Message from Symphonia for South Africa’s Board Chairperson

MELANIE BURKE
Interim Chairperson, Symphonia for South Africa

We celebrated 10 years of impact of our flagship Partners for Possibility (PfP) programme in 2020, and what started off as a year of great possibility and promise quickly shifted as a result of the national lockdown due to Covid-19.

As was the case with many organisations, we were faced with critically changed priorities and the gravity of sustaining lives and livelihoods. We are grateful that with the support of every leader in our organisation we were able to adapt and deliver our planned programmes digitally, contain costs, mobilise relief and food support, remain in relationship with our 1400 + school principals and offer support through the worst impact of the pandemic.

It was also a year of transition as our founder Dr Louise van Rhyn, after 12 years of service, stepped down as CEO of Symphonia for South Africa (SSA). We are grateful to Louise for the remarkable work she has done in developing and nurturing the PfP programme, and we wish her all the best as she pursues her dream of a world where millions of leaders are inspired to contribute towards a more prosperous, just and equitable future.

We are thrilled at the calibre, passion and competency of the well-established team that will be growing and evolving the work of the organisation, backed by the experienced governance team in the Board.

We are confident that the insights from the crises and changes we experienced in the last year have set us up to partner mindfully and intentionally with our broad network to support the recovery in our school communities and continue to make a significant contribution.
The PfP team started 2020 looking forward to a new phase in our journey. After 10 years of operation and 10 years of impact, our reputation and credibility had grown, and two generous grants were positioning us for accelerated growth, particularly in outlying parts of the country.

A YEAR OF CHALLENGE

Unfortunately, the year had different plans. March 2020 saw the country enter strange, uncharted territory as the Covid-19 pandemic reached our shores and disrupted our lives. Like many other organisations, we had to adapt to a new reality.

With face-to-face engagements an impossibility, the team, under the leadership of our then CEO, Louise van Rhyn, quickly determined that the only solution was digital. The entire PfP programme was moved online in record time, with our first completely virtual circle launching successfully in May 2020.

The agility of the PfP team was critical in supporting school principals facing the extraordinary challenges created by Covid-19. Even before the pandemic emerged, principals needed to be strong, resilient and innovative leaders. As the pandemic has raged on, this need has been amplified tenfold. I am thus very proud that, even with the tremendous difficulties created by the Covid-19 pandemic, we were still able to launch 218 new partnerships in this past year and support another 218 schools.

This achievement would not have been possible without the continued support of our funders and partners. Huge appreciation to you for your contribution.

A YEAR OF LOSS

The PfP community has not been immune to the loss experienced by many during the past 12 months. In 2020, with great sadness, we said goodbye to two beloved Learning Process Facilitators, Happy Xaba and Paul Abrams, 16 incredible PfP principals and two inspiring business leaders. Our world is a poorer place without these remarkable individuals.

A YEAR OF CHANGE AND NEW POSSIBILITY

This year also saw our organisation’s founder, Louise van Rhyn, step down as CEO. This move was part of a planned transition that commenced in 2019 and led to a new leadership team taking the reins in the second half of the financial year. Louise remains a critical member of the PfP community, and we will continue to collaborate as we take the PfP programme from strength to strength.
What We Do

Symphonia for SA implements a number of programmes and initiatives that contribute to developing leadership capacity, reducing inequality in education and, ultimately, creating a better future for all South Africans.

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

Our School Leadership Forum engagements, which offer practical knowledge and skills for education leadership, have become much anticipated by school leaders. The forum is unique in that it reaches more than just principals: school management teams (SMTs), school governing bodies (SGBs) and teachers are all invited and engage 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 SA runs regular Business in Education sessions to highlight the key role that business can play in education and facilitate vital cross-sectoral collaboration between the business and education sectors.

Symphonia for SA hosts Community Building workshops that bring together South Africans from all walks of life who care about social cohesion and want deeper and more authentic engagement with each other. Participants learn powerful community building methodology for bringing people together and connecting them across divisive boundaries to transform their teams, organisations and communities and, ultimately, to strengthen the fabric of society.

As the approved partner and proud leaders of Outdoor Classroom Day in South Africa, Symphonia for SA 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.

At SSA, we believe that collaboration is key to real change and we are proud to partner with Youth@work to support youth advancement in South Africa. Youth@work manages and implements youth work placements and learnerships for unemployed youth into a well-established network of over 1,000 PfP schools nationally. Symphonia for SA welcomes and supports the deployment of these additional human resources into PfP schools. While enabling educators to focus on teaching, these young people are empowered with office administration, communication, IT and teaching support experience and skills.

The pages that follow elaborate on the main initiatives delivered by Symphonia for SA.
To mobilise active citizenship around the significant issues facing our country 
Build our nation - Reduce inequality - Develop leadership capacity

**OUR PURPOSE**

Our Flagship Programme

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

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

**OUR PROGRAMMES**

- **Our Flagship Programme**
- **Other Established Initiatives**
- **Potential For Extension of The PfP Methodology**

*Symphonia for South Africa*

*Message from Symphonia for South Africa’s Chairperson*

*Message from PfP’s Programme Director*

*What We Do*

*Partners for Possibility, Our Flagship Programme*

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*Community Building Workshops*

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*2020-2021 Fact Sheet*

*PfP’s Theory of Change*

*Our Stand-out Achievements*

*PfP’s Reach*

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*A Story of Possibility*

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*Financials*

*Our Supporters*
Partners for Possibility, Our Flagship Programme

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. This leadership capacity building activity empowers principals to embed their schools at the centre of their communities and improve the quality of education being offered to our youth.

By the end of February 2021, over a million learners were attending schools in which the leadership has been strengthened through PFP. Because the programme design requires each partnership to address the particular challenges faced by their school as a means of building their leadership capacity, the benefits of the programme are both wide-ranging and sustainable. Outcomes experienced in PFP schools include more psycho-social support for teachers, reduced absenteeism among teachers and learners, increased levels of co-operation and innovation within teaching teams and greater involvement by parents in their children’s education. Support for PFP is a direct investment in meaningful and lasting change that ultimately makes school environments more 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 willing 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)
- By donating a monthly amount of your choice in support of quality education for all children in South Africa
School Leadership Forum

The ongoing Covid-19 pandemic has had a dramatic effect on the way we deliver our rapidly expanding School Leadership Forum programme.

Thanks to the agility of our team, we were able to adapt these interactive sessions to suit online delivery – and this has enabled us to reach even more of our target audience across South Africa.

Symphonia for SA’s School Leadership Forum connects, informs and empowers school leaders. The aim of the programme is to contribute to the professional development of school leaders by providing them with knowledge and practical skills that empower them to fulfil their demanding roles and respond to the formidable leadership challenges they often face. The School Leadership Forum programme is delivered through a partnership between Symphonia for SA, the University of the Western Cape and MySchool, with support from the South African Principals’ Association.

Now in its ninth year, the programme offers six-weekly presentations and panel discussions by experts in a wide range of education-related topics. These sessions expose school leaders to new ideas, knowledge and practices and also give them the opportunity to learn from each other and extend their networks. The sessions are usually highly practical, and participants often report that they were able to implement solutions to challenges they faced in their schools and communities after attending.

During 2020-2021 the diverse themes covered in School Leadership Forum events included:

- What will it take to for educators to meet the demands of teaching digitally literate learners?
- Trauma-informed Schools workshop about the impact of trauma on learners’ brains
- Resilience in the face of adversity: What does it take to overcome life’s formidable challenges?
- Preparing for the 2021 SGB elections: key factors to consider when electing SGB members
- Zero dropout rate: what are the challenges to keeping learners in school, and what will it take to ensure that learners do not drop out?

We would like to express our heartfelt gratitude to all our School Leadership Forum partners for their generous sponsorship of this empowering programme.
Community Building Workshops

Like our School Leadership Forum sessions, Community Building workshops have successfully migrated to online delivery.

Symphonia for SA is privileged to have offered these empowering workshops to thousands of leaders from the NGO and educations sectors, religious and community leaders, students and academics, government officials and business leaders from corporates and SMEs.

The two-day Community Building workshop is based on the work of Peter Block, who is internationally renowned 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 to transform their teams, organisations and communities. When participants partake in the Six Conversations of Community, they begin to understand that they have the capacity to create an alternative future while “walking together” as active citizens and ultimately to strengthen the fabric of South African society.

For many, engaging in these conversations and practising the powerful Community Building principles 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. PfP principals routinely note that they have succeeded in raising the levels of support for their schools from parents and other community members, local businesses and NGOs.

Our wish is that everyone in South Africa could experience this practical, profound and creative process.
Not just about a single day, this campaign aims to get as many children as possible playing and learning outside every day. Outdoor learning improves children’s health, engages them in learning and leads to a greater connection with nature. Play not only teaches critical life skills such as resilience, teamwork and creativity but is central to children’s enjoyment of childhood.

Today’s children spend less and less time playing and learning outdoors. Even before the Coronavirus pandemic struck, over half the world’s children were spending under an hour a day playing outside. This is why it is now more crucial than ever before to bring outdoor play and learning to the forefront of conversations about children’s health and well-being. Through Outdoor Classroom Day, schools had the opportunity to spearhead a shift in the way children spend their days by influencing policymakers.

Fortunately, the Covid-19 restrictions have been eased in South Africa, but the pandemic has ushered in many anxiety-provoking changes, and connecting to nature can help restore a lost sense of well-being. For children, this connection is best made through play – whether outdoors in nature or indoors with natural elements – and it makes them happier and healthier and can produce positive habits that stick with them for life. If children develop a love for the natural world, they will start taking action to protect it.
2020-2021 PfP Fact Sheet

MOBILISING ACTIVE CITIZENS
What if every citizen took responsibility for educating our children?

- 218 business leaders recruited during the year
- R26 160 000+ raised for new partnerships
- 82 private and corporate sponsors
- 32 700+ hours committed by business partners

BUILDING LEADERSHIP

- 9 Provinces with active leadership circles
- 22 Learning process facilitators
- 81 Leadership development workshops held
- 156 Community of practice sessions held (estimate)
- 21 School Leadership Forum sessions held
- 26 circles of 7-10 partnerships launched

IMPACTING LEARNERS AND COMMUNITIES
When a school fulfils its role, a whole community is uplifted

- 218 schools benefiting in 2020-2021 (bringing the total to 1,462)
- 5,277 teachers benefiting
- 71,468 families who are impacted (estimate)
- 157,230 learners reached during the year

LEADING CHANGE AT SCHOOLS

- 218 schools benefiting in 2020-2021 (bringing the total to 1,462)
- 5,277 teachers benefiting
- 71,468 families who are impacted (estimate)
- 157,230 learners reached during the year

INFRASTRUCTURE IMPROVEMENT
(Fixing leaking roofs, toilets etc.)

VEGETABLE GARDENS
(to supplement feeding schemes)

LITERACY and NUMERACY SUPPORT PROGRAMMES

TEAM BUILDING EFFORTS
(School management teams and teachers)

ICT IMPLEMENTATION
(project management support)

... and much more!
PfP’s Theory of Change

QUALITY EDUCATION FOR ALL CHILDREN IN SOUTH AFRICA BY 2030

3-5 years

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

2-3 years, ongoing

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

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

- District - supportive
  - Supports rather than instructs

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

1 year, ongoing

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

- SGB - engaged & equipped
  - Collective vision & active leadership
  - Healthy school ecosystem

- 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

The “I” Principal’s skills & attitudes

- Strong listening skills
- Focus on relationships
- Mobilising stakeholders
- Agency, confidence, sense of possibility

The “We” Relationships & social capital

- Relationship with partner
- Community of Practice
- Access to Symphonia network

- Listening ear & networks & information
- Support network, innovation
- Opportunities

The “Work” Change projects at the school

- 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 & triad sessions
- One-on-one sessions with PfP Partner
- “Assignments” / documentation

...
Our Stand-out Achievements

During the year under review, we were delighted to release our second book *Partners for Possibility: Stories of Impact*. In celebration of its release, we hosted a series of virtual book launches from June to November 2020 and shared some stories of impact that feature in the book.

The aim of these events was to tell the extraordinary PfP story and celebrate 10 years of the programme’s impact. The sessions made a compelling case for PfP as a high-impact investment.

The first PfP book, *Partners for Possibility: How business leaders and principals are igniting radical change in South African Schools*, was published in 2015. The sequel is a 10-year reflection on PfP’s dedication to transforming South Africa’s education system through brokering trailblazing partnerships between business leaders and school principals. It features a beautiful collection of many different voices that bear testament to the power and potential of South Africa’s active citizenry.

The new book was conceptualised and written by PfP’s founder, Louise van Rhyn together with Theo Garrun.

Louise said: ‘’It was heart-warming to hear from principals who have been promoted to more senior roles and are convinced that their careers would have been very different if it weren’t for PfP. We heard from business leaders for whom PfP was a transformational development experience and those who have heeded the call to ‘khumbulekhaya’ (return home). We heard stories from individual learners whose lives have been changed.’’

SNAPSHOTS FROM THE SESSIONS

Featuring the best in global thought leadership on education.

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**Professor Michael Romanowski**  
*College of Education at Qatar University | Qatar*

*PIP not only builds structural social capital in the form of access to infrastructure, but creates cognitive social capital which has the power to shift paradigms and change the thinking of both participating business leaders and principals.*

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**Dr Jenny Lewis**  
*International Education Leadership Expert and Advisor on Education Systems | Australia*

*In a dynamic and changing world, PIP reminds practitioners, researchers and policymakers that the centrepiece of any innovative change must fit with the moral purpose of education – to invest in every student to ensure they reach their full potential.*

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**Jonathan Jansen**  
*Professor of Education at Stellenbosch University | South Africa*

*PIP has been able to generate an excitement around their [principals’] role. As a result, teachers are more enthused, and they begin to see the children they teach very differently.*

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**Brian Levy**  
*Professor of the Practice of International Development, School of Advanced International Studies at John Hopkins University | USA*

*This programme confronts very interesting frontiers in education. It reaches out to the ecosystem that the school exists in to leverage skills that already exist.*
Our Stand-out Achievements

Stories of Impact strongly features the historically marginalised voices. In a country still grappling with the aftermath of colonisation, the stories are perfect case studies that give hope.

Kat Yassim
Professor in the Department of Education Leadership and Management at the University of Johannesburg | South Africa

MORE PRAISE FOR THE PFP BOOK

This book gives deep insight through first-person accounts of the shared experiences of headteachers and the executives who give freely of their time to help create a future for children let down by a dysfunctional system which betrays the dreams and aspirations of tens of thousands every year.

Bruce Whitfield
Author, Speaker and Radio Host

This book helps to fill our understanding of the interface between the people convened by Partners for Possibility. I know that understanding this draws us closer and vests our collective interests in the power of education.

Trevor Manuel
Chairman of Old Mutual

PHP is changing the fundamental interaction between business leaders and principals as they confront challenges at schools that no one has straightforward answer to. This is nation-building at its best.

Dr Santiago Rincon Gallardo
Education Consultant and Author | Canada

This book keeps the experiences alive in the hearts and minds of those that have been through the programme and attracts the interest of those who read about them. The simplicity and authenticity of the stories told will extend the reach of the PfP experience to millions.

Makgoshi Sindane
CSI Programme Manager, Development Bank of Southern Africa

You can purchase an electronic copy of Stories of Impact by visiting:
https://krlibrary.co.za/product/partners-for-possibility-2010-2020-stories-of-impact/
The 2020-2021 financial year was a significant and unique year globally as well as for PfP. Despite Covid-19 and lockdown restrictions, we launched 26 leadership circles in which 218 new partnerships were established. Through these circles we reached 5,247 teachers and 178,262 learners. Since PfP’s inception in 2010, we have launched 1,460 partnerships that reached 35,963 teachers and 1,223,264 learners.

PfP has partnerships in all nine provinces. However in this very difficult year we launched partnerships in seven provinces. Continuing on the trend from 2019-2020, more partnerships were launched in Gauteng (68) than in the other provinces. A total of 42 partnerships were launched in KwaZulu-Natal and 33 in the Western Cape.

A high number of partnerships (40) were launched in May after the hard lockdown. With the re-opening of schools in a phased approach, fewer partnerships were launched (see graph below). This was expected as principals had the very difficult task of ensuring that their schools were adhering to the Covid-19 protocols.

The opening of schools for the new academic year during the second wave of Covid-19 presented new challenges to school principals. To support them to deal with these challenges, PfP founder Louise van Rhyn hosted “Leading in a crisis” connect calls, and these were joined by 75 school principals from across the country. Thereafter, 63 partnerships were launched across four provinces in February 2021.
PROGRAMME DELIVERY DURING COVID-19: FROM FACE-TO-FACE TO VIRTUAL

An important milestone for PfP was that the whole PfP programme was delivered virtually during the Covid-19 pandemic. Support was provided to principals and business partners to develop the necessary technical proficiency with the video conferencing platform, Zoom. The Learning Process Facilitators (LPFs) facilitated coaching and triad meetings virtually.

Many new relevant resources were added to the PfP information-sharing platform, A Better Africa, and alumni participants were provided with access to free online refresher courses to reinforce the key leadership principles they had learned through PfP. As Covid-19 lockdown restrictions eased, we assessed local contexts and the risk profiles of circle members, and this resulted in the return of some face-to-face activities. To ensure full participation in programme activities that continue virtually, our LPFs and communications team continued to provide technical support to new users of the Zoom platform.

THE HARSH REALITIES OF THE COVID-19 PANDEMIC

The harsh realities of the Covid-19 pandemic affected us severely as a number of participants on the programme passed away due to Covid-19. Despite all the hardship and difficulties that came with the pandemic, most partnerships completed the programme. The completion rate of the partnerships in this financial year was 91.2% which was lower than the previous years, but as expected due to the Covid-19 pandemic.

IMPACT IN SCHOOLS

Our programme continues to have a transformative impact on school principals and business partners. With improved leadership skills and renewed positive energy after their participation in the PfP programme, they are more collaborative, resilient and confident to lead.

This in turn leads to positive changes in schools, such as more cohesion within school management teams, greater enthusiasm among teachers and increased parental and community involvement in school life. During the lockdown, many community members assisted with food parcel distribution, cleaned school premises in preparation for the learners` return and made sure that schools were not vandalised.

EXTERNAL EVALUATION – EVIDENCE OF IMPACT

We are privileged to continue our work with evaluators from JET Education Services as they progress with their external evaluation of the PfP programme. They completed their mid-line evaluation in the second half of 2020, and preliminary findings suggest that schools have started to reap the benefits of their principals` participation in the PfP programme. As the principals became more confident to lead, teachers observed significant changes in their principals` skills, knowledge and practices. School staff also noticed that the school management teams became more cohesive and the rest of the teachers more enthusiastic and motivated to teach. An increase in parents` engagement in their children`s learning and in the school were also evident after the principals` participation in the PfP programme.

A multitude of partnership projects were implemented in the participating schools covering professional development, human resources, infrastructure, learning, nutrition, psycho-social support, sports, equipment, financial management, extra-murals and fundraising. Financial and in-kind resources flowing into the school have increased in 40% of the schools.
Hoedspruit is a small tourist and agricultural town surrounded by villages where poverty is the norm. Census data indicates that 80.5% of youth live in low-income households, and only 34.5% of those aged 20-24 have completed matric.

In August 2019, Hoedspruit, the first group of principals and business leaders from Hoedspruit to join the PfP programme, quickly decided to embark on a ‘Pedalling for Possibility’ fundraising challenge to raise awareness and meet needs in under-resourced Hoedspruit schools. With their PfP learning process facilitator (LPF) Carien, the group raised over R45,000 through this challenge that entailed 380km of cycling and a 52km run. The funds enabled three management team and three governing body members from each of the eight schools in the group to attend a 2-day Community Building training course.

When the national lockdown began at the end of March 2020, forcing schools to close, the partnerships, which had been planning to implement various school-based projects for the action-learning component of the PfP curriculum, were forced to reassess. With the closure of school feeding schemes, their attention turned to the plight of learners from low-income families who often receive their only nutritious meal of the day through these schemes.

Despite the challenges of lockdown, Carien kept the group connection strong. Leveraging their momentum and commitment, they developed a comprehensive feeding project plan. Sponsors were approached, and when ENCA donated 400 food parcels, local suppliers were asked to match this.

**Turning the Covid-crisis into an opportunity for collective action**

Principals, staff, SGB members and volunteers distributed parcels from door-to-door, following Covid regulations at all times. Priority was given to orphans (who make up 40% of children in the area), child-headed households and other vulnerable families.

When schools reopened and their feeding schemes resumed, the group’s efforts to provide vulnerable families with nutritious meals continued, and families were asked to collect food parcels from schools. The project provided an estimated 3,200 parcels, overall, with 800 being distributed every 10 days during the first five weeks of lockdown. Once the citrus season began, between them, four business partners who farm provided 1,000 bags of citrus fruit every 10–14 days until the season ended in late July.

With food insecurity in the community at the top of their minds, all eight partnerships decided to establish vegetable gardens at their schools. Trees, seeds and compost were donated, and community members joined training provided by The Hoedspruit Hub and Kruger to Canyons (K2C), acquiring valuable skills that enabled them to take ownership of the school gardens. Teachers joined in to support garden maintenance and sell produce. Within two months, every garden was contributing to the school feeding scheme and supporting community members with food. By the time the Hoedspruit group had completed the 12-month PfP programme in July 2020, several gardens had become so productive that schools were raising funds by selling surplus produce.
Memberships and Affiliations

UN GLOBAL COMPACT
Symphonia for South Africa is a proud supporter of the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-corruption.

Our flagship programme, Partners for Possibility, speaks directly to the Compact as a vehicle for business to support education improvement, wealth inequality and ultimately corporate sustainability.

The Partners for Possibility programme supports three of the UN Sustainability Goals:

Goal 4 – Quality Education: School principals are supported to become change agents in their schools and communities and, together with their business partner, drive initiatives to improve the environment for learning.

Goal 10 – Reduced Inequalities: Education is the ultimate leveller and is key to reducing inequality. Too many children in South Africa have limited future opportunities as they do not have access to quality education. Cross-sectoral partnerships also increase access to social capital that many impoverished communities would otherwise not have access to.

Goal 17 - Partnerships for the Goals: The Partners for Possibility programme has been carefully designed utilising established practices such as Theory-U and the 70:20:10 learning methodology to create an environment where strong partnerships can develop. The key to this success is the adult-to-adult relationship cultivated between the business leader and school principal.

NATIONAL ASSOCIATION OF SOCIAL CHANGE ASSOCIATIONS IN SOUTH AFRICA (NASCEE)
A founder member of NASCEE, we strongly support collaboration in the education social sector as key to deep and sustainable improvement in education.
Over the past year, we have managed to launch 218 partnerships with our flagship programme, Partners for Possibility, despite the challenges with COVID lockdown restrictions. Our plan is to launch a further 223 partnerships during the financial year ending 28 February 2022.

Our financial statements for 2020/21 reflect a deficit of R 1,420,403, with Retained Income of R 3,116,195, which paints a clear picture of the difficult economic circumstances we find ourselves in.

Nevertheless, the board of SSA continues to work with the leadership team on securing the necessary unrestricted funding (donations), other sources of revenue, and sales of Partners for Possibility partnerships for SSA to enable a significant impact on the lives of our fellow South Africans.
### Symphonia for South Africa’s Financials

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### REVENUE GENERATED

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<td>Partners for Possibility</td>
<td>27 493 222</td>
<td>30 692 817</td>
<td></td>
</tr>
<tr>
<td>Community Building workshops</td>
<td>32 470</td>
<td>434 792</td>
<td></td>
</tr>
<tr>
<td>PIP Book sales</td>
<td>114 165</td>
<td>26 988</td>
<td></td>
</tr>
<tr>
<td>School Leadership Forum</td>
<td>147 150</td>
<td>550 500</td>
<td></td>
</tr>
<tr>
<td>Donations Received</td>
<td>252 486</td>
<td>1 239 233</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>28 039 484</td>
<td>32 944 980</td>
<td></td>
</tr>
</tbody>
</table>

### OPERATING PROFIT (LOSS)

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Expenses</td>
<td>(29 950 546)</td>
<td>(32 250 925)</td>
<td></td>
</tr>
<tr>
<td><strong>OPERATING PROFIT (LOSS)</strong></td>
<td>(1 428 308)</td>
<td>6 815 228</td>
<td></td>
</tr>
</tbody>
</table>

### PROFIT (LOSS) FOR THE YEAR

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment Income</td>
<td>7 905</td>
<td>42 800</td>
<td></td>
</tr>
<tr>
<td><strong>PROFIT (LOSS) FOR THE YEAR</strong></td>
<td>(1 420 403)</td>
<td>6 815 228</td>
<td></td>
</tr>
</tbody>
</table>
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.

ORGANISATIONS

- 2easy Inc
- 99er Cycle Tour
- A F Louw Primary School
- ABSA Bank
- Adopt A Project
- Afrobotanics
- Assmang Pty Ltd-Khumani Iron Ore
- Atomgate (Pty) Ltd
- Beacon Hill High
- Bestmed Medical Scheme
- Boomerang Fruits (Pty) Ltd
- Brunswick South Africa Ltd
- Cape Wine Auction Trust
- Capespan (Pty) Ltd
- Chrysalis Academy
- Citadel Investment Services
- Columba Leadership Trust
- Coronation Asset Management
- Creseldah Education Foundations
- DBSA
- EG Woods Will Trust
- Ellerton Primary School
- Enor Primary School
- Emergent Energy (Pty) Ltd
- Evolo Marketing T/A Access to Africa
- FEM Education Foundation NPC
- First National Bank
- FNB Business
- GivenGain
- Grand Gaming Corporate Investment Company
- Groep 91 Uitvoer (Pty) Ltd
- Groote Schuur Hospital School
- Hands of Hope
- Hotazel Manganese Mines South32
- Humulani Trust
- Implantcast SA (Pty) Ltd
- Infotag
- Iqraa Trust
- Jendamark Automation (Pty) Ltd
- Joe Public (Pty) Ltd
- Julius Baer Foundation
- Kensington High School
- Kingdomslots Company
- Kingsway Christian School
- Kromco (Pty) Ltd
- Laerskool Orangegloed Primary
- Legal Expenses Insurance Southern Africa Ltd
- Legalwise South Africa (Pty) Ltd
- Liberty Community Trust
- Linc Foundation NPC
- Mantella IT Support Services
- Mapula Trust
- Mariaan Uys
- Marichen Mortimer and Associates (Pty) Ltd
- Masonwabe Primary School
- Milky Lane
- Mimecast South Africa (Pty) Ltd
- Mix Telematics Africa (Pty) Ltd
- Momentum Metropolitan
- Momentum Metropolitan
Our Supporters

- Mount View Secondary School
- Multotec (Pty) Ltd
- MySchool MyVillage MyPlanet
- Natpro Spicenet
- Nedbank Foundation Trust
- Netsurit
- Nkagisang Primary School Governing Body
- Northern Cape Authority Tourism
- Nussbaum Foundation
- Old Mutual Life Assurance Company (SA) Ltd
- Oude Molen Technical High School
- Pinelands High School
- Project Dirt
- PSI Projects - Champagne Valley Trust
- Rand Merchant Bank
- Rogz Academy
- SA Bankers
- Simbithi Eco Estate Homeowners Association
- Single Track Minded
- Siyafunda Tours T/A Youth@Work
- SOS Contractors
- SouthSouthNorth
- Sphere Holdings (Pty) Ltd
- SRCC Foundation Trust
- St Dominic S Priory School
- Swiss Re Life and Health Africa Limited
- Telkom Foundation
- The Abe Bailey Trust
- The Avi Community Investment Trust
- The Community Restoration Charitable Trust
- The FirstRand Volunteers Programme
- The FirstRand Volunteers Programme
- The Hagart Trust
- The Ivan Miosic Trust
- The Lombardi F C Trust
- The President’s Award for Youth Empowerment
- Thermo Electron (Pty)Ltd
- Thermofisher Scientific T/A LTC Tech South Africa (Pty) Ltd
- University of Stellenbosch
- Volkswagen of South Africa
- Welwitschia Primary School
- Wesbank
- Wesfleur Primary School
- Wesfleur Primary School
- Windlab Developments South Africa (Pty) Ltd
- Windmeul Primary School
- Xolani Primary School
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- Peter Makgato
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- Peter Venn
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