



THREE2SIX

ANNUAL REPORT

2021

Leaving no child behind



SUPPORTERS

WE ARE TRULY GRATEFUL FOR THE SUPPORT OF OUR CORE FUNDERS THIS YEAR. THANK YOU VERY MUCH FOR HELPING US RUN OUR OPERATIONS WITHOUT ANY DISRUPTIONS.



Jell Foundation



ANONYMOUS
DUTCH FUNDER



Harris Mathews Charitable Foundation



*Poem by Ivan,
a past Three2Six learner*

*The few that can afford three meals a day,
they are labelled the rich,*

*And the rest of us that have breakfast for
supper, we are labelled the very poor.*

*It is for peace that we have been forced to
leave our motherlands,*

*It is for freedom and harmony that we have
been forced to leave our*

Mother tongues

At the borders of

A stranger's land.

ACKNOWLEDGEMENTS

Three2Six would like to thank Lizette Cressey, Play Africa and Sarah Blessed-Sayah for the wonderful photographs they took of our activities featured in this annual report.

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THREE2SIX
Refugee Children's Education Project

OPERATES FROM 3PM TO 6PM EVERY WEEKDAY

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THE REFUGEE SITUATION IN SOUTH AFRICA THIS YEAR

REFUGEES WHO ARRIVED AFTER
LOCKDOWN HAVE NO WAY TO APPLY
FOR ASYLUM

By Tariro Washinyira

Groundup

8 October 2021

Asylum application backlog set to grow, with Refugee Reception Offices closed since the start of the Covid-19 pandemic

The closure of Refugee Reception Offices (RRO) since the Covid-19 lockdown last year has left asylum seekers vulnerable to arrest and deportation. The offices remain closed for new asylum applications and in-person renewal of permits that expired prior to March 2020.

“Many newcomer asylum seekers are therefore at risk of arrest, detention, deportation and are struggling to access basic services due to their lack of documentation,” said Attorney Jessica Lawrence, of Lawyers for Human Rights (LHR).

Lawrence said that during a recent meeting, a Home Affairs official said that newcomer asylum seekers should all have been issued with an asylum transit visa at the border, which would normally be extended by an immigration officer later.

“Asylum transit visas are only valid for five days. Though he did not say this, it was clear that he therefore deemed this as appropriate documentation for newcomer asylum seekers pending the re-opening of the RROs,” she said.

GroundUp was unable to get clarification from Home Affairs on asylum transit visas, when its RROs will reopen, and when it will start assisting new asylum seekers.

According to a 30 September circular sent to refugee organisations by the UN Refugee Agency South Africa Multi-country Office (SAMCO), Home Affairs has resumed permanent residence permit appeal applications from 1 October, and it will start processing permanent residence permit applications only from 1 January 2022.

It is unclear where this leaves refugees who arrived after March 2020.

Victor Chikalogwe of People Against Suffering, Oppression and Poverty (PASSOP) said thousands of people have arrived in the country since March 2020.

He said PASSOP has assisted about 200 newcomers to date. The organisation has been issuing “newcomer letters” since the closure of the Cape Town reception office in 2012.

He said the letter could be presented to law enforcement and immigration officers and basic service providers while the newcomer was raising money to travel to Pretoria, Durban or Musina to apply for asylum papers when these offices opened. “We thought newcomer numbers would decrease because of the pandemic but people are still coming,” he said.

Documented asylum seekers and refugees also at risk

All refugee permits that expired on or after the national state of disaster was declared in March 2020 are considered valid under a blanket extension until 31 December 2021, according to SAMCO. But many institutions, from banks to schools, do not seem to accept this when presented with expired documents.

Home Affairs activated an Online Renewal System in April 2021. By 8 September, it had extended 24,333 Section 24 (refugee status) and 69,185 Section 22 (asylum seeker permits), the department said in a statement.

“The extension applies to people who applied for waivers and holders of asylum seeker visas/permits or refugee status. Holders of such visas are permitted to remain in the country under the conditions of their visas until the expiry of their applicable extension. Those wishing to be repatriated to their countries within this period can depart without being declared an undesirable person,” said Home Affairs.

The extension, however, does not apply to people who entered the country from 15 March 2021. The normal validity period of visas of people admitted into the country from 15 March 2021 applies,” said Home Affairs.

Chikalogwe said PASSOP has helped 75 people in September who never got responses after submitting their documents online for renewal. “The number of people seeking online renewal help is increasing. Last week, I served three people within a period of four hours.”



A volunteer at PASSOP, who asked not to be named, said he submitted his documents in June for online renewal and is still awaiting feedback. When he tried to resend his documents in July he received an email from the Port Elizabeth office saying, “Kindly refrain from sending multiple requests. The office will attend to your request immediately when it is open. It is currently closed due to Covid alert level 4.”

Huge backlog and growing

The non-processing of any new refugee applications since March 2020 could have serious implications for South Africa’s refugee response.

PASSOP and LHR are sceptical that Home Affairs will be able to clear the already massive backlog in South Africa’s asylum system from before the pandemic.

In March, Home Affairs, with US\$9.6 million in assistance from the United Nations High Commissioner for Refugees (UNHCR) launched the asylum backlog project to clear in four years what was going to take 70 years (at the department’s pace) to process.

Sarah-Jane Savage, from UNHCR, said the backlog clearance project started on 1 April. The current phase, the first, involved recruiting and training 37 new members for the appeal authority to add to Home Affairs’ existing three officers. The appeals of 153,391 people need to be heard.

It is therefore too soon to tell if the goal of clearing the backlog by 2024 will be achieved. The project was also meant to prevent another backlog building up in the meantime. It appears this is not happening.



The quality of decision-making on asylum cases by Home Affairs “is resulting in more people actually joining the backlog”, says the manager for LHR’s Refugee and Migrant Rights Programme, Sharon Ekambaram.

The LHR says it has seen an increase in rejections of people from Ethiopia and the DRC. Individual assessments appear not to be done. LHR is seeing Refugee Reception Officers simply duplicating the reasons they give for rejecting one person’s asylum claim on different individuals’ applications.

Hlengiwe Mtshatsha, attorney at LHR, said the backlog is building up again because asylum seekers are referred back to be re-interviewed every time the High Court on judicial review overturns a decision on their status.

Mtshatsha said that they have noticed that people who applied for permanent residency will get a notice of intention to withdraw their refugee status or in some cases a withdrawal notice. They have 30 days to appeal. After that, they lose their refugee status and are classified as “illegal foreigners”, and will be notified to leave South Africa within 14 days.

Chikalogwe said appeals against the withdrawal of refugee status were also piling up.

GroundUp has tried numerous times since 16 September to get clarity from Home Affairs on a number of issues addressed in this article, but to date no clarification has been forthcoming from the department.

Source: <https://www.groundup.org.za/article/refugees-who-arrived-after-march-2020-risk-arrest-and-deportation/> accessed on 15 December 2021

CHAIRPERSON'S REPORT

THE 2021 ANNUAL REPORT OF OUR BELOVED THREE2SIX PROJECT IS A WONDERFUL TESTIMONY TO THE CREATIVITY, ADAPTIVITY AND TENACITY OF OUR LEARNERS AND STAFF, WHO QUICKLY ADAPTED TO THE EXTENSIVE COVID PROTOCOLS THAT WERE ASKED OF THEM WHILE AT SCHOOL.

Despite a late start to the year, the team was able to continue through 2021 with the same enthusiasm and care that characterises our programme. As proof of our leadership team's adaptability, we even managed to take some of the children out of their familiar surroundings and into the bush to experience nature and a different environment.

We were all deeply saddened by the passing of Teacher Gisele. Elsewhere in these pages is a beautiful tribute to Gisele's love for her work, the children, and her colleagues and friends. We extend

our heartfelt sympathies to her family, and we all miss her very much.

The Three2Six Project continues to carefully explore opportunities for expansion of the programme, leveraging on the existing knowledge, resources and insights to give access to more families while being conscious of our financial parameters.

We in South Africa are seeing a darkening cloud of anti-foreigner sentiment as the economic pressures of a post-COVID-19 world and opportunist politicians begin to focus on immigrants and refugees. Government plans to remove the Zimbabwe Special Permit Visa are clear signs of this new policy. The role of Three2Six in providing education and care for our most marginal remains very important.

I, and my fellow Sub-Committee members, remain eternally grateful to the continuous generosity of the Project's funders, and we salute the hard work and ingenuity of the Three2Six team.

Roddy Payne



THREE2SIX SUB-COMMITTEE MEMBERS



RODDY PAYNE
SUB-COMMITTEE
CHAIRPERSON



MARK POTTERTON
DIRECTOR, SACRED HEART
COLLEGE PRIMARY SCHOOL
CAMPUS PRINCIPAL



CHARLOTTE MARGERIT
ADVOCACY, COMMUNICATIONS
AND STAKEHOLDER
ENGAGEMENT OFFICER



CONFIDENCE DIKGOLE
GOVERNANCE



FRANC SOBREIRA
HOLY FAMILY COLLEGE
CAMPUS PRINCIPAL



TIM SMITH
ADVOCACY



LIZZIE TJEANE
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



NTHABISENG SEANE
DEVELOPMENT
OFFICER



RANDRY BIGIRIMANA
ALUMNI
REPRESENTATIVE



GISELE NGOY NGELE

MA'AM GISELE JOINED THE THREE2SIX PROJECT IN 2017. SHE FIRST CAME AS A PARENT, OFFERING TO ASSIST CHILDREN AND FAMILIES IN DIFFICULTY.

She had a concern for every family, and she also attended to most children in difficulties. She was trained in law but wanted to train in social work to give the best assistance she could.

She was immediately appointed to teach the mixed grade class operating at the Observatory Girls' Primary School campus. As soon as the grade was operational, Ma'am Gisele came back to Sacred Heart College campus and carried out her services as a teacher in every grade where she was asked to be. She has taught grades 1, 3 and 4.

Ma'am Gisele was very dedicated to her work and loved all the children in the Project. She did a training course as a Kids Coach; and had been applying those skills to help children be more resilient and to better themselves.

She was very strict with herself, in the sense that she wouldn't leave a task without finishing it; and that is what she required and expected from everyone she worked with. During the last month of her life, she had already put all her class marks in order and set all the exams for her class. She was a steadfast witness to her deep faith and kept a hopeful attitude to the end.



Her last contribution in the Three2Six Project was her participation in a video that was used to celebrate the World Day of Migrants and Refugees in September this year. The link was sent to her family and all the parents in the Three2Six Project.

The passing on of Ma'am Gisele is a big loss to our Project, and she will be always remembered for her great contribution.

We pray that God will take care of the family she leaves behind: Papa Roger and her children Joy, Faith and David.

May her soul Rest in Peace.

OUR 14-YEAR OPERATION NUMBERS:

NUMBER OF CHILDREN:

2563



NUMBER OF MEALS:

638 670



NUMBER OF HOURS
OF LESSONS:

15 766



NUMBER OF FOOD PARCELS:

11 452



FUNDS RAISED:

R49 165 578



NUMBER OF SCHOOLS:

3



NUMBER OF TEACHERS:

24



OPERATIONS REPORT

BECAUSE OF A DELAYED OPENING OF SCHOOLS DUE TO COVID REGULATIONS, WE WERE ONLY ABLE TO WELCOME OUR CHILDREN BACK ON CAMPUS MID-FEBRUARY.

Until then, the project resorted to online learning. Later in the year, in July, our campuses had to close for a month because of an increase in South Africa's COVID-19 cases which resulted in a nationwide closure of schools.

After the July disruption, the three campuses functioned as normal. Children at our Sacred Heart College campus worked an additional three weeks in their holidays to catch up, and the other campuses extended their teaching days.

Our Grade 7 group completed a full year with a full curriculum and most of them have got places in schools for 2022.

Extramural activities and holiday programme

We have run a weekly physical education programme with the help of one of our volunteers on two campuses. Our children on the Holy Family College campus enjoyed soccer training with expert coaches on a weekly basis, and most of our children also benefited from the Judo for Peace project.

The Grade 7 group at the Sacred Heart College campus participated in weekly karate and drama classes, and all the children completed a month-long swimming course as part of their holiday programme.

We ran a camp for 65 children in the Magaliesberg for four groups in November. There was an opportunity for the children to connect with each other, as well as to acquire new skills to work in teams. They were also exposed to some environmental education. The children enjoyed the meals and being outdoors. The outdoor experience was a 'first time event' for most of the children who have mainly grown up in high-density city spaces.

Children have attended the cinema, the theatre, the science museum and have had other fun-based activities at school as part of their holiday programme.

Expanded opportunities

Support for students to study at Sacred Heart College and at Holy Family College has been received from the Breadsticks Foundation and the Jell Foundation.



A partnership with the Global Education Movement and the University of New Hampshire (USA) supports 12 past Three2Six learners to study for a distance BA (Hons) programme.

Food support

Throughout the year we have been able to support the most destitute children's families with food, with small donations from donors and friends. In November, we received food support from the Jewish Board of Deputies to assist all 225 children's families to the value of around R600 per family. Food gardens were also revived at Sacred Heart College which have provided some food for families.



Conclusion

We are always encouraged by the resilience of our children. Refugee families have been severely impacted by lockdowns and disruption to the economy. Parents have struggled to keep money coming in and to support their families. Yet despite this the children have continued to come to school and learn. While public schools have staggered their teaching days, we have continued with daily schooling and mitigated the impact of COVID-19. The teaching time lost during school shutdown was made up through teaching in the holidays.

We are proud of our teachers and children for continuing to do their best during these difficult times, and we are grateful for the support of our partners this year. I am grateful to our Board sub-committee members, donors and volunteers for their efforts during another difficult COVID-19 year.

We are especially grateful to our Coordinator at Sacred Heart Campus who retired after serving in the project since its inception. Ma'am Esther cared deeply for each of our students and will be missed by everyone. Thank you for your commitment.

Mark Potterton



COUNTRIES OF ORIGIN OF 2021 LEARNERS



DEMOCRATIC REPUBLIC OF CONGO:
87



ESWATINI:
3



REPUBLIC OF THE CONGO:
4



SOUTH AFRICA:
36



ZIMBABWE:
93



NIGERIA:
3



BURUNDI:
5



ANGOLA:
1



RWANDA:
3



CAMEROON:
1



A YEAR ON OUR CAMPUSES



SACRED HEART COLLEGE CAMPUS

KEY HIGHLIGHTS:

- A Grade 7 class opened for the year with subjects such as drama, isiZulu and computer science in addition to the three regular subjects (i.e. English, Mathematics and Life Skills);

- Two children transitioned into mainstream schools during the school year, and two other children have received scholarships to join the host school, Sacred Heart College, next year;
- The children joined the host school for many events and celebrations throughout the year: the online Academic Mass, Marcellin Champagnat Day, Sacred Heart Day, Athletics Day and the College Staff Thanksgiving Mass. We also celebrated Africa Day, the 107th World Day of Migrants and Refugees, Heritage Day, Teachers' Day and the Global Action Month.
- Various extramural activities were offered: library, swimming, karate, judo, gardening, amongst others, and an educational camp was organised for the Grade 5 learners;
- The campus received many donations made by the host school community throughout the year (e.g. food, PPE), and by other partners

KEY CHALLENGES:

- One of the campus' teachers passed away during the year, which was particularly difficult for the children she was teaching to deal with;
- The COVID-19 regulations were not conducive for the learners to interact with the host school children as it used to be;
- Some child safeguarding cases were recorded and attended to as per the project's policy.





HOLY FAMILY COLLEGE CAMPUS

KEY HIGHLIGHTS:

- The campus proposed an enriched educational experience with extra-curricular activities such as iPads, choir, judo, soccer, outings, and a Science Film Festival took place on the campus thanks to our partner Play Africa;
- The children prepared art pieces during the year and joined the art exhibition organised by the host school at the end of the year. This was one of various occasions in which the project and the host school got together;
- Many donations were received this year and distributed to the children and their families (e.g. clothes, PPE, food vouchers);



- Parents were empowered through a documentation workshop with the United Nations High Commissioner for Refugees (UNHCR) and Lawyers for Human Rights (LHR);
- No child safeguarding cases were recorded.



KEY CHALLENGES:

- The wearing of masks by young children is a challenge. The campus has put in place a system whereby certificates are issued to learners who are keeping their masks on, to encourage others to exhibit the same behaviour;
- There were no transitions into mainstream schools during the year;
- Many children were on the waiting list and could not be attended to.



OBSERVATORY GIRLS' PRIMARY SCHOOL CAMPUS

KEY HIGHLIGHTS:

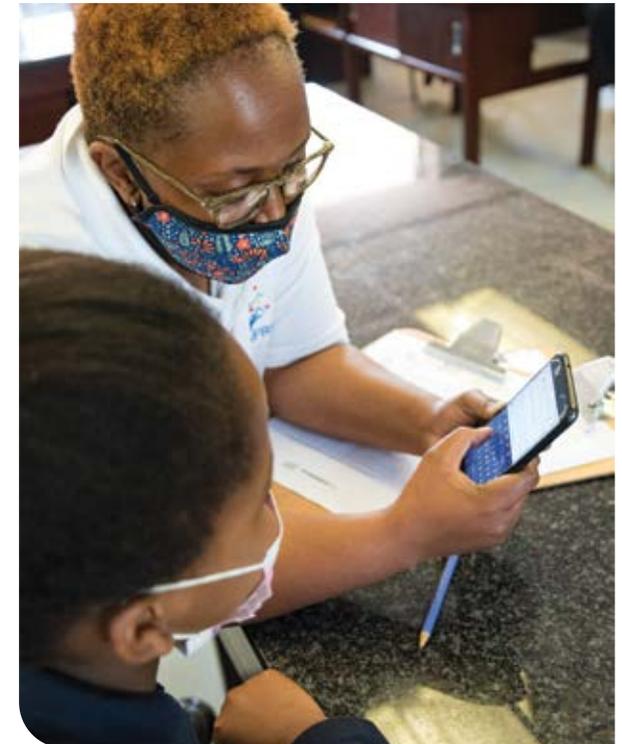
- The Johannesburg Parent and Child Counselling Centre (JPCCC) offered counselling to the children identified as in need of support. There was great improvement in their behaviour;
- In Life Skills, a section on COVID-19 was added to further educate the children on the virus; songs were created and posters were made with learners to make them aware of the COVID-19 symptoms and how to avoid contracting the virus;
- One child transitioned to a mainstream school during the school year;



- With the easing of some COVID-19 regulations in the country, the campus could hold various events and activities such as workshops for its parents and children, a camp day with the Just Footprints Foundation, and a Science Film Festival with Play Africa;
- Several donations were received from various partners and benefitted the children and their families.

KEY CHALLENGES:

- There was a high absenteeism rate in the first term and some children arrived late at school which affected their learning. These issues were addressed and improved after a parents' meeting;
- Group activities and peer learning were restricted due to COVID-19;
- Some child safeguarding cases were recorded during the year and were addressed.



SCHOLARSHIP CHILDREN

As mentioned previously, in 2021 we were thrilled to find out that three of the learners who would leave the project at the end of the year would be financially supported until they matriculate from high school. They will be joining two of our host schools, Sacred Heart College and Holy Family College, in the new year. One will be in Grade 7 and two will be in Grade 8.

Thanks to support from our funders, the Breadsticks Foundation and the Jell Foundation, our three past learners will be able to finish their high school without having to face the same challenges that most refugee and migrant children face in the country. In many instances, those children struggle to register into mainstream schools and to complete their secondary education because of poverty. Other issues are related to documentation, xenophobia, language barriers, etc.

“To everyone that made it possible for me to get this scholarship, I am beyond grateful, this scholarship has changed my life.”

Amida, who will study Grade 8 at Holy Family College next year.



Jell Foundation



TEAM

WE ARE VERY GRATEFUL FOR THE DEDICATED TEAM THAT WORKS TIRELESSLY TO KEEP OUR PROJECT GOING EVERY DAY. THEIR DEVOTION AND LOVE OF THE PROJECT AND CHILDREN WE SERVE ALLOWED US TO KEEP OUR OPERATIONS RUNNING AS NORMAL FOR MOST OF THE YEAR. *Please note that one of them is not featured on this page for safety reasons.*



NTHABISENG SEANE



CHARLOTTE MARGERIT



TONY NTEKA



DIVINE MAKUMA



LINDANI JUBA



PRECIOUS MAREYA



OLUTOLA ADEBIYI



GILBERT KONGOLO



GISELE NGOY



JESSICA ROTH



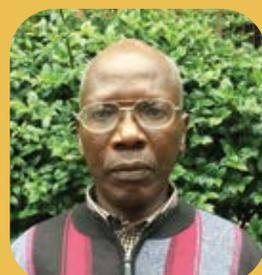
SHARON KASONDE



THEMBI NDEBELE



HAPPINESS CHIZEMA



SALOMON HABIMANA



RANDRY BIGIRIMANA



BULELANI KAYINGO



AMANDA NCUBE



JUSTINE KIMBALA

ADVOCACY REPORT

THIS YEAR AGAIN, THE COVID-19 PANDEMIC RESTRICTED SOME OF OUR ACTIVITY PLANS IN THIS FIELD.

Despite this, it was a busy year for us and a year when we diversified our advocacy work and created new advocacy material which will be used further next year.

In February, our advocacy team made two **submissions to Parliament** to share our insight from our experience working with foreign nationals for more than a decade. The submissions in question commented on the “official identity management draft policy” and the “one-stop border post draft policy” which were yet to be examined by Parliament.

In the submissions, the project highlighted the positive aspects of the draft policies as well as the provisions of the bills where implementation might be in contradiction of the laws and treaties on the rights of refugees and asylum seekers.

The project also approached **Parliament** to introduce its model – a bridging education project that serves refugee and migrant children and refugee teachers – as well as its “Talking and Thinking about Refugees” (TTR) resource, in the hope of engaging further on these topics with the relevant committees and members of Parliament.

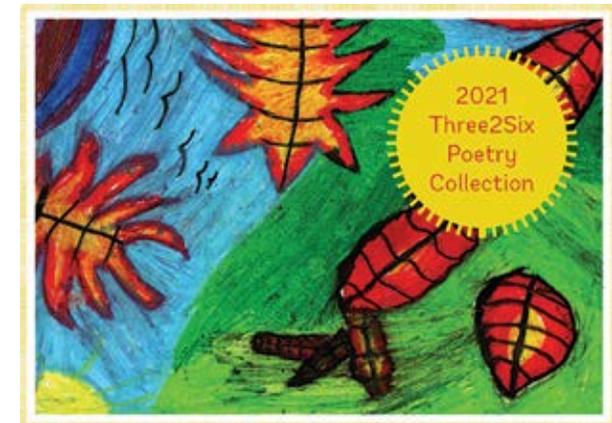
Several activities took place during the year around the project’s anti-xenophobia resource “**Talking and Thinking about Refugees**”. Various presentations were made on it to promote its widespread use among universities – through the Education Deans’ Forum which comprises the Deans of Education from the country’s 26 public universities, – among religious congregations, the NGO sector and one of our host schools, via a workshop with teachers at our Sacred Heart College campus. Copies of the toolkit were distributed on these occasions. If you would like to find out more, the resource is available [here](#) and its online version with videos [here](#). Stay in touch with us in 2022 through our social media platforms (see page 46) not to miss our introductory video on the resource.

For World Refugee Day in June this year, some of the project’s past learners were interviewed and shared with us their experiences of being a learner at Three2Six, their experiences post-Three2Six in South African mainstream schools as well as their experiences coming back to Three2Six as alumni, and about being refugees in South Africa.

These powerful **testimonials** can be found [here](#).

Towards the end of the year, Three2Six launched a **poetry booklet** which gives a voice to its children who tell us with honesty what it is like to be a refugee, the challenges and discrimination they face, as well as their aspirations for the future.

See an excerpt on the following page. You can also consult the full book [here](#).



In addition to these initiatives, the project was in regular contact with its partners and other institutions working in the migration field throughout the year to raise awareness of and address the needs and difficulties faced by its beneficiaries. This led to physical support (e.g. in the form of PPE and food) and to documentation support with the UNHCR and LHR, for instance.

In 2021, our advocacy team also carried out several **interviews** with Three2Six parents and guardians from the three campuses to better understand their situation (e.g. with regard to documentation, employment), their vulnerabilities and their level of integration into the South African society. The aim of these interviews is to tailor our advocacy initiatives and to seek additional support for them where possible.

These interviews have shown that our parents are either unemployed or self-employed (e.g. street vendors) and earn around R2000 a month (approximately \$130/ €115), an amount that is barely enough to buy necessary goods and to support their families. Some have highlighted that their economic situation has worsened because of the pandemic, with some having lost their source of income because of it.

Most of these parents have documentation issues (e.g. expired permits or no documentation from the Department of Home Affairs) and therefore have problems accessing services. Even when their papers are in order, they are unsuccessful in applying for formal employment, despite some having tertiary education qualifications from their countries of origin. The reason given by employers they approach is their lack of South African identity documents or of a work permit. For this reason too, most have faced difficulties accessing medical care (some have been completely denied access for this reason), enrolling their children into public schools, accessing bank services, etc.

...A POETRY BOOKLET WHICH GIVES A VOICE TO ITS CHILDREN WHO TELL US WITH HONESTY WHAT IT IS LIKE TO BE A REFUGEE

Artwork: Jessica, 11

Keeping my hope

Sanibonani, I, a foreign child
Suffer in a violent crowd
Parents struggle to make ends meet
Starving at the back of a car seat
Different looks for looking different
Surrounded with a lot of irrelevant
But moved to be told a lie
Xenophobia is the unreasoned fear
And would it make a better atmosphere?
Brothers and sisters of Africa
Build up one another
Africa has hope

Lily, 13, Zimbabwe



| 13 |



With this money, they couldn't feed their family and pay for basic items each month. "Things are expensive. You can't survive."

She has two children (10 and 9 years old) who are her dependents with her husband. She used to financially support her mother and mother-in-law in Zimbabwe but she is currently unable to do so. Her children only have birth cards,

they don't have birth certificates or immigration documents. She can't get documents for them since she doesn't have documents herself.

They are currently living in Hillbrow – an underprivileged area of Johannesburg – where they are renting a room in a shared apartment. She has a difficult relationship with her South African neighbors who claim that her children are making too much noise and say that they must "go back to their country".

One of her children is going to Three2Six and the other one is enrolled at a school. She was able to do so despite her lack of papers. However, the school sends her daily messages to ask her to sort out her daughter's papers. According to her, her daughter hasn't been expelled from the school as she is a top learner and represents the school at competitions. Her school was ransacked because a lot of foreigners attend it.

She hopes that her child who is a Three2Six pupil can study in one of the project's host schools because "they [other schools] want registration fees, they want a lot of money for him to be in. Papers are also a problem." Once her child leaves the project, she won't be able to pay school fees.

They can't access medical care when they need to. She is not vaccinated against COVID-19 because she doesn't have papers. She visited two different clinics where she was told that she had to pay for the vaccine since she doesn't have papers, and that she must go home if she can't pay.

She doesn't think she would go back to Zimbabwe. Her children couldn't go to school because Zimbabwe doesn't recognize them and asks that they return to where they were born.



Here is a glimpse of the profiles of our parents:

Ma Patiance is originally from Zimbabwe and arrived in South Africa in 2007. She speaks English, isiZulu and Ndebele.

She is an asylum seeker in the country. Previously, she had to travel to Pretoria every 3 months to renew her permit but her last permit expired in 2016. When she visited the Department of Home Affairs to renew it, she was told to go back to her country and her permit was confiscated.

Since being in the country, she has never been able to gain formal employment because of her papers. She is currently selling items on the street, but the police are chasing them away. "They said they don't want foreigners to sell." She earns around R3 000 (approximately \$195/ €173) per month through this activity. She used to sell with her partner but he is not currently working. He was earning the same sort of amount.



MEDIA COVERAGE

IN 2021, THE PROJECT WAS HONORED TO BE FEATURED BY HIGHLY PROMINENT MEDIA OUTLETS AND INSTITUTIONS AT BOTH THE NATIONAL AND INTERNATIONAL LEVELS.

In the weeks leading up to World Day of Migrants and Refugees (WDMR) which is celebrated each year at the end of September by the Catholic Church, **the Migrants and Refugees Section of the Vatican** showcased our project and how it embraces the 2021 theme: “Towards an ever wider “we””. Three2Six was identified as an African project which symbolizes “a society in colours”, which was made possible by the support of the Southern African Catholic Bishops’ Conference (SACBC).

Two videos of the project and of its activities, and of Archbishop Buti Tlhagale were released as part of these celebrations. They can be viewed [here](#) and [here](#).

Our supporter, **Marists of Champagnat**, shared the news in August, and early in January, they also wrote about the year that had passed and how the project coped with the pandemic, and its achievements. These two articles are available respectively [here](#) and [here](#).

In September, the South African news agencies **GroundUp** and **Daily Maverick** featured an article on the project and how, as a bridging education project, it offers educational services to its learners who would otherwise be outside the South African educational system, and how they have to wait for years to join mainstream schools because of their administrative status in the country.

The articles are accessible [here](#) and [here](#).

In November, **Africanews** – a sister channel of Euronews – released a TV report on the difficulty of access to schooling for asylum seeker and refugee children in South Africa. It shows how the project assists some of these children before they are able eventually to transition into mainstream schooling. The report can be viewed [here](#).

Earlier in the year, **Radio Veritas**, a South African Catholic radio station, hosted one of our teachers, Gilbert Kongolo, who talked about the challenges that COVID-19 has meant from an educational perspective, and the services provided by the project to support its families during these challenging times. Listen to the full interview [here](#).

In addition to this media coverage, this year Three2Six created **videos** to celebrate World Refugee Day, and to showcase the work done by its team and the activities organised for its children. These videos can be found [here](#) and [here](#). Next year, monthly highlight videos will become a regular publication by the project as another way of keeping you updated on our work.

Another project that will see the light of day in 2022 and that our team has been preparing this year, is the production of short and uplifting videos on our children, their dreams, our teachers, our activities, etc., to participate in the general narrative change around migration. We cannot wait for their launch.



africanews.

DAILY MAVERICK



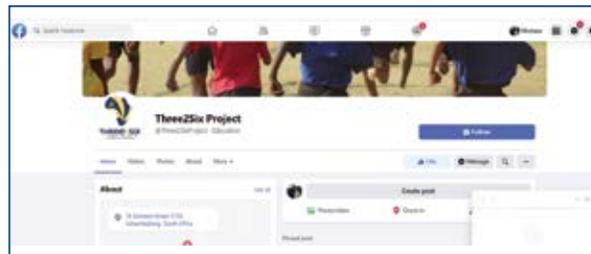
SOCIAL MEDIA

THIS YEAR, THE PROJECT INCREASED ITS SOCIAL MEDIA PRESENCE BY KICKING OFF ITS LINKEDIN PROFILE AND CREATING A YOUTUBE CHANNEL, AS WELL AS BY POSTING MORE REGULARLY ON ITS FIVE MAIN PAGES.

THIS SECTION WILL TELL YOU MORE ABOUT THE PROJECT'S PERFORMANCE ON SOCIAL MEDIA OVER THE YEAR.



FACEBOOK



TOTAL PAGE LIKES INCREASE:

29

PAGE LIKES
2020 – 1152
2021 – 1181

FOLLOWERS INCREASE:

10

FOLLOWERS
2020 – 1201
2021 – 1211

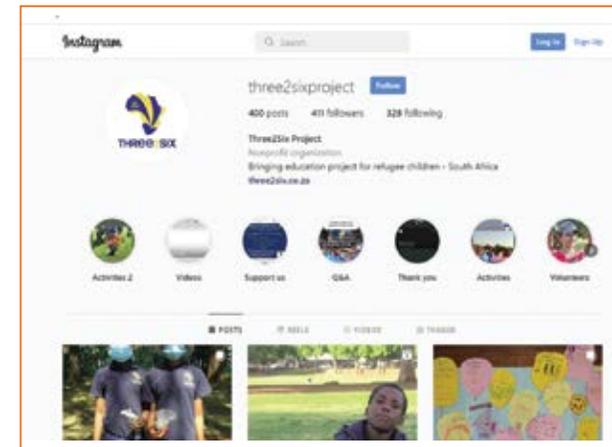
GREATEST POST REACH: (29 JUNE)

2566

Followers based mostly in South Africa and Kenya. Other countries include Brazil, Australia and Germany.



INSTAGRAM



FOLLOWERS INCREASE:

92

FOLLOWERS
2020 – 295
2021 – 387

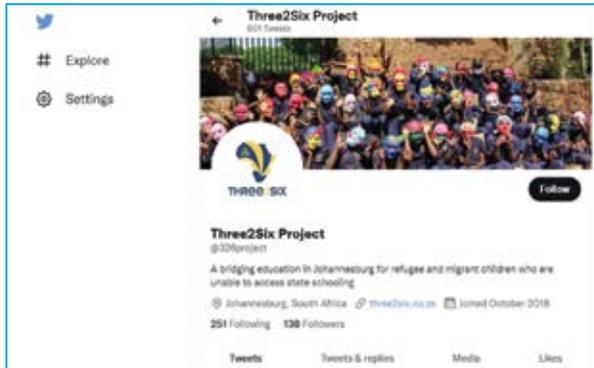
GREATEST POST REACH: (26 JANUARY)

423

Followers based mostly in South Africa and Australia. Other countries include Switzerland, Germany and Spain.



TWITTER



**FOLLOWERS
INCREASE**

20

FOLLOWERS
2020 – 108
2021 – 128

**TOP TWEET
SEPTEMBER**

3437
IMPRESSIONS

**TWEET
IMPRESSIONS
OCT-DEC**

7,5K

82
PER DAY



LINKEDIN



**FOLLOWERS
INCREASE**

83

FOLLOWERS
2020 – 76
2021 – 159

**TOP POST
4 MARCH**

1255



YOUTUBE



Our YouTube channel was officially launched this year. We posted stop-gap animations created a few years ago, a video of our 2018 roundtable on access to education for migrant children, as well as new videos created during the year. It includes the videos filmed in partnership with the Vatican's Migrants and Refugees section. Make sure to watch them.

**VIDEOS
POSTED**

7

**TOTAL
NUMBER OF
VIEWS**

223

18
SUBSCRIBERS

RESEARCH

A RESEARCH REPORT WAS COMMISSIONED IN 2020 TO REVIEW THE CLASSROOM PRACTICE AND LEARNING IN 2020 – 2021 WITH A PARTICULAR FOCUS ON CHILDREN WHO STRUGGLE TO LEARN.

The purpose of the review was to evaluate the effectiveness of the teachers, to see where they need help in their classroom practice, and to see how children in need of remediation might be better supported.

COVID-19 caused significant disruption to the education programme during the period of review as during most of it the children were at home learning online, which they were not adequately equipped for. When the COVID-19 regulations allowed, the learners returned to school but contact days were staggered and the duration of the teaching day was extended. Social distancing became a priority; teachers did not therefore make use of group or pair work. The pandemic also affected the use of manipulatives and books in the classroom. Important teaching fundamentals were side-lined. The wearing of masks by teachers to contain the spread of the virus also had a negative impact on the children's reading and sounding, especially in the Foundation Phase.

In addition to the difficulties brought about by the COVID-19 pandemic, it is also important to note that some of the Three2Six children cannot speak English when they join the project; have never been to school and/or have missed a few years of schooling. The project children can also lack educational support at home from their parents/guardians who may have a limited command of English and/or limited educational background.

These are some of the main findings during the observation period which must be considered in the light of the above context:

Teachers' methodology

The teachers generally pursued a 'whole class' approach, often making use of rote activities in their teaching. However, learners learn more optimally through interaction and active engagement; 'learning through doing' is especially important in the Foundation Phase.

Teaching was found to be relatively formal with very few opportunities for structured play. There was very limited use of resources that the learners could engage with directly. Younger learners were noticeably affected, especially in their perceptual development.

Despite generally traditional teaching methodologies, the learners were enthusiastic and positive.





Literacy

According to the expert, there was often a lack of coherence in the observed literacy lessons. The teaching of reading was limited with insufficient formal focus on phonics, and little emphasis on the comprehension of text. As mentioned previously learning is largely communalised with little or no elaboration on learner responses. The teachers did not make use of charts or phonics flashcards. The learners did not have adequate access to books; this is in spite of the availability of all these resources in storage.

Individual testing processes assessed learner's spelling, reading and comprehension levels. Learners generally performed below expectations for their age. In many instances no score could be given for reading a paragraph as it was too difficult for the learners to read. They were also often not able to decode unknown words or write their names. Comprehension skills were generally poor. These literacy tests revealed gaps in teaching and a disparity between teachers' assessments and the actual level of skills and understanding of learners.

Numeracy

The teaching strategies observed for numeracy were assessed to be generally conventional. During rote activities many learners were mouthing answers and not actively participating. Most teachers did not make use of manipulatives or concrete materials to help learners to develop mathematical concepts.

Differentiated learning and remediation

The 'whole class' approach was not conducive to attending to the specific needs of learners who were experiencing difficulties, or who were frustrated and unstimulated by a low level of learning.

Although teachers were able to identify learners with difficulties for the reviewer, there was no overt, systematic approach to base-line assessment and related follow up intervention.

Teacher development

During the time of the review, the teachers attended workshops on phonics and the teaching of reading. This did not have a noticeable impact on classroom practices.

Although teachers attended many development workshops and furthered their qualifications, their teaching practise reflected some limitations.

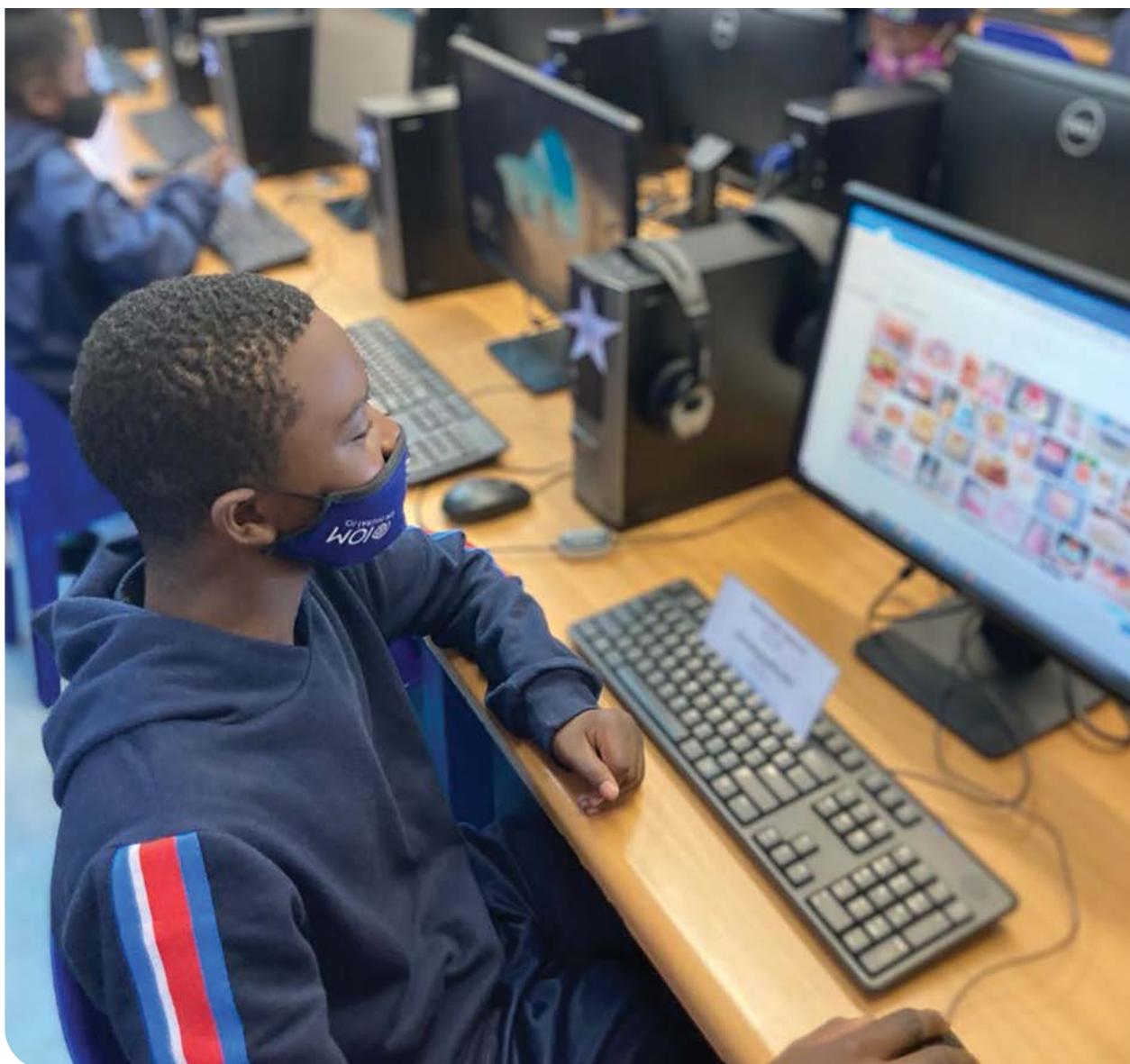
The following tendencies were observed:

- A limited range of teaching strategies, and limited active learner engagement.
- Limited or superficial planning, lessons were not designed and structured for optimal learning or diverse needs.
- Very limited use of teaching and learning resources.
- Limited ability to apply an informed professional judgement and respond to diverse learning difficulties.
- Not able to respond 'in the moment' to what is happening in the classroom and use it as a teaching opportunity.
- A tendency to stick to the familiar, a resistance to change.

The following recommendations were made and have been acted on:

Diagnostic assessments and learner profiles

On entering the Three2Six Project each child needs to have an individual record or profile, including information about the child's background as well as his/her emotional and social adjustment and integration needs. At the outset each child also needs a diagnostic assessment. Based on this diagnostic assessment, all learners should have an individual Language and Learning Plan prepared for them.



Relevant 'remedial' interventions

Literacy recommendations: Lists of sight words should be given to the children in Grades 1, 2 and 3 so that they recognise these words when they read stories. More English development needs to be done, specifically vocabulary and sentence structures. Learners also need a lot more work on phonics so that they know the sound of letters.

Children need more access to reading books. They should read to their teacher at least twice a week and answer comprehension questions. Grade 7s need to practice reading out loud as individuals and in groups. Comprehension after reading should always be included. Some learners need extra individual help with their reading and comprehension.

Numeracy recommendations: Children with limited or no prior schooling, especially older learners, must have an accurate and informed assessment of their mathematical knowledge. Alongside the Language and Learning Plan, teachers must plan a coherent Mathematics programme. Learners require plenty of opportunities to apply and practise numeracy and use relevant manipulative materials.

Differentiated teaching and learning

Teachers need to shift their thinking regarding inclusive education. A differentiated approach, based on the diagnostic test results and profiles of learners, would be more optimal. This would require streaming learners into groups by ability, and matching differentially targeting texts or activities to a group's ability. Learners also need more individualised opportunities to read and receive feedback.

Life Skills

Children with a refugee background have complex psychosocial needs. More frequent and longer drama therapy time slots would enable more children to gain, and deeper therapeutic work could be undertaken. The Three2Six Project would benefit from a structured Life Skills programme with their holistic development in mind.

Using appropriate, good quality learning resources

There needs to be a rigorous audit of existing learning resources on each campus. Going forward, the campus co-ordinators need to manage and maintain these resources coherently. Teachers need to be supported to plan and work with these resources in a meaningful and consistent way.

A conducive classroom context

Learners need to learn in an inviting and supportive learning environment. Classrooms need to be print-rich and provide lots of exposure to English. Learners' written work should also be displayed. Pictures, objects and artefacts from the learners' countries of origin can help to create an affirming learning context.

A culture of reading

The Three2Six Project teachers need to make use of the books that they have in storage. There should also be a reading corner with books at the right level for the range of reading abilities in the class. Each child should have a book that they can access as soon as they have finished their class work.

Coaching and collaboration

The teachers would benefit from a supportive relationship with a coach who is an experienced Foundation Phase literacy educator. This person should facilitate workshops which train the teachers around specific issues.

The teachers should be working with clear learning objectives, regular feedback and should develop their teaching practice through critical reflection. They need to plan, meet regularly and work collaboratively. Together with their coach, they should establish a shared vision and share their experiences of working towards these goals.

Extend, strengthen and co-ordinate the school programme

Implementing differentiated and more inclusive, remedial learning opportunities requires more time and commitment – both for learners and teachers. The afternoon programme is currently constrained, especially if the holistic needs of the children are considered. The learners would therefore benefit from a more conventional, longer and comprehensive school day. This will make it easier to transition to public schools. Additional funding will have to be raised to achieve this.

Tackling challenges together and working collaboratively towards shared goals could help to create the momentum needed for the transformation of practice. Bringing the three separate initiatives together on one campus would be an optimal way of making a brand new start.

VOLUNTEERS

UNFORTUNATELY, WE COULD NOT WELCOME INTERNATIONAL VOLUNTEERS IN 2021 BECAUSE OF THE PANDEMIC.

HOWEVER, WE HAD THE CHANCE TO HAVE TWO WONDERFUL LOCAL VOLUNTEERS WHO OFFERED THEIR TIME TO SUPPORT US THROUGHOUT THE YEAR: **RANDRY BIGIRIMANA** AND **BULELANI KAYINGO**.



Randry joined the project as a volunteer in October 2020 having been previously linked to Three2Six as one of its first learners in 2008. He came back to the project last year as a campus volunteer, assisting the team on our Sacred Heart

College campus with administrative tasks, and in the classroom, on the playground, during transport hours and the holiday programme. He led our alumni days in 2021 and taught one of our classes. Since then, he has been studying to become a teacher and will come back to the project next year to join our team of teachers as an intern.

A testimonial from Randry:

“My volunteering journey at the Three2Six project began in the year September 2020 - December 2021. During this time, I learnt the values of mission, community and leading with love.

Assisting the children on a day-to-day basis was nourishing and heart-warming. On their arrival to school, some of my duties included screening, sanitizing and ensuring COVID-19 protocols were observed. EMS lessons, swimming sessions and camp trips were fun-filled, adventurous and educational.

With the help of the Marist Youth team, we hosted monthly sessions for the Three2Six alumni and ensured a specific focus on homework assistance, sports and personal development skills.

I cherish the moments shared with the staff, teachers, volunteers and learners who shaped my perspective and beliefs on life, family and education. I am who I am because of Three2Six!!”



The project welcomed **Bulelani** in January and had the pleasure of having him as part of the team until December. Given his past experience and interest, he organised regular sports sessions with the children of our three campuses.

He also helped our team with outings, including camps, and other activities where needed.

Bulelani talks about his experience at Three2Six:

“Spending my year at the City of Gold was a great experience and contrast to my small town in the Eastern Cape. My favourite aspect of Three2Six was most definitely the children, I had so much fun doing some sports and team building activities with them. I enjoyed getting to know all of them by name and getting to know their individual personalities, enjoyed assisting them overcome the hurdles they faced whilst playing sports.

It really touched me seeing how the children are helped, assisted and being prepared for when they have to go into the public schools in South Africa. The work and efforts that the staff at Three2Six are doing is so amazing, the project is a blessing to those kids.”



**“I AM
WHO I AM
BECAUSE
OF
THREE2SIX.”**

RANDRY BIGIRIMANA

ALUMNI DAYS

2021, MUCH LIKE 2020, WAS DICTATED BY LOCKDOWNS AND THE ABILITY TO RUN SAFE ALUMNI DAYS FOR ALL INVOLVED, BUT DESPITE THIS, VARIOUS SESSIONS WERE RUN THROUGHOUT THE YEAR, WHICH WERE A SUCCESS FOR ALL INVOLVED.





The alumni have been able to engage in workshops that have covered a wide range of interests, including but not limited to sport, story sharing, poetry reading and mindful activities. There have also been a number of guests who have volunteered their time and hosted a number of sessions.

IT IS SUCH AN HONOUR FOR ALL OUR MARIST YOUTH TO HAVE AN OPPORTUNITY TO WORK WITH THE THREE2SIX ALUMNI.



Here is the feedback from one of our Marist Youth volunteers, Nyasha Bowora:

“Coming to South Africa half way through the year made me feel to some extent that I had missed a lot of activities especially with the Three2Six alumni. Looking back to the past year, I remember we had to plan more considering the pandemic, knowing how many people were going to come, the venue to be used, etc. However, regardless of these restrictions, this past year was actually a good one. It was great we got a student from the University of the Witwatersrand who is doing psychology and it is amazing that the kids have been open to share their stories when they moved to public or mainstream schools, and how their status as refugees has affected their integration into the system. Although listening during the group sessions, you realise they have almost the same struggles of a normal school child, there is that added hustle of being a refugee.

One highlight was the day we had games and then a movie afterwards. It is always a pleasure watching how such simple things bring so much joy and smiles to the alumni. Another session that was quite powerful was when one of the volunteers, Keith Witelson, prepared on Poetry and how to read and interpret a poem. It was amazing how creative and imaginative their minds are.

I look forward to the next alumni days and activities and opportunities ahead for the Alumni.”



FROM OUR ALUMNI

PAUL KABEYA IS 22 YEARS OLD AND IS ORIGINALLY FROM THE DEMOCRATIC REPUBLIC OF CONGO. HE IS CURRENTLY STUDYING ARCHITECTURE.



“My name is Paul, I am the oldest son in a family of 6. I was born in 2000, in the Democratic Republic of Congo; however, at the age of five, my family and I had to escape the second Congo war. Since our arrival in South Africa, we have been asylum seekers, which has come with its share of challenges. Nonetheless, I have dedicated myself to overcoming these challenges as I pursue a career as an architect; and to changing the narrative on migration.

Since 2006 my existence has not been characterized by a place that calls me home, but a place that has become my home, nonetheless. In 2008, my family and I had to relocate [...] after receiving threats during xenophobic violence, and in 2010 I was unable to enrol at a public school due to using an asylum document, private schools were not an option as my parents could not afford them. Whilst children my age were receiving education, I was uncertain of my future. Thankfully, I received a “lifeline”, in the Three2Six refugee project. I was able to proceed with my education at the project, henceforth I committed myself to hard work and perseverance. This paid off when I was awarded a scholarship to United Church School (a private school in Johannesburg) in 2013, that same year I had won myself an academic Marist scholarship to complete my high school at Sacred Heart College. Although I resided in Vosloorus, over 35km away from my high school; I would often commit my time after school to utilize the technology availed and to participate in extramural activities, in which I was awarded for outstanding performances in athletics and arts, in both 2017 and 2018. I completed high school in 2018 with a bachelor’s pass and a distinction.

Having been at the Three2Six project, I was taught love, care, perseverance, and commitment. With these virtues, I have committed myself as a servant leader to give back to society and make a positive difference. In 2020 my application to participate in the “United Nations Major Group for Children and Youth (UNMGCY) youth forum” was successful. I was part of over 90 youths as we worked together in collaboration with experts from UN agencies and international organizations, to negotiate outcome documents that outline the priorities youth have on certain topics. I was also part of the African Round table along with 12 youths from the region. After a successful youth forum, I was invited to participate in the Global Forum on Migration and Development, from 18 to 26 January by the UAE task force. I have since become a member of the UNMGCY’s ‘African focal point’ team, alongside six youths from the Sub-Saharan region.

To further my understanding of the United Nations and to develop my leadership skills, I applied to participate in the Quakers United Nations Summer School, which happened in July of 2021. I spent 2 weeks alongside 23 youths, learning on multilateralism focusing on Human Rights and Refugees; Peace and Disarmament; Human Impacts of Climate Change; and Sustainable and Just Economic Systems. Furthermore, in September of 2021, I was invited to participate in the Ubuntu United Nations leadership program. I was part of the delegation of the Democratic Republic of the Congo; learning about servant leadership, ethics of care, and bridge-building. As part of the leadership program; we were privileged to engage with Her Highness Princess Rym Ali of Jordania and Former Secretary-General of the UN Mr Ban Ki-moon, just

HAVING BEEN AT THE THREE2SIX PROJECT, I WAS TAUGHT LOVE, CARE, PERSEVERANCE, AND COMMITMENT.

to name a few. Locally I have engaged myself in activism as a volunteer to the Three2Six refugee project and independently. My activism involves engaging with various stakeholders to change the narrative on migrants/refugees in a South African context and to bring about social cohesion between migrants and local citizens.

Currently studying Architecture at the University of Johannesburg, I wish to one day provide those impoverished and displaced with a place to call home. My long-term goals include one day establishing my architectural firm that caters to those most vulnerable in society. I believe we as youths are not only future leaders, but today's as well; hence we should make it our responsibility to bring positive change to the world. It might take time, but once achieved; one will realize how significant the first step was."

FLAVIE KUNDA CHAMA IS FROM ZAMBIA AND IS 19 YEARS OLD.

"I became part of the Three2Six project in 2010 in Observatory Girls' Primary School and completed my Grade 1 and 2 there. In 2012, I later had a better understanding of the Three2Six project



as I continued with them but this time at Sacred Heart College completing my third grade [where I] spent the next 3 years [...] and [...] made such an astonishing memory within the project. Under the project one was provided with love and care, and a nicely cooked meal for the day to say "I love you". One would say they were proudly protected and taken good care of not only physically but mentally, emotionally and spiritually. I do recall when I still [...] [was at] the project how easy making friends was or I prefer to say [how easy] strengthening my family Three2Six was. The warm smiles were to treasure and inviting hugs till date have been unable to be washed off no amount of soap and water could get rid of the touch of honest hearts. The Three2Six project has been till date a brick to the growth of me. The journey was one to be shared and still has a long way to go. For me unending love.

I miss all the loads of friends I hope to see again. The educational trips that brought colour into our lives and all the teachers who could not have done a greater job than what they did. The project was the best escape from the battles that were only stepping stones to success. In 2014, I left. I recently completed my matric and received a bachelor's pass. Due to finance I am unable to go in to university right away but hopefully I do some time."

IVAN IRAKODZE, ONE OF THE PROJECT'S FIRST LEARNERS IN 2008, IS NOW AN INTERN TEACHER AT ONE OF OUR HOST SCHOOLS, HOLY FAMILY COLLEGE.

NAOMI IKIREZI IS CURRENTLY ENROLLED AT A COLLEGE WHERE SHE STUDIES FORENSICS. SHE ALSO HAS A PART-TIME JOB AT A FABRIC STORE.

A few of our past learners attended a skills development programme offered by a partner, Save the Children South Africa, which ran for a few weeks towards the end of the year. This programme aimed to improve the transitioning of migrant and displaced children and youth into adult life. It was twofold with sessions equipping them with critical life skills (e.g. resilience, self-awareness, respect) and three day-long sessions on economic empowerment by Hand in Hand South Africa.

HOLIDAY PROGRAMME

THE HOLIDAY PROGRAMME WAS RUN DIFFERENTLY THIS YEAR TO MITIGATE THE IMPACT OF COVID-19.

Unlike other years, the children did not all meet on one campus for a two-week long holiday programme. Each site had a different schedule and different activities that took place on their own campus which were, despite these adjustments, a highlight for the children.

The Grade 7s had a holiday programme in April, Religious Education sessions with Sacred Heart College's Chaplain, an offsite leadership camp, and a workshop on children's rights with the Outreach Foundation. They also visited the Origins Centre and the Art Gallery at the University of the Witwatersrand.



The Sacred Heart College Grade 6s had an onsite Scout camp; and, together with the Grade 7s, had hands-on CPR training and HIV-awareness sessions.

Our Grade 5s went to the National Children's Theatre to watch a play; went on camp and, together with the Grade 4 classes, participated in a Science Film Festival by our partner Play Africa. As well as this Festival, the Grade 4s visited the Sci-Bono Science Museum. The children also went to the cinema as part of their 'holiday programme'.

In addition to this, the usual co-curricular activities continued throughout, especially the library programme and Physical Education for all, as well as iPads for Grades 4, 5 and 6, judo for Grades 5 and 6 and gardening for Grade 7.



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.

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)
Sister Maria Rissini
Tim Smith
Nicole Fritz
Zeyn Angamia
Confidence Dikgole
Brother John Bwanali
Mark Potterton
Franc Sobreira
Lizzy Tjeane
Randry Bigirimana
Charlotte Margerit (in attendance)
Nthabiseng Seane (in attendance)

The Three2Six Board Sub-committee met four times and has 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.

Staff training was conducted by Luke Lamprecht which focussed on safety and reporting. There was one case in the project this year where a report was made to the police and the Department of Social Development.

Environment, Health and Safety

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



The Breadsticks Foundation

TESTIMONIAL FROM A THREE2SIX SUPPORTER

The Breadsticks Foundation has been a funding partner of Three2Six since 2012.

As a UK charitable trust, The Breadsticks Foundation gets many requests for funding and there are sometimes heartbreaking decisions to be made in terms of where to direct support. But funding Three2Six was a relatively easy decision – the need is so great and the potential benefits so clear.

We are proud to be associated with Three2Six. Over the years we have seen the project grow, in size but also in impact. It has touched hearts all over the world and produced many well-rounded, academically-capable and socially-skilled young people ready to take on the world, as stacked as the odds might be against them.

What we particularly appreciate about Three2Six is that it considers the whole child – knowing that learning cannot happen on an empty stomach, that some of the children have incredibly difficult home circumstances and have to deal with societal discrimination and xenophobia. The solid academic programme is supplemented by a food programme and pastoral interventions.

Our close relationship has led to increased respect for the work of Three2Six and, in 2021, the Breadsticks Foundation trustees decided to provide two Three2Six learners each year with a scholarship to cover their high school education – one at Sacred Heart College and one at Holy Family College. The first scholarship recipients will start high school next year (2022) and we wish them the very best – we believe the sky is their limit!



FUNDRAISING REPORT

SINCE THE IMPACT OF THE PANDEMIC, THERE HAS BEEN A LOT OF SUPPORT FOR SOCIAL SERVICES AND LESS AVAILABLE CONTRIBUTIONS TOWARDS THE EDUCATIONAL AND ENVIRONMENTAL CAUSES.

The budget for the 2021 Financial year was R6 254 647,56. Our responsibility was to prioritize the learning outcomes and to ensure that children are protected and provided with learning opportunities.

In 2021, the project was able to meet all its objectives and provide a bridging education to 236 learners who would have otherwise been left without assistance and out of school. The project also provided the children with nutrition, uniforms, stationery and learning resources, and covered all the expenses associated with educating the children, such as staff costs and overheads.

We imagine a world where our classrooms are as diverse as our communities, a world where both male and female learners have a support structure that they can lean on, a world where

that support creates real change for communities and encourages inclusiveness and integration. Fundraising in this time has been relatively difficult, working virtually made it difficult to make the most of our donor base and campaigns.

The COVID-19 pandemic has put a spotlight on the importance of ensuring that the project has multi-year funding. With many key international funders withdrawing from the continent at the onset of the crisis, Africa-based NGOs had to also stretch already overextended budgets to support government health and humanitarian interventions. As a result of this, the project has planned activities for 2022 aimed at building robust, supported, effective and sustainable solutions as a means of not only responding to the crisis, but also addressing the day-to-day and continuing needs of local communities and refugees battling with poverty, inequalities, unemployment, and political and social challenges.



OUR CORE FUNDERS:

- PRIVATE DUTCH FUNDER
- MISEAN CARA
- MISEREOR
- TERRE DES HOMMES
- INVESTEC
- THE JELL FOUNDATION
- HARRIS MATHEWS CHARITABLE FUND
- THE BREADSTICKS FOUNDATION
- THE HCI FOUNDATION
- THE JSE
- CARING WOMEN'S FORUM

The fundraising and development of our project has traditionally relied on our ability to generate and maintain trust by fostering in-person relations and organising donor visits to the campus and providing in person reports. By refining the teaching, learning, and student life because of the imposed COVID-19 restrictions, it also reshaped how the project decides on what needs more external and generous funding and resources, which in turn had an impact on partners' social commitment, institutional engagement, and fundraising strategy.



This year, we had several individuals who have increased their donations towards our family support and the ad-hoc needs of the children, and for that we would like to thank the Sacred Heart College Alumni and the parents of the host schools who continuously contribute towards the nutrition and family support programmes.

Along with the transitioning of learners into mainstream schools, two of our partners, the Breadsticks Foundation and the Jell Foundation initiated support for the Three2Six learners' placement into Sacred Heart College and Holy Family College until they matriculate.

In 2022 the fundraising team aims to:

1. Expand and diversify fundraising both in South Africa and internationally. The project also has a 501(c)(3) base in America.

2. Monitor our alumni to ensure that they persist and succeed in their education through the support of the project.
3. Create opportunities for skills training, development, and job readiness for the beneficiaries to have long term sustainability that is not reliant on project funding.

We would like to thank all our partners, donors and friends who keep ensuring that these objectives can be achieved through access to funding and financial support and ensuring that all children are provided with a safe and holistic learning environment, as is their right.

If you have any referrals for the project to submit funding request, please get in touch with us.

If you would like to receive a tax certificate for your donation, please email us on partnerships@three2six.co.za

501(c)(3)

The project's 501(c)(3) team in America – Sacred Heart Marist Observatory – raised US\$47 100 (approximately R718 000) in 2021.

These donations helped the project fund its operations during the year.

Total donations for 2021 were US\$47 100:

- Harris Mathews Foundation
\$25 000
- Harris Mathews Foundation (Sacred Heart College scholarship)
\$7 500
- Kennedy Hanly Foundation (Mrs Joan Hanly)
\$10 000
- Ms. Winifred Radigan
\$3 000
- Carolyn and John Stremmlau
\$1 500
- In Memory of Peggy Fortson
\$100

The USA team continues to secure donations for the Three2Six refugee project.

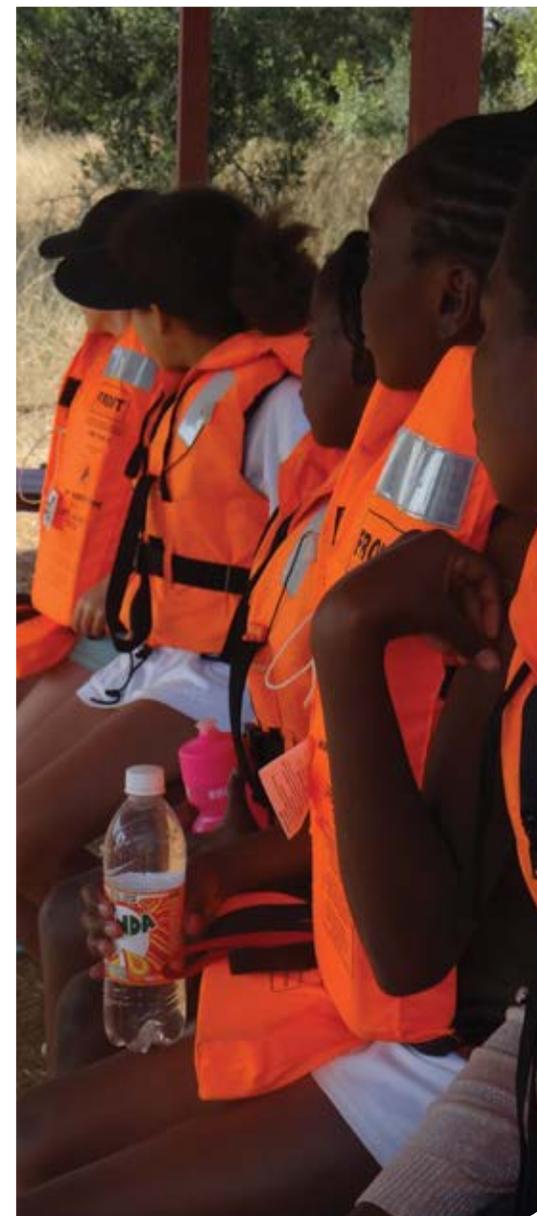
The total donations are not reflected in the 2021 financial statement as these will be transferred to South Africa in 2022.

If you would like to get in touch to send us recommendations, please contact Arthur Minson at aminson322@gmail.com

THREE2SIX REFUGEE CHILDREN'S EDUCATION PROJECT

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2021

	2021 R	2020 R
INCOME		
Anonymous donor	1,064,688	1,862,484
Australian Catholic University	—	82,874
Caring Women's Forum	290,112	220,056
Family Feeding Scheme	2,858	—
HCI Foundation	200,000	830,000
Holy Family Sisters	—	10,000
Individual donations	12,174	93,336
Investec Limited	500,000	—
Jell Foundation	752,581	670,500
Johannesburg Stock Exchange Limited	150,000	100,000
Marist Brothers	—	14,764
Mathew Harris Charitable Fund	591,991	508,540
Misean Cara	966,324	1,990,174
Sacred Heart College – Parents donations	—	91,874
Salesians	—	11,924
St Davids Marist College Inanda Foundation	2,500	—
Terre des Hommes	594,151	964,991
The Breadsticks Foundation	398,000	379,117
	5,525,379	7,830,634
Katholische Zentralstelle fur Entwicklungshilfe e.V (KZE) (Misereor)	—	2,117,038
Interest	32,924	13,909
	32,924	2,130,947
TOTAL INCOME	5,558,303	9,961,581
EXPENDITURE	6,569,005	6,796,698
NET (DEFICIT) SURPLUS FOR THE YEAR	(1,010,702)	3,164,883
BALANCE AT BEGINNING OF THE YEAR	2,898,145	(266,738)
BALANCE AT END OF THE YEAR	1,887,443	2,898,145
BANK BALANCE AT 31 DECEMBER 2021	847,755	2,898,145
LESS: ACCRUAL FOR FOURTH QUARTER RENTAL YEAR END	(25,000)	—
ADD: ANONYMOUS DONATIONS RECEIVED AFTER YEAR END	1,064,688	—
RETAINED INCOME AT 31 DECEMBER 2021	1,887,443	2,898,145



THREE2SIX REFUGEE CHILDREN'S EDUCATION PROJECT

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2021

	2021 R	2020 R
EXPENDITURE		
Administration fee	489,436	438,593
Advocacy	102,689	44,157
Advocacy toolkit	–	21,178
Audit fees	38,009	47,040
Bank charges	5,506	5,787
Fixtures and fittings	6,400	–
Bus drivers	96,150	79,877
Computer and IT equipment	24,992	85,974
Cook-Hot Meal Programme	–	56,945
Curriculum development	120,640	4,800
Educational resources	–	42,438
Evaluations	73,809	91,636
Events	28,248	7,551
Food – Teachers	–	50,345
Finance Officer	158,900	–
Food support – Children	972,425	552,790
Food support – Parents	–	384,959
Governance – Board	–	1,875
Fundraising expenses	94,106	–
Holiday programme	145,130	382,416
Katholische Zentralstelle für Entwicklungshilfe e.V (KZE) (Misereor)	80,393	–
Medical expenses	8,940	8,650
Motor vehicles	–	7,522
Remedial support	82,400	66,028
Salaries	2,374,597	2,806,768
Scholarships	681,827	230,800
Special projects	28,905	468,294
Sporting activities	54,560	6,364
Staff development	62,065	28,324
Text books and stationery	243,068	125,502
Transfers and registrations (State Schools)	–	44,256
Uniforms	256,956	256,850
Vehicle expenses	104,645	145,646
Volunteer accommodation – rental expenses	100,000	202,645
Volunteer expenses	134,209	100,688
	6,569,005	6,796,698



HOW TO SUPPORT THREE2SIX

Make a donation to the project

All donations count and contribute to changing the lives of our children. Through education, the project is preparing refugee and migrant children to be active members of the society in South Africa. Please help us to achieve this.

Donations are particularly important to the project as it operates only thanks to the funds it receives from its donors – whether institutions or private individuals.

Here are the ways to donate funds:

- 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 banking details below:

Bank: First National Bank
Branch: Eastgate | Branch code: 257 705
Account number: 62312243405
Swift code: FIRNZAJJ



Subscribe and share the monthly newsletter

Each month, the project sends out a newsletter which covers the highlights and main activities that occurred on its campuses. It is a way for us to be closer to our friends and supporters, and to show what their support enables us to do. If you would like to receive our monthly updates, please do reach out to us on communication@three2six.co.za or you can subscribe on the homepage of our website [here](#).

On this same website, you are also able to access our past editions which go all the way back to 2017.

Have a look [here](#).

Spread the word!

Follow us on social media, comment on and share our posts and pages.



WWW.FACEBOOK.COM/THREE2SIXPROJECT/



WWW.INSTAGRAM.COM/THREE2SIXPROJECT



TWITTER.COM/326PROJECT



WWW.LINKEDIN.COM/COMPANY/THREE2SIX-REFUGEE-CHILDREN-S-EDUCATION-PROJECT/



WWW.YOUTUBE.COM/CHANNEL/

Contact us to discuss a partnership

The project has many partners which offer support with the services that do not form part of its core mission, such as legal counselling, psychological counselling, and, during the COVID-19 pandemic, PPE provision, etc. Other partnerships allow the project to diversify its educational offering through events organised at the project around science, art, literature, or other activities. Through partners, we are also able to further support our families (e.g. English classes for our parents) and our past learners (e.g. skills development programmes), and to perform advocacy and fundraise.

We are happy to discuss any project that you may want to put in place with us, whether it is a once-off or longer-term project. We also welcome research projects involving Three2Six.

Please contact us on advocacy@three2six.co.za

If you have any questions on our resource TTR or would like to discuss using it in your context, please reach out to us via the email address above. We would also love to hear from you if you have used the toolkit and would like to share your feedback.

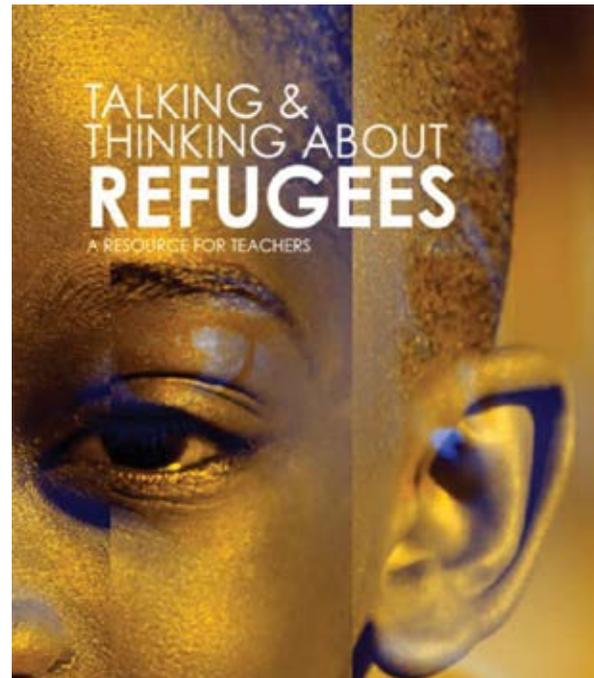
Consult and share our advocacy tools

As previously mentioned in this report, the project has developed more advocacy tools this year: its poetry booklet ([see page 20](#)) with poignant testimonies from the children about what it is like to be a refugee, and a podcast series in which our past learners tell us more about their time at Three2Six, their dreams and what being a refugee means to them and the challenges that it implies.

A few years ago, we also developed with our children clips that touch on those difficulties and gave them life through puppets.

The videos, Precious number 1 and Precious number 2 are available [here](#) and [here](#).

More recently, Three2Six in collaboration with its partner Mindburst Workshop, with the support of its funder Misereor, developed the anti-xenophobia resource mentioned on page 20 called “Talking and Thinking about Refugees”. The toolkit can be used in classrooms or other settings to start a conversation around migration-related topics in an informed manner. It is available [here](#).



Volunteer your time with us

The project has been welcoming volunteers for over a decade, whether from overseas or locally from South Africa. Volunteers are an important part of the team and provide valuable support to our operations.

Three2Six offers different types of volunteering roles, from campus volunteers to holiday programme volunteers, reading programme volunteers and remedial support volunteers, for instance. To provide a stable environment for our children, we accept volunteers who can commit to spending at least a few weeks with the project, whether on a full-time or part-time basis, as long as their involvement is regular.

If you would like to donate some of your time to Three2Six, please do reach out to us on advocacy@three2six.co.za to discuss how you may be able to get involved in our activities, to best suit your expectations and our needs.



I am a refugee

I am a warrior, a survivor, I see no fear.

You try to erase me but I survive,

You take me away from the things I love,

You still fight me, but I won't fall,

Angels hold me!

You bring me down, but time holds you!

Together we ride,

I am with you forever.

By Gloria, a 14-year old Three2Six student

