Columba Leadership
Leaders. Change. Futures.



2025 / 2026

ANNUAL REPORT

Awakening the Leader within to change lives and their communities.

2025 ENABLER AWARD

Awarded Enabler Award 2025 by **Trevor Noah Foundation** for Columba Leadership's contribution to the Khulani Nathi Schools Programme.

- Consistent and meaningful involvement in school development initiatives.
- Strong trust-based relationships with SMTs and SGBs to foster collaborative decision-making.
- Proactive commitment to the long-term success of KSP initiatives through hands-on participation and follow through
- Engagement of learners, educators and community stakeholders in ways that deepen ownership and impact

TREVOR NOAH FOUNDATION

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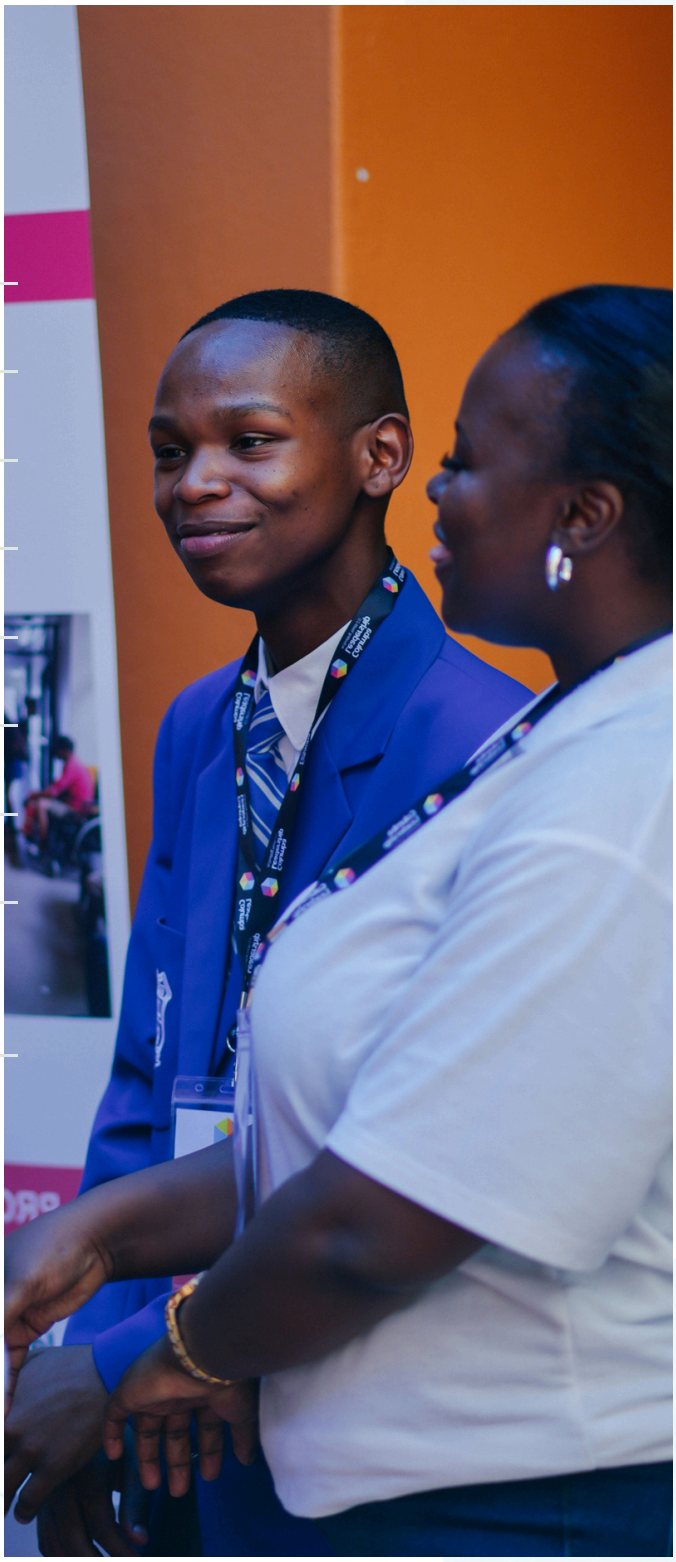
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A message from the CEO

Our country continues to grapple with high youth unemployment and learners dropping out of school. Under-resourced government schools are straining to accommodate a fast-growing, disproportionately poor youth population and that is affected by safety risks spilling in from surrounding communities.

We need innovative approaches. Columba Leadership offers one of these.

The effective engagement of learners as leaders at school has a double benefit. It develops youth and enhances their chances for success at school and beyond school. It also strengthens schools.

Simply Columba aims to do two things:

Activate youth potential through values-based leadership.

Capacitate schools to enable and foster this potential.



We continue to see the impact that is created when youth are afforded the opportunity to be challenged as leaders: from completing school, to showing increased academic commitment to making a positive contribution to their local contexts. We hear the impact in the stories youth share about themselves as they journey through this process of development.

Given the positive impact that we know is created, we are on a path of testing out new ways to add value to youth, schools and communities.

I trust that the report provides an insight into these two approaches which seeks to scale deeply in areas and discover with our partner schools how best to ensure that as many young people as possible can be engaged and developed in a way that enhances their chances for positive outcomes not just at school but for life beyond school.

About Columba Leadership

Columba Leadership Trust (CLT) is a registered Trust and a Public Benefit Organisation founded in 2009 with a national footprint and proven track record. It holds a Level 1 Black Economic Empowerment (BEE) rating.

Columba aims to ensure that high schools in South Africa become aware that learners working in partnership with adults can do much to strengthen schools through effective social action projects. It also aims to ensure that youth awaken to their potential and discover their own agency as they lead change in their own lives, their schools and communities.



OUR VISION

Vision Statement: Ignite a movement for meaningful change in South African communities which is driven by our network of values-based leaders.

OUR PURPOSE

Purpose Statement: Awakening the Leader within to change lives and their communities.

Columba's Leadership Values

We are guided by six core values that shape how we work, how we lead and the impact we strive to make.

AWARENESS

Knowing and understanding yourself, other people and the environment.

INTEGRITY

Being reliable and trustworthy. Remaining whole and true to your potential.

FOCUS

Recognizing and concentrating on critical and essential information.

PERSEVERANCE

Enduring and remaining strong when faced with complications, tragedy and resistance.

CREATIVITY

Seeing and implementing solutions, ideas and initiatives.

SERVICE

Sharing resources selflessly and effectively, using your strength and experience to take meaningful action and contributing to the greater good.

Columba Leadership

Leaders. Change. Futures.



Awakening the Leader within to change lives and their communities.

What we do:



Columba Leadership Trust is dedicated to transforming lives and communities by awakening the leader within. Our programmes are designed to empower people, especially youth to realise their potential and become agents of positive transformation.

All Columba's programme centre values- based leadership, the Self, Working with Others, and Youth engagement.

Our flagship intervention targets Grade 10 learners, educators, and school management teams to ignite their leadership potential and influence a change in school culture.

Columba partners with public high schools in under-resourced communities, gaining entry through partnership with the Department of Education at district or provincial levels. A five-year engagement model guides schools (predominantly Quintile 1-3) through active intervention (Years 1–3) and sustainability support (Years 4–5), allowing for a gradual transition as Columba phases out leaving schools able to sustain what has been found most useful in engaging people for their development and to contribute to positive change.

Our Leadership program centres around four essential pillars: fostering social bonds in schools, developing leadership skills, connecting school communities, and bridging the gap between learners and future opportunities

BUILDING

Developing confident young leaders

Developing values-based young leaders with confidence, resilience, initiative and an entrepreneurial mindset.

BONDING

Strengthening school communities

Strengthening relationships within schools and embedding shared values that support youth engagement and positive school culture.

BRIDGING

Expanding horizons

Supporting learner alumni to transition successfully beyond school by connecting them to further study, income-generation and livelihood opportunities.

CONNECTING

Linking schools and opportunities

·Linking school communities and programme alumni through collaborative platforms that keep them connected, inspired and engaged.

Our Work in Context



South Africa's young people are growing up in a landscape shaped by systemic inequality, under-resourced schools, and overcrowded classrooms that continue to educators. These systematic conditions don't just affect academic outcomes, they play a critical role in eroding the learners' sense of agency, leadership potential, and belief in their own potential. Without deliberate intervention, an entire generation risks being denied the tools to lead themselves, influence, innovate, and shape their own futures.

Untapped Generation of Leaders

South Africa's young people represent both a tremendous opportunity and an urgent challenge. With nearly half of the working-age population (49.7%) aged 15-34 years, this demographic has a great potential to be a powerful asset for the development of our nation. However, this potential remains largely untapped.

Learner Dropout (4 in 10)

Nearly half of South African learners who start school never make it to matric, a statistic that reflects gaps in the education system. This isn't a failure of ambition on the part of learners, but a symptom of environments that don't equip them to persevere. Over the last five years, Columba's learner retention rate sits at 95% (through to matric) compared to 64.5% of the national average (2025).

Educator Retention (Nearly 50%)

Almost half of South Africa's educators are considering leaving the profession, worn down by systemic pressure and a lack of adequate support. When teachers disengage or exit the classroom, learners lose consistent mentorship precisely when they need it most. A struggling teaching workforce directly undermines the stability and quality of the learning environments young people depend on.

Youth Not in Employment, Education, or Training

South Africa's youth unemployment rate remains among the highest in the world (of 60.9% young people aged 15-24- SA QLFS 1 2026), turning disengagement from school into a long-term economic crisis. Learners who disconnect from education early often find themselves without the skills, networks, or confidence to enter the workforce later. The result is a cycle where educational gaps translate directly into diminished economic opportunity and prospects.

Columba's Approach

Protective Factors

Columba's value-based leadership model is built around strengthening the protective factors that keep learners engaged, resilient, and hopeful about their futures. Rather than addressing symptoms in isolation, the approach focuses on building the internal and external supports that help young people withstand adversity. This foundation of resilience and hope becomes the springboard for everything else the organisation does.

Our Work in Context

Leadership Development

Columba equips learners with the values, problem-solving skills, and confidence needed to lead both themselves and others. By investing in this first stage, Columba ensures young people have the foundation and required skills required to take on greater responsibilities in their schools and communities.

Youth-led Social Action Projects

Once the learners are equipped with leadership skills, they are empowered to identify problems affecting their schools and communities and take direct action to address them. This challenges the learners from being passive observers to active problem-solvers, giving them ownership over the change they want to see. It's a critical bridge between personal development and tangible community impact.

Active Contributors

Columba's goal is to help young people see themselves as active contributors to the wellbeing of their schools and communities. In doing so, they will see themselves as contributors that plays a critical role to sustain long-term engagement and resilient schools and communities they come from. It transforms the narrative around South Africa's youth from one of vulnerability to one of agency and leadership.

Strengthened School Cultures

Columba partners with educators and schools to build inclusive, and youth-friendly environments where this youth-led social action projects plays a critical role to influence change in the school culture. The result is not only to improve the school culture, but a place where both learners and educators feel supported, engaged, and invested in the overall performance of the school.

Driving Change Through Youth Leadership as a Catalyst for Change

Across the globe, a holistic youth leadership development is acknowledged as a matter of urgency, meaningful youth leadership and engagement remain poorly developed in many schools. More often, behavioural issues, absenteeism, late coming, and bullying persist as signals that the voices of young leaders and agency are not being leveraged as a transformative force.

Ethical leadership is equally important in changing school cultures, transforming our communities and country. When young people are equipped with the tools to lead themselves and their peers, schools benefit from shared leadership and responsibilities that reduces pressure on educators while developing critical competencies in youth.

For Columba, the opportunity is clear: effective youth leadership and meaningful engagement can deliver a shared benefit that will strengthening schools while equipping young people with the skills and sense of purpose they need to thrive beyond their schooling journey.

Track Record



Cumulative Statistics

329	Schools
45 408	Total Direct Participants (across all programmes – not a unique count of participants)
1 836	Total residential programme participants
921	Residential leadership academies
10 874	Learners
2 661	Adults
13 535	Total Participants

Residential Educator Empowerment

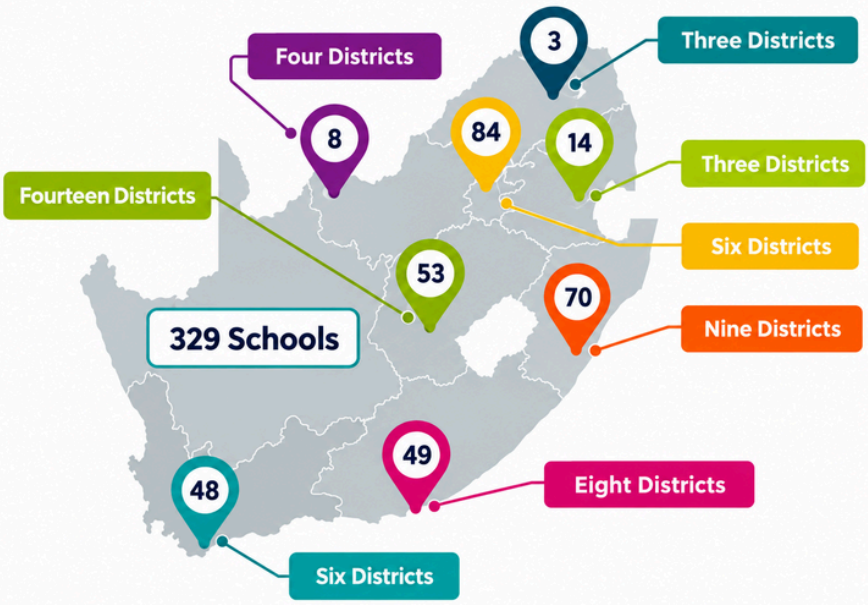
915	Educators

School Based Training Programmes

17 423	Direct participants
10 612	One-day academies participants
6 811	Representative Council of Learners participants
9 352	Post school youth alumni

Programme footprint

Our programmes have reached thousands of learners, educators and school leaders, driving measurable change across communities.



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What we did in 2025



Values-based leadership in 2025

The school as a site of change

121

Partner schools

Ongoing thinking-partner support to learners and adults.

12

Schools

Testing and refining a school wide programme in contexts where the standard residential academy is not included.

40

Schools

School engagement activities run before and after the academies and in support of existing groups.

Residential Leadership Academies

40

5-day residential academies

600

participants

480 learners

120 adults

Each academy works with 3 adults (a principal and 2 educators) and 12 Grade 9 or 10 learners, providing a deep, immersive experience in the 6 leadership values. Participants leave ready to tackle real life issues in their schools and communities.



Through an asset-based programme, learners, educators and principals are capacitiated around youth-led, adult-supported social action projects that are self-driven and self-sustaining.

Educator Empowerment

6

3-day residential programmes

127

participants

For 3-5 educators per school, these events support educators' development, self-care and sense of purpose, enabling them to promote youth participation and provide psychosocial support.

Other School-Based Training

92

schools

2 630

participants

Representative Council of Learner training to build learner leadership and strengthen school structures.

Connecting the Network

Principal Retreat

A three-day residential leadership development programme for principals.

19

Principal Community of Practice Sessions

Facilitated with principals in provincial areas.

Resources and Online Tools

679

Life orientation aligned tookits distributed to learners

4 online shows produced showing success stories and a national showcase at the end of year highlighting the 5 provincial winners of the youth engagement and values-based leadership challenge.

Our Approach

We work more intensively with adults and more broadly with educators to deepen school-level ownership, strengthen implementation and explore pathways for scaling this work into new areas. Our place-based work focuses on specific areas, working across clusters of schools as part of an ecosystem for greater impact.

Innovations and Partnerships



Aligned to the organisations strategy that aims at strengthening impact Columba continues to innovate and test out new approaches to activating people and developing them as values-based leaders and extend impact through partnerships.

School Wide Programme

Expanded School Wide programme without an Academy was tested in a set of schools.

As part of the expanded School Wide programme we are investing the impact of deeper investment into the development of adults in schools and in forging stronger relationships in support of enhanced support of youth:

9 SMT team building was facilitated with 9 schools.

11 Educator team building was facilitated at 11 schools.

Developing the System through Collaboration

This year, Columba entered a meaningful collaboration with the SEED Educational Trust, LEAP Schools, District Driven Data (DDD), and the University of Stellenbosch to support the Eastern Cape Department of Education. This joint initiative focuses on systematic capacity building, aiming to develop 36 provincial and district officials into highly competent, intrinsically driven facilitators capable of leading robust leadership development programs.

Integrating Values-Based Leadership into Partner programmes

Partner: NextUp

We facilitated masterclasses to empower 50 NextUp grade 11 and 12 learners through an impactful series of Masterclasses focused on self-mastery, goal setting, and stress management, finishing with a certificate ceremony in August 2025.
This training extended to values-based leadership training at the NextUp Annual Camp and a one-day Representative Council of Learners (RCL) training for three schools in Olivenhoutbosh, which fostered actionable project plans and future community collaboration.
Ultimately, these initiatives cultivated tangible growth in soft skills, confidence, and personal agency, with participants successfully applying these practical tools to their day-to-day lives.

Partner: Mad Leadership

Columba and MAD Leadership partnered to co-created Citizenship content. Colombia facilitated this content via 3 online sessions to become 60 and 100 MAD Leadership students and learners. The platform also afforded Columbia learners and alumni to share their experiences of active citizenship.

Partner: FEM

Columba facilitated a 2-day self leadership and work readiness programme including a component on values for 25 participants including FEM interns and some of the unemployed children of FEM employees.

Partner: CorpsAfrica

We facilitated a 3-day values based leadership academy for 35 CorpsAfrica community volunteers.

Partner: TIMCA

Columba had the privilege of facilitating the 3-day Values-Based Leadership programme for TIMCA maths coaches all part of the local community in Harrismith. Similar impact to that of our academies was achieved with the coaches who demonstrated increased confidence and agency and reported being motivated through connection with purpose.

A Partner Perspective

"We see Columba as preparing the soil for lasting transformation. Through their work with our TIMCA coaches, students and communities, they create the conditions that enable TIMCA's interventions to have even greater impact. Our partnership reflects a shared belief that no single organisation can strengthen a community alone. It takes complementary strengths, long-term commitment, and a collective approach to create meaningful sustainable change and help shift a community's trajectory for generations to come"

Colin Beck, TIMCA

Place-Based Approach Areas

Our placed approach ushers in a strategic shift moving from isolated school interventions to clustered, community-wide activations uniting schools, local government, funders, and community partners that drive sustainable change across focus areas.

Harrismith Hub

Partnered with TIMCA to blend academic math coaching and technical skills with values leadership.

28 TIMCA coaches and staff participated in a session on Self-Mastery.

Work has started with oneanchor high school in 2025.

Vryburg Hub

Operating in 6 schools activating RCL learner groups. Our Values Champions Empowerment workshops have activated educators to support young leaders.

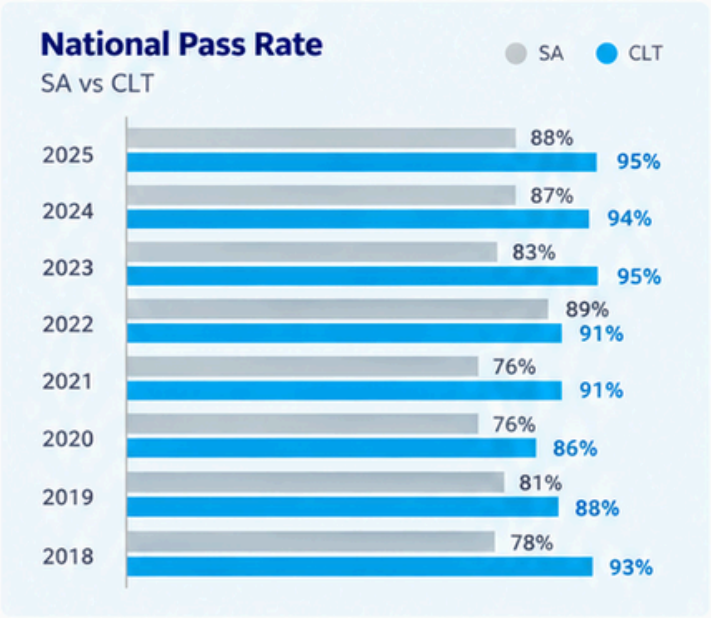
The 3-day District Leadership Retreat included 7 District officials, with different roles and responsibilities. These efforts support more coherent district-level leadership and more coordinated support to schools. Longer term assessment will explore the impact of this approach.

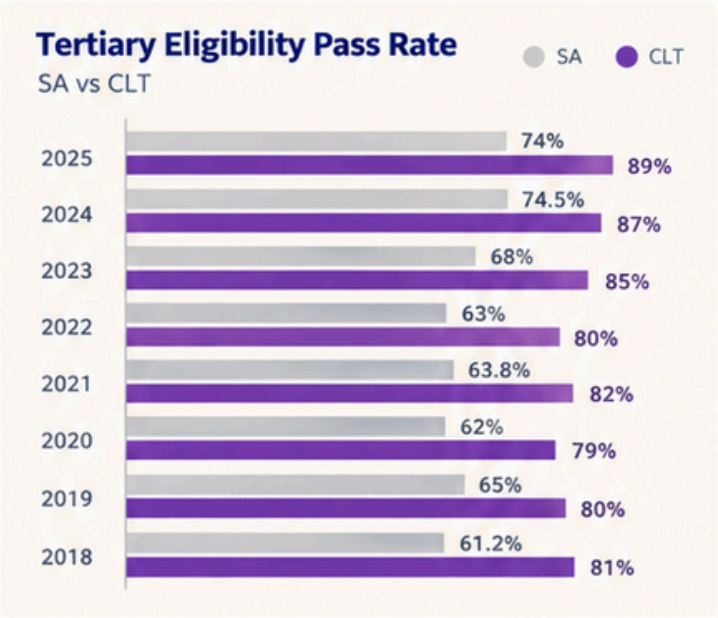


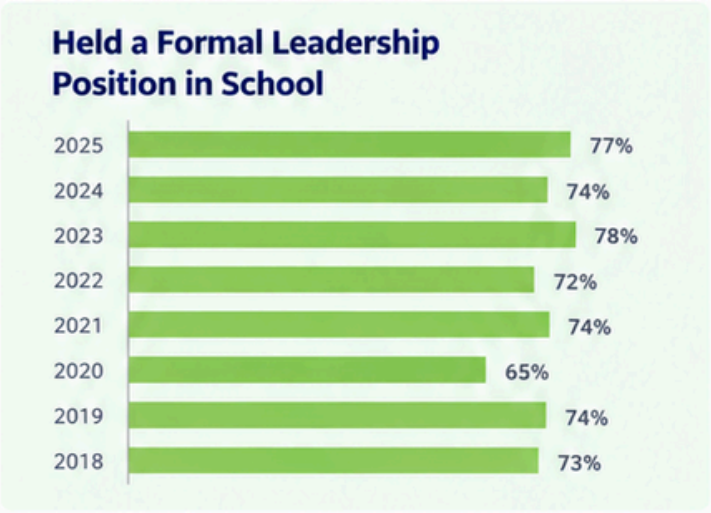
Our Impact

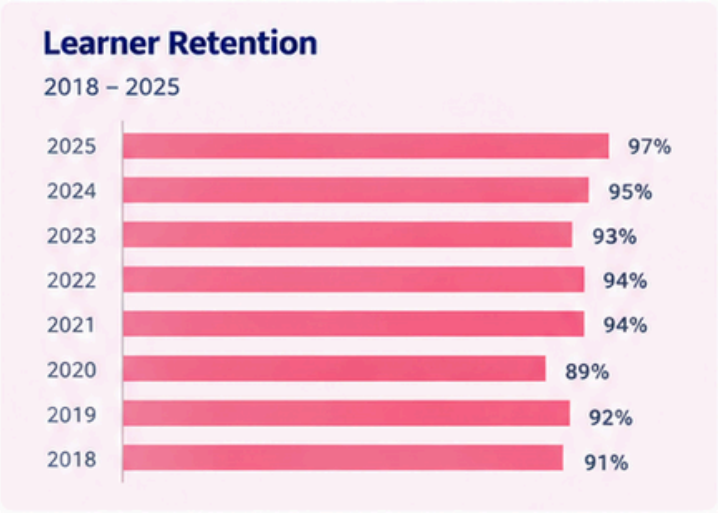
Our routine monitoring and evaluation activities continue to demonstrate consistent impact in keeping young people in school, improving matric pass rates and the quality of matric outcomes, and ensuring that learner leaders are formally recognised within their schools.

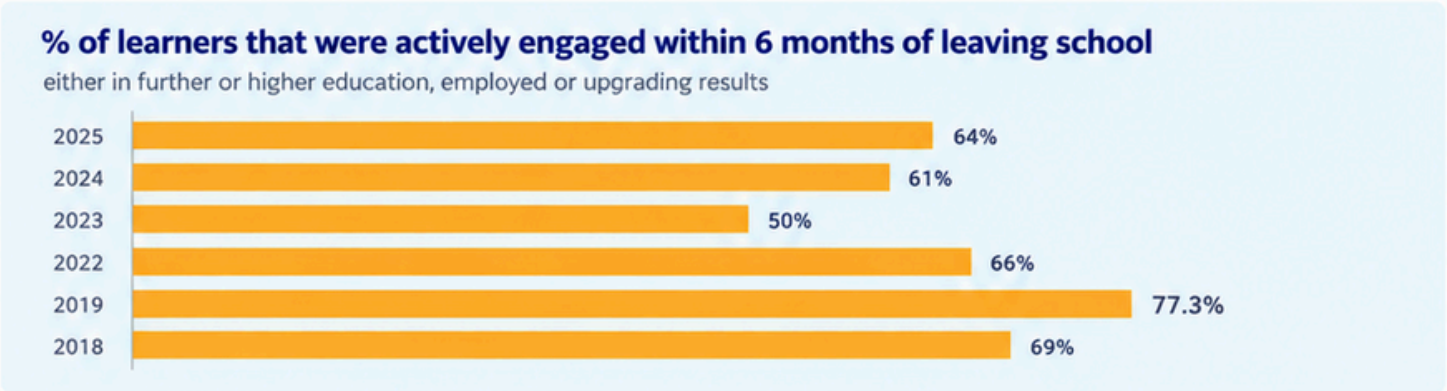
Results for the academy participants below:











2020 and 2021 data were excluded due to limited data collection and COVID-19-related disruptions.

Social Action Projects and School Culture

The youth-led adult supported projects are an important outcome of the leadership development and school capacitation programme. These projects also provide insights into some of the issued deemed to be most pressing by the leaders and schools.

At Columba, we recognise that sustainable school transformation extends far beyond academic achievement. A school's culture is shaped by its values, behaviours, and the bond between learners and educators. Social Action Projects are designed as vehicles for youth leadership, enabling young people to move from passive observers to active agents of positive change within their schools and communities.

The following six thematic areas represent interconnected pathways through which youth-led action transforms school culture:

- School Environment
- Environment Sustainability
- Learner Discipline
- Academic Support
- Health and Wellbeing
- Community Outreach and School Safety

Some examples of social action projects from 2025 are outlined below:



Sithengile Senior Secondary School

(Pinetown, KwaZulu-Natal)

In response to the 2025 KwaZulu-Natal floods, learners led a relief initiative to support affected families through the collection and distribution of clothing donations. Working in partnership with St Clement (a home-based care project), the school mobilised community support quickly and effectively. The initiative fostered empathy, solidarity, and civic responsibility, demonstrating how schools can respond meaningfully to local crises



Thotagauta Secondary School

(Lejweleputswa, Free State)

Learners addressed local water shortages by raising funds to repair and maintain two JoJo water tanks. The improved water storage system helps the school maintain operations during periods of scarcity, reducing disruptions to teaching and learning. This project highlights learner agency in solving essential service delivery challenges and strengthening community resilience.



Vulumzi Senior Secondary School

(Nelson Mandela Bay, Eastern Cape)

Learners implemented an integrated sustainability initiative combining a school-based food garden, a learner-led recycling programme, and youth entrepreneurship. The food garden supports learner nutrition and generates income through produce sales, while a recycling partnership with Polycot helps fund infrastructure improvements. Together, these efforts strengthen food security, environmental responsibility, and learner leadership while improving the school's learning environment.

Our Impact

These projects embody a Values-Based Leadership model that recognises that young leaders have both the capacity and the right to lead meaningful initiatives that address real challenges affecting their school environment, peers, and communities. Through this process, they gain key 21st-century competencies like leadership, critical thinking, problem-solving and collaboration.

Learners are encouraged to contribute to decision-making, lead initiatives and respond to the needs of their peers and community, with play recognised as an important part of developing confidence, creativity, teamwork and emotional wellbeing. Through learner-led social action and strong youth–adult partnership, the school has seen growing confidence, responsibility and leadership among its young people. Luthando is becoming a place where academic achievement and values-based leadership develop hand in hand, demonstrating that when a community invests together in its young people, it builds a future filled with hope, purpose and possibility.

A SCHOOL STORY

Growing Leaders, Strengthening Community

Luthando High School, KwaZulu-Natal

Luthando High School is a small rural school situated in Impendle, KwaZulu-Natal. Since joining the Columba Programme in 2023, the school has expanded its focus from academic success alone to the deliberate development of confident, values-driven young leaders. Through this journey, learners have been encouraged to discover their voices, build meaningful relationships, and take active leadership roles within both the school and the wider community.





At the heart of the school is a commitment to creating equitable opportunities for all learners. Values such as discipline, teamwork, excellence, hard work and perseverance guide both the school's culture and its pursuit of educational excellence. Recognising that meaningful growth cannot happen in isolation, the school has intentionally strengthened partnerships with educators, parents, community stakeholders and government partners, creating a broad support network that promotes learner safety, accountability and overall wellbeing. This collaborative approach has strengthened shared responsibility for learner success while creating meaningful opportunities for dialogue, participation and support.

> The programmes we implement with our learners have had a positive impact. We have reduced late coming and school dropouts, which had been longstanding challenges at our school. Our programme to improve matric results has also brought significant change. By the end of 2024, after Columba Leadership helped promote values among our learners, our matric results improved from 59% to 96.1%, and we have sustained this improvement. In 2025, some of our vice-principals, including myself, received district awards for our matric results. We are grateful to Columba Leadership for inspiring me, my colleagues and our learners to do better.

Mrawuli Siphelele
Educator, Sipho Camagu High School

Our Impact

Learning and External Evaluations

Columba Leadership Trust's Theory of Change underpins its approach to developing young people into values-based leaders who drive sustainable livelihoods and positive engagement in their schools and communities, shaping both the programme model and a robust Monitoring and Evaluation framework that combines internal data with independent external research and evaluations to rigorously assess impact and accountability.

Beyond measuring results, this M&E system functions as a continuous learning process, using data, feedback, and evaluation findings to identify challenges, capture lessons, and enable adaptive management that keeps Columba's programmes relevant, responsive, and effective for the young people, educators and schools it serves.

This year, two external evaluations were completed, providing further evidence of our impact as well as valuable insights into areas for continued development.

Key Findings and Recommendations

FEMEF Evaluation

The endline evaluation found positive changes in learner confidence, emotional regulation, leadership and commitment to schooling, alongside improvements in school culture, discipline and engagement. Principals also reported shifts towards more supportive and trusting leadership, creating greater space for learner-led action. Persistent challenges included bullying, substance use, vandalism and resource constraints. The evaluation recommended extending the programme's reach, embedding practices into school routines and policies, and developing educators as champions to sustain change.

Jobs Fund Evaluation

The evaluation found that ambitious employment targets were significantly affected by COVID-19 and a contracting labour market. While employment outcomes were below target, the programme secured 4 permanent and 116 short-term placements and found consistent evidence of stronger learner purpose and communication skills. The experience also strengthened Columba's approach to alumni tracking, opportunity bridging and partnerships, including the introduction of Salesforce for longitudinal tracking. Key learning points to the importance of realistic employment targets, stronger pathways to opportunities, and sustained alumni tracking

Looking ahead

In 2026 we will continue on the same path of implementing both our proven programme whilst testing deeper scale and how best to add value through our placed-based work including a longer-term leadership development capacity building programme for TIMCA maths coaches in Harrismith, extending the school clusters in Harrismith (with the intention of working with both primary and high schools) and continued work across a cluster of schools in Vryburg.

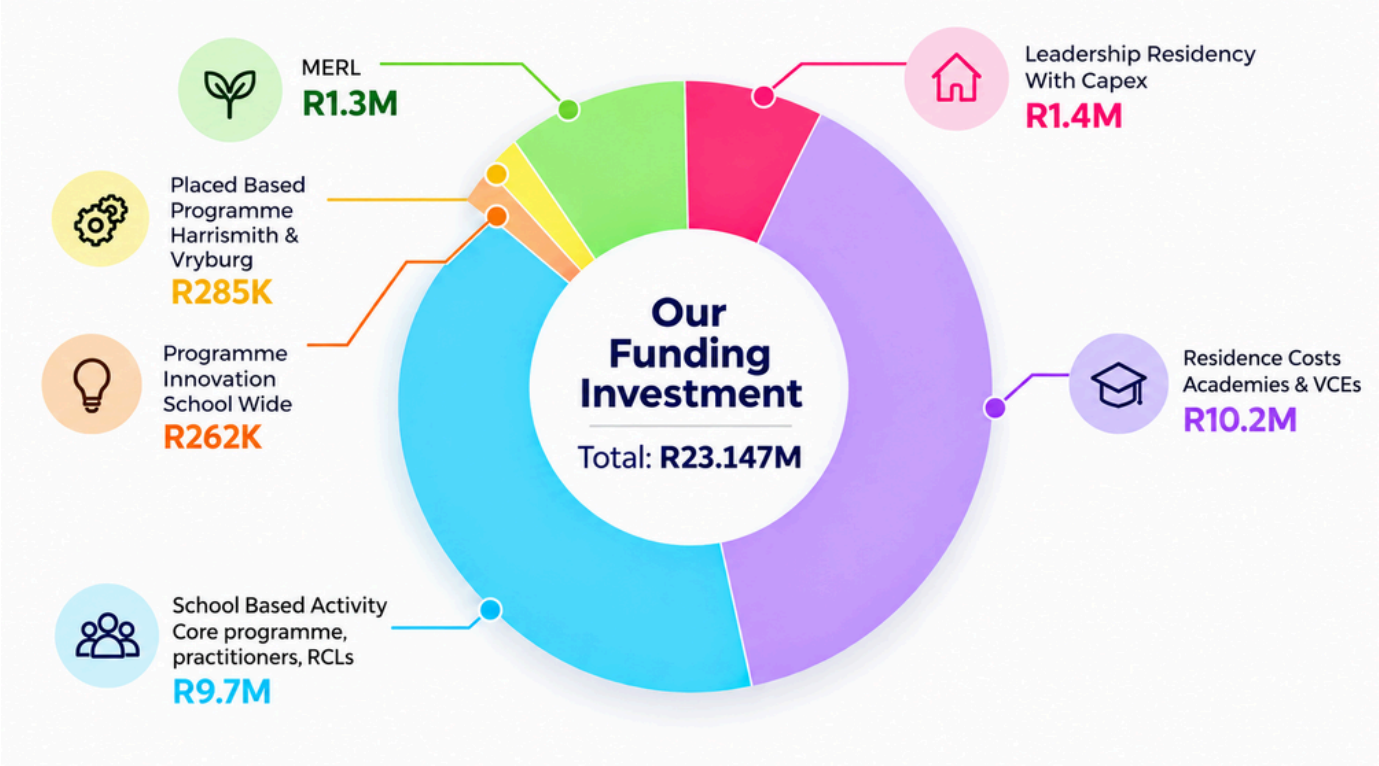
Additional layers of the School Wide programme will also be tested including whole grade activations at Grade 8 and 9.

As part of our financial sustainability strategy we will continue with our income generation activities including the hire out of our Leadership Residency in the Cradle of Humankind and values-based leadership development for partner organisations through our recently registered Not for Profit Company Columba Leadership Services with all profits being used to support Columba Leadership's work in under-resourced communities.

Financial Overview and Sustainability

Financial Overview

2026 Financial Metrics Summary



Columba Leadership Trust demonstrates that high-impact youth development and ethical leadership programs can be delivered efficiently, ensuring strong social returns for every Rand invested. By leveraging strategic institutional partnerships and our scalable five-year school engagement model, we continue to optimize our operational delivery costs while significantly expanding our provincial footprint and impact.

While the multi-year fund development landscape remains highly competitive, the strength of our long-term donor relationships and the evident success of our values-based framework provide complete confidence in our capacity to sustain deep, lasting systemic change in public high schools across under-resourced communities.

We invest in our Leadership Residency as a site for our flagship academy programmes for Gauteng and other surrounding provinces, as well as a site that support income generation activities with organisational partners in the sector and as a site for Columba team training.

Institutional Stability & Reserves Coverage

Our Sustainability Reserve securely covers 2 years of full operating expense requirements, protecting organisational operational continuity and strategic regional deployments against external macroeconomic fluctuations.

FINANCIAL REPORT

SUMMARY FINANCIAL STATEMENTS AS AT 28 FEBRUARY 2026

The annual financial statements, which are summarised below, have been audited by PricewaterhouseCoopers Inc. since 2020.

	2026	2025
	R	R
INCOME STATEMENT		
INCOME		
Donations received	23 200	22 658
Other Income	764	1 452
Profit on sale of asset	4	-
Dividends received	1 400	1 230
Interest received	2 385	2 053
Unrealised/ Realised profit on investments	11 890	6 569
	39 643	**33 962**
EXPENDITURE		
Academy expenses	4 230	3 969
Programme expenses	18 719	20 556
Trust management expenses	5 594	7 274
Loss on sale of asset	-	3
Depreciation	653	654
Losses realised on investments	-	6
	29 196	**32 462**
COMPREHENSIVE INCOME FOR THE YEAR	**10 447**	**1 500**

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SUMMARY FINANCIAL STATEMENTS AS AT 28 FEBRUARY 2026

The annual financial statements, which are summarised below, have been audited by PricewaterhouseCoopers Inc. since 2020.

	2026		2025
	R		R
	0		0
BALANCE SHEET			
ASSETS			
Non-current assets			
Investments	93 686		82 358
Property, plant and equipment	12 619		12 960
	106 305		**95 318**
Current assets			
Inventory	287		404
Trade and other receivables	327		557
Value added tax	154		274
Cash and cash equivalents	10 451		3 597
	11 219		**4 832**
TOTAL ASSETS	**117 524**		**100 150**
EQUITY AND LIABILITIES			
Equity			
Trust capital	1		1
Sustainability reserve	47 766		47 766
Accumulated surplus	27 435		16 988
	75 202		**64 755**
Non-current liability			
Deferred income	30 000		30 000
	30 000		**30 000**
Current liabilities			
Trade and other payables	640		738
Deferred income	11 553		4 579
Bank overdraft - Credit Card	129		78
	12 322		**5 395**
TOTAL EQUITY AND LIABILITIES	**117 524**		**100 150**

Financial Support

Our Board

Our trustees bring a diverse range of skills and experience to Columbia. They are:

- Graham Lurie (Interim Chairman)
- Christiaan van Melle Kamp
- Jennisha Gappoo
- Sarah Rennie
- Zandile Hlophe
- Bongi Matiwaza
- Tinyiko Bvuma
- Tracy Hackland
- Sheila Surgey
- Nomatemba Tambo

Probono Support

- PricewaterhouseCoopers (PWC)
- Osborn Wellsted Paulsen

Sponsors

- Invicta Wealth Solutions
- Prime Collective Investments Schemes Management Company (Pty) Ltd
- Robinson Liquors (Pty) Ltd

Our Funders

Funding Partners

- Albert Wessels Trust
- Allan & Gill Gray Philanthropy South Africa
- Bidvest Services (Pty) Ltd
- BlueSpec Holdings
- BRO Trust and Oppenheimer Generation Research and Conservation
- Charities Aid Foundation
- Concentrix
- Cookhouse Wind Farm
- Delta Victor Bravo (Pty) Ltd
- Dusty Gold Investments
- The Federated Employers' Mutual Assurance Company (RF) (Pty) Ltd
- Gemini Trust
- HCI Foundation
- MCS Foundation
- Nedbank Eyethu Charities
- Nirox Foundation
- Osborn Wellsted Paulsen
- The Tutuwa Bank Community Foundation NPC
- Tiber Construction
- Titali NPC
- Trevor Noah Foundation
- Two Roads Foundation
- Umoya Energy
- Waterloo Solar

Donations in Kind

- Shamwari Game Reserve
- Garden Route Game Lodge
- National Airways Corporation
- Farmhouse 58
- Andrew Gray
- The Makery
- The Golfers Clubs
- A'terra Spa & Wellness
- Waterval Country Lodge
- Cradle Boutique and Nature Reserve
- Stanford Country Lodge

Individual Donors

- Carl Chemaly
- Daniela Joffe
- Maserame Mouyeme
- Ravindra Mistri

Contact Us

We would love to hear from you. Get in touch to find out more about our work, explore partnership opportunities or support our mission.

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