Annual Report
2018-2019
Symphonia for South Africa was founded to mobilise active citizenship around the significant issues facing South Africa. We achieve this through enabling cross-sectoral collaboration, incubating thought leadership and initiating future-focused programmes to facilitate nation building. As an internationally recognised and award-winning social enterprise, Symphonia for South Africa is upheld by many dedicated individuals who generously support our work through the contribution of money, time and skill. We are deeply appreciative of the interest and support we receive. It is this support that has enabled additional collaboration with multiple stakeholders in the private, public and civil society sectors.

Our flagship programme, Partners for Possibility, which brings together business leaders and school principals in a year-long co-learning leadership development experience, continues to make a positive impact in education nationally. We have seen relationships flourish between people who would otherwise never have had an opportunity to connect, let alone work together. The common objective at the heart of each partnership - to enable school to be the centre of community - has resulted in schools becoming more connected with their immediate communities. Parents at these schools feel the greater sense of belonging, and a shared responsibility to co-create a meaningful educational environment for their children. As a result, learning environments in these schools are improved.

We have a committed board of directors and a dedicated leadership team who lead with insightful strategic direction and believe in the continued adoption of best practice. Good governance systems and related organisational structures have successfully been put in place to build the capacity to scale our work more significantly. Together with the many individual members of the broader team, Symphonia for South Africa is committed to quality implementation of our plans to mobilise active citizenship to transform our country.

We look forward to growing our organisational capacity so that we can deepen the positive impact made in education and sustainable systemic change in South Africa. We will continue to transform Symphonia for South Africa to reflect the communities in which we work and to position our organisation for the future. We plan to forge new paths that complement our values and engage a variety of partners old and new.

It really is an incredible privilege to serve Symphonia for South Africa and enjoy the support of the many people who enable us to expand and deepen the impact of our organisation and our mission. As we conclude the year under review, we are reminded and encouraged by the words of the well-known African Proverb: "If you want to go fast, go alone. If you want to go far, go together."
Message from the Leadership Team

As an organisation steadfast in its mission to support the radical transformation of education outcomes in South Africa within the next decade, the concept of collaboration remains at the heart of Symphonia for South Africa’s work. Each year serves as an opportunity to further explore collaboration and its many dimensions. We are now more than ever certain that collaboration is a deeply human activity, and that a major indicator of the strength of an organisation lies in its ability to collaborate. As such, an ongoing goal of ours is to operate as part of a wider network of collaboration partners. This feeds firmly into our belief that addressing the South African education crisis requires a multi-faceted, partnership approach, and the development of multiple strategic eco-systems. With this top of mind, the concerted effort put into building and then nurturing key partnerships and relationships has been integral in successfully extending the footprint of Symphonia’s flagship programme, Partners for Possibility.

We are particularly cognisant of the role that the FEM Education Foundation and the Development Bank of South Africa have played in allowing us to extend the reach of the programme to highly under-serviced areas of South Africa. Over this financial year, this support has enabled us to establish a presence in all nine of the country’s provinces for the first time. Alongside our other key funding partners, these relationships have also allowed us to bring the total cumulative number of partnerships launched to 941. We are immensely appreciative of the support shown by our longstanding corporate partners, as well as the various philanthropic foundations that have assisted in ensuring the PfP programme proliferates.

We would certainly be remiss to exclude mention of the Department of Basic Education - from the Circuit Managers who support the process of building relationships with principals, through to the District Directors with whom we seek to build strong working relationships, and the Provincial and National connections that we have built good working relationships with. We hope to continue to contribute to the creation of healthy, functional and capable schools that are able to deliver on national education policies. A key enabling component of the PfP programme is our learning process facilitators (LPFs) who work tirelessly behind the scenes to create an environment for partners to develop knowledge and skills in a self-directed way, according to their specific individual needs and the needs of the school. The depth of knowledge in our pool of LPFs is vast, and their regular input ensures the continuous management, refinement and support of the programme. This year, we were privileged to work with 31 experienced LPFs, most of whom facilitated one or more leadership circle. A significant number of potential LPFs are wait-listed and eager to utilise their combined skills as experienced facilitators and coaches towards the betterment of education in South Africa.

An exciting development on the Monitoring and Evaluation front in this reporting period has been a research project into the factors contributing to improvements in literacy in the Foundation Phase in Western Cape primary schools. This retrospective evaluation, that looked at the long term impact, including gains made in literacy in Western Cape schools that participated in PfP in 2014, was undertaken in collaboration with the Western Cape Education Department and the Western Cape Coalition for Quality Education. Quantitative and qualitative data provided much insight into the contribution made by PfP-supported school principals, as well as our coalition partners, in enabling sustainable improvements at learner level. We are also working with JET Evaluation Services who has embarked on a multi-year evaluation exercise. We are excited to have such a reputable evaluation agency engage with our work and are looking forward to their results.

Our Knowledge Management base also received a boost with the launch of our first online knowledge sharing platform. Initiated in collaboration with A Better Africa, this platform allows our new business partners to access basic information about the education sector. A second platform is currently under construction. This second platform will allow our partnerships to share their stories, successes and lessons as they work on specific projects at their respective schools. It will also facilitate the development of an education eco-system by providing links to other key partners in the education sector.
Our diverse line-up of events, carefully curated by our youth-led Marketing and Communications team, fostered greater awareness around the powerful impact of Symphonia for South Africa’s numerous avenues of work. Among the notable events organised this year were a celebration to commemorate PfP’s 700 partnerships milestone and an annual event to acknowledge the remarkable growth of the PfP programme since its inception. For the first time, the global biannual Outdoor Classroom Day campaign was successfully delivered by Symphonia for South Africa in May and November 2018. The Execs Back to School initiative, which exposes business leaders to the working environment and challenges faced by principals in South Africa’s most under-resourced communities, were eye-openers for corporate South Africa. The success of this initiative further demonstrates the great need for more cross-sectoral collaboration between business and education.

The breadth and depth of work that Symphonia for South Africa undertakes continues to inspire and energise its vibrant, multi-talented team. In many ways, this makes the task of reflecting upon these activities in just a few words rather challenging. Be that as it may, we hope that as you peruse the following pages of this annual report, you will be inspired by and appreciate the transformative power of collaboration.

Lastly, we make an impassioned appeal to those with the means, passion and interest, particularly corporate South Africa, to continue to support the endeavors of Symphonia for South Africa in the coming year.

With appreciation for your continued support!

Symphonia for South Africa Leadership Team
All praise be to God for the bounties, blessings and mercy He bestows continually upon all of us.

In every way, this has been a remarkable year for Partners for Possibility, its people and the energy of the organisation.

We reached the significant summit of 700 partnerships - which is no small feat. This achievement reflects the tenacity and tireless work of those within the PfP community, and is a clear indication of their commitment and the unique gift each member brings. Our aspirations, dreams and belief that we can make a positive contribution to nation building through education is undoubtedly reflected in this achievement.

Since the formation of Symphonia for South Africa and its flagship programme, PfP, nine years ago, we have seen a diverse group of caring citizens, from all walks of life, rally around our schools and communities in a bid to reclaim the belief that, as adults, we do have a significant contribution to making our children live better lives. We have rekindled the spirit of active citizenship inspired by Ubuntu.

We have seen bridges being built, while schools have been connected with their immediate communities. Parents at these schools feel a greater sense of belonging, and a shared responsibility to co-create an educational environment conducive to learning for their children.

Our principals are rediscovering and reclaiming their purpose through this leadership programme’s activities and opportunities. The partnering of a business leader, who through their committed presence says, “I see you”, “Here I am”, “I wish to walk alongside you” and “Together we will make a difference” and the collective commitment of our school leaders, who strive to provide our children the best they can under very strained, lonely and often traumatic circumstances, exemplifies Ubuntu.

As these principals’ lights begin to shine brighter, school management teams (SMTs), teaching staff and school governing bodies (SGBs) start to gel as cohesive units, all working towards the common purpose of rendering a quality education to all our children.

Our ultimate aim is to mobilise all South Africans around the critically important goal of ensuring that education, “…becomes the only weapon one can use to lift yourself out of poverty,” as was so eloquently put by our late former president, Nelson Mandela.

Finally, I wish to commend our sterling team, ably led by Chairperson Melanie Burke, the Symphonia for South Africa Board, our inspirational leader and CEO, Dr Louise van Rhyn, and the entire team of amazing active citizens for living the vision of building a brighter future for South Africa’s children.

Let us also not forget all the Super South Africans such as Professor Brian O’Connell, Professor John Volmink, Professor Jonathan Jansen and Professor Thuli Madonsela who have raised their hands and made their voices heard in supporting the PfP cause.

May we, as a country and as PfP, remain mindful that “the greatest gift an adult can give a child is the gift of sound character and a quality holistic education.” May PfP grow from strength to strength as she strives to shine the light on a brighter future for all of South Africa’s children.

Lastly, as God Almighty exhorts: “You will be judged as a human being by the love you show the children.”
Hasina Mahomed

The trailblazing principal of Alpha Primary School in Lenasia, Gauteng, began her career as a Foundation Phase teacher 30 years ago at the very same school. Today, she leads a dynamic team who are committed to running “a public school that strives to be the change we all want to see in education.”

It has been my passion for education and the learners that have motivated me to continue teaching and growing as an individual at one particular institution - Alpha Primary School. After my appointment as deputy principal in 2008, and then principal of this fine institution in 2011, Alpha Primary became my home. As principal, I wanted to ensure that our learners excelled in both academic and co-curricular activities. Even though Alpha Primary was the first public school in Lenasia to build a school hall – an infrastructure project in which I was involved while serving as an SGB member - I felt a lot more could be achieved at the school.

After applying to participate in the PIP programme in 2016, I was ecstatic to learn that my application was successful. I was to begin my 12-month PIP journey in 2017 with Business Partner Ismail Moolla of First National Bank. Looking back, I was truly blessed to have Learning Process Facilitator Rosemary Clark and my business partner, Ismail, as guiding lights. We developed a close relationship, and every time we met, it was a time to unpack, to share, to be inspired, comforted and acknowledged for the work that we do.

This journey taught me that we are best when we are a part of a community that utilises different strengths, skills and abilities. My interaction with other principals and business partners during the Community of Practice meetings made me aware of the different leadership styles and the challenges that we principals face in our respective communities. I began to admire the strength that each principal possessed, and the willingness that they had to continue to do their very best in leading the institutions tasked with educating our nation.
The developmental workshops of Time to Think, Flawless Consulting and Community Building have made me a better leader – and most importantly, a better person. I am more empowered and confident to face the challenges that come my way. A special mention of Time to Think has to be made. This was a learning experience during which I acquired the skills of active listening and incisive questioning, and this has changed my relationship with people on a personal as well as professional level.

As for my business partner, Ismail, his calm and confident nature and his approach to difficult situations has been inspiring. He is, indeed, the epitome of Flawless Consulting! I am grateful for his assistance in implementing discipline processes at the school and also helping me to achieve certain infrastructure goals. We continue to stay in touch. Every now and then it’s good to talk to him to get a different perspective on things.

In the months after completing the PIP programme, Alpha Primary was recognised by both the District and National Department of Basic Education (DBE) as one of the best performing schools. They were impressed with the programmes implemented in our school, the improved infrastructure and our learner performance. This feedback from the DBE was a proud moment for us, and I can safely attribute this success to my involvement with PIP.

The world is changing at an accelerated rate and, we, as educators and leaders, must pause to reflect. Are our schools equipped to prepare our children to succeed in an increasingly globalised and technologically advanced world? These factors motivate me and my team to work harder, so that we can ensure that the children who walk through the portals of our school will not just love their school years, but are truly prepared to face life’s challenges. Teamwork is the hallmark of Alpha Primary, and I believe that through collaborative effort, all schools can achieve more for the benefit our children who are the future leaders of tomorrow.
Dhayasan Parasaraman

Our dynamic business partner is a Security Manager at the eco-friendly residential community, Simbithi Eco Estate, in KwaZulu Natal. He shares his key take-aways from his recent PIP journey.

The PIP programme has been an eye-opener for me. There are opportunities and possibilities to produce change, and to enrich the minds and lives of our learners, partners, family, educators, community members and friends. It comes down to the choices we make. I can decide to be disappointed and negative towards the education system in our country, or I can choose to remain positive, be accountable and take responsibility. My amazing journey with PIP has evoked these two questions: “Am I part of the problem? What am I doing to find a solution?”

Among the many benefits I have derived from being on the PIP programme, I feel my personal leadership skills have improved most. A standout point for me was discovering the art of leading through influence rather than authority. Motivating, supporting and being transparent with your team yields success. When you show your staff respect and treat them with dignity, they deliver results. Of course, I credit my peers from my wonderful North Coast 3 Leadership Circle who have inspired a change in my mindset. Because of them, I now focus on what is possible.

I do concede that, initially, I grappled with effective time management, that is, adjusting my work schedule to accommodate PIP’s requirements. But after three months, I was able to settle down. From then on, I can truly say that I enjoyed each and every moment.

Stepping out of my comfort zone also proved to be difficult at first, but the unwavering support shown by my leadership circle and my principal partner made it easy for me to make that transition.

I could not have asked for a better partner than in Thami Mkhize. We understand each other and have always maintained an excellent, supportive relationship. Through my exposure to Emona Primary’s operations and the roles that the different stakeholders play, I have learnt about life in an under-resourced school. My objective is to continue to offer small gifts to my school with the aim of developing and enriching the minds of our learners and the SMT. My journey with Thami will definitely continue. I thoroughly enjoy working with him.

PIP has inspired me to add more value, to always look at ways to improve service levels and to make an effort to impart my learnings from the programme to my colleagues and staff. By encouraging team members to be positive, respecting their suggestions and building a culture of efficiency in the workplace, I believe that we can do better in education and business.

I unreservedly endorse the PIP programme. This is an impactful experience for business leaders who want to broaden their strategic perspectives, build collaborative relationships, take initiative and enhance their ability to lead people and lead change simultaneously. It’s the simple things in life that matter - appreciation, integrity, empathy, encouragement, support, motivation, trust, positivity and the constant striving to serve as a leader. PIP has been and continues to be an inspiration to business leaders and school principals across South Africa.
Nkateko Eddie Manzini

Perhaps a less often seen, but critically important facet of the PfP programme, given that it lies at the heart of our work, is the immense benefit that learners derive from having the leaders of their schools participate in the programme. This is Nkateko Eddie Manzini’s account of how of PfP positively impacted his journey from a high school learner unsure about the future to a confident, capable adult.

I come from humble beginnings. I grew up in an informal settlement situated in Katlehong on the East Rand of Johannesburg, where I was raised by two courageous women – my mother and my late grandmother who sadly passed away in a car accident in 2011.

After completing my matric at Zonkezizwe High School, I commenced my tertiary studies without any idea or plan as to how to fund my qualification. I wanted to study for the sake of becoming a qualified individual, although I was clueless as to which profession I wanted to specialise in afterwards.

Fortunately, my high school principal, Mrs Elizabeth Masemola, was able to see my potential. Together with her PfP business partner, Mr Graham Haird, they reached out to me and managed to assist me. Their intervention changed the course of my life.

My fees were fully paid and I was afforded an opportunity to gain some ‘on-the-job’ experience at Mr Haird’s company, Polyoak Packaging. I was taught not only work ethics, but invaluable interpersonal and life skills. This has undoubtedly shaped who I am today – I strive to be a team player, but I also bring something unique and dynamic to a team. I eventually graduated with a Diploma in Accountancy from the University of Johannesburg.

On 25 October 2018, the day that coincided with my graduation ceremony, I was asked to MC at Symphonia for South Africa’s inaugural Execs Back to School celebration event which was hosted at the Inanda Club in Sandton.

PfP has been a driving force that pushes me on a daily basis to wake up with the willingness to realise my true potential. It has been a shell from my struggles during my university years. The PfP partnership between Mrs Masemola and Mr Haird was the “light at the end of the tunnel” that everybody seems to talks about.

I believe that I am capable of academic excellence, and that I am deserving in this life. I believe I have become somebody.

“I now understand that helping one person isn’t just a loss but a positive investment into someone’s life. Individuals play the game, but a team beats the odds.”

These words really explain the way I live my life now.
Our valued Learning Process Facilitators deliver the PfP programme to circles across the country. As the custodians of the programme on the ground, their voice is valuable to us.

Savanthika Pillay, Johannesburg

We are living in disruptive and troubled times. The future looks bleak. We can sit on our hands, hold our heads, lament and complain, or we can choose a path that creates the possibility for a better future. We can make a choice to work with hope rather than despair.

The words of Václav Havel, one of the leaders of the Velvet Revolution in Czechoslovakia, come to mind:

In this deep and powerful sense, [hope] is not the same as joy that things are going well, or willingness to invest in enterprises that are obviously headed for early success, but rather an ability to work for something because it is good, not just because it stands a chance to succeed. The more unpromising the situation in which we demonstrate hope, the deeper that hope is. Hope is not the same thing as optimism. It is not the conviction that something will turn out well, but the certainty that something makes sense, regardless of how it turns out.

The idea of respect cannot be overstated. One of the criticisms often levelled against “do-gooders”, of people who have inherited or acquired privilege, is that they assume that they know what is good for others, what the solutions are and how they should be reached. They step in with an attitude of knowing and fixing, stripping people of their dignity and power. PfP cannot be accused of making such an egregious mistake.

PfP calls on its participants to pause, to reflect on what was, to sense what is, to get to know what and who is in the system, and to ultimately build relationships with each other. The authentic, respectful attention that each partner demands develops a presence for deep thinking. This allows the mind to break free, to accept responsibility in a co-created, relational space and to build one’s own personal and professional leadership.

This is the essential work of PfP – because the partnerships continue to think together to create projects or a plan that effects real, tangible change for the children in each school.

Our children are the beneficiaries of this programme, and they benefit because PfP takes care of the adults that are taking care of them.
Paul Abrams, Cape Town

I have spent much of my adult life trying to change the world. A noble goal perhaps, but one that has set me up for failure and disappointment.

In the last few years, the world has been tough to save - downright unwilling if you ask me. Anger is growing. Poverty is worsening. Our planet is being destroyed.

Then I learnt that I cannot and should not try to save the world.

The idea is to start conversations with those around me. These conversations can help us understand ourselves and each other and build relationships of trust. From that base, we can start working together to change our immediate environment by healing, nurturing and developing our communities. Only then is there the possibility of transformation.

The PfP leadership programme focuses on building relationships one conversation at a time. As a Learning Process Facilitator, I hold the space for the partnerships to engage in these crucial conversations. This space holds diversity, life experiences, incredible wisdom, a willingness to learn and most importantly “delicious listening”.

I no longer have to change the world. PfP gives me the opportunity to work with people who are passionate about their world, which will hopefully spur our children on to create their own future of possibilities.
What We Do

We believe that South Africa’s intractable problems can only be solved through cross-sectoral collaboration. Part of our mission is to mobilise active citizenship around the significant issues facing our country. In pursuing this, Symphonia for South Africa has launched a number of programmes and initiatives that contribute to developing leadership capacity, reducing inequality and ultimately creating a better future for all South Africans.

Our flagship programme, Partners for Possibility (PfP), has grown steadily since 2010. In addition to the PfP programme, we deliver the following initiatives:

Our regular School Leadership Forums, which offer practical knowledge and skills for education leadership, have become much anticipated by school leaders. The forum is unique in that it touches more than just the principal - the school management team, school governing body, and teachers are all invited and engaged on various topics pertaining to school life. The participants’ and presenters’ wide range of different experience and expertise in education and leadership enables them to collaborate and learn from each other.

In addition, Symphonia for South Africa runs regular Business in Education forums, designed to advocate for and reinforce the importance of the input of business in education matters, while effectively fostering and promoting discussion on this vital cross-sectoral collaboration between business and education.

Symphonia for South Africa hosts Community Building Workshops that bring together South Africans from all walks of life, sectors and race groups, all with a desire to learn how to listen and talk to each other better. These workshops help participants learn and practise the requisite skills needed to engage with their respective communities, strengthen and expand them and, by extension, make a positive contribution to society as a whole.

Execs Back to School is a Symphonia for South Africa initiative where executives are invited to spend one day with the principal, teachers and learners at an under-resourced school. This cross-sectoral initiative, powered by corporate supporter Sphere Holdings, is an immersive experience whereby the executives can understand first-hand the challenges faced in South African schools.

As the approved partner and proud leaders of Outdoor Classroom Day in South Africa, Symphonia for South Africa successfully delivered a campaign which saw teachers across South Africa take at least one class outdoors in May and November to celebrate the numerous benefits of outdoor play and learning, resulting in the participation of approximately 150 000 children across South Africa.

The pages that follow further elaborate on the details of the main initiatives delivered by Symphonia for South Africa.
OUR PURPOSE

To mobilise active citizenship around the significant issues facing our country
Build our nation - Reduce inequality - Develop leadership capacity

OUR PROGRAMMES

Our flagship programme

Partners for Possibility, Our Flagship Programme

Other established initiatives

School Leadership Forum
Execs Back To School
Outdoor Classroom Day
Community Building Workshops

Potential for extension of the PfP methodology

In early childhood development
In TVET institutions
In agriculture
In entrepreneurship
In local government
In health

A nation-building, leadership development and principal support programme improving education outcomes in primary and secondary schools through cross-sector collaboration

Thought leadership, national and international partnerships
Incubation of further initiatives
Impact-deepening initiatives in PfP schools

Our Achievements
PfP’s Impact
Stories of Possibility
Financial Report
Our Supporters
Our Future
Partners for Possibility (PfP) is a nation building programme that partners school principals with business leaders on a leadership journey to create a better future for all our children in South Africa. The PfP programme is a carefully designed, 12-month leadership development programme in which much of the learning and development takes place while business leaders and school principals work together in partnership to address challenges in schools. Both partners attend a number of leadership training courses and facilitated sessions with other principals and business leaders. Through this leadership development, principals are empowered to embed their schools at the centre of their communities and to improve the quality of education being offered to our youth.

Most of school principals have not been equipped with the skills they need to fulfil a leadership role that is both critically important and extremely challenging. While meeting this crucial need for skills development is a mammoth task, it is not an insurmountable one if the private sector offers its expertise and support. Without skilled leadership schools cannot provide the quality of education that gives young South Africans the prospect of a bright future as productive members of society and the future workforce of the country.

By the end of February 2019, over 750 000 learners were attending schools in which the leadership has been strengthened through PfP. Because the programme addresses specific challenges in every school while building leadership capacity, the benefits of PfP are both tangible and sustainable. Outcomes achieved in PfP schools include: more support for teachers, improved punctuality among teachers and learners, increased levels of cooperation and innovation within teaching teams, greater involvement by parents in their children’s education, and improved academic performances. Support for PfP is a direct investment in meaningful and lasting structural change which creates school environments that are conducive to high-quality teaching and learning.

What does PfP need?

We need three things:

1. Funding to ensure organisational sustainability and enable scale-up so that PfP can grow at an increasingly rapid rate and extend its impact.
2. Sponsorship of programme participants - predominantly for principals - but in some instances for business leaders who do not have the backing of a large corporate.
3. Many more corporates and individual business leaders who are prepared to commit to the programme and contribute to sustainable improvements in South Africa’s education system.

How do I get involved?

Read more about PfP, its impact to date, and the need for more business leaders to become involved by:

- Visiting www.PfP4SA.org
- E-mailing us directly on PfP@Symphonia.net
- Following us on Twitter (@PfP4SA) or on Facebook (Partners for Possibility)
- Joining the #PfP2000 community and donating R200 monthly in support of quality education for all South African children.
Symphonia for South Africa’s School Leadership Forum is an interactive, knowledge-sharing platform that connects, informs and empowers school leaders. The aim of the School Leadership Forums is to holistically develop school leaders by providing them with knowledge and practical skills that will enable them to fulfil their roles - despite the formidable leadership challenges they often face. The School Leadership Forum programme has evolved through a partnership between Symphonia for South Africa, the University of the Western Cape and MySchool, with support from the South African Principals’ Association.

Now in its seventh year, the programme offers presentations and panel discussions regularly, delivered by hand-picked speakers. School leaders are afforded the opportunity to reflect on current ideas and practices, to become inspired to pursue these ideas, to learn from each other and extend networks, and to receive input and guidance on education-related matters in a professional environment.

The value of these events lie in their practical design - school leaders report that they are often able to immediately implement solutions to challenges they face in their schools and communities after attending.

During 2018-2019, the diverse themes of the School Leadership Forums included:
- The effects of bullying and trauma on learners
- Creating a culture of reading
- Psychological support to learners
- How to get the most from your SGB; and
- Teacher support and well-being.

As part of our efforts to extend our reach to more school leaders, Symphonia for South Africa has now launched School Leadership Forums not only in Johannesburg and Cape Town, but also in Tshwane and Durban. Tshwane and Durban hosted successful inaugural School Leadership Forums in May and July 2018 respectively. Attendance at School Leadership Forums has grown steadily and we reach an even wider audience by making the recorded sessions available on YouTube.

We would like to express our heartfelt gratitude to all our School Leadership Forum partners for their generous sponsorship of this empowering programme.
Leaders in today’s volatile, uncertain, complex and ambiguous world must have the ability to bring people together by connecting them in service of something greater than themselves. These key functions of leadership are more about empowering people than managing them; more about engaging people than controlling them; and more about building people up than merely directing them.

Symphonia for South Africa has had the privilege of offering a series of Community Building workshops to thousands of business leaders from corporates and SME’s, community leaders, leaders from the NPO/NGO sector, Government leaders and officials, school principals and teachers, religious leaders and students and academics.

The two-day Community Building workshops are based on the methodology and work of world-renowned author Peter Block, known internationally for his work on empowerment and citizenship, leadership and community-change processes.

With social cohesion high on the national agenda, these workshops create opportunities for South Africans to discover powerful ways of connecting across divisive boundaries which ultimately strengthens the fabric of South African society. When participants partake in the Six Conversations of Community in real time and perceive how, as leaders, they can transform their teams, organisations and communities, sustainable change begins to occur. They begin to understand that they have the capacity to create an alternative future while “walking together” as active citizens.

For many, engaging in these conversations and this powerful methodology has been life-changing. Feedback from both principals and business leaders during the last 12 months has been overwhelmingly positive with many reporting increased levels of unity within their staff teams. PIP principals routinely note that they have succeeded in raising the levels of support for their schools from parents, local businesses and other community members, and NGOs.

It is our wish for every leader and citizen in South Africa to experience this practical, profound and creative process.
Execs Back to School

Execs Back to School is a Symphonia for South Africa initiative that is modelled on US-based PENCIL Charity’s Principal for a Day event which is held in New York City. Our local spin-off of this immersive experience, generously powered by black-owned company Sphere Holdings, proved to be a resounding success.

In October 2018, principals from schools across the length and breadth of Gauteng hosted top business leaders from prominent companies including Sasol, Vodacom HP, Ethos Capital and Consol Glass as part of the inaugural Execs Back to School day. Participating business leaders reported that the event was an “eye-opener”, “a profound learning experience”, “a valuable stepping stone for further engagement with the school” and “an experience that generated a significant appreciation for the daunting leadership role held by South African school principals.”

Execs Back to School is an opportunity for the business community and schools to connect and begin to build the understanding and relationship framework upon which meaningful change can be mobilised.
Outdoor Classroom Day

The success of this year’s biannual global Outdoor Classroom Day campaign has shown that teaching and learning needn’t be confined to the four walls of a classroom. Despite the inclement weather that plagued some parts of South Africa on 1 November, schools across the country took at least one class outdoors, while incorporating unique South African flair and originality into their chosen activities for the day.

Approximately 150,000 learners from early childhood development centres, primary schools and even secondary schools participated in the event this year, which hoped to ensure that at least an hour of outdoor learning is eventually considered a compulsory part of schooling.

Social media platform, Twitter, was the main medium used to document and share the planned and spontaneous activities of the day.

Globally, over 3 million children from regions in the northern hemisphere including Turkey, the USA, the UK and east and west Europe also took to exploring and learning outdoors in chilly, autumnal weather conditions.
2018-2019 Fact Sheet

Mobilising active citizens
What if every citizen took responsibility for educating our children?

- 38 citizens contributing to the #PFP500 campaign
- 139 private and corporate sponsors
- 340+ organisations actively pursued for their support of the PfP programme

Impacting learners and communities
When a school fulfils its role, a whole community is uplifted

- 232 schools benefiting in 2018 (bringing the total to 941)
- 5,731 teachers benefiting
- 62,616 families who are strengthened (estimate)
- 187,848 learners indirectly reached during the year

Deveoping leadership

- 9 provinces with active leadership circles
- 25 Learning Process Facilitators involved
- 231 business leaders recruited during the year

Leading change at schools

- 70 Leadership development workshops held
- 178 Community of Practice sessions held (estimate)
- 28 circles of 7-10 partnerships launched

Additional initiatives:

- Infrastructure Improvement
  - Fixing leaking roofs, toilets etc.
- Vegetable Gardens
  - To complement feeding schemes
- Literacy and Numeracy Support Programmes
- Team Building Efforts
  - School management teams and teachers
- ICT Implementation
  - Project management support
  - ... and much more!

- R24,714,439.64 raised for new partnerships
- 34,650 hours of professional services rendered
- 38 citizens contributing to the #PFP500 campaign
- 231 business leaders recruited during the year
- 139 private and corporate sponsors
- 340+ organisations actively pursued for their support of the PfP programme

When a school fulfils its role, a whole community is uplifted

- 5,731 teachers benefiting
- 62,616 families who are strengthened (estimate)
- 187,848 learners indirectly reached during the year

And much more!
**PfP’s Theory of Change**

Quality education for all children in South Africa by 2025

**3-5 years**

**Learners - Improved academic performance**
- Perform better in standardised tests (primary schools)
- Improved NSC results (pass rate & quality of pass)

**Teachers - motivated & resilient**
- Less absent, less turnover
- More connected to learners
- Engaged in professional development

**SMT - aligned & cohesive**
- Collective vision & active leadership

**Parents & Community - engaged & aligned**
- Attend school meetings
- Value their children’s schooling & see to learners’ needs
- Volunteer to help

**District - supportive**
- Supports rather than instructs

**SSA partners & others**
- Ad hoc & durable partnerships with other organisations

**School principal - confident & competent leader**
- From “reacting” to “planning”
- Delegates & engages staff in decision making
- Has courageous conversations
- Promotes teachers’ unique potential
- Recognises & celebrates achievements
- Proactively collaborates with school stakeholders

**School at the Centre of Community**
- Learners feel valued & encouraged by teachers, parents & community
- Learners develop non-academic skills
- Learners are able to see a future for themselves
- Perseverance (reduced school dropouts)
- Critical thinking, problem solving & digital literacy skills
- Social & emotional skills

**Healthy school ecosystem**
- Strong listening skills
- Focus on relationships
- Mobilising stakeholders
- Agency, confidence, sense of possibility
- Relationships with partner
- Community of Practice
- Access to Symphonia network
- Listening ear & networks & information
- Support network, innovation
- Opportunities
- Determined by the school’s specific context & needs & the partner’s skills & networks

**PfP facilitated 12-month programme**
- 3 workshops (5 days)
- 8 Community of Practice sessions
- Leadership coaching & traid sessions
- One-on-one sessions with PfP Partner
- “Assignments” / documentation

**What We Do**
- Partners for Possibility, Our Flagship Programme
- School Leadership Forum
- Execs Back to School
- Outdoor Classroom Day
- 2018-2019 Fact Sheet

**Our Achievements**
- PfP’s Impact

**Stories of Possibility**
- Our Flagship Programme

**Financials**
- Our Supporters

**Our Future**
- 3-5 years
- 2-3 years, ongoing
- 1 year, ongoing
Our Achievements

For the like-minded individuals who form part of Symphonia for South Africa’s diverse community, 2018 was a year in which many more PfP partnerships were launched and local and global recognition both humbled and energised us.

Launch of additional partnerships

As with every year, our greatest accomplishment is the launch of more partnerships. In the year under review, we launched 232 partnerships in all nine of South Africa’s provinces, bringing the total number of partnerships launched to 941.

In addition to this success, we were able to scrutinise and further develop our mandate as a catalyst for durable, systemic and sustainable change led by schools and communities themselves. We better understand that visible impact is dependent on what is enabled through PfP, and is very often only apparent several years after the foundational year.

As the PfP programme is replicated in more schools across South Africa, we have seen that a fresh take on school leadership has far-reaching effects, new dynamics emerge between schools and their stakeholders, and ultimately the social fabric of our country is strengthened. This is the unique standout point of the PfP process and its theory of change.

Winner of global World Innovation Summit for Education Award

In July 2018, PfP was named one of six winners of the prestigious global World Innovation Summit for Education (WISE) Awards. This announcement, made by the creators of the WISE Awards, the Qatar Foundation, coincided with centennial Mandela Day celebrations. PfP was nominated among 12 shortlisted projects from eleven countries that were selected from a pool of 413 projects, and then evaluated according to strict criteria including transformative impact on individuals and wider society, financial stability, scalability and replicability.

As humble recipients of this award, we believe that the successes of the PfP programme bear testament to the possibilities that can be generated through collaborative effort; innovative thinking and active citizenry - actions that echo the essence of Mandela’s legacy. To be recognised as a winner of the 2018 WISE Awards also means that the PfP programme meets the WISE criteria of being a creative solution to a pressing educational challenge, that is, reducing the inequalities in the South African education system.
Other external awards and recognitions

PfP received other external awards and recognitions during the 2018-2019 financial year:

- In May 2018, the PfP programme was awarded Brand Summit South Africa’s NGO Influencer Brand award. Brand Summit South Africa is a robust platform that identifies key South African brands - across the domestic and global spectrum - that positively impact South Africa’s image.

- In June 2018, PfP was announced as the winner of the Social Enterprise Mark CIC Making a Mark competition which celebrates the impact that accredited social enterprises are creating within their local communities and wider society. PfP was the only competition finalist from outside of the UK.

- In August 2018, the PfP programme was the recipient of the Chairman’s Guardian of Governance honour created by the Institute of Internal Auditors South Africa (IIA SA). This award recognises individuals or organisations who have made a significant contribution to governance in the broader South African landscape, that is, a contribution to governance issues beyond the parameters of the internal auditing profession.

- In February 2019, Symphonia for South Africa was ranked as one of the Top100 NGOs in the world (number 86) in the 2019 Geneva rankings of the world’s Top500 NGOs. These rankings showcase the best practices and newest ideas in the NGO and social impact organisation sector, with each organisation ranked against a range of criteria which include the strength of its impact, governance and innovation.

The traction that PfP has gained on the local and global stage leaves us humbled, appreciative and energised to continue on our path of growth.
The 2018-2019 financial year was one of significant scaling for PfP. We launched 28 leadership circles and 232 new Partnerships for Possibility - the largest annual number in our history. This brought the total number of partnerships established to 941, not far off the 1,000 partnership milestone!

By the end of February 2019 our work had reached 941 school principals, and around 22,000 teachers and 746,000 learners.

A year of accelerated growth in all nine provinces

Cumulative number of educators and learners benefitting from PfP partnerships

PfP’s Impact

Symphonia for South Africa
ANNUAL REPORT 2018-2019

Message from the Board of Directors
Message from the Leadership Team
Message from selected Learning Process Facilitators
What We Do
Partners for Possibility, Our Flagship Programme
School Leadership Forum
Community Building Workshops
Execs Back to School
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Our Future

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In the 2018-2019 year we launched our first partnerships in the North West Province, thus extending PfP’s footprint into all nine of South Africa’s provinces.

In the past, about 70% of our activity was concentrated in Gauteng and the Western Cape but in 2018-2019 those regions accounted for only 55% of our activity. Our greater reach into the other provinces was due to funding made available by the FEM Education Foundation, specifically to enable us to reach areas where we have traditionally not had sufficient funding. The sustained efforts by our local teams in the Northern Cape and KwaZulu Natal has seen these provinces account for far more than previously of the PfP impact.
Consistently high indicators of completion and satisfaction

This section comments on the completion and satisfaction of the cohort of partnerships that reached the end of their 12-month PIP journey in 2018-2019. As a convention, we refer to the cohorts according to the year in which they started the programme, hence the focus on the 2017-2018 cohort as the latest cohort that has reached the end of their programme.

Of the partnerships launched in 2017-2018, over 96% completed the 12-month programme and we’re very proud that our completion rate has consistently remained above our target of 90%.

Feedback from those participants on their satisfaction with the programme and its short-term impact on them and their schools shows that:

- **98%** of principals who joined the programme in 2017-2018 found that PIP had “definitely” benefitted them while **100%** would recommend the programme to other principals.
- The average rating given by principals for the programme was **4.6/5**. Business partners gave an average rating of **4.4/5**.
PfP, with its partners, is making a genuine difference in schools

Since PfP began in 2011, countless stories have unfolded showing the transformational power of the PfP process for principals, their staff and communities. With our sustained efforts to gather feedback from schools and research available evidence, we are building a comprehensive understanding of how quickly, and through what mechanisms PfP’s impact on principals trickles down to the SMT, the teachers and the parents or community. We are also improving our understanding of the ways in which PfP contributes to some improvement of learner results in the medium- to long-term.

The principals’ feedback on our post-programme survey shows that, after 1 year of PfP:
- 96% of principals feel confident or very confident
- 55% of principals report a marked or dramatic improvement in the cohesiveness of their SMT, and 58%, in the enthusiasm of their teachers
- 44% report a marked or dramatic improvement in the involvement of parents or community.

In 2018, the Western Cape Education Department (WCED) made some of its systemic assessment data available to us. For the first time, we had access to a credible database of externally validated assessments of learners in primary schools. This enabled us more systemic insights into how academic performance changes at PfP schools. Early analysis of this data seems to indicate that, after 3 years of PfP, systemic test results have improved by more in PfP schools than in non-PfP schools in the province. These early results are based on a small sample of Western Cape schools that joined PfP in 2014. We are engaging with external researchers and statisticians and hope to be able to confirm these early findings soon.

![Improvement in primary schools' systemic results: PfP schools vs provincial benchmark (2014-2017)](image)
PfP’s contribution, with coalition partners, to improving early literacy in the Western Cape

During 2018, we led a study, in collaboration with other organisations that are part of the Western Cape Coalition for Quality Education, to interrogate what happened in the schools that strongly improved their Grade 3 language results. Based on the data received from WCED, we identified nine schools whose systemic results had improved dramatically since 2014, and PfP partnered with fellow organisations from the Western Cape Coalition for Quality Education to research these cases.

The study, which the WCED has validated, has produced interesting insights helping us to understand how schools are able to improve their early literacy outcomes. The research validated the critical role of the principal, not only in leading his/her institution but, importantly, in ensuring the school’s internal functionality and connecting the school to external stakeholders.

Some more specific insights include:

- The role of the principal’s collaborative and caring leadership, in resolving internal conflict, articulating a compelling vision and supporting the teachers
- The role of the Foundation Phase HOD in encouraging teamwork
- The role of data-driven management
- The importance of the school staff mobilising parents to play a positive role
- The importance of strong relationships of trust with district officials, especially circuit managers and Foundation Phase curriculum advisors.
Stories of Possibility

Cloetesville Secondary, Western Cape

Deon Myburgh, the manager for ICT Operations at Mediclinic Southern Africa, and Principal Dorian Meyer of Cloetesville High School believe their PfP partnership has been a “real match made in heaven” - not only for them, but for the learners and the community.

Cloetesville High School in Stellenbosch caters for children from underprivileged backgrounds. Gangs and drugs are widespread in the area. High unemployment rates among the parents of the learners result in only a small percentage of the parents being able to afford to pay school fees. Currently, the school serves 1,152 students and has 39 teachers.

To compound problems caused by a poor schooling environment, less than 5% of the students pursue studies after matric even though most Grade 12 learners achieve matric results which make them eligible to further their studies. In 2017, 63.5% of learners obtained a matric pass, with 27% obtaining a Bachelors pass and 34% a Diploma pass.

This poor take-up of post-matric opportunities galvanised the partners to inspire and inform learners about future possibilities. They organised the Dare to Dream or Droom Groot Career Expo, which took place on 14 and 15 August 2018. The Career Expo that Dorian and Deon envisaged, and realised with broad support from the Mediclinic staff, was very professionally run, and the Mediclinic staff added a personal touch.

Over two days, representatives from over 40 different career paths as well as motivational speakers informed learners about the different fields open to them upon completion of high school. More importantly it showed that anyone, irrespective of their background, can and should dream.

The learners’ feedback was overwhelming positive. One Grade 12 learner mentioned that before the career expo she had considered a career in marketing, but she is now interested in pursuing interior design.
Other learners showed an interest in ER24’s role within the community, motivating them to consider careers in paramedics. For Reagan Adams, a Grade 11 learner, watching television series like Grey’s Anatomy peaked his interest in a career in nursing. He added: “I appreciate the effort that a corporate like Mediclinic is making by providing more insight into what is available out there for us.” The parents were also invited to the Career Expo to explore the possible career choices open to their children.

The positive impact and the immense benefit of this single initiative cannot be underestimated. This is clearly reflected in Cloetesville High’s 2018 Matric pass rate, which increased from 63.5% in the previous year to 70.1%. The number of students who went on to further their studies after matric also increased.

In his summation of the year-long PfP journey, Deon remarked: “I see the first year (of PfP) as a spring board and an introduction. I will, with Mediclinic, continue my relationship and the various projects at Cloetesville High for many more years.”

Principal Dorian described the impact of his PfP journey with Deon and MediClinic as immeasurable:

“Their contribution, whether it was in the form of training and career guidance, or donations and financial assistance, forever changed me and the course of Cloetesville High School. Many of our learners now feel valued. I will be forever grateful to Partners for Possibility for this journey of personal growth. Believe me, it was hard to get through the year. Sometimes, tears were rolling in the meetings that we had, but they were happy tears for the appreciation shown by parents and learners. It was well worth it - a million times over - because it benefited all learners and staff at the school. Soon the community will look at our school with pride again, like it did 40 years ago.”
Hayes Primary, Northern Cape

**PfP partners are encouraged to first focus on developing a relationship of trust and ensuring that they have a comprehensive understanding of the schools’ context. They are usually advised against tackling issues in their schools during the initial stages of their partnership. However, when Business Partner Marius Pienaar partnered with Principal Yolandé de Klerk, he soon became aware of the dire situation at Hayes Primary. He felt compelled to support the school in every way possible from the very beginning.**

Located 60 kilometres from De Aar in the Northern Cape, Hayes Primary is one of the most under-resourced and isolated schools in its district, and has operated with very little support from the government for many years.

It is the only farm school located in the poverty-stricken rural community of Houtkraal Plaas, where the parents work on local sheep farms or as domestic workers elsewhere. While the learners benefit from a government feeding scheme, the school only has two classrooms and the principal’s office doubles as the kitchen where the learners’ meals are prepared. The teaching staff consists of two dedicated educators who each provide tuition to 57 learners from three different grades in one classroom simultaneously.

All of the learners are transported to the school from their respective homes on various farms that are located kilometres apart. Their opportunity to learn is thus heavily dependent on a reliable and timely transport system. Non-functioning transport is a challenge that can bring the school’s activities to a complete halt. Another serious challenge that the school faces stems from rampant alcohol abuse in the area. Tragically, Foetal Alcohol Syndrome (FAS) is very prevalent in De Aar and the school therefore accommodates many learners who suffer from FAS or other related disabilities.

Yolandé wears many hats at the school - not only is she the school’s principal, but she is also the driver, administrator, cook and a teacher.

The school does not have a printer, photocopier, fax machine, internet connectivity or a reliable computer. This means that Yolandé has to record and update the school’s information at home after working hours. Marius, in going about addressing these pressing issues, became involved in virtually all aspects of the everyday running of the school. He now assists with transport logistics, often organising a driver from his own farm, or using his personal transport to take learners to and from the school if other transport is not available. He also helps with administrative tasks, such as receiving faxes and delivering them to the school.

With these numerous, fundamental challenges already negatively impacting the quality of education provided, Marius and Yolandé identified a list of top priority areas and went about implementing various projects to address them.

One of their initial tasks was to create greater parental involvement in school life. The partners achieved this by mobilising parents to attend a session discussing social welfare issues. They have also established a drama group in which parents dramatise everyday stories for learners and the community. A successful ‘Parent Day Concert’ and education programme on FAS was organised in July 2018, which Yolandé and Marius hope will help lessen and ultimately eradicate the incidence of FAS in the community.
Marius has played an instrumental role in reviewing all the logistical contracts with the school’s service providers. This has led to reduced expenditure on a number of vital services the school uses. He has also developed a simple data capturing and financial management system that Yolandé can use to manage her day-to-day responsibilities, and acquired a much needed photocopy machine.

Lastly, to reduce or preferably eliminate the school’s dependence on their current, often unreliable, transport provider, the partners are working to raise funds for the purchase of three mini-buses or other vehicles that can be used to transport the learners to and from school.

Hayes Primary’s dedicated team, its learners and parents find themselves embroiled in a set of unjust circumstances that detract significantly from the school’s ability to achieve high quality education outcomes. However, Yolandé and Marius have shown that no challenge is insurmountable if one shows unyielding determination and fortitude in the midst of a seemingly hopeless situation.
Mabeoana Intermediate, Free State

Principal Thami Mngoma and Business Partner Ansa Lange worked diligently on their Partnership Plan, and were able to formulate a framework of most urgent needs at the school and possible action plans. By finding the right resources and people, outsourcing some initiatives and collaborating on all the projects, the partners are positive that they will get more done than expected.

Mabeoana Intermediate is situated in the area of Phahameng, Bloemfontein, and serves just over 800 learners. Its facilities are limited and are generally in a state of disrepair. Like many of the lower quintile schools in South Africa, Mabeoana does not have a school hall. It does however, have a state-of-the-art, interactive smartboard classroom equipped with i-Pads. Sadly, the smartboard classroom is not operational as the staff do not feel competent using it.

Poverty is prevalent in the area and the school has implemented a feeding scheme to ensure learners are not beginning the school day with an empty stomach. Currently, a meal is given to each learner during the morning class hours. Ideally, Thami would like to provide a meal for the children after school as they find it difficult to do homework while hungry. This is, unfortunately, not feasible at the moment. However, when there is extra food, it is donated to the families that need it most.

After establishing a good rapport through communicating well, demonstrating empathy, and respecting each other’s time and effort, the partners were able to plot the projects they wanted to initiated. Mr Volsteedt of Econofoods played an instrumental part in rolling out these projects. He generously provided advice, brainstormed solutions and put the partnership in touch with potential collaboration opportunities to turn their plans into reality.
The following projects were initiated during their 12-month PfP journey:

- **Creation of the Mabeoana Intermediate website**: Ansa has created a website for the school and will be updating it when necessary. The school intends to use the website as a marketing tool to enable the school to source bursaries from funding institutions for the learners.

- **Course on discipline for principals in BFN2 circle**: Ansa and another business leader in the BFN2 circle held training for the principals in the circle on the pertinent topic of discipline.

- **Course on discipline for teachers**: Ansa also presented the course on discipline to Thami’s teachers to help them understand the meaning of authority, and to empower them to set boundaries in their classrooms.

- **Leadership development workshop**: Ansa conducted a motivational leadership development workshop with the school’s Representative Council of Learners who opened up to her about their needs. Ansa has shared the learners’ feedback with Thami and Mr Volsteedt and this will be considered in any future plans.

- **Unveiling of classrooms and media exposure**: Thami has written letters to three newspapers inviting them to the unveiling of three new classrooms.

- **Bursaries**: Two learners have successfully applied for bursaries, while Ansa has put Thami in contact with a person who is able to assist the school in finding more bursary opportunities.

- **Classroom aids and themes**: Thami is liaising with the school’s Heads of Department on ways to beautify the classrooms. Input received from the teachers will allow costings to be done, while possible resources can be sourced to support teaching.

- **Recycling Project**: The partners will reach out to other schools, businesses and prospective funders to gain the skills and funds to expand the recycling project. Thami has written to prospective funders and Ansa is researching new ideas.

- **Feeding scheme**: The partners will continue to work on a solution that will see all the children receive their daily meal - without taking too much time away from learning hours.

- **Celebrations**: Celebration activities were planned for Mandela Day, Women’s Day and Arbor Day.

- **Interactive White Board Classroom**: Mr Volsteedt has put the partners in touch with a representative from Vodacom (the company that originally sponsored Mabeoana’s White Board classroom), so that the skills necessary to utilise this high-tech classroom are passed on.

At the halfway mark of Thami and Ansa’s PfP journey, Elize Malherbe, the Learning Process Facilitator for the BFN2 Leadership Circle, described this partnership as a “mean team”, perfectly embodying the Mabeoana Intermediate motto of “I Will, I Shall”.

Today, those words ring true. This dynamic duo is set to continue to make a real difference in the working lives of the staff and the schooling experience of the learners of Mabeoana Intermediate.
We are extremely proud of the tremendous growth Symphonia for South Africa has experienced over the past nine years, with our flagship programme, Partners for Possibility (PfP), increasing exponentially to 232 partnerships during the past financial year, with a plan to reach 280 partnerships during the financial year ending 28 February 2020.

Similar to many small enterprises, this growth has come at a financial cost as sustainable revenues lag behind the costs of building for scale. To address the strain associated with the aforementioned growth, we spent significant time and energy during the year reviewing pricing and scale of our operations. In addition, we changed our accounting for revenue associated with the PfP programme such that the revenue received upfront is now spread over the period of the programme. This change was made to better reflect the timing of revenue recognition against the costs associated with running the PfP programme.

We are of the view that the pricing of PfP and the scale of Symphonia for South Africa’s operations are appropriate, which is evidenced by the reduction in net losses during the 2019 financial year.

However, due to the exponential growth of the past few years, liabilities determined under the accounting standards exceed the assets of Symphonia for South Africa. R3,843,731 of these liabilities relate to income received in advance of the services being rendered, with external liabilities to creditors and funders standing at R2,411,145, which are adequately covered by current assets of R3,836,200.

The Board of Symphonia for South Africa continues to work with the management team on securing the necessary unrestricted funding (donations), other sources of revenue, and sales of PfP partnerships for Symphonia for South Africa to enable a significant impact on the lives of our fellow South Africans.

As a result of the above efforts R5,000,000 unrestricted funding was secured in September 2019, which will lower the liabilities of Symphonia for South Africa significantly going forward. We continue to look for additional support of this nature, as our rate of growth demands that we ensure a secure underpinning for the organisation, to enable us to reach the scale we hope for as well as develop additional avenues of impact. Our target for unrestricted organisational funding is R20 million over the next five years.

Based on the plans put in place, the board believes that the company has adequate financial resources to continue in operation for the foreseeable future and accordingly the financial statements have been prepared on a going concern basis.
### Financials

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<td><strong>TOTAL EQUITY AND LIABILITIES</strong></td>
<td>3 992 603</td>
<td>2 154 942</td>
</tr>
</tbody>
</table>

| **REVENUE GENERATED**    |       |       |
| Circle Event Revenue     | 700   | 13 000 |
| Partners for Possibility | 20 828 421 | 12 546 972 |
| Community Building       | 82 190 | 41 000 |
| workshops                |       |       |
| PIP Book sales           | 213 000 | 420 000 |
| School Leadership Forum  | 200 667 10 |
| Fight Night Bout          | 79 002 |
| sponsorship              |       |       |
| Donations Received       | 1 272 432 | 3 572 565 |
| Literacy Ideas Foundation | 50    |
| Phase Teachers           |       |       |
| **TOTAL INCOME**         | 22 396 943 | 16 739 299 |
| Other Income             | 807 739 | 397 026 |
| Investment Revenue       | 10 531 | 8 954 |
| Operating Expenses       | (23 860 218) | (17 786 232) |
| **OPERATING PROFIT (LOSS)** | (645 005) | (740 953) |
| Finance Costs            |       | (94)  |
| **PROFIT (LOSS) FOR THE YEAR** | (645 005) | (741 047) |
Our Supporters

A huge thank you to our PfP500 crowd funding campaign contributors.

We could not do our work without the support of active citizens like you. We are inspired by people who are willing to contribute to the future of South Africa and our beautiful children.

- 99er Cycle Race
- Advantage Management Consultancy
- African Unity Life Limited
- Assmang Limited
- Atlantis Foundries (PTY)Ltd
- Bateleur Capital Foundation Trust
- Batsumi Airport Ventures (Pty)Ltd
- Bird Machines
- Black Mountain Mine
- Blue Falcon (Pty) Ltd
- Bonela Primary School
- Bird Machines
- Brunswick
- CA Southern Africa (Pty)Ltd
- CAFDA School Of Skills
- Cape Wine Auction Trust
- Capital Propfund (PTY)Ltd
- Chemonics
- Choma Mathiba Collections
- Connoid & Associates
- Consol Glass (Pty)Ltd
- Contour Logistics (Pty) Ltd
- Coronation Asset Management
- Dave Morris
- David Rozzio
- DBSA
- DE Beers Consolidated mines (Pty) Ltd
- DE Bron Boerdery
- Dorothy Ann Foundation
- Douglas Jones
- Dr Judith Zwartz Foundation
- Econo Foods
- Economic Development Solutions
- Egoi Empowerment Holdings (Pty) Ltd
- Elnor Primary School
- Emergent Energy (PTY) LTD
- Ethos Private Equity (Pty) Ltd
- Famous Brands
- FCC Human Capital
- First National Bank
- Freek Mulder
- Globalgiving Foundation,Inc
- Helshoogte Foods
- Hulamin
- Humulani Empowerment Trust
- Jessica Batts
- JHB GIRLS Preparatory school
- Kalahari High School
- Kamentiha Pilay
- Kari Green
- Khi Solar One
- Kwasimamane Primary School
- Liberty Community Trust
- Limarco (Pty) Ltd
- Lowveld Media
- Masscash (Pty)Ltd
- Mechanical Assembly Projects South Africa
- Mikateka Primary School
- Minuteman Press Silverton
- More Community Trust
- Mpact Plastics Atlantics
- Myschool
- Nedbank Foundation Trust
Our Supporters

- Nedbank Ltd
- Neumind
- Neville Nightingale
- Nkulisabantu Primary School
- Old Mutual Life Assurance Company (SA) Ltd
- Otto Brothers
- Palmu (Pty)Ltd
- Pandrol SA
- PIP Trust
- Pioneer Foods (Pty)Ltd
- Project Dirt
- Qatar foundation for education
- Rand and Merchant bank
- RCS Cards(PTY) Ltd
- Rolf-Stephan Nussbaum foundation
- Rudolf Gouwns
- SA Home Loans (Pty)Ltd
- Sanele Primary school
- Sabre Slitting (Pty) Ltd
- Sappi Southern Africa limited
- Sasol (Pty) Ltd
- Select SACS (Pty)Ltd
- SC Kearns Senior Secondary School
- Sibongile Nyokana
- Silica Holdings
- Simbithi Eco Estate Homeowners Association
- Simon Francis
- LTD Sishen Solar Facility (Pty)Ltd
- Smollan SA services (Pty) Ltd
- Solar capital DE AAR (Pty)Ltd
- South African Bankers Services Company
- South Africa Mint Company (Pty)Ltd
- Spar Lowveld
- Sphere Holdings(Pty) LTD
- Sullivan O’Carrol
- Sun International Management Limited
- TC Business
- The ABE Bailey Trust
- The FirstRand Volunteers Programme
- The Greensector Development Agency
- The Hagart Trust
- The Healthcare Solutions Company (Pty)Ltd
- The Julie Cussons Charitable Trust
- Thesele Group(Pty) Ltd
- Trafalgar Property Management
- Trialogue
- Tshepo Makelane
- Umgeni Water
- Unilever South Africa ood solutions
- Value Capital Partners
- Virtual Market Place (Pty)Ltd
- Visa USA
- WCB Boerdery Pty Ltd
- Wesbank
- Western Cape Govt
- Windlab Developments South Africa (Pty) LTD
- Xina Solar One (Pty) Ltd
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Nine years ago, the trailblazing pioneers of Symphonia for South Africa and its flagship programme, Partners for Possibility, set their sights on improving education outcomes in South Africa and committed to the ambitious goal of reaching 2,000 schools by 2022.

These seminal years have seen PfP become a highly respected and influential player in South Africa’s education sector.

Today, we believe that the significant headway we have made in this respect has established the path for the evolution of PfP in its tenth year.

The year ahead is first and foremost an opportunity to capitalise on the momentum generated in the preceding years. We intend to launch 280 more partnerships in major metropoles and remote areas across the length and breadth of South Africa. Successful execution of this plan will see our programme reach the major milestone of 1,000 partnerships – the halfway point in our journey to positively transform 2,000 under-resourced schools.

The coming months also present the opportunity for the repositioning of PfP from a purely education change and Corporate Social Investment (CSI) initiative to a leadership development programme. PfP wishes to realise its potential as a solutionist movement that breaks down barriers and inspires change, all driven by the leadership of active citizenry. As part of this goal, PfP will focus on gaining official recognition as a leadership development programme, in addition to its CSI status, among those responsible for leadership development in prominent corporates.

We know that achieving meaningful social change, creating social cohesion and strengthening the social fabric of our nation requires the kind of leadership that transcends learned patterns and behaviours, and fosters an expanded perspective and openness to new possibilities. This is why we are now more than ever committed to developing socially conscious, ethical school principals and business leaders that can create sustainable impact that goes beyond the classroom or boardroom.

Our cause will, however, remain deeply rooted in facilitating and enabling co-action, co-learning partnerships between school principals and business leaders for the betterment of school leadership, which ultimately improves educational outcomes for learners. This is, after all, our key focus area and the reason that we persevere despite the many hurdles that arise.

In 2019, we hope to spearhead this shift in thinking and doing – to develop leaders who impact the broader South African nation. We fervently hope that South Africans from all walks of life will join us as we embark on the next chapter of the extraordinary PfP story.