

Annual Report 2025



KAROSS
FOUNDATION



Working for real impact

Table of Contents

From the General Manager	
General Manager	
Board of Directors	
From the Chairperson	
Who we are	1
The case for investing in education	3
Our strategic focus	5
Where we work & who we reach	7
Programmes: Strengthening system integrity	9
School leadership development	11
Educator leadership development	13
Developing responsible and engaged parents	15
Mandela Day Initiative	19
Developing learners as valued citizens	21
Professional development of ECD practitioners	23
ECD Curriculum and Social development	26
Programmes: Advancing academic development	27
Computer aided support in literacy & numeracy	29
English literacy in primary schools	31
Agricultural learner development	35
Kaross Art Programme	39
2025 Financial Year	41
Reflecting on the challenges of 2025 & looking toward 2026	45
Funders and supporters	47
Call to action: Partner with us to go deeper	48

From the General Manager

Kaross Foundation is more than an organisation – it is a community grounded in integrity and a commitment to quality education. Our community includes our employees, school partners, community members, and the many supporters who walk this journey with us.

In 2025, we expanded our in-school facilitator team to six dedicated individuals who support learners daily in libraries and computer labs. Significantly, many of these facilitators are now serving in the very schools they once attended.

Throughout the year, our work remained firmly guided by our values. We continued to pursue meaningful, sustainable impact, often requiring difficult but necessary decisions grounded in integrity rather than convenience. We are deeply encouraged by the transparency and commitment shown by school leaders and partners who share these values. Across programmes – from leadership development and arts education to new library initiatives – our focus has remained on creating inclusive opportunities for learning, growth, and shared ownership among partners.

We extend our sincere appreciation to all who supported our work this year – those who provided financial support as well as those who generously shared their time, skills, and resources. Thank you for believing in our vision and in the work we do. I look forward with optimism to what we will achieve together in 2026.

Judy Müller

From the Chairperson

It is once again my proud honour, on behalf of the management, partners, service providers and board of directors of The Kaross Foundation NPC, to introduce our 2025 Annual Report. This past year has affirmed a simple truth: consistent effort and hard work, day after day, yield meaningful and enduring results. The feedback across all our programmes and interventions reflects not only continued growth, but a deepening of quality and reach—evidence that our steady, hands-on approach is strengthening the fabric of our work and the outcomes that matter most for our children.

I am especially proud of the strides made through our Libraries and English Literacy programme, where the patient, disciplined investment is translating into richer learning environments, stronger reading cultures and more confident readers. Another hallmark of 2025 has been the further growth in trust and transparency among all role players. This shared trust continues to serve as a solid foundation from which we advance our stated objective: to make a real impact on educational outcomes.

I have full confidence that we as The Kaross Foundation community will meet all the challenges of 2026 with the same consistency, hard work and compassion that defined 2025. To every partner, supporter and colleague who has walked this path with us, thank you for turning commitment into progress and promise into practice.

Jan-Louis Pretorius

Board of Directors



Jan-Louis Pretorius
Director of Groep 91 Uitvoer (Pty) Ltd



Janine Pretorius
Director of Karosswerkers (Pty) Ltd



Yasmeen Bhamjee
Independent attorney



Emily Hendricks
Manager at Waitrose Foundation



Obert Machimana
Independent businessman



Judy Müller
General manager of Kaross Foundation

General Manager

Who we are

Kaross Foundation was founded by Groep 91 Uitvoer and Karosswerkers to positively impact the lives of their communities.

A Community focussed on Integrity and Quality Education

Our Vision



To create a prosperous and sustainable social and economic future.

Our Mission



To identify, fund and manage programmes, through active citizenship, that lead to the sustainable improvement of the education sector of the communities where we work.

Our Values



Focus | A focused approach in education

Active Citizenry | Taking action

Community | An integrated approach

Transparency | Commitment to transparency

Integrity | Integrity at our core

Authenticity | It's always about the work

The case for investing in education

South Africa continues to face a foundational learning gap, with many learners lacking literacy and numeracy skills required for long-term success.

ONLY 18%
of Grade 4 learners
can read for meaning

Foundational skills
shape lifelong
opportunity

Why this matters

Without foundational skills, learners face constrained academic progress and reduced access to future opportunities.

What shapes learning outcomes



Socio-economic conditions



Parental involvement



School leadership



Teacher support

Where investment matters

Targeted investment in leadership, learning resources, and enabling environments strengthens schools and expands opportunity.

Meaningful change Is built through collaboration

Our strategic focus

We invest across the education journey to strengthen the systems that support learner success.



Early Childhood Development (ECD)



Primary Education



Secondary Education



Our approach

In 2025, our programmes were aligned with two strategic goals. Together, these initiatives supported learners, educators, parents, and leaders across the education ecosystem.

Our programmes are rooted in system level change

Strengthening system integrity

- Developing individuals and communities who shape the educational environment
- School leadership development
- Learner leadership development
- Parent workshops
- ECD practitioner development

Advancing academic development

- Improving academic development through targeted interventions and resource-rich learning environments
- Libraries
- Computer labs
- Agriculture learner development
- Art programme

Where we work & who we reach



N'wanedzi Circuit, Mopani West District
Limpopo, South Africa,

Including one partner primary school in the neighbouring Xihoko circuit.



5,294

People reached in 2025

3,950
Learners

1,102
ECD Children

242
Adults

Who we reached

Beneficiaries across both strategic pillars

Focus area 1	Focus area 2
System Integrity	Academic development
100 Learners	3,860 Learners
238 Adults	1,102 ECD learners
	37 Adults

Investing across the education continuum – from early childhood to secondary school.

Our educational footprint

14 Daycare Centres

18 Primary Schools

7 Secondary Schools

Goal One

Strengthening system integrity

Strong school systems depend on capable leadership, supported educators, engaged parents, and learners who understand their value and role in society.



School leadership development



Learner leadership development



Parent workshops



ECD Practitioner development

School leadership development

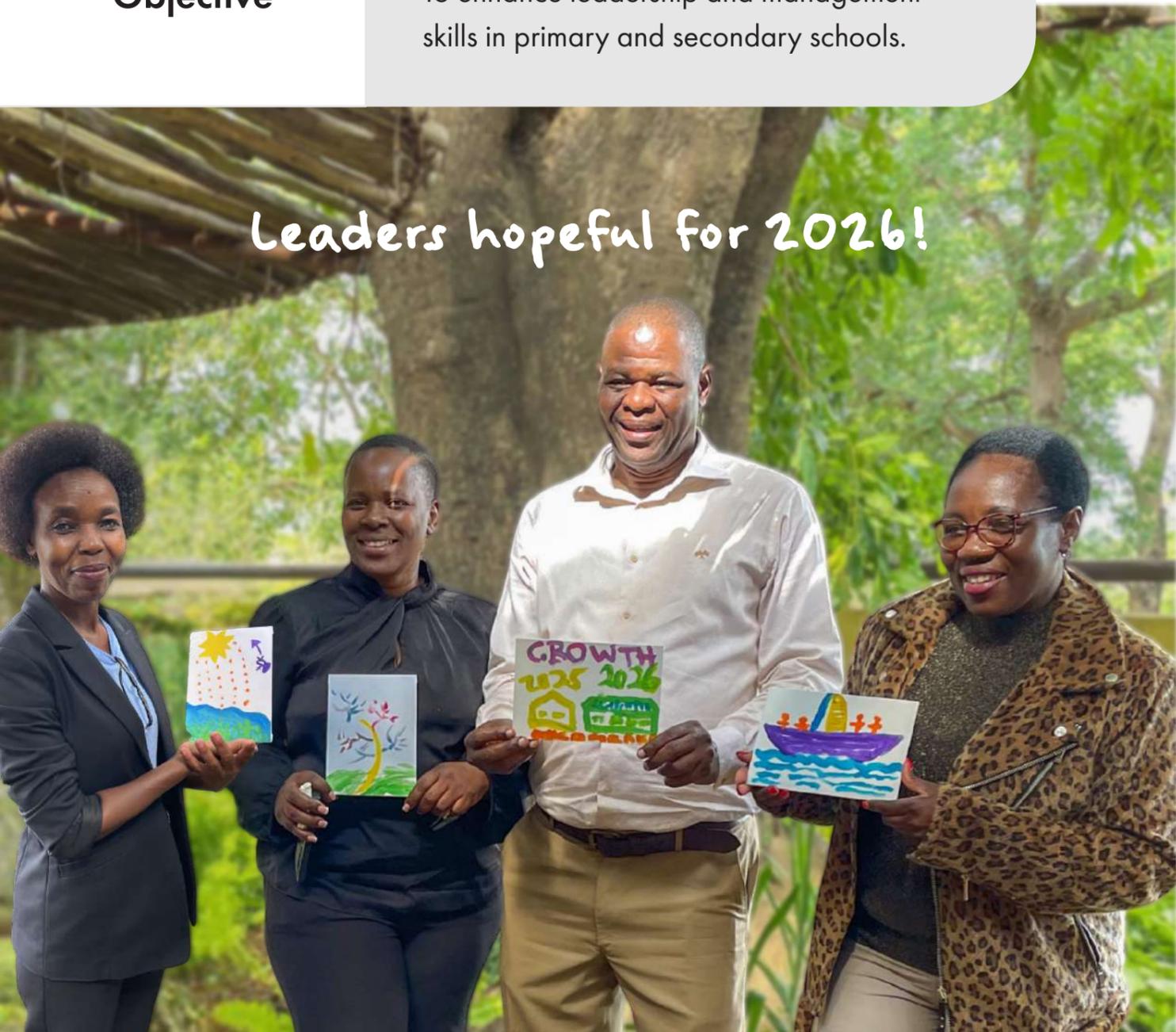
Leadership workshops

Presented by Dr. Machimana in partnership with the N'wanedzi Circuit Department of Basic Education

Objective

To enhance leadership and management skills in primary and secondary schools.

Leaders hopeful for 2026!



Programme in action

Reaching principals, Senior Management Teams (SMT), School Governing Boards (SGB), and learners within the Representative Council of Learners (RCL) across our partnering primary and secondary schools.

- 22 educators from Foroza Primary attended a strategic planning workshop.
- 40 school leaders from all primary and secondary schools in the Nwanedzi Circuit participated in a two-day leadership workshop.
- Key stakeholders from 4 secondary schools and 1 primary school participated in a Learner Discipline and Financial Governance Workshop.
- 5 newly appointed principals received targeted mentoring.

Impact

Following mentoring and strategic planning support, one principal who had previously considered stepping down reported renewed confidence in her role.

Improved learner discipline, and stronger staff collaboration were observed at her school.

Educator leadership development

Values in the Lead Training for Educators

Presented by Valued Citizens Initiative (VCI)

Objective

To strengthen educators' capacity to create inclusive, values-driven, and learner-centred classrooms by enhancing communication, collaboration, resilience, and classroom leadership.

Programme in action

Values in the Lead Professional Development training, an accredited programme of 17 sessions, delivered to **53 educators** at Fofeza and Nkambako Primary Schools.

Focus areas included:

- Belonging to a school with pride
- Encouraging collaborative and critical thinking
- Well-being through open communication
- Developing resilience and open mindsets
- Embracing change in learning



Impact

At one primary school, VCI reported noticeable shifts in values and classroom culture, including:

In classrooms

- Reduced learner conflict, particularly around disputes and classroom resources
- Increased demonstrations of respect, generosity, and gratitude
- Improved peer support, with learners encouraging rather than mocking struggling readers
- Stronger peer interaction through intentional learner grouping

Among educators

- Continued collaboration to instil discipline and knowledge
- Recognition that progress requires intentional change
- Shared responsibility, alongside stakeholders for positive outcomes

Developing responsible and engaged parents

Objective

To develop responsible parents who are involved in their children's educational journey and school community.

Vision FM Radio Presentations

Programme in action

Through Vision FM, a well-established local community radio station, Kaross Foundation participated in education- and parenting- focused community dialogues reaching the community.

These sessions featured representatives of the Foundation, programme partners, professional librarians, and learners from partnering schools, fostering inclusive dialogue and strengthening community ownership of education.

Strengthening community ownership of education



Impact

These engagements reinforced the role of families and communities as essential partners in education.

One learner taking part in the Sondela programme encouraged fellow youth:

“Believe in yourselves, build confidence, surround yourselves with positive role models, and commit to your goals...”



iChoose Responsible parenting workshop

Presented by Valued Citizens Initiative (VCI)

Programme in action

A full-day parenting workshop was held in N'wamitwa, bringing together 68 parents from within the community.

The session focused on practical parenting approaches, including:

- Building trust and openness in parent-child relationships
- Strengthening communication through dialogue rather than confrontation
- Recognising mistakes and difficult conversations as opportunities for growth
- Adapting parenting styles to respond with empathy and understanding

Impact

Parents highlighted that trust-based communication fosters emotional safety, enabling children to communicate honestly and with confidence.

The programme facilitated a transition from directive parenting to relationship-centred engagement. This reinforced shared responsibility, emotional safety, and healthy family interaction.



Developing learners as valued citizens

Sondela Open Dialogues

Presented by Valued Citizens Initiative (VCI)

Objective

To provide youth with a platform to discuss social issues and values, using dialogue and visual art to deepen civic engagement.

Programme in action

97 Grade 10 learners from Mark Shope, Mahwahwa, and Solani Samson N'wamitwa Secondary Schools participated in the Sondela Dialogues programme.

- Delivered through a two-day introductory engagement followed by eight facilitated dialogue sessions.
- Concluded with a Visual Arts Day, translating dialogue into creative expression.



SONDELA



Impact

VCI shares a learners reflection about the Visual Arts Day: Ndlovu Tinyiko learned that **art is not just a creative outlet but a powerful medium for expressing emotions and feelings**, translating inner experiences onto paper in ways that words sometimes cannot.

Percentage of learners reporting the highest levels across key competencies – A detailed impact evaluation was conducted before and after learners partook in the programme.

- Understanding personal values: 34% → 100%
- Self-awareness & commitment to grow: 47% → 97%
- Ability to ask for help: 42% → 86%
- Critical thinking: 34% → 77%
- Education reduces inequality (awareness): 30% → 89%
- Independent expression of views: 27% → 89%
- Respectful expression of opinions: 30% → 82%
- Confidence to lead dialogues: 47% → 88%
- Value teamwork: 39% → 84%

Professional development of ECD practitioners



Objective

To develop centres into well-functioning safe institutions where optimal learning and teaching takes place.

Values in the Lead

Presented by Valued Citizens Initiative (VCI)

Programme in action

40 Practitioners, from nine daycare centres completed the programme. Included in the training were two Grade R practitioners and two practitioners from ClemenGold Foundation.

The programme focuses on:

- Understanding children’s developmental journey
- Enhancing a sense of safety in children
- Exploring and understanding emotions to connect with empathy
- Learning and building healthy relationships through open communication
- How to motivate children to become lifelong learners



Impact

One practitioner shares:

“We’ve seen a big shift in how we and the children express emotions. There’s **more openness** now. **Children feel safe to say how they feel, and we’ve learned to listen with empathy.**”

Impact Measurement conducted by VCI with 43 practitioners

From the 2024 and 2025 cohorts the following was concluded:

Strengthened communication and relationships

- Strengthened practitioner confidence, emotional literacy, and observational skills.
- Improved communication with children and parents.
- Greater transparency and emotional safety in learning spaces.

Supporting social and emotional learning

- Improved ability to foster empathy.
- Improved ability to remain calm and patient.

Promoting wellbeing and a sense of safety

- Stronger recognition of emotional distress in children.
- Increased use of wellbeing practices for both children and practitioners.
- Better use of routines to create stability and safety.

Creativity and problem-solving skills

- Improved understanding of storytelling, movement, and sensory play to support learning and connection.
- Improved teamwork and collaboration.

Parent Committee Training by Waitrose Foundation (SA):

Programme in action

Waitrose Foundation offered training to the parent committees of all 18 partnering daycare centres. This is the first time that parent committees received training of this kind. A total of 81 parents and ECD centre personnel were reached.

The workshop focused on legal compliance, financial management and budgeting, business plan development, strategic planning, fundraising, child protection, communication and reporting.



ECD Curriculum and Social development

Play-Learn-Win NQF and ELDAS training by Waitrose Foundation (SA):

Programme in action

Waitrose Foundation offered a five day training focusing on the Early learning Development Areas (ELDAS) and National Curriculum Framework, accredited with 15 CPTD points. 35 participants from twelve daycare centres attended.

Citrus donations from Groep 91 Uitvoer

Programme in action

Groep 91 Uitvoer donated oranges and grapefruit to 18 daycare centres throughout the harvest season. A total of 6,4 tons of fruit were donated – 264 bags of grapefruit and 686 bags of oranges, reaching 1102 children.

Impact

Phefulani, principal of Learning Academy, shares, “Overall, I found the sessions to be **informative** and **engaging**. The facilitators did a great job in creating a **conducive learning environment**. I appreciated the opportunity to network with fellow committee members and discuss their roles and strategies plan.”



Goal two

Advancing academic development

When learners are given the right tools, structured guidance, and environments that promote curiosity and discipline, academic growth becomes achievable and sustainable



Libraries



Computer labs



Agriculture learner development



Art Programme

Computer aided support in literacy & numeracy

Objective

To establish and develop well-functioning computer labs in primary schools as effective academic tools to improve Mathematics and English literacy skills.

Programme in action

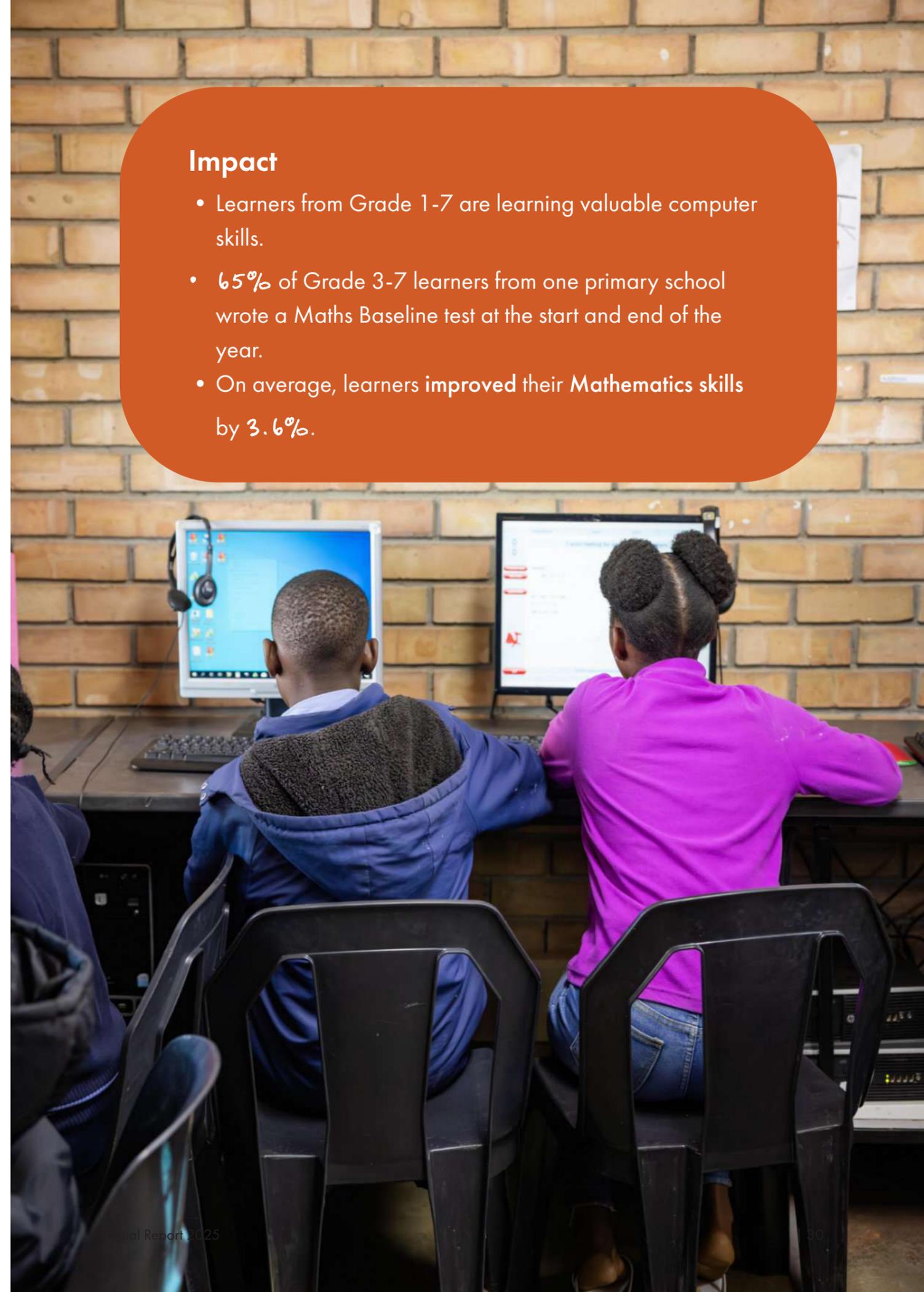
The two computer labs, which are known as Cami Labs due to their use of the Computer Aided Math Instruction (Cami) programme, have been running since 2018 and 2023 respectively. **1441 Grade 1-7 learners** take part in the programme weekly – focussing on English reading and comprehension, and Mathematics skills as well as perceptual skill development for younger learners.

We are grateful to Breadline Africa for donating 17 previously used computers.

Foundational skills shape lifelong opportunity

Impact

- Learners from Grade 1-7 are learning valuable computer skills.
- **65%** of Grade 3-7 learners from one primary school wrote a Maths Baseline test at the start and end of the year.
- On average, learners improved their **Mathematics skills by 3.6%**.



English literacy in primary schools



Objective

To establish a strong foundation in the English language for learners in our partnering primary schools, fostering confidence and proficiency in language skills.

Programme in action

Expanding access to libraries

- In 2025, the libraries at Manyunyu Primary and Fofozza Primary served 822 and 852 learners respectively.
- Two new libraries opened at Vhulakanjhani (built by Breadline Africa) and Nkambako Primary, benefiting 878 and 1,071 learners respectively.
- Access to books was strengthened through partnership, with over 2,000 books donated by Libraries for Literacy and vision support facilitated for four learners through OneSight. Additional book contributions were received from Irma Raspel and Breadline Africa.
- Bridge-Ed Foundation partnered with Little Zebra Books to sponsor 1,779 books for Grade R–4 learners.



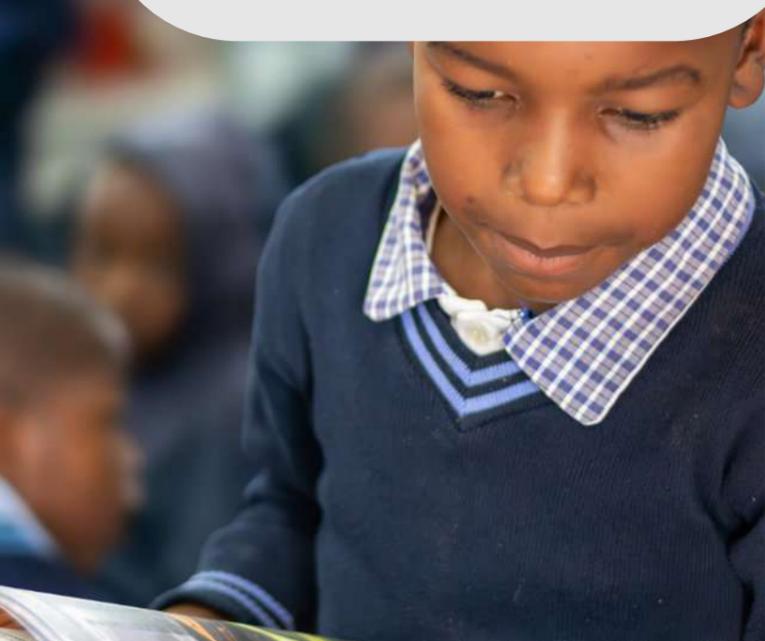
Confident English Programme

- The English Intervention Programme supported 233 underperforming learners (Grades 1–7) across four primary schools. Learners attended small-group lessons twice weekly to strengthen core language skills.

English Competition

- The annual English Competition celebrated top Grade 4 and 7 learners through quizzes, language tests, story writing and reading. Manyunyu Primary won the 2025 English Trophy.

Children access safe spaces where their creative potential, confidence and literacy skills are unlocked through access to books.



Impact

- Learners have access to books.
- Schools report that libraries are improving reading skills.
- Learner confidence has strengthened.

Measured reading progress

Vhulakanjhani Primary

Learners' reading ability was assessed using the Lexplore programme.

- In five months, average reading speed increased by 6.2 words per minute
- 63% of learners improved their reading age

**Results account for natural reading progression during the academic year.*

Increase in test scores

Confident English Programme

School	% Increase	Programme duration
School A	25,6% ^A	January – November
School B	25,4% ^B	
School C	8,8%	Mid-year – November
School D	7,4%	

A Results represent 83% of learners (12 excluded due to late enrolment.)

B Results represent 96% of learners (3 excluded due to late enrolment.)

Agricultural learner development

Practical Exposure

Objective

To support agricultural secondary schools by providing learners with exposure to the agricultural industry.



Programme in action

227 Grade 10–12 learners taking Agricultural Management Practices at Mahwahwa Secondary School and Solani Samson N’wamitwa Secondary School visited various agricultural businesses as part of their subject learning.

Thank you to WD Seedlings, Bolobedu Atchar, Insectec, Du Roi Nursery, R10 Brahman, Letaba Citrus Processors, and Groep 91 Uitvoer for engaging experiences.



Impact

Learners share that the practical outings make agriculture more exciting and they gain more knowledge about the subject.

Lebogang from Solani Samson N’wamitwa shares, “I have this thing of wanting to feel free so in that space I felt like agriculture helped me understand that there’s something else I could do, for example, animals. ... at R10 it made me feel like **there’s an opportunity** ... because now it’s like I cannot be trapped in a closed space but I can actually deal with animals and do something like I love.”

Citrus Secondary Programme

Objective

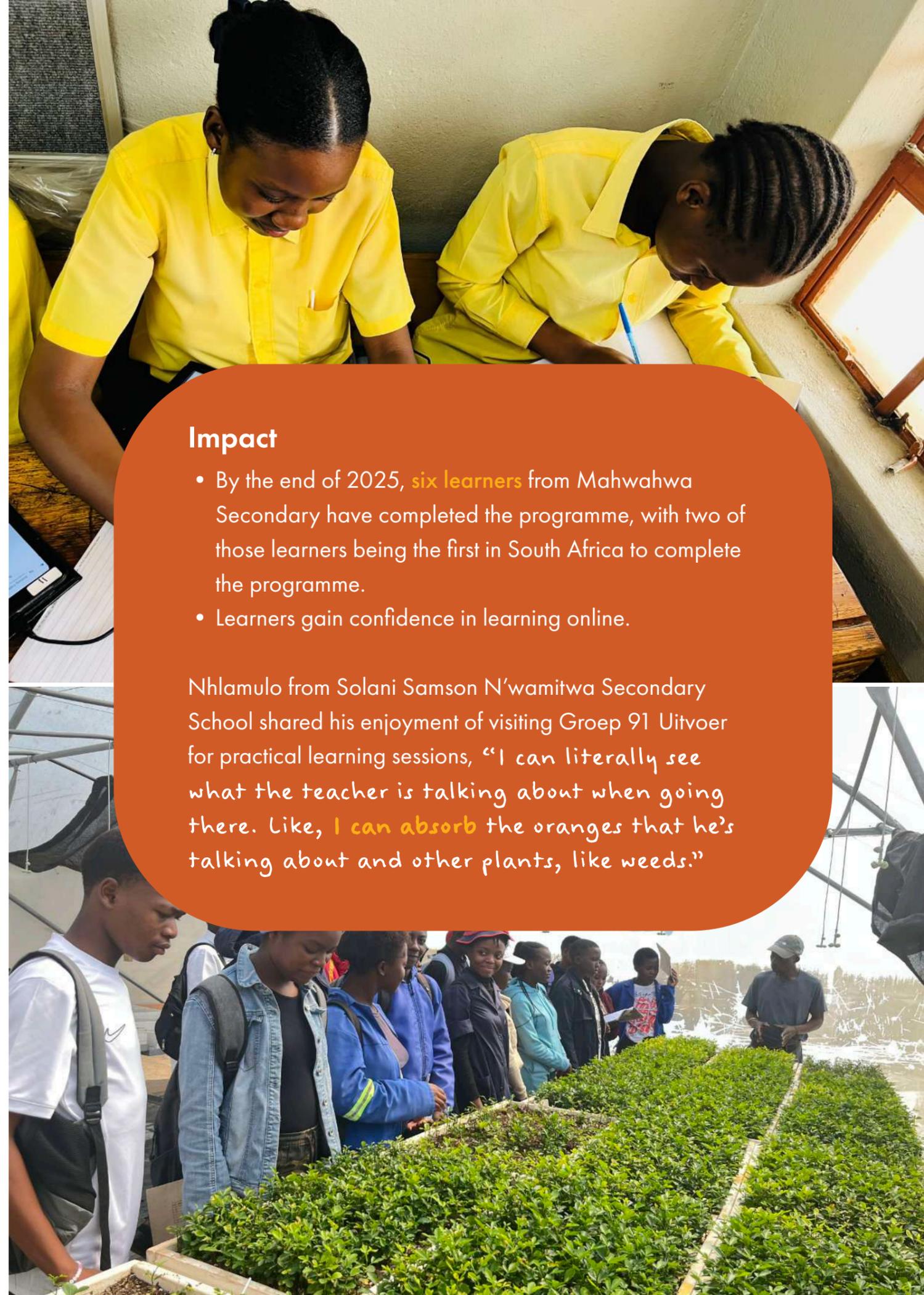
To provide Grade 10 and 11 learners with an opportunity to take part in the Citrus Secondary Programme, thereby improving their employability in the citrus industry.



Programme in action

The Citrus Secondary Programme (CSP) is a two-year plant production programme offered by the Citrus Academy, facilitated by Kaross Foundation. During the programme, learners visit Groep 91 Uitvoer to gain industry knowledge and skills.

- 29 learners from Mahwahwa Secondary took part in their second year of the programme, while
- 44 Grade 10 agriculture learners from Solani Samson N'wamitwa took part for the first year.



Impact

- By the end of 2025, **six learners** from Mahwahwa Secondary have completed the programme, with two of those learners being the first in South Africa to complete the programme.
- Learners gain confidence in learning online.

Nhlamulo from Solani Samson N'wamitwa Secondary School shared his enjoyment of visiting Groep 91 Uitvoer for practical learning sessions, "I can literally see what the teacher is talking about when going there. Like, **I can absorb** the oranges that he's talking about and other plants, like weeds."

Kaross Art Programme

Objective

To support and strengthen Grade 7 Arts and Culture Teachers to become positive and competent teachers in the field. To promote learner development through exposure to high-quality creative lessons and the Art Festival.

Programme in action

Practical Workshops for six Art Teachers, indirectly benefiting 663 learners during lesson delivery.

The Art Festival involved 40 learners participating in drama, poetry, and prop-making. Educators engaged alongside learners by collaborating with facilitators throughout the day. The highlight of the festival was the concerts hosted at each school.

Impact

- Teachers have good quality lesson plans and children enjoy engaging art lessons.
- Teachers that took part in the Art Festival shared that they learnt a lot of new skills during the Art Festival, in terms of art and how to present and act out a poem.

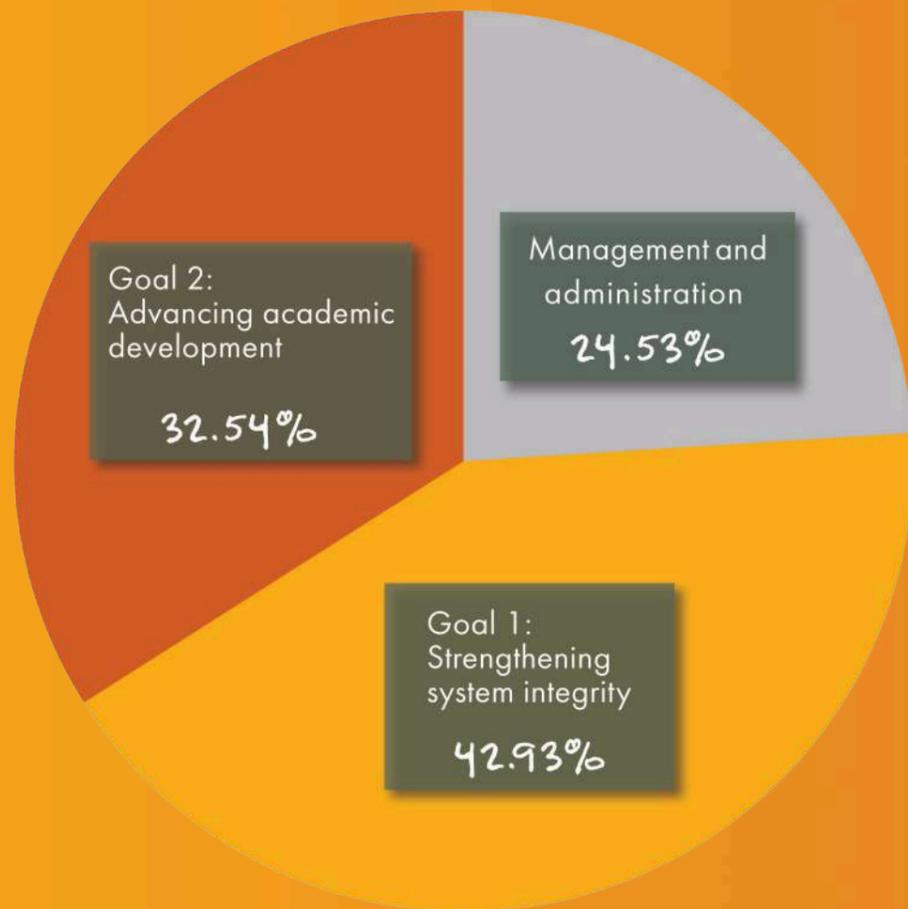
Mrs Shipalana, from Nwajaheni primary, shared, "I enjoyed the art festival, as it was my first time to learn that there are so many ways to make learners enjoy poetry."



2025 Financial Year

The total expenditure for the 2025 financial year was: R2 655 450,21

Operating expenses 2025



Expenses per programme	2025
Goal 1	
Professional development of school leadership and educators	R448,989
Professional development of ECD practitioners	R222,806
Developing responsible and engaged parents	R32,115
Mandela Day in partnership with Groep 91 Uitvoer	R31,900
Developing learners as valued citizens	R404,119

Expenses per programme	2025
Goal 2	
English Literacy Development in Primary Schools	R548,927
Computer Aided Support	R199,504
Assisting Agricultural Schools	R69,552
Kaross Art Programme	R11,033
ECD social & curriculum development	R35,131

Detailed Statement of Financial Performance

	2025	2024
Revenue		
Donations received	R2,603,077	R1,956,135
Other income		
Interest received	R19,909	R17,334
Other income	R1,936	R4,600
ETI	R25,984	-
	<u>R47,829</u>	<u>R21,934</u>
Operating expenses		
Accounting fees	(R31 900)	(R35 790)
Advertising	(R1 562)	(R2 064)
Auditors remuneration	(R11 288)	(R16 446)
Bank charges	(R6 711)	(R6 458)
Catering	(R5 506)	(R1 398)
Employee costs	(R564 406)	(R379 776)
Gifts	(R600)	-
Insurance	(R2 647)	(R2 177)
Project expenses	(R2 004 078)	(R1 850 358)
Subscriptions	(R100)	(R100)
Telephone and fax	(R60)	(R300)
Training	-	(R575)
	<u>(R2 627 958)</u>	<u>(R2 295 442)</u>
Profit (loss) for the period	R22,948	(R317 373)



Reflecting on the challenges of 2025 & looking toward 2026

We look forward to continuing our partnership with Valued Citizens Initiative in 2026, working together to ensure that learning is applied across participating schools.

We will continue to engage parents through Parent Workshops, and are looking for more ways to engage with them during the year.

2025 saw the addition of two new libraries – in 2026 we are working on making the library programme even more effective in improving literacy of all learners, as well as increasing technology in the libraries to streamline the borrowing system. It is important for us to find new ways to bring a reading culture to each school, growing a love for reading and stories among learners.

We are evaluating the Confident English Programme, and are using new material in 2026, that will equip librarians more in teaching learners how to read.

The Art Festival was a big success and we want to enable all grades to take part, making use of the libraries and integrating language development with art, such as drawing, painting, poetry, drama.

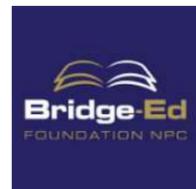
With the agriculture programme, in partnership with the Citrus Academy, we want to ensure real learning is taking place, taking a slower approach to ensure all learners are on board with new content.

In short – in 2026 we want to “go deeper” – improving the quality of all programmes.



Funders and supporters

We extend our deepest appreciation to all our supporters — those who funded our work and those who shared their time, skills and resources.



Call to action: Partner with us to go deeper

South Africa's education challenges require more than short-term interventions – they require sustained, values-driven partnerships.

In 2026, as we commit to going deeper across the education journey, we invite you to join us:

- Strengthen leadership and governance within schools
- Equip educators to create safe, high-quality learning environments
- Engage parents and communities as active partners in education
- Expand access to meaningful academic, creative, and practical learning opportunities

Every contribution – financial, professional, or relational – supports the system around a child.

Together, we can strengthen system integrity and academic development.

Get involved

@

🔍

See what partnership makes possible.

