



# ANNUAL **REPORT** 2022



# TABLE OF CONTENTS

03	CHAIRPERSON REPORT
03	SCOPE OF PROGRAMMES
04	CEO REPORT
08	EDUCATION
24	YOUTH AND SKILLS DEVELOPMENT
26	ENVIRONMENT
32	CAPACITY BUILDING
34	COMMUNITY TRANSPORT
36	REFUGEE ADVOCACY AND SUPPORT
38	FINANCIALS
42	STAFF & TRUSTEES
43	LIST OF PARTNERS
44	CONTACT DETAILS

## COVER PHOTOGRAPHS

Thanda Organic Farming Project  
Book Dash  
Innovation Africa - Cwakeme Village borehole

## CHAIRPERSON'S REPORT

As I look back at the past year, I feel really proud that the HCI Foundation and its grant beneficiaries were able to sustain themselves and maintain their work during the very difficult times of pandemic restrictions. Organisations began the gradual return to full implementation of their programmes and bursary recipients adapted to the blended learning environment of remote and limited in-person classes. Adaptability, flexibility and creativity were needed by us and our beneficiaries to ensure the achievement of changing goals and outcomes.

Our experience with e-Media early on in the pandemic, which focused on fundraising and effective and accountable distribution of food relief to destitute communities in far flung regions, energised us to reevaluate and refocus our objectives.

In a year which presented many challenges, three primarily rural-based initiatives have emerged as our growth areas for the future, namely: Excellence in Early Childhood Development (ECD); a Sustainable Food Security Initiative; and the Access to Clean Water programme. These initiatives are in keeping with our focus areas of education, environment and enrichment where we support beneficiaries working directly with children and young people to educate, develop and empower them, and to give them access to basic necessities of life such as food and water. In this way we hope to provide the basis for communities to become more self-sufficient and resilient.

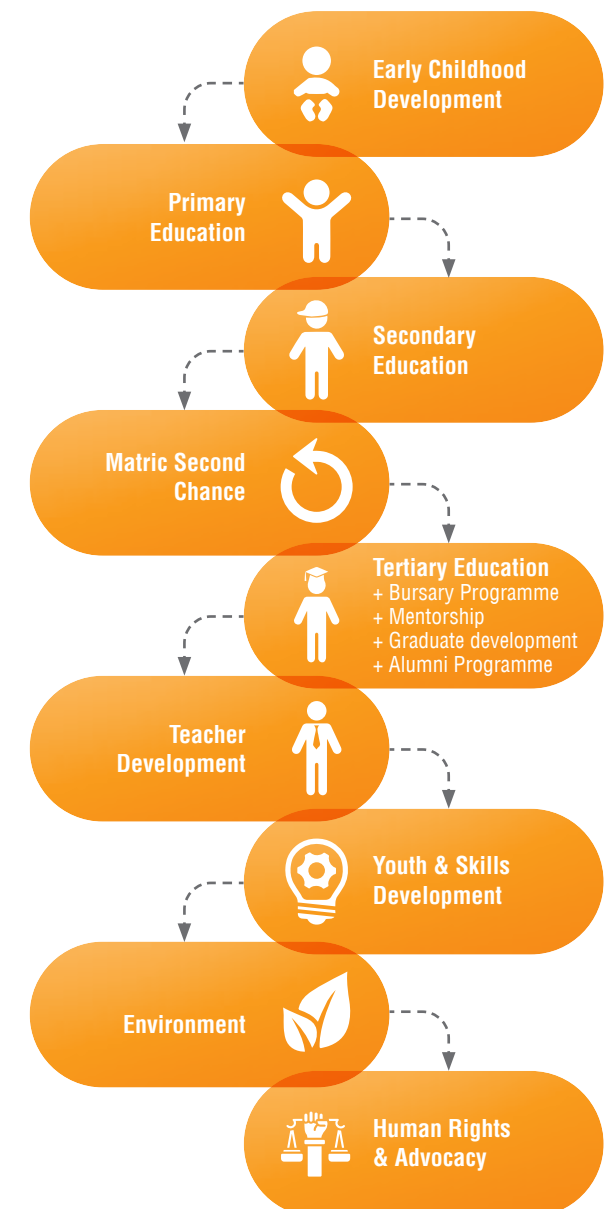
Our grant making methodology increasingly emphasises the need for beneficiary organisations in similar fields to network, collaborate and develop active partnerships to strengthen and enhance programme development. We believe that we need to build and practise an ethos of sharing rather than competing in the NGO space. To this end, we have organised workshops – initially on zoom but increasingly face to face – to build relationships, generate collective knowledge and contribute to multi-organisation sustainability.

As the pandemic recedes, we look forward to a year of greater freedom, rigorous accountability and enhanced growth.



**HCI Foundation Chairperson**  
Corinne Abel

## SCOPE OF PROGRAMMES



### VISION STATEMENT

We envisage a South Africa where young people are inspired and empowered to create thriving and sustainable communities.



### MISSION STATEMENT

Beyond funding, we aim to spark human potential and capacitate organisations towards sustainable and ethical growth.



# CHIEF EXECUTIVE OFFICER'S REPORT

The HCI Foundation is privileged to be working with passionate and committed partners in communities across South Africa. We have worked with many of them over several years, developing deep, close and trusted relationships anchored in mutual respect and transparency. Our vision of a South Africa where everyone thrives cannot be achieved without them. We consult and work collaboratively with our partners to design, develop and implement sustainable programmes that are community-inspired, led and owned. We tailor our interventions to address real problems on the ground in line with the community's and the country's priorities.

In this way, we endeavour to walk the journey with our beneficiaries as they seek to maximise resources, assets and opportunities around them, and spark the human potential which capacitates communities towards sustainable and ethical growth and development. During the year under review we have run capacity building and support workshops with our partners to enhance their effectiveness and impact, as well as create opportunities for peer learning and collaboration. Sector-based partner check-ins and learning circles of beneficiaries have enriched the networks, work and growth of all involved. We are proud of the collaborations that have emerged from these learning sessions, some of which have resulted in joint projects between partner organisations.

Education across the board remains our main focus area and is the means through which we try to accomplish shared objectives with our beneficiaries. Supporting excellence in early childhood development aims to ensure that children have access to quality early learning education provided by skilled, passionate, nurturing and imaginative teachers in a conducive environment. A number of diverse school interventions, that focus on teacher support and development, literacy and numeracy skills, place emphasis on reducing dropout rates and encouraging academic excellence. We want to make a lasting contribution towards strengthening and revitalising our education system to develop and produce skilled and deeply motivated citizens who can solve problems with critical thinking, and who graduate equipped to play a role in the development of South Africa.

Our tertiary education focus has shifted from undergraduate to honours bursaries to accommodate the changing funding landscape in the sector. It also now includes a vital mentorship programme made possible through

partnerships with HCI subsidiary companies. We also support youth and skills development initiatives to tackle the high rates of youth unemployment and promote value-based leadership.

We remain acutely aware of the inter-connectedness of educational programmes and other community needs and priorities. Thriving and sustainable communities cannot be built where fundamental human needs of access to clean water and adequate nutrition remain unmet. The exacerbation of already dire levels of poverty and hunger during the COVID-19 pandemic prompted the Foundation to explore ways of addressing ongoing issues of access to food and clean water, especially in rural areas. Once again, we have worked collaboratively with our partners who were already active in these spaces to develop and implement programmes that will contribute towards making rural communities increasingly water and food secure.

Highlights of the past year include the growth and impact of our Sustainable Food Security Initiative and the Access to Clean Water Programme, both interventions falling under our environment focus area. In this report we reflect on the first year of the implementation of these interventions, whose results to date have been remarkable.

Through our partnership with Innovation Africa, a non-profit organisation that brings solar, water and agricultural innovations to rural areas across Africa, we have delivered, with much celebration in the community, a remotely controlled solar-powered borehole with the capacity to deliver potable water to the entire village of Cwakeme.

This is the first of 6 villages in Hluhluwe in the uMkhanyakude District in northern KwaZulu-Natal, that we have earmarked to receive this intervention as part of our Access to Clean Water Programme. The borehole and attendant technology will be coupled with farming irrigation projects as part of a holistic socio-economic development model to promote self-reliance and an economic development that revitalises existing agriculture assets in these villages.

The three growth areas which have emerged during the past year, Excellence in Early Childhood Development, the Sustainable Food Security Initiative and Access to Clean Water Programme will continue to receive significant investment and attention over the next three years. We hope that this strategy will galvanise significantly more support and allocation of resources from local and national governments, as well as other grant makers, for these interventions to have far reaching impact.

The successful implementation of our programmes would not be possible without the unwavering commitment and passion of our team and the guidance of our Board of Trustees. The robust support offered by the trustees has given us the intellectual freedom to take

calculated risks and experiment with projects as part the Foundation's own growth and development in our pursuit to empower and transform communities for the better.

I am very proud and privileged to be working with a team of passionate people who, alongside our community partners and beneficiaries, are firmly committed to community development and with whom we continue working towards a South Africa where everyone thrives.

*“ We consult and work collaboratively with our partners to design, develop and implement sustainable programmes and projects that are community-inspired, led and owned.”*



**HCI Foundation CEO**  
Jamala Safari



Children and teachers at Thanda Educare ECD programme enjoy play-based learning



# STATS SNAPSHOT



We have reached

**90 697**

Direct programme beneficiaries

**809 706**

Indirect programme beneficiaries



people have been employed across the 70 organisations to implement the programmes we are reporting on.

**NGO 70**

Organisations funded in the 2021/2022 financial year

**36** in rural areas

**34** in (peri) urban areas

“

“HCI Foundation has enabled us to help nurture a love for nature and a deep care for our planet in the learners and teachers we work with!”

**One Planet SA \_Water Explorer**  
Bridget Ringdahl, Project Manager

“

“The most significant change HCI Foundation support has made in the lives of our beneficiaries is that it has enabled access to opportunities for them to grow and develop as individuals, to truly pursue their lifetime goals/dreams.”

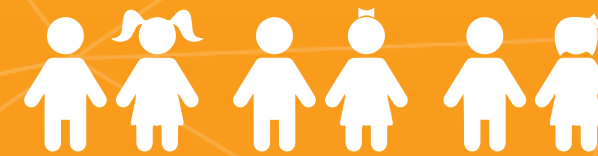
**Zip Zap Circus, Cape Town**  
Laurence Estève, Co-founder and CEO



The programmes we support are implemented in

**1 040 sites**

across the country



The majority of our partner organisations work with **young people and children**.

“

“The HCI Foundation provides a humble and trusted platform to reach diverse non-profit organisations that are committed to improving their stakeholders’ confidence and trust. This with the aim to increase their inherent organisational value and achievement of their organisational purpose. As change agents, we wish to be a part of that improvement journey.”

**GRIPP Advisory**  
Ritesh Narsai, CEO



Less than 16% of pre-school children in KZN have access to the early learning opportunities like those offered by Thanda Educare's ECD programme.



# EDUCATION

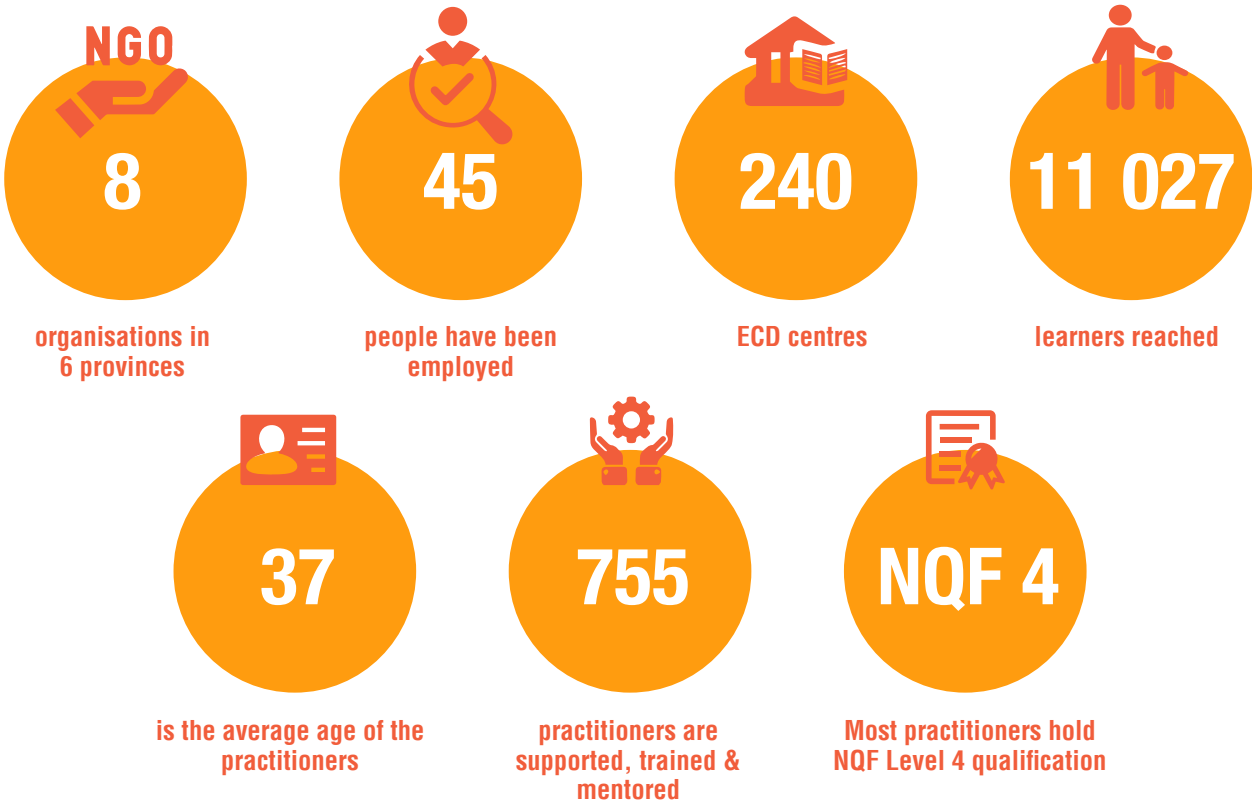
Education is considered one of the keys to breaking intergenerational cycles of poverty and under-development. The HCI Foundation therefore strives to walk the journey of education from entry to exit and beyond, paying attention not only to what happens within schools, but also to what happens in families and communities where school-related programmes can lead to significant development and change.

Our interventions start from Early Childhood Development (ECD), continue through Primary and Secondary Education into bursary support for university students. We are particularly proud of the Teacher Development Programme which operates by supporting

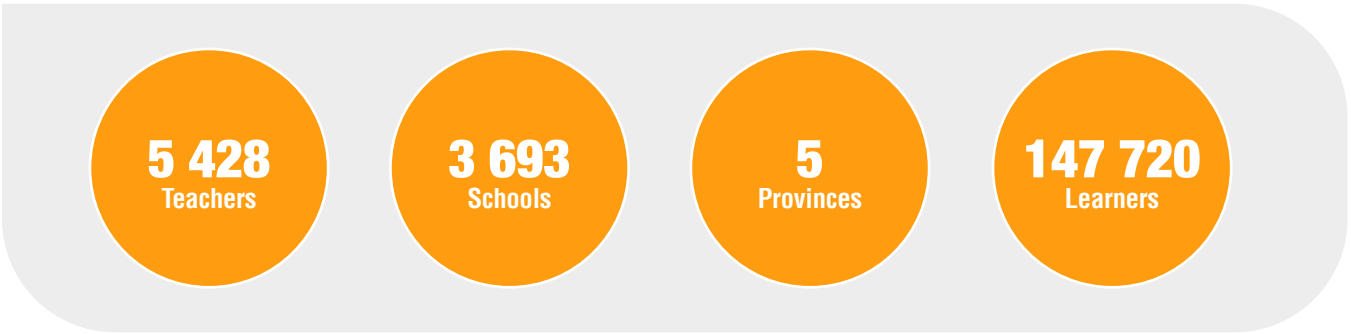
Teaching graduates in their first year of working in schools. We are also proud of the support we offer to tertiary students through our flagship Bursary Programme. Our mentorship and alumni programmes aim to build personal and professional development during and after studies.

The rationale behind our investment in the education sector is to support, nurture, collaborate and engage with our partners to promote sustainable change in the implementation of the whole educational journey.

## Early Childhood Development



## Teacher Development Programme



### 5 220

Primary and secondary school learners reached

A Three2Six learner uses one of the educational aids which the project provides to help migrant and refugee children access the mainstream school system.

## Bursary Programme

Value	Description
157	Students supported
42	Continuing students
115	Honours & Postgraduate students
2 331	Applicants for 150 bursaries available

Nandipha Tyhali, Honours Formulation Science from Nelson Mandela University, celebrates her graduation.



# EARLY CHILDHOOD DEVELOPMENT

HCI Foundation's ECD strategy is based on the African proverb "It takes the whole village to raise a child," derived from the belief that all children have the potential to succeed when they are nurtured in caring, supportive environments where their needs are met.

The aim of our ECD intervention is to set a standard for quality, inclusive, transformative play-based early learning programmes, provided by skilled, qualified, passionate, nurturing and imaginative teachers. Access to quality early learning for all children is critical for their success at school and in later life.

A child's brain is nearly fully developed by the age of 5. The implications of children not accessing quality early learning are costly to the state and the future of all its citizens. We believe that investing in ECD now

is the best contribution we can make towards a successful future for our children, the economy and the country.

Over the years, HCI Foundation has supported many organisations to deliver accredited and enrichment training to practitioners as part of capacitating the sector and strengthening the delivery of high quality early learning. We believe that training practitioners alone is not enough: to ensure measurable and sustainable impact of programmes, this must be combined with after-training support, mentoring of practitioners and monitoring and evaluation.

To this end, the four core elements of our strategy for ECD support are the following: a nurturing and conducive environment for learning that uses a play-based curriculum; well capacitated ECD practitioners; ECD sites that are linked to local primary schools and other stakeholders; parents as first teachers of children.



Book Dash's new African story books are designed to encourage a love of reading from an early age.

The following diagram shows eight indicators for excellence which look at ECD in an integrated way to support the child holistically.

These are used by the Foundation and our community partners to promote and develop quality early learning.



## ECD Programmes and DSD Registration Status





Book Dash and the Lunch Box Fund are two of the Foundation's valued community partners in the ECD space. Working together has resulted in the following achievements in 2022.



In partnership with Book Dash  
**8 409 children**  
each received 4 picture books to take home

Access to books at home has increased the bond between caregivers and children. An estimated 25 227 people will interact with the books at home. 445 books were donated to ECD centres



In partnership with the Lunch Box Fund  
**3 662 children**  
receive a meal each school day

This adds up to 479 790 meals over a school year for children in ECD programmes that do not receive funding from Government

It was reported that onsite support, mentorship and group enrichment training have significantly increased practitioners' content knowledge and lesson planning.

It was reported that there have been more 'learning through play' activities implemented, that practitioners have demonstrated increased understanding of why PLAY is important for children's learning and development journey.

There is increased parental engagement through workshops.

**Overall there are 23 864 indirect beneficiaries of the Excellence in ECD programme.**

These include caregivers, community members, parents, siblings and other family members of the pre-school child.

Learning together at Thanda Educare increases children's language and literacy skills as well as their confidence.



## Showcase

### Come-And-Play Bus structured playgroup programme

Lesedi Educare Association - Free State

Lesedi's mobile Come-And-Play bus is active in 9 informal settlement communities on the outskirts of Bloemfontein, providing 312 young children with a much-needed quality early learning experience which embodies excellence in ECD. Their high quality play-based programmes are designed to help children reach key developmental milestones, and each child who graduates from the ECD programme is provided with a portfolio to take to their first school.

Onboard libraries and a fun approach to books nurture an early love of reading. In 2022, in partnership with HCI Foundation and Book Dash, 6030 books were given to children to keep at home. Feedback from families was that they "are all enjoying reading the books together" and the strengthening of family contacts enabled Lesedi to support families with specialised services where those were needed.

Lesedi's holistic approach includes nutrition, and children are all given healthy daily snacks. A family-based household food gardening project has also been started, with one grandmother who joined the programme doing so well growing vegetables, that she has been able to start selling them in her community for extra income. With that she has been able to buy chickens and has begun to sell eggs.

*"She is now such an innovative, creative and enthusiastic vegetable grower and entrepreneur – her garden has expanded so much and her small business is expanding! A wonderful example of how household food gardens can help to change lives!"* **Lesedi staff member**

## End of year assessment – 5 domains of development

At the end of 2021 Lesedi Educare conducted an assessment of the children participating in their programme: children's assessments have indicated the following overall averages across the 5 domains of development:



These results demonstrate the overall effectiveness of the programme, whilst also indicating that extra attention needs to be given to children's cognitive development.

“

"Working with our children and our parents every day brings me the most happiness. My job is the best one ever and is the most important one in the community. When I see the children learning so much through all our playgroup activities, I know that I am helping them to learn and develop and that they are getting a good foundation for their future. I also love to see the children happy and having fun and playing together."

Bus Playgroup Facilitator

“

"For me the biggest success was the successful registration of our non-centre based playgroup programme with the Department of Social Development. At the time it was the first non-centre based programme to be registered in the Free State and we were so proud."

Lesedi staff member

“

"I really appreciate all the care and support Lesedi gives my child and me and my family. When we have a difficult time, Lesedi is always there for us – they are very kind and caring. I also feel very proud that my child is learning a lot and will do well when she goes to school. She is so clever."

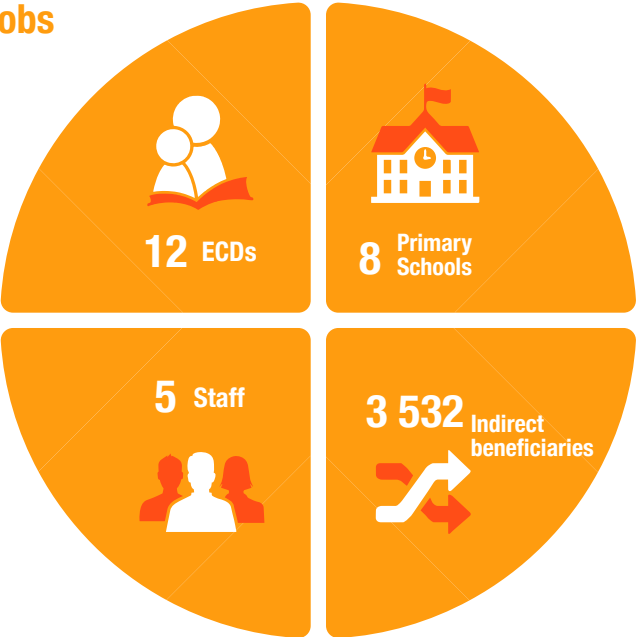
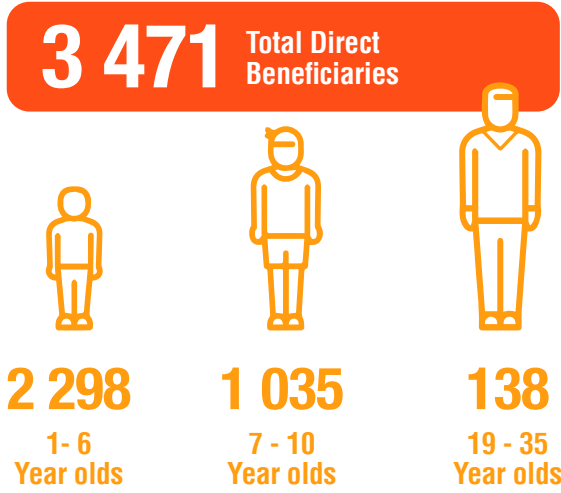
Lesedi parent



PRIMARY SCHOOLS

The two aspects of HCI Foundation’s primary school initiative, teacher development and learner support, combine to offer psychosocial and life skills as well as music and environmental education in tandem with academic support. In-school and after-school sessions are provided to maximise consistent attendance. Working holistically and collaboratively with organisations who identify needs in their communities helps achieve a positive impact on learner outcomes and reduced school dropout rates.

Showcase  
Children’s Education & Youth Jobs  
Masinyusane - Eastern Cape

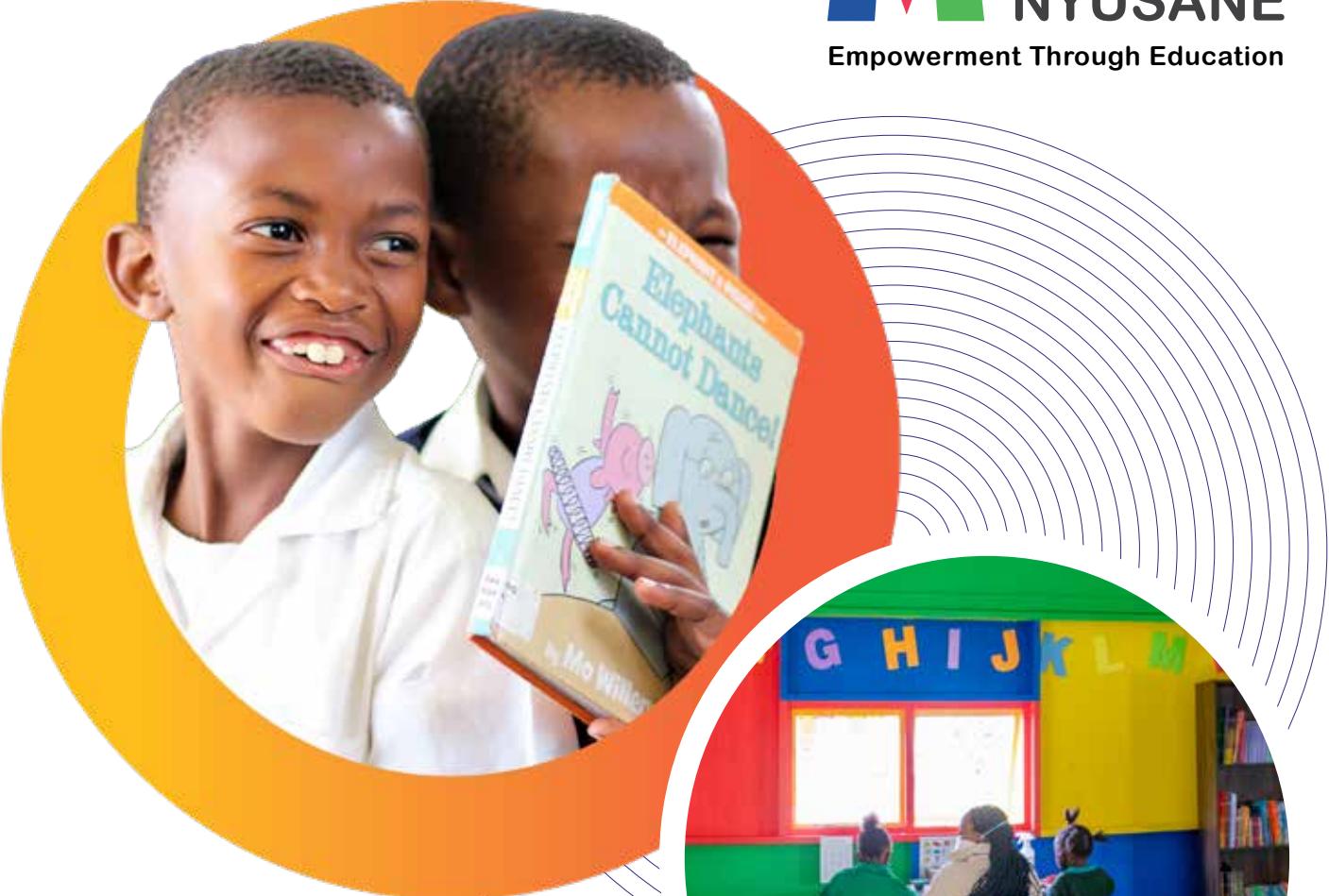
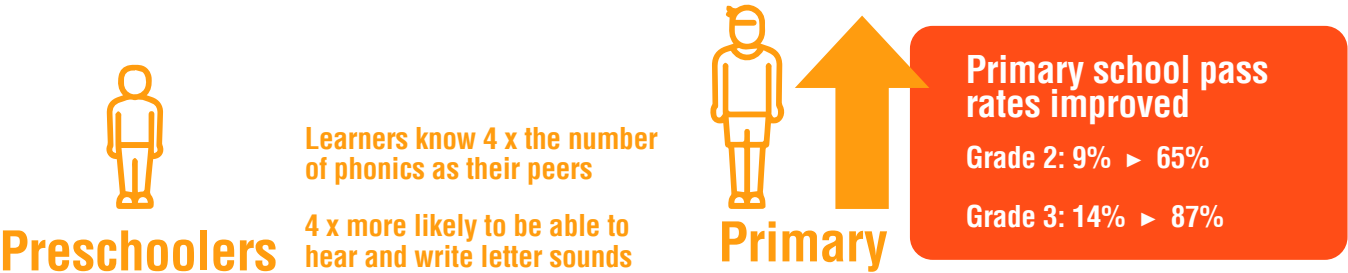


Masinyusane’s team of jobless youth from townships in Gqeberha are trained and employed to run literacy sessions for young children, reading projects for primary school children, and assist in the building and renovation of schools, with a main focus on the upgrading of libraries, literacy and educational technology centres. In a win-win project, previously unemployed youth have jobs, earn an income and gain valuable work experience. Other benefits include improved mental wellbeing and a sense of purpose and pride.

The pass rates of primary school children in the programme have increased, demonstrating that better reading and other cognitive development skills improve children’s chances of succeeding at school. In addition, a love of reading is supported with access to

books, while access to educational technology further improves skills and opportunities. A greater sense of purpose and belonging in the classroom increases children’s confidence and belief in their own ability to learn. When teachers became sick during the COVID-19 pandemic, Masinyusane youth stepped in to ensure schools continued to function, including providing pencils and workbooks not delivered by the Department of Education.

The pandemic provided the incentive and opportunity for Masinyusane to work holistically alongside local food and nutrition programmes. This has increased the scope of the organisation’s own programme.



Masinyusane children and literacy coach work together to build reading skills which improve success at school.



HIGH SCHOOLS

The main objectives of the Foundation’s High School Programme are to reduce school drop-out rates, improve academic performance, increase access to tertiary education and, where possible, spark behavioural change in students from disadvantaged communities. With this aim, HCI Foundation funds educational projects at 3 secondary schools: LEAP; COSAT and Claremont High School; and two second-chance matric programmes: GADRA and Midlands

Community College. Other educational programmes which contribute to meeting our objectives include The Parent Centre, which works with teenage parents and caregivers; Musiquelaine which runs an After School music programme for learners, and The Learning Trust which provides capacity-building and After School programmes in three provinces.

Results of grade 12 learners in schools we support compared to the national average

	2019		2020		2021	
	Pass	Bach	Pass	Bach	Pass	Bach
Claremont	97.9%	83.5%	95.9%	85.6%	98.9%	90.3%
GADRA	99%	80%	99%	70.6%	99.5%	74%
COSAT	91%	56.7%	81.7%	52.7%	97.1%	74.5%
Midlands	100%	100%	100%	100%	100%	100%
LEAP	90%	78%	83%	79%	97%	83%
National	81.3%	36.9%	76.2%	36.4%	79.4%	36.4%



Showcase  
Second Chance for matric learners  
GADRA Matric School - Eastern Cape

GADRA is a second-chance school for learners who need to improve their matric grades in order to be eligible for university entrance. Over the last few years it has achieved the distinction of becoming Rhodes University’s biggest feeder school. In 2021 and 2022, over 50 GADRA alumni a year graduated from Rhodes University in two consecutive cohorts – a remarkable achievement. The school’s many alumni are

also living proof that dedication to improving educational access has a wider impact in the community, including motivating learners to become teachers as exemplified by Thembani Buka, who recently graduated with his Bachelor of Education and is now working at a prestigious local school.



GADRA Matric School students who are studying at Rhodes in 2022, with the Rhodes Vice Chancellor, Dr Sizwe Mabizela and Ms Lauren Hacksley, GMS Pathways Manager.



Showcase  
Trauma resolution and resilience building programmes  
Community Keepers - Western Cape

From its base in Cape Town, Community Keepers offers trauma resolution and resilience building programmes to high school learners at three schools. They also work in 20 primary schools and one combined primary and high school. Their unique programmes seek to intervene in breaking the cycle of trauma that often impacts negatively on learners’ capacity to succeed. Their provision of direct face-to-face therapy services; telephonic support services; psycho-educational workshops; professional development for educators; interventions for parents and therapeutic activity books for learners

to use in their school holidays has contributed to building learners’ resilience and sense of agency in the world. For young people in particular, these are important protective factors against high risk behaviours which so easily undermine personal and academic goals. De-stigmatisation of mental health has also played an important role in promoting help-seeking behavior. The resulting strengthening of school cultures contributes to better learner academic engagement and therefore lower drop-out rates.



Community Keepers learners and therapists spend quality time together so children’s development and learning can prosper.



## TEACHER DEVELOPMENT

In 2019, a UNESCO report exploring the global state of education in pursuit of the 2030 Millennium Development Goals, highlighted the lack of qualified teachers as a major risk factor to achievement of the goal of Universal Primary Education. In order for this goal to be achieved, the Centre for Development and Enterprise estimates that approximately 25,000 teachers need to qualify in South Africa each year.

The Teaching and Learning International Survey also found that 32% of South African teachers are over 50 years old. The HCI Foundation's Teacher Development Programme therefore focuses on two essential points of intervention - teacher retention and the successful graduation of an increased number of teachers.

In primary schools we support initiatives that build core literacy and numeracy skills at foundation level. At foundation phase level and secondary school level, we support initiatives which reduce levels of dropout from school, increase throughput to matric and encourage academic excellence.

### We do this by:

- Improving the content knowledge of teachers.
- Improving pupil learning outcomes.
- Professional development of both in-service, pre-service and newly qualified teachers to retain them in the sector.
- Strengthening school leadership to improve teaching and learning.
- Strengthening teaching capacity and developing coping strategies.
- Providing mentorship and support UNISA Bachelor of Education students through Global Teacher Institute.
- Providing a Mathematics Education Programme to teachers.
- Grade R curriculum development and access for grade R teachers using mobile phones.
- Building teacher capacity to improve the quality of teaching and learning in the classroom.

“

“HCI Foundation support helped us buy visual manipulatives which enhance critical thinking and understanding of mathematical concepts. Furthermore, the HCIF funding has enabled us to move to virtual engagement with teachers in helping them address mathematical content gaps.”

**Rhodes University Mathematics Education Project – RUMEP**  
Fezeka Mkhwane

## Our partner organisations and numbers of participating teachers

57

**UCT**  
Newly Qualified  
Western Cape

6

**Global Teachers Institute**  
Mpumalanga/  
Gauteng

130

**RUMEP**  
Eastern Cape

235

**Edufundi**  
Western Cape

5k

**REDINK**  
KwaZulu-Natal



## Showcase

### NQT as a 'primary' intervention

Newly Qualified Teachers Programme (NQT) - Western Cape

HCI Foundation's funding of the Newly Qualified Teachers Programme includes a one-year South African Council for Education (SACE) accredited Professional Development Short Course for teachers entering the profession following their studies; a SACE-accredited mentoring course; a broad programme of workshops, and 'Friends of the NQT,' who are professionals offering ongoing support and resources to newly qualified teachers to help retain them within the profession.

“

“The whole project has grown in numbers, in geography, and now it is really expanding in a pay-it-forward way. We have seen incredible teachers grow who want to see how they can be leaders in their staff rooms.”

**Judith Sacks**  
Project Manager NQT

The programme is now in its seventh year and has grown from a small initial cohort of 20 University of Cape Town graduates, into a cohort of 81 teachers from universities around the country, including Cape Peninsula University of Technology, the University of the Western Cape, Stellenbosch University and Walter Sisulu Mthatha Campus. Social media and digital communication tools have enhanced this reach.

The multiple pressures of beginning a teaching career can be extremely challenging. Playing a part in increasing classroom skills and motivation supports new teachers to carry out the critical work of inspiring and guiding learners, in this way making a difference in many young lives.

Retaining newly qualified teachers within the profession has been one of the most significant achievements of the programme. Teaching has a very high attrition rate, and supporting teachers through their first years in the job, alongside access to a network of experienced help, encourages them grow and stay in education.

Many NQT graduates of previous years have returned to consolidate their studies with an Honour's or Master's degree after a year or two of teaching. Teachers who have been through the NQT programme frequently report being aware of wanting to look at things differently as a result. This new level of awareness and confidence often leads them to want to expand and better their practice.



## Showcase

### And the winner is...

Stella Clarke Teachers Award  
Western Cape

The role of passionate and dedicated educators is to inspire all those around them. The Stella Clarke Teachers Award administered by the Centre for Higher Education at the University of Cape Town is dedicated to the memory of Stella Clark, who worked tirelessly to improve teacher training and performance: appropriately, the award in her name “acknowledges the work of exceptionally talented teachers - the unsung heroes who go beyond the call of duty to motivate and inspire learners to perform well.” Centre for Higher Education Development (CHED) University of Cape Town.

In 2021 the award winner, Bernard Cement, was nominated by an ex-pupil now studying engineering at the University of Cape Town. Mr Cement's primary subject is mathematics but his belief in his students, and commitment to excellence and creativity are what made him stand out. Originally from Zimbabwe, Mr Cement says preparation is key for working with classes which can hold up to 60 learners. He cares deeply about every learner, making an effort to get to know each of



**Mr Bernard Cement, award winning maths teacher from E.P.P. Secondary School, Mhina, Mpumalanga.**

them and their strengths and weaknesses despite large class sizes. In addition to his herculean efforts to prepare his learners to succeed, he also believes in civic engagement and is involved in community development activities outside school.

**RUMEP's accredited B.Ed. programme benefits teachers and students who are keen to learn.**



BURSARY PROGRAMME

The HCI Foundation has been paying close attention to the evolution of the higher education funding landscape over the last few years. Improved funding opportunities for undergraduates led us to adopt a strategic focus at Honours level, in response to the limited funding that Honours programmes receive from both government and the private sector. Honours is a crucial bridging qualification between undergraduate and postgraduate studies and the shift in focus helps us to use our resources to make the biggest impact by allowing students to specialise and become more employable. In the year under review, all our new students are at Honours and Postgraduate Diploma level at 11 selected institutions. In addition, we continue to support our students who began their studies with HCI Foundation bursaries.

Results of Honours Students from 2019 - 2021

Year	Honours Graduation rate
2019	78%
2020	84%
2021	77%

In 2021 we awarded 156 bursaries totalling R4 million

STUDENT SUPPORT PROGRAMMES

The Foundation wants each of our bursary students to achieve their personal and academic best while they are studying. To this end, we support students through a range of empowering and reflective activities. We run surveys to gather student feedback and opinion and conduct interactive workshops to bring students from different institutions together; The Counselling Hub in Cape Town offers free psycho-social support to any of our students who need it; our mentoring programme pairs students with mentors and we also conduct telephonic check-ins with students where necessary.

Our student workshops are informed by the themes which emerge from our student surveys. In 2021 we hosted two virtual workshops where we explored settling in to the new academic year as a postgraduate student and Mental Health and Employability/Personal Branding. We had about 120 students at our first session where we focused on personal SMART goals and strategic thinking. Participants benefited from the advice and insights of two speakers: Ayanda Shenxane, an alumnus of the Programme who is currently a Junior Accountant at

Prima Toys, and Zandisile Mkubukeli who is a PhD candidate at UCT Business School, Lecturer at CPUT and entrepreneur.

Our second student workshop theme was drawn from the mid-year survey in which students indicated their challenges with mental health and access to care support services. Students also requested a session that would assist them prepare for the transition from university to the world of work. This session was jointly facilitated by The Counselling Hub, who HCI Foundation also supports. The employability and personal branding focus was hosted by three different experts. Jeremy Beukes, Project Manager at South African Graduate Employers Association (SAGEA); Google Africa Chief Marketing Officer, Mzamo Masito and Career Coach Pamela Cherry, who all emphasised to the students the importance of owning and embracing their personal journeys for the purposes of employability.

Our students expressed their appreciation of the workshops which exposed them to new information and helped build their confidence.

STUDENT MENTORSHIP

Our mentorship programme aims to create a bridge by sharing experience between young aspiring leaders and the experienced leaders from different sectors who volunteer to be their mentors. The relationship between a mentee and mentor is built on trust, accountability and responsibility from both parties. Students who have someone to encourage, challenge and celebrate their achievements are inspired and informed by the mentoring relationship. This programme seeks to create a safe space for mentees to feel supported in order to grow academically and personally. The support of a mentor with expertise in students' fields of interest, combined with job-shadowing

and holiday work opportunities, helps students navigate their academic journey with purpose.

The Foundation is in the fortunate position of being able to draw on the expertise of managers in our partner companies, as well as previous grant recipients, to provide mentorship to our students. In 2021, 67 students were placed with mentors, 12 of whom were drawn from our partner NGOs. The feedback from students experiencing the mentorship programme has been overwhelmingly positive.

“My single Dad has already sacrificed a lot to give me opportunities that I wouldn’t otherwise have had, but he couldn’t afford to pay for my tuition fees. Without HCI Foundation’s bursary, I wouldn’t have been able to pursue this diploma. The HCI Mentorship program has helped me so much on my way to achieving my dream - look at me now, I am now the first graduate in my Family - all gratitude to the HCI team.”

Wiseman Djuma  
ND in Supply Chain Management at DUT

“Please allow me to use this opportunity to thank my Mentor Ayanda Mazibuko from InterContinental O.R. Tambo for without his support I could not achieve what I have achieved this year. He is more than a mentor to me. The mentorship program helped me to grow in every single area of my life, and I see myself as a future leader. I thank the HCI Foundation for the mentorship opportunity. Ayanda is my hero!”

Gideon Nibango  
2021 HCIF Mentee & Graduate of Advanced Diploma Food Technology University of Johannesburg

“I have really been paired with a wonderful HCI mentor who has played an important role in ensuring that I have set attainable goals for my education and career.”

Ange Kalala  
Honours in Civil Engineering at University of Johannesburg, and HCIF Mentee

“I am passionate about the growth and development of our youth. It is a privilege to offer support, guidance, and work together to find solutions to the challenges they are facing whilst watching them grow through it all. Mentoring has always given me new perspectives on the younger generation. There is little more rewarding than knowing you are making a difference in someone else’s life.”

Celestine Kleinhans  
CA(SA), Group Financial Manager, Deneb Investments Limited, and Mentor

Gideon Nibango & his mentor, Ayanda Mazibuko, celebrate Gideon's graduation.



# STUDENT SUPPORT: THE COUNSELLING HUB

The Counselling Hub provides low cost mental health services to those who would not otherwise be able to afford them. All HCI Foundation bursary students have full access to The Counselling Hub for free counselling sessions. The Foundation's support of The Counselling Hub also enables community members who cannot afford the minimal cost required to access these invaluable services.

In 2021 we supported The Counselling Hub in expanding their tele-counselling services in order to reach people in need across the country and internationally. The implementation of workshops to reduce mental health stigma, both online and in person, was also expanded alongside information on social media platforms. During the COVID-19 pandemic with its related increases in levels of anxiety and

other mental health issues, the access to affordable, high quality counselling services offered a much used and crucial safety-net. Helping clients integrate and consolidate past and current trauma helps build resilience by drawing on the individual's resources, in this way enabling individuals to move forward and find solutions by drawing on their own strengths and wisdom.

The Counselling Hub reports that their intervention has reduced client stress, and increased resilience around COVID-19 effects. Workshops have increased public knowledge of mental health and coping mechanisms, while client waiting lists have been reduced.



One of The Counselling Hub's professional volunteers doing a mock Tele-Counselling session as part of their training.



THE  
COUNSELLING  
HUB

If you need help, please contact  
Tele-counselling service  
067 235 0019

“We thank the HCI Foundation for coming on board and for including us in your programme to benefit the wellbeing of your students. Also for being so warm and accessible to us.”

**Shifra Jacobson**  
Managing Coordinator, The Counselling Hub

# GRADUATE DEVELOPMENT

According to Stats SA, the South African unemployment rate is currently sitting at 35.3%, while the youth unemployment rate including university graduates sits at 78%. To give graduates the initial work experience that employers look for and bolster their CVs, the HCI Foundation Graduate Development Programme identifies and facilitates 1-year work placement opportunities within HCI subsidiaries, NPOs and companies that have entry-level openings. We are committed to continue contributing towards closing the work experience gap in this way. It is pleasing to see that the benefits of this relationship can extend beyond the graduates and their employing companies and NGOs as the Formex experience below shows.

The benefits of this relationship can extend beyond the graduates and their employing companies and NGOs as the Formex experience shows:

- HCI Foundation Graduate Development Programme Objectives:**
- To provide HCIF graduates with work experience.
  - To prepare graduates for the transition from being a student to the professional work environment.
  - To assist participants to access permanent employment and grow into management positions.

Since the launch of the programme in 2017, we have placed 61 graduates in HCI companies and partner NGOs.

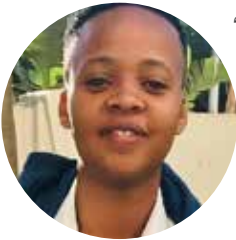
“Our relationship with the Foundation started with sourcing very capable and educated students to join us. It has been a great source of talent. The relationship later migrated into community projects where we are assisting in ‘fixing up’ one of the local schools which is in dire need of assistance.”

**Hennie Venter**  
CEO, Formex Industries

Nosikhumbuzo Yawa, a former HCI Foundation bursary recipient and Graduate Development Programme participant believes “You can be who and whatever you want to be as long as you’re willing to put in the work”.

She says she was anxious after completing her university degree because it is difficult to find employment opportunities in South Africa. However, the HCIF GDP programme assisted her to transition into her auditing career path through an internship at GRIPP Advisory, an HCI subsidiary company.

Nosikhumbuzo now works as a qualified internal auditor for GRIPP, with clients in the hospitality, gaming, and media sectors. She is passionate about her chosen field of work.



“I am an Internal Auditor by profession working for one of the HCI subsidiaries. I chose Internal Auditing because of my love for accounting but I realise I didn’t want to be an accountant and crunch numbers all my life, I wanted a bit of interaction with

people exchanging ideas and opinions and so Internal Auditing was the best option for me.”

Being the first graduate in her family has inspired and assisted her siblings to pursue their own dreams. She believes her success is not only hers but also for those who come after her. Nosikhumbuzo says “I am my family’s pride and have paved a way for all my little siblings as I am the eldest.” Furthermore, she says she pays it forward by using her skills, privileges and resources to assist by bringing others up with her as she progresses in her career journey.



Graduate Zamazulu Buhle joined the Zip Zap Circus team as an intern and gained valuable experience to help her navigate the job market.





# YOUTH & SKILLS DEVELOPMENT

South Africa has one of the highest unemployment rates in the world, and this worsened as a result of the COVID-19 pandemic. According to Statistics South Africa, in 2021 the country's youth unemployment rate hit 78% for those aged between 15 and 24. Mindful of the proverb "The child who is not embraced by the village will burn it down to feel its warmth," HCI Foundation takes a keen interest in supporting projects that work toward youth employability through skills training and access to personal development. We believe that empowering young people is vital to creating thriving communities.

In order to do this we focus on:

- **Supporting organisations that upskill young people to access employment opportunities**
- **Bridging the gap between undergraduate and post-graduate qualifications**
- **Reducing poverty and improving livelihoods**
- **Strengthening youth leadership capacity through life skills**

## FY 2022 skills training areas:



## What is our impact?

- As part of accelerating employment opportunities, our partners have collaborated with the following organisations: Woolworths, KFC, Radisson Blu Hotel, Cape Grace Hotel, Accorn, Pick n Pay, The Foschini Group and hotel chains for potential employment opportunities.
- The majority of the programmes funded offer SAQA accredited qualifications, which give participants an advantage when looking for employment.
- GetOn placed 70% of their beneficiaries in permanent positions within three months of completing a course, with earnings of at least R3500 a month.



## Showcase

### Empowering unemployed, underprivileged youth

Ray Mhlaba Centre - Eastern Cape

Operating in Gqeberha over the last 15 years, the Ray Mhlaba Skills Training Centre empowers unemployed, underprivileged youth between the ages of 18 and 25 through training in vocational skills and social development, and entrepreneurial programmes. To date they have reached over 1652 youth with 81% of their graduates gaining employment or starting businesses. Success stories include a proud policewoman, the owner of a restaurant and furniture making company who is now also an employer, chefs who have gone to study in the

USA, and a young entrepreneur who built a muffin baking enterprise into a fully-fledged coffee shop and restaurant. When COVID-19 related restrictions hit hospitality industry graduates hard, many Ray Mhlaba graduates turned their unemployment into opportunity: one person started their own take away business and a needlework graduate turned his skills to helping his community by sewing and distributing masks.





# ENVIRONMENT

The HCI Foundation environmental programmes focus on initiatives which raise awareness of the importance of natural resources in building community sustainability, food security and access to water, and provide education and expertise to develop local infrastructure.

## SUSTAINABLE FOOD SECURITY

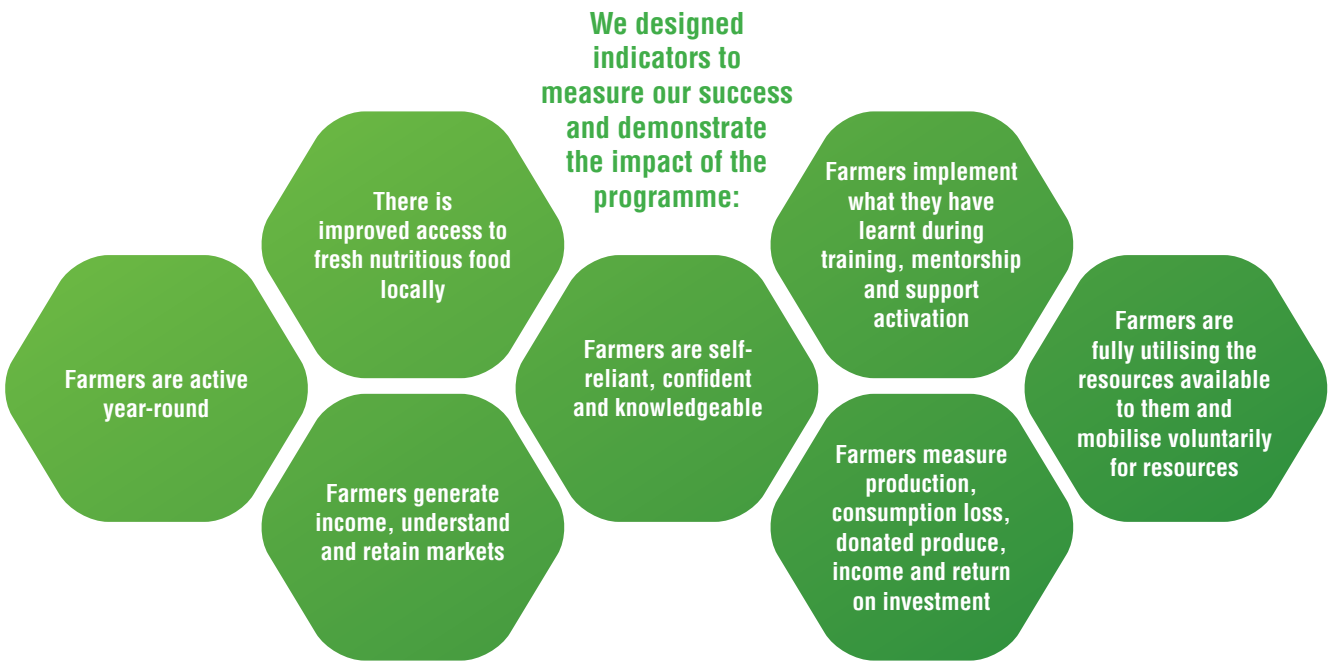
As a result of the imperative towards food security arising from the 2020 food parcel campaign in partnership with eMedia, HCI Foundation launched our Sustainable Food Security Initiative - Agriculture focus in 2021.

Despite small gains in reducing poverty levels in South Africa, 2019 statistics for the number of households struggling to survive below the poverty line started climbing again. Since then levels of food insecurity have been increasing, especially in rural areas. COVID-19 impacts exacerbated this trend and the ongoing National Income Dynamics Study – Coronavirus Rapid Mobile Survey (NIDS-CRAM) revealed that during April/May 2021, approximately 2.3 million

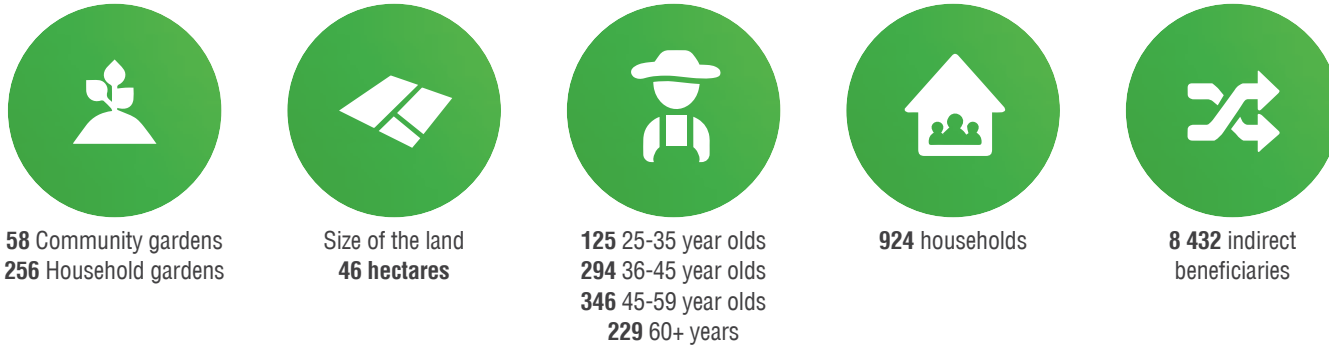
households reported child hunger, while an IPSOS study found that more than 40% of South Africans of all age groups were affected by hunger. This gave us even more impetus to bolster our food security programme during its implementation year in 2021.

Based in 3 rural South African provinces, namely KwaZulu-Natal, Eastern Cape and Mpumalanga, and in partnership with 5 implementing partners – Umthathi Training Projects, LETCEE, Buhle Farmers Academy, the University of KwaZulu-Natal Farmers Support Group and Thanda - the programme was co-designed with our principles of collaboration and inclusivity at its heart. We also held strongly to our belief that our role is to empower communities to be self-reliant.

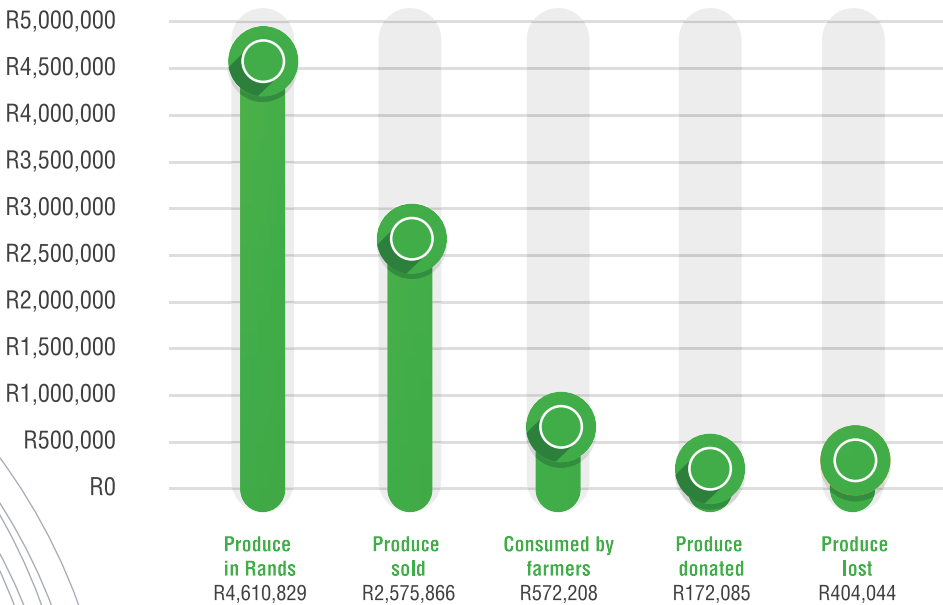
After an initial consultation and conceptualisation phase, interested partner organisations were invited to apply for funding to work with farmers in their communities. Together we agreed that the components of our model would be:



## Key impact Quarter 4 FY 2022



## Total Value of Produce Apr '21 - Mar '22





Partner organisations experienced a number of challenges during the first year of implementation. Some programmes, like LETCEE, reported a huge produce loss due to erosion of crops by heavy rains and hailstorms. Other UKZN programmes reported that some farmers were still finding it hard to document what was consumed, donated or sold. And finally, many projects had structural limitations as they did not have access to markets or transport.

Despite difficulties, a number of opportunities emerged. Umthathi introduced the idea of an exchange trade system which would address some of the market access issues. Several programmes have started disseminating information to farmers about how to identify different plant diseases to encourage early reporting and prompt intervention to save crops. In order to address reporting challenges, we are exploring the option of using photographs to circulate information. We also identified a key opportunity to introduce younger people into the groups to foster youth skills development and inter-generational

engagement. Last, but not least, we are exploring how to establish long term markets.

Overall, this year has yielded great results from the inception to the implementation phase. As expected, there have been challenges, but organisations have risen to the work of creative problem solving to resolve many of these. The lessons learned have led the Foundation to increase the funding allocation for 2022. Addressing infrastructural problems such as access to irrigation and water systems, market access, preventing product loss and preservation of harvest, will greatly strengthen programme delivery in the year ahead.

Another priority is to improve the tracking of farmers’ income and record-keeping systems. We also intend to capture more impact stories as well as collaborate with partners to produce a learning manual.



Thanda, Buhle and UKZN farmers are encouraged to share information and learning which supports the growth of their individual projects.

“

*“The ongoing support means stability for Buhle and food security for the farmers and communities.”*

**Zamo Shongwe**  
Executive Director,  
Buhle Farmers Academy



## Showcase

### Sunshine Vegetable and Multipurpose Primary Cooperative

Umthathi Training Project Trust - Eastern Cape

Sunshine Vegetable and Multipurpose Primary Cooperative was established and trained by Umthathi Training Project Trust in January 2021. The initiative was conceived as a small step in the fight against poverty which would develop sustainable forms of income, other than social grants, for people with special needs. After training, the seven active members were given tools and seedlings to start their garden at a local clinic. The site was important as it provides a ready market to sell fresh vegetables to clinic patrons. Additional publicity through

a local newspaper also saw an increase in the number of people coming to buy from these gardeners, and the local Pick n Pay have also adopted the project. This project is now registered with the Companies and Intellectual Commission (CIPC) through the Department of Rural Development and Agrarian reform, who have also assisted with additional seeds and tools. In January 2022, the group also started a savings programme with support from Umthathi.



Umthathi Sunshine Co-op members have worked together to develop the project beyond vegetable growing to create sustainable livelihoods.



## Showcase

### Nisela Organic Farming Project

Thanda KwaZulu-Natal

Local families in KwaZulu Natal have been growing and eating maize for generations, but the labour intensive traditional rock grinding preparation led many people to buy store bought maize meal as an easier alternative. This has changed with the installation of a hammermill by Thanda as part of their Nisela Organic Farming project. Khanyisile Ndlovu, a local farmer explains: “Before Thanda’s hammermill arrived, we didn’t know what to do with the excess mealies that dried out. Often it would rot, we’d sell it, or we’d use it to feed our chickens.” The mill is available to all households in the area, not just Thanda farmers, and has already changed many lives for the better.

Access to an easy grinding process has seen local farmers increase the amount of mealies they grow. Aside from saving money, Khanyisile believes that home-grown maize is superior. “This maize meal is very nutritious. It’s something I love about it. If you make porridge with it, you are full for the whole day.”

Community access to the mill is in line with Thanda’s mission to empower people to be self-sufficient, not only improving access to good food, but providing an opportunity for farmers to sell excess to earn a small profit and improve community nutrition with fresh, nourishing produce.

The new hammermill at Thanda allows farmers to produce more, better quality, nutritious maize meal





# ACCESS TO CLEAN WATER

Access to sufficient potable water is a basic need for life, and a constitutional right. However, many rural communities are struggling, competing with livestock to find water in open sources which run dry in droughts. The effects of this level of scarcity include increased labour for women who fetch water and the spread of diseases from contaminated water. Lack of water also prevents people from producing their own food.

The HCI Foundation believes that access to drinkable, safe water will improve the living conditions of many marginalised rural communities, with knock-on impacts on school attendance, economic activity and health and livelihoods which help communities thrive. We hope that our involvement, alongside strategic partners with innovative ways of improving access to clean and safe water, will help build rural communities in this way.



Showcase

Borehole installation

Hluhluwe Kwa-Zulu Natal

In Hluhluwe, as across Kwa-Zulu Natal, piped municipal water is a rarity. The dearth of easily accessible, safe water was made worse in 2019 through a combination of drought, low water tables and inadequate infrastructure and services. Lack of access to clean water, for humans and livestock, was a reality for many of the approximately 21 900 strong population of the six villages that make up Hluhluwe, The Induna reported that up to 90% of their livestock were dying of thirst.

The community of Hluhluwe approached HCI Foundation with a request to install a borehole. Working with African Conservation Trust (ACT), the first borehole was installed ensuring a clean, reliable water source with the following benefits.

- Positive impact:
- Reduction of time women spend fetching water
  - Improved access to safe, reliable water supply for households
  - Keeping livestock alive and healthy



Showcase

Borehole installation

Cwakeme village

In 2021 the HCI Foundation partnered with Innovation Africa to further improve access to clean water for Cwakeme Village and its population of 4,500 people. An existing borehole was found to be ‘tapped out’ and a new one was installed. The residents of Cwakeme were involved from the inception of this project, working with Innovation Africa to make sure that skills necessary to maintain the borehole were transferred to community members. Innovative monitoring systems mean that any problems can be addressed immediately.

- The installation included infrastructure for distribution including:
- a solar powered water pump
  - a 10-metre and 3-metre water tower
  - eleven taps throughout the village

- Positive impact:
- Health, hygiene and quality of life in the village have been improved
  - Employment opportunities have been created
  - A remote monitoring system was installed

Village residents and members of HCIF celebrate as water flows from the solar-powered bore-hole at Cwakeme village in Northern KZN.

# ENVIRONMENTAL EDUCATION

Engaging young learners on environmental issues early in life has been found to have a positive lifelong impact on their relationship with nature. In 2021 the HCI Foundation worked with partner organisations to implement ongoing environmental education programmes. These enabled teachers to integrate experiential lessons within the existing curriculum and bring to life and make relevant what is learned in the classroom.

The programmes we worked with reported the following:

1. Teachers said the programme helped them teach Natural Science and Technology more effectively.
2. Learners are more interested in attending school because they look forward to the environmental education sessions.
3. Teachers have noticed that learners now care more about the environment and how to protect it.
4. Experiential learning improves learners’ content understanding of natural sciences and technology
5. Learners understand more about how to grow their own food, and food gardens in schools have been set up and revived.
6. Once the importance of wetlands is communicated, they are respected and protected with the input of local communities.
7. Spekboom “restore” beds have been planted.

“

*“Academically it worked for my learners. I believe it does have an impact on how they do in class e.g. one day I was introducing the Life Cycle of different animals and humans. I was told “Oh Miss like Zuki’s Life Cycle” and that makes them own the lesson. They understood the lesson better because it was relatable.*

*The fact that learners remembered so much of what was taught was impressive.”*

**Bridget Ringdahl**  
Project Manager, One Planet SA \_Water Explorer



Environmental education programmes at One Planet - Water Explorer and Earthchild teach water conservation with Tippy-Taps, and the many benefits of worm-farming.



# NOT-FOR-PROFIT CAPACITY BUILDING ENGAGEMENT

The role of not-for-profit organisations (NPO) is critical in creating a thriving South Africa. The sector works very hard to make sure that as many South African as possible realise their potential and access life-changing opportunities that look beyond their socio-economic status. The sector relies heavily on donor funding for its operations and needs to be supported to ensure its sustainability.

In recent years, HCI Foundation has intentionally developed its role as an enabler, facilitator, supporter and co-investor with our partner organisations. As a funder, we do not have the capacity or all the expertise necessary to directly implement programmes in communities, so we use our financial and strategic capital to support the sector.

Beyond funding, in 2021 we hosted check-in and learning circle sessions with our partner organisations in Sustainable Food Security and Early Childhood Development.

These sessions enabled us to collaborate and learn in the following ways:

- reflect on implementation challenges
- listen to each other
- refine programmes
- understand data emerging from the group
- explore ways of monitoring and evaluating programmes
- explore solutions together
- create networking opportunities
- transfer skills to help organisations grow

In addition, we conducted site visits to our partners nationally. Through these visits we had opportunities to interact with programme participants, engage with stakeholders, experience the programmes, and engage with the strategy of each organisation we visited.

We have seen the impact this level of engagement has made. Partners strengthened their operations, strategy, monitoring and evaluation systems, programming, and organisational development. In some instances, we have managed to connect some of our partners to other opportunities.

To continue strengthening our not-for-profit capacity building programme, we work with organisational development experts The Learning Trust in the Eastern Cape and Masifunde Learner Development to support the growth and sustainability of organisations we fund.



## Showcase Online organisational coaching programme Masifunde Learner Development - Eastern Cape

The online organisational coaching programme developed by Masifunde offers NPO leaders and their teams tailor-made support through in-depth coaching on a one-to-one basis. In order to meet the needs of each organisation, coaching takes the following approach:



Conduct  
organisational  
health state audit



Work with  
organisations to  
realise their full  
potential



Work with organisations on the following areas  
as the need arise: organisational development  
and strategy, programme design, monitoring and  
evaluation, fundraising, financial management and  
reporting, Public relations and human resources.

Masifunde is working with four organisations supported by the HCI Foundation: Kanimamba Training and Resource (ECD); Tshepang Educare Trust (ECD), Messina Legal Advice Office (Human Rights) and One Planet Water Explorer (Environment and Conservation).

One Planet - Water Explorer is one of the organisations Masifunde Learner Development is working with. Children on Water Explorer programmes learn how to conserve the environment in many ways, including how to cook with solar power and why bees are important.

**In the year ahead HCI Foundation staff will continue our efforts to support the sector beyond funding. We believe that for organisations to be sustainable and attract financial and value-add partnerships they need to have strong governance, internal controls and risk management systems; be data driven; understand community dynamics and implement relevant programmes; be able to listen and learn, and tell their stories effectively in ways that spark confidence.**



# COMMUNITY TRANSPORT SUPPORT

Cape Town remains widely segregated along racial lines as well as the economic status of the tenants and residents of the city. Marginalised communities are located at the periphery of economic hubs and places of interest and most people are without the means to make use of public transport for educational and recreational purposes.

In partnership with Golden Arrow Bus Services, the Community Transport Support Programme seeks to break barriers to access to transport by providing community access to off-duty buses and their drivers, who volunteer their services.



“Without the wonderful assistance from the HCI we would not be able to fulfil our mandate of redressing the ills of the past by providing quality arts education to previously disadvantaged learners! We are forever indebted to the HCI for their generosity and pray that the organisation goes from strength to strength”

**Na-aymah Samaai**  
Secretary / Administrator, Ibhabhathane



“The VUSA Rugby & Learning Academy is a registered NPO in the Langa Community that creates access to opportunities for 850 Primary School children in the Langa community through structured academic, sports and recreational programmes. VUSA players are registered in the WP Schools Rugby League. The HCI Community Transport programme gives them access to competitive sports, transporting them to some of Cape Town’s top rugby schools, where they can learn new skills and showcase their own. HCI Foundation’s Community Transport Programme gives our children access to new people, places, and experiences.

**Nikki Matthews**  
Chief Operating Officer, VUSA

This year, in the Western Cape, we supported

**60**

**Organisations**

**279**

**Buses**

**12k**

**People  
Transported**

The buses transported children, youth, and senior citizens. Our Community Transport Support Programme made sure that people visited many exciting places like, theatres, science centres, arts centres, museums, sporting events, Saturday academic support programmes, mountains, and shorelines. These visits would not have been possible without our partner organisations and the participation of Golden Arrow Bus Services and its volunteer drivers.



Children from Edenvale Primary School on their way to visit the Slave Lodge at Iziko Museum.

“Jungle Theatre Company is extremely grateful for HCI Foundation’s Community Transport Support funding which allows them to bring their beneficiaries i.e., children, from disadvantaged areas and primary schools to the theatre to experience JTC’s shows which are based on African Folktales. Beneficiaries don’t only receive the opportunity to interact with each other but also gain a theatre experience which most learners have not been able to experience before.”

**Miranda Tait**  
Manager at Jungle Theatre Company

“It is always a pleasure to transport the little ones, and people especially when you are taking them out of their daily environment / areas where gang violence is rife, to a safer place where children can play freely. To see the enjoyment on their faces and their big smiles while they are interacting and playing is priceless. For me it is very rewarding to see how they enjoy their outings and knowing that I am a part of it.”

**Patrick Galant**  
Driver, Golden Arrow Bus Services

“Being part of the CTSP allows us to bring Cape Town’s very smallest citizens - the 2–7-year-olds - to the theatre for the very first time, deliver on our objective of exposing young people from communities across the city to skilled theatre experiences and building of youth community theatre and developing theatre audiences in Cape Town.”

**Jenny Hewlett**  
Administrator, Magnet Theatre

Sisanda Fundaytion children enjoy the bus ride and are fascinated by the shark tank at the Aquarium.





# REFUGEE ADVOCACY & SUPPORT

HCI Foundation believes that South Africa belongs to all who live here. In the face of ongoing xenophobia against immigrants and refugees from other African countries in particular, which was exacerbated during the COVID-19 pandemic, the Foundation takes a firm stance to support the work of our 7 partner organisations, all of whom facilitate the social and economic integration of refugees and foster social cohesion between South Africans and the refugee community.

We are proud to support programmes that intentionally create inclusive communities for all those who live in them. Our partner organisations offer children assistance to access formal schooling and improve their academic performance; and assist people with access to documentation.

In 2022, the seven partner organisations we work with reached:

7282 children and adults

### Partners have:

Provided improved education outcomes for learners operating in groups that included local and refugee children, tutored by local and refugee tutors and educators.

Provided shelter for undocumented women and children who pass through Musina, all of whom are vulnerable due to entering or leaving South Africa, for reasons ranging from voluntary migration to human trafficking.

Assisted undocumented local and refugee children to access proof of birth and citizenship, improving their ability to access services like social grants, health care, training, employment and schooling.

Promoted social cohesion and integration of refugees and migrants in South Africa.

Developed trauma informed responses in a shelter environment, improving relationships and outcomes for residents and staff.

At Three2Six, children put on a play for their families and friends and enjoy storytime



## Showcase

### Education Bridging Programme for Refugees and Migrants

Three2Six Refugee Children's Educational Project - Gauteng

Three2Six School has provided a quality bridging education for refugee and migrant children in Gauteng for 13 years.

In 2022 the HCI Foundation assisted the school with teacher and family support for 25 Grade R and Grade 1 learners to help them transition successfully to state school. The outcomes of this initiative were:

- Children's improved academic, emotional and physical development
- 100% pass rate in all three core subjects in line with CAPS requirements
- Children better prepared and more enthusiastic about their education
- Improved social and interpersonal relationships with family, community and friends
- Children's increased confidence

These gains are significant because of the many additional challenges faced by refugee children in the mainstream school system, which can block academic achievement. These include language and literacy

problems with curriculum content; navigation of an unfamiliar education system; large classes and lack of educational support at low-cost public schools, as well as shortage of time at home to focus on studies.

The outcomes of the 2022 pilot initiative with 25 children has encouraged Three2Six to provide additional quality teaching and learning time to enhance teaching outcomes in future, so that learners can be integrated into mainstream education sooner. The Foundation phase is recognised as key to the educational process because it provides the building blocks of literacy and numeracy without which children struggle. For this reason, from 2022, whilst beginning to 'teach out' the higher grades, the school will gradually shift its focus to Grades R to 3, undertake a curriculum review and revise literacy and numeracy strategies, and devise new classroom material. With the provision of additional quality teaching and learning time at Foundation phase, the school is optimistic about enhancing learning outcomes and enabling more children to successfully integrate into mainstream education earlier, and succeed at senior levels.







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## Independent Auditor's Report

To the Trustees of  
**The HCI Foundation**

### Opinion

We have audited the financial statements of The HCI Foundation (the trust) set out on pages 8 to 25, which comprise the statement of financial position as at 31 March 2022, and the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements present fairly, in all material respects, the financial position of The HCI Foundation as at 31 March 2022, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards and the requirements of the Trust Deed.

### Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the company in accordance with the Independent Regulatory Board for Auditors' *Code of Professional Conduct for Registered Auditors* (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the corresponding sections of the *International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards)*. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Other Information

The trustees are responsible for the other information. The other information comprises the information included in the document titled "The HCI Foundation Annual Financial Statements for the year ended 31 March 2022", which includes the Trustees' Report as required by the Trust Deed. The other information does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

BDO South Africa Incorporated  
Registration number: 1995/002310/21  
Practice number: 905526  
VAT number: 4910148685

Chief Executive Officer: LD Mokoena

A full list of all company directors is available on [www.bdo.co.za](http://www.bdo.co.za)

The company's principal place of business is at The Wanderers Office Park, 52 Corlett Drive, Illovo, Johannesburg where a list of directors' names is available for inspection. BDO South Africa Incorporated, a South African personal liability company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms.



In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### Responsibilities of the Trustees for the Financial Statements

The trustees are responsible for the preparation and fair presentation of the financial statements in accordance with International Financial Reporting Standards and the requirements of the Trust Deed, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the trust or to cease operations, or have no realistic alternative but to do so.

### Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the trust's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.
- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the trust to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*BDO South Africa Incorporated*  
BDO South Africa Incorporated (Jun 22, 2022 14:46 GMT+2)

### BDO South Africa Incorporated

Registered Auditors

### Stephan Cillie

Director

Registered Auditor

22 June 2022

119-123 Hertzog Boulevard, Foreshore, Cape Town, 8001



# FINANCIALS

Annual Financial Statements for the year ended 31 March 2022

## Statement of Financial Position as at 31 March 2022

Figures in Rand	Notes	2022	2021
<b>Assets</b>			
Non-Current Assets			
Plant and equipment	3	103 483	298 012
Investments at fair value	5	304 616 494	298 698 963
		<b>304 719 977</b>	<b>298 996 975</b>
Current Assets			
Loan to related party	4	27 067 002	-
Trade and other receivables	6	22 403	149 280
Cash and cash equivalents	7	3 904 116	9 280 127
		30 993 521	9 280 127
		<b>335 713 498</b>	<b>308 277 102</b>
<b>Total Assets</b>			
<b>Equity and Liabilities</b>			
<b>Equity</b>			
Trust capital	8	332 227 929	274 597 006
<b>Liabilities</b>			
Non-Current Liabilities			
Share based payment liability	9	602 445	64 404
Current Liabilities			
Loan from related party	10	-	27 800 000
Trade and other payables	11	2 883 124	5 815 692
		<b>2 883 124</b>	<b>33 615 692</b>
		<b>3 485 569</b>	<b>33 680 096</b>
<b>Total Liabilities</b>			
<b>Total Equity and Liabilities</b>			
		<b>335 713 498</b>	<b>308 277 102</b>

Annual Financial Statements for the year ended 31 March 2022

## Statement of Profit or Loss and Other Comprehensive Income

Figures in Rand	Notes	2022	2021
Revenue	12	106 893	483 328
Operating expenses	13	(4 392 229)	(4 336 480)
<b>Deficit before expenses</b>		<b>(4 285 336)</b>	<b>(3 853 152)</b>
Project expenses		(24 368 920)	(19 305 143)
<b>Operating deficit</b>	13	<b>(28 654 256)</b>	<b>(23 158 296)</b>
Unrealised fair value gains on financial assets		83 107 527	133 983 558
<b>Surplus for the year</b>		<b>54 453 271</b>	<b>110 825 263</b>
Other comprehensive income		-	-
<b>Total comprehensive surplus for the year</b>		<b>54 453 271</b>	<b>110 825 263</b>

2021

Operating vs Project Expenses  
**22.5% Operating expenses**  
**77.5% Project expenses**

TOTAL  
R23 641 623

2022

Operating vs Project Expenses  
**15.3% Operating expenses**  
**84.7% Project expenses**

TOTAL  
R28 761 149












Annual Financial Statements for the year ended 31 March 2022

## Statement of Cash Flows

Figures in Rand	Notes	2022	2021
<b>Cash flows from operating activities</b>			
Cash used in operations		(24 763 777)	(19 252 133)
Investment income	15	106 893	-
<b>Net cash used in operating activities</b>		<b>(24 656 884)</b>	<b>(19 252 133)</b>
<b>Cash flows from investing activities</b>			
Purchase of plant and equipment		(147 499)	(322 500)
Loan to Hosken Consolidated Investments Limited repaid	3	12 900 000	-
<b>Net cash from investing activities</b>		<b>12 752 501</b>	<b>(322 500)</b>
<b>Cash flows from financing activities</b>			
Trust capital - proceeds from donation received		3 177 652	-
Proceeds from loan from HCI Treasury Proprietary Limited	8	3 500 000	25 000 000
<b>Net cash from financing activities</b>		<b>6 677 652</b>	<b>25 000 000</b>
<b>Total cash movement for the year</b>		<b>(5 226 731)</b>	<b>5 425 367</b>
Cash at the beginning of the year		<b>9 130 847</b>	<b>3 705 480</b>
<b>Total cash at the end of the year</b>	7	<b>3 904 116</b>	<b>9 130 847</b>

Annual Financial Statements for the year ended 31 March 2022

## Detailed Income Statement

Figures in Rand	Notes	2022	2021
<b>Revenue</b>			
Interest income - bank		106 893	483 328
<b>Operating expenses</b>		<b>(4 392 229)</b>	<b>(4 336 480)</b>
<b>Deficit before project expenses</b>		<b>(4 285 336)</b>	<b>(3 853 152)</b>
<b>Project expenses</b>			
 Bursaries		(4 168 147)	(5 055 657)
 COVID-19 Response Initiative		-	(890 770)
 Community Transport Support Programme		(1 273 016)	(462 370)
 Youth and Skills Development (Skills development, Arts & Culture, Awareness, Personal Growth, Gender)		(3 520 900)	(2 820 000)
 Discretionary fund		(32 538)	(6 000)
 Environment		(4 492 150)	(465 000)
 Project visits		(80 729)	-
 Formal Education and includes Mentorship		(7 792 490)	(7 408 610)
 Human Rights and Advocacy		(1 000 000)	(640 000)
 People at Risk / Health		(2 008 950)	(1 531 000)
 Project events		-	(25 736)
		<b>(24 368 920)</b>	<b>(19 305 143)</b>
<b>Unrealised fair value gains on financial assets</b>		<b>83 107 527</b>	<b>133 983 558</b>
<b>Surplus for the year</b>		<b>54 453 271</b>	<b>110 825 263</b>



## THE HCI FOUNDATION TEAM



**Jamala Safari**  
Chief Executive Officer



**Thertia Johnson**  
Bookkeeper



**Sinethemba Libaziso**  
Programme Officer



**Sheila Van Flemmering**  
Beneficiaries Administrator



**Phadiela Cooper**  
Operations Manager



**Malusi Ntoyapi**  
Programmes and  
Innovation Manager



**Nizaam Manuel**  
Accounting Officer

## THE HCI FOUNDATION TRUSTEES

**DR CORINNE ABEL**, former CEO of the HCI Foundation (2011-19), is the current chairperson. She is a registered social worker, with a Masters degree in Psychology and a PhD in English literature. She has lectured in psychology and English literature and worked in organisational development for many years.

**NQOBANI MKHWANAZI- SIGEGE**, a Foundation trustee since 2019, is a non-executive director on the board of HCI.

**JOHN DAMMERT**, the Human Resources and Corporate Affairs Executive of Golden Arrow Bus Services, has served as a trustee of the Foundation since 2007.

**JABU NGCOBO** has been a Foundation trustee since 2012. He is a non-executive of the HCI board and is a director of Southern Sun Hotels and HCI Coal and former General Secretary of SACTWU (Southern African Clothing and Textile Workers' Union).

**KEVIN GOVENDER**, a Foundation trustee since 2008, is an executive director on the board of HCI since 2009 and holds directorships in several HCI subsidiaries including Deneb Investments, eMedia Holdings and Frontier Transport Holding Limited.

**RACHEL WATSON**, a Foundation trustee since 2019, is a director of Frontier Transport Holding Limited, eMedia Holdings, Tsogo Sun Gaming and a former Sactwu as National Media Officer.

### LIST OF PARTNERS FUNDED 2021/2022

Adonis Musati	Baxter Theatre	Book Dash	The Bookery	Buhle Farmers Academy
The Chaeli Campaign	Cape Town Philharmonic Orchestra	Centre of Science and Technology	Claremont High School	College of Magic
Community keepers	Community Action for safer environment	The Counselling HUB	Dlalanathi	Earthchild
Edufundi	GADRA Education	Get On Skills Development Centre	Goodwork Foundation	Grace & Dignity
Hillcrest AIDS Centre	Innovation Africa	Keiskamma Project	Khanimamba Training and Resource Centre	Kids Haven
Lavender Hill High School	Lawrence House	LEAP Science and Maths Schools	The Learning Trust	Lebone Centre
Lesedi Educare Association	Lesedi Hospice	LETCEE	Litha Primary School	The Lunchbox Fund
Magnet Theatre	Masifunde	Messina Legal Advice Office	Masinyusane Development Organisation	Midlands Community College
Musiquelaine South Africa	NICRO	Ntataise Lowveld	Ntataise Trust	One Planet Water Explorer SA
The Parent Centre	Professional Educator Training in Schools (PETS)	Ray Mhlaba Skills Training Centre	Red Ink	Rhodes University: Centre for Social Development
Rhodes University Mathematics Education Project	Roman Catholic Shelter for women and children - Mussina	Scalabrini Centre of Cape Town	SHAWCO	South African History Online
South African Mobility Blind Trust	ST Lukes Hospice	Ten Step Foundation	Thanda	Three2Six Refugee Children's Educational Project
Tshepang Educare	Tshwane University of Technology -Ndumo	Ubunye Foundation	UCT School of Education	UCT Stella Clark Teachers Award
Umthathi Training Project Trust	University of KwaZulu Natal Farmers Support Group	Usiko Stellenbosch	Waterberg Welfare Society	West Coast Youth Orchestra
Wordworks	Zip Zap Circus School			

### COMMUNITY TRANSPORT ORGANISATIONS SUPPORTED

Amy Foundation	Artscape	Baxter Theatre	Brave Rock Girls	Bridgetown Theatre Company
Building Better Lives Foundation	Cape Town Holocaust Centre	Cape Town Multi-Service Centre	Cape Town Opera	Cape Town Philharmonic Orchestra
Cape Town Science Centre	Cape Whalers Field Band Foundation	College of Magic	Christel House South Africa NPC	COSAT (Gun 'Ulwazi)
Denis Goldberg Legacy Foundation Trust	Dream Factory Foundation	Getwel	Girls Mission Camp	Grace for your Ministry
Grassroots	Gugulethu Phoenix FC	Hashtagsa Unite NPC	Ibhabhathane	Indoni Dance Arts and Learning Academy
Ithemba Labantu	Iziko Museums of South Africa	Jazzart Dance Theatre	Jungle Theatre Company	Just Grace NPC
Khanyisa Community Church	Magnet Theatre	Merriman Lions Club	Mini Footsteps Educare	MHCBT
One to One for the Intellectually Disabled	Pauline Podbrey Foundation	Presbyterian Phumlani Educare Centre	Queens Park Football Club	Reach, Lending a Helping Hand
Ronnie Samaai Music Education Project	Rotary Club of Sea Point	South African Jewish Museum	Shine Solutions	Sisanda Foundation
Sporting Chance Foundation	St Annes Home	St Matthews Anglican Church Delft	The VUSA Rugby and Learning Academy	The UCT Golden Future
Violence Prevention Through Urban Upgrading	Vuvu's Kitchen for Children	WeNeedToGetInvolved	Youth Start Foundation	Zip Zap Circus School





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