

Kelello

COLLECTIVES

ANNUAL REPORT

2025

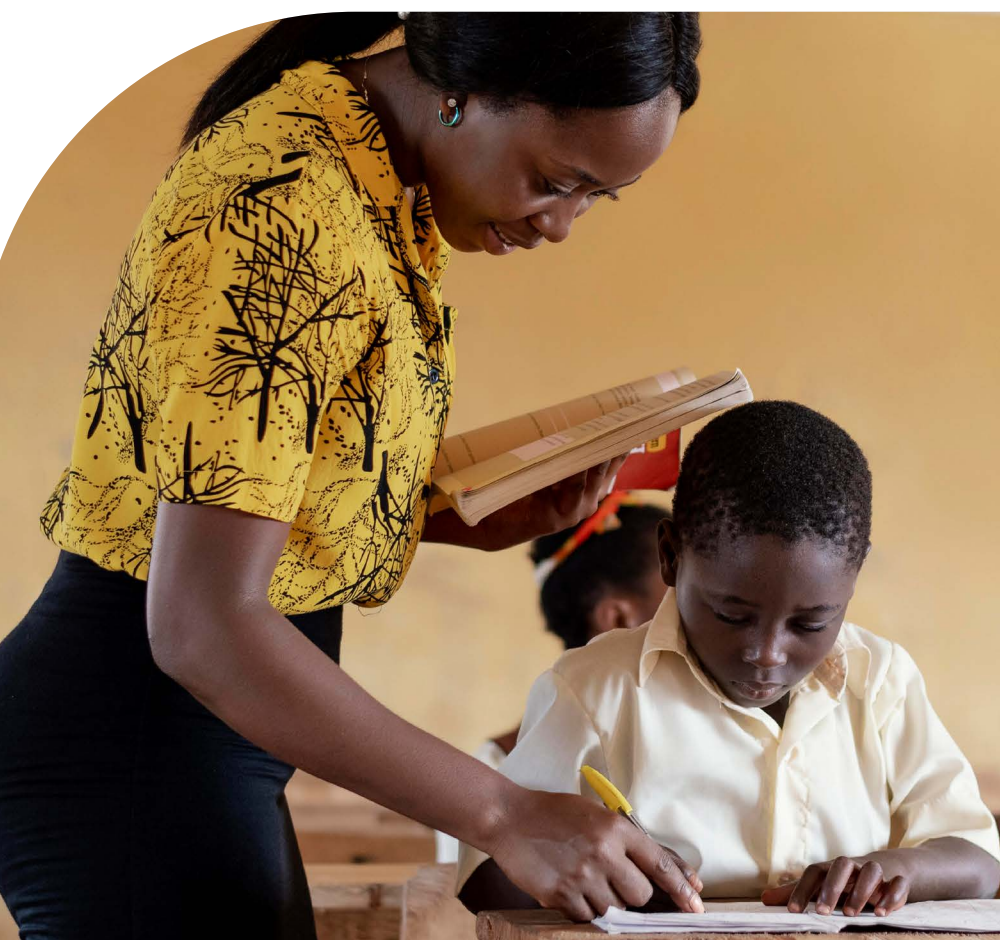


Kelello Collectives (NPC, est. 2023) aims to become a leading provider of innovative and dynamic evidence-based solutions to improving learning outcomes particularly in low income communities. We draw on knowledge from validated assessments to inform instructional design, reflect on practice and influence policy.



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LETTER FROM THE CHAIR OF THE BOARD

To end June 2025



Kelello Collectives (NPO) brings together communities in education to collaboratively solve pressing challenges using design-based approaches. Kelello Collectives (NPO) has had a very productive second year with numerous collectives currently hard at work:

There are four **Primary Teacher Education (PrimTed)** collectives - for Mathematics, English, Sepedi and IsiXhosa – that focus on assessing teacher knowledge for students preparing to become primary school teachers in South Africa. These collectives span 23 South African universities. The database of test questions (item banks) for English and Mathematics assessments at first year and fourth year levels are now complete, and tests are being administered by academics who want to know where to start (by understanding their first-year intake) and the value they add (by assessing their fourth-year students as they exit the Bachelor of Education programme). An external evaluation – led by Redflank – has gotten underway and is providing valuable ways of looking at this work in relation to its well defined theory of change. While assessing students' knowledge is the primary focus, this is done by bringing together the lecturers responsible for mathematics and languages teaching to co-design tests; develop usable reports; collaborate; research; and improve their practice.

The **Maths4Primary teachers** collective has worked together since 2021 sharing ideas and refining approaches for how best to prepare students to teach mathematics well in mainstream school (African Language dominant, no-fee, large class sizes), through collaborative materials' design and rigorous research. This collective has grown from 2 collaborating institutions to now spanning 8 South African public universities. The rapid review undertaken by social Impact Insights Africa, reported very positively on the collective's work showing both measurable impact on student teachers knowledge, as well as qualitative feedback from participating lecturers.

This year Kelello Collectives also adapted its ways of working across universities, to be applied in public schools. The **Prosocial and academic resources for communities** focused on after-school care in deep rural Northern Cape primary schools. The initial scoping phase has been completed. This brings an important new dimension to our work with school as it focuses more broadly on the social and emotional support necessary for academic attainment.

The **JumpStart intern and teacher** collective for training, mentoring and quality learning support for mathematics in Foundation Phase schools in Sasolburg includes an adaptation of the Maths4Primary teachers learning materials. The *Two Pathways into number* course was well received and there were significant gains in teachers' pedagogical content knowledge. This important work saw Kelello Collectives continuing its collaboration with the *Nelson Mandela Institute for Education and Rural Development* and expanding its bilingual Maths Lesson Starters offerings to encompass bilingual materials to English and either isiXhosa, isiZulu, Sepedi, Sesotho and Xitsonga.

Our staff complement was extended with two more post-graduate level interns joining the team: Refilwe Thobejane and Okuhle Zwane. We were also pleased to offer Lebogang Magolego a full-time internship, as her adhoc work has been exemplary.

In just two years Kelello Collectives has received excellent external evaluation feedback, diversified its funding base, and adapted its way of working to take on learning challenges in public schools. Well done to the management team, hardworking young researchers and project managers and to all our collaboration partners.

Desnei Leaf-Camp

Desnei Leaf-Camp
Chair of the board

OUR DIRECTORS



Prof Nicky Roberts

Director: Kelello Collectives

Director: Kelello Consulting

Nicky leads a diverse team of researchers, including experienced educational experts, interns, academics and postgraduate students, all focused on improving learning outcomes and teacher knowledge. Her research expertise spans qualitative and quantitative methodologies and extensive evaluation experience covers projects across Africa and beyond.



Desnei Leaf-Camp

Director: Kelello Collectives

Desnei is a non-executive director for Kelello Collectives, and the chair of the advisory board. She brings a wealth of business experience in power companies. She has worked for both Independent Power Producers and financial institutions raising significant funds for both projects Sub-Saharan Africa.



Dr Monica Mawoyo

Director: Kelello Collectives

Monica is a seasoned professional in implementation, research and evaluation across various sectors including public administration, teacher education, schooling and higher education. Her extensive career has given her a comprehensive understanding of government policy and projects, having conducted research evaluations for numerous government departments and agencies.

OUR TEAM



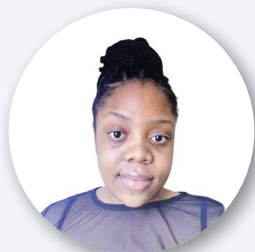
Dr Stacey Sommerdyk
General Manager



Dr Qetelo Moloi
Project Manager and
Quantitative Analysis Expert



Paula Gomes
Office Manager



Luisa Tembe
Intern and Project
Manager



Dr Tayla Stephen
Research Associate



Lebogang Magolego
Intern



Refilwe Thobejane
Intern



Sihlosokuhle Zwane
Intern

ADVISORY BOARD MEMBERS



Desnei Leaf-Camp

Desnei started her career in the energy sector in May 1995 when she joined the AES Corporation in Arlington, Virginia, USA. In her role as Business Development Manager for Africa, she managed several bids for large scale CCGT plants in Cote d'Ivoire, Egypt and Morocco. In 1998 she moved to Uganda to lead the social and environmental impact assessment of a \$450m hydropower project on the Nile River. She engaged with cabinet ministers, international NGOs, local stakeholders and multi-lateral lending agencies. She became well versed in Project Finance and World Bank Safeguard Policies.

At the end of 1998, Desnei returned to the USA to complete an MBA in International Trade and Finance plus an MA in International Development. With these international qualifications and energy sector experience, Desnei returned to the continent and in 2001 settled in South Africa.

Following 9 years in commercial and development banking between 2001 and 2010, which included 3 years with the Development Bank of Southern Africa and 5 years with the International Finance Corporation, Desnei entered the fledgling renewable energy sector of South Africa when, in 2011, she joined Cennergi, a renewable energy start-up established by Exxaro Resources. She established the Project Finance unit that led the financial close on two large wind-powered projects that Cennergi bid in Window 2 of the Renewable Energy IPP Procurement Programme.

In January 2015 Desnei joined ENGIE where she led the project finance team that successfully closed the R12 billion financing on a 100MW CSP plant. Over the ensuing 3 years, Desnei worked closely with international development finance agencies to design appropriate finance tools to serve the distributed energy market. Given the nascency of the industry, the perceived high risk of the offtaker, and the lack of state credit support, progress in this area has been slow despite the diminishing cost of renewable energy and the explosion of mobile money access in the target markets.

In 2018, Desnei led the acquisition of an equity stake in Xina Solar One, a 100 MW CSP plant that had successfully achieved COD in mid-2017. Shortly after managing the integration of the company into the ENGIE portfolio, she was appointed CEO of Xina Solar in November 2021. The complexity of CSP technology, the diverse shareholding of Xina Solar One, and the challenging socio-economic environment of the Northern Cape where the plant is situated, offers interesting daily challenges, leadership growth, and a welcome opportunity to effect meaningful development within the communities that surround the power plant.

Desnei has spent over 26 years playing a critical role in enhancing access to energy and pioneering the transition to affordable and increasingly reliable renewable energy in Africa. She has also been rewarded with opportunities to leverage off the industry's technical expertise, financial resources and access to political influence to drive environmental sustainability, social upliftment and economic development. The carefully managed implementation of artificial intelligence within the industry presents a promising future for greater localized, easier to access, and more affordable electricity that can drive socially equitable and environmentally sustainable economic development. Desnei looks forward to being at the forefront of this next phase of the energy revolution.

Desnei has an MBA and MA from the American University in Washington DC, USA. <https://www.american.edu/> and a fellow of the African Leadership Initiative South Africa <https://www.africaleadership.net/about/ali-south-africa/>.



Susan Yanguya

Susan Yanguya is a Chartered Accountant with 34 years of experience, 8 years as an educator and 26 years in the finance services industry. Being an Educator enabled me to obtain a good grasp of the social infrastructure relating to education and the requisite development needs in South Africa.

I worked for a global integrated professional services organization when I did my articles at Ernst & Young and later as a tax consultant dealing with tax compliance and advisory. I joined Standard Bank, a leading Africa-focused financial services organisation enhancing my tax compliance experience in a financial institution with foreign subsidiaries. Later in its Corporate and Investment Banking division in the Diversified Lending and Leverage team I gained experience and knowledge of the African financial markets as a result of my role in the servicing listed and unlisted clients on the African continent. I was poached from Standard Bank by SABMiller plc, a multinational brewing and beverage company which was acquired by Anheuser-Busch InBev. At SABMiller I had the role of a funding and reporting manager based at the Africa Regional Treasury Centre responsible for sourcing funding for the whole of Africa.

The funding requirement was up to US\$ 2.5billion over 5 years. I gained extensive experience in negotiating term debt with multiple Lenders to fund the different subsidiaries within the SABMiller Group. Currently I am employed by ENGIE Southern Africa Pty Ltd, seconded as a Chief Finance Officer to Kathu Solar Park (RF) Pty Ltd ("KSP"). KSP is owned by local and international investors. The project completed construction worth ZAR 12billion in 2019 and is now operating a Concentrated Solar Plant in the Northern Cape. This plant is envisaged to operate for a period of 20 years generating electricity supplied to the Eskom grid. I ensured that plant construction was efficiently managed from a finance point of view and completed on budget. Currently I am tasked with ensuring that the investment is maximised resulting in good capital returns for shareholders, managing the project in line with contractual obligations, providing financial reports to Board members, key Stakeholders and Shareholders, ensuring effective corporate governance and compliance with all relevant laws and regulations.

Lavanya Nalli is a hands-on leader with 13 years of experience across retail, e-commerce, strategy and operations. She started her career with the Nalli Group – a \$100M national retail chain - focusing on new business development and growth opportunities, retail store operations, and a private-label. She later launched a sub-brand that penetrated untapped markets, and incubated a venture that empowered artisanal communities by bringing design-led products to market. During her tenure, Nalli doubled its revenues, and expanded from 14 to 21 stores.

Lavanya graduated from Harvard Business School with an MBA in 2011, and worked at McKinsey & Company (Chicago) advising CXOs of Fortune 500 companies on issues ranging from top-line growth and profit improvement initiatives, change management programs and multi-channel strategy. She moved to India in 2013 into the e-commerce world as VP, Revenue & Shopping Experience at Myntra (Flipkart Group) and is now leading the ecommerce, private-label and expansion efforts at Nalli Group of companies and expanded its footprint to 38 stores. The Economic Times named Lavanya as among corporate India's fastest rising women leaders. She has also been named by Forbes as "Asia's Women to Watch" in 2016. She is a frequent speaker at industry events, and is an ambassador for Government of India's innovation efforts and NITI Aayog's "Champions of Change" program. In her spare time, she does cross-fit, loves to hike, and hosts people over for (very competitive!) games like Catan and Dominion. Lavanya is also a published author and has written 3 children's books.





Jennifer Stolp

Jen Stolp is a commercial attorney with over 20 years of experience. Jen spent the first 10 years of her career as a commercial litigator, before moving into the banking and finance arena.

Jen was a partner at international law firm White & Case, and before that a partner at Baker McKenzie in their banking and finance teams, before commencing her own practice on 1 September 2023. She acts for banking institutions, private credit providers, private equity funds and investors, in South Africa and globally, international banks, corporates and other institutional investors in relation to preference share funding, corporate debt and restructuring, cross-border syndicated lending, acquisition finance, projects and project finance and private equity/private debt and insolvency matters, and including related South African Reserve Bank applications for exchange control approval.

Jen works extensively in the renewable energy sector, advising on both the debt and equity aspects, for sponsors, lenders and project companies. Jen is a wildlife enthusiast, and in her spare time, Jen spends as much time outdoors as possible. Jen loves hiking, climbing, camping and stand up paddling. Jen's greatest personal achievements are having summited Mt Kilimanjaro twice. Jen spends many weekends hiking on Table Mountain and in the Stellenbosch mountains.



Mary Metcalfe first taught as an unqualified teacher in 1974 in the field of remedial reading, before working in teacher education at the Johannesburg College of Education and at the University of the Witwatersrand from 1982 to 1994. In the 1980's she was involved in the anti-apartheid work of the mass democratic movement in education, and used her sabbatical in 1992/1993 to work on the development and consultation on education policy for the ANC. After the first democratic elections in 1994, she was appointed as the MEC for Education in Gauteng from 1994 – 1999, and MEC for Agriculture, Conservations, Environment and land Affairs from 1999 to 2004.

She was Head of the School of Education at the University of the Witwatersrand from 2005 to 2009 before leaving to establish the new Department of Higher Education and Training as Director General.

She is currently the Executive Director of PILO, which has worked in five provinces (KZN, Free State, Gauteng, Mpumalanga and Northern Cape) focusing on improving curriculum leadership and management as a key driver of improving learning outcomes. She is a Professor of Practice at the University of Johannesburg's School of Public Management, Governance & Public Policy and a National Planning Commissioner.



Richard Erlank

Richard Erlank specializes in organizational change and digital transformation. He holds a BA in Social and Political Sciences from the University of Cambridge, where he served as the College Student Union President, as well as an MBA focused on data-based decision making, innovation, and people development.

Richard's early jobs included working on a game reserve in Namibia, running activities at a holiday resort in Turkey, and canvassing door-to-door for the Obama campaign in Colorado. His career began in earnest as a management consultant with Bain & Company, working across the UK, Ireland, Nigeria, and South Africa. He gained valuable experience in strategic problem-solving, program management, and organizational design across a range of cultures.

Driven by his interest in supporting organizations realize their ambitions, Richard worked independently with various companies. His roles included improving grant delivery processes for the Social Justice Initiative, refining roles and responsibilities at Kandua, and enhancing team performance at Simplus Analytics.

Currently, Richard leads digital transformation initiatives across Africa for Unilever. He has been instrumental in developing and executing strategies to make the local manufacturing sector globally competitive. His work includes advanced analytics, frontline engagement tools, and technical training. These collaborative efforts have earned Unilever top accolades for digital adoption and skills development in Africa.

Richard is passionate about achieving positive social outcomes through multi-stakeholder collaboration. Over the last five years, he has engaged with Kelello as an organizational coach and thought partner. He brings these aptitudes to his role as a board member at Kelello, where he assists the organization in advancing education systems and improving learning outcomes. Looking forward, Richard is excited to continue contributing to Kelello's mission and helping to drive impactful educational initiatives.



Alf Coles

Alf is a Professor of Mathematics Education at the University of Bristol. He joined the University in 2010, having spent thirteen years teaching in schools in England. In that time, he engaged in practitioner-research, focusing on how classroom cultures develop and the role of listening and hearing in the teaching of mathematics.

His research since joining the University has centred around teacher learning and his main teaching responsibilities are on a teacher education course. Alf was educational consultant on the development of government-endorsed professional development materials for primary school teachers of mathematics in England. His current interests include how to support curriculum innovation so that learning in schools has relevance to socio-ecological concerns. He has recently co-authored a book with Professor Nathalie Sinclair "I can't do maths: why kids say it and what you can do about it", published by Bloomsbury.

MISSION

Kelello's mission is to improve learning outcomes, particularly in resource-constrained communities, by:

- continuing to provide high-quality monitoring, evaluation, research, and learning services to education investors; and
- becoming a leading provider of innovative and dynamic evidence-based solutions in education.

VISION

Our vision is to be a leading provider of innovative and dynamic evidence-based solutions to improving learning outcomes, particularly in low-income communities.



We believe that teachers are central to any school-based intervention, hence, they need to have the disposition, knowledge and skills to inspire learners and to effect change.



We believe that teachers benefit from quality educational materials, parental support and psycho-social support.



We believe in lifelong learning hence we work in communities of reflective practice.



Our research uses design-based methods to co-create usable knowledge.



We work alongside governments to achieve equity and redress.



We value people and are building the next generation of African researchers.

Kelello Collectives (NPO) intervenes directly into education to improve learning outcomes. Such work takes place in schools, ECD centres, Universities and technical colleges. This includes board-oversight to cater for those situations where the entity structure better suits the need of our clients, usually multi-year large scale NPO-funded capability or content-creation programs. Regardless of how we partner, if your goal is to improve education outcomes, we would like to explore the opportunity of working together.

MATHS4PRIMARY TEACHERS SPOTLIGHT | 2025

Reflecting on Phase 1 (2021–2024): What the Evaluation Taught Us

1. Maths4Primary Teachers

Maths4Primary Teachers (M4PT) is a collaborative project that aimed to create a collective of mathematics teacher educators that would work to transform how early-grade mathematics is taught in B.Ed. programmes at South African public universities. Phase 1 of the M4PT intervention was designed to address four interconnected challenges in the field of mathematics education:

1. Low levels of mathematics performance in primary schools;
2. Poor mathematics outcomes nationally;
3. Particularly weak quantitative literacy among those entering the teaching profession; and
4. Limited improvement in mathematics performance within Initial Teacher Education (ITE) programmes.

In our 2024 Spotlight, we described in detail the goals and impact of the M4PT collective during the 2021–2024 period. As Phase 1 concluded at the end of 2024, Social Impact Insights Africa conducted an independent evaluation to assess the programme’s relevance, impact, and potential for scale. This 2025 Spotlight draws on that evaluation to share what we have learned about what worked, why it mattered, and how M4PT is strengthening the system.

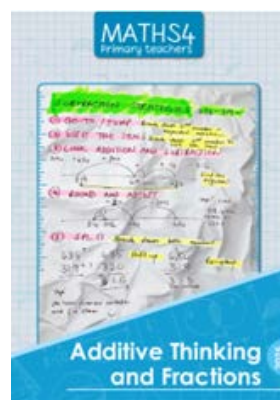
2. What did the evaluation focus on?

Through viewing the M4PT as a system-strengthening project, the evaluation examined M4PT using four system-strengthening lenses: efficacy, coherence, partnerships, and sustainability (Polzer Ngwato, 2025). These helped surface lessons not just about the success of individual modules, but about M4PT’s contribution to transforming teacher education in a complex, under-resourced system. Methods included interviews with project leaders and lecturers, analysis of student performance data, and observation of year-end activities. The findings reveal how M4PT has built capacity and momentum within the system, and what still needs to be done.

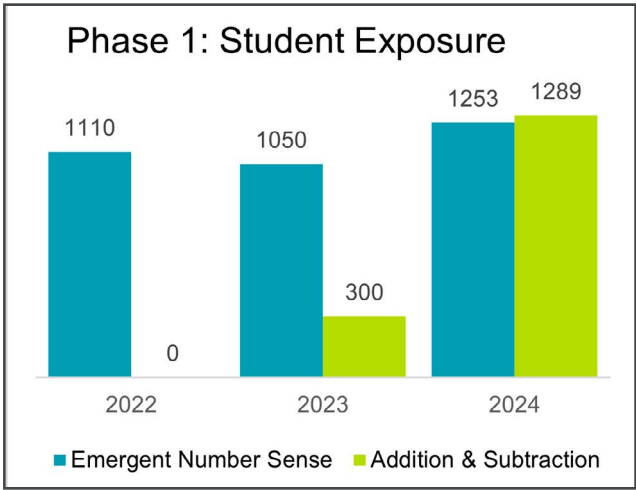
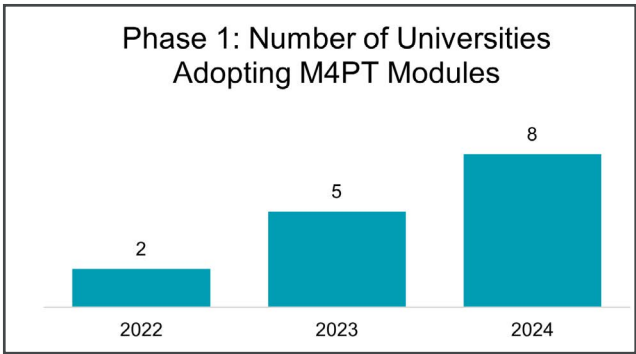
3. Findings

Efficacy

The M4PT programme successfully co-designed three student-facing modules - Emergent Number Sense, Adding & Subtracting, and Additive Thinking & Fractions - through a collaborative process that emphasised ongoing adaptation and lecturer input. The materials, including printed workbooks, online quizzes, and example-based exercises, were praised for their quality and user-friendliness and are being used across both the Foundation and Intermediate Phase B.Ed. programmes. Importantly, the co-design model led to strong lecturer ownership, contrasting with traditional “handover” approaches that often fail at the point of implementation.



By the end of Phase 1, M4PT had conducted 18 matched pre/post-test trials with nearly 2,000 student teachers, revealing statistically significant learning gains—an average of +6.4 percentage points in Emergent Number Sense (rising to +8.8pp in high-fidelity trials) and +13.4pp in Adding & Subtracting. These outcomes reflect moderate to large effect sizes (Cohen’s $d \approx 0.6$), even in challenging environments marked by low baseline skills and irregular attendance.



Beyond student performance, M4PT strengthened lecturer capacity through annual retreats, weekly coaching, and support for research and professional association participation. These opportunities contributed to increased confidence, stronger peer networks, and a growing professional identity among lecturers. As a result, M4PT helped develop a self-sustaining cohort of educators who see themselves not just as implementers, but as designers and contributors to the future of primary mathematics education.

Coherence: Aligning with Policy and Classroom Realities

At the national level, M4PT is fully integrated with ongoing policy processes such as the development of the PrimTEd standards and anticipated reforms to the MRTEQ. All interviewed lecturers noted that they could easily adopt the modules because “the content fitted into their university’s broadly defined primary maths curriculum documents” (Polzer Ngwato, 2025), meaning the materials could be used immediately without formal course changes. At the school level, M4PT drew on the work of the NMI design hub, MSAP, Wits Connect, Rhodes numeracy chair, and Number Sense, which has more than two decades of local classroom experience, to shape its materials. In addition, there was the inclusion of structured lesson plans in later versions of the ENS module enabled student teachers to apply the content directly during teaching practice.

The programme’s recent collaboration with the DBE — including its invitation to train all mathematics subject advisors nationally — further signals its growing influence in bridging initial and in-service teacher development.

Finally, at the level of ongoing contextual research and application, M4PT maintained strong connections between lecturers and the realities of primary schooling through its encouragement of academic writing, its alignment with professional associations like AMESA, SAERA, and SAARMSTE, and its continuous refinement of materials based on testing and feedback. These layers of coherence positioned M4PT not just as a provider of content but as a strategic actor in strengthening South Africa's broader education system.

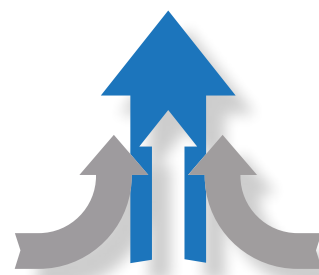
Sustainability

Over the course of Phase 1, M4PT contributed to the creation of more enabling conditions for long-term systems change in Initial Teacher Education. The programme aligned closely with emerging national standards — in particular, the PrimTEd standards, which have been developed but are still awaiting formal policy adoption pending finalisation of MRTEQ. As noted in the evaluation, *“M4PT is aligned with emerging standards (PrimTEd) and gives expression to them.”* Through its materials and processes, M4PT has begun turning abstract standards into practical teaching and learning tools for use in B.Ed. programmes. It has built lecturer demand, developed adaptable modules, and created space for more focused curriculum engagement, without needing a formal redesign of the curriculum. The current context is more enabling than when M4PT began, but further steps are required: producing classroom-level materials (LTSM), training in their use, and securing formal policy alignment. Beyond this, M4PT is contributing to a shift in what is seen to matter in teacher education — and whose knowledge counts. A key insight is that without a self-replicating cohort of contextually grounded mathematics specialists, durable transformation will remain limited. While not currently within M4PT's scope, the creation of a postgraduate pathway for foundation phase mathematics expertise is a necessary future step.

The evaluation situates M4PT as part of a multi-phase process of systems change, recognising that durable transformation in Initial Teacher Education requires time and continuity. It outlines a three-stage vision: from 2021–2024, the focus was on building demand, designing and testing materials, and strengthening lecturer capacity. The next phase, 2025–2029, aims to expand the number of universities involved and embed M4PT modules into the redesigned curriculum for B.Ed. programmes, and support newly qualified teachers to apply these practices in classrooms. Looking ahead to 2030–2034, the goal is a professionalised ITE system with stable lecturer positions, iterative curriculum refinement, and feedback loops where learners who benefited from improved teaching return as student teachers. A fully adaptive system will require not only wider reach but also deeper investment in people, content, and research capacity. For this reason, the evaluation identifies the need for a coursework-based master's programme in primary mathematics education — to build a pipeline of confident subject advisors, teacher educators, and researchers who can sustain and deepen the work started by M4PT.

Scaling Up, Out and Deep: Positioning M4PT for Transformational Change

The evaluation recognises that sustainable system transformation requires more than scale in numbers — it also requires depth of engagement and cultural change. M4PT is already integrated with the **PrimTEd policy process**, and by building a collective voice among expert mathematics lecturers, it is well positioned to influence policy once **MRTEQ** is formally adopted and PrimTEd implementation begins in B.Ed. re-curriculation processes (**scaling up**). The programme has also demonstrated its ability to **scale out**, expanding from 4 universities in 2022 to 9 in 2024. Further scaling to additional face-to-face programmes is possible in Phase 2, but the most significant opportunity lies in the future adaptation of M4PT materials for **online use**, particularly for UNISA and NWU, which train a large proportion of student teachers. In response to the national move toward mother-tongues-based bilingual education, future M4PT modules and assessments will also need to be **bilingual**. Most importantly, the evaluation positions Phase 1 as a clear expression of **scaling deep** — investing in relationships, shifting culture, and strengthening a network of contextually grounded professionals. This deep, relational foundation is what enables meaningful scaling up and out to occur in ways that are durable and locally rooted.



PRINTED 3.0 – PRIMARY TEACHER EDUCATION ENGLISH AND LANGUAGES ASSESSMENT PROJECT

Intervention purpose

The PrimTEd Assessment project is a national collaborative initiative focused on improving pre-service primary teacher education. It uses assessment data to diagnose first-year students' proficiency and measure fourth-year students' performance in languages and mathematics. The evidence generated drives critical reflection and lecturer practice change, ultimately aiming to enhance student learning outcomes.

Key Partners

Kelello works in partnership with public universities and private higher education institutions. We also collaborate with the Department of Higher Education, Council on Higher Education and the Deans' Forum to influence policy.

Approach

A five pathways approach drives this project, focusing on

- Collaboration
- Capacity building
- Research and partnerships
- Assessment system development and use
- Advocacy

Timeframe



Activities

- Development of validated assessment item banks in Mathematics, English, Sepedi, and isiXhosa
- Hosting of writing retreats
- Community of practice meetings
- Capacity building
- Supporting publications
- Presentations at conferences and seminars
- Publications

Key highlights

Collaboration- Participation from 18 public universities and 3 private institutions.- Quarterly Communities of Practice (CoP) meetings for Mathematics, English, isiXhosa, and Sepedi attended by at least 20 people in each meeting.- MegaCoP 2025 brought together over 50 participants from 25 institutions.
- Hosted two writing retreats

Capacity Building

Rasch analysis training for 25 CoP members.

- Item development workshops at the writing retreats

Research and Partnerships

Peer-reviewed abstracts and conference papers presented at SAERA, ALASA, LITASA, HUMEI and MegaMaths 2025.- Collaborative development of isiXhosa and Sepedi glossaries to support assessment validity.

- Cross-institutional collaboration for journal publications

Assessment System Development and Use

Development of over 400 validated items across Mathematics, English. Over 500 items developed in Sepedi, and isiXhosa.- 10 universities have written the PrimTEd assessments for first-year and fourth-year students.- Exploration of AI-assisted marking for open-ended responses to improve turnaround time.

Advocacy

Engagement with Deans' Forum to encourage sector-wide participation.- DHET signed letter for Deans to urge Deans to support their lecturers who are engaged in the PrimTEd assessments project.- Growing engagement of private HEIs, signalling broader sectoral uptake.

- Development of a marketing and communications strategy that includes social media presence and a quarterly newsletter.

KELELLO IN THE NEWS

NORTHERN CAPE'S EDUCATION CRISIS DEMANDS URGENT ACTION TO FIX DISHEARTENING MATRIC RESULTS

<https://www.dailymaverick.co.za/article/2025-04-14-northern-capes-education-crisis-demands-urgent-action-to-fix-disheartening-matric-results/>

By Nicky Roberts, Mhlanga Mbala and Refilwe Thobejane

While our education outcomes are improving slowly across the country, we have a serious problem in the Northern Cape. It is screaming for help and desperately needs our attention. In January this year we decided to just listen to the media cacophony about matric results and not contribute to it. We are tired of trying to explain that:

- The matric “pass rate” is meaningless, and must be accompanied by a basket of quality indicators (which the Department of Basic Education, DBE, reports on annually).
- The throughput rates estimate the proportion of Grade 2s who make it to Grade 12, and that this is NOT “the real pass rate”.
- Matrics and their teachers work hard for their achievements and crying that a 30% matric pass is meaningless is both discouraging and false.

Matric is passed at four different levels of difficulty:

1. A pass.
2. A pass with admission to a higher certificate programme.
3. A pass with admission to a diploma programme.
4. A pass with admission to bachelor's degree programme.

Matric gets you into the queue for further study or the world of work. Matric results — far above 30% — are required for both routes.

The Department of Basic Education recognises these myths. It dutifully conducts its awards ceremonies. It publishes its basket of indicators trying hard to shift the national discourse. The recurrent media mantra — every January — has little substance and appears largely to be political grandstanding. So we kept our distance from it.

But we remain committed scholars who are interested in sharing the details of how our National Senior Certificate (NSC) Class of 2024 fared. We therefore publish a report card for each province. These report on the basket of indicators that the Department of Basic Education tracks:

- NSC pass rate (at all levels of pass).
- NSC pass rate at the most difficult level (admission to a bachelor's degree programme).
- Pass rates for gateway subjects: Accounting, mathematics; physical science, technical mathematics.
- Participation in mathematics: The proportion of matriculants taking maths, and not taking maths literacy or technical maths.
- The estimate of Grade 2s in 2013 who made it to Grade 12 in 2024, which is tricky given TVET colleges and provincial migration.

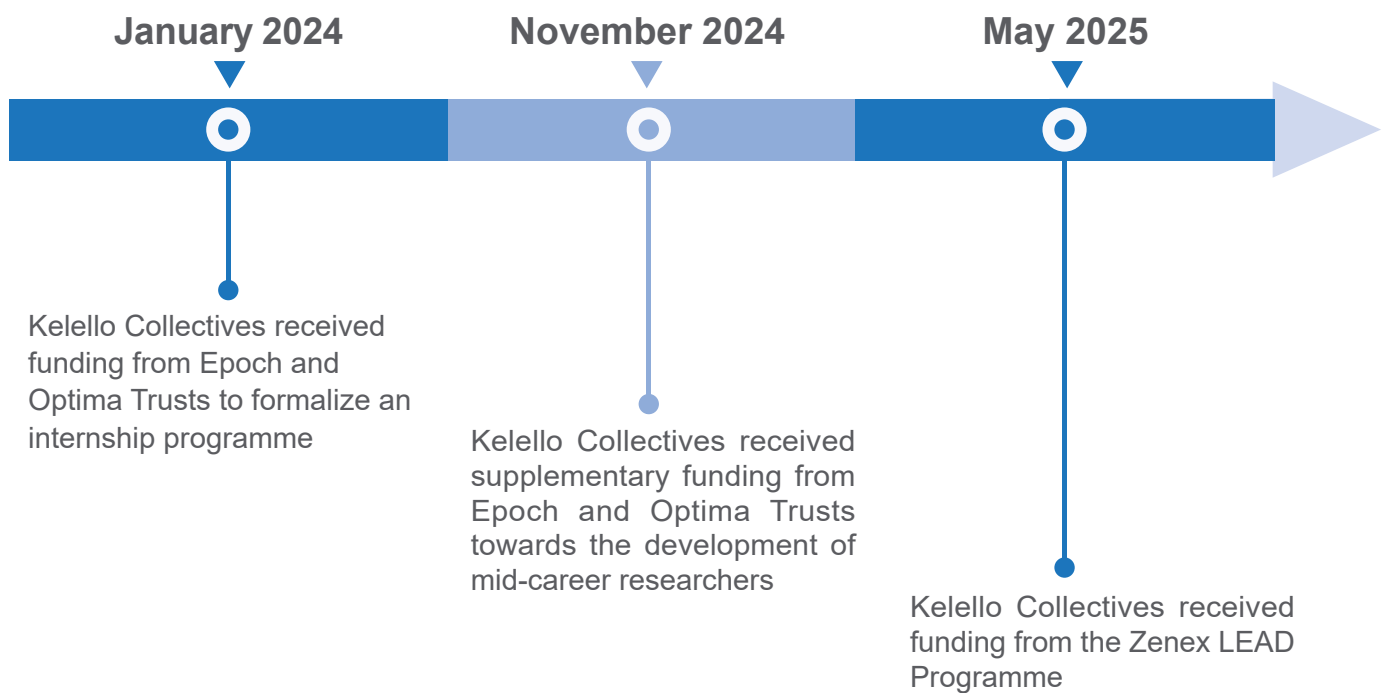
There are some additional indicators of quality of learning:

- Proportion of students obtaining 50% or more in maths (of those taking maths).
- Proportion of students obtaining 50% in Physical Science (of those taking Physical Science).
- Proportions of distinctions: Across marks for all subjects, the proportion of distinctions (marks at 80% or more).

CAPACITY BUILDING @ KELELLO COLLECTIVES

Building on the legacy of Kelello Consulting, Kelello Collectives is committed to building the next generation of educational experts. In 2024, Kelello Collectives launched a new research capacity building project which aimed to develop researchers, evaluators, and assessments experts. While this programme has benefited from support from Epoch and Optima Trusts and the Zenex Foundation, it is our goal to make this programme self-sustaining over time.

Funding Milestones



A SPOTLIGHT ON KELELLO TEAM



Luisa Tembe (Cohort 1, Year 2)

About Luisa and her work at Kelello

Luisa is a passionate and dedicated educator currently serving as a second-year intern at Kelello. She joined Kelello with two years of valuable experience as a foundation phase teacher, bringing with her a strong understanding of classroom realities and their implications for Mathematics Education.

Luisa holds an Honours degree in Childhood Education, which she completed just before joining Kelello. Her honours research report explored issues of representation in the foundation phase, with a particular focus on teachers' perceptions of manipulatives and how learners expand from concrete representations toward more abstract understandings. This work deepened her interest in the role of teaching tools and teacher knowledge in shaping early mathematical learning.

During her first year at Kelello, Luisa enrolled in a two-year Master's programme in Foundation Phase Mathematics Education. Her master's dissertation focuses on how young children interpret compare problems—an area that highlights the importance of developing conceptual understanding alongside procedural skills. Her research illustrates how intentional teaching for understanding can enhance learners' problem-solving strategies, particularly in tasks that require interpretation and reasoning beyond basic computation.

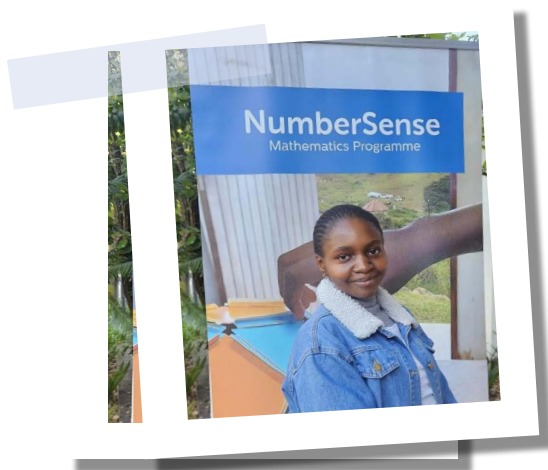
With this background, Luisa brings a unique and thoughtful perspective to her work at Kelello. Her deep passion for mathematics in the foundation phase is evident in her commitment to supporting both pre-service and in-service teachers through the M4PT and Jumpstart projects, respectively. She is especially focused on highlighting the importance of careful, conceptually rich pedagogy in mathematics—pedagogy that not only supports learner understanding but also helps teachers become more confident and secure in their own mathematical knowledge.

Through her work, Luisa aims to build a community of teachers who value professional development and who empower each other in their communities of practice.

Since working at Kelello, Luisa has also developed a strong interest in the design of mathematics learning materials for both pre-service and in-service teachers. With her teaching background, she has been able to give thoughtful input about how these materials would land with teachers in mainstream schools. Through her involvement in instructional design tasks, she has received significant mentoring, which has deepened her understanding of how materials can be used to support teacher learning and development. This hands-on experience is shaping her growth as a mathematics education researcher and further sharpening her ability to contribute meaningfully to the field.

Lastly, Luisa has been exposed to leadership roles through a promotion to Junior project manager and assisting with the onboarding of two new interns. This has expanded her management skills and has contributed to her growth as a professional researcher.

A SPOTLIGHT ON KELELLO TEAM



Sihlosokuhle Zwane (Cohort 2, Year 1)

About Okuhle and her work at Kelello

Sihlosokuhle Zwane is a second year master's student at the University of the Witwatersrand. She is pursuing a Master's degree in E-Science (An interdisciplinary programme where students learn to use statistical methods to conduct data-driven research in the Humanities and improve their understanding of Data Science). Before joining Kelello, Okuhle completed a BEd degree in the Senior and FET Phase majoring in Geography and English and a BA Honours in Demography and Population Studies, all from Wits University. She joined Kelello in November 2024. Since then, Primarily, she has been involved in the Maths for Primary Teachers project and the JumpStart teacher training and support materials design programme.

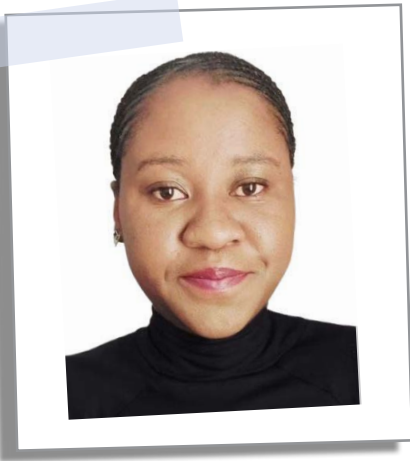
Okuhle's unique contribution to the team lies in the combination of my teaching background and data science training, which allows her to approach Foundation Phase mathematics from both a pedagogical and analytical perspective. With her B.Ed. degree, she understands the developmental stages of early learners and the practical realities of classroom teaching. At the same time, her data science background enables her to interpret assessment data, identify learning gaps, and contribute to designing more targeted and responsive teaching materials.

Okuhle enjoys applying her learnings in co-developing and refining maths resources that build deeper number sense and support conceptual understanding among preservice teachers and in-service teachers and how they can better support learners. She has also been involved in teacher training sessions where she support teachers in implementing these resources effectively in their classrooms. Analysing feedback and student performance has allowed her to contribute to the continuous improvement of Kelello's materials, ensuring they are both grounded in curriculum and informed by real student data (M4PT). Being part of this team has shown her how research, data, and practical teaching can come together to create meaningful impact in early mathematics education. Okuhle has also been involved in the research component of the programme, where, in collaboration with Professional experts, she uses existing data to publish papers on what the data is revealing about mathematics education and the knowledge levels of Foundation phase pre-service teachers.

In addition to resource development and training, Okuhle has had the opportunity to liaise directly with both lecturers and students, and tech partner, which has deepened my understanding of how mathematical concepts are actually experienced, and the work behind putting together an assessment on a system (designing, authoring, quality assuring, publishing, and assigning). Gathering feedback and insights from teachers has helped her to better align Kelello's materials with teachers' practical needs, while also ensuring that the learning experiences remain engaging and developmentally appropriate for young children.

These interactions have reinforced the importance of grounding all our work in the realities of the South African Foundation Phase context, and she has come to appreciate how small shifts in approach can significantly impact learner understanding. Being in this role has allowed her to contribute meaningfully to a team that is committed to raising the quality of maths education from the earliest years, and the team is supportive in this role.

A SPOTLIGHT ON KELELLO TEAM



Refilwe Thobejane (Cohort 2, Year 1)

About Refilwe and her work at Kelello

Refilwe Thobejane is a multi-disciplinary social scientist scholar from Wits University with a background in Psychology & Anthropology and currently pursuing her Master of Arts in Social Development. Her diverse expertise enables her to approach community-focused roles with a holistic perspective, driving initiatives that foster meaningful and lasting positive change. Refilwe is deeply passionate about engaging with communities and organizations to co-create solutions that promote social welfare, equality, and sustainable development.

Her interests encompass community engagement and development, social research and analysis, cultural competence, and diversity. She believes that understanding and respecting cultural differences is important for designing effective and inclusive programmes. Refilwe leverages this cultural awareness to develop initiatives that are relevant, impactful, and tailored to the unique needs of each community. She aims to excel in programme planning and implementation, applying her analytical skills to assess community needs in the education space, evaluate outcomes, and refine strategies for maximum impact.

Collaboration is at the heart of Refilwe's approach. She aims to thrive in partnerships with organizations, community members, and stakeholders, working collaboratively to develop and execute initiatives that foster social cohesion and empowerment. Her commitment is to facilitate projects that not only address immediate challenges but also contribute to the long-term sustainability and social equity of communities. Refilwe is dedicated to continuous learning and professional growth, always seeking to deepen her understanding of social dynamics and enhance her capacity to serve communities effectively.

In summary, Refilwe brings a multidisciplinary approach, cultural competence, and genuine passion for social development to every endeavor. Her work is characterized by thoughtful research, strategic programme support, design and collaborative action aimed at creating more inclusive, resilient, and equitable communities.

A SPOTLIGHT ON KELELLO TEAM



Lebogang Magolego (Cohort 2, Year 1)

About Lebo and her work at Kelello

Lebogang Magolego is a dedicated educational programme coordinator and intern at Kelello, having formally joined the team in November 2024. Prior to this, she had worked on a project-by-project basis, consistently supporting key initiatives across Mathematics and Language Education.

She holds a Bachelor of Commerce in Management and Marketing, has completed most of her coursework for her Honours degree at UNISA, currently pursuing a Postgraduate Diploma in Monitoring and Evaluation Methods at Stellenbosch University's CREST centre, where she is developing advanced M&E and data analysis skills that directly inform her contributions at Kelello.

In addition to her technical and administrative expertise, Lebo brings a rare blend of order, organisation, and heart to her work. She has played a quiet but critical role in holding the back-end of Kelello's operations together, managing communication across institutions, coordinating workshop/meeting logistics, supporting assessment retreats, and guiding the compilation of data-rich reports used by senior researchers and funders alike.

Through her formal studies, she continues to strengthen her grounding in evaluation theory, clarificatory approaches, and research methodology; all while applying these in live contexts to advance educational outcomes and contribute meaningfully to capacity-building in education and in the workplace.

Lebo plays a central role in the Primary Teacher Education (PrimTEd) assessment work, coordinating English and Mathematics assessments nationally across universities, liaising with lecturers and technical teams, providing real-time support during testing, managing login and password distribution, identifying errors, analysing outputs, and drafting reports. She has also contributed to the translation and bilingual development of mathematics tests in isiXhosa-English and Sesotho-English, supporting language-inclusive assessment practices.

Her contributions extend to the Maths Challenge Programme Evaluation (MCP), Mathematics Learning Improvement Programme (MLIP) and Maths4Primary Teachers projects along side Jumpstart, where she has been part of data capturing, cleaning, validation, visits and content development efforts. She has also supported the design of evaluation tools and quality assurance processes, prepared feedback surveys, and analysed student responses. Within the Kelello core team, she regularly plays an administrative role where she takes minutes, tracks follow-ups, and assists peers in chairing and facilitation.

A SPOTLIGHT ON KELELLO TEAM



Dr Tayla Stephen (January 2025)

About Tayla

Dr Tayla Stephen started her career in the classroom in 2021 as a Grade 7 teacher. She went on to obtain a Masters in Education and then a Ph.D. in Educational Psychology, with a specialisation in quantitative research in education, from the University of Missouri. She joined Kelello in January 2025. Her work focuses on the role of psychosocial interventions delivered alongside mathematics and literacy programmes to strengthen the effectiveness of academic interventions.

She is currently leading a pilot project in the Northern Cape that combines prosocial education and maths games to support learner outcomes. Tayla also contributes to the statistical analysis of the PrimTEd project.

Tayla is particularly interested in grounding programme design in empirical evidence, ensuring that interventions respond to both learner needs and contextual realities. At Kelello, she brings this approach to projects such as PARC, which combines prosocial development with maths programming to support learner outcomes. She also contributes to the analysis of large-scale assessment data, using these insights to inform item selection, identify performance trends and support the refinement of academic interventions.

Since joining the Kelello Team, Tayla has been shortlisted for the African Fellows in Education Programme, hosted by the Partnership for Economic Policy which focuses on effective use of learner outcomes data.

Fellowship Write Up

Dr Tayla Stephen was selected as one of ten members of the 2025 cohort of the African Fellows in Education Programme. This two-year research and policy development fellowship aims to improve education decision making in sub-Saharan Africa. The fellowship is hosted by the Partnership for Economic Policy (PEP) in Nairobi, Kenya and generously funded by the Global Education Analytics Institute (GEAI) at Stanford University in the USA. Throughout the programme, Tayla will be equipped with the skills to evaluate educational research, analyse performance data and engage local stakeholders. The fellowship includes a research grant and direct funding for mentorship, study visits, conference travel and an in-country workshop to disseminate her findings. Tayla's selection highlights both her expertise and her commitment to strengthening education systems in Africa.

KELELLO COLLECTIVES: RESEARCH AND POLICY

Kelello Collectives plays a thought leadership role, and strives to publish research, influence policy and ensure that lessons emerging from our work are widely accessible.

Academic citizenship

All members of our team are either leading in an academic domain, or on professional development paths for academic excellence. With two professors and seven doctors in the Kelello house, we encourage that each has a university affiliation and is available for mentoring the next generation of thinkers.

- **Prof Nicky Roberts (University of Stellenbosch)** is a leading researcher in Maths education, who focuses on supporting teachers in training as well as teachers in the classroom.
- **Dr Monica Mawoyo** is a leading researcher in African Education, who focuses on the whole value chain of education from ECD to Higher education, with a strong emphasis on systems change.
- **Dr Stacey Sommerdyk** continues to manage the Kelello team and is currently focusing her efforts on capacity building and building an assessments community of practice.
- **Dr Qetelo Moloi (Tshwane University of Technology)**, with a specialization in assessment design and analysis is in high demand.
- **Dr Lindiwe Tshuma (University of Witwatersand)** keeps her research on mathematics and languages on the boil.
- **Dr Lyn Kok (former Unizulu)** is driving the PrimTEd mathematics work, and supporting its resulting research.
- **Dr Connie Makgabo (University of Pretoria)** is South Africa's expert in teaching in Sepedi, and her book on Sepedi pedagogy underway.
- **Dr Thelma Mort (UNISA)** played a pivotal role in leading and documenting the work emerging from the PrimTEd English first additional language community.
- **Prof Maureen Robinson (University of Stellenbosch)** draws on her decades of research in teacher education, to support early career researchers to launch their own academic careers.

The cross-institutional collaborations ensure rich academic engagement and robust debate.

Kelello Collectives also has a cohort of four interns in post graduate study, who are supported in their academic citizenships:

- **Xoliswa Dlamini** joined us from May to October as a research fellow while working on her PhD in mathematics education at the **(University of KwaZulu-Natal)**.
- **Luisa Temba (University of Johannesburg)** is completing her masters degree on additive relationship word problems – involving going back to the school in which she taught, to trial and improve a teaching approach to their hard to teach concept.
- **Lebogang Magolego (University of Stellenbosch)** is completing her post graduate diploma in monitoring and evaluation; and applying her skills relating to theories of change and logic frameworks to one of Kelello's projects;
- **Sihlokuhle Zwane (University of the Witwatersand)** is further her background in education by focusing on a masters in data science; and
- **Refilwe Thobejane (University of the Witwatersand)** is pursuing her masters in development studies.

Support for academic writing

The research team gathers on a weekly basis to engage in professional academic writing together. This “shut up and write” discipline allows junior researchers to work with more senior staff, and develop their academic thought and craft. The face to face sessions are accompanied by a whatsapp community (of 67 academics) who share readings, information about upcoming conferences, writing opportunities and retreats. This inter-generational space provides a platform for engagement, encouragement and mentoring.

The weekly discipline of academic writing leads to high quality peer-reviewed presentations at conferences, publication in accredited journals and as well various book projects.

The research output for the 2025 financial year (1 July 2024- 30 June 2025) has included:

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

Roberts, N., Moloi, N. & Mort, T (2024) Professionalising initial teacher education in South Africa: Assessing English to develop levels of proficiency. *South African Journal of Childhood Education*

Conference presentations

Kelello Collectives hosted a team of 10 academics at the Literacy Association of South Africa (LITASA).

The following papers were presented at LITASA, 13-15 September, UCT, Cape Town, South Africa.

Makgabo, C. (2024). Translating from English to Sepedi: The Positives and Negatives Incorporating Misinformation.

Malatji, N. B., & Makofane, T. (2024). Influence of Social Media Language on Grade 10 Learners' Academic Essay Writing Skills.

Mbatha, T. A. (2024). Mapping Bachelor of Education Programme Foundation Phase Modules with PrimTEd English First Additional Language Standards at a University in South Africa.

Mochechela, Z., Mawoyo, M., Simelane, F., Vaz, M. Xamlashe, S., Kosi, T., Mbatha, T., Makgabo, C. (2024). Translating from English to Sepedi: The Positives and Negatives Incorporating Misinformation.

Mochechela, Z., Moloi, Q., Mbala, M. (2024) National Senior Certificate results as an indicator of the health of South African languages and literacies

Modiba, M. (2024). The Relationship of Spelling, Reading, and Writing: A Case of Grade 3 Sepedi Home Language Learners.

Mort, T. (2024). Mother Tongue Creative Arts Response Project.

O'Carroll, S., Thomas, C. A., Roberts, N., & Mawoyo, M. (2024). A Grade R early literacy classroom programme: theory, practice and impact.

Simelane, F. (2024) Teaching isiZulu phonics in a Grade 1 classroom,

Vaz, M. (2024). An Exploration of Sesotho Sentence Structure: A Text Feature That Influences Reading Fluency and Comprehension.

The other major conference event was the conference of the *South African Educational Research Association*, held in Mangaung in October. Kelello Collectives supported 16 academics to present their work at this event. These papers were presented at the 11th Annual SAERA Conference, Faculty of Education, University of Free State, Bloemfontein, South Africa.

Chilengi, V. (2024). Pre-Service Teachers' Emergent Number Sense Knowledge: A Case of a University of Technology in South Africa

Malatji, N. B. (2024, August 29). An impact of oral traditions in the moral development of learners

Modiba, M. (2024). First language as an obstacle to the development of mother tongue: A case of Sepedi dialects

Mochechela, Z., Xamlashe, S., & Kosi, T. (2024). Primary Teacher Education Communities of Practice in: Languages and Literacies

Nel, T. (2024). Mixed Reality Simulation: Transforming Teacher Preparation

Tshuma, L. & Roberts, N. (2024). A Typological Analysis of 'Before' and 'After' as Translated from English to isiXhosa in Canonical Foundation Phase Mathematics Texts

Chilengi, V. (2024). Pre-Service Teachers' Emergent Number Sense Knowledge: A Case of a University of Technology in South Africa

Malatji, N. B. (2024, August 29). An impact of oral traditions in the moral development of learners

Modiba, M. (2024). First language as an obstacle to the development of mother tongue: A case of Sepedi dialects

Brien, R. (2024). Reflecting on ITE's Application of Theory in Practice

Hlungulu, N. F., & Kumanda, N. (2024). Foundation Phase Preservice Teachers' Proficiency of Quantities Using Maths4Primary Teachers' Emergent Number Sense: Two Pathways into Number Knowledge

Kosi, T. (2024, July 19). Uncovering teachers' understanding of the Integrated Theme-Based Approach for isiXhosa literacy teaching and learning in the foundation phase Paper presented at the 11th Annual SAERA Conference, Faculty of Education, University of Free State, Bloemfontein, South Africa.

McAuliffe, S., & Brien, R. (2024). Locating Knowledge for Teaching Foundation Phase Mathematics

Porteus, K. A., & Tembe, L. (2024). Starting Points for Design Research in Mathematics Initial Teacher Education.

Zwane, S., & Reed, L. (2024). Assessing Student Teachers' Knowledge of and Ability to Teach Visual Literacy as a Contribution to Teacher Professionalism.

Policy engagement

Kelello Collectives ensures that its staff and collaborators contribute to academic organisations. This ensures that academic domains are well organised, and that the Kelello staff remain at the cutting edge of research:

- Prof Nicky Roberts continues her role as a trustee in the International Group for Psychology of Mathematics Education.
- Dr Qetelo Moloi continues his role on the SAARMSTE executive, and has been elected president-in-waiting.

In addition, Kelello Collectives staff availa themselves to guide philanthropic investments and share government policies. Prof Nicky Roberts is sought after in both of these realms. She was

- A panellist at the Zenex “Building Strong Foundations in Early Grade Mathematics” event on 15 October 2024.
- A panellist on the “Supporting Mathematics in Secondary Schools - Quality and Access in Schools-Led Approach” panel at the Serious Social Investing Conference on 17 October 2024.
- Appointed as the *South African Mathematics Foundation* representative for the review of the South African Mathematics Curriculum.

Media engagements

Another key part of Kelello Collective’s work is engaging with the print and digital media, to shape discussions about education in the general public. This role includes supporting partners ad junior staff to have their voices heard in the mainstream media:

Roberts, N., Mbala, M. & Thobejane, R (14 April 2025) Northern Cape’s education crisis demands urgent action to fix disheartening matric results Daily Maverick, <https://www.dailymaverick.co.za/article/2025-04-14-northern-capes-education-crisis-demands-urgent-action-to-fix-disheartening-matric-results/>

Pongweni, T., & Evans, J., (11 June 2025) Sasolburg’s 16-day water shutdown upends schools and community Daily Maverick, <https://www.dailymaverick.co.za/article/2025-06-11-sasolburgs-16-day-water-shutdown-upends-schools-and-community/>

Singh, K. (2025, January 23). How education experts are changing the culture of struggling schools. IOL. <https://iol.co.za/news/south-africa/2025-01-23-how-education-experts-are-changing-the-culture-of-struggling-schools/>

Govender, P (30 June 2025) Education dept targets literacy, numeracy in lieu of making Coding, Robotics mandatory, News24, <https://www.news24.com/southafrica/education/education-dept-targets-literacy-numeracy-in-lieu-of-making-coding-robotics-mandatory-20250629-1056>

Kelello Collectives NPC
(Registration Number 2023/892476/08)
Annual Financial Statements
for the year ended 30 June 2025

Audited Financial Statements
in compliance with the Companies Act of South Africa
Prepared by: B.C. Graham
Professional designation: CA (SA)



Kelello Collectives NPC

(Registration Number 2023/892476/08)

Financial Statements for the year ended 30 June 2025

Statement of Financial Position

Figures in R	Notes	2025	2024
Assets			
Non-current assets			
Property, plant and equipment	4	43,300	-
Current assets			
Trade and other receivables	6	10,164	-
Other financial assets	7	123,650	-
Cash and cash equivalents	8	3,234,360	2,391,140
Total current assets		3,368,174	2,391,140
Total assets		3,411,474	2,391,140
Equity and liabilities			
Equity			
Accumulated surplus		3,121,054	1,826,412
Liabilities			
Current liabilities			
Trade and other payables	9	290,420	497,628
Other financial liabilities	11	-	67,100
Total current liabilities		290,420	564,728
Total equity and liabilities		3,411,474	2,391,140

Kelello Collectives NPC

(Registration Number 2023/892476/08)

Financial Statements for the year ended 30 June 2025

Statement of Comprehensive Income

Figures in R	Notes	2025	2024
Grants received	12	10,771,288	5,060,000
Direct costs associated with the grant income		(7,808,506)	-
Gross surplus		2,962,782	5,060,000
Administrative expenses		(115,290)	(13,436)
Other expenses		(1,551,815)	(3,220,149)
Surplus from operating activities		1,295,677	1,826,415
Finance costs		(1,035)	(3)
Surplus for the year		1,294,642	1,826,412

Kelello Collectives NPC

(Registration Number 2023/892476/08)

Financial Statements for the year ended 30 June 2025

Statement of Changes in Equity

Figures in R	Accumulated surplus
Changes in equity	
Surplus for the year	1,826,412
Total comprehensive income for the year	1,826,412
Balance at 30 June 2024	1,826,412
Balance at 1 July 2024	1,826,412
Changes in equity	
Surplus for the year	1,294,642
Total comprehensive income for the year	1,294,642
Balance at 30 June 2025	3,121,054

