ANNUAL REPORT
Celebrating 5 Years
2018 - 2022

TREVOR NOAH FOUNDATION
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Who We Are</td>
</tr>
<tr>
<td>6</td>
<td>The Case For Education In South Africa</td>
</tr>
<tr>
<td>7</td>
<td>A Letter From Our Chairman</td>
</tr>
<tr>
<td>8</td>
<td>From The Desk Of the Executive Director</td>
</tr>
<tr>
<td>10</td>
<td>Our Journey: From Hope to Impact</td>
</tr>
<tr>
<td>12</td>
<td>Governance And Board Of Directors</td>
</tr>
<tr>
<td>14</td>
<td>Communities We Serve</td>
</tr>
<tr>
<td>16</td>
<td>Program Highlights</td>
</tr>
<tr>
<td>18</td>
<td>Khulani Schools Program</td>
</tr>
<tr>
<td>21</td>
<td>Junior’s Story</td>
</tr>
<tr>
<td>23</td>
<td>Principal Olivia Hill’s Story</td>
</tr>
<tr>
<td>24</td>
<td>Caroline’s Story</td>
</tr>
<tr>
<td>25</td>
<td>Faranani Infrastructure Project</td>
</tr>
<tr>
<td>26</td>
<td>Albertina’s Story</td>
</tr>
<tr>
<td>27</td>
<td>Education Changemakers</td>
</tr>
<tr>
<td>28</td>
<td>Clerah And Luvalan’s Story</td>
</tr>
<tr>
<td>29</td>
<td>Our Milestones</td>
</tr>
<tr>
<td>32</td>
<td>Our Reach &amp; Impact</td>
</tr>
<tr>
<td>40</td>
<td>Moving Forward</td>
</tr>
<tr>
<td>42</td>
<td>2022 Income and Expenditure</td>
</tr>
<tr>
<td>44</td>
<td>Statement Of Activities</td>
</tr>
<tr>
<td>45</td>
<td>Donor Recognition</td>
</tr>
<tr>
<td>49</td>
<td>Our Partners</td>
</tr>
<tr>
<td>50</td>
<td>List of School Partners</td>
</tr>
</tbody>
</table>
WHO WE ARE

We are a young and dynamic non-profit organisation based in Johannesburg, South Africa, led by a team of inspiring women. Each member brings a unique skill set and wealth of experience in youth development, all driven by a shared passion for social justice. We believe that when youth receive a quality education, a world of possibilities exists.

Our commitment is to provide youth with the opportunities and resources to unleash their potential. By fostering an environment that encourages collaboration, problem-solving, and resilience, we empower youth to shape their destinies and profoundly impact the world.

VISION:

A world where education enables youth to dream, see and build the impossible.

MISSION:

To increase equitable access to quality education for youth in underserved African communities.
INTENDED **IMpACT:**
Empowered by quality education, youth drive innovation and new solutions to social challenges in their communities and beyond.

**STRATEGic GOALS:**
- Cultivate global and local partnerships that catalyse communities through education.
- Improve learning infrastructure to create environments that inspire learners and teachers.
- Equip teachers with the leadership capacity, tools, and skills to deliver 21st-century education.
- Provide youth with the support structure and tools to be emotionally healthy, empowered, resilient and confident.

**WHO WE SERVE**
We serve youth between 5 and 35 years old in South and Southern Africa. Youth include school-going youth, youth in training and youth educators.

**OUR VALUE **ADD**
While we cannot hold ourselves accountable for transforming an entire system, we can contribute to changing the entire system. Existing between a funder and implementer, we create an environment where everyone – government, the private sector, philanthropists, and community leaders – contributes resources to improving a school ecosystem.

Co-creative partnerships are at the heart of our model, and we acknowledge that there is no one-size-fits-all approach when addressing human-centered needs. We lean in, listen, and encourage active community participation when designing programs that give our young people the best opportunities to drive innovative change.

“What gives me hope is that we’ve come this far and can see change. What gives me hope is that change is not as far and impossible as it may seem”

– Trevor Noah
THE CASE FOR EDUCATION IN SOUTH AFRICA: EMPOWERING YOUTH AND DRIVING SOCIAL CHANGE

“South Africa has one of the most unequal school systems in the world. Children in the top 200 schools achieve more distinctions in mathematics than children in the next 6,600 schools combined. The playing field must be levelled.” - Amnesty International South Africa

The theme that has influenced our work throughout the years is the case for education in South Africa and resilience and hope in adversity. As Trevor Noah highlights in his powerful debut autobiography, “Born a Crime and Other Stories”, education is a means of personal growth and empowerment, a tool for social change, and a means of building a better life for all.

Despite the resourcefulness and perseverance of South Africans, the public education system continues to struggle to deliver quality education to youth. “We tell people to follow their dreams, but you can only dream of what you can imagine, and depending on where you come from, your imagination can be quite limited”. - Trevor Noah

At Trevor Noah Foundation (TNF), we recognize that systemic barriers prevent many young people from realizing their dreams and acknowledging the strengths, talents, and abilities that individuals possess. We strive to unlock and build upon these strengths to support learning and development. Our work is rooted in the belief that individuals can understand and shape their futures by imagining and participating in creating a desirable future. We achieve this by focusing on positivity, supporting the development of skills and mindsets needed to navigate an uncertain future, and taking small steps towards significant and sustainable change.

“From birth to the final year of high school, children born into poverty face a range of obstacles that their wealthy peers do not.” - UNICEF
Dear Friends,

It’s hard to believe that five years have passed since we launched Trevor Noah Foundation. In some ways, it feels like we were gathered at New Nation School, in Vrededorp, (meaning “Village of Peace”) South Africa, just yesterday, full of hope and excitement about the work ahead. And in other ways, it feels like we have been on this journey for a lifetime.

I want to start by saying thank you. Thank you for your belief in our mission, your support of our work, and your shared commitment to improving the lives of young people in Southern Africa. None of what we achieved over the past five years would have been possible without you.

I started the Trevor Noah Foundation because I understand the transformative power of education, and I am deeply committed to ensuring that young people around the world have access to the same opportunities I did. Over the past few years, we have seen that belief become a reality in many ways. It’s not uncommon to meet a learner whose first encounter with a computer is in one of our Khulani School Learning Centers. That first encounter becomes an interest in coding and a knack for it. We’ve proudly helped students become the first in their families to attend university on a fully funded scholarship. As a result, they become an example of what’s possible for their siblings, their alma mater, and future generations.

Reflecting on our growth, I’m filled with renewed patience and understanding. When you first get involved in philanthropy, your instinct is to do everything overnight, expecting instant change. Just like all worthwhile life pursuits, the true fruits of our efforts become apparent only through the passage of time. In fact, the longer something takes to grow, the more sustainable it becomes. I want to think that because of our patience, we’re less of a “fly-by-night” project and more of an institution.

In the long term, we aim to go beyond solving problems and rather design models that help us prevent problems in the first place. In South Africa, we face a looming teacher shortage crisis because many of our teachers are on the brink of retirement. This is an opportunity to redefine the role and approach of a teacher. In the West, we’re swiftly limiting AI in schools to prevent cheating. However, in South Africa, our goal should be to swiftly introduce AI in schools because, without it, they’re left behind. AI could be a very valuable tool if harnessed correctly. Where many are forecasting challenging times ahead, I see an opportunity.

In closing, I want to express my deepest gratitude again to all of you for supporting Trevor Noah Foundation. But we still need your support. This is remarkable work, led by remarkable staff and a network of partners, but we haven’t begun to address the magnitude of the need that exists. Doing this alone is powerful, but doing it together is unstoppable. Together, I know we can create a brighter, more equitable future for all.

Sincerely,

Trevor Noah
Chairman,
Trevor Noah Foundation
Dear Friends and Supporters,

I’m delighted to share Trevor Noah Foundation’s first Annual Report celebrating five years of impact with you. Five years ago, Trevor stood on stage at our first partner school to launch TNF alongside two trusting partners, Microsoft and the Johannesburg Parent Child Counselling Center. As we celebrate our fifth birthday, we share this momentous moment with 19 Khulani School partners, nearly ten implementing partners, and 13 dedicated staff members. Overall, it’s been a period of incredible incremental progress and growth.

Looking back, no one could have prepared me for the euphoric highs, gut-wrenching lows, and slow but steady systemic wins experienced since then. I am so proud to share the impact we have made in the lives of the young people in our communities.

The South African education system is complex and stems from historic systems contributing to overall inequality and poverty. But one thing remains undeniable – access to quality education is a human right and imperative for creating a more just and equitable world. Yet solving educational inequality requires a comprehensive approach if we wish to contribute to long-term systemic change.

One of our key approaches is building partnerships with various stakeholders, including local communities, educators, government, and like-minded organizations. By working together, we can lead an integrated approach to achieving high-quality education, high quality-teaching, and ensuring schools have the resources they need.

Over the past year, we continued to expand our programs and initiatives in ways that support individual students and their communities. By investing in educators, schools, and communities, we create support systems that enable youth to thrive in and beyond the classroom.

Through our Khulani Schools Program and Education Changemakers, we enrich the lives of over 10,000 young people annually, placing them on a path to post-school success. By 2025, we want to have a deep and direct impact on 50,000 young people’s lives, and we’re well on our way to achieving that goal.

I’m most inspired by the youth we engage with every day (PS you can find their stories on pages 26 – 28). I’m moved by Clerah and Luvalan who met as Education Changemaker participants and bonded over shared passions of the need for a more inclusive educational experience. They co-created Exclusively Inclusive, which aims to capacitate parents, educators and children about learning disabilities through a mobile app. Their innovative idea earned a grant and technical assistance support to pilot their solution in Durban, South Africa.

Albertina, an alumna of our Faranani Infrastructure Project cohort in Soweto, refurbished school assets with newly acquired construction skills and, like her colleagues, applied her skills beyond the project completion to benefit her family, neighbours, and community of Soweto. Albertina is now a Trevor Noah Foundation team member as a Community Liaison Officer, and I could not envision a better full-circle moment.

None of this would be possible without the dedication and hard work of our TNF team and partners. A special thank you to our generous donors and resource partners. We have raised over $2.5 million this year alone, nearly doubling our 2022 operating budget. Their commitments enabled us to extend our Faranani Infrastructure Project to two additional communities in Gauteng Province.

Sincerely,

Shalane Yuen
Founding Executive Director
“Looking ahead, we remain committed to our mission, ensuring youth have the best chance of success in life. With plans to expand our Khulani Schools Program footprint across South Africa to another South African province and launch our first Education Changemaker cohort in East Africa, we’re excited about the possibilities and opportunities ahead. Together, we can continue to make a difference in the lives of young people in Southern Africa.” - Shalane Yuen
On April 4th, 2018, Trevor Noah launched his namesake Foundation in a small school hall in Johannesburg, South Africa, with a profound commitment to education. Surrounded by students, teachers, and representatives from the education sector, he expressed the significance of education in transforming lives and acknowledged the barriers many young people face worldwide. "I know from personal experience just how important education can be and how it can transform your life," he said. "That's why our work is so important because we're working to break down those barriers and create
opportunities for young people to succeed.” TNF’s approach emphasizes partnerships, with Trevor’s unique leadership capabilities being acknowledged by supporters.

“Your [Trevor’s story] story has huge power and currency in the change leadership we need,” said Nicola Galombik, Executive Director of Yellowoods Holdings.

“What spoke to me about being here [at the launch] today was being true to your roots and bringing your dream home so others could experience that dream and live it as well,” adds Brad Smith, President of Microsoft.

Trevor Noah Foundation’s initial efforts focused on providing digital skills, psychosocial support, and career guidance to learners in need. In collaboration with Microsoft, the Johannesburg Parent Child Counselling Center, and Gradesmatch, we initiated a pilot program in a government school catering to orphans and children outside the traditional family structure.

Since then, our flagship initiative, the Khulani Schools Program, has thrived. Partnering with 19 schools and nearly ten implementing partners, we now impact almost 10,000 students annually. “Khulani,” meaning “to grow” in isiXhosa, reflects our commitment to empowering youth.

Our vision is simple yet powerful: a world where education enables youth to dream, see, and build the impossible. We have built a passionate and dedicated community of individuals who share our commitment to youth, teachers, and schools.

Five years later, Trevor’s words on our launch day still resonate: “I’m not afraid to seek expertise and prioritise learning. We are here to listen and learn from our experts.” We value community engagement and decision-making power-sharing with our partner communities. These principles shape our organization and help us create a brighter future for all, where every young person can pursue their dreams.
Trevor Noah is the most successful comedian in Africa and the former host of the Emmy® Award-winning “The Daily Show” on Comedy Central. He is an exceptional producer and author, earning a National Association for the Advancement of Colored People (NAACP) Image Award, a Grammy Award nomination, and a spot on the #1 New York Times bestseller list for “Born a Crime: Stories from a South African Childhood”. Trevor is also a philanthropist, using his platform to continuously advocate for social good.

Norman Aladjem is a successful Hollywood talent manager, producer and author. His expertise supports TNF with strategic business development and partnerships. From an immigrant child from Uruguay to the CEO of Mainstay Entertainment, a talent management and television/film company, Norman has carved a niche for himself in the entertainment industry.

Thabiso Madiba is a Financial Management Lecturer at the University of Johannesburg. He brings his expert technical knowledge of tax, strategy, risk management and financial management to TNF. Additional leadership positions include Trustee of the University of Johannesburg’s Provident Fund and Nal’ibali and serving as the Chairperson of the King Edward VII Preparatory School Governing Body.
Trevor Noah Foundation is driven by a shared passion among our Board Members, who come from diverse backgrounds and professions. A common objective unites them: equip youth with the tools and knowledge necessary for success.

John Power is the co-founder and Managing Partner at PTD Business Management, a business management firm with an extensive tax practice focused on high-net-worth individuals. To TNF, he brings immense business management expertise and passion for ensuring the organization’s financial sustainability.

Ryan Harduth is a comedy producer, director and talent manager. In his 15 years of experience, he has executed projects for the biggest names in comedy, including Netflix, Just for Laughs, Comedy Central and Trevor Noah. Ryan's sharp creative eye and innovative marketing expertise are incredibly valuable to TNF.

Shalane Yuen is the Trevor Noah Foundation’s founding Executive Director, bringing over ten years of global consulting expertise to her role. She proudly leads TNF with her entrepreneurial drive, inclusive leadership style, and passion for tackling the many injustices facing today’s youth.
COMMUNITIES WE SERVE

Building Bridges of Empowerment: Strengthening Communities through Purposeful Partnerships

Community - a word encompassing a physical gathering of people in a common location and a profound connection woven by shared beliefs, values, norms, and practices. As TNF embarks on its mission, we forge partnerships with township schools ranked quintile one to three by the Department of Basic Education, serving as no-fee-paying institutions for the most impoverished learners. Township communities, often situated far from commercial and industrial centers, bear witness to systemic inequalities, making support and access to quality education imperative for the youth to reimagine their futures and pursue their dreams.

Like many other South African townships, Ivory Park, Eldorado Park, and Braamfischerville confront formidable challenges. Youth unemployment, overcrowding, inadequate housing, and limited amenities paint a striking picture upon entering these vibrant neighborhoods, where the streets buzz with the energy of young souls.

Ubuntu

Zulu pronunciation: [ũDũnt’ũ]

is a Nguni Bantu term meaning “humanity”. It is sometimes translated as “I am because we are” (also “I am because you are”), or “humanity towards others” (Zulu umuntu ngumuntu ngabantu). In Xhosa, the latter term is used, but is often meant in a more philosophical sense to mean “the belief in a universal bond of sharing that connects all humanity”.

Faranani Infrastructure Project simulation training at KSP school.
However, amidst these obstacles, a collective passion for education and an unwavering determination to improve lives bind these three communities together, all fueled by the African philosophy of Ubuntu - “I am because you are” - a quality that includes the essential human virtues, compassion and humanity.

**Ivory Park** thrives on the entrepreneurial spirit of its residents, who have carved out business opportunities for themselves. The primary and secondary schools stand as beacons of progress, offering teaching in multiple official languages.

“The Spirit of Ubuntu still exists in the community. We see this by community members coming together to combat crime.” - Dikeledi Morwatshehla, Community Liaison Officer, Ivory Park.

**Eldorado Park** finds strength in the enduring social networks that extend far beyond immediate family ties. Long-standing relationships and interconnectedness shape this community, fostering regular social contact and reinforcing collective resilience.

“We are a group of individuals that symbolise a wide range of lived experiences; longevity strengthens our community.” - Tlotlisang Amanda Mokoena, Community Liaison Officer, Eldorado Park.

**Braamfischerville** thrives on the indomitable spirit of its residents, who refuse to give up and are fuelled by an unwavering determination to succeed. Self-employment is a way of life, with everyone striving to eradicate poverty by building rooms to rent out or offering goods and services.

“Braamfischerville is a community with a hustling spirit. People are self-employed, and everyone is always trying to work towards eradicating poverty. If people are not building rooms to rent out, they are selling goods and services.” - Albertina Cossa, Community Liaison Officer, Braamfischerville.

United by a shared idea, purpose, interest, and common objectives, these communities lie at the heart of TNF’s model. In Gauteng Province, South Africa, we proudly partner with these three communities, standing shoulder to shoulder to harness the transformative power of education and pave the way for a brighter future. Together, we nurture dreams, foster resilience, and ignite a path of boundless possibilities.
OUR PROGRAMS

Transforming Communities: Our Programs and Initiatives

Our most notable initiative is the Khulani Schools Program (KSP), launched in 2018 as our flagship intervention. Our Khulani Schools are based in Ivory Park, Braamfischerville and Eldorado Park in Gauteng. Through KSP, we strive to provide inclusive and equitable access to quality education for the youth. Our collaboration with the Provincial Department of Education, primary and secondary education custodians, ensures alignment with and support for provincial education goals.

Additionally, we work closely with implementing partners and the broader community to enhance schools’ capacity for educational excellence.

Map of Gauteng, South Africa
The Khulani Schools program (KSP) comprises five essential components and programs that work together to empower and uplift students in under-resourced schools. These include **community building**, providing vital support to create a solid and collaborative school community; **psychosocial support**, addressing the emotional well-being of students and teachers; **career guidance**, equipping learners with the necessary tools to make informed decisions about their future paths; **digital skills**, empowering educators and students with essential computer skills for the modern world; and the **Khula Funda Literacy Program**, fostering a love for reading and improving literacy skills among learners. Together, these components form a comprehensive and holistic approach to enable the growth and development of students within the KSP.
KSP emphasizes community building, the cornerstone of our support initiatives. We engage with schools through various channels, including meetings with principals and the School Management Team (SMT), interactions with task team members, Teacher Communities of Practice (COP), and an annual Town Halls to train the School Management Teams (SMT) and School Governing Body (SGB) on asset-based community building practices.

Before implementing the Faranani Infrastructure Project (FIP), an innovative response that enhances the learning environments in our schools, we host town hall meetings to establish relationships with local stakeholders.

During the Town Halls, school leaders have the opportunity to enhance school operations and improve their leadership skills. Since the program’s inception in 2021, we have positively impacted 113 teachers, empowering them to create a nurturing environment for their students.

Additionally, we involve the Representative Council of Learners (RCL) to influence their peers positively.

Through these efforts, KSP fosters a healthy, conducive, and functional school culture within and among our partner schools. These initiatives strengthen our bonds with the communities we serve and pave the way for sustainable and impactful change.

WE HAVE POSITIVELY IMPACTED

113 teachers, empowering them to create a nurturing environment for their learners.
1.2. Psychosocial Support

Under-resourced schools in South Africa face significant psychosocial stressors, affecting both students and teachers. Recognising the limited consideration given to teachers’ mental health, Trevor Noah Foundation (TNF) partnered with My Online Therapist (MOT) and the Johannesburg Parent and Child Counselling Center (JPCCC) to provide psychosocial support (PSS) workshops. These workshops addressed educators’ personal challenges, capacitating them to establish support networks for referring students in need. Through these interventions, TNF successfully reached 292 educators, fostering their well-being and enabling them to better support students facing socio-economic challenges.

1.3. Career Guidance

According to *Pillay (2020), career guidance is a pressing need for South African secondary school learners to make informed career choices and mitigate the negative consequences of uninformed decisions. Recognising the confusion surrounding the transition from secondary education to further studies and employment, TNF partnered with Gradesmatch to provide personalised career planning and assistance with higher learning and funding applications for grade 12 students.

In addition, our inaugural career expo in 2022 had Grade 9 and 11 learners engage with professionals from diverse fields. In these crucial grades, subject choices and post-school education applications begin. A significant achievement was supporting 829 learner applications; to foster sustainability, we trained 12 teachers across our KSP secondary schools on effective methods of providing career guidance support.

Preparation of learners with 21st-century skills, particularly in Information and Community Technology (ICT), is crucial. However, educators’ lack of digital fluency poses a significant barrier to effective teaching and learning *(Chigona, 2018).*

To address this, TNF, in partnership with Edunova and with funding from Microsoft, focuses on building educators’ basic computer skills and encouraging their use in the classroom.

We have established Learning Centers in three secondary schools and equipped them with a total number of 80 laptops. However, access to ICT infrastructure alone is insufficient if educators and learners lack ICT skills. Through our collaboration with Edunova and Microsoft, we train teachers and learners and have initiated after-school clubs to teach coding skills.

This culminates in an annual coding competition among the three schools. To date, we have supported 270 educators and 3,449 learners in developing digital skills within our secondary schools.


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**Junior’s Story**

Junior Philip Sibusiso Nxusa, a self-taught Information Technology Enabler (ITE), hails from Naturena, near Eldorado Park. Junior’s passion for coding and programming led him to participate in an after-school digital skills program introduced by TNF at Willow Crescent Secondary School. After winning a coding competition, Junior was offered a full-time job by Edunova to work at the school.

Junior, reflecting on his journey, states: “While I may know more now than I did when I first started coding, I’ll never stop learning and improving.” The partnership between TNF, Edunova, and Willow Crescent Secondary has played a crucial role in Junior’s success. The digital skills and literacy programs provided by TNF and Edunova aim to prepare youth for the global world of work and enhance their classroom learning experience. Junior’s plans include further skill development and obtaining a degree in Systems Management.
1.5. Khula Funda Literacy Project

The 2016 Progress in Reading Literacy Study (PIRLS) in South Africa revealed that 78% of grade 4 learners struggled to comprehend written text in any assessed language (Howie et al., 2017). To address this challenge, our partnership with Nal’ibali focuses on delivering mother-tongue literacy programs to primary schools in Braamfischerville. By emphasising the use of children’s home languages, we aim to cultivate a strong reading culture, as children readily connect with literature in their first language.

Our initiatives include hanging libraries stocked with books and supplements and training and support from Story Sparkers to help teachers implement a “drop everything and read” (DEAR) lesson approach. Additionally, we train parents and caregivers on how to foster a reading culture at home. A key outcome is to improve learners’ reading abilities and ensure a successful transition from primary to secondary school. Since the program’s launch in August 2022, we have reached 118 foundation phase teachers and impacted 4,624 learners.

For several years, Mrs Olivia Hill had served as the Deputy Principal at Willow Crescent Secondary School in Eldorado Park, Soweto township. The school was at its lowest with poor academic performance and demoralised staff. When the Principal position first became vacant, she applied and was unsuccessful. She then made the decision to apply as a Deputy Principal at a school in the suburbs and was accepted.

Her family was ecstatic because her daughter would have been eligible to attend school at no cost. After much consideration, Mrs Hill declined the offer and made the decision to remain at Willow Crescent. Her family was disappointed in her decision. In 2016, the second time the Principal position was vacant, Mrs Hill was successful and prepared herself to transform the school into a beacon of hope within the community.

"Willow Crescent Secondary was struggling to keep its doors open. Parents did not want to be associated with the school nor bring their children here", says Mrs Hill.

Mrs Hill is a determined, organised, compassionate and committed Principal. She believes in developing children holistically, so they can compete globally. The first step as a leader was to review the school’s vision, make it her own and share her vision with the staff. Her belief in the school’s potential and commitment to ensuring children believed that their circumstances should not determine their ability to achieve greatness, guided her as a leader.

"Children just need somebody to believe in them. I always tell my kids that we all go home to different environments but when you come to Willow Crescent, you are part of the Willow Crescent family, and you need to step up! Work hard, don’t let anyone steal your passion”.

To achieve her vision, Mrs Hill decided to apply to be part of the Khulani Schools Programme, implemented by TNF. She was attracted to the programme because TNF viewed her as a partner and required commitment from her as a leader, the staff and learners. Through the partnership with TNF and Mrs Hill’s transformative leadership, Willow Crescent has become a top performing institution, propelling the school a pass rate of between 80% and 100%.

"I love the idea that this is a partnership and not where you get a donation. People do not understand that partnership forces you to also play your part and that a partnership is not a handout. Whatever you receive, you need to work on it and make it better. With a donation, there’s always a mentality of this bottomless pit where you are entitled to get more."

She attributes the school’s success to her exceptional staff who share her vision. Learners look up to school leadership, recognize their commitment and want to be part of it. Learners started participating in competitions at district level and fundraising activities, such as donating their school uniforms to other learners in the community. Under Mrs Hill’s leadership, Willow Crescent has become a model institution, inspiring learners to excel and providing them with the necessary resources to succeed.

She believes in staying true to your vision and going the extra mile. Mrs Hill also involves the community, with learners donating their uniforms and participating in fundraising initiatives. She started a wellness program to tackle drug abuse and promote a healthy lifestyle.

"Schools are beacons of hope for the community,” she says, emphasising the importance of community resources.

Under Mrs Hill’s leadership, Willow Crescent Secondary School has become a model institution, inspiring learners to excel and providing them with the necessary resources to succeed.
Caroline grew up in Katlehong, Johannesburg and attended Lethukuthula Secondary School, a humble public school with large classes packed with learners and limited resources to accommodate those learners.

While studying towards her Bachelor of Education at the University of Witwatersrand, Johannesburg (WITS) she completed her practical training hours in private schools. For the first time, it was here that she experienced the stark inequalities of education quality between private and public schools, which humbled her and compelled her to go back to public schools to make a difference. As an eager university graduate embarking on her teaching career, she committed to dedicating her passion and skills to public schools to close the inequality gap. “Looking back at my high school experience and comparing that with my private school practical, I saw a huge difference. We got offered opportunities to work in these private schools, but I decided no, public school learners also need us as role models where they can tell their story and say, “I made it despite coming from a public school and eating at feeding schemes. Learners need role models and inspirational stories in their education”.

Caroline is a passionate, warm, and enthusiastic educator at Siyabonga Secondary, a proud government school on the outskirts of Soweto. With the constant pressure to deliver more with fewer resources, Caroline knew her school could benefit from external support. She led a search for potential partners that shared her vision of tangibly transforming her learners’ lives. However, she often faced disappointment and frustration when potential partners made promises they couldn’t keep, the partners would come in and benefit more than they gave.

Following an application and interview process, Siyabonga Secondary was selected as a Khulani School partner thanks to Caroline’s efforts. “With Trevor Noah Foundation, the experience has been tremendously different as they have a heart of the African child.” Siyabonga Secondary has been a Khulani Schools partner for the past three years. Her school now has a digital learning lab equipped with laptops and connectivity. The lab offers digital skills training for 60 teachers and a robust after school program where at least 50 students learn coding and other applied digital skills every afternoon.

Of all the Khulani School interventions implemented at her school thus far, Caroline’s favourite is psychosocial support training for teachers. Traditionally, schooling prioritises academics and fails to acknowledge the “whole student”, or their physical, mental and emotional well-being. Now, when a child struggles to complete their homework, Caroline tries to understand their challenges first. The gained knowledge and skills in providing psychosocial support to learners made her teaching experience easier. She believes she’s a better teacher who is more empathetic, patient and open-minded with learners. “This course not only opened my eyes to second-hand traumas and how to deal with them, but it also transformed my family’s life for the better.”

After a ten year tenure at Siyabonga Secondary, Caroline hungered for more. She began applying to international teaching positions to learn best practices in teaching across the globe. She gives all her credit to the Trevor Noah Foundation, inspiring her to dream big, grow in her career, and be bold. In June 2023, Caroline moved to London with her family for a new teaching post. While we were sad to see her go, we know her lasting impact at Siyabonga Secondary will be felt for years.
Multiple studies have highlighted the significant impact of infrastructure on learner academic achievement, underscoring its crucial role in quality education (Nortje, 2017). In South Africa, the infrastructure backlog poses additional challenges, limiting educators’ ability to provide optimal teaching and learning environments.

To address this issue, in 2021, Trevor Noah Foundation partnered with YouthBuild South Africa (YBSA) to launch the Faranani Infrastructure Project (FIP), a 12-month initiative. FIP focuses on training 100 young people from the community who are currently not in education, employment, or training (NEET), utilising YBSA’s Community Asset Building model.

These youth receive comprehensive training to maintain school community infrastructure, including hands-on experience in constructing a school hall that serves as a valuable community asset. Moreover, the program equips participants with life, entrepreneurship, and technical skills, empowering them for sustainable livelihood opportunities.

While FIP operates within the Khulani Schools Program, it is currently the only Trevor Noah Foundation intervention targeting youth between 18 and 35.
Albertina’s Story

Albertina Cossa’s journey began with a gap year after struggling academically in matric. Hearing about the Faranani Infrastructure Project (FIP) through her aunt, she seized the opportunity. She applied to all three schools involved, demonstrating her hunger for a second chance.

Despite facing challenges and witnessing others drop out, Albertina’s determination led her to be accepted into the program, where she learned civil engineering and essential life skills. Through FIP, she discovered a vacancy at Trevor Noah Foundation and now serves as a Community Liaison Officer. Reflecting on her experience, Albertina shared, “What did FIP do for me as a person? I cannot put it into words. It changed not only my life but transformed my community. With TNF, I feel like I belong. This organization has taught me how to fight against rejection, which has been an overarching theme of my life post-matric.”
Driven by our Founder’s deep appreciation for the transformative role of teachers in his own life, we are dedicated to supporting educators across 16 countries. Our Education Changemakers (ECM) program targets education practitioners, including principals, teachers, policymakers, and those in education non-profits. In collaboration with the Young African Leaders Initiative Regional Leadership Center, Southern Africa (YALI-RLC SA) and the University of South Africa (Unisa), we launched ECM in 2019. The program entails a four-week intensive leadership training where 50 individuals develop and present innovative solutions in the education field. Upon completion, participants receive six months of mentorship, coaching, and access to funding to bring their ideas to fruition.

By embracing a diverse cohort, we harness the power of networks to leverage the varied strengths and expertise within the group, enabling collaborative problem-solving. Since the inception of ECM in 2020, we have trained 99 individuals, with 44% hailing from rural communities. We aim to equip participants with the necessary training, resources, support, and network to transform their ideas into impactful realities.
Clerah and Luvalan’s Story

Clerah Sithole and Luvalan Pillay, grant recipients from the Education Changemakers 2022 cohort, developed the Exclusively Inclusive mobile app to promote inclusive education and support children with learning disabilities. Their initiative expanded to Durban, transcending geographical boundaries. Luvalan, a teacher for over nine years, emphasizes their aim to make every school in South Africa inclusive.

Reflecting on their experience, Clerah shares, “Being part of Education Changemakers has taught me to be exemplary to be a leader, a revolutionary, and a young person who stands for what they believe in.”

Luvalan highlights the impact of TNF programs and the partnership with YALI, stating, “Trevor Noah Foundation is doing an outstanding job within the South African education sector. It’s the power of education that can change anything around us.”

Clerah continues to advocate for youth voices, while Luvalan plans to retire as a teacher and focus on expanding the app to more schools in KwaZulu Natal.
ECM cohort 1 session at UNISA.
JOURNEY OF IMPACT: MILESTONES AND ACHIEVEMENTS
(2018-2022 in review)

Organizational Milestones

Trevor Noah Foundation launched at New Nation school, investing in infrastructure, psychosocial support, digital skills, and career guidance, impacting over 500 learners and 50 teachers.

2018

Trevor Noah Foundation launched at New Nation school, investing in infrastructure, psychosocial support, digital skills, and career guidance, impacting over 500 learners and 50 teachers.

2019

President Ramaphosa welcomed Trevor Noah as his special guest in parliament and applauded him for ploughing back into South Africa through the efforts of his Foundation.
In partnership with the Young African Leaders Initiative, we welcomed our first cohort of 50 Education Changemakers from 13 Southern African countries and our second alumna gained acceptance to university.

TNF welcomes the first Faranani Infrastructure Project cohort of 74 youth graduates. We also receive an impactful R13.5 million grant from Oak Foundation.

Trevor Noah is awarded the inaugural Catalyst Prize by the Elevate Prize Foundation from which TNF receives a $250K grant to advance work in education.
OUR REACH
2020 - 2022

DIGITAL SKILLS

“I’ve always been passionate about computers, but not all of us have access to one except through to an internet café. Thankfully, now we have them at school, which is a great opportunity to hold onto. I’m a big fan of art in terms of drawing and was introduced to animation. It was fascinating! I got to learn plenty of new stuff, things that I wasn’t mindful of, but now I have an insight. Animation for me is fun and interesting, thus I’m grateful for the chance that we got” - Learner

110
Computers donated to KSP Secondary Schools

177
177 teachers trained in Basic Computer Literacy Skills

4783
KSP secondary school learners participated in after-school programmes such as coding, animation, maths and language

3
Learning centers were refurbished in under-utilised classrooms/libraries in KSP secondary schools. The learning centers enabled educators and learners to use technology in classrooms.
PSYCHOSOCIAL SUPPORT

“I liked how I was able to offload so many things that I had bottled up and was able to get advice on how to deal with them.” - KSP Teacher

389 in-school counselling sessions.

29 School-Based-Support Team (SBST) members received counselling training to help in identifying and referring learners with psychosocial support needs.

250 primary and secondary teachers were provided with online counselling sessions.

CAREER GUIDANCE

“When I found out they would help apply for me, I was happy because my mother isn’t working, and I was not going to afford the application fee. I am thankful for the assistance they provided me with”.
- Learner Alumni

829 Learners supported with university applications.

31% (261) Learners received provisional acceptances/offers at one of the universities/Technical and Vocational Education and Training (TVETs) in South Africa.

53%* of learners were approved for National Student Financial Aid Scheme (NSFAS) and/or Bursaries.

* Learners on the South African Social Security Agency (SASSA) grant receive immediate NSFAS approval despite not receiving university offers.
“Children who are exposed to great and well-told stories in languages they understand are motivated to learn to read and write for themselves. Further, children who regularly read for pleasure perform better in the classroom, regardless of their family’s income or social standing”. - Nqabakazi Mathe-Gina, Nal ‘iBali Trust Director

4624 Foundation phase learners in the Braamfischerville KSP Schools benefitted through the creation of literacy spaces in households, schools, and the broader community. This was accomplished through initiatives such as the Drop Everything And Read (DEAR), reading clubs, and book lending systems.

118 Foundation Phase teachers trained on how to facilitate stories independently in the classrooms.

4051 Reading supplements were provided to the Braamfischerville KSP primary schools.

COMMUNITY BUILDING

We must always question ourselves on what stimulates learners’ behavior and then treat the root cause. We have an individual responsibility to be part of the solution”. - KSP teacher

31 School Management Team members are capacitated in knowing more about roles and responsibilities, financial management and fundraising.

63 Teachers were given the platform to share knowledge about challenges experienced in their schools.

21 Representative Council of Learners capacitated in knowing their roles and responsibilities in their schools.
EDUCATION CHANGEMAKERS

“The Education Changemakers Program is a game-changer in the education system. It is for young people who are visionaries and have innovative and ground-breaking ideas”. - ECM Alumni

99 Educators/People in education from 14 Southern African countries participated in the 4-week intensive leadership training.

19 Alumni were provided with grants, technical assistance and business development coaching to implement their innovative programs.

FARANANI INFRASTRUCTURE PROJECT (FIP)

“I had the idea that construction is for men only. Now I’m even considering furthering my studies in it. That’s how much I’ve fallen in love with this field”. - FIP Graduate

189 Young people upskilled with civil and building construction skills in Braamfischerville and Ivory Park.

106 Classrooms and 31 toilet sanitation facilities refurbished in the KSP primary schools, benefitting 9014 learners.
Through its initiatives, TNF has:

Directly reached 9667 Learners and 663 Educators/People in education.

Indirectly reached 22717 learners through the refurbishment of schools by FIP participants and educators who took part in TNF initiatives.

Onboarded 11 New Schools Onboarded in the last 12 months. To date, we currently work with 14 schools in three communities in the greater Johannesburg area. Three of those are secondary schools.

“People love to say, ‘Give a man a fish and he’ll eat for a day. Teach a man how to fish, and he’ll eat for a lifetime.’ What they don’t say is, ‘And it would be nice if you gave him a fishing rod.’ That’s the part of the analogy that’s missing.” - Trevor Noah
OUR IMPACT

“Knowing that I can do work during weekends and make extra income for myself from the building skills I have acquired at Faranani Infrastructure Project makes me happy, because this has made a huge difference in my life.”

- Theophilus

FARANANI INFRASTRUCTURE PROJECT
(BRAAMFISCHERVILLE)

“[digital skills training] program is amazing, as I have been able to reach for the stars and spread my wings. Through this training program, I’ve used my skills to explore new development across the globe. More recently, I have been using the lab with my learners for their presentations as well as the PenPal program, where learners go to the lab and upload their videos on Flipgrid to be able to communicate with learners from other countries. It has also assisted my learners with their research as they have access to the internet.”

- Makapela Tembeka (Grade 9 English Teacher)

Kgotlelelo Ntswane and Mongameli Radebe started doing plumbing jobs after they graduated from the Faranani Infrastructure Project.
“I will forever be grateful for the opportunity given to me, to be part of such a great initiative. This project has not only helped me gain confidence in myself, but I have learned to accept myself for who I am. Most importantly, the skills I have gained throughout this technical training have allowed me to explore my plumbing skills to the fullest. I have since improved in plumbing and continuously use this opportunity to better myself.”

- Bongani.

Jacob’s story

Jacob Rakhokha is a participant from Faranani Infrastructure Project in Ivory Park. After completing his grade 12, Jacob left Limpopo for Gauteng in pursuit of greener pastures. He applied to be part of FIP and was subsequently accepted. One of the top priorities in this project is equipping young underprivileged youth.

Through FIP life skills Jacob was inspired to open a juice company. He stated that he was motivated by one of his peers during an assembly. The friends’ words were, “Start something from nothing.” That alone changed his mindset. He adds that he always had plans of being an entrepreneur but was reluctant to put it to the market. He mentioned that he uses his own recipe to blend the juice which he compiled from the internet, and he bought a blender with the stipend he got. The sad news is that someone broke into the house where he worked and stole the blender and the recipes. The good news however is that whoever stole the recipe will not be able to use it as there was some information missing.

When asked what challenges he faced except theft, he stated that he struggles to convince customers about his unique juice and getting a buy in as they must taste it first. He is motivated to grow his company as he is now a breadwinner because his parents are pensioners.
The forthcoming years hold immense promise as we embark on an ambitious program expansion. The expansion is driven by our unwavering commitment to systemic change in the education sector and empowering youth to realise their full potential. Our goal by 2025 is to partner with 25 schools and profoundly and directly impact 50,000 learners. As of 2022, we are on track to achieve our target with 14 school partners, impacting nearly 10,000 learners annually.

In 2024 we are expanding the Khulani Schools Program to Limpopo, the northernmost province of South Africa. While known for its gorgeous baobab trees and Kruger National Park, Limpopo, unfortunately, had the lowest pass rate of the nine provinces in 2022, with 66.7%. By comparison, the provinces with the highest matric pass rates were the Free State and Gauteng, with 85.7% and 82% respectively. We aim to partner with a cluster of secondary and primary schools in Limpopo and recently conducted a preliminary baseline to understand the challenges facing schools, teachers and learners.

In the same year, we are deepening our partnership with YALI (Young African Leaders Initiative) by launching our first Education Changemakers (ECM) cohort with the Regional Leadership Center Eastern Africa in Nairobi Kenya. Through ECM, we are steadfast in responding to the fact that teachers are under-resourced and under-supported, making it challenging for them to implement change in their classrooms and communities. We’ll welcome a new cohort of 50 young leaders from 14 Eastern African countries, building robust leadership and human-centered design skills as they innovatively strive for improved education outcomes. We’re excited to apply our learnings from our first three Southern African cohorts while leaning into Eastern African regional educational challenges such as climactic shocks and migration.

In the years to come, our focus will be expanding the depth and breadth of our programs to reach a wider audience and address pressing educational needs. We envision introducing innovative initiatives tailored to meet emerging challenges and equip young individuals with the skills necessary for a rapidly changing world.

In addition to making a direct impact on individual lives, we recognize that to create sustainable and lasting transformation, we must go beyond our immediate programs and towards influencing systems that shape education in South Africa. In the coming years, we are dedicated to amplifying our advocacy and collaborative partnerships efforts to address the root causes of educational inequities. Research, data-driven insights, and strategic alliances with like-minded organizations will drive our approach. Our work in influencing systems will complement our direct programs, creating an interconnected approach that empowers individuals and drives change on a larger scale.
TNF
2022 FINANCE
A transparent overview of TNF’s financial performance showcasing our commitment to empowering education and inspiring change. Through this report, we demonstrate the effective allocation of funds, maximizing the impact of every donated amount - no matter the amount - in breaking the cycle of poverty through education.
EXPENSES

R16 360 371
TOTAL

15%
General Administration

15%
Program Support

70%
Direct Programs
  - School Leadership Capacity
  - Psychosocial Support
  - Faranani Infrastructure Project
  - Literacy and Numeracy
  - Career Guidance
  - Digital Skills
  - Community Building
  - Education Changemakers
## STATEMENT OF ACTIVITIES
### 2020-2022

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# DONOR RECOGNITION

## Heartfelt Appreciation to Our Esteemed Donors

We extend heartfelt thanks to our extraordinary donors. Your unwavering support and belief in our mission have driven our efforts to empower youth and transform communities. Through your generosity, we have made a profound impact, unlocking doors of opportunity and inspiring positive change. Your compassion and commitment inspire us daily. We are deeply honoured to have you as valued Trevor Noah Foundation family members. Together, we are shaping a brighter future. Thank you for being our champions of change.

### RESTRICTED

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### IN-KIND DONORS

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### IN-KIND DONORS

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JAVIER MORA
JAYNE DOWD
JAZZMIN WISE
JENNIFER BROWN
JENNIFER MCFARLANE
JERRY SPARKS
JOHANNA SANTA RITA
JOHN HOEGER
JUDITH BORN
JUDY C THOMPSON
JULIA PELAEZ
JULIE DELPHIN
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KARLA ENRIQUEZ
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KATRIN BAIN
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KLARA DAVIDSON-SCHMICH
KRIS SALZER
KRISTIN ZAMA
LAURA WOLANSKI
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LISA DYKSTRA
LOOBNA
LUNGILE MOKWENE
LURDES PARRA
MADELYN MILLER
MAE PRESTON
MAL
MALACHY OCHIFE
MALI LOUW
MANEERAT SRIPRACH
MANGALISO KUBHEKA
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MARIE-ANN CARROLL
MARIO MANCIA
MARITIME MAMA
MATTHEW
MAUREEN GAARE
MEAGAN K CUNNINGHAM
MEAGAN K CUNNINGHAM
MELANIE HERZIG
MIA FONTAINE
MICHAEL COX
MICHAEL WEBER
MICHAEL WEBER
MIKA EPSTEIN
MITSUYO SHIMURA
NAKITA LLERENAS
NARATA K
NARE RAMODIPA
NDAHAF A SHAIMER MANYA
NOMONDE W
NORA BATTENHAUSEN
NOT SHARED (2)
PAMELA BARNES
PATRICIA KOOYMAN
PATTI TESSMAR
PAUL DAUNT
PAUL PENNOLINO
PAULA SPARKS
RAMU GORAI
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SIYABONGA SECONDARY SCHOOL
BRAAMFISCHERVILLE PRIMARY SCHOOL
JULIUS SEBOLAI PRIMARY SCHOOL
JB MARKS PRIMARY SCHOOL
NKONE MARUPING PRIMARY SCHOOL
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KHULANOLWAZI PRIMARY SCHOOL
MOSES KOTANE PRIMARY SCHOOL
EQINISWENI SECONDARY SCHOOL
MIKATEKA PRIMARY SCHOOL
BONWELONG PRIMARY SCHOOL
PS TSOSOANE PRIMARY SCHOOL
IVORY PARK PRIMARY SCHOOL
Thank you!

FROM TREVOR NOAH FOUNDATION