A hand with a dark complexion is raised, pointing the index finger upwards. The background is a blurred wall covered with various colorful posters and notices. The overall scene suggests an educational or community setting.

THREE2SIX ANNUAL REPORT 2022



THREE2SIX
Refugee Children's Education Project

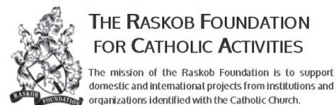
SUPPORTERS

THE PROJECT WOULDN'T EXIST AND WOULDN'T HAVE BEEN ABLE TO OPERATE FOR THE LAST FIFTEEN YEARS IF IT WASN'T FOR ITS FUNDERS. THEY HAVE ENABLED US TO PROVIDE A CARING AND LOVING SPACE TO OUR STUDENTS WHERE THEY CAN SAFELY LEARN LIKE ANY OTHER CHILD. THANK YOU TO THEM FOR THEIR TRUST AND SUPPORT OVER THE YEARS. WE ARE IMMENSELY GRATEFUL.

HARRIS MATTHEWS CHARITABLE FOUNDATION



KENNEDY - HANLY FOUNDATION



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[Gloval Action Month activity: vertical garden from old plastic bottles.]



THREE2SIX
Refugee Children's Education Project

OPERATES FROM 3PM TO 6PM EVERY WEEKDAY

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Thank you to Lizette Cressey, Malherbe Pelsler and Terre des Hommes Southern Africa for their support and the wonderful photographs on display in this report.

THE SITUATION OF MIGRANT CHILDREN IN SOUTH AFRICA THIS YEAR

“Refugee children have the right to learn.”

Karabo Mokgonyana

Not only has South Africa signed various international conventions, its own Constitution gives children this right.

On average, South Africa receives about 63 339 asylum seeker applications every year. But the government has done little to afford both asylum seekers and refugees with protection and social security in the form of effective protection from violent attacks and access to shelter, social grants, job security, basic financial services and government-funded social welfare programmes.

Despite South Africa’s Refugees Act acknowledging the vulnerabilities of asylum seekers and refugees who are seeking refuge from persecution, human rights violations and other justifiable reasons, the government continues to make it difficult for them to have basic services.

Asylum seekers tend to fall prey to human trafficking because of the preliminary nature of their settlement into the country. They are also vulnerable to labour exploitation (for example sweat shops and cheap labour), sexual abuse in shelters and citizenship scams, among others.

The process of getting asylum is not straightforward, resulting in exposure to racism, xenophobia and blatant discrimination.

The government has failed to create enabling resources and opportunities for something as essential as basic education for children. They have been discriminated against despite the legislative framework, which provides for equal and inclusive education.



Barriers are created by poor migration policy, ineffective policy implementation, poor documentation and institutional problems such as discrimination at schools and the Home Affairs Department's ineffective asylum and refugee processing system.

This can negatively affect the development of children who need to go to school, and the progress of asylum seekers who depend on completing school to obtain a job for household income.

Furthermore, the government has done little to minimize limitations to education for asylum seekers, including the lack of enabling legal documentation, the inability to afford fees and costs associated with getting an education, language barriers and successfully meeting the school admission policy requirements.

The story of Esther Nkulu is one of many stories of children who have been highly affected by South Africa's poor migration policy. Esther has been living in South Africa for 12 years now under an asylum seeker permit. She had to go as far as starting a petition to ask the Department of Home Affairs to do something.

The legal position both in domestic and international law is very clear about education for asylum seekers.

First, the right to education is a clear universal human right in terms of the Universal Declaration of Human Rights.



I tried so many places but I am rejected... help me bring awareness

to how the lack of proper documentation puts so many restrictions on the lives of the youth, the leaders of tomorrow. All I yearn for is to continue my education. It's been 12 years now and I'm still given an asylum seeker permit of which is difficult to get bursaries or scholarships with.

“My mother is unemployed and she cannot even afford the registration fee required by the university.”



Second, although the Convention Relating to the Status of Refugees is not direct about the right to education of asylum seekers, article 22 outlines that refugees have a right to access basic education.

Third, the African Union Refugee Convention feeds off the provisions of the African Charter on Human and People's Rights in which every individual is entitled to education. Last, according to article 13(1) of the International Covenant on Economic, Social and Cultural Rights (ICESCR), member states have the obligation to realise the right to education to enable individuals to effectively participate in a "free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups".

South Africa, together with other member states of the ICESCR, has three main obligations under the right to education. First, member states are obliged to respect the right to education through the avoidance of any measures that hinder or prevent the enjoyment of accessing education. For example, in South Africa, the strict admission policies can be relaxed in the case of asylum seekers.

Second, member states must protect asylum seekers through measures that prevent third parties from interfering with the enjoyment of the right to education. Third, member states must fulfil the right to education by taking active steps to enable and assist individuals and communities.

Member states are expected to observe other specific obligations. First, to make sufficient educational institutions and facilities available.

Second, to ensure accessibility to educational institutions to everyone without discrimination. Third, to ensure that the form and substance of the education is acceptable to both students and parents.

Fourth, the nature of the education afforded needs to be adaptable to the changing needs of society, especially in the context of the needs of students within their diverse social and cultural settings.

Fifth, in terms of articles 13(2) and (4) member states are required to establish "minimum educational standards" for which educational institutions are established.

Article 13 of the ICESCR does acknowledge the fact that the right to education is a progressive right. But this does not empower South Africa to discriminate against asylum seekers in relation to education because that would not be permissible in terms of article 1 of the Convention against Discrimination in Education.

The legal context of South Africa at a national level is that everyone has the right to basic education in terms of section 29(1)(1) of the Constitution and section 9C(1)(b) of the Refugee Act, which allows for the permission of study by asylum seekers at the discretion of the officer granting asylum visas.

The Supreme Court of Appeal in the case of Minister of Home Affairs v Watchenuka held that asylum seekers are granted the right to study in South Africa pending the outcome of their application for asylum.

The right to education is regarded as an empowerment right because of its ability to enable marginalized people to fully participate in their communities and to elevate their social and economic circumstances to get out of poverty.

Education is one of the best investments that South Africa can make because of its ability to reduce labour and sexual exploitation and human rights violations and because it contributes to the upholding of democracy. Being a democratic country and a member to all of these conventions, it is in South Africa's best interests to effectively realise the right to education of asylum seekers and refugees.

While the government is not taking adequate action, civil society and other non-state actors such as corporations through their corporate social investment programmes need to be part of a coordinated effort to ensure education for refugees and asylum seekers.

South Africa ought to create an environment in which every child deserves and gets an education, regardless of the legality of their parents and themselves in South Africa.

Based on an article in the Mail and Guardian, December 9-14 2022.

Used with permission.

CHAIRPERSON'S REPORT

The past year has been a momentous one in the life of the Three2Six Project, and I know the story will be well told in the pages of this report. Suffice to say that the changes have been brilliantly managed by all the staff at all the schools involved – Sacred Heart, Holy Family, Observatory Girls and Dominican Convent.

The project will enter a new and exciting chapter as a full-time school, providing a richer educational offer to our children and creating the scope and platform for future growth.

The year saw a remarkable and meaningful engagement with Home Affairs Minister Aaron Motsoaledi and I am hopeful that this and other engagements continue to grow and protect the educational and pastoral space our project provides for refugee children.

The consolidation of our project at the campus of Dominican Convent has resulted in some restructuring and we say a sad farewell and a heartfelt Thank You to all the staff affected. I would also like to express my sincere thanks to Franc and Lizzie from Holy Family and Observatory Girls for all the years of their schools' support for Three2Six.

Lastly, it remains my absolute pleasure to thank our wonderful sponsors, funders and supporters for all the help and assistance you provide. Your generosity and kindness allow the Three2Six Project to flourish, and you continue to make a meaningful and sustainable impact on the lives of our children.

Roddy Payne



[School outing]

SUB-COMMITTEE MEMBERS



| **RODDY PAYNE** SUB-COMMITTEE CHAIRPERSON | **MARK POTTERTON** DIRECTOR, SACRED HEART COLLEGE PRIMARY SCHOOL CAMPUS PRINCIPAL | **HEATHER BLANCKENSEE** HEAD SACRED HEART COLLEGE | **FRANC SOBREIRA** HOLY FAMILY COLLEGE CAMPUS PRINCIPAL | **LIZZIE TJEANE** OBSERVATORY GIRLS' PRIMARY SCHOOL CAMPUS PRINCIPAL | **NTHABISENG SEANE** DEVELOPMENT OFFICER

| **KELSAY CORRÊA** FUNDRAISING OFFICER | **VOLENTE NAIDOO** BUSINESS MANAGER | **RANDRY BIGIRIMANA** ALUMNI REPRESENTATIVE | **CHARLOTTE MARGERIT BYRNE** ADVOCACY, COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT OFFICER | **CONFIDENCE DIKGOLE** GOVERNANCE | **TIM SMITH** ADVOCACY

| **BR JOHN BWANALI** MARIST BROTHERS | **NICOLE FRITZ** ADVOCACY | **SR MARIA RISSINI** REFUGEE NETWORKS | **ZEYN ANGAMIA** MARIST SCHOOLS' COUNCIL REPRESENTATIVE

OPERATIONS REPORT

Our monthly online newsletters kept you up to date with the daily activities in the project. A definite highlight over the past year has been the Concert for Refugees organized by the Turquoise Harmony Institute. One of our students, Shalom, recited a poem in front of a packed Linder Auditorium. There have been Judo lessons and visits to the theatre, to name a few of the other activities.

We have also received food donations for families from Sacred Heart College parents. Generous donations have also been received from the Jewish Board of Deputies, Mary Oppenheimer and Daughters Office (MODO), ForAfrika, the Smile Foundation, NOAH CAN, St David's Marist Inanda, and other supporters.

The **2022 poetry book** has been received well and is now out of print. We have printed more as some bookshops want to sell it. Another well-received publication was the book **Refugee Stories** by Charlotte Margerit Byrne that provides insights into the lives of some of our refugee parents.



VOLUNTEERS

We started with three volunteers in the project this year: **Angel Zondo, Charmaine Ndou** and **Tamara Barnwell**. One left in June to study full-time and the other left at the end of the second term. We still have Angel Zondo working in the project. In December Angel and Nyasha Bowora were the only volunteers living in the community house. David Plogmann, a volunteer from Kindermissionswerk, was scheduled to come on 4 September. However, after applying for a visa in March he was told that it would take another 5 months. We contacted senior officials at the Department of Home Affairs as well as the Minister himself, but we could not expedite matters. David was reassigned to Uganda.



MOVE TO DOMINICAN CONVENT SCHOOL

The meetings about Three2Six moving to Dominican Convent School in Belgravia and the Convent's students moving to Sacred Heart College continued throughout the year. There were extensive meetings regarding the sale agreement with the Dominican Sisters. A top legal firm handled the transfer at no cost and the agreements were expertly drafted by Diana Messerschmidt.

The Dominican Convent High School students will be accommodated on the Sacred Heart College campus. The students on the three

Three2Six campuses will move to the Dominican Convent campus and be accommodated in the Primary School. There are already about 135 students in the Primary section. The fees at Dominican Convent will be dropped to around R24 000 a year from 2023 and the school will still seek to recruit additional students at these affordable fees.

Three2Six students will not pay fees and will enjoy the current level of support they get in terms of uniforms, psycho-social support, learning materials and transport. The huge gain is that students will benefit from a full day at school and from a full curriculum and extra-murals.

Our partner organisation Johannesburg Parent and Child Counselling Centre (JPCCC) has conducted sessions with our children to help them prepare for this transition and facilitate their move to this new school.

NEW STAFFING ARRANGEMENT

One of the sad parts of this arrangement is that the Dominican Convent High School teachers will be retrenched at the end of the year. The Primary School teachers at Dominican Convent School will still be employed. Unfortunately, we will not be able to accommodate all the Three2Six teachers on the new campus, because of budget constraints. We will have one co-ordinator and two teachers who will assist with student support. The labour consultant has advised that current co-ordinators and teachers be retrenched at the end of year and that any positions available going forward be advertised. The current teachers have been on short-term contracts, but the Finance Committee has agreed to pay retrenchments based on total years of unbroken service.

Staff in the Three2Six Project and Dominican Convent High School have been notified of possible retrenchments. The original mandate of the Project envisaged the employment of refugee teachers, which we have adhered to in most cases. However, the mandate was also

to upskill and make sure that these teachers were registered with the South African Council for Educators (SACE) and would then be able to move to public schools. Even though teachers were upskilled they remained in the project.

There are currently two teachers and one co-ordinator at our Observatory Girls' Primary School campus, three teachers and a co-ordinator at our Holy Family College campus and four teachers at our Sacred Heart College campus (co-ordinator shared with Holy Family College). That is eleven people. Currently, Randry Bigirimana works as an intern in the Project. He will be accommodated at Sacred Heart College in 2023. Jessica Roth who works at Sacred Heart College will return to Switzerland in 2023. This means that two teachers will have to find new positions. At Observatory Girls all the Three2Six staff are employed in the school in the mornings. To summarise: of the eleven staff involved in teaching six will not be able to be employed next year. The good news is that if there are significant increases in student numbers at Dominican Convent then staff could be offered positions.

In addition to retrenchment pay, staff have been given assistance with recrafting their CVs and will be assisted in finding new positions. There is a possibility of teaching jobs becoming available in the St David's Alexandra Project in 2023. I have also approached the

Principal of Holy Family College and will put all CVs on the Catholic network jobs register. There is one position available in Grade 3 at Sacred Heart College for 2023.

I am mindful though of the current challenge with teachers on the Zimbabwean Exemption Permit (ZEP). Teachers who have valid asylum documentation will be able to be re-employed.



BROADER REFUGEE COMMUNITY

I met with members of the broader refugee community during the year to see their interest in a low-fee independent school (R2 000 per month). There was a lot of interest and excitement. I believe that with the right type of engagement with this community Dominican Convent will be able to get a lot more fee-paying students in the future which will increase the cohort at our new host school, outside of the Three2Six project.

Mark Potterton – Director



[Thank you for the blankets and other donations from Smile Foundation]

A YEAR ON OUR CAMPUSES

Our campuses organized activities and events for their students during the year which were joint on some occasions, to the children's delight.

To celebrate **Global Action Month (GAM)**, an initiative by the Youth Network of our funder Terre des Hommes Germany, we gave a voice to our children who discussed among their grades the activities they wanted to organize to celebrate GAM. In line with this year's theme on the environmental rights of the child, our students planted trees on their campuses, they studied the water cycle, cleared litter at their schools, made useful objects out of recyclable materials, started a vertical garden from old plastic bottles, and raised awareness of the importance of protecting the environment by designing tee-shirts on the theme and building a social media campaign around it.

In an effort to enhance social cohesion at our campuses, our partner Judo for Peace introduced judo-based **self-defense classes** for the Three2Six children and their peers from the three host schools. These joint weekly classes were a space for the children to get to know each other in a different context. The lessons introduced the students to the basics of judo and its techniques, while teaching them about trust and other important notions to build togetherness and friendship among the group, regardless of one's background.

The **holiday programme** took the form of swimming classes, science lessons run by our volunteer Angel, outdoor art sessions by our alumnus Exauce, sports, drama, a spelling bee, and other fun activities. Thanks to our teachers and volunteers for ensuring it was a highlight for the children as it is every year.



SACRED HEART COLLEGE



KEY HIGHLIGHTS:

- 44 children from this campus transitioned out of the project and joined mainstream schooling.
- There were many opportunities that strengthened the social cohesion between the host school and the Three2Six communities. The project was excited to have some Sacred Heart College students volunteer their time to help with our Physical Education sessions and other activities. We joined our host school for important celebrations such as Sacred Heart Day and Champagnat Day (we were thrilled to get together again after two years of COVID) and for friendly sports games and athletics days.
- Our former volunteer Honi resumed the Kitoko radio project for three months to teach the children self-confidence and develop their communication and public speaking skills. This helped increase child participation at the project and promoted the children's rights through the right of participation, involved them in the decision process and empowered them to raise their voices.
- Thanks to our partner the Turquoise Harmony Institute, a group of our parents attended a 14-week English class from which they graduated. This initiative supports their local integration in South Africa.

[Food donation from
Mary Oppenheimer
and Daughters
Office]





44 children transitioned out of the project and joined mainstream schooling.

- The campus benefited from the generosity of the students and parents of its host school community and of other supporters (e.g. Mary Oppenheimer and Daughters Office, St David's Marist Inanda) who donated porridge and other foodstuffs, COVID masks, toiletries (Smile Foundation) and clothing to the campus. Some of these donations were so generous that they could benefit the other two campuses as well.
- There were no child safeguarding cases.

KEY CHALLENGES:

- Charmaine and Tamara, the two volunteers who were helping us with the running of our daily activities, left the project to pursue their studies and other opportunities.
- There was a transportation issue on campus as the College's drivers transport both the Three2Six and day school children, who had afternoon sports for a few months. The project moved its classes to the morning to solve this issue.

HOLY FAMILY COLLEGE



KEY HIGHLIGHTS:

- To better prepare our children for their transition into public schools, our teachers started introducing more subjects in their learning experience by also teaching natural and social sciences to their learners. This was also done at the Sacred Heart College campus. There were other curriculum enrichments through educational outings.
- A few of our learners received counselling from a dedicated drama therapist from Drama for Life. This support initiative brought about positive change in their behaviours.
- Our student leaders from this campus went on a leadership camp with the monitors from our other sites. The purpose of this outing was to equip them with the necessary skills to lead their peers throughout the year. The camp organized activities that enhanced team building, communication skills, and creativity.
- Our staff at the campus were really grateful for the support received throughout the year from the host school students, Fr Eduardo and other people who spent time volunteering with our children whether helping with the daily food distribution, with the library or with the other activities at the campus.
- Four children from the campus transitioned into mainstream schooling during the year.

[Preparing for the
Three2Six Arts Festival]



Natural and social science subjects were introduced to the learning experience.



- Our campus received monthly food donations from ForAfrika, as well as other more ad-hoc donations throughout the year, which originated from the wider Three2Six community.

KEY CHALLENGES:

- A few child safeguarding issues arose and were dealt with as per the project's child related policy.
- The wearing of masks proved to be a challenge for the students in the first quarter of the year, before the obligation was lifted by the South African government nationwide.

OBSERVATORY GIRLS' PRIMARY SCHOOL



KEY HIGHLIGHTS:

- Some of the learners admitted at the campus this year were not coping academically due to some not attending school in South Africa before Three2Six and to a language barrier. After Saturday classes were introduced at the beginning of the year to assist them, they caught up with the curriculum and could read and write.
- The children were treated to several outings during the year, including two visits to the National Children's Theatre where they enjoyed educational plays, and a visit to our judo partner's dojo to celebrate World Refugee Day. They also were thrilled to join their friends from the other campuses for a fun day at the end of the year.
- Our students loved receiving visitors to their campus, who are supporters of the project from Rome, Italy, and from Spain.
- Thanks to Food and Trees for Africa, the campus received a sponsorship from Grace Beyond Borders to create a community garden with all necessary equipment, training and resources paid for. Parents from the day school and from Three2Six worked together to create this food project for the community. The produce from the garden was used in the feeding programme at school and the remainder was sent home with the families. This community initiative was the topic of a video of the United Nations (see page 25).



[Outing to Vilakazi Street, Soweto]



The children were treated to several outings during the year.

- The campus benefitted from various donations this year, whether food items or clothes, that came from the community, and partners of the project such as ForAfrika.
- No child safeguarding cases were recorded on the campus this year.

KEY CHALLENGES:

- Earlier in the year, the campus' staff experienced issues with making sure children would keep their masks on. Parents also struggled to make sure their children would wear a mask, sanitise and social distance. The school communicated with the parents. Students were educated on the risks of COVID and on the precautions to take to avoid getting infected by the virus. Staff were also trained on these issues and procedures were put in place to monitor adherence to the COVID regulations. Strict protocols were implemented on site and equipment provided to keep safe.
- None of the learners on this campus transitioned into mainstream schooling this year.

CHILD PARTICIPATION IN THE PROJECT

Child Participation means that children can discuss and co-decide on all matters that affect them, like family, school, community matters, government policies, legal policies. It means that their voices are being heard. This is crucial for the realization of children's rights and also one of the core principles of the UN Convention on the Rights of the Child.

We have tried to ensure that children have a say. We introduced class monitors who conveyed some of the concerns of the children. We continued with focus groups around themes to gain children's points of view. The children's views were central in our public concerts and art that was developed.

THE PROJECT TEAM STRONGLY BELIEVES THAT CHILD PARTICIPATION MUST BE INCREASED IN THE PROJECT AND PLAY A CENTRAL ROLE IN PROJECT DEVELOPMENT:

- Children have the right to be heard and they have the right to access information;
- Child participation is positive for the development of children; it increases self-esteem and self-believe;
- Child participation has a positive impact on the community engagement and active citizenship, children can co-decide on matters that affect them directly.



OUR TEAM

A heartfelt thank you goes to our team who worked tirelessly this year to provide the best possible education to our children and nurtured them. They make Three2Six the “safe space” the children always refer to. For safety reasons, one of our teachers is not featured on this page.

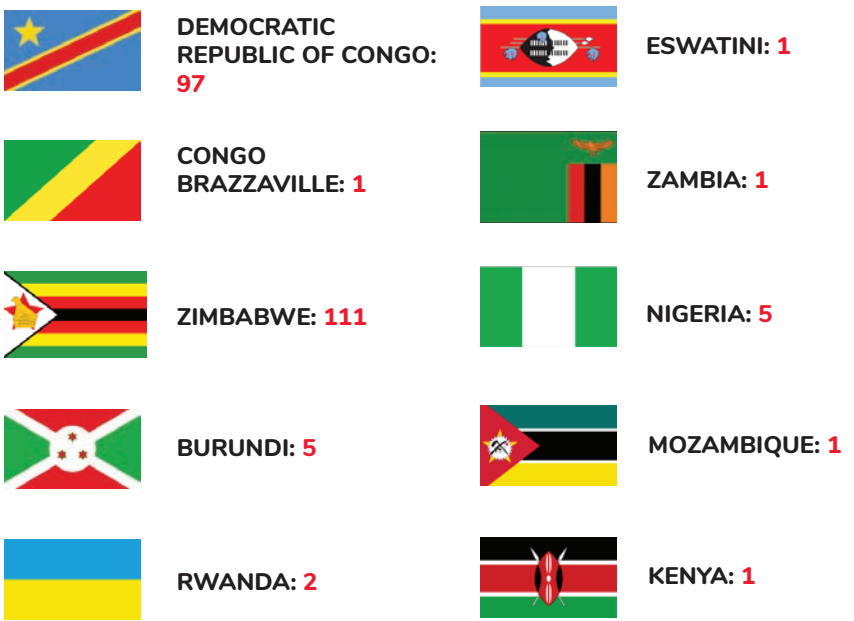


AMANDA NCUBE | ANGEL ZONDO | CHARLOTTE MARGERIT BYRNE | CHARMAINE NDOU | DIVINE MAKUMA | GILBERT KONGOLO
HAPPINESS CHIZEMA | JUSTINE KIMBALA | KELSAY CORREA | LINDANI JUBA | NTHABISENG SEANE | OLUTOLA ADEBIYI
PRECIOUS MAREYA | RANDRY BIGIRIMANA | THEMBI NDEBELE | TAMARA BARNWELL | TONY NTEKA | JESSICA ROTH

OUR 15-YEAR OPERATION NUMBERS



COUNTRIES OF ORIGIN OF 2022 LEARNERS



“AT SCHOOL I GET JOY AND LOVE FROM MY TEACHERS AND FRIENDS.”

LUCKY, 10 YEARS OLD | GRADE 3 | HOLY FAMILY COLLEGE THREE2SIX

CHILDREN ON SCHOLARSHIPS

This year, some of our past learners were incredibly fortunate to receive financial support to take them through another year of their studies. Thanks to the Jell Foundation and the Breadsticks Foundation a total of three ex-Three2Six learners had their school fees covered for the whole of 2022, and for the rest of their schooling.

Two children joined the Grade 7 and Grade 8 cohorts respectively at our host school Sacred Heart College, and a third alumnus joined a Grade 8 class at our host school Holy Family College. It was such an exciting experience to see them grow in their new school environments.

Despite the challenges they faced to adapt to a full day at school and to make new friends in the first few months, they adjusted very well to this new stage of their school career. They achieved great academic results and managed to integrate into their new schools. We can't wait to see how they flourish next year.

Exauce, who studied Grade 7 at Sacred Heart College this year, thanks the Jell Foundation.

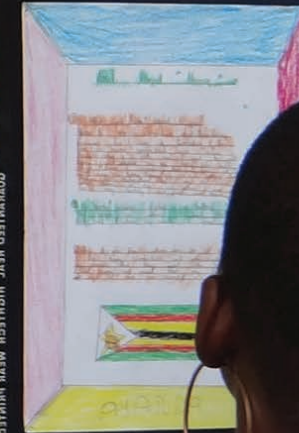
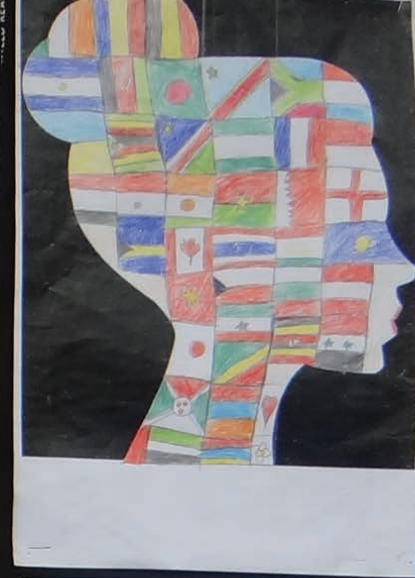
We are very thankful to our donors for making these children's future brighter, and for committing to funding additional Three2Six children next year, after they have left the project. Two additional children will benefit from one of these funders' generosity next year. They will both be going into Grade 7, at Sacred Heart College and Holy Family College.



“Here at Sacred Heart [College], I have received support and care from parents,

tuckshop ladies and aunty Janet as well as all my teachers and friends. I believe that to help my future, I need to excel in my primary, secondary and tertiary education. I will do my best to excel here because I am very grateful to those that have offered to sponsor me to be here.

I never thought I would one day also have this opportunity to attend such a school. [...] I am very happy and grateful for this opportunity and see that I can make my dreams come true.”



[Sacred Heart College Arts Festival]



ADVOCACY REPORT

The year was really busy for our team in this field and at the same time particularly rewarding. Many new connections were made, and different levels of decision-making were reached which allowed the project to expand its impact and sphere of influence.

At the national level, the project was honoured to have the opportunity to meet with the **Minister of Home Affairs, Dr Aaron Motsoaledi**, his Deputy General and his senior team. The project team, accompanied by a representative of Lawyers for Human Rights (LHR) presented the work accomplished by its members and raised concerns around the persistent challenges that refugee and migrant children face to access documentation. In turn these barriers have a snowball effect and impede access to other fundamental rights such as education and healthcare. Copies of the recent advocacy booklets published by the project were shared with the team. Further engagements will follow in the new year.

Our team also communicated with the **Minister of Basic Education, the Minister of Health and the President of South Africa** to raise concerns about the barriers that exist for migrant and refugee populations to access basic services in the country, and introduce the work done by Three2Six in the educational sector. The project's poetry booklet was sent with these communications as these barriers are revealed through the poems written by our children.

Important discussions were also held with the **South African Human Rights Commission** and its Commissioner on Basic Education. Similar concerns were discussed to work together on ways to address the identified barriers to access to basic education.

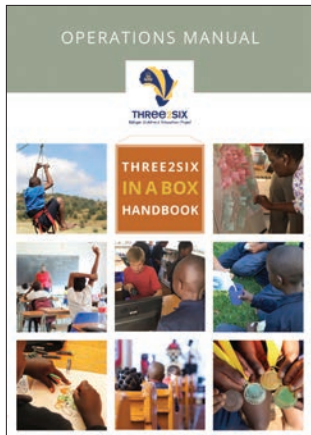
Within the province of Gauteng where the project is based, our team took up some initiatives to raise awareness of these same issues with the local representatives of the **Provincial Legislature**, from both the health and education portfolios.



[Meeting with Minister Aaron Motsoaledi and his team]

Regular meetings were attended by our advocacy, communications and stakeholder engagement officer with a **coalition of organisations also working with migrants and refugees**. These meetings aimed at creating a support space where participating institutions could share the general issues they could see on the ground from helping their beneficiaries, with the aim of collaborating on solutions and advocacy projects. This platform (which involves organisations such as Sophiatown Community Psychosocial Services, the Outreach Foundation, Doctors without Borders and the Consortium for Refugees and Migrants in South Africa) also provided networking opportunities with like-minded organisations to further partner.

Later in the year, the project joined another network of organisations, the **National Inter-Agency Working Group on unaccompanied and separated children and other vulnerable children**. It serves as a group for advocacy work on migrant children in South Africa, and is in regular contact with relevant government departments with which it collaborates around advocacy. Its members include Save the Children South Africa, the United Nations High Commissioner for Refugees (UNHCR) and Lawyers for Human Rights. Issues that come up from working on the ground are discussed as well as upcoming advocacy initiatives for collaboration.



An important project of Three2Six – “**Three2Six in a Box**” – was finalized and launched in April. This new resource is a manual that provides in-depth information on Three2Six and its operations, how and why it was created, the policies and procedures it applies, its team structure, etc., while providing a plethora of appendixes such as job descriptions and the project’s Child Safeguarding Policy. It was developed and made available to all to encourage

others to create Three2Six projects elsewhere and provide them with all the tools to do so easily.

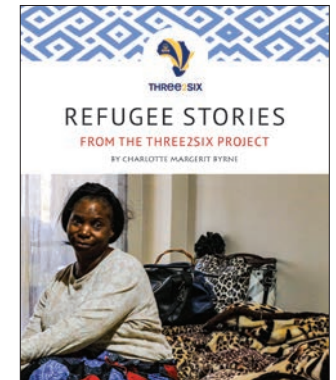
If you would like to access it, please email advocacy@three2six.co.za



[Meeting with Advocate Gaum at the South African Human Rights Commission]

2022 was a productive year for the project which released another publication, its **narrative booklet**. After sharing the voices and experiences of its learners through various public resources over the years, the project developed a booklet to give a voice to its parents. The process started with the project’s advocacy officer running interviews with some Three2Six parents to get a better sense of the daily struggles they face as non-South Africans and which limit their lives in the country.


These stories are as striking as they are powerful, as they show the resilience of the Three2Six families in spite of all the challenges that are thrown at them. Put yourself into the shoes of refugees for a few minutes by clicking on this [link](#).



Three2Six partnered with its host school Observatory Girls’ Primary School and the Office of the United Nations High Commissioner for Human Rights (OHCHR) on a **video** which was launched for International Migrants Day on 18 December. The video called “**Cultivating common ground in South Africa**” shows how the garden started at the campus is a wonderful place for the local school community and the Three2Six refugee community to meet, exchange and work together on something that benefits all. Participants to this initiative go beyond their prejudices of each other to build together a stronger and more inclusive community that lives in peace.

This year, the project also took part in two **research projects**: one by the Southern African Catholic Bishops’ Conference and the University of Pretoria, and the other by a researcher affiliated with the French Institute of South Africa and the Centre for Education Rights and Transformation at the University of Johannesburg.

The first project details “documentation and access to education for undocumented and stateless children in South Africa”. It aimed to collect data throughout the country on the number of undocumented children living in South Africa and the proportion of them who cannot



[Global Action Month activity: school clean up]


access schooling, to get a better understanding of the scope of the issue. This data will be used for advocacy purposes both at the national and United Nations levels. Three2Six has joined this initiative by interviewing a group of its parents and staff.

The second research project explores the various forms of anti-xenophobia at and via the school. It looks at Three2Six as a local initiative that challenges xenophobia, and interviewed some of our staff and parents to hear their thoughts and experiences.

On average, South Africa receives about 63 339 asylum seeker applications every year.

The year ended with a **webinar on education** in partnership with the Scalabrini Centre of Cape Town and the Catholic Parliamentary Liaison Office (CPLO). The event saw the launch of the Centre's film "Education is Power" which led to a discussion on the various barriers to education and the types of initiatives that can be put in place to tackle

xenophobia and generate dialogues between the local and refugee communities. The project co-hosted the event with CPLO. Religious organisations and both local and international organisations were represented.



OUR THREE2SIX ART FESTIVAL WAS A SUCCESS!

For the first time in years, the project hosted an event which gathered our children, our parents, our funders, our supporters and our friends. It had our alumnus Jemi as Master of Ceremonies and Fr Rampe Hlobo did a speech on World Day of Migrants and Refugees. The joyful afternoon with the theme of “being a refugee” saw the Three2Six learners recite poems, sing, and perform traditional dances from their home countries and a powerful play on xenophobia and colonialism. Some students from Sacred Heart College read a selection of poems from the project’s [poetry booklet](#).

The children prepared for weeks before the event to make art (drawings and paintings) within the theme, which was displayed outside the venue for all to enjoy, with artworks from our alumni too. They also took great joy in each painting a tile to express what home means to them. From their home flags and their loved ones, to where they live, their favourite hobby or favourite food, they came up with incredible artworks that tell a lot about them and their experiences as refugees. At the end of the event, our Director unveiled a mural that was made from all the tiles which is a beautiful mark left at Sacred Heart College and gift to the school to thank them for starting the project and hosting it for so many years. A [video of the event](#) is available here.




MEDIA COVERAGE

The project is thankful for the coverage it has received from media outlets throughout the year.

In June, a team from **France 24** visited the project to interview its staff and children to better understand the lifeline Three2Six provides its beneficiaries. The video of the visit was released for World Refugee Day in June. It gives a clear picture of the life circumstances of the Three2Six children, the issues they face to fully enjoy their right to education and the support provided at the project. [Watch it here.](#)

The local online news agency **GroundUp** published an article on the Three2Six art festival in September this year ([see page 27](#)) for which some of our staff members were interviewed. It is available to [read here](#). The **South African** relayed the article [here](#).

During the year, the project was also featured by **Independent Education**, the magazine for independent and private schools in Southern Africa, in an article about the initiatives that its founding school – Sacred Heart College – has been involved in with its surrounding communities and partner schools. [Read up about it here.](#)



In 2022, the project developed short videos to show its work from another perspective and give a voice to its children. **“My project my home”** lets the Three2Six students introduce the project and what it means to them in their lives.

In the second video that the project released, the Three2Six learners now tell us what their dreams are for the future, what they want to become, from scientist, to soccer player and artist. [Watch it here.](#)

More videos sharing the voices of the Three2Six learners will be developed next year to also help change the narrative around migrants.

SOCIAL MEDIA

This year, the social media pages of the project continued to grow, both in terms of engagement and of audience. We are very grateful for the interest the content shared has received.

Following is a summary of how the project's five pages have done in 2022.



FACEBOOK

Total page likes increase: from 1181 in 2021 to 1260 in 2022

Followers increase: from 1211 in 2021 to 1348

Greatest post reach (30 May): 2022

This year again the followers were mostly from South Africa and Kenya.

+79
PAGE
LIKES

+137
FOLLOWERS



INSTAGRAM

Followers increase: from 387 in 2021 to 490 in 2022

Greatest post reach (30 March): 612

As in 2021, the followers are mostly from South Africa and Australia.

+103
FOLLOWERS



+44
FOLLOWERS



TWITTER

Followers increase: from 128 in 2021 to 172 in 2022
Tweet impressions between October and December: 6,9K in total and 75 impressions per day.
Top tweet: November with 1133 impressions



+78
SUBSCRIBERS

Subscribers increase: from 18 in 2021 to 96 in 2022
Total number of views: 1529
Videos posted: 14 new videos

+102
FOLLOWERS



LINKEDIN

Followers increase: from 159 in 2021 to 261 in 2022
Top post (20 July): 269 impressions

RESEARCH AND EVALUATION

No major evaluations were carried out over the year. However, during the year we assessed groups of children who were struggling on each campus to look more closely at their reading and comprehension skills.

In the lower grades two standardised reading tests were used to assess the children. The Burt is a test that assesses children's ability to read single words. Some of these words can be decoded (sounded out) if the children know the single sounds that represent the letters and the combination of letters that represent the sounds. Examples of these words are up, at, sun, went, wet, pot, just and obtain. Other words are sight words where the children would need to use their visual memories to remember the word when they came across it in a list given by the teacher and/or in books read by the children. These words cannot be decoded. Examples of these words are to, of, one, some, water, and journey. The second test used was the Neale Reading Test. The children read a short story and then answered questions about the story. There is a picture related to the story. With the first story, the four comprehension questions are literal questions.

We developed an informal test which assessed the children's knowledge of the single letter/sound correspondence and their ability to read (decode) simple three letter words and read short sentences e.g. cat – The cat sits. can – Can you see me? With the sentences we were assessing their knowledge of sight words, high frequency words and phonic words. Individual reports were produced on each child assessed.

OVERALL OBSERVATIONS IN THE GRADE 3 GROUP

The results in the Grade 3 group were worrying. Most of the children knew the letter names of all of the single letters but not the sounds. A few of the children did not know all the letter names. The children could read two of the phonic words given to them – cat and dog – but could not decode any phonic words. None could read four or five letter phonic words like lamp. The sh, ch and th sounds were not known. Most children could read eight or more words used in the Burt Word Reading Test. These words tended to be the same words that they all knew. Only four out of the twenty children assessed could read part of the simplest paragraph used in the Neale Reading Test. The children struggled to answer the comprehension questions.

No single child was a competent decoder of words. They did not break words into sounds or syllables and did not blend sounds to form words. This is an important skill to develop in the children if they are to become independent and fluent readers. Their knowledge of sight and high frequency words was limited. Teachers should teach a wider variety of sight words to help develop the fluency of the children's reading. Teachers could give lists of sight and high frequency words to the children so that they recognise these words when they read stories. Examples of words that many children could not read were some, water, now, are, for, and told.

Comprehension skills were poor with the four children who read part of the one Neale paragraph. The children could only answer one or two of the four questions correctly, and re-reading parts of the passages before answering the questions did not seem to help them answer the questions.





Several recommendations were made after carrying out these assessments including:

- More reading books/passages need to be read by the children. They need to read to their teacher at least twice a week and answer comprehension questions. Practising reading aloud with a variety of books at different levels is essential if the children are to develop their reading and comprehension skills. Vocabulary also needs to be developed.
- The children need help to develop letter/sound relationships and then use these to decode words. Sight and high frequency words need to be learnt and then used in books and passages given to them.
- Comprehension must be a focus of any reading activity. More English development needs to be done i.e. understanding and use of different vocabulary and sentence structures. This will help the children's ability to remember and understand what they have read.

However, it is encouraging to see that the older grades performed better in the assessments and that their comprehension skills were significantly better.

These assessments have been most helpful in shaping our reading interventions with children.

Comprehension must be a focus of any reading activity.



ALUMNI DAYS

The structure and approach to alumni days this past year were revised as new volunteers were ushered in and appointed as responsible for planning and running them.

Instead of the traditional tutorial like structure that had been established throughout the years, the volunteers completely revised what alumni day meant for both the pupils and facilitators. In an attempt to get a better and thorough understanding of the project and the people whose lives it had impacted, the volunteers used the alumni days as a time to learn more about the project, its challenges as well as its prospective future. This past year alumni day was filled with more interactive activities such as gardening, painting self-portraits, journaling, dance, drama and various expressive activities. The volunteers' approach was to make alumni day a time and place for extra-mural activities as most of the public schools that the alumni attend don't cater a wide range of non-educational based activities that help develop the many physical and artistic abilities possessed by the alumni.

Each month was carefully planned in correspondence with the national schooling term system, during the exam seasons the alumni were instructed to attend alumni day with school material that they needed assistance with and the facilitators were available to provide either study material such as textbooks, stationery and iPads to assist the pupils. Various study workshops were taught to help the pupils learn different study techniques, relaxation and meditation methods to help with examination pressure and stress.

The most important aspect of alumni day was that it allowed the alumni to reconnect with each other as well as maintain a relationship with the project as it has significantly impacted their lives. Alumni day was the bridge between the past, the present and allowed all to wonder about the future of the project with excitement and curiosity.



My main struggle while planning the alumni day sessions was always an internal debate on how best to incorporate both education and play to give the students a well-rounded experience and not make the alumni days feel just like another day of school.

“The creation of something new is not accomplished by the intellect but by the play instinct”.

This quote by Carl Jung was the main catalyst for the success of the 2022’s alumni days.

Angel Zondo: Three2Six Volunteer

Thank you to all involved for dedicating their time to this, and particularly to our volunteers for the love and passion they have put into making these sessions a success and an impactful experience for our alumni.

FROM OUR ALUMNI

JEMI'S TESTIMONIAL

“My name is Jemi Luzinga and I am a Three2Six alumnus. My school education began at the project, after which I transitioned into the mainstream schooling system and due to my school achievements, as well the Three2Six project, I ended up completing my high school at Sacred Heart College. In 2022 I matriculated from Sacred Heart College as a top achiever in the school.

I joined Sacred Heart College in 2019. The school welcomed me very well and I quickly adapted to it. Each year I maintained high academic standards getting multiple distinctions and always being in the top 5. I also involved myself in volunteering at Three2Six and in 2022, I was the master of ceremonies at the Three2Six Arts Festival, the biggest event the project has had since celebrating 10 years in 2017. I was also the deputy president of Sacred Heart College for 2022, as voted by the whole school, and this leadership experience helped me grow in so many unanticipated ways. I have had so many successes ever since joining Sacred Heart College and writing them all down would consume pages.

All of my successes thus far have been due to the grace of GOD as well as the unconditional support and love my mother has shown me. Furthermore the opportunities presented to me by the project have propelled me forward in achieving my life's goals. In closing, remember that opportunities come infrequently, so when it rains gold, put out the bucket, not the thimble. This truth by Warren Buffet is imperative in attaining your dreams and when coupled with education, which Nelson Mandela says is the most powerful weapon we can use to change the world, even if your background is filled with poverty, you will pave your way into a future of gold.”

“

**Remember
that
opportunities
come
infrequently,
so when it
rains gold,
put out the
bucket, not
the thimble.”**





ALUMNI GALA

A highlight of the year was absolutely our biggest alumni reunion in a long time if not ever. In August, around 60 of our oldest past learners joined us for a fun afternoon. Our alumni Divine and Randry who work at the project led the festive gathering. Many games had been organized to break the ice and for everyone to connect and reconnect. Some of our past learners hadn't seen each other in years, or even since leaving the project. It was a very special event.

The past learners were divided into groups, and they reminisced together about their time at the project, what they learnt from this experience, what they miss about it, and the hurdles they faced after leaving Three2Six.

“Three2Six was a platform where we felt at home.”

“Life after Three2Six is so difficult.”

“What I miss the most about Three2Six is the feeling of belonging.”

[Alumni reunion at Holy Family College]

These are some of the testimonials that we heard when our alumni opened up about what they experienced after leaving Three2Six.

We took the opportunity of having them all in one room to ask them questions on their integration into local schools after Three2Six, on their current occupation, whether studying or working, their challenges to access basic services, etc. It was done to get a better sense of where they are now and to advocate for them.

We were so excited to see them show up in numbers and have the chance to catch up. It was truly a heartwarming event, and it was incredible to hear how far they have all come since leaving Three2Six.



YOUTH DIALOGUE

A small group of our alumni was part of an inspiring event for Youth Month and the International Day of the African Child in June.

Joined by youth from partner organisations Sophiatown Community Psychosocial Services, the Centre for the Study of Violence and Reconciliation (CSV), Future Families, Regional Psychosocial Support Initiative (REPSSI) and June 16 Youth Development Foundation, they eagerly took part in a dialogue at Constitution Hill. The groups of youth represented both the migrant and local communities.

The discussion was around their perception of tolerance and how youth can be actors of change to help build more inclusive and tolerant societies. An action plan was put together by the youth which will be actioned through the participating organisations.

GOVERNANCE REPORT

The Sacred Heart College Board met six 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.

SACRED HEART COLLEGE BOARD

Ashraf Dada (Chair)
Lachlan Harris
Zandile Mafata
Roddy Payne
Enver Groenewald
Faeza Adams
Zeyn Angamia
Mark Bussin
Heather Blanckensee (Head of College)
Mark Potterton
Volente Naidoo
Pam Paton-Mills
Shariffa Chetty



- adequacy of resources and staff;
- compliance with relevant legislation; and
- any special investigations undertaken by the organisation.

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;

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 protected, and that liabilities and working capital are efficiently managed. The project is externally audited twice a year.

The Three2Six Board Subcommittee 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.

THREE2SIX BOARD SUB-COMMITTEE

- Roddy Payne (Chair)
- Tim Smith
- Sister Maria Rissini
- Nicole Fritz
- Zeyn Angamia
- Confidence Dikgole
- Brother John Bwanali
- Mark Potterton
- Franc Sobreira
- Lizzie Tjeane
- Randry Bigirimana
- Heather Blanckensee
- Charlotte Margerit Byrne (in attendance)
- Nthabiseng Seane (in attendance)
- Kelsay Corrêa (in attendance)
- Volente Naidoo

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.

[Visit to Judo for Peace]



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 our website to get a copy of our full Child Safeguarding policy.

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 project falls under the Sacred Heart College Health and Safety Policy. The Three2Six Project considers that reasonable precautions are taken to ensure a safe working environment and conducts its business with due regard for the environment.



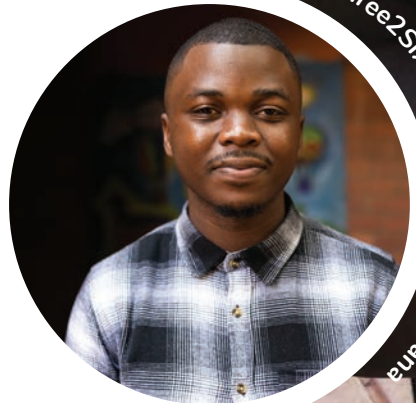
TESTIMONIAL FROM A THREE2SIX SUPPORTER

The HCI Foundation is very proud of the strategic partnership with the Three2Six project that has been jointly built over thirteen years of funding their Bridging Education Programme.

Every family and child who approach Three2Six looking for an opportunity to improve their lives, are met by a team which brings an unmatched level of care, compassion, dedication and professionalism to the way they welcome and work alongside project beneficiaries.

The number of learners, educators and families whose lives have been changed for the better by this approach is testament to the impact of the project. The Three2Six primary aim of access to quality education, followed by integration into the South African mainstream schooling system, is further supported by provision of required documentation, psycho-social and nutritional support, further training and access to SACE accreditation for teachers, and increased opportunity for gaining meaningful and rewarding employment in the longer term.

The story of Randry Bigirimana, who was one of the first learners and beneficiaries of the programme and is now a Three2Six teacher, epitomises the achievement of this unique project. HCI Foundation staff met Randry on a recent visit to the school, where as a passionate, recently qualified teacher, he was teaching geography to a class of curious young minds.



Former Three2Six student Randry Bigirimana

[Outing to Play Africa]





Randry's journey, aided by the experience that the project has given him, initially as a learner and now as a young professional educator, is only one of many stories which illustrate that support for the Three2Six Project is a solid investment in the future of marginalised young refugees and migrants - an opportunity which is central to helping them achieve their full potential and contribute skills and talent to advance human development here in South Africa and beyond.

The HCI Foundation is pleased and excited to learn about the developments taking place at the Three2Six Project from 2023. The inauguration of a new host school bringing together South African, refugee and migrant children, will soon be taking place. This unique initiative will provide a full day of learning, underpinned by a comprehensive curriculum and extra-mural programme, and act as a centre of collaboration for social and cultural integration, whilst at the same time offering equal opportunity for quality education to every child.

We can't wait to meet with learners and educators at the new host school!

Jamala Safari – CEO of the HCI Foundation

[The HCI Foundation Team]





FUNDRAISING REPORT

Nthabiseng Seane left the project in July 2022. She had been the fundraising officer for the project for six years and made a significant contribution to the sustainability of the project by developing relationships with donors. Kelsay Corrêa joined the team in September 2022 and we look forward to working with her into the future.

The Three2Six Project is grateful to the donors who remained part of the project in 2022. Covid-19 has placed a great deal of pressure on funders around the world and many were not able to continue with their support of programmes due to reductions in budgets. Fortunately, Three2Six was able to rely on our existing partners to carry us through 2022.

Three2Six looks for donors from different sectors locally and internationally, i.e. individuals, corporations, foundations and trusts.

In South Africa, Susan de Witt, the Innovative Finance Senior Advisor at the Bertha Centre for Social Innovation and Entrepreneurship at the Graduate School of Business in Cape Town, says:

“Between foundation corporate social investment and private giving, South Africans contribute billions of rands each year to developmental programmes and causes. Much of this funding provides essential support to worthy causes.”

In 2021 CSI expenditure had dropped by 7% due to the impact of Covid on net profit after tax, but in 2022, CSI expenditure rose once again by 6% to R10.9 billion. It is good to see this bounce back in CSI spend as profits begin to rise again. In 2022, education remained the most popular sector that was supported by the private sector with 44% of CSI expenditure in South Africa being spent on education while only 9% was spent on advocacy and social justice, which makes up 5 % of the Three2Six budget.

Gauteng, where the project is based, was the most supported province in terms of CSI spend in South Africa. 57% of this funding is spent in the early childhood and tertiary education sectors, with 19% being spent in the general education sector. 11% of support spent on learner support interventions was spent on bridging programmes for learners not in school. This analysis indicates the potential CSI spend that is available for Three2Six to access among South African corporates.

The nature of development funding is that strategic plans of funders change from time to time and contracts come to an end. In 2022, the project funding was not renewed by two funders. However, the support received from donors in 2022 enabled Three2Six to meet its budgetary requirements with a few amendments. The project's budget for 2022 was R7 474 995. Adjustments were made to the structure of the holiday programme which was divided into separate enrichment excursions and interventions for each grade during the school terms, instead of an intensive programme offered during the holidays. Changes in personnel meant that some savings were made on salaries. All costs relating to transport, meals, uniforms and educational materials were covered by the project.

- Caring Women's Forum
- Johannesburg Stock Exchange
- A private client trust administered by Investec Wealth & Investment International
- The Breadsticks Foundation
- HCI Foundation
- Misesan Cara
- Terre des Hommes
- Kennedy – Hanly Foundation
- Harris Matthews Charitable Fund
- Raskob Foundation

In 2021 CSI expenditure had dropped by 7% due to the impact of Covid on net profit after tax, but in 2022, CSI expenditure rose once again by 6% to R10.9 billion.

FUNDRAISING IN AMERICA FOR THE PROJECT

In 2022, our USA organization, Sacred Heart Marist Observatory, continued to work to raise needed funds for Three2Six. The organization is a qualified 501(c)(3) (82-1870902) and has raised over \$ 200,000 for our refugee children since its inception.

Our director, Art Minson, can be reached at aminson322@gmail.com. Any assistance you can provide will be greatly appreciated and all donation are tax deductible. Please contact Art with any questions or request.

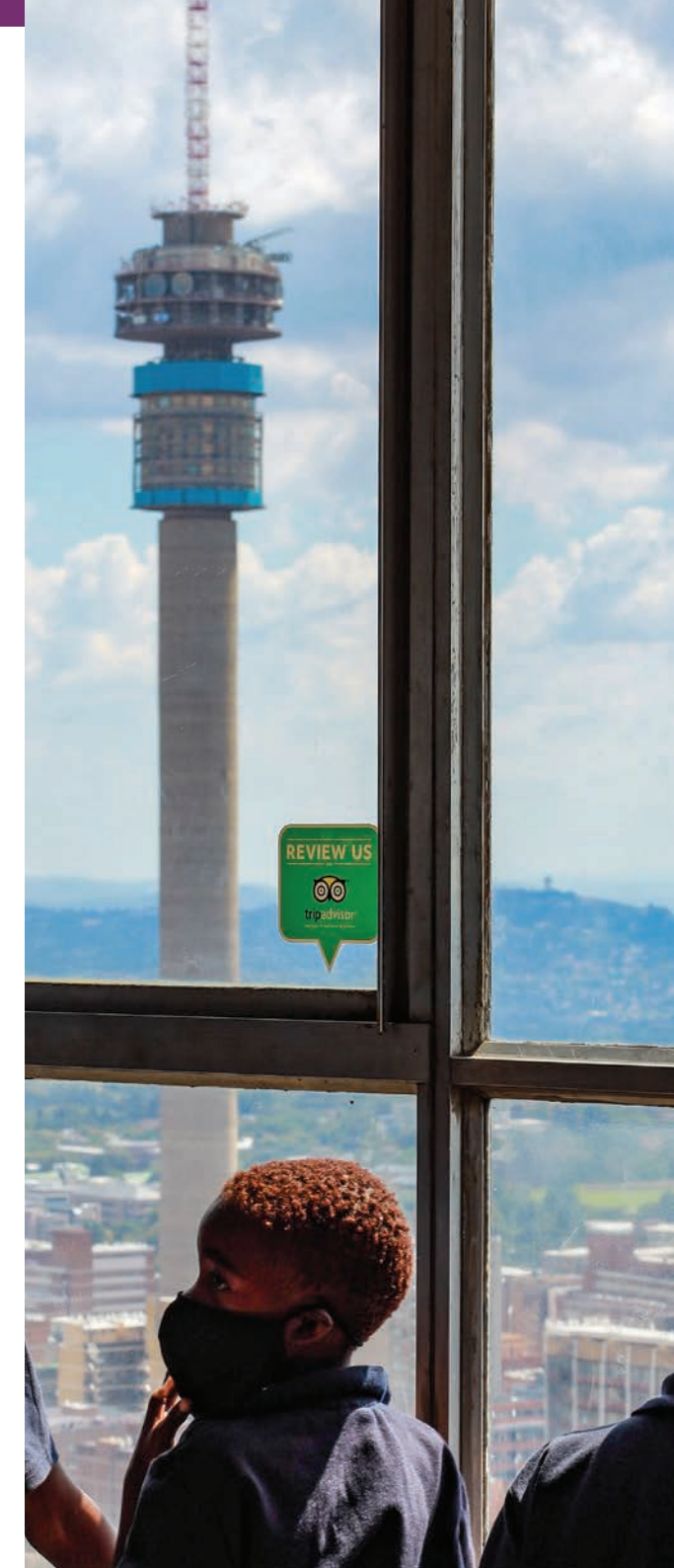
We thank our US based supporters who donated to the project in 2022:

Maryanne and Patrick Minson	\$250
Carolyn and John Stremlau	\$1500
Eileen and Jim Hornor	\$2500
Raskob Foundation	\$25,000
Harris Matthews	\$25,000
Harris Matthews (scholarship for a Three2Six alumni)	\$7500
Kennedy - Hanly Foundation	\$10,000

THREE2SIX REFUGEE CHILDREN'S EDUCATION PROJECT

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2022

	2022 R	2021 R
INCOME		
Anonymous donor	—	1,064,688
A private client administered by Investec Wealth and Investment International	700,000	—
Caring Women's Forum	50,000	290,112
Family Feeding Scheme	334	2,858
HCI Foundation	200,000	200,000
Individual donations	1,017	12,174
Investec Philanthropy Services	500,000	500,000
Kennedy - Hanly Foundation	150,110	—
Jell Foundation	—	752,581
Johannesburg Stock Exchange Limited	150,000	150,000
Harris Matthews Charitable Fund	402,340	591,991
Misean Cara	1,894,096	966,324
Raskob Foundation	416,973	—
St David's Marist College Inanda Foundation	—	2,500
Terre des Hommes	690,433	594,151
The Breadsticks Foundation	—	398,000
	5,155,303	5,525,379
Interest received	45,229	32,924
	45,229	32,924
TOTAL INCOME	5,200,532	5,558,303
EXPENDITURE	5,757,321	6,569,005
NET DEFICIT FOR THE YEAR	(556,789)	(1,010,702)
BANK BALANCE AT BEGINNING OF THE YEAR	1,887,443	2,898,145
BANK BALANCE AT END OF THE YEAR	1,330,654	1,887,443



THREE2SIX REFUGEE CHILDREN'S EDUCATION PROJECT
STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2022

	2022	2021
	R	R
EXPENDITURE		
Administration fee	745,583	489,436
Advocacy	157,782	102,689
Audit fees	63,250	38,009
Bank charges	3,456	5,506
Fixtures and fittings	—	6,400
Bus drivers	152,750	96,150
Computer and IT equipment	43,347	24,992
Curriculum development	41,000	120,640
Evaluations	36,818	73,809
Events	3,179	28,248
Finance Officer	120,000	158,900
Food support — Children	1,239,050	972,425
Fundraising expenses	—	94,106
Holiday programme	19,000	145,130
Katholische Zentralstelle für Entwicklungshilfe e. V (KZE) (Misereor)	—	80,393
Medical expenses	3,448	8,940
Remedial support	30,500	82,400
Salaries	2,407,592	2,374,597
Scholarships	—	681,827
Special projects	6,750	28,905
Sporting activities	73,750	54,560
Staff development	38,380	62,065
Text books and stationery	58,095	243,068
Transfers and registrations (State Schools)	40,500	—
Uniforms	69,115	256,956
Vehicle expenses	149,347	104,645
Volunteer accommodation — rental expenses	100,000	100,000
Volunteer expenses	154,629	134,209
	5,757,321	6,569,005



HOW TO SUPPORT US



THERE ARE MANY WAYS FOR YOU TO SUPPORT THREE2SIX AND GET INVOLVED.

One that helps us make this project sustainable is by **donating** to Three2Six and/or by getting in touch with our team to help us raise funds.

In 2023, a donation of R4500 a month will help us fund all the costs of one child (e.g. learning, food, transport, stationery, extramural activities).



Here are the ways that you can make a financial contribution to the project:

This year we have made it even easier to donate, through Snapscan.

By scanning the QR code here you can send money to the project in just a few clicks.

These are the other ways to donate to us:

- on our [website](#) here
- for people based in **South Africa**, via EFT, using the banking details below:
Bank: First National Bank
Branch: Eastgate | Branch code: 257 705
Account number: 62312243405
Swift code: FIRNZAJJ
- for people based in the **United States**, using the banking details below:
Bank: J.P. Morgan Chase
Bank code: 021000021
Account name: Sacred Heart Marist Observatory
Account number: 298386118.

You can also reach out to our fundraising officer at partnerships@three2six.co.za to start a fundraiser for Three2Six or to discuss other possibilities.

Another way to show support to our project and our children is to get in touch to **partner** with us. You can do so by emailing advocacy@three2six.co.za. We'd love to hear from you on how we could work together, whether it is on an advocacy project, a joint event, activities for our children, support to our families or to our alumni, on a research project, or any other project you think may be relevant. It is by joining forces that we can have more impact for migrants and refugees.

We always try to increase our reach for more people to know about us and to help us **spread the word** of what we do. You can help us do that by following us on our social media platforms and asking your friends and family to do the same, and by sharing our content. We also send out a newsletter every month which you can subscribe to on our website's home page (www.three2six.co.za) or by emailing communication@three2six.co.za

An important component of the project is **advocacy**. We have a dedicated advocacy officer who works on increasing awareness of the challenges that refugees and migrants face on a daily basis in the country. The project is part of collectives of organisations with which it carries out advocacy initiatives.

We have developed many advocacy resources over the years. Most of them were created with the help of our learners. The most recent ones are our narrative booklet (see page 25) launched this year and our **poetry booklet** from the year before. We would be thrilled to hear from you after you've read them or used them.

An important **toolkit** that we developed is the teaching resource "Talking and thinking about refugees" which suggests lesson plans to start discussing refugee related themes in the classroom and beyond. The resource can easily be used and adapted by all. If you organize such discussions, we would love to receive your feedback at advocacy@three2six.co.za

For any individual or group of individuals interested in the work done by Three2Six and who are considering starting a similar initiative wherever they may be based, we have created a **toolkit** on our model which provides all necessary information to do so easily.

Reach out to advocacy@three2six.co.za to get a copy and get started!



We love welcoming new **volunteers and interns** at the project. The COVID crisis put a stop to it but in 2023, we would love to resume this. Our volunteers are usually deployed to Johannesburg by our partner organisations such as Kindermissionswerk – Die Sternsinger and CMI but we also accommodate volunteers who come independently or are affiliated with other organizations. From next year, they will help our co-ordinator run activities with the children at our new campus, and give support with administrative tasks, among other duties. We give priority to candidates who can volunteer at the project for a minimum of three months, to ensure stability for the children and continuity.

Contact us at director@three2six.co.za if you would like to join our team.

In the past, we have had interns in various fields such as monitoring and evaluation, research, IT, and communications. If you would like to explore this possibility with us, please contact the email address above.

If you are a **journalist** and would like to find out more about us, please email communication@three2six.co.za or advocacy@three2six.co.za



www.facebook.com/Three2SixProject/



www.instagram.com/three2sixproject



twitter.com/326project



www.youtube.com/channel/



www.linkedin.com/company/three2six-refugee-children-s-education-project/



Since my children went through Three2Six, they learnt a lot. [...] I can see my children have knowledge now. Knowledge is more than money, it's the future of our children.”

Pa Jean, excerpt from the Three2Six refugee stories booklet published this year

