

# Kelello

## COLLECTIVES

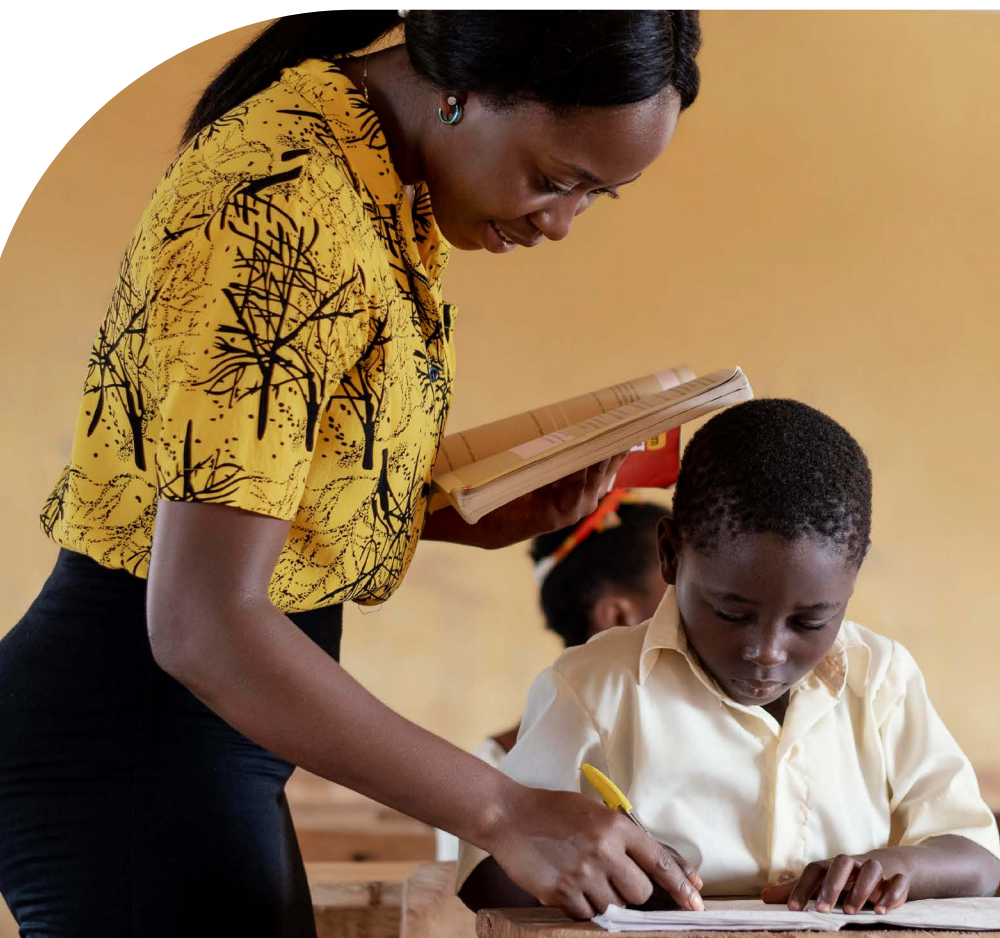
### ANNUAL REPORT

2024



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# CHAIRPERSON'S MESSAGE



I am pleased to present the very first annual report for **Kelello Collectives** as we reflect on a remarkable inaugural year. Established only a year ago, Kelello Collectives is guided by a vision to advance research and evaluation to drive informed decision-making and lasting social impact. This year has been both foundational and inspiring, filled with early achievements that set the stage for a promising future.

When we began this journey, we always knew that there was a need for rigorous, evidence-based approaches to address pressing challenges in initial teacher education, assessment, and research, as well as Monitoring, Evaluation, Research and Learning (MERL) in education. Our vision is to be a leading provider of innovative and dynamic evidence-based solutions

for improving learning outcomes, particularly in low-income communities. We focus on working with government and stakeholders in the education sector to influence policy for evidence-based decision-making.

In just one year, we have accomplished a great deal:

- **MERL:** We conducted two critical evaluations this year, one focusing on foundational learning and another in the Foundation Phase. Both were concerned with developing maths competency, while the grade R project had a specific focus on languages: that is, improving literacy through the use of home languages. These projects provided insight on the need for interventions that focus on both early learning and the later grades of schooling. The positive results emerging from these interventions highlight how systemic interventions are needed to improve maths and literacy.
- **Assessment:** Through the work of PrimTEd Assessment, Communities of Practice (“CoPs”) have been established in Maths, English First Additional Language (EFAL), Sepedi and IsiXhosa. These CoPs are networking to share knowledge about how lecturers can use assessment to improve learner knowledge and practice.
- **Policy influence:** To improve the extent to which government and education stakeholders use research and evaluation evidence to enhance interventions, the Research and Capacity Building project is developing the next generation of researchers and evaluators to improve the quality of research and evaluations. The Kelello team has provided inputs on policy issues and the development of maths education.

As we move into our second year, we are energised by the possibilities. Going forward, we will focus on:

- Expanding our research projects and deepening our engagement with issues that matter most, including teacher knowledge and assessment.
- Strengthening our research methods and ensuring that we uphold the highest standards of ethics, transparency, and accountability.
- Building on our initial partnerships to foster a community of collaboration that magnifies our impact.

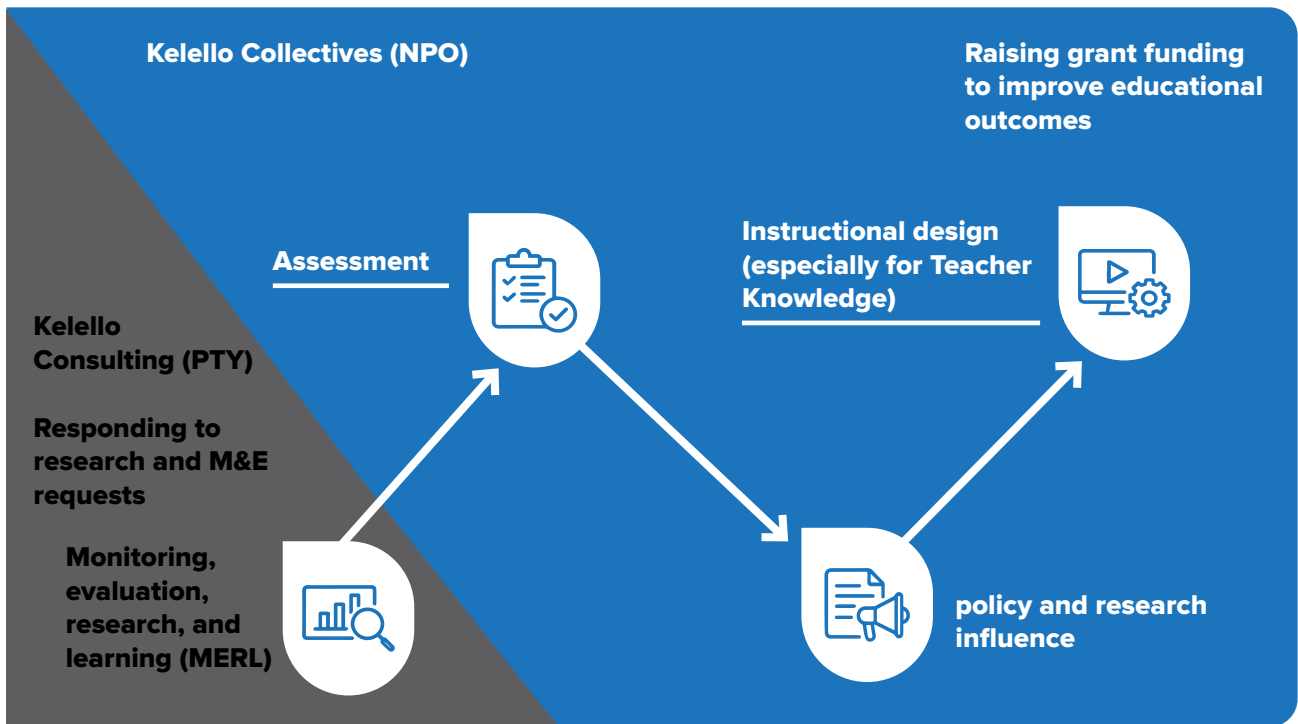
Our first year would not have been possible without the enthusiasm and commitment of our team, the trust and collaboration of our early partners, and the support of our funders and advocates. I am deeply grateful to everyone who has believed in our mission from the beginning and contributed towards turning our vision into reality. Your support inspires us to push forward and remain focused on the impact we seek to achieve.

Thank you for joining us on this journey. Together, we look forward to building a future where research and evidence shape better solutions, improve lives, and create meaningful change.

*Desnei Leaf-Camp*

**Desnei Leaf-Camp**  
Chairperson: Kelello Collectives

# KELELLO COLLECTIVES (NPO)



2024 was a busy start for the new not-for-profit entity Kelello Collectives. We received grant funding from *Epoch and Optima* Trusts to support our work in developing talent and communities.

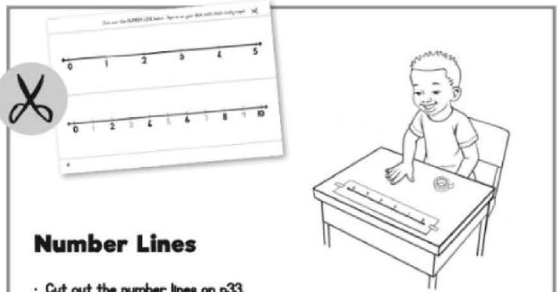
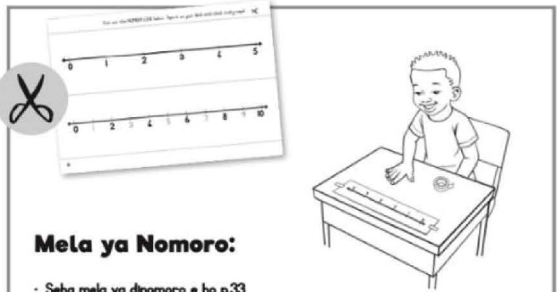


## Instructional design for teacher knowledge

In 2024, the projects that required a new vehicle to manage grant funds were being managed by Kelello Consulting:

- Jumpstart teacher training (2024 – 2025)
- Maths4Primary teachers Phase 1 (2020 – 2024).

Following their conclusion, the next phases of work will be undertaken by Kelello Collectives.

Kelello Collectives is investing in **lingual early grade mathematics** materials aimed at learners. By providing bilingual materials, we hope to assist teachers, who have been trained in English, to start thinking and talking about mathematics in African languages, and to contribute towards more consistent African language registers for mathematics. Thus far, we have materials in **Sesotho-English, Sepedi-English, isiXhosa-English, and isiZulu-English**. These materials are created in partnership with the Nelson Mandela Institute (NMI) and support the national policy on Mother Tongue based Bilingual Education bilingual education (MTbBE). The Maths4Primary teachers materials (for pre-service and in-service teachers) are set to be re-versioned bilingually in the next phase of the project.

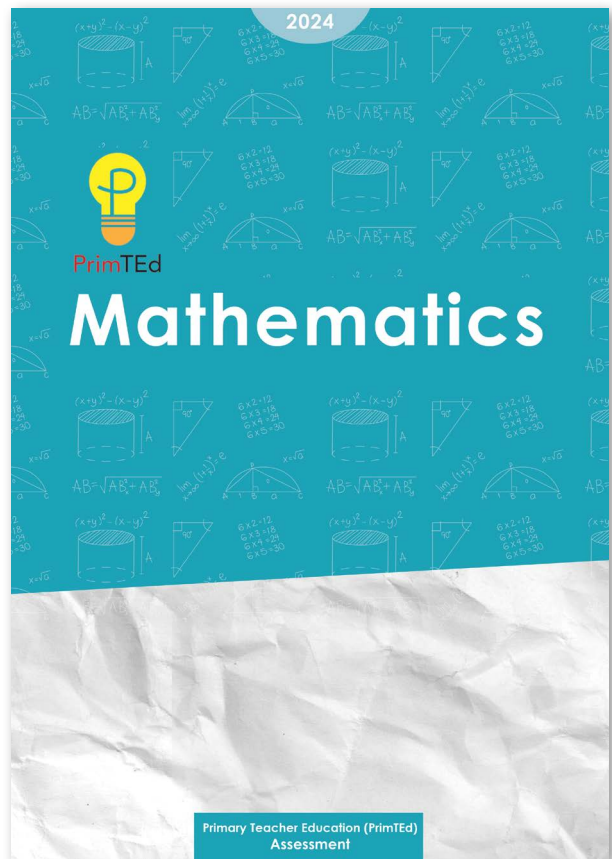
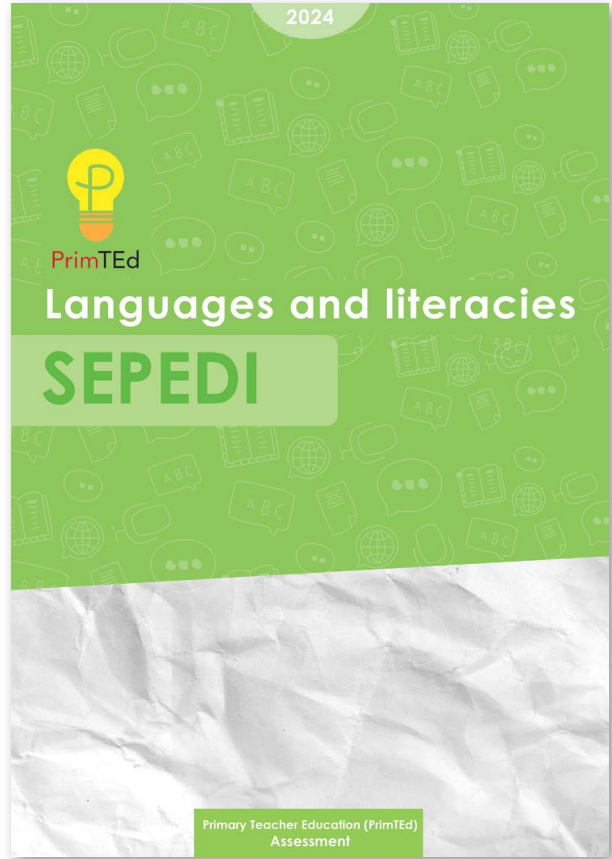
Introductory Games	Dipapadi tsa pele
 <p><b>Number Lines</b></p> <ul style="list-style-type: none"> <li>• Cut out the number lines on p.33.</li> <li>• Tape it on your desk with thick sticky tapel</li> </ul>	 <p><b>Mela ya Nomoro:</b></p> <ul style="list-style-type: none"> <li>• Seha mela ya dinomoro e ho p.33</li> <li>• E mamaretse desekang ya hao ka sekgomaretai.</li> </ul>
<p><b>UNDER THE SEA DASH</b></p> <p>See the next page for full etze board game.</p>  <ul style="list-style-type: none"> <li>• Play with 2 to 4 players.</li> <li>• Each player has a cube or counter.</li> <li>• Use dice or number cards.</li> <li>• Roll to go first. The player that rolls the highest goes first.</li> <li>• Players take turns rolling the dice (or picking a card). Jump forward the number.</li> <li>• When you jump to a ★★ ★ you can roll again!</li> <li>• The first person to reach the FINISH wins!</li> </ul>	<p><b>UNDER THE SEA DASH</b></p> <p>Sheba leqephe le latellang mabapi le papadi e felletseng ya boto.</p>  <ul style="list-style-type: none"> <li>• Ho bapala dibapadi tse 2 ho isa ho 4!</li> <li>• Sebapadi se seng le se seng se fumana sebapadiwa kapa khountara.</li> <li>• Sebedisa letaease kapa karete ya nomoro.</li> <li>• E lahlele ho qala. Ho tla qala sebapadi se fumanneng nomoro e hodimo.</li> <li>• Ebe le tla tshenjhana ka ho lahlela letaease (kapa ho kgetha karete).</li> <li>• Tlalela pele nomoro.</li> <li>• Ha o tlalela ho ★★ ★ o ka lahlela hapel!</li> <li>• Motho wa pele ya fihletseng FINISH wa hlola.</li> </ul>

## Assessment

**Primary Teacher Education (PrimTEd) assessment.** Kelello Collectives designed and project managed four communities of practice to improve initial teacher training in mathematics and languages across universities in South Africa:

1. PrimTEd assessment **Mathematics** collective
2. PrimTEd assessment **English First Additional Language** collective
3. PrimTEd assessment **Sepedi** collective
4. PrimTEd assessment **isiXhosa** collective

The project uses language and mathematics assessment items informed by the PrimTEd standards to test student teacher knowledge and practice. Lecturers use the assessment results to reflect on their lecturing to improve student teacher outcomes.



# POLICY AND RESEARCH INFLUENCE

The grant funding in 2024 enabled the Kelello team to extend the work done to reach a broader audience:

## Prof Roberts was

- Z x “B S F y G ” 15 O b 2024;
- “S S y S - Quality and Access in Schools-LA ” S S Investing Conference on 17 October 2024;
- invited to coordinate for the Initial Teacher Education presentation stream for the Mega Maths summit, convened by DHET in July 2025
- a trustee for the International Group for the Psychology of Mathematics Education (PME). unfortunately was unable to attend the conference in New Zealand.

## Dr Moloi was

- D ’ P y
- a presenter at the CHE conference on Quality Higher Education (26-28 February 2025)
- S A A Research in Mathematics, Science and Technology Education (SAARMSTE)
- Kelello had a significant presence at the SAERA conference (29 October to 1 November 2024), including: Dr Moloi; Dr Lindiwe Tshuma; Luisa Tembe (intern)

The research outputs emerging in 2024 financial year (July 2023-June 2024) include:

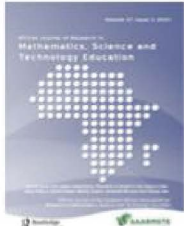
**Roberts, N & Moloi, Q (2023)** *The Quality of Primary Mathematics Teacher Preparation in South Africa: Findings from PrimTEd*, Research on Socio-Economic Policy (RESEP)

**Mort, T. (2023)** Improving South African student teachers’ English Language skills: an argument for the assessment strategies of the PrimTEd language teaching project, *African Journal for Teacher Education*, 12(1), 161-178

**Roberts, N., & Mort, T. (2023)** Designing and English language and literacies knowledge and skills test for Initial Teacher Education students in South African. *Journal of Education*, 32-48

**Roberts, N. & Porteus, K. (2023)** Two Pathways into Number Work for Primary Teachers: A Counting Pathway and a Measurement Pathway, *African Journal of Research in Mathematics, Science and Technology Education*, 27:3, 335-349, DOI: 10.1080/18117295.2023.2236905

**Moloi, Q. & Hlungulu, F. (2024)** Equity challenges facing common assessments in multilingual contexts: the case of PrimTEd mathematics Southern African Association of Research in Mathematics, Science and Technology Education (SAARMSTE) long paper, 140-152



## Two Pathways into Number Work for Primary Teachers: A Counting Pathway and a Measurement Pathway

Nicky Roberts & Kimberley Porteus

To cite this article: Nicky Roberts & Kimberley Porteus (2023) Two Pathways into Number Work for Primary Teachers: A Counting Pathway and a Measurement Pathway, African Journal of Research in Mathematics, Science and Technology Education, 27:3, 335-349, DOI: [10.1080/18117295.2023.2236905](https://doi.org/10.1080/18117295.2023.2236905)

To link to this article: <https://doi.org/10.1080/18117295.2023.2236905>

There were also a few media articles published pertaining to education in South Africa, such as *The Matric class of 2023 (part 1)* and *The Matric class of 2023 (part 2)*

### MATRIC RESULTS OP-ED

## The Matric Class of 2023 (Part 2) — comparing SA's provincial report cards



Matric pupils after writing the English Paper Two exam at Siboneluxizihle High School in Duduza on the East Rand on 23 November 2023. (Photo: Gallo Images / OJ Koloti)

By Nicky Roberts, Lydia Platjies and Zanele Ngcobo

11 Feb 2024

In Part 2, we present the report cards for each province for the Class of 2023. By comparing provinces to each other on all indicators, we can comment on their relative performance.

# A SPOTLIGHT ON KELELLO INTERNS

In 2024 Kelello received funding from Epoch and Optima Trusts to build an intentional internship strategy. As part of this programme Kelello engaged two full time interns in February 2024 and three full time interns in November 2024. Through this programme we endeavor to build key capacity in Education focused Monitoring and Evaluation. Three of our 2024 interns are spotlighted here:



## Luisa Tembe

Luisa Tembe began working with Kelello on an ad hoc basis in February 2023. At the time Luisa was studying towards her Honours Degree in Education at the University of Johannesburg. She has worked for 2 years as a foundation phase teacher, in grades 1 and 3. Since hiring Luisa full time in February 2024, she has graduated from her honours and proceeded to enroll in a Masters of Education at the University of Johannesburg. Luisa has a passion for teaching learners and supporting teachers, particularly focusing on mathematics. She is actively engaged in the Maths for Primary Teachers project and has been promoted to Junior Project Manager on the JumpStart Teacher Training Pilot. She has just commenced her second year of working fulltime with Kelello.



## Mhlangabezi Mbala

Like Luisa, Mhlangabezi began working with Kelello as an ad hoc data capturer. In March 2024, he commenced a fulltime internship with Kelello. During this time, he graduated with a Masters in Political Science from the University of the Witwatersrand. As a Kelello intern, Mhlangabezi engaged in learner assessment in the Eastern Cape, Mpumalunga, and Gauteng. He advanced into the role of fieldwork coordinator when working on the Evaluation of the Siyavula Backlogs Intervention. He also designed and led a reading group focusing on capacitating interns in education, with a special focus on monitoring and evaluation and government policy. In March of 2025, Mhlangabezi left his internship to study fulltime at the University of the Witwatersrand towards a PhD in Political Science. We will continue to work with Mhlangabezi as a researcher and fieldworker on an ad hoc basis, and we wish him the best in his pursuit of his PhD.




## Lebogang Magolego

Over the past six years, Lebogang has gained experience as both an educational programme implementor and evaluator on projects with JET Educational Services and Kelello on projects including PrimTEd (current), Maths Challenge Programme evaluation, Gauteng Grade R Maths and Languages Improvement Programme, Jobs Fund Project, Columba Leadership Mid-term Evaluation, the Nal'ibali Project and others. In November 2024, when Lebogang was completing her BCom Honours in Marketing Management at UNISA, Kelello took the opportunity to engage her as a fulltime intern over two years. Lebo's proficiency in multiple South African languages makes her a real asset to Kelello's team: she is proficient in English, Afrikaans, isiZulu, isiXhosa, Southern Sotho, Northern Sotho, Siswati, Setswana, and isiNdebele.

In her own words:

My goal is to evolve as a leading researcher and contribute significantly to the field of education, leveraging the practical skills and knowledge gained from this program to implement impactful educational interventions. In January of this year, and with the support of additional funding from the Zenex Foundation, she is enrolled on the Postgraduate Diploma in Monitoring and Evaluation Methods and Stellenbosch. Does the course name have methods in it?

# A SPOTLIGHT ON PRINTED ASSESSMENT MATHS

Key Partners	Approach	Timeframe	Key Activities	Key Highlights
 <p>This is an initial Primary Teacher Education Assessment project in Partnership with:</p> <p>Participating Public Universities Kelello Collectives</p>	<p>Kelello provides project management services for the coordination of PrimTEd.</p> <p>Item development takes place through co-creation – where university lecturers work with a Kelello assessment expert to develop items</p> <p>Items are peer reviewed and quality assured internally and by external experts</p>	<p>January 2024 – December 2028</p> <p><b>Intervention Purpose</b></p> <p>To contribute to the broad vision on how South Africa trains teachers for primary school teaching.</p> <p>To ensure that South African Initial teacher Education is respected as it offers high quality programmes</p>	<ul style="list-style-type: none"> <li>• Development of a database of assessment items in maths and English</li> <li>• Development of Sepedi and isiXhosa items</li> <li>• Development of a Monitoring and Evaluation (M&amp;E) Framework</li> <li>• Writing retreats</li> <li>• Conference participation</li> <li>• Publications</li> </ul>	<ul style="list-style-type: none"> <li>• 350 items developed for maths.</li> <li>• 350 items developed for English.</li> <li>• The maths and English test forms were piloted</li> <li>• Over 100 items had been developed for isiXhosa and Sepedi</li> <li>• Trilingual PrimTEd Standards have been developed and are not available in isiXhosa, English and Sepedi.</li> <li>• isiXhosa and Sepedi glossaries are being developed</li> <li>• 2 publications on PrimTEd work</li> </ul>

## Capacity Building



As part of this project, Kelello is capacitating lecturers from participating universities on how to develop assessment items and how to use reports to reflect on practice. One of our interns is helping with PrimTEd coordination.

## Funder



OPTIMA supports interventions in initial teacher education and strengthening of early grade maths and languages.



# Kelello Collectives NPC

(Registration Number 2023/892476/08)  
Financial Statements for the year ended 30 June 2024

## Statement of Financial Position

Figures in R	Notes	2024
<b>Assets</b>		
<b>Current assets</b>		
Cash and cash equivalents	4	2,391,140
<b>Total assets</b>		<b>2,391,140</b>
<b>Equity and liabilities</b>		
<b>Equity</b>		
Accumulated surplus		1,826,412
<b>Liabilities</b>		
<b>Current liabilities</b>		
Trade and other payables	5	497,628
Other financial liabilities	7	67,100
<b>Total current liabilities</b>		<b>564,728</b>
<b>Total equity and liabilities</b>		<b>2,391,140</b>

Figures in R	Notes	2024
Grants received	8	5,060,000
Administrative expenses		(13,436)
Other expenses		(3,220,149)
<b>Surplus from operating activities</b>		<b>1,826,415</b>
Finance costs		(3)
<b>Surplus for the year</b>		<b>1,826,412</b>

Figures in R	Note	2024
<b>Cash flows from operations</b>		
<b>Surplus for the year</b>		<b>1,826,412</b>
<b>Adjustments to reconcile surplus</b>		
Adjustments for finance costs		3
Adjustments for increase in trade accounts payable		496,628
Adjustments for increase in other operating payables		1,000
<b>Total adjustments to reconcile surplus</b>		<b>497,631</b>
<b>Net cash flows from operations</b>		<b>2,324,043</b>
Interest paid		(3)
<b>Net cash flows from operating activities</b>		<b>2,324,040</b>
<b>Cash flows from financing activities</b>		
Proceeds from other financial liabilities		67,100
<b>Cash flows from financing activities</b>		<b>67,100</b>
<b>Net increase in cash and cash equivalents</b>		<b>2,391,140</b>
<b>Cash and cash equivalents at end of the year</b>	4	<b>2,391,140</b>