teachers and three teacher coordinators to support its Grade 1 to Grade 6 learners, with a mixed grade class for children with learning difficulties.

THE TEACHERS ARE REFUGEES THEMSELVES.

They come from the same countries as the learners and have gone through similar experiences. 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. Our teachers also ensured that health and safety protocols were followed, and that all child safeguarding measures were implemented. There were instances throughout the year where children were offered additional pastoral care support and home visits by the teachers.

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.

We are grateful to the teachers for their efforts to mitigate the impact of COVID-19. Teachers ensured that children social-distanced and that they wore their masks. Teachers also made sure that there was also enough sanitiser on the buses and at school. In addition to all this the teachers helped raise awareness of the health impact of COVID-19.



AMANDA NCUBE



HAPPINESS CHIZEMA



THEMBI NDEBELE



LINDANI JUBA



GILBERT KONGOLO



GISÈLE NGOY



SALOMON HABIMANA



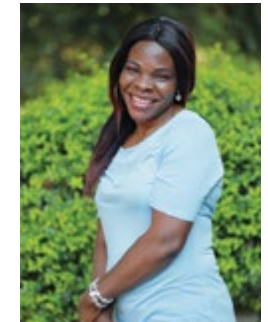
OLUTOLA ADEBIYI



PRECIOUS MAREYA



SHARON KASONDE



JUSTINE KIMBALA

Social media


In 2020, the project had three active social media platforms on which the communications team posted regularly:

Facebook,
Instagram, and
Twitter.


Towards the end of the year, Three2Six also launched its LinkedIn profile.

Here are insights on the reach and performance of these platforms over the year.

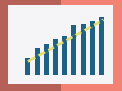
It is very important for the project to regularly share updates of its activities as it is a way to stay in touch with its network of supporters and donors, and to share with them what they are helping us achieve.




FACEBOOK



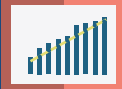
Followers increase: 468
end of 2019 – 733 followers
end of 2020 – 1201 followers



Growth: 63,9%




Total page likes increase: 437
end of 2019 – 722 page likes
end of 2020 – 1152 page likes



Growth: 60,5%

Greatest post reach 20 July:

3757





INSTAGRAM



Followers increase: 25
end of 2019 – 270 followers
end of 2020 – 295 followers



Growth: 9%

Greatest post reach 1 March:

443



For both Facebook and Instagram, the project's followers are mostly based in South Africa and Australia. Other main countries are Brazil, Germany and the United States.



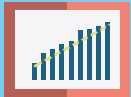
TWITTER



Followers increase: 33

end of 2019 – 75 followers

end of 2020 – 108 followers



Growth: 44%

Our top media tweet earned **1070** impressions, in June 2020.

Tweet impressions:

October – December 2020

10,2K impressions

112 impressions per day



Towards the end of 2020, the project created a **LinkedIn profile** to regularly update its followers on the activities it carries out for the children.

By 31 December, we had already gained

76 followers



Research

Over the latter part of 2019 and until mid 2020, research projects were carried out at Three2Six by **Katja Korhonen**, the project's research intern, and two experts from the **Catholic Institute of Education (CIE)**.

Ms Korhonen looked into the violent behaviours of children in the project and was in charge of making recommendations on how to address this. Some time was spent carrying out a literature review and, given some internal limitations, the project engaged with an expert team from the CIE to carry out the field work.

In the end, one research focus involved a team from the CIE observing interactions between the children, and the children and teachers on those campuses, while the other became the interviews with teachers and other staff members. The findings of both research projects have been discussed with participants and are being used in the planning for 2021.

OBSERVATIONS

Using both notes and sketches of their observations, the CIE team worked with a phenomenological approach of noting and

describing interactions and behaviours across the rhythm of the afternoon. The observers focused on what they could see and hear and were present to as many of the routine activities as possible.

The observers looked for the connection between place, activity, type of interaction and rhythm of the day - in order to see something of the whole, rather than seeing incidents in isolation.

After writing up the observations, the observers were able to compare their notes, shared their reflection, and agreed to what was common to both sites; the Three2Six Sacred Heart College and Holy Family College campuses. The critical incidents were observed by one observer, and so cannot be correlated between observers. They were presented as incidents, and were discussed together, and an effort was made to locate them in the rhythm of the afternoon.

The team made three main recommendations. These are aimed at achieving children's rights, sustainable development goals, and the general psychosocial well-being of learners from the perspective of safety. One of the

recommendations suggested to have an intervention not only in the school environment but also engaging the surrounding community and parents in violence prevention.

INTERVIEWS

Ms Korhonen carried out semi-structured interviews which focused on four predetermined themes around the definition of school-based violence and its forms, such as psychological violence. Seven members of the Three2Six project staff, from both Sacred Heart College and Holy Family College campuses, participated in these interviews. The Observatory Girls' Primary School campus had to be excluded from the study due to the onerous process of getting authorization from the Gauteng Department of Education to conduct research on the campus.

These interviews took place in February 2020. Before starting with the data collection, project staff were briefed through meetings on the background of the study and filled in on the nature of the interviews. Consensus and approval for the research design was sought, and questions, comments and concerns were

THE OBSERVERS LOOKED FOR THE CONNECTION BETWEEN PLACE, ACTIVITY, TYPE OF INTERACTION AND RHYTHM OF THE DAY

listened to, respected and answered to the best of the researcher's ability.

Each interview focused on the participant's perceptions regarding school-based violence: if it does take place among the learners in the Three2Six project, to what extent, and how it is perpetrated.

The results of this investigation show that low-level violent behaviours do indeed take place in the Three2Six project. However, the small sample size and rapid study process did not allow for a comprehensive look into the topic. Also, the Covid-19 pandemic did not allow for follow-up interviews and explorations with learners as initially planned. The frequency of such behaviours could not be determined. This explorative report into the nature of violence among the learners also included recommendations for the project management. Further research into the learners' own experiences of violent behaviours in the Three2Six project is needed. The present study should be seen as a first attempt at exploring violence in the Three2Six project and it is hoped that it might direct future studies.



Volunteers

In 2020, before the pandemic broke out, the project was hosting two international volunteers, **Jakob Mauser** from our long-term partner Kindermissionswerk – Die Sternsinger, and **Gianpaolo Risi**. We unfortunately had to bid farewell to them quite suddenly as the worldwide pandemic called for their return to their home countries, Germany and Italy.

Jakob had been with us for several months, since August 2019, as a campus volunteer at our Sacred Heart College campus, and Gianpaolo since early 2020. He was volunteering with our Holy Family College team.

JAKOB'S TESTIMONIAL

"I had the great honour to be a volunteer at Three2Six from August 2019 to March 2020. During this time, I enjoyed working with the children on numerous activities like sports, iPad classes, the Holiday programme or the library programme. It was always great to see how much the project managed to do for the children and the great commitment of



everybody working there. This commitment is the main reason why Three2Six has such a great and sustainable impact on the children and their families. The students do not only benefit through the much-needed education but also through the food programme and a caring environment at the project that takes them seriously and accepts them as individuals. I am very happy that I had the opportunity to be part of this.

All I have left to say:

THANK YOU, VERY MUCH, KEEP IT UP AND SHINE. YOU ARE SO SPECIAL!"



GIANPAOLO'S TESTIMONIAL

"I had the privilege to work as a volunteer for the Three2Six project for a period of three months at Holy Family College. Unfortunately my experience was cut short due to the coronavirus pandemic but I shall always treasure the moments spent at the project.

The children and teachers were lovely to work with, always full of positivity and joy every single day. Playing with the children in the playground before lessons was always fun, [...] I also appreciate the fact that on campus the children were taught how to sing beautiful hymns before lunch, and I particularly loved the Friday chapel moments.

Helping the children during class, even though sometimes helping them with homework was difficult, offered a fantastic experience to know the children better, and it gives you a sense of accomplishment when children that struggled improved thanks to your help.



Later in the year, when it was safe for us to welcome volunteers at the project again, **Randry** – a local volunteer – joined our team in October. In 2008, Randry was part of our first Three2Six learners. He later joined one of our host schools, Sacred Heart College, as a day student and completed his matric in 2018. He wants to study to become an English and Mathematics teacher.

Working with Justine was also a real pleasure, it takes skill to turn “boring” office work into fun and laid back activities.

Staying at Marcellin house and participating in various Marist Youth events was a great opportunity for meeting new people, and the Alumni day activities for the Three2Six alumni students always offered some interesting insight in problems that are normally overlooked by the average person.

OVERALL I WANT TO THANK EVERYONE FOR THE AMAZING EXPERIENCE AT THE THREE2SIX PROJECT, IT WAS A LOT OF FUN AND THE MOMENTS SPENT THERE WILL ALWAYS BE CHERISHED.”



RANDRY TALKING ABOUT HIS EXPERIENCE AT THREE2SIX:

“When I was asked to volunteer for the project my heart leaped with joy because I knew it was like coming back home. Three2Six has always been more than a project to me. It’s the excitement in the faces of the little ones that makes it so worth it. It’s the people working tirelessly behind the scene that makes the project a safe haven filled with hope, courage and compassion.

THREE2SIX IS A PROJECT MARKED BY LOVE, A COMMUNITY TO LEARN AND GROW, A COMMUNITY OF ACCEPTANCE AND OPEN DOORS AND THAT’S WHY THERE IS NOWHERE ELSE I’D RATHER GO.”

Alumni days

2020 has been a difficult year to meet with Alumni, and due to lockdowns has meant limited time with them. The Marist Youth Team have managed to meet up on Saturdays that are safe to do so, and these have been very successful. Over 2020 we have managed to cook, get scientific, celebrate Valentine's Day, meditate, get sporty, get creative and participate in the Holiday Program. On top of all of this, continued Homework support has been offered. The Marist Team are in contact with Alumni via Social Media, and ongoing communication is always maintained.

It is such an honour to work with the wonderful Three2Six Alumni. We find the experience so rewarding and a worthwhile experience to all involved.

TESTIMONIAL FROM KEITH WITELSON, A MARIST YOUTH VOLUNTEER

"2020 was a year unlike any other, and for our alumni it was a particularly important year as many of them were in grades 9 and 10. These are years during which one comes to choose their subjects and begin their journey into the senior years of school.



Lockdown forced us to pause our in-person engagement with our alumni, as it was not safe for us to meet monthly as we had before. As lockdown lessened and we were able to come together the educational losses once again were starkly noticeable. As with all our alumni days, we were able to enjoy some creative, expressive, and fun activities but we also emphasized the importance of homework and assisted our group where possible.

On a particularly rainy day during which we were not able to engage in our usual outdoor sports I recalled that I had been gifted a copy of *The Four Quartets* by T. S. Eliot. I brought this into our meeting room, and began to read from it and invite interpretation from the group. Their mature and profound responses to this complex introspective poem were incredible, and I was reminded that our group

of alumni have grown so much since we first met them in the project. They are master story tellers, with stories to match their skill – and they have survived this lockdown through an immense strength of will and emotional maturity that cannot be fairly expected of their age.

**I LOOK FORWARD TO OUR
COMING DAYS, AND I AM
IMMENSELY EXCITED THAT MANY
OF THEM NOW BEGIN THEIR
JOURNEY INTO GRADE 11 AND
SOON MATRIC."**

WE HAVE MANAGED TO COOK, GET SCIENTIFIC, CELEBRATE VALENTINE'S DAY, MEDITATE, GET SPORTY, GET CREATIVE AND PARTICIPATE IN THE HOLIDAY PROGRAM



Alumni testimonials

GRACIA – DEMOCRATIC REPUBLIC OF THE CONGO (DRC).

She is 21 years old and is studying commerce.

“I began my journey in Three2Six in the year of 2009 and I was in grade 4. It was the first primary school that I attended when my mother and I moved to South Africa. At that moment, we were financially challenged and my mom could not afford to send me to school, and because I moved from a French-speaking country to an English-speaking country it was kind of hard of me getting selected at public schools.

Then we heard of Three2Six which was offering free education. This was an opportunity that we grabbed immediately. From the provision of uniform to transport, everything was covered and my mother didn't have to pay a cent. That eased all her worries and assured her that her daughter could get basic education and I'm sure this project made many parents feel the same way.

IT GAVE ME ACCESS TO EDUCATION WHEN I THOUGHT I WOULDN'T GET ONE.

Speaking of experience, well I had one of the best times there ever truly speaking it was actually better than the one I had in other schools. I remember the day when I stepped foot in the school ground I was so scared because I didn't know how to speak a proper English. I was afraid of how I'm going to blend in with the crowd when I can't even communicate with them. But I received a warm welcome from both teachers and learners, and I realised that they were many like me there.

It is amazing how the teachers were so patient with us because we couldn't comprehend English. They went with us step by step. Just imagine being a grade four teacher and you have to teach a learner who can't read and write in English properly. Will you feel like teaching a grade 1? But they were super patient. Three2Six really helped at expediting my success in education. School trips, free



meals in the course of the day, school picnics, they were all part of my journey in Three2Six.

Thereafter I was able to get admitted in another school to do my grade seven. And because of the foundation that I got from Three2Six I was one of the best grade seven learners in my school and a top student as well.

Thereafter I got my matric in the year of 2018 with admission to a bachelor degree.

And that's what I am doing right now, studying to achieve my first degree as an online student in Rosebank College while working and also

trying to better my practical skills by joining a two-week course of skills advancing programs.

I hope that this project will keep on helping those in need. New migrants who are still trying to find their ways in this country the same way it did with me and my mom which I am grateful and thankful till date.

Thank you”

BILLY IS ALSO FROM THE DRC AND IS 23 YEARS OLD.

“I was enrolled into the program in 2008 and went on the following year to see my journey come to an end. When I first got to the school I didn’t know what to expect because prior to that I’ve never attended school in South Africa before, and Three2Six was going to set the standard for what was to follow. To my surprise I found the school was built in the spirit of unity, love and care which I still carry with me till this day dearly. No one was treated differently from the other and everything gained was obtained by merit from the teachers or the school hierarchy. I had great teachers, made good friends and most importantly I was developing as a better student. Three2Six is where I realized that you can have less and still feel like you have more.



NOW WHEN I LOOK BACK ON MY TIME THERE, I WOULDN'T HAVE IT ANY OTHER WAY.

I went on to other schools as the project could not provide further training into high school, ended up at Jules where I found a new home and matriculated there in 2017.

I’m currently doing my last year in civil Engineering at the Varsity Institute of Science and Technology and I can proudly say I was made in Three2Six.”

WE RECEIVED THE FOLLOWING NEWS FROM SOME OF OUR ALUMNI.

Sedler Miguel completed his Matric and started his degree at the University of Pretoria (UP). He joined the Project at 12 years old, which was his first time at school.

Adrian Badibanga has completed his degree and he is currently settled in his job in the catering industry. He is one of the children who started with the Project in 2008.

Divine Makuma who was also part of our first learners graduated from Vaal University this year, in marketing management.

Randry Bigirimana joined us this year as a Project Assistant, helping with the running of the project at our Sacred Heart College campus. He was also one of our first learners in 2008.

We were deeply saddened by the passing of one of our alumni, **Feza Asani**, who was a Grade 11 student.

December **holiday** programme

This year, due to the COVID crisis, the December holiday programme had to be adjusted. It was held on two campuses instead of one, and each grade was divided into two groups to allow for social distancing.

COVID friendly activities were organized and the team had to be even more proactive in the supervision of the children. The number of volunteers was limited to ensure the COVID protocols were observed and, unlike other years, the project did not host any international volunteers. The programme was also held over 5 days (7-11 December) instead of the usual 10 days given that the campuses were still being used by the main schools in the first week of December due to the extension of the academic year. The SHC nurse talked to both campuses at the start of the programme to remind everyone of the precautions to take throughout the week for everyone's safety. The importance of respecting the COVID protocols was also reiterated to everyone throughout the programme.

The activities varied from one campus to the other but they mostly revolved around the following:

- craft/manual activity (e.g. beading, painting, collage);
- sports (e.g. no-contact judo, Olympics day);
- educational outings (e.g. zoo, bunny haven, Zoo lake);
- the protection of the environment (i.e. science, Siyakhana food garden in Bez Valley, tree planting activity with Food and trees for Africa) and;
- literacy (e.g. reading, storytelling with Drama for Life, Hooked on Books).

Other activities included a camp day with the Justfootprints foundation, board games, drumming and art performances on the last day.



We are thankful to all our partners, including Judo for Peace, Drama for Life, Hooked on Books, Trees and Food for Africa, the Siyakhana Food Garden and the Justfootprints Foundation for their contributions which made this year's edition successful despite the challenges. Thank you very much also to Lizette Cressey who took pictures of these activities throughout the week.

A special additional thank you to Judo for Peace for donating masks to the children who took part in the no-contact judo activity.

In 2021, we hope to be able to welcome international volunteers again and to run a COVID-19 free holiday programme.



Testimonial from partner organisation



THE REGIONAL OFFICE TEAM AT THE TDH OFFICES IN RANDBURG, SOUTH AFRICA

Since 2018, Terre des hommes Germany (Tdh) has partnered with Three2six to support refugee and migrant children's right to education focusing on enhancing opportunities for their full academic, emotional and physical development and wellbeing. This has been done through various activity interventions such as educational support,

life skills and play programs, and support for them to enrol in mainstream schools in Johannesburg. More recently food relief was provided to the children's families during the Covid-19 pandemic, through additional funds tdh received from VW Workers Council in Germany.

Three2six is a valuable partner to Tdh, offering innovative approaches for migrant children to exercise their rights to education, protection and development, and for making sure they have the same rights as any other children in South Africa. Our team at the Southern Africa Coordinating Office (SACO) appreciates the good work and is grateful to Three2six for its professionalism and accountability and for always being ready to share and learn within Tdh partners' network. Three2six programme was considered by Tdh a best model on how to pull together local educational resources and infrastructure, goodwill and funds from various stakeholders to ensure no child is left behind.



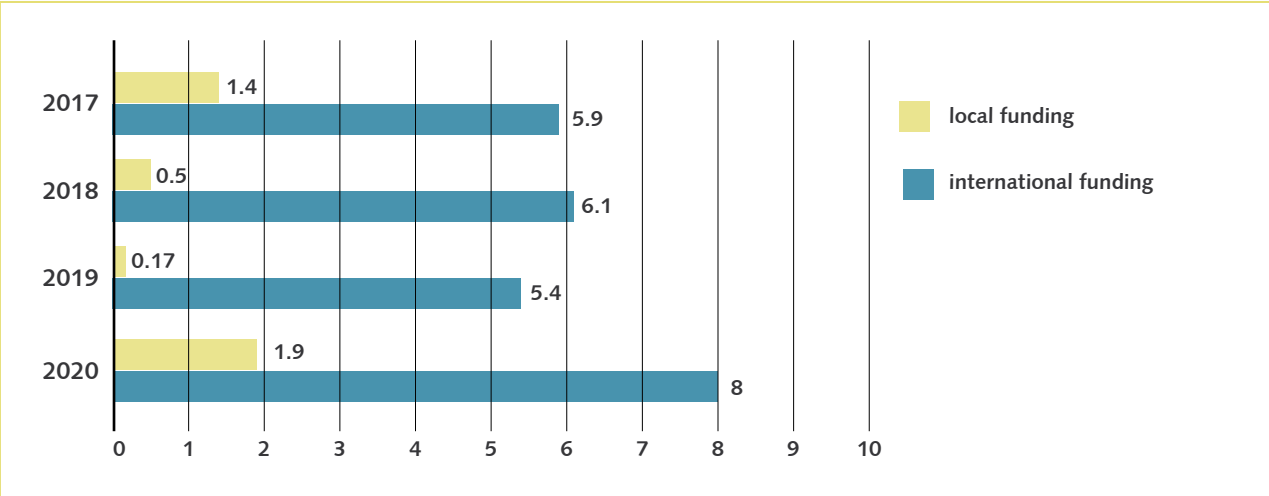
Fundraising report

Since the outbreak of the pandemic, many organisations changed their funding structures and focused more on health-related projects for research and mitigating the risk and the spread of Covid-19.

The reallocation of funds from existing partners allowed the project to carry out its objectives by providing food support and hygiene products such as masks and soaps to all the families to mitigate the spread of the corona virus. Throughout the lockdown we offered food support to the families, and during those lockdown months channeled R540 000 worth of food support.

The project aims to retain existing partnerships, find new donors and increase community engagements through alumni association by means of transparency, greater accountability, and better results regarding all partners social investments. Ideally it would be much better for the project if we could secure multi-year agreements with partners.

In 2020 the project raised a total of R9 961 581.00 with some funds reserved for 2021 from multi-year contracts. R1 830 556.00 was raised from South African donors.



501C3

The Sacred Heart Marist Observatory, our USA 501C3 operation, continues to reach out to potential donors and alumni to increase Three2Six awareness.

IN 2020, THE DONATIONS RAISED BY SACRED HEART MARIST OBSERVATORY TOTALLED **USA \$ 30,000** (APPROXIMATELY ZAR 450,000).

Unfortunately, planned visits by the South Africa Development Fund and Marist College, both USA based, had to be cancelled due to COVID. Attention is being given to Sacred Heart College Alumni in the USA and abroad to help increase awareness for Three2Six in the USA.

Any suggestions or recommendations are appreciated and can be forwarded to Arthur Minson at aminson322@gmail.com

Governance report

The Sacred Heart College Board met four times. The Board 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.

The Board 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.

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.

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.

Sacred Heart College Board

Ashraf Dada (Chair)

Lachlan Harris

Lebohang Chanza

Zandile Mafata

Roddy Payne

Faeza Adams

Zeyn Angamia

Mark Bussin

Heather Blanckensee (Head of College)

Mark Potterton

Volente Naidoo

Pam Paton-Mills

Khashiefa Wakefield

Three2Six Board sub-committee

Roddy Payne (Chair)

Tim Smith

Sister Maria Rissini

Tim Smith

Nicole Fritz

Confidence Dikgole

Brother John Bwanali

Mark Potterton

Franc Sobreira

Lizzy Tjeane

Charlotte Margerit (in attendance)

INCOME STATEMENT for the year ended 31 December 2020

	2020 R	2019 R
RECEIPTS		
Anonymous donor	1,862,484	1,519,506
Australian Catholic University	82,874	151,683
Caring Women's Forum	220,056	—
HCI Foundation (Maitre Trust)	830,000	280,000
Holy Family Sisters	10,000	—
Individual donations	93,336	43,500
Joan Hanly	91,874	68,660
Johannesburg Stock Exchange Limited	100,000	150,000
Marist Brothers	14,764	—
Mary Oppenheimer & Daughters Foundation	670,500	900,000
Mathew Harris Charitable Fund	508,540	342,000
Misean Cara	1,990,174	866,217
Parents donations — Feeding Scheme Private donor	—	14,800
Salesians	11,924	—
Terre des Hommes	964,991	471,807
The Breadsticks Foundation	379,117	367,361
The Gumboots Foundation	—	7,476
	7,830,634	5,183,010
Katholische Zentralstelle fur Entwicklungshilfe e. V (KZE) (Misereor)	2,117,038	578,633
Interest	13,909	25,642
	2,130,947	604,275
TOTAL RECEIPTS	9,961,581	5,787,285
PAYMENTS	6,796,698	6,026,420
EXCESS OF RECEIPTS OVER PAYMENTS/(EXCESS OF PAYMENTS OVER RECEIPTS)	3,164,883	(239,135)
OVERDRAWN AT BEGINNING OF THE YEAR	(266,738)	(27,603)
BANK BALANCE: SURPLUS/(OVERDRAWN) AT END OF THE YEAR	2,898,145	(266,738)



EXPENDITURE STATEMENT for the year ended 31 December 2020

	2020 R	2019 R
PAYMENTS		
Administration fee	438,593	333,038
Advocacy	44,157	10,694
Advocacy toolkit	21,178	129,576
Audit fees	47,040	58,540
Bank charges	5,787	5,067
Bus drivers	79,877	156,175
Computer and IT equipment	85,974	12,000
Cook-Hot Meal Programme	56,945	53,677
Curriculum development	4,800	22,102
Educational resources	42,438	—
Evaluations	91,636	99,240
Events	7,551	6,581
Food — Teachers	50,345	30,042
Food support — Children	552,790	655,396
Food support — Parents	384,959	—
Governance — Board	1,875	—
Holiday programme	382,416	329,577
Library	—	1,000
Medical expenses	8,650	1,900
Motor vehicles	7,522	—
Programme administrator (Observatory Girls Primary School)	—	138,600
Programme coordinators (Sacred Heart College and Holy Family College)	—	331,237
Remedial support	66,028	—
Salaries	2,806,768	2,939,616
Scholarships	230,800	—
Special projects	468,294	—
Sporting activities	6,364	—
Staff development	28,324	54,994
Teachers — SA Qualification	—	10,296
Text books and stationery	125,502	193,753
Transfers and registrations (State Schools)	44,256	57,955
Uniforms	256,850	1,372
Vehicle expenses	145,646	169,645
Volunteer accommodation — rental expenses	202,645	52,752
Volunteer expenses	100,688	171,595
	6,796,698	6,026,420



Ways to support us

Connect

SUBSCRIBE TO AND SHARE THE MONTHLY NEWSLETTER

The project makes sure to share monthly updates with its funders and supporters in the form of a newsletter. Past editions can be accessed [here](#).

If you would like to subscribe to it, it can be easily done by clicking [here](#) or by sending an email to communication@three2six.co.za.

Join us in our efforts to spread the word of Three2Six by sharing our newsletters with your friends, families, network and co-workers.

START FOLLOWING US ON OUR SOCIAL MEDIA PAGES, COMMENT ON AND SHARE OUR POSTS AND PAGES

Donate

The project relies solely on the donations that it receives, from both its funders and donations made by private individuals. Any contribution is important and helps us make a change in the lives of our beneficiaries and families.

There are various ways of making a donation to the project:

- on the Three2Six website [here](#)
- for people based in the United States, on the Sacred Heart Marist Observatory's website [here](#)
- via EFT using the below banking details:
Bank: First National Bank
Branch: Eastgate
Branch code: 257 705
Account number: 62312243405
Swift code: FIRNZAJJ

Partnership

Get in touch to discuss.

At Three2Six, we are always excited to develop new partnerships with like-minded organisations. So please, do not hesitate to contact us on advocacy@three2six.co.za if you have an idea that you would like to share with us, whether for a short-term or long-term project (e.g. joint initiative/event, funding, advocacy related opportunity, to hold a once-off activity for our children and/or team, research).

With specific regard to TTR, please also contact advocacy@three2six.co.za if you have questions on the resource, have used it and want to share your experience with us, or would like to help us spread the word on it.

FACEBOOK

INSTAGRAM

TWITTER

LINKEDIN

Advocacy

SHARE THE THREE2SIX ADVOCACY TOOLS

In addition to the **Talking and thinking about refugees** toolkit previously mentioned, the project has created two resources to raise awareness on the plight of refugees. They were both developed with Mindburst Workshop.

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

Precious number 2 describes the experiences of a refugee in South Africa

Please help us share these as widely as possible to contribute to a mindset change around migrants and refugees.



Volunteer

CHOOSE TO VOLUNTEER YOUR TIME WITH US

We welcome people who can commit to volunteering with us for at least a few weeks, as we strive to provide the children with a stable environment.

We accept full-time volunteers who will help with the running of the project on one of our campuses as well as people who are looking to be regularly involved in the project but on a part-time basis. In this case, they can help with various activities such as reading, holiday programme, alumni days, art classes.

Should you be interested, you can contact us on director@three2six.co.za

BY GABRIELLA LEARNER AT THREE2SIX

I AM A STRONG AND A PROUD REFUGEE,
I PROTECT AND FIGHT FOR OTHERS,
EVEN IF I DO NOT BELONG,
I WANT TO HELP.
SOMEDAY I WILL CHANGE THE WORLD,
I WANT TO LEAVE A LEGACY,
I AM A STRONG AND A PROUD REFUGEE.



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. Sacred Heart College was 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 225 children in 2020, 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.



OPERATES FROM 3PM TO 6PM EVERY WEEKDAY

Sacred Heart College – +27 11 487 9000

office.shc@three2six.co.za

Observatory Girls Primary – +27 11 487 1100/1

office.obs@three2six.co.za

Holy Family College – +27 11 486 1104

office.hfc@three2six.co.za

A big thank you to Lizette Cressey for her generosity and for taking beautiful photographs of the project featured in this year's annual report.





SOUTH AFRICA IS HOST TO

266,700 REFUGEES AND ASYLUM SEEKERS.

APPROXIMATELY 30 PER CENT ARE FROM SOMALIA,
29 PER CENT FROM THE DEMOCRATIC REPUBLIC OF THE CONGO
AND 20 PER CENT FROM ETHIOPIA,
WITH THE REMAINDER
MOSTLY FROM ZIMBABWE AND
THE REPUBLIC OF THE CONGO.

UNHCR
THE UN REFUGEE AGENCY