

# Annual Report

2022



# Contents

A Letter from our Founder	01
Quality Education for All	03
Year in Summary	04
Innovating to Achieve #EducationForAll	06
Expanding to New Territories	10
Programme Growth & Learnings	12
Curating Quality Content	16
Sharing Our Expertise	20
Building Our Network	22





# A Letter from our Founder

At the Breteau Foundation we are committed to working towards a world where every disadvantaged child can access quality education regardless of their background or location. I am therefore delighted to report that this year we have passed the huge milestone of **reaching 100,000** children through a variety of initiatives since we started back in 2014.

Growth is a feature across all our work in 2022. We have increased the number of territories we operate in, employed train-the-trainer models to extend the reach of our edtech expertise and explored partnerships to encompass many more schools, teachers and pupils.

This year has also shown that we are able to react to an unfolding emergency situation: sadly the invasion of Ukraine quickly led to disrupted education for millions of children across the country. Our team demonstrated amazing agility to plan and implement our Ukraine Education Response. In just a few months we adapted, translated and deployed thousands of academic booklets, and launched our first Edtech Programmes in Ukraine and Romania enabling displaced children to keep on learning and make progress at a very unstable time.

Another major highlight of the year was the announcement of our collaboration with Animation Studios 'ZAG' and 'On Kids & Family' (Mediawan Group), Producers of *Miraculous™* – Tales of *Ladybug* and *Cat Noir*, to release a special episode on tackling plastic use. The episode entitled 'Action' will be free to stream on our website from June 2023, together with environmental themed educational resources which are free to download and will empower children aged 7-11 to become ambassadors in the global fight against plastic pollution.

Please [pre-register](#) for information and spread the word, so that we can create a network of teachers to help us reach our target of inspiring **1,000,000** children worldwide to become plastic changemakers.

I am proud to share this year's Annual Report and wish to sincerely thank our wonderful supporters, partners, volunteers and in-house team for all your commitment and hard work. To those new to Breteau Foundation, we would love to hear your ideas and invite you to become part of our journey to help many more children around the world access quality education, whatever their circumstances may be.



(c) Photo Credit: Luc Castel

**Sebastien Breteau**







# Quality Education For All

Most recent figures from UNICEF show us that **64 million children globally** are not in school. In addition to that, a case study across 35 countries reports that 4 in 5 children do not have foundational reading skills, and 9 in 10 children do not have foundational numeracy skills at Grade 2 and 3 levels.

Quality Education provision is even more paramount than ever. This year, our efforts remain committed and aligned to the United Nations Sustainable Development Goal 4, working towards **inclusive** and **equitable quality education** and promoting lifelong learning for **all**. Due to the added pressures for children in disadvantaged communities we have also prioritised well-being in our programmes.



## Quality Content

We strengthen and diversify our education content by working closely with local pedagogical and subject experts to create content that is adapted to local languages, cultures and curriculum in new territories.

## Accessibility

Working within disadvantaged contexts demands flexible learning solutions. Our content and programmes operate in both online, offline and hybrid environments to ensure that all children are able to access quality education.

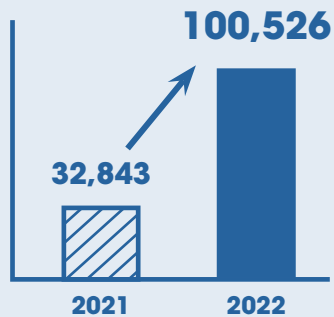
## Social-Emotional Development

Many of our children are exposed to unimaginable circumstances and for children to flourish in education, we are prioritising their well-being and social-emotional development in our curriculum.



# Year in Summary

**Children supported**



**280  
Schools**

**2**

**New territories**



**11,233  
Teachers trained**

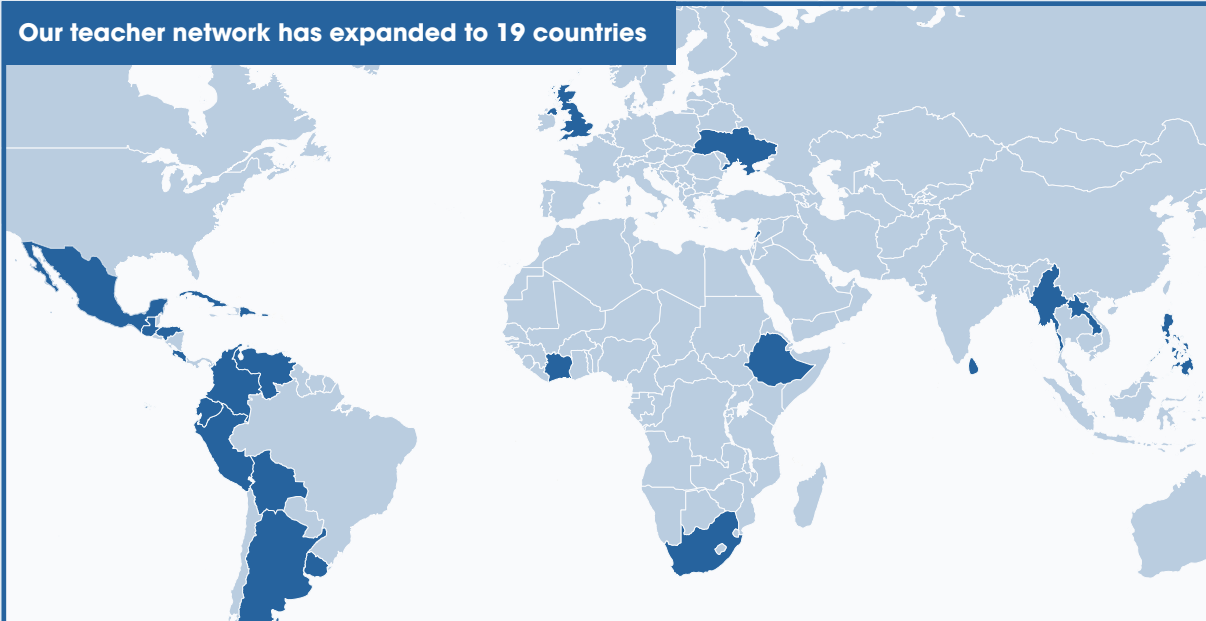


“The Breteau Foundation’s teacher training allows teachers to adapt to the world of technology and differentiate learning with various assessments. Also with tablets, games and educational content, children are learning to develop critical thinking, communication and problem solving skills which are essential for a child living in the 21st Century.”

**Natalie Southgate**  
Deputy Chief Education Specialist,  
Western Education Cape Department,  
South Africa



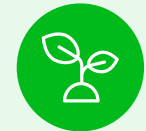
**Our teacher network has expanded to 19 countries**



## More education resources!



**Computational Thinking**



**Environmental Education**



**STEAM Global Content**



**Learning Management System for teachers**



## EdTech Programme



**318**

Hours of training delivered



**70%**

of teachers reported that they achieved a **minimum Competency Level of 3 & 4** for:

- their knowledge of software and hardware
- integrating and teaching with technology in the classroom



**92%**

of students in our Coding & Mindfulness Programme successfully mastered basic coding skills.



**38,600**

Academic booklets distributed



**1,316**

Home Tablets for children to learn offline and without adult supervision

“The Breteau Foundation’s STEAM environmental workshops supported 140 students and addressed a very important topic with simple, straightforward, and dynamic content which improved students’ critical thinking, their creativity, and abilities to explore, create and innovate solutions to a problem.”

Tutor, Roxana Chavez  
Educational Institution Fulgencio Lequerica Vélez,  
Colombia

## At our Mobile Education Bus and Mini-Tented School in Lebanon:



**94.5%** of students showed

- academic progress of at least one level in basic literacy and numeracy
- up to 50% improvement in the following themes: communication, cooperation, self-confidence, myself, respect, and hygiene

All children who attended our Mobile Education Bus at the Ghazza, Beqaa settlement, are now enrolled in formal schools



## Latin America STEAM Programme



**797**

Educators & caregivers supported



**240**

Hours of teacher training



**9,850**

Children reached

**890+**

Volunteer Hours



**47 New volunteers**

**27 New partnerships**





# Innovating to Achieve #EducationForAll

## The Fight Against Plastic Pollution

### Empowering

**1 million children to become plastic changemakers!**



We have partnered with award-winning, global animation studios ZAG and ON Kids & Family (Mediawan Group) to inspire and empower children to become plastic changemakers! We are co-producing a special episode of the hugely popular *Miraculous - Tales of Ladybug and Cat Noir*, where main characters Marinette and Adrien will try to fight plastic pollution in Paris.

To accompany the special episode, our educational experts have curated and developed an environmental education pack that will include 5 modules with multiple lesson plans and hundreds of activities that can be adapted to global curriculums. The special episode entitled "Action" will be free to stream from the Breteau Foundation website together with our downloadable education pack from the end of June 2023.

**79% of plastic waste is sent to landfills or the ocean, while only 9% is recycled and 12% gets incarcerated.**





**"We are very happy to get involved with the Breteau Foundation in an absolutely essential initiative: to enable our children to be aware of current issues and protect the future of the planet. This message will be all the more powerful as it is carried by Ladybug, a heroine as famous as she is aspirational. The DNA of our series and the values it conveys are naturally in line with the issues defended by the Breteau Foundation."**

**Aton Soumache**

Founder and President of ON Kids & Family



**"At the Breteau Foundation, we believe in providing opportunities for children to become engaged in real world issues that transcend classroom walls. Partnering with Miraculous Ladybug to produce a special episode on Plastic was a unique opportunity for us to reach millions of children worldwide to raise awareness on the global plastic crisis and inspire them to become active changemakers."**

**Sebastien Breteau**

Founder of the Breteau Foundation.





## Offline Digital Educational Content

We know from our impact and learnings from our EdTech and Home Tablet Programme that digital educational content enhances academic engagement, motivation and student attainment. With the growing dependence on online learning since the COVID-19 pandemic, we must remember that many children remain in communities with limited to no internet access.

The Breteau Foundation is committed to providing access to quality education and has continued to explore offline learning solutions to ensure that no child is left behind.



**“The Breteau Foundation is incredibly aligned with what we do. They want quality education for all children, no matter what background they have and no matter where they’re born. We’re truly grateful that we have such a strong connection. After all it was Martha Goedert who said...“If you want to go fast, go alone, if you want to go far, go together.”**

**Chris Nutman**  
CEO and Founder, Global Teacher





## Our Partnerships Exploring Offline Solutions

### **Fundación El Origen & O-Lab Platform -**

Spearheaded by Founder of Fundación El Origen, Tania Rosas, O-Lab is a Learning Management System that is accessible completely offline through computers, laptops, tablets and mobile phones. The app provides the opportunity for educators and organizations to upload their unique educational content and gives children the ability to access activities, lessons and complete quizzes without needing to connect to the internet. We are working closely with University College of London students to develop new educational content for this platform and intend to pilot the product in 2023.

**Global Teacher** - To reach children unable to access online content, we are working with Global Teacher to test their solar-powered Pod that will project interactive digital content in completely remote and offline environments. With our educational content uploaded onto Pods, we hope to reach thousands more children in Mexico, Lebanon and Ukraine.





# Expanding to New Territories

We have expanded to two new territories this year which has enabled us to reach an additional:

 **29,105 children**

 **413 teachers**



## Mexico

### Challenges

Mexico is a richly diverse country with 32 states and 130 million people. The country has one of the highest youth literacy rates and 98% of 15 - 24 year olds are reported as literate. However, when we look closely at the figures:

**35%** of students have not achieved a minimum level of proficiency in reading, mathematics and science at Level 2

**1 in 4** rural students still do not have internet access which isolates them from peers who can access digital educational content and online learning

### Our Achievements in Year 1

Our first EdTech programmes rolled out to four schools in semi-urban and rural areas within the State of Mexico and Guanajuato. In such a short period, we are supporting over **900 children** with tablets preloaded with educational content and **33 teachers** with integrating tablets and educational software into their classrooms.

We have also distributed **4000 academic booklets** in Guerrero, Oaxaca, Tamaulipas & the State of Mexico to provide primary school children in completely offline learning environments with numeracy, literacy and STEAM knowledge and skills.



### Breteau Foundation Expansion in Mexico

EdTech + Academic Booklets Academic Booklets



**An Introduction to Our Mexico Programme from Sor Juana Inés de la Cruz in Tecamac, State of Mexico**



## Ukraine

**We are proud of our accelerated response to the crisis in Ukraine.**

### In 3 months:

We hired local educators and translators to adapt our literacy and numeracy academic booklets for Ukrainian children. Our team joined the ground response in Poland to work directly with community organisations to distribute **3,000 educational packs and 10,000 academic booklets.**

### In just 6 months:

Our efforts doubled and we reached over **26,000 children** across Poland, Slovakia, Czech and Romania.



**Map of distribution in Ukraine, excluding Slovakia, Czech, Poland and Romania.**



## A New Country Manager



**“When the war started, education was among the first things that was disrupted due to the constant air raids, electrical shortages and bombs. The stationery packs and academic booklets provided by Breteau Foundation were exactly the right thing for children who didn’t have anything else.**

**As Country Education Manager, I am able to make a difference, by supporting access to education. Our Edtech programme is now providing invaluable training to teachers, makes learning more engaging and interesting for children who’ve suffered so much and the tablets can be taken to the shelters so that lessons continue even during air raids.”**

**Sasha Lisohor**  
Ukraine Programme Manager




We hired **Sasha Lisohor** to lead our Ukraine Programme based out of Kyiv localising and adapting our EdTech programme for Ukrainian children and launched our first EdTech programme for Ukrainian refugee children in Romania.



# Programme Growth & Learnings

## Our Edtech Programme

### Our EdTech Programme provides:

-  accessible, inclusive and quality educational apps
-  preloaded on tablets
-  a comprehensive 2 year teacher training programme to transform schools to become digitally empowered

*We give them the tools, knowledge and skills to successfully integrate technology into their classrooms and enhance their pedagogical practice.*

From our beginnings supporting just 2 schools in South Africa in 2014, we have now rapidly expanded to **13 countries** across Latin America, Africa, Asia and Europe, reaching **11,060 children** and **136 teachers** within formal and informal education settings.



After completing the first year of our training programme teachers showed a **50% increase** in their ability to actively engage learners and create differentiated lessons.

### We achieve this through:

**Equitable access to technology:** we distribute high quality and hard-wearing tablets to diverse education settings where there may be minimal to no access to education technology.

**High quality education content:** each tablet is pre-loaded with educational apps that are curated by our local country teams and aligned to the national curriculum standards to improve learner engagement, confidence and skills in numeracy, literacy, critical thinking and creativity.




**Empowerment through professional development:** from Senior Leadership to teachers, students and parents, we provide comprehensive training and classroom support that builds the capacity, confidence and digital competencies of our schools and non-profit partners.

**Bespoke & relevant country-specific programming:** we identify the barriers to access and then bespoke our delivery. 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 Home Tablet Programme

### Our Home Tablets:

-  improve numeracy, literacy and reading comprehension
-  works without internet access
-  promotes independent learning without an adult

Our Home Tablet programme directly addresses the global learning loss exacerbated by the COVID-19 pandemic, particularly for those students with limited to no access to a device at home or internet connectivity. The demand for our home tablets has increased since the beginning of the pandemic and this year, we have distributed **1316 tablets** in Lebanon, South Africa and the UK, bringing our total reach to **2,793 children**.

### Our Impact



Lebanon  
**900**  
Students



South Africa  
**1818**  
Students



UK  
**75**  
Students



In South Africa, all students that started below grade level in literacy made at least a 6 month grade level growth



In Lebanon, 92% of children demonstrated growth in speaking and listening skills





## Our Lebanon Programme

Despite the multiple barriers to education for both local Lebanese children and refugee children from Syria and Palestine, our interventions are thriving.

**At our Mini-Tented School, 94% of students showed academic progress of at least one level in basic literacy and numeracy.**

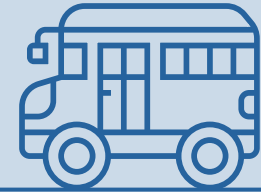
**In our Mobile Education Bus, 95% of students showed academic progress of at least one level in basic literacy and numeracy.**

The impact demonstrated from our work in Lebanon means that educators, authorities and partners are now advocating for us across the country and new families are volunteering to register their children to our programmes.



## Our Impact

**All children who attended our Mobile Education Bus at the Ghazza, Beqaa settlement, are now enrolled in formal schools**



**3831**

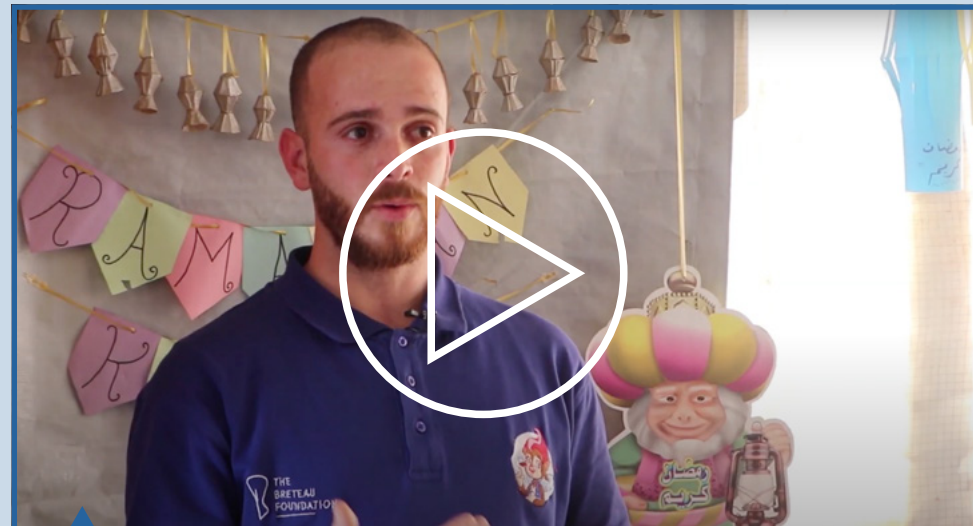
children attend our Mobile Education Bus and Mini Tented School

**98%**

of children at the Jeb Janine site are attending the Mobile Bus and Mini-Tented School

**3080**

parents and families supported



**“The homework support programme helps children who are enrolled in the formal public school. In the 2021 - 2022 scholastic year, we’ve supported 140 children and achieved a 100% success in the final exam”**

**Abdo Al Majzoub, Mini-Tented School Teacher**

## Psychosocial Support, Lebanon

Alongside our Mobile Education Bus and Mini-Tented School, our Psychosocial Support (PSS) programme plays a vital role in strengthening resilience and well-being for refugee children. Our Psychosocial Support facilitators run activities twice a week to facilitate children's positive self-identity, peer relationships and social-emotional development.

### Enhancing our PSS with Queen Mary University of London

We launched our partnership with Queen Mary University of London (QMUL) to strengthen our Psychosocial Support Programme in Lebanon. Working closely with QMUL's Psychology department, we are running an 18 month programme that will amplify BF's PSS with QMUL's psycho-education training, content and tools.

We know that educators and parents play a vital role in children's well-being and with this partnership, we intend to make our impact long-lasting and sustainable by working closely with these stakeholders to promote more nurturing and supportive environments for our children. A series of training and psycho-education sessions will be delivered to children, families and educators to promote children's self-esteem, resilience and well-being.

**"The Breteau Foundation PSS programme provides children with the psychological and social resources necessary for improving their lives. Children engage in a series of activities and exercises which help them build their resilience skills. Through our partnership with the Breteau Foundation team, we anticipate helping hundreds more refugee children with their well-being despite adversity."**

#### Dr. Sevasti Foka

Senior Lecturer of Psychology, Queen Mary University of London



Studies of newly arrived refugee children show rates of anxiety from 49% to 69%; this rate increases if families have been separated, or a parent has been tortured. Children will often display symptoms of depression, PTSD and other mental and physical health problems.



# Curating Quality Content

## The BF STEAM Programme

### Why is STEAM important?

The last 20 years has seen a rapid increase in the use of information and communication technologies, and a steady growth in AI technologies. Science, Technology, Engineering, Arts and Mathematics subjects are increasingly important for children and young people, and their competence in these skills will have a major impact on their future employability.

Where you are in the world has a huge impact on students being able to access STEAM education and develop the skills needed to succeed in a technologically driven society.

Without access to this content, students in disadvantaged communities will not be able to develop the skills needed for the future jobs market.

**“STEAM education develops in students a love of learning. Students become critical thinkers, doers, and active learners aware of their cognitive processes and role in the world”**

**Jessica Villa Davila**  
Columbia Country Manager



Our STEAM programme uses project-based learning to develop skills such as problem-solving, logical thinking, creativity, analysis, communication and collaboration. There are currently three components to our STEAM programme:

### TEACHER TRAINING



We provide teachers with three online modules through our Learning Management System that introduce the foundations of STEAM methodology and guides teachers to successfully implement it.

### ENVIRONMENTAL EDUCATION WORKSHOPS



Teachers can download STEAM based classroom activities that encourage students to think about environmental challenges and develop solutions to minimize the impact of waste in their homes and communities.

### COMPUTATIONAL THINKING



We distribute booklets to schools and alternative learning settings which include a variety of activities that promote computational thinking and its application in space and rocket science.



**240**

Hours of teacher training



**9217**

Students were supported with our STEAM workshops

## Innovation Challenge

Our STEAM Innovation Challenge calls for children all over Latin America aged 8-13 to submit project proposals which address one of two environmental challenges aligned to our STEAM Workshop themes. They will be judged by a panel of STEAM leaders; the winning team will win Breteau Foundation tablets and a visit to their school from a STEAM expert!

**700+** children participating



Institución Educativa Empresarial Y Agroindustrial  
Los Andes students presenting their STEAM  
Challenge Idea



After completing our STEAM Teacher Training,  
our results demonstrate:

**80%**

increase of teachers  
rating their knowledge  
as 4 to 5 out of 5 for  
STEAM methodology and  
application in classrooms

**67%**

increase in teachers  
reporting high levels of  
confidence for planning  
and facilitating STEAM  
projects

“This Challenge allows children to use STEAM methodology, which is a gateway to solve the problems of the modern world and align with the digital era. STEAM is the way forward for structured thinking in the 21st Century.”

**Martha Gomez**  
Co-Founder, Education Soul





## Coding & Mindfulness Programme

We started the Coding & Mindfulness programme in the rural Khuma Township, South Africa, where there was limited connectivity and technology resources.

### Success!

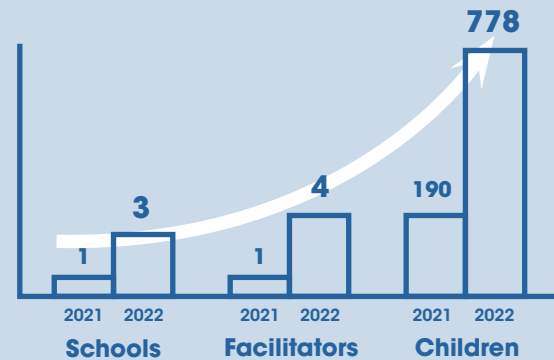
After our 12 month program at Nkululekweni Primary School in 2020, our Coding & Mindfulness after school programme now runs as an 'in-school programme' across 3 schools for **all children**. The results achieved in our first year have gained the support of educators and the education department who now want to see all children at their schools access coding.

**92%** of students have progressed through the online coding programme and have successfully mastered basic coding skills.

### Key Learnings and Developments

- **Introduction of online coding software tracks student progress:** CodeMonkey software allows individualised learning in Maths and computer programming.
- **The programme has provided career development opportunities** for the local community where there are high rates of unemployment and informal jobs.
- **Internet connectivity is a barrier which we have addressed** by introducing offline learning options to coding such as Scottie Go (a coding board game) and Lego Robotics kits for the schools.
- **The next steps for students:** our team is exploring new partnerships and programmes to establish pathways for continuing coding development.

### Our Impact



**96%**

of children reported that yoga, mindfulness and breathing:

- improved their mood immediately afterwards
- were useful in other areas of their lives



**"The Mindfulness & Coding programme is life changing for children as it builds their confidence, they acquire key skills to prepare them for digital careers and their future."**

**Honey Phali**  
BF Coding & Mindfulness Facilitator

Mindfulness studies show that it relaxes the brain and promotes regulation of our prefrontal cortex, the part of the brain responsible for learning new things, critical thinking and organizing information. For vulnerable children and children who have experienced trauma, the prefrontal cortex becomes foggy and a child's focus shifts into self-preservation mode. Mindfulness allows children to shift from this state through breath and focus.



## Academic Booklets

Since the beginning of the COVID-19 pandemic, the Foundation has been developing, improving and distributing academic booklets to thousands of children who may not have access to the internet or technology. All of our booklets have been developed by our pedagogical experts and cover numeracy, literacy, creativity and Psychosocial Support topics for all primary levels.

Originally available in Spanish and English, they were also translated into Ukrainian as part of our short-term education response to the war in Ukraine. For each region, we understand the importance of tailoring the content to respective cultures and work closely with local educators to ensure that activities are adapted to fit the context.

Where we distributed academic booklets and numbers of each country:



**Ukraine**  
**26,000**



**Latin America**  
**16,771**





# Sharing Our Expertise

## Bridging the Digital Divide with Western Cape Education Department, South Africa

The Western Cape Education department (WCED) is implementing various eLearning strategies across the province to support schools which still have limited to no access to the internet. As part of their eLearning goals, they are delivering “enabling environment” projects that seek to ensure that digital toolkits and technologies are available for teaching and classroom integration.

The Breteau Foundation was delighted to collaborate with WCED on the Grade R-3 100 School Project that is delivering hardware and accessories to teachers and learners that will greatly enhance the schools’ eLearning capability.

Drawing upon years of experience of integrating technology into the classroom, the Breteau Foundation has delivered training and software which is curated to curriculum requirements (including apps in Afrikaans and Xhosa languages). It includes a comprehensive range of 35 Apps with teacher resource packs encompassing key development areas of numeracy, literacy, creativity and critical thinking.

We look forward to seeing how the partnership develops as we deliver more workshops for subject advisors and teachers, and monitor the success of tablet integration and impact on student learning throughout the district.

# 40,000

children will be reached

# 35

WCED District Officials trained

# 3000

tablets preloaded with educational software aligned with the SA Curriculum

**“We are delighted to take this next step in bridging the digital divide in education and the project can become a role model for further roll outs - we as the WCED recognise that teaching technology in schools is essential in the future.”**

**Almaret Du Toit**  
Head of Elearning, Western Cape Education Department



**An Introduction to the Partnership**

**After completing our workshops:**

# 91%

of subject advisors reported improvement and comprehension of e-learning strategies in the classroom

# 95%

of subject advisors reported readiness to integrate tablets in classrooms

## Providing Access in Viacha, Bolivia with Fundación Sariry

According to the Economic Commission for Latin America and the Caribbean region, Bolivia is one of the most disadvantaged countries in the region and this is reflected by accessibility to the internet. Only 40% of Bolivians have internet access and this is dramatically reduced to only 3% for those living in rural areas.

Since the beginning of COVID-19, access to education has significantly dropped for students in remote areas who cannot join the 3 million other Bolivian children who can access virtual learning. Fundación Sariry is one of a few organizations in Bolivia who is changing education accessibility for students living in these offline settings. In 2020, the Breteau Foundation partnered with the Fundación to support them in their mission to provide children with access to digital learning in Nueva Tilata, Viacha, a rural city one hour out of Bolivia's capital, La Paz.

Working with a generous donation of tablets, the Breteau Foundation curated a selected list of Spanish educational apps that included student assessment capabilities to track learning progress in numeracy and literacy. We also delivered bespoke workshops to Fundación Sariry's educators delivering the programme to help them use the tablets in offline learning settings.

Similar to our partnership with WCED, our workshops covered logistical and operational training of tablet storage and use, as well as pedagogical practice and application of educational apps across numeracy, literacy and critical thinking subject areas. Additional resources were also provided to the Fundación that included lesson plans, rotational timetables and tablet usage logs.



**“Now, educators want us to work with all children, and not only the ones that are falling behind. Thanks to the Breteau Foundation's support, our programme evolved and improved academic success. Through the apps, we are reinforcing students' skills.”**

**Freddy Machaca**  
Mobile Education  
Programme Coordinator,  
Fundación Sariry



**Where we distributed in Bolivia**





# Building Our Network

Every year we are forever grateful to our wonderful, growing community of partners and volunteers. Our network shapes many areas of our work, from creating educational content and strengthening our impact to delivering our programmes and helping us reach many more disadvantaged children around the world. Thank you to our expert volunteers who together completed **890+ valuable hours** of unpaid work and also, our network of **more than 60 partners**. Our incredible growth and development as a Foundation this year could not have been achieved without your commitment and determination to ensure many more children have access to quality education.







