

# 2021

## Annual Report





# Contents

A Letter from our Founder	01
Quality Education for All	03
2021: The year in summary	04
From the field: Meet some of our people	06
Our Edtech Schools Programme	08
BF Home Tablet Programme	10
STEAM Latin America	12
Extracurricular Programme	14
Lebanon in Crisis: How we are tackling access to education	16
Volunteer highlights	18
Our Partners	20



# A Letter from our Founder



As schools returned this September in the UK for the new academic year, I was pleased to hear accounts of a positive and less disruptive return compared to 2020. I no longer take for granted the simple routines of travelling to school, the school day, and the many enrichment opportunities education offers.

But as the Covid numbers rise again, we are quickly reminded of the fragility of the past two years, and not to underestimate the significant challenges our schools face in continuing to respond to and manage the on-going pandemic. This is particularly challenging for those in the developing world, and many schools we work with have only just reopened their doors.

Despite a year of global uncertainty, we continue to witness the renewal of hope and resilience in Education and a global synergy to confront challenges and turn those into opportunities.

For us, 2021 has been a year of great agility as we strive forward in our vision for a world where every disadvantaged child can access quality education regardless of their background or location. We now support 32,843 children and 7,230 teachers and parents across 11 countries.

Access to learning has been a key priority; our tablet programme has diversified globally and we've provided 2100 new tablets to directly target access to learning at home, particularly for children who have little or no connectivity and whilst schools have been closed.

In Latin America, we also launched our STEAM programme to develop children's critical thinking and problem solving skills. In South Africa, alongside the home tablet programme, we expanded our Mindfulness and Coding Afterschool Programme for children in deep rural communities. Our Mobile Education bus and BF Mini-tented School in Lebanon, operating in remote settlement communities, continues to achieve excellent attendance rates (averaging 87%) despite the ongoing economic and political instability in the country.

We have 53 partners of which 19 are new, as are our 60 volunteers who provided 694 hours of support to our many projects globally. We are also proud to have expanded our programmes into Bolivia and have made a resurgence in the UK.

I have always believed education is key to sustainable development, as it increases individual incomes, broadens employment opportunities and drives gender equality, healthy populations, social progress and the possibility of a more peaceful and greener planet. Therefore, our work in this extraordinary time is more important than ever, and I am proud of our continued agility to support the most disadvantaged children in the most tenuous environments.

As 2022 approaches, we take forward our newly improved programmes with great ambition and confidence to provide access to quality education to as many disadvantaged children across the world as possible.

A handwritten signature in black ink that reads "Sebastien Breteau". The signature is written in a cursive, flowing style.

**Sebastien Breteau**





At the Breteau Foundation, we believe in working towards a world where every child has access to quality education, regardless of their background or location



# Quality Education for All

We know that getting more children from highly disadvantaged backgrounds into school is the first step and just one way of supporting *quality education for all*. Making children's educational time count, that is, equipping them with the skills, competencies and capabilities to be successful adults, is the tough part.

According to Unicef (Sept 2021), school children worldwide have lost an estimated 1.8 trillion hours of in-class learning since the pandemic, with 27% of countries still experiencing full or partial school closure, and 870 million students continuing to face disruption. Girls have borne the worst of the pandemic with increased numbers of school-aged pregnancies and early marriages.

For our world's poorest countries, access to education is blighted by a complex web of barriers dependent on the location and context. As an education provider in developing countries, we at the Breteau Foundation witness the disruption and challenges first-hand. And this spurs changes in our delivery methodology making us even more effective in the environments we work in and our initiatives tackle head-on the barriers to accessing quality education.

## Literacy and Numeracy

As a specialist in early years and primary education, we know that failure for children to learn is often due to the lack of vital foundation learning in literacy and numeracy, in a child's early years. Therefore, our usual school-facing EdTech programme has diversified to a model that offers primary school children access to an offline tablet and software programme for numeracy and literacy learning at home. This change in our delivery model is a unique innovation for fragile communities, because our technology offers additional home learning without needing connectivity and allows children an opportunity to catch up after almost 2 years of school disruptions.

## Readiness to Learn

We also know from our work in the field that children don't necessarily arrive at school ready and open to learn. Many of the children we work with in Lebanon are displaced having fled war-torn environments in neighbouring Syria and Palestine. Children displaying symptoms of anxiety, PTSD and other mental-health related issues significantly impacts upon their confidence and self-esteem, social and communication skills. We are proud of our Psychosocial Support Programme in Lebanon and our Mindfulness Programme in South Africa, which both directly support children's wellbeing.

Each challenge we are confronted with requires targeted responses and despite these being compounded by the global disruptions to education, we must be prepared to tackle each of these head on, innovate and adapt, to ensure children can continue to access quality education.



## Safety and Girls

Safety, especially for girls, in refugee settlements can greatly impact their attendance. Our Mobile Education Bus and Mini-tented School located inside the Beqaa Valley settlements bring education to refugee children. We provide a safe and inclusive environment for girls and women to gather, build positive and supportive relationships, reduce the high risk of sexual harassment and learn from our women-led staff team.

# 2021: The year in summary

## Total reach

**32,843**

Students



**3,133**

Tablets purchased  
and deployed



**7,230**

Teachers



**60**

New volunteers,

**134**  
Schools

Are part of the BF network



**11**  
Countries



### Our network of schools

- South Africa
- Colombia
- Sri Lanka
- Myanmar
- UK
- Ivory Coast
- Laos
- Lebanon
- Ethiopia
- Dominican Republic
- Bolivia



“With the use of tablets, we can see that whatever the children have been taught now they can now apply and we can see the improvements in their academic results. Meaning there are more learners passing and they are more excited to be in school.”

Mr Bruintjies, Principal, Rainbow Primary School, Cape Town

**92%**

Attendance in  
The Mini-Tented School



**5,000**

Academic  
booklets  
distributed

**1 New  
country**

Bolivia



**53  
Partners**

19 new this year



## Extracurricular programme

**84%**

students joined the  
Extracurricular programme



**3/4**

of children improved in  
Writing and reading





**251**

Total number of training hours delivered

**4 New schools**

in the UK



**76%**

of students showed improvement in problem solving in our Colombia Extracurricular Programme



**10/10 schools**

became autonomous in South Africa



**544**

of PSS hours delivered

**100%**

Students improved in reading and writing skills



### Tablet at home

**2100 OneTabs**

are being deployed in South Africa, Lebanon and the UK



### STEAM programme



**1,798**

Children reached with our STEAM programmes.



**267**

Teachers and caregivers reached with STEAM



**9/10**

are confident to guide a STEAM project with their students



**83%**

Teachers reported having expanded their knowledge about STEAM

"I learned how important STEAM is for our daily lives and about how educational ideas apply to the everyday. From now on, I am inspired and know that I will be a professional in the technological area. My goal is to change the world and teach others this."

Paola, 15 años, Bolivia

**3 Initiatives**

1 STEAM challenge

1 STEAM environmental workshop

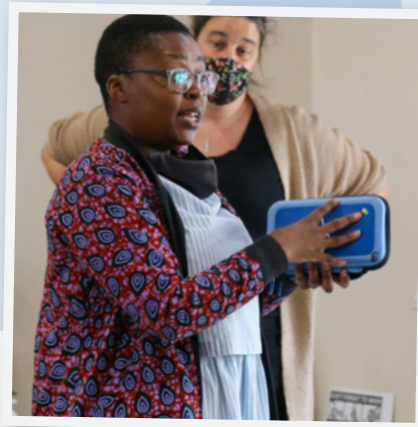
1 STEAM teacher training

# From the field: Meet some of our people



 **Pilar Huanca, Primary Teacher**  
**Bolivia**

Pilar Huanca provides early stimulation and learning support to kindergarten and 1st graders. "Aided by my favourite app Mathkids, I can help my students understand basic and initial contents of mathematics; they play and learn to identify numbers, practice addition and subtraction and can compare quantities". She also thinks that education these days must contribute to the development of children's abilities and skills for the rest of their lives, not only for the moment, and that's what Breteau Foundation is helping to achieve through their program.



 **Principle Rethabile Sonibare**  
**South Africa**

Rethabile knows first hand how education can change the circumstances in a child's life. She herself had the opportunity to attend a Waldorf school as a young black girl in the 80s in Apartheid South Africa. From her own experience, Rethabile has been passionate about providing access to other girls. Molo Mhlaba offers high-quality Montessori education for girls ages 3 - 10, which includes dual language instruction and extracurriculars. They have been a partner school of ours since their opening and have exceptional teachers and staff that provide us with a breeding ground for innovation. Rethabile's favourite aspect of her role is working with partners to provide the best for her girls.

**Renata De Jesus, Parent**  
 **Dominican Republic**

I worked with a Breteau Foundation program in my family. My children learned a lot from it. They have much more time usually because they don't go to the supermarket, but thanks to the app it was so easy to follow and it made it easy for my daughter, especially liked it because it was to understand. My favorite part was the challenges with my children.





### Fatima Jad Aloun, Supervisor

📍 **Lebanon**

The mini-tented school works as a bridge from misery to hope since literacy is one of the valuable gifts a person could receive. This experience helped me develop my own leadership. Seeing refugees' lives closely, let me count the blessings that we have in our lives.



...n Academic booklet at home with  
...ot and we really loved it! We don't  
...l work from 8 am to 3 pm at the  
...ademic booklet, instructions were  
...sy for us to work with it. Andreina,  
...cause of the design and how easy  
...art of the book was completing the



### Noor A, Grade 5 Student

📍 **Cape Town**

Noor A. is in Grade 5 at Heathfield Primary School in Cape Town. He just started the Coding and Mindfulness Afterschool Programme in July and is a natural programmer! He excels in the CodeMonkey software and has completed 75 activities in a mere 9 weeks- top at his school. He keeps his teacher on his toes with his inquisitive mind and curious nature. He helps his classmates immensely when they get stuck and he has even been granted permission to start the free-build element of the software where he can design his own coding game. Being creative and designing from scratch is his favourite part of the after school programme.

# Our Edtech Schools Programme



## Educational Content

Our content is curated in local languages, aligned to the national curriculum and at a standard that increases student's chances of attaining formal education or moving onto secondary education. Our specially curated apps cover literacy, numeracy, critical thinking, creativity & cross-curricular topics to improve learner engagement, confidence and skills.



## Digital Technology Toolkits

We distribute child friendly and high-quality tablets, fully-equipped with accessories such as headphones, storage boxes and USB chargers that are suitable for a primary school environment or learning setting where previously they had minimal to no access to learning technology.



## Teacher Training & Strategic Support

Many of the teachers we work with have had limited experience with working with technology in their classrooms. From Senior Leadership to teachers, students and parents, we provide rigorous training and classroom support that builds the capacity, confidence and digital competencies of our schools and non-profit partners. Our 2 year teacher training programme includes workshops, classroom and strategic support.

## Our reach in 2021:



### South Africa

**10101** children  
**1174** tablets  
**295** teachers



### Lebanon

**3979** children  
**283** tablets  
**143** teachers



### Colombia

**8458** children  
**1213** tablets  
**248** teachers



### Dominican Republic

**317** children  
**143** tablets  
**21** teachers



# Sustainability

*"Sustainability is the driver of our edtech programme in schools. We provide technology and educational content but we also dedicate a significant focus to the training and support of educators to ensure schools are digitally independent and the programme continues for years."*

**Emma Becker**  
Executive Director, BF

## Three key success factors for sustainability in our BF EdTech programme includes:

### Context

We have an inherent understanding of the contexts we work in. Considerations for us include child safety, internet connectivity, access to electricity, unstable political environments, teacher prior learning, resource shortages and capacity, displacement from war & conflict and more recently, ongoing school disruptions as a result of the global pandemic.

### Time

We provide 2 years minimum commitment to schools and local partners. We begin with rigorous support and gradually adapt as educators become more confident to prepare them to be digitally confident and literate. At the end of 2 years, educators are eligible for autonomous status whereby they can independently run the programme if we were to step away.

### Training Model

Our training model is adaptive and agile and includes workshops, classroom support, co-teaching delivered either remotely, in person, in training clusters and via cascaded learning.



## UNESCO, UNICEF, World Bank and OECD survey in July 2021 reveals:

- Just 40 per cent of countries trained three-quarters or more of teachers on technology related to distance learning during the pandemic.
- Only six out of ten countries provided teachers with professional development on psychosocial and emotional support.
- 58 per cent of countries provided teachers with content for remote learning, while 42 per cent provided them with ICT tools and ensured internet connectivity.



## Covid 19 has had a significant impact

In the past 12 months, the BF core Edtech schools programme has been significantly impacted by the ongoing school closures as a result of Covid 19. Covid 19 has not only been a challenge but an opportunity for our organisation to develop new approaches to ensure that we are reaching those children who have been impacted the most by the pandemic. Where countries and schools have been able to reopen, our programmes have resumed with additional safety measures; tablets are cleaned frequently and vigorously, classes operate with social distancing measures and teacher training has been provided. Our teacher training programme has also evolved to include new topics to meet local training needs and remote training where possible for educators.

According to the UN, 'as of 27 September, schools have fully reopened in 124 countries, partially in 44 others, and remained fully closed in 16'.

# BF Home Tablet Programme

**Our BF Home Tablet Programme** directly addresses the learning loss of the COVID 19 Pandemic which has exacerbated the education gap and educational inequality for children who are not able to attend school or access learning due to lack of connectivity.

Each tablet has an offline learning programme that delivers **daily lessons** in literacy, numeracy and reading comprehension for up to **30 minutes**. Each lesson is led by a self-guiding teacher who will support each child throughout the lesson across various activities. The programme intuitively provides lessons based on each child's level, using thousands of learning activities via **OneCourse** software.

## Children can learn...



Without an adult



Without an internet  
connection



With just 30 min  
each day

Each lesson is created for each child, based on their level, using thousands of learning activities on software called OneCourse

The impact of COVID-19 and the shift to online learning platforms has been a difficult transition for many school children, but for disadvantaged communities, the impact has been much worse. The majority of the children we work with have limited to no internet access which has meant access to learning has been severely restricted. 31 per cent of schoolchildren worldwide (463 million) cannot be reached by the broadcast- and internet-based remote learning methods as they do not have the technology at home. We know that 83 percent of countries relied on online platforms to deliver education whilst schools remained closed but this only reached about one quarter of schoolchildren worldwide.



Children using the tablets for 8 weeks made the same progress as one year of teaching





## OneCourse Impact

Studies in Malawi have shown that students using the numeracy strand for 30 minutes a day for 8 weeks were found to make the same progress as in one year of standard teaching practice.

In 2019, after a 15-month field test in remote parts of Tanzania demonstrated accelerated learning in literacy and numeracy for out-of-school children using Onecourse, the product was announced joint-winners of the Global Learning XPRIZE.

A study funded by the Education Endowment Foundation found that Year 1 children using the maths apps across schools in England made – on average – an increase of three months' progress compared to control groups. The children used numeracy software for 30 minutes per day, 4 days a week, for 12 weeks.

## Partnership with OneBillion

We've partnered with [One Billion](#), a non profit that builds comprehensive, scalable educational software for children in and out of school. One Billion has worked with partners across the globe to develop and distribute their OneCourse software, a programme designed in local languages and which puts disadvantaged children at the centre of learning.

We are providing OneTab tablets, an all in one literacy and numeracy programme into the homes of our families and into the hands of children. The programme works offline which is perfect for communities who lack access to connectivity.



In partnership with One Billion, we are delivering the Home Tablet Project to help children to learn from home

# STEAM Latin America

## What is STEAM?

STEAM is a project and collaboration-based approach to learning where students can apply their studies to the world around them. STEAM also recognises that, as we all think differently, there is no single way to reach an outcome. Instead, students are empowered to create their own solution-creating methods and develop perseverance, problem solving, creativity, critical thinking, entrepreneurship and team building – that are indispensable for the future of work for our children.

The journey we have taken with STEAM in 2021 is a new and exciting one. From our successes and learnings, we look forward to adapting and expanding our STEAM content to engage more educators in 2022.

## Our reach



**267**  
teachers



**1,792**  
students



**40**  
schools

## STEAM and girls

Despite 50% of the world's population being women, only 30% of researchers are women. In Latin America, only 35% of STEM students are women. As jobs in science and technology increase, we also need to promote STEAM thinking amongst children and girls as this can have a powerful role in promoting gender equality, leading more girls and women to participate in the modern workforce.

**66%**

of participants in our  
STEAM Programme  
were girls



## A Better World STEAM Challenge

In support of this, the Breteau Foundation launched **A Better World STEAM Challenge** for children in Latin America aimed at school children between grade 4 and 8 (ages 9 to 13). For 10 weeks, children worked together to create innovative solutions for learning during Covid.

### Winner



Meet our winner, young Paola from Bolivia, who received a BF Tablet Prize! She responded to the urgent need for digital literacy which has been exacerbated by the pandemic. Over the past year, many of Paola's classmates were unable to engage with virtual learning, either due to lack of resources and opportunity at home, or because they did not recognise the educational value in employing technology.

To address this issue, Paola developed a proposal for a STEAM app that teaches 21st century skills to people of all ages, empowering users to engage with new technologies. [Read more](#) about Paola's solution!

## STEAM Environmental Workshop & Teacher Training

**Our STEAM Environmental Workshop** is designed to support parents and teachers to deliver STEAM-based learning sessions at home or at school. With training videos and guides they can confidently deliver our workshop and encourage children to apply key STEAM skills such as problem solving, creativity, critical thinking and communication and to create solutions to decrease pollution output from their homes.

**Our STEAM teacher training** comprises 4 online training videos accompanied with an interactive webinar session with our content partner, Whymaker. Teachers are presented with a framework for STEAM methodology and how best to apply it in learning environments. Each training session is accompanied by a complementary guide and resources that help them further their knowledge of educational STEAM content.

The journey we have taken with STEAM in 2021 is a new and exciting one. From our successes and learnings, we look forward to adapting and expanding our STEAM content to engage more educators in 2022.



### STEAM Workshop registration



**31**  
teachers



**192**  
parents/  
caregivers



**1,787**  
children

### Teacher Training Registration



**97**  
teachers



**72%**  
women

# Extracurricular Programme

## Ni un Paso Atrás - Reducing the Learning Gap

Ni un Paso Atrás is our extracurricular support programme that launched in the midst of COVID-19 to prevent children dropping out of school as school closures continued in Colombia. In partnership with Enséñanos a Creer, we distributed 50 tablets to support 360 children between the ages of 6 - 12 years in the Olaya neighbourhood, Commune 6 of Cartagena. Using our tablets with our educational apps and curriculum, children continued developing their Numeracy and Literacy skills over the course of 8 months.

At the beginning of the programme **84% of the 360 students showed a learning gap on reading and writing skills and problem solving**. By the end of the programme, **72% showed improvement in their reading and writing skills and 76% of these students showed major improvement in problem solving skills**. More importantly, all of our students were able to resume formal education once the schools reopened.

### Our Impact

360



students took part in the Ni un Paso Atrás program

72%



showed improvement in their reading and writing skills

76%



showed improvement in problem solving skills

84%



of the 360 students showed a learning gap on reading and writing skills and problem solving





## Mindfulness & Coding in South Africa

In 2021, two schools in South Africa implemented a Mindfulness and Coding Afterschool programme for selected students in Grade 5 - 7. Students start each session with meditation and yoga to calm the mind from the excitement and stress from the day. They have reported that learning these methods to obtain clarity helps them in their daily subjects at school as well as in their home life. After they are relaxed and their brains are open to new learning, they work through CodeMonkey challenges, activities designed to unlock critical thinking, coding and maths problem solving skills.



### Meet our programme facilitators



**"I use the time that I have with my students after-school for one-on-one conversations. First I answer questions about coding, but I also get to know them as individuals. A teacher in a classroom with 40 or more students isn't usually able to offer that level of support during the busy school day"**

**Roger De Wet**  
*BF programme facilitator*



**"Learning and practicing skills such as mindfulness and yoga provide students with tools they need to self-regulate and manage the increasing demands placed upon them in the classroom. It provides the opportunity to reduce problems in school like inattentiveness or acting out, while fostering skills for positive mental health"**

**Honey Phali**  
*BF programme facilitator*

# Lebanon in Crisis: How we are Tackling Access to Education

## Our Impact

**5,029** children

**143** teachers/caregivers

**15** schools

## Context

The civil war that started in neighbouring Syria over 10 years ago has meant that now, Lebanon is host to 1.5 million refugees and has the highest number of refugees per capita in the world. Also since the country's financial collapse in 2019, the value of the Lebanese Pound has significantly dropped and with that comes additional challenges for the country. Many families have lost jobs or have been forced to work overseas, electricity and internet connectivity is scarce, and ongoing riots and demonstrations prevent many more from not being able to go to work. Poverty is now on a steep rise amongst the communities we work with.

## Access to Education

Since 2016, our work in Lebanon has continued to evolve and adapt to the ongoing refugee crisis and the challenging social, political and economic situation. Currently, there are 319,000 refugee children in Lebanon who cannot access quality education and are unlikely to enter the formal education system. This means their life chances will be significantly reduced. Now with the impact of COVID-19, access to education is much worse with 1.2 million children out of school with a national average of 11 weeks of schooling completed for the academic year. The demand for quality education is at an all time high and now more than ever, the country needs our support.



## Barriers to Education

Access to education is hampered by many factors. At the

### Safety, Especially for Girls

**✗ Problem:** Women and girls in refugee settlements are at high risk of sexual harassment and violence. This is particularly enhanced for unaccompanied minors.

**✓ Our solution:** We provide a safe and inclusive environment for girls and women to gather, build positive and supportive relationships, and learn from our women-led team in our Mobile Education Bus and Mini-tented School located inside the Beqaa Valley settlements which is home to 38.6% of the country's population of refugees.

### Internet Connectivity & Electricity Outages

**✗ Problem:** Lebanon continues to face multiple electricity outages and poor internet connectivity across many parts of the country.

**✓ Our solution:** This year, we distributed our offline Home Tablets which are designed to address the growing learning gap for children who have not been able to access learning online. Our tablets are hard-wearing and hold long-lasting batteries that function for up to x days on a full battery.



BF, our initiatives tackle head on some of these barriers.

## Oversubscription of Pupils

✗ **Problem:** Education system completely stretched with a lack of Formal school places for children and a growing population of refugee children. 319,000 cannot access quality Education.

✓ **Our solution:** We work through local partners to provide our tablets, educational resources and teacher training to ensure children can access education in learning centres or informal learning environments as well as a dual shift schedule in our remote classrooms in the Begaa Valley refugee settlements, whereby we cater for xxx children in the AM shift and xxx children in PM shift.

## Trauma in Conflict Environments

✗ **Problem:** Many of the children we work with are displaced and have fled war-torn environments in neighbouring Syria and Palestine. As a result, they often display symptoms of depression, anxiety, PTSD and other mental-health related issues. This has a significant impact on their confidence and self-esteem, as well as social and communication skills.

✓ **Solution:** Our programme includes therapy support through creativity and play and aims to rebuild the children's confidence, self-esteem and communication.

## Our Success Enablers



### Local Expertise

Our team in Lebanon is made up of 11 passionate Syrian and Lebanese staff who have pedagogical backgrounds and therefore are best placed to lead the work on the ground. Our work is also heavily reliant on our positive relationships with local municipalities, experts and educators to continue our programme whilst the environment is unstable.



### Our Partners

Our success has been made possible through key partner organisations responsible for implementing and deploying our programmes and referrals to other like-minded organisations, helping us to build a strong network and community.



### Adaptability

We have been in Lebanon for five years delivering our edtech programme, where we started with 1,000 children and now we are working with nearly 5,000 children. Our expansion has been possible through our ability to respond to the unpredictable and changing environment and try, test, improve and learn from our work over the years to ensure our programme continues to meet the needs of the education sector and children that we work with.



# Volunteer Highlights

This year we launched our global volunteer programme and have had the privilege of working closely with 60 volunteers who have supported us with over 694 hours across many projects. We are grateful for the enthusiasm and commitment from each and every volunteer who continues to make a significant difference to our Foundation and the communities we work in.



## Kasia Bracho

*Corporate Volunteer, IBM Mexico*

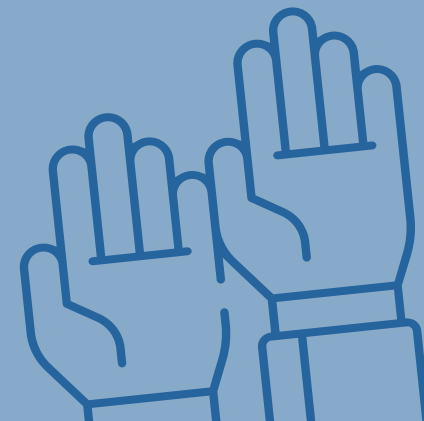
**“Being a volunteer with the Breteau Foundation has been amazing. Not only has it helped me build new skills, but it has also allowed me to reach out to more girls and boys in Latin America, allowing me to introduce them to the STEAM world. The Foundation has put its trust in me to help them with their STEAM Programme and I am so pleased to be part of it. Volunteering has never been more rewarding than it has been with The Breteau Foundation.”**



## Roweida Bawab

*Community Volunteer, Lebanon*

**“My volunteering with Breteau Foundation has helped me grow as an educator, give additional depth and meaning to my work and helped me appreciate the little things. The BF family has been like no other, despite the fact that I was volunteering remotely, the follow-up and the support were tremendous. Volunteering here is, without any doubt, an amazing addition to my CV and to my own personal growth.”**







### **Julie Ridge**

*Community Volunteer, UK*

**“What I enjoyed the most about my volunteer experience with The Breteau Foundation, was being given the opportunity to work creatively and contribute to the incredible work that the Foundation is doing to support disadvantaged children. It was a pleasure to collaborate with a warm, dedicated team who appreciated my contributions to the project. For this, I am grateful to have been selected as a volunteer and know that my work will support teachers in Columbia.”**



### **Shayeza Walid**

*Community Volunteer, UK*

**“Volunteering has been extremely rewarding for me. I was able to put my Spanish language, graphic design and research skills to use in a way that was impactful and contributed to the progress of the BF STEAM programme. It gave me the chance to engage in meaningful and cross-continental teamwork. Later on for the South African Home Tablet Programme, I applied my communications and data collation skills and was pushed in a positive way to improve the programme’s MEL. I look forward to continuing volunteering across many regions and feel the explicit positive results of my work output. I am ardently grateful to the Foundation for allowing me to help with my contribution and appreciating my work as a volunteer.”**



### **Shayeza Walid**

*Community Volunteer, UK*

**“Volunteering at Breteau Foundation has been a rewarding experience. I am grateful for the opportunity to share my work experience to help create and recommend resources for the classroom from a teacher’s point of view. I have really enjoyed collaborating with Michelle on working towards the development of programmes and ideas for the UK team.”**

# Our Partners

We are proud of our growing network of supporters, partners and volunteers who continue to make a significant contribution to our work and the lives of children, families and the communities we work in. Since the impact of COVID-19 on our programmes and the growing education gap, we are delighted to work with many organisations and individuals who were quick to respond and collaborate efforts and prioritise children's learning needs in this climate. This year alone, we have partnered with an additional 19 organisations, all of whom supported us with building organisational capacity, content creation, distribution of educational resources and the implementation of our EdTech Tablet Programme in schools and local learning centres. With the enthusiasm and support of our network, we cannot wait for what we can achieve together in 2022.







