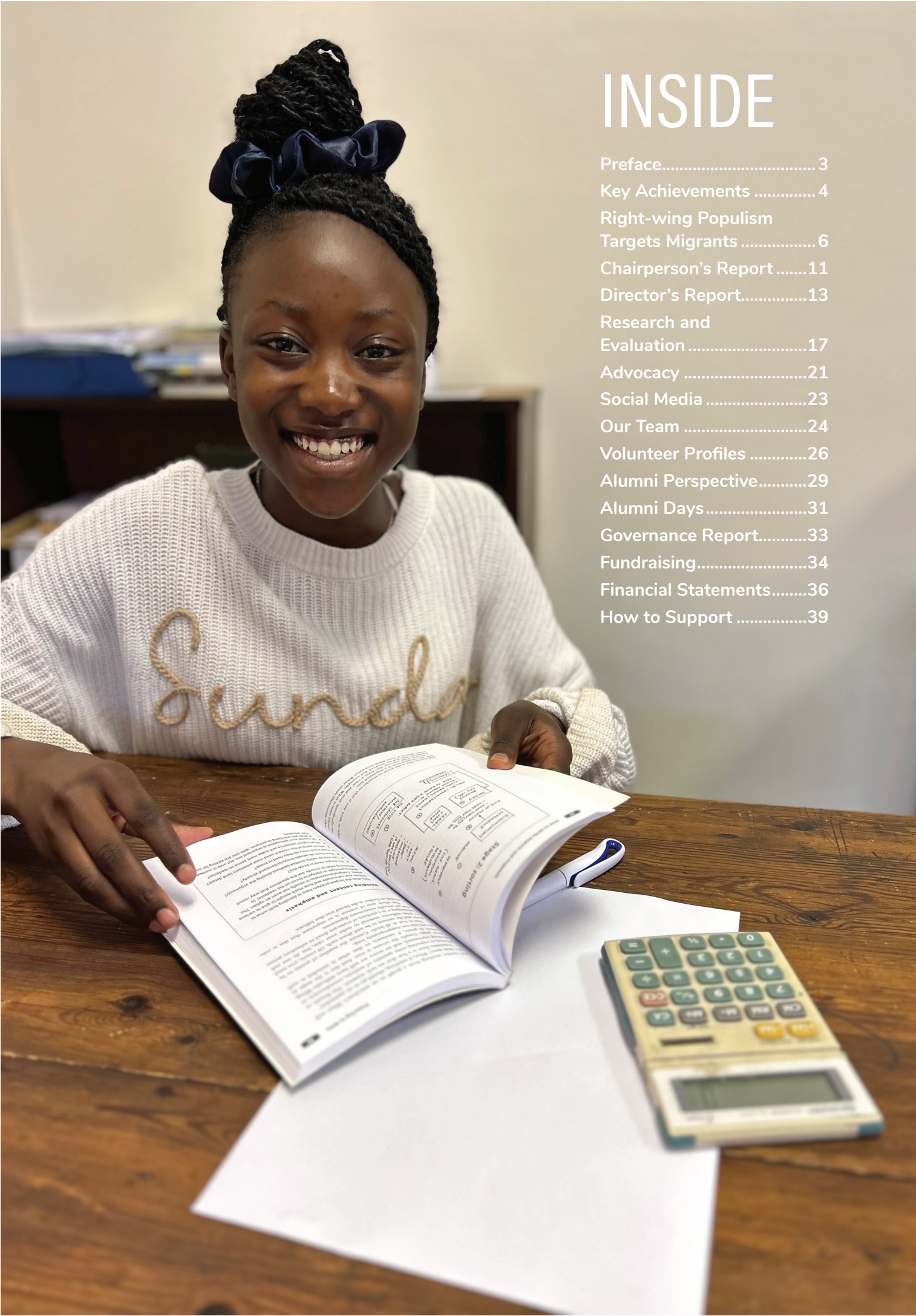


THREE2SIX 2025 ANNUAL REPORT



THREE2SIX
Refugee Children's Education Project





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PREFACE

PILGRIMS OF HOPE:
THE THREE2SIX
PROJECT JOURNEY IN
2025

Change, as many would say, is the only constant. The year 2025 was no exception for the Three2Six Project, bringing with it new challenges and transitions that continued to shape our journey. As we look back, we recognise both the difficulties we faced and the resilience that carried us forward.

One of the greatest challenges was securing sufficient funds to sustain the project. Despite these financial constraints, the project continued to operate and in July a new chapter began as some of the pupils moved from Sacred Heart College to Windybrow Arts Centre, which became their new home. This transition was not without its trials, yet the courage and adaptability of the children, teachers, and leaders shone through.

In the wider Church, Pope Francis proclaimed 2025 as a Holy Year — a Jubilee of Hope. His call was for all to become pilgrims of hope, offering fresh beginnings and tangible acts of solidarity, especially for those enduring hardships. The spirit of this Jubilee resonated deeply with the mission of the Three2Six Project, reminding us that our work is not only about education but also about nurturing hope and dignity.

We extend heartfelt gratitude to all stakeholders — the children, volunteers, teachers, staff members, and the sub-committee governing the Three2Six Project. Your dedication and contributions have been the lifeblood of this mission. Together, we have shown that even in times of uncertainty, hope remains a powerful force that guides us forward.

As we step into 2026, we carry with us the lessons of resilience, the strength of community, and the unwavering belief that every child deserves the chance to flourish. Truly, we are all pilgrims of hope.

Br John Bwanali | Chairperson, Marist Schools Council



The late Pope Francis was a global champion for migrants and refugees. We are grateful for his support and the way in which he challenged indifference to migrants and refugees. His reflections and actions reflected a deep commitment to the dignity of every person.

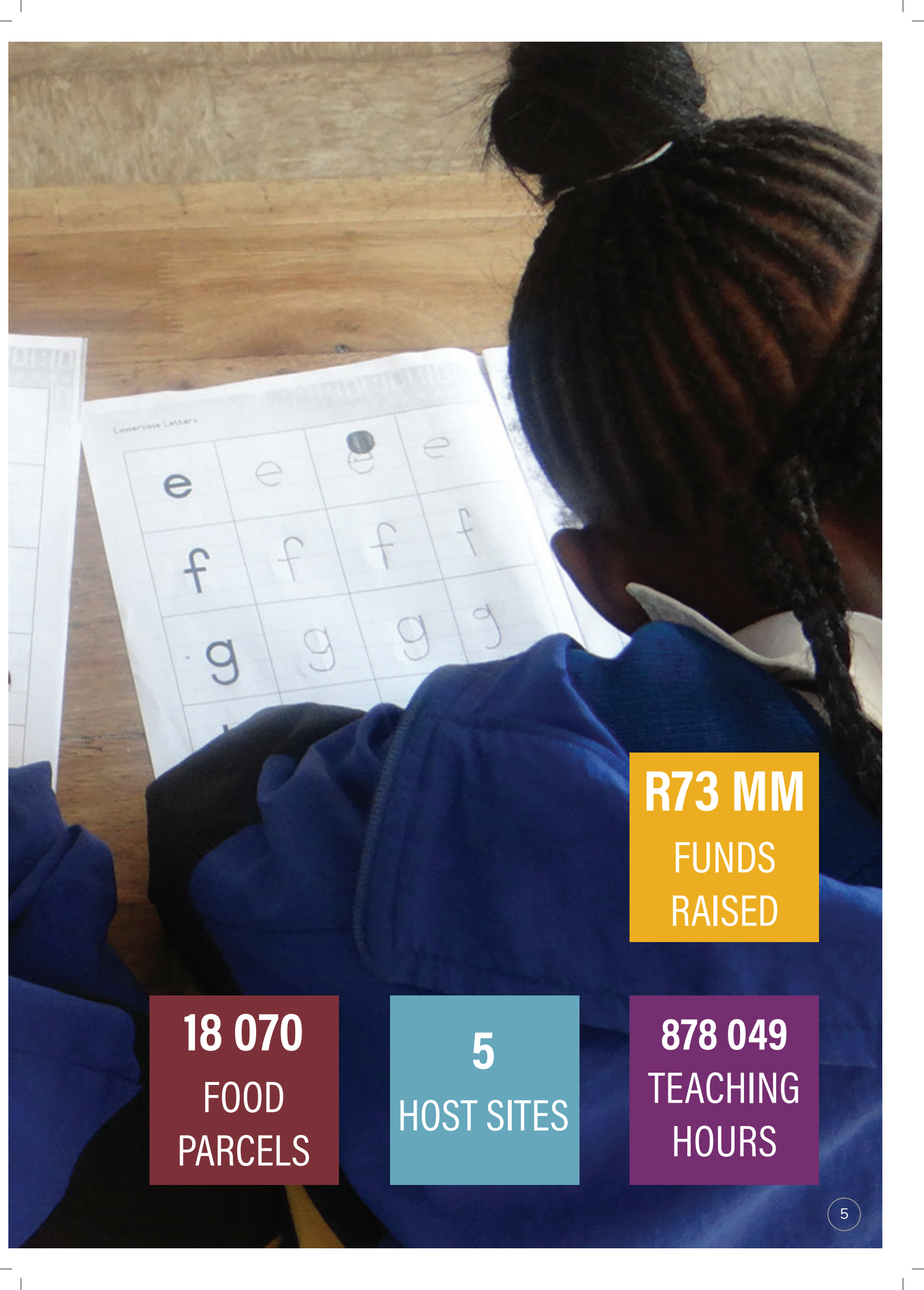
In the wider Church, Pope Francis proclaimed 2025 as a Holy Year — a Jubilee of Hope

KEY ACHIEVEMENTS IN 2025

2 647
CHILDREN

801 138
MEALS
PROVIDED

29
TEACHERS



R73 MM
FUNDS
RAISED

18 070
FOOD
PARCELS

5
HOST SITES

878 049
TEACHING
HOURS

THANKS

The support of our donors is vital to the project, and everything we accomplish is thanks to them. In 2025, we were thrilled to receive support from new funders, as well as renewed grants from longstanding partners. Since 2008, we have been able to grow and sustain our work thanks to their dedication to our mission and to the families we serve. We extend our deepest gratitude to them.

We extend our sincere thanks to Suzy Bernstein for the wonderful photographs she took of the project, which thoughtfully document our day-to-day work.



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Mission Support from Ireland



CULTURE OF LEARNING



A PRIVATE CLIENT TRUST
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WEALTH AND INVESTMENT
INTERNATIONAL

Right-wing populism targets migrants

Riley Singh

First published in the Mail & Guardian
24 September 2025

What do the US, UK, Australia and South Africa have in common? As of the time of writing, there are [anti-migrant protests](#) in all four countries calling for the swift deportation of undocumented immigrants. Now, since the first three of the aforementioned countries are majority white, while South Africa remains majority black, there is a notable difference as to how this anti-migrant rhetoric is framed and sold to the public.

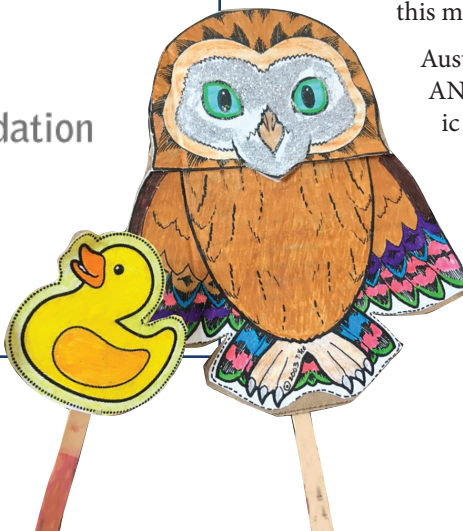
In the case of the first, there is a deep emphasis on the apparent need for the white-majority country to “preserve its culture”. However, while that dynamic doesn’t necessarily correspond to South Africa, these movements are rooted in a mostly working-class background.

A global decline in living conditions

Since the global dominance of neoliberalism in the 1990s, the priority of governments around the world has no longer been to increase quality of life indicators but to ensure the creation and maintenance of the [competitive market order](#). An economic order which, through theory and implementation, has been shown to only benefit the wealthy while eroding the living standards of the working majority.

The failure of the political class to put the material needs of the citizenry before the prioritisation of competitive markets has led to poor outcomes for the people who voted for them. Nowhere is this more evident than in South Africa.

Austerity policies implemented by the ANC have gutted our socio-economic programmes, democratic institutions and public services. Poverty levels in the country are at a [horrific level](#), while year after year, the unemployment rate remains consistently above the 30% mark. Predictably, the anger and frustration felt





(GALLO IMAGES | AFP | MARCO LONGARI)

by the working class has, unfortunately, made them susceptible to the allure of right-wing populism.

Politics of scapegoating

Politicians recognise the fear and anger among the masses, and in an act of political survival, astutely deflect the anger and resentment onto a convenient scapegoat. Usually, a marginalised group that has no institutional power to fight back against the narrative of the government and whose suffering is of no electoral consequence. Given these parameters, the chosen scapegoats are usually undocumented immigrants.

The constant vilification of undocumented immigrants by the political establishment, who blame them for being the root of South Africa's evils, has led to the creation of groups such as Operation Dudula and March and March, who have taken it upon themselves to fight against what they think is the problem in South Africa.

This has led to xenophobic violence being perpetrated by these groups, which have been condemned by both local monitors and [international humanitarian organisations](#). The latest in these violent acts has been Operation Dudula and March and March occupying public clinics and physically denying people (including pregnant women and [children](#)) access if they cannot produce any form of identification.

Despite these acts being criminal and [against the Constitution](#), South Africa's law-enforcement and judicial apparatus is seemingly indifferent to these discriminatory acts, reminiscent of the apartheid era.

Members and proponents of these groups justify these actions by claiming that the reason why our public healthcare system is failing is the seemingly tens of millions of undocumented immigrants burdening the

system. Herein lies the crux of South Africa's xenophobia. A disturbingly large section of the population believes that there are far more undocumented immigrants than there are. Recent statistics number the immigrant (undocumented and documented) population in South Africa at roughly 4 million or [6.5%](#) of the total population.

It is thus statistically impossible for undocumented immigrants to be the reason for the failings of our public health systems. The true cause has little to do with individual immigrants but with [austerity and privatisation policies](#) implemented at a national and provincial level by our governments. Lack of adequate spending has tightened the noose around the neck of public health, leading to understaffed facilities and a lack of medical resources.

Meanwhile, the poorer areas of Westbury in Johannesburg — a historically coloured area — were recently denied water services for more than two weeks. As residents [protest](#) for their basic needs, the response from law enforcement has been disproportionately violent, with riot police shooting rubber bullets at the residents, including the elderly.

Correctly, the blame and frustration were put at the feet of Johannesburg Water, which is owned and operated by the city as a corporate enterprise. However, during a confrontation between residents and the police, one woman was quoted as saying, "We are struggling as a coloured people" and that "foreigners have more rights in the country than South Africans".

This couldn't be more incorrect, as just a week before, Gauteng Premier Panyaza Lesufi announced he was going to [remove informal settlements](#), and evict the thousands living in them, emphasising that the operation would target undocumented immigrants.

The woman (who is undoubtedly right to be angry) didn't consider that her problems at that moment were aligned with the "foreigners" she seemed to be admonishing. Both communities are being deprived of a human right and face brutal violence from the police if they even protest for that right. This encapsulates the failure of identity politics and how it can be weaponised by right-wing populism to get in the way of class solidarity movements.

The rise of the right

Examining how right-wing populist positions are adopted by South Africa's political class, we can see that the ANC's "tough on immigration" stance is not an ideological policy but a political survival tactic, as it has been predicted that it will suffer **catastrophic losses** in next year's local elections. Thus, it can only adopt the rhetoric that other parties have already used to make a name for themselves.

The problem with electoral republics is that politicians need to somehow convince the citizenry to vote. Which, at a time of rampant disillusionment with our democratic institutions, can be a hard task. Thus, politicians have found that a great way to mobilise voters is to have a villain that they can point to and blame for the animosity that they are feeling.

This is where right-wing populism gets a foothold. The uMkhonto weSizwe (MK) party has won 58 seats in the National Assembly, completely unprecedented for a party competing in its first national elections. The Patriotic Alliance (PA) has also enjoyed increased voter support, **snatching wards** from the Democratic Alliance in the Western Cape.

Both parties are part of a disturbing trend in South Africa's political system, one in which not just anti-immigrant sentiment is gaining traction, but also policies that explicitly undermine our democratic constitution. How is it that these parties can maintain a base of such loyal supporters?

Parties such as MK and the PA recognise that people are angry and use that anger to mobilise people. To secure votes, they pretend to care about people's plight while maliciously channelling that anger at the wrong target. They pretend to be the voices of the common people while simultaneously being part of the economic elite that causes their grievances in the first place.

It is because of this contradiction that they can never mobilise a base of supporters on a class perspective. Otherwise, their voters would know that their interests are much more aligned with working-class immigrants than someone like the PA's Gayton McKenzie, Minister of Sports, Arts and Culture, who has used his position in public office to enrich himself and **his family**, or former president and MK head Jacob Zuma, who has made a career of portraying himself as the champion of the Zulu working class, while simultaneously allowing the looting of public funds to **benefit himself and his cronies**.

Thus, instead of recognising that these different communities all suffer under a systematic power structure whose goal is to maximise the profits of the wealthy while further impoverishing the already poor, a more fascistic approach rallies behind ethnonationalism, saying that the reason people are marginalised is not because they are poor but because they are *insert racial group*. Right-wing politicians simultaneously recognise material disparity but tell people to ignore class consciousness and that it doesn't matter what their class position is, so long as they are part of the in-group.

The narrative shifts from the problem being wealth inequality to undocumented immigrants, who simultaneously don't contribute to the economy, while also stealing jobs from South Africans. The people who fall into right-wing populism don't view their marginalisation through systematic class analysis, otherwise, they would notice that the labour market is incredibly exploitative to everyone, and that the lack of service delivery affects all poor and working-class communities.

This isn't just purely from a lack of critical thinking. A more cynical and unfortunate reason as to why xenophobic sentiment is so alluring is that many people recognise that the people who are at fault are simply unaccountable. They subconsciously believe that you cannot fight the economic elites, as it's too hard and their power is too vast. Thus, many people redirect that anger and frustration against a group that they do have power over.

Whether it be preventing undocumented immigrants from using public services or straight-up **pogroms** in townships, it gives people a sense of control and power that they feel has been denied to them. And that is what weak bullies like Operation



Since the global dominance of neo-liberalism in the 1990s, the priority of governments around the world has no longer been to increase quality of life indicators but to ensure the creation and maintenance of the competitive market order.

Dudula do. Instead of focusing that anger against the people who are actually responsible, they target undocumented workers and spaza shop owners, whom they believe are the cause of their poverty.

Of course, even if you get rid of all the immigrants in South Africa, the fact remains that the corporation that employs you will still not pay you a liveable wage, the government is not going to start funding clinics or schools and the potholes will not magically get fixed. All you would have done is just ensured that a group of people are worse off than you, which doesn't actually benefit your material circumstances. There is no greater example of this than America.

The American model

The mass deportation campaign of US President Donald Trump was supported under the narrative that this was to "remove violent criminals" and "restore jobs to American citizens". What resulted is an especially violent form of "remigration" targeting people, regardless of legal status, an act comparable to [ethnic cleansing](#).

The Supreme Court of the United States had recently ruled that Immigration and Customs Enforcement (ICE) has the right to stop and question people based solely on ethnicity and the language they speak, a move that has been bemoaned by the lower courts as distinctly unconstitutional. To carry out this ethnic cleansing operation, the Trump administration has allocated \$175 billion to the immigration enforcement apparatus, meaning it now has a [larger budget](#) than most countries' militaries. All this money and manpower to go towards "making America great again" by removing immigrants.

... even if you get rid of all the immigrants in South Africa ... the corporation that employs you will still not pay you a liveable wage, the government is not going to start funding clinics or schools and the potholes will not magically get fixed.

And yet, things have not got better in America; in fact, they have got worse.

Undocumented labour was the backbone of various industries, such as agriculture and construction, which are in a dire situation. Mass deportations, coupled with Trump's disastrous tariff policy, have seen a massive 70% uptick in small farms declaring bankruptcy.

If you think this is purely a result of incompetence on the Trump administration's part, it would be worth noting that a large amount of these bankrupted farms are being sold pennies-to-the-dollar to an agricultural investment company tied to [Vice President JD Vance](#). As your attention is directed at the poor immigrant worker trying to make a living, right-wing populists are still able to rob you blind.

Gateway to Fascism

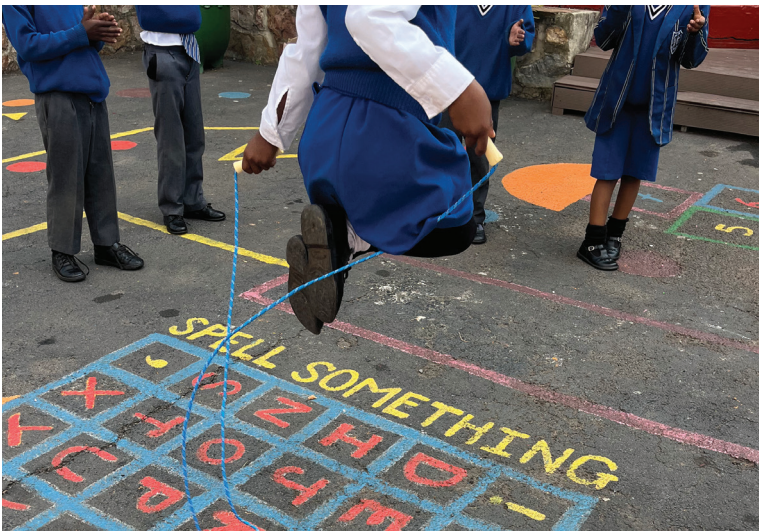
However, all that pales in comparison to the truly duplicitous nature of right-wing populism and its use by fascists. It starts with undocumented immigrants, then the president starts saying, "We have a lot of [homegrown criminals](#), maybe we should deport them too." Then it moves on to removing the legal status of permanent residents who have [criticised](#) the administration, to eventually denaturalising and deporting [natural-born citizens](#) for not supporting the administration. This is what the Trump administration has been doing in less than a year, all under the guise of getting rid of undocumented migrants, who he [falsely claims](#) to be responsible for most of the crime in the US.

This could be South Africa's future if we cave in to right-wing populism. The rhetoric is there and many of the politicians behind these campaigns already have a [dubious history](#) surrounding their adherence to the Constitution. Giving in to the comfort box that this rhetoric and these policies provide opens the door to unmitigated authoritarianism. One in which the ruling elite continues to amass wealth by pointing at new scapegoats whenever they run out of an out-group.

In short, the ire directed towards undocumented migrants helps no one. If you sincerely have a problem with illegal immigration, the correct course of action is to grant mass amnesty and give those people a path to citizenship. Thus, they no longer have the threat of deportation hanging over their heads, and they will be able to advocate for better pay, which increases the pay of the entire labour force.

Combating anti-migrant sentiment isn't just an egalitarian principle, but is necessary to ensure that all our livelihoods are improved against the threat of right-wing populism.

Riley Singh is a freelance journalist focusing on social justice, economic and political issues and whose work has appeared in publications such as Newsweek, Jacobin and New Arab.



CONTINUITY, REFLECTION AND REPOSITIONING

This past year asked for something different of the Three2Six Refugee Children's Education Project: to pause, to reflect, and to consider how best to continue serving our children in a rapidly changing world.

It has been a year of both practical change and strategic reflection. On a practical level, this included completing the transition from Dominican Convent School and re-establishing the programme at Sacred Heart College; the original home where the Three2Six project first began. At a strategic level, it involved deeper conversations about sustainability, impact, programme design, and how best to respond to the evolving needs of our children and their families. As a sub-committee, this year invited us to reflect deeply on the future of the project.

The move back to Sacred Heart College at the beginning of 2025 ensured continuity for our children and stability for the project. Teaching and learning resumed without interruption, baseline assessments were conducted for our older students, and the children received stationery, uniforms, textbooks, and daily meals from the first day of school. What stood out most was not the complexity of the logistics, but the resilience of the children and the steadiness of the adults around them, as familiar rhythms quickly returned.

Beyond academics, the year was rich in experiences that reflected the holistic heart of the project. An adventure camp, theatre visits, health screenings, a holiday programme, and

creative work allowed the children to express, explore, and imagine. The Meaning of Home exhibition reminded us that education is not only about preparing children for school, but about helping them make sense of their lives. These initiatives reinforced the holistic nature of the project model, supporting not only academic development, but also confidence, wellbeing, and social connection.

In July 2025, the project entered a new phase with the successful relocation of some of the children to the Windybrow Arts Centre in Hillbrow, a community where many of our students live.

Operating out of an arts and cultural centre, new possibilities have opened up for the project, positioning education and the arts as complementary tools in addressing inequality and exclusion.

Alongside programme delivery, the Three2Six project continued its advocacy work, engaging with policy processes and supporting families in navigating access to public schooling. This has allowed the project to continue broadening its role, not only as educators, but as partners in social inclusion.

In a challenging global funding environment, we remain deeply grateful for the continued trust and generous support of our donors and partners. The Three2Six sub-committee remains committed to strong stewardship, transparency, and long-term thinking. We recognise that sustainability is built not only on funding, but also through credibility, accountability, and relationships.

Three2Six moves forward with history and a renewed sense of purpose. We do so with clarity of intention, humility, and a continued faith in education as a pathway to dignity, belonging, and possibility for all.

Phindile Nouse | Three2Six Sub-Committee Chairperson



The year was
marked by
extraordinary
experiences
that extended
education far
beyond the
classroom walls.



WITH DETERMINED SPIRITS

The year began after the closure of our home at the Dominican Convent School. The final weeks in 2024 were a whirlwind of emotions. A closing Mass and a bring-and-share braai provided a final send-off. It was sad for the children to say goodbye to their teachers, who had cared for them for two years. The children and staff left their mark on the campus by leaving handprints on one of the walls.

With determined spirits, our team, supported by parents, spent the first weeks of December moving furniture, books, and resources to our original home, Sacred Heart College. The school had prepared the classrooms with fresh paint. From day one, the rhythm of school life fell into place, and the children quickly settled into their new, nurturing environment.

The year was marked by extraordinary experiences that extended education far beyond the classroom walls. In a truly transformative outing, 140 children from Grades 4 to 7 attended a three-day adventure camp. For most, it was their first time leaving Johannesburg, and the bushveld became a classroom for building confidence and camaraderie. The children soared on ziplines, navigated obstacle courses, embarked on thrilling night hikes, and discovered leadership skills through team-building games.

Further support allowed us to take the younger children who we did not take on camp to see The Wonderful World of Beatrix Potter at the National Children's Theatre. The kindness of our donor, Gajoder Investments, provided these students with unforgettable experiences that they would not otherwise have had access to.



Other enrichment initiatives included a study skills programme delivered by StudyFit to equip our Grade 7 students with essential skills ahead of their transition to high school; an eight-week storytelling programme by the National Children's Theatre, which fostered self-expression and teamwork; a spelling bee programme by Spelling BeeHive to nurture a love for language and reading; anti-bullying activities with Drama for Life; workshops on female health with the Mina Foundation; and a fun day hosted by the Turquoise Harmony Institute, among many others.

In addition to these, this year, the project was once again able to organise medical screenings for all its students, expertly led by Sister Fourie from St Charles Clinic, and Dr Colleen McIver. Under their careful supervision, each student underwent a comprehensive health assessment, including height and weight measurements, an oral examination, a basic eye screening, and a general health review. All referrals made by the medical professionals were followed up by our team.

THE MOVE TO WINDYBROW

In July, the Project successfully relocated its younger children to the Windybrow Arts Centre in Hillbrow as the available space at Sacred Heart College had been reduced. The children settled into their new environment well, utilising the playground area for break times and other available spaces in the arts centre, making it a functional and welcoming home for their activities.

AUGUST 2025 HOLIDAY PROGRAMME

During the quiet weeks of the August break, the Three2Six Project, in a partnership with seven dedicated student volunteers from the University of the West of England (UWE), facilitated an extraordinary holiday programme. Under the leadership of Mian Ng and Justine Kimbala, this initiative transformed the College into a hub of innovation and joy for its Three2Six children.

The programme offered structured, enriching activities for children who might otherwise have had limited opportunities during the three-week holiday. Through grade-specific activities, children developed confidence, teamwork, and self-expression. Music, digital storytelling, art, poetry, song, and dance formed the core of the programme, ensuring every child actively participated in a hands-on journey of discovery.

A highlight was the final showcase where children presented performances, premiered a short film, and exhibited their artwork—celebrating their creativity and growth. The programme also included a specialised mobile phone filmmaking workshop for our former students, equipping them with practical digital storytelling skills.

THE MEANING OF HOME EXHIBITION: AUGUST TO OCTOBER 2025

The exhibition featured our children's own clay sculptures together with raku-fired porcelain vessels made by Nina and Kate Shand, exploring the concept of home as a lens for belonging and identity.



In a truly transformative outing, 140 children from Grades 4 to 7 attended a three-day adventure camp



Curated in collaboration with Nereida Ripero-Muñiz, this project combined art therapy with arts-based approaches to migration, using creativity to process the complex emotions associated with displacement.

New additions included a compelling photo series titled ‘Leaving No Child Behind,’ which shed light on the lives of refugee and migrant children, and the ‘Doll’s Building and City Project,’ a reimagined Victorian dollhouse transformed into a South African context by the Windybrow Arts Centre. Together, these elements created a multifaceted and moving dialogue on the multiple meanings of home.

THANKS

In a year of global economic tightening, we are profoundly grateful for the steadfast support of our donors and friends. As we look back on 2025, we see a year defined by more than challenge, but by resilience. From the farewell at our old home to the vibrant new Windybrow, our children have demonstrated an incredible capacity to adapt and thrive. Supported by a network of committed staff, volunteers, cooks, drivers, and donors, the Three2Six Project has not only endured but has been strengthened.

We move into the future with a sustainable strategy, a clear purpose, and a belief in the potential of every child we serve.

Mark Potterton | Three2Six Director



THE UWE TEAM : MARIE-FRANCE KIMBALA (OUR LOCAL VOLUNTEER), KATIE CHANNING, HANNAH NTAKIRUTIMANA, AMBER TOVEY NESBITT, KAT FROST, TIA CARTER, BASIE ROWSELL, MIAN NG, JORDAN NG-FRANCIS (GUEST), FREDERICK DEAN, ANDY FRANCIS (GUEST).



HOLIDAY CAMP



ARBOR WEEK



ART EXHIBITION



HEALTH SCREENING



MENSTRUATION WORKSHOP

RESEARCH AND EVALUATION

SUMMARY OF KEY FINDINGS AND RECOMMENDATIONS OVER THE PAST 10 YEARS

EDUCATIONAL IMPACT

The project delivered transformative educational opportunities to nearly 2,600 refugee and migrant children for 17 years. Despite operating as an after-school bridging programme with limited hours, it succeeded in building children's self-confidence, resilience, and optimism – qualities that proved remarkably durable even in the face of poverty and displacement. Children who participated in the programme demonstrated the ability to articulate their experiences and aspirations with clarity and hope, and many successfully transitioned into mainstream high schools. Some have gone on to tertiary education.

The move to full-time schooling at a permanent host school marked a significant positive step, giving children access to a complete curriculum, extracurricular activities, sports, and leadership opportunities.

Children and families alike welcomed this shift, recognising it as a pathway to a more normalised educational experience.

HOLISTIC SUPPORT AND WELLBEING

Beyond classroom learning, the project excelled in providing wraparound support: daily meals, uniforms, transport, stationery, and psychosocial care. For many children, the school meal was their only reliable daily food source. Health screenings introduced in 2023 helped identify and address previously unmet medical needs. A strong network of partner organisations enabled access to counselling, legal assistance, and social services, creating a safety net that addressed children and families holistically.

The project's safeguarding framework was robust, with trained staff identifying and consistently supporting vulnerable children. Psychosocial monitoring tools helped the team understand and respond to trauma and resilience needs in a structured, evidence-informed way.

COMMUNITY AND IDENTITY

One of the project's most celebrated achievements was the powerful sense of community and belonging it fostered. Children, families, and alumni consistently described Three2Six as a "family", a rare source of safety and affirmation in an environment often marked by xenophobia and insecurity. Alumni groups continued to draw strength from this identity long after leaving the programme, and the alumni network served as a channel for peer support, scholarship opportunities, and advocacy engagement.

Host school communities also benefited, with measurable reductions in xenophobic attitudes among students and parents at partner schools. Community service opportunities for host school students deepened cross-cultural understanding.



The project delivered transformative educational opportunities to nearly 2,600 refugee and migrant children for 17 years.





ADVOCACY

The project produced high-quality publications, toolkits, and media content that gained both national and international recognition. Its model of refugee education inspired replication efforts globally and earned the admiration of UN agencies and the Vatican. Active social media engagement and media coverage amplified the voices of refugee children and families.

ORGANISATIONAL STRENGTHS

The project demonstrated strong operational efficiency by sharing administrative and financial services with host institutions, making excellent use of volunteers, and maintaining a lean but dedicated staff. Transparent reporting and a learning-organisation ethos, openly acknowledging challenges and adapting, strengthened donor confidence and institutional credibility. Support from the Marist Brothers and affiliated schools provided vital governance stability and long-term commitment to the project's mission.



KEY RECOMMENDATIONS

- Sustained teacher development, including ongoing mentoring and specialised reading acquisition support, to meet the needs of refugee learners.
- Strategic advocacy collaboration and co-developing joint campaigns with partner organisations around documentation, education access, and anti-xenophobia.
- Targeted publications strategy with clear distribution plans aligned to specific decision-maker audiences to maximise policy influence.
- Improved alumni tracking systems to better understand long-term outcomes and support those at risk of dropping out.
- Broad fundraising mobilisation across the Marist network and board structures to meet the costs of the project.

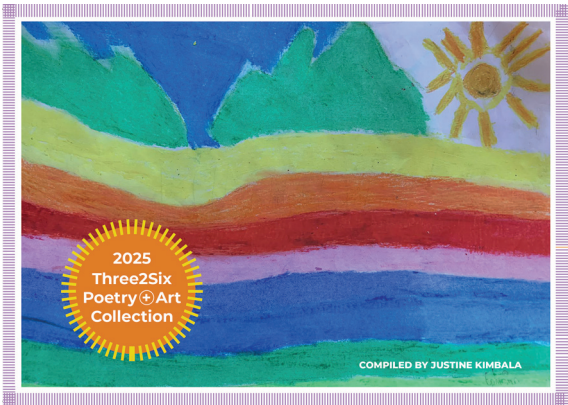




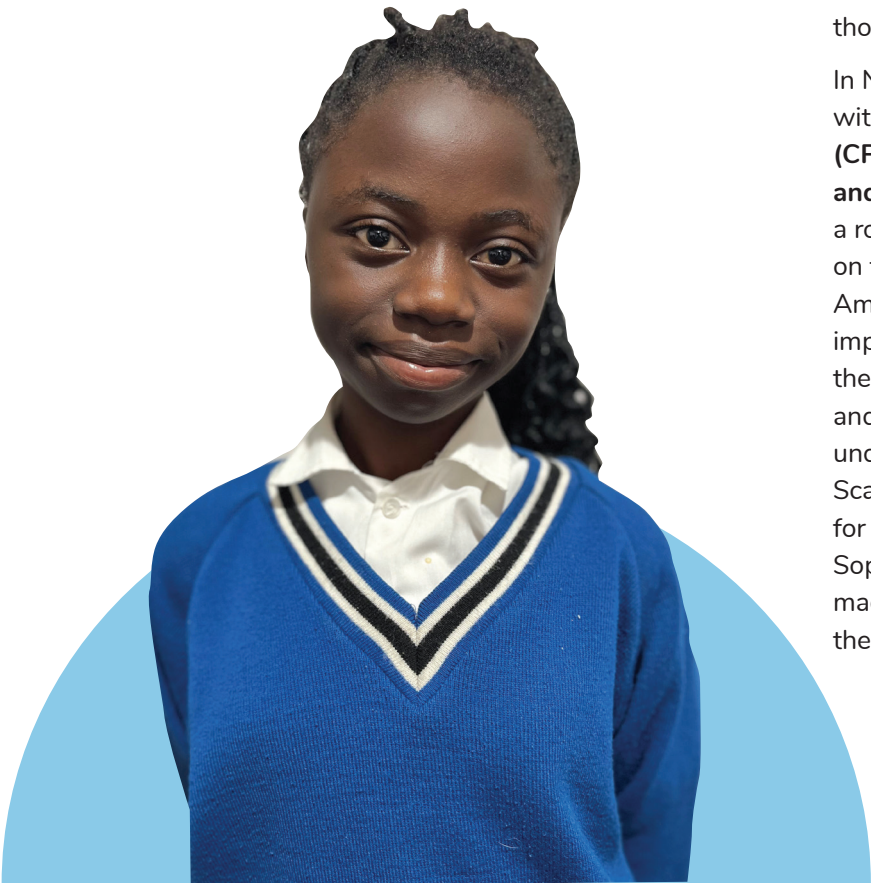
ADVOCACY

The year kicked off with a new publication, the **2025 Three2Six Poetry + Art Collection**. This publication is a testament to the Three2Six students' resilience and their hopes for the future, despite the challenges they face daily. All the poems and artworks were created by the project's students and alumni. Two news articles were written on this release:

- [Southern Cross](#)
- [Champagnat](#)



In March, our team participated in the **Human Rights Festival** at Constitution Hill for the third year in a row. Over two days, we shared our work with more than 100 visitors at our stall, who also received copies of our booklets to take home and reflect on the experiences of our children.



The Meaning of Home exhibition – previously mentioned – provided an additional platform for the project to increase public awareness of the challenges faced by refugee children in South Africa. It was on display at the University of Johannesburg for a few weeks before moving to the Origins Centre at the University of the Witwatersrand for two months.

As the school registration system can be difficult to navigate, we provided support to our parents with the assistance of our partner, **the Outreach Foundation**. A workshop was organised mid-year to prepare the parents of our Grade 7 students for their children's transition to high school, focusing on the registration process and required documentation.

This was followed by one-on-one support by the Foundation's staff when the Gauteng Department of Education online registration portal opened for the 2026 school year. In parallel with this, our team had the opportunity to meet with officials from the **Department of Basic Education (DBE)** to raise awareness of the main challenges our families face in accessing education. This led to a fruitful discussion on the support the Department can provide to ensure that our exiting students can access schooling next year.

For **World Environment Day**, our Grade 7 students joined forces with their peers at Yeoville Community School to discuss key environmental issues. They prepared posters on those and presented them to the other groups.

In November, the project was thrilled to partner with the **Catholic Parliamentary Liaison Office (CPLO)** and the **Consortium for Refugees and Migrants in South Africa (CoRMSA)** for a roundtable on education. The event focused on the newly adopted Basic Education Laws Amendment (BELA) Act and discussed how its implementation may stumble across gaps, and the psychosocial impact the lack of documents and the lack of access to education has on undocumented children. Experts from the Scalabrini Centre of Cape Town, the Centre for Child Law at the University of Pretoria and Sophiatown Community Psychological Services made presentations on these topics and guided the discussion that ensued.

As the school registration system can be difficult to navigate, we provided support to our parents with the assistance of our partner, **the Outreach Foundation.**

organisations, and CSOs from South Africa and Uganda, to share information on our asylum systems and discuss how to improve services and achieve greater protection for asylum seekers and refugees.

Towards the end of the year, Three2Six also made two advocacy submissions. The first was to the Department of Basic Education on the **'Admission of learners to public schools'** draft regulations, raising concerns about provisions that may create barriers to access education for refugee children.

The second submission was to the Office of the United Nations High Commissioner for Human Rights (OHCHR) regarding the implementation of Resolution 78/217 on the protection of migrants. It addressed the general situation of migrants in South Africa and focused specifically on barriers to education for refugee and migrant children in the country.

Fighting xenophobia starts with the new generation and is a change that can be driven by educators in the classroom. Grade 7 students from Sacred Heart College played the "Mzansi Life" game, a board game designed to challenge anti-foreigner sentiment among South African youth. It was commissioned by the United Nations High Commissioner for Refugees (UNHCR) and developed by ALT Advisory, in partnership with the DBE. A team from Power Law Africa facilitated the session, which included a post-game discussion on refugee rights, and an exploration of whether students' perceptions of refugees had changed through playing this game.

As a member of CoRMSA and of other advocacy networks, including the Protection Working Group, co-chaired by the UNHCR and the Department of Justice and Constitutional Development, and the Psychosocial Rights Forum, the project participated in various advocacy events this year. These included a communications workshop with the UNHCR focused on developing strategies to counter xenophobic narratives, and a two-day conference hosted by CoRMSA and the Scalabrini Centre of Cape Town that brought together community leaders, international

In addition to education-focused advocacy, the project supported efforts to facilitate access to healthcare when anti-foreigner groups obstructed access to hospitals and clinics. Information was collected within our community on instances of denied healthcare access and shared with the UNHCR and Doctors without Borders, who undertook further advocacy with relevant stakeholders. Where possible, alternative medical care options were identified and suggested.



For the last few years, we have been celebrating Global Action Month (GAM) together with the Terre des Hommes International Youth Network.

All our grades were involved and showed us how the new generation cares about the planet and wants to be active agents of change. With the support of our teachers, the Three2Six students cleaned up a local park, turned used plastic bottles into plant pots and traditional skirts, wrote poems and crafted posters on various environmental topics such as deforestation, and conducted research to better understand how tides affect life on Earth.

SOCIAL MEDIA

 INSTAGRAM **+ 60**

Instagram followers increase:
612 to 672

Greatest post reach:
7870 reached, in June



 LINKEDIN **+ 61**

LinkedIn page followers increase:
349 to 410

Top post:
October – 24593

LinkedIn profile followers increase: **+ 37**
189 to 226

Top post:
April – 544 impressions

 YouTube **+ 10**

YouTube subscribers increase:
from 115 in 2024 to 125 in 2025

Total number of views over the year:
512

 FACEBOOK **+ 43**

Followers increase:
from 1458 in 2024 to 1501 end 2025

Facebook greatest post reach:
1796, in August



 X **+ 3**

Followers increase:

204 to 207

Tweet impressions over the year:

3237

Top tweet:

665 impressions, in August.

OUR TEAM

Made up of paid staff, volunteers, teachers, administrative and management staff, and of South African, European, and refugee team members, our team is beautifully diverse, and we cherish that.

From the bottom of our hearts, we would like to thank every member of our team for the care, passion, and commitment they have brought this year. Through periods of change, they have shown incredible adaptability, resilience, and unwavering dedication to our mission of educating excluded refugee and migrant children. This work would not have been possible without their collective efforts

We said goodbye to Kelsay Correa, who helped us consolidate our fundraising efforts. Kelsay was an enthusiastic and dedicated staff member who was fully engaged in all aspects of our work, and helped to improve the quality of life of our children. We are grateful for everything she contributed.



FIRST ROW : YOLANDA MBEDZI, TEACHER | JUSTINE KIMBALA, PROJECT COORDINATOR

SECOND ROW : KELSAY CORREA, DEVELOPMENT OFFICER UNTIL FEBRUARY | SUZANNA CROSS, TEACHER

TOP TO BOTTOM :
MARIE-FRANCE KIMBALA, VOLUNTEER
GRACE THABETHE, TEACHER
HELEN MARX, VOLUNTEER
CHARLOTTE MARGERIT-BYRNE, ADVOCACY, COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT OFFICER



FIRST ROW :
AYSEGUL ERGUL, TEACHER
CHERYL BACALHAU, TEACHER



SECOND ROW :
PRECIOUS MAREYA, TEACHER
STEPHANIE MBUYI NYAMABO,
VOLUNTEER



THIRD ROW :
MARY-GENEVIEVE CORREIA,
VOLUNTEER
NANCY BWALYA, TEACHER
THANDI MILLS, DEVELOPMENT
OFFICER FROM JUNE



FOURTH ROW :
THEMBI NDEBELE, TEACHER
ANNA-LENA MÜCK,
VOLUNTEER



FIFTH ROW : ARTHUR MINSAN, USA FUNDRAISER | JANE TRATHEN,THREE2SIX ADMINISTRATOR
JEFF SMITH, USA FUNDRAISER

VOLUNTEER PROFILES



ANNA-LENA MÜCK

Anna-Lena arrived in Johannesburg from Germany in August 2024 as part of a cohort of volunteers sent on overseas placements by our German partner Kindermissionswerk – Die Sternsinger. Anna-Lena had just completed her secondary education and took a gap year to make a meaningful contribution to our community before starting university.

Anna-Lena assisted with classroom supervision and activities, led art lessons and physical education sessions. In addition, she provided valuable support to our communications initiatives, and beyond.

“Volunteering with Three2Six for a full year has been one of the most meaningful experiences of my life. Every day was truly special, made even more so by the openness and warmth of the staff members who welcomed me from the very beginning. I received far more than I could ever give, and the children’s energy and kindness have left a lasting impact on me.

What I cherished most were the small, everyday moments with the children –

spending time together during breaks, playing sports, creating art, singing, and dancing. These moments made my experience in South Africa unforgettable.

I am honoured to have been part of Three2Six and grateful to have shared this journey with the children and the team.”

She returned to Europe in August 2025 where she has been studying Business Administration, and working alongside her studies at one of Germany’s major banks. To stay connected with children, she also coaches a group of young gymnasts on a weekly basis.



MARY-GENEVIEVE CORREIA

Mary-Genevieve was a local volunteer and an alumna of Sacred Heart College. She volunteered at the project from January until July 2025, mainly as an assistant teacher for our combined Grade 2 and 3 class. As such, she helped with classroom activities and management, marking, and she was always there to assist the children with their reading and any struggles they were facing.

“I love [the children] so dearly. They were so wonderful, mostly, and most of the time most of them really tried. I wish them only the best, and to keep up their reading, and I wouldn’t change these past months for all the gold in Gauteng.”

Mary-Genevieve left the project to begin her studies in the second half of the year.



STEPHANIE MBUYI NYAMABO

Stephanie first became involved in the Project as a student in 2013 before leaving Three2Six to study at local schools. After completing her secondary education, she decided to give back to the project by volunteering her time. She joined us this year.

“I assist with Arts and Physical education. I highly appreciate the love and care that Three2Six has shown me. In a world where it seemed to be over for me. Three2Six brought life, hope and refined my way of viewing the world. Being a volunteer in the Three2Six project and spending this with the kids taught me a lot. I’d say 2025 has given me the best of being PRESENT in the lives of children.”



MARIE-FRANCE KIMBALA

Marie-France is herself a refugee in South Africa. After graduating from high school, she chose to volunteer full-time at the project for a year.

“Volunteering with the Three2Six Refugee Children’s Education Project was a truly memorable experience. I spent time doing sports and creative arts with the children, watching them open up, grow and express who they are. Their joy, talent and resilience made every day special.”



HELEN MARX

Helen worked at our former host school, Dominican Convent School, for close to forty years. She joined the project as a volunteer this year.

“I love working with the Three2Six children. They are very eager to learn, to read. I help them when they have a break. I do reading with the Grade 3s, sometimes Grade 2s, and then Grade 4s. They are very eager to come to read, they even fight about it. I just enjoy working with them.”

Stephanie, Marie-France and Helen will continue to volunteer with the project next year, which we couldn’t be happier about. Their ongoing commitment is a wonderful affirmation of the value they find in the work and the relationships built through the Project.

We are equally grateful to all those who volunteered at the project, from a day to a few weeks. Every contribution, no matter the length of time, made a meaningful difference and helped strengthen the Project’s activities and community over the course of the year.



ALUMNI PERSPECTIVE

Rebecca, a former Three2Six pupil, now works as a mental health facilitator at the Regional Psychosocial Support Initiative (REPSSI), an NGO supporting young people’s mental health and psychosocial wellbeing in east and southern Africa.

Her journey began in 2010, at age 9, when her family left Kinshasa, Congo, via Lubumbashi. They travelled first by aeroplane, then spent a week on the road to reach South Africa and join her mother, who had arrived earlier.

In 2011, she joined the Three2Six project, albeit apprehensively at first. The programme was the only school that accepted her, even though she was behind in school. Rebecca recalls initially not wanting to be part of any “refugee programmes”; she could not speak any English, and this language barrier made socialising and learning extremely

challenging and, in some ways, overwhelming. Despite this, she persisted and quickly started to pick up English. Once she got more confident in the language, she also gained confidence in the school environment as a whole, and she was determined to improve.

She began making friends, and gained familiarity with the syllabus. School quickly became something that she looked forward to.

The school fostered a sense of belonging, and she recalls one teacher’s words of encouragement:

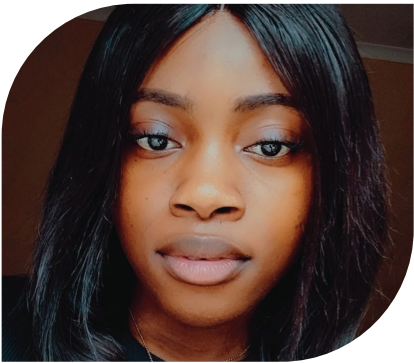
“Teacher always kept telling us, even though life is not easy, we must try and do something with our lives rather than waiting for someone else to do something for us.”

Rebecca attended Grades 5 and 6 through Three2Six. A

day at school started at 1:30 PM with catching the bus that was provided to transport the students. Once they arrived at school, the students would gather for assembly and announcements before class. The condensed academic curriculum consisted of three core subjects: English, Maths, and Life Orientation, which are subjects students carry through to Matric. A highlight of her experience was the lunches that also consisted of juice and a snack. Rebecca spoke fondly about the positive impact of her teachers, particularly Ma’m Justine, with whom she formed a strong bond over the years.

“Ma’m Justine would always check up on me, even after I finished Matric, she would check up to see what I was doing and how I am doing.”

The word “connections” came through in our conversation. When she spent time at Three2Six, Rebecca felt she was surrounded by people like her. Even though she is admittedly soft spoken by nature, she found the programme to be one of the places where she could connect with people.



Rebecca's story reflects courage and hope.
What began as a reluctant step into the
unknown at Three2Six became a place
where she found her voice.

In the face of these challenges and with the help of the people at Three2Six, Rebecca is determined to do well for herself. Ma'm Esther, who was a campus coordinator, is another figure who encouraged her to improve her skills after school. Ma'm

Rebecca went to Asteri Primary School in Grade 7, and then to St Enda's Secondary in Hillbrow. The shift from Three2Six to a mainstream government school was challenging on multiple fronts. Academically, there was an increase from three subjects to eight, which meant a lot of catching up. The much longer school day also required early morning wake-ups.

Rebecca and I also discussed the realities of being a refugee in South Africa. Despite having been in the country for 15 years, she is still an asylum seeker under her mother's file. Her mother's application has been rejected, rendering her unable to renew her documents since 2022. Bureaucratic issues and a more restrictive attitude from governments have made getting documentation extremely difficult for people like her. Rebecca on getting documentation:

"It's close to impossible, everything feels like a battle, even getting an education is challenging."



Esther introduced Rebecca to the Outreach Foundation, where she engaged in hospitality training, and she learnt how to bake. She has taken these skills and turned them into a small catering business. Rebecca also is a Master Trainer at REPSSI, where she facilitates Mental Health and Psychosocial Support programmes in inner-city communities. Since joining the organisation in February last year, she has worked closely with parents and youth to unpack how mental health affects families, especially in spaces where mental health is often only associated with illness. Through dialogue-driven workshops, she helps community members understand that wellbeing is an essential part of mental health, opening up conversations that demystify and humanise the topic. Rebecca thrives on the communication and connection that her role requires—she enjoys engaging with facilitators and participants alike, and values the ability to relate to people from diverse backgrounds. For her, the most rewarding part of the work is witnessing individuals encounter mental health concepts for the first time in a positive light, gaining clarity, confidence, and empowerment through these transformative discussions.

Rebecca's story reflects courage and hope. What began as a reluctant step into the unknown at Three2Six became a place where she found her voice. Despite obstacles like displacement, language barriers, and documentation struggles, she rises above—working in mental health and running a business. Her journey shows that with support, the most difficult beginnings can become stories of strength and purpose.

Written by Mugisha Hakizimana. We are grateful to her for generously volunteering her time to interview Rebecca and document her story.



ALUMNI DAYS

For many years, a dedicated team of volunteers has come together each month to design and facilitate educational and engaging activities for Three2Six alumni currently pursuing their secondary education. These Alumni Days provide a space for ongoing support, reconnection, discovery, and both academic and personal growth.

Over the past year, the Alumni Days were organised by Angel, Nyasha, Tamara, and Anna-Lena, all of whom have strong links to the Project. Through thoughtfully planned monthly gatherings, they created a safe, welcoming, and joyful environment where alumni could reconnect with friends, receive academic support, explore new ideas and activities, and enjoy time together in a relaxed and encouraging setting.

In 2025, these gatherings blended creativity, learning, and reflection through a wide range of activities, including drama and role-play, mock trials, discussions on artificial intelligence and

activism, expressive arts, wellbeing practices such as yoga and meditation, and skills-based workshops focused on communication, presentation, digital literacy, and critical thinking.

Our alumni engaged with complex social and global issues, strengthened their confidence and leadership abilities, and

continued to build a strong sense of belonging. Each Alumni Day was made possible through the dedication, care, and energy of the volunteers and facilitators, whose generosity of time and expertise played a vital role in creating welcoming, inspiring spaces for connection

and learning. The organisation is deeply grateful for their contribution, which helped ensure that these gatherings remained a highlight and a continued source of encouragement and inspiration for our alumni. A special thanks to Dineo and Shadrack for organising meals and transport for our past students.





GOVERNANCE REPORT

The Sacred Heart College Board met regularly in compliance with the constitution. The Board is responsible for policy and overall governance, with the day-to-day management delegated to the Head of the College and her Leadership Team. Members of the Finance Committee are appointed for the specific knowledge and skills they bring to the Committee. They are responsible for monitoring:

- financial spending according to the budget;
- implementing strategies and policies as approved by the Board;
- adequacy of resources and staff;
- compliance with relevant legislation; and any special investigations undertaken by the organisation.

Systems of financial and internal control are in place to provide reasonable assurance that the assets are protected and that liabilities and working capital are efficiently managed. The project is externally audited once a year.

The Board endorses the principles in the Code of Corporate Practices and Conduct recommended by the King Commission. The Board abides by the principles of openness, integrity, and accountability.

Phindile Nouse took over from Roddy Payne as the chair of the Three2Six Sub-committee. We are incredibly grateful to Roddy for the support and direction he provided to the Project throughout his chairmanship.

CODE OF ETHICS

Project employees and volunteers are required to observe the highest ethical standards to ensure that work practices are carried out in a way that is beyond reproach.

CHILD SAFEGUARDING

In the Three2Six Project, we have a duty of care to ensure that all pupils are kept safe from harm. We are committed to providing a secure and supportive environment in which children can develop and grow into mature and responsible people. Safeguarding children is an essential part of our holistic approach to ensure that children are protected from abuse and neglect and that every child reaches their full potential.

The Child Safeguarding policy was reviewed and updated during the year. You can read more about it [here](#).

SACRED HEART COLLEGE BOARD MEMBERS

Ashraf Dada, Chair
Zandile Mafata, Treasurer
Zeyn Angamia
Christine Smith
Nhlamulo Mvelase
Frances Correia
Nesh Dinat
Diana Messerschmidt
Lucien Pierce
Phindile Nouse
Fr Fortune Francis
Dhiraj Bharuth
Volente Naidoo
Mark Potterton

THREE2SIX SUB-COMMITTEE MEMBERS

Phindile Nouse, Chair
Roddy Payne
Matseliso Ntsoelikane
Nosisa Dube
Christine Smith
Frances Correia
Br John Bwanali
Lucien Pierce
Diana Messerschmidt
Mark Potterton
Volente Naidoo
Dhiraj Bharuth
Thandi Mills
Justine Kimbala
Charlotte Margerit-Byrne

FUNDRAISING

2025 will certainly go down as a year of change for the Three2Six project. One thing that has remained consistent is the support of our donors, and for this we are grateful. It enables us to be a source of consistent safety and support to the Three2Six children and their families in the face of constant uncertainty and the value of this cannot be overstated.

2025 has also seen a change in the landscape of fundraising locally and globally. There is a general tightening of the belt both locally and internationally. Funding for refugees specifically has been redirected to settings where there are refugee camps and active war zones, leaving our beneficiary community even more marginalised as they attempt to make new lives for themselves in an often hostile and structurally xenophobic environment. Our donors make combatting this xenophobia and realising the basic human rights of the children in our care possible and we cannot thank each and every one enough.

In spite of the challenges of funding foreign nationals locally, we are grateful to have had continued support from some big local corporate donors and foundations like the Johannesburg Stock Exchange and HCI Foundation in 2025. A number of local trusts have also continued their support in 2025 which has been crucial in supporting the evolution of the project and the stability and wellbeing of the children.

Being a Marist project opens additional funding avenues through religious funds such as the Southern African Catholic Bishops' Conference as well as allowing us to be included in some larger funding applications made by the Marist International Solidarity Foundation (FMSI) to funders we would otherwise have difficulty reaching. Misesan Cara is one such donor and their multi-year funding is a significant source of stability for the project. Our Marist family at FMSI have been invaluable in their support of the project both operationally and as advocates to large global funders in 2025.

The Sacred Heart College 501c3 fundraisers in the United States had a challenging year

keeping up with the unavoidable changes we faced throughout 2025 and in spite of this we still had some substantial support from US based donors. Without the dedication of our volunteers, Arthur Minson and Jeff Smith, this would not have been possible and they continue to be a blessing to our work.

The 2025 fund raising carried out in the United States resulted in the following:

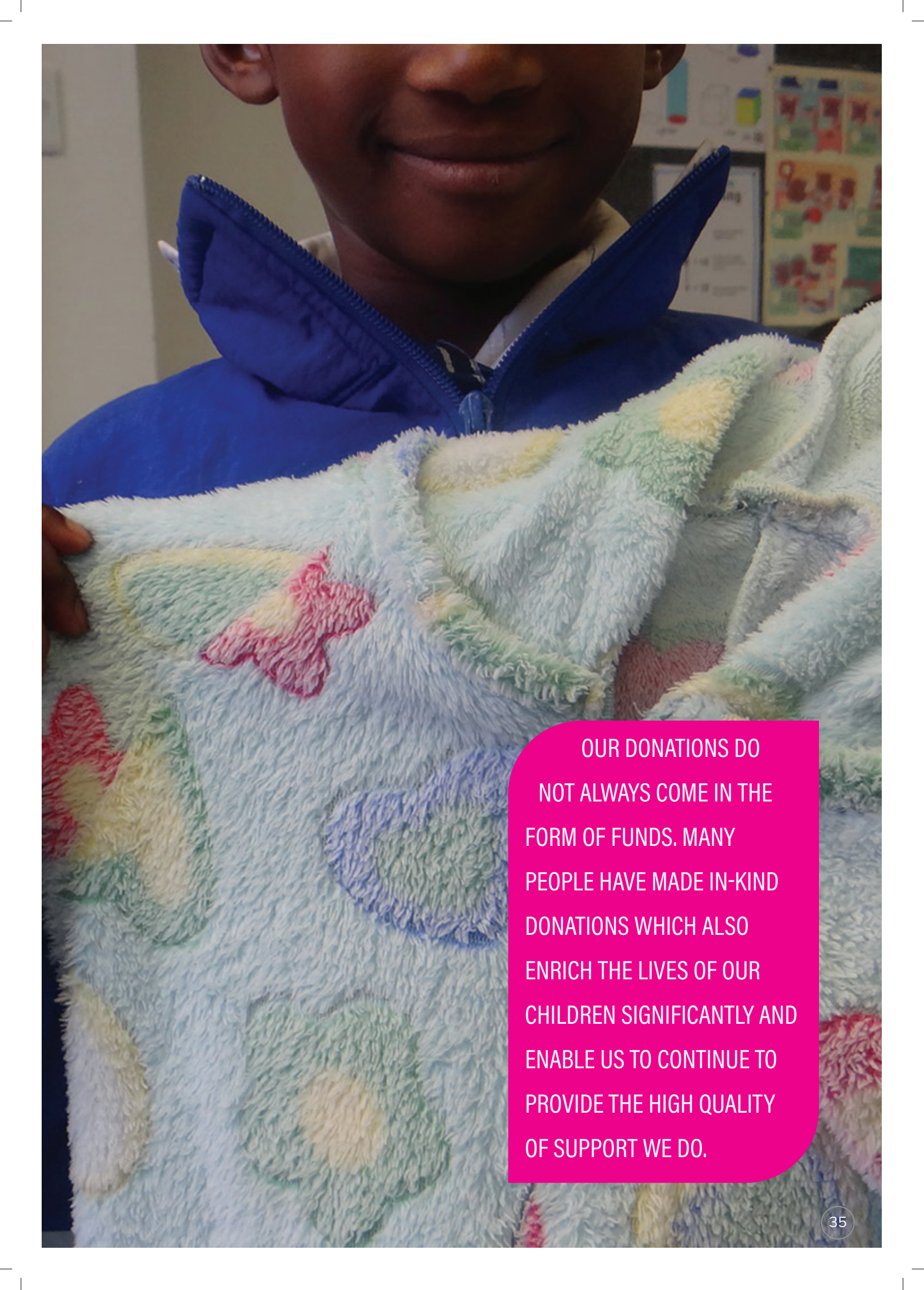
\$1500 – Carolyn and John Stremlau – January

\$10,000 – Kennedy Hanly Foundation – April

\$25,000 – Harris Mathews Charitable Foundation – November

It is clear that stability and sustainability are key to the continued success of the project and this has informed our fundraising strategy and the direction of the project from Q3 in 2025. Now more than ever, a diverse range of funders is a necessity and building a reserve must become a priority. Part of this strategy involved fundraising to cover the fees for one year for 65 learners entering primary school in 2026. Roddy Payne was instrumental in helping us secure these funds which totalled over R186 000. Thanks to him, Bea Roberts, the This Day Foundation, the Wood and Kamana families, and Paul Ballantyne and Beatrix Payne, all 65 children have had their fees for 2026 covered and will be fully integrated into public primary schools.

Our donations do not always come in the form of funds. Many people have made in-kind donations which also enrich the lives of our children significantly and enable us to continue to provide the high quality of support we do. From stationery packs donated by Standard Bank, food contributions from St Dominic's School for Girls and a former Three2Six teacher and her family, to countless energy bars and other healthy snacks by Kim and his team, as well as clothes, CD players, books, and more items from various donors. The love and care shown through these generous donations enabled us to support not only our students, but their families as well.

A close-up photograph of a young child with dark skin, smiling and holding a large, colorful, patterned blanket. The child is wearing a blue jacket. The blanket features a white background with large, colorful, abstract shapes in shades of yellow, green, blue, and red. The child's face is partially visible at the top of the frame, showing a joyful expression. The background is slightly blurred, showing what appears to be a wall with some colorful posters or drawings.

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ENABLE US TO CONTINUE TO
PROVIDE THE HIGH QUALITY
OF SUPPORT WE DO.



THREE2SIX REFUGEE CHILDREN'S EDUCATION PROJECT

STATEMENT OF COMPREHENSIVE INCOME FOR YEAR ENDED 31 DECEMBER 2025

	2025 R	2024 R
INCOME		
A Private Client Trust administered by Investec Wealth & Investment International	1 000 000	900 000
Al & Peggy DeMatteis Family Foundation	-	18 914
Bridge-Ed Foundation NPC	-	50 000
Caring Women's Forum	-	150 000
Catholic Institute of Education (CIE)	65 000	65 000
Culture of Learning	554 499	-
Diocese of Rottenburg – Stuttgart	-	694 118
Foundation for Human Rights	100 000	-
Gajoder Investments	-	319 000
Harris Mathews Charitable Foundation Inc.	380 342	438 918
HCI Foundation	320 000	270 000
Holy Family Sisters	-	150 000
Individual donations	226 237	88 224
Jell Foundation	500 000	500 000
Johannesburg Stock Exchange Limited	150 000	150 000
Kennedy Hanly Foundation Inc.	177 100	179 258
Local Initiatives Fund - South Africa (LIFSA)	160 000	161 000
Misean Cara	1 331 706	745 030
Principality of Monaco	-	56 603
St Patrick's Missionary Society	-	60 000
Terre des Hommes	960 218	421 702
The Breadsticks Foundation	355 680	342 400
The Koch Foundation	-	189 135
The Papal Foundation	-	1 854 650
The Southern African Catholic Bishops' Conference	25 000	-
University of the West of England	80 810	163 608
Zenex Foundation	-	50 000
	6 386 592	8 017 560
Interest received	8 386	-
	8 386	-
TOTAL INCOME	6 394 978	8 017 560
EXPENDITURE	6 280 273	8 747 495
NET DEFICIT FOR THE YEAR	114 705	(729 935)
OVERDRAWN BALANCE / BANK BALANCE BEGINNING OF YEAR	(3 181 241)	(2 451 306)
OVERDRAWN BALANCE END OF YEAR	(3 066 537)	(3 181 241)

THREE2SIX REFUGEE CHILDREN'S EDUCATION PROJECT

STATEMENT OF COMPREHENSIVE EXPENDITURE FOR YEAR ENDED 31 DECEMBER 2025

	2025 R	2024 R
EXPENDITURE		
Administration fee	688 700	631 403
Advocacy	18 589	44 271
Audit fees	5 750	23 000
Bank charges	2 482	2 852
Bus drivers	54 000	-
Computer and IT equipment	36 909	1 280 974
Curriculum development	280 821	-
Evaluations	-	24 000
Finance officer	36 000	-
Food support - children	925 702	979 268
Holiday programme	-	2 284
Medical expenses	-	4 341
Remedial support	23 000	20 143
Salaries	3 382 285	3 595 443
Special projects	253 731	9 461
Sporting activities	148 108	677 207
Staff advance	-	23 000
Staff development	27 968	616 403
Text books and stationery	50 416	267 761
Uniforms	-	192 654
Vehicle expenses	138 509	340 073
Volunteer expenses	207 303	12 957
	<u>6 280 273</u>	<u>8 747 495</u>



The more people who know about
our work, the greater the support
we can provide to our families.



HOW TO SUPPORT THREE2SIX

DONATE TO THE PROJECT

Three2Six relies on external funding to carry out its work. Every donation makes a difference in our children's lives, helping them dream big despite the challenges they face each day.

Consider donating to Three2Six and becoming part of this journey.

Here are the ways to donate:

- the Three2Six **website**
- Snapscan



- EFT using the banking details below:

Three2Six Refugee Children's Education Project

Bank: First National Bank

Branch: Eastgate

Branch code: 257 705

Account number: 62312243405

Swift code: FIRNZAJJ

For people based in the **United States**, use the banking details below:

Bank: J.P. Morgan Chase

Bank code: 021000021

Account name: Sacred Heart Marist Observatory

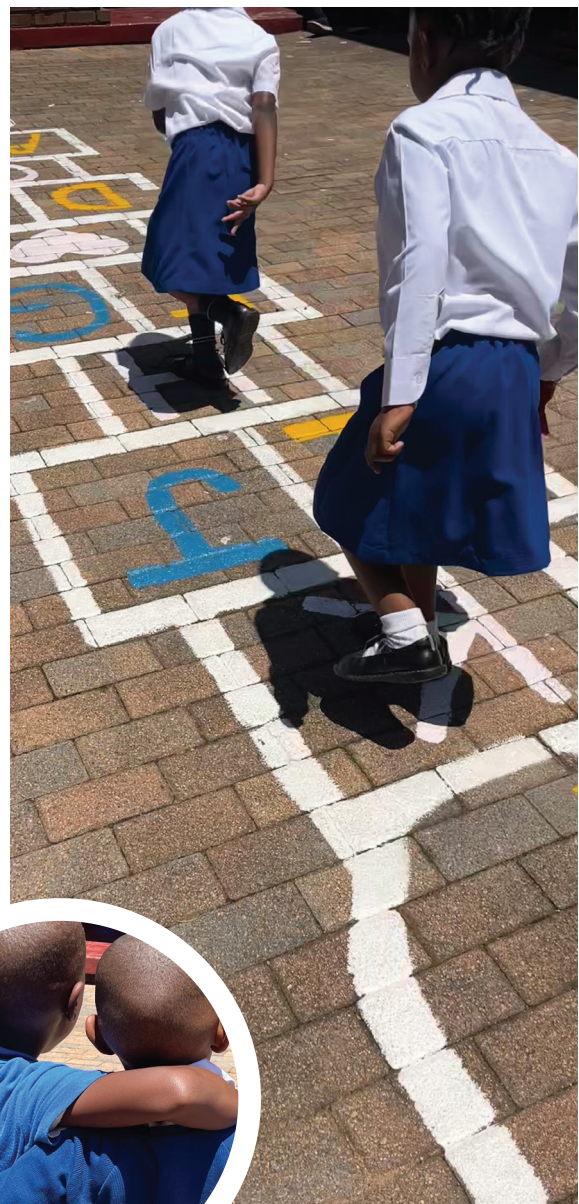
Account number: 298386118

SHARE OUR LATEST NEWS

The more people who know about our work, the greater the support we can provide to our families. You can help by following us on social media (see links on the back cover) and sharing our posts with your network, or by forwarding our monthly newsletter. To receive our updates, you can subscribe to our newsletter via our website's homepage or by emailing communication@three2six.co.za. Help us spread the word!

For any other kind of support, such as volunteering or running activities for our children, please reach out to advocacy@three2six.co.za.

We can't wait to hear from you.





THREE2SIX 2025 ANNUAL REPORT



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THREE2SIXPROJECT/](https://www.facebook.com/THREE2SIXPROJECT/)



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[WWW.LINKEDIN.COM/COMPANY/THREE2SIX-REFUGEE-CHILDREN-S-EDUCATION-PROJECT/](https://www.linkedin.com/company/THREE2SIX-REFUGEE-CHILDREN-S-EDUCATION-PROJECT/)