



Collaboration in Education in South Africa:

MP-R Project Webinar
26 March 2026





Collectively Cool

Expanding Climate Change Education



Representing the Ecosystem

The National Reading Barometer



Building a Collective Data Ecosystem

ELOM, Thrive by Five Index and DataDrive2030



Collaboratively Professionalising the Foundations

PrimTEd Assessment



Leading Among Peers

The Zenex Foundation's Three Decades of Collaboration



Starting at the Source

The Initial Teacher Education Donor Group



Layering and Alignment

Integrated Early Learning in the Mpumalanga Grade R Collaboration



From Implementation to Handover

The Anglo American South Africa Education Programme



Community-Based Collaboration

Zenzele Itereleng

WHY

PURPOSE and RATIONALE

WHO

COLLABORATIONS as RELATIONSHIPS

HOW

METHODS and PRACTICE

WHEN

TIMELINES and PHASES

SO WHAT

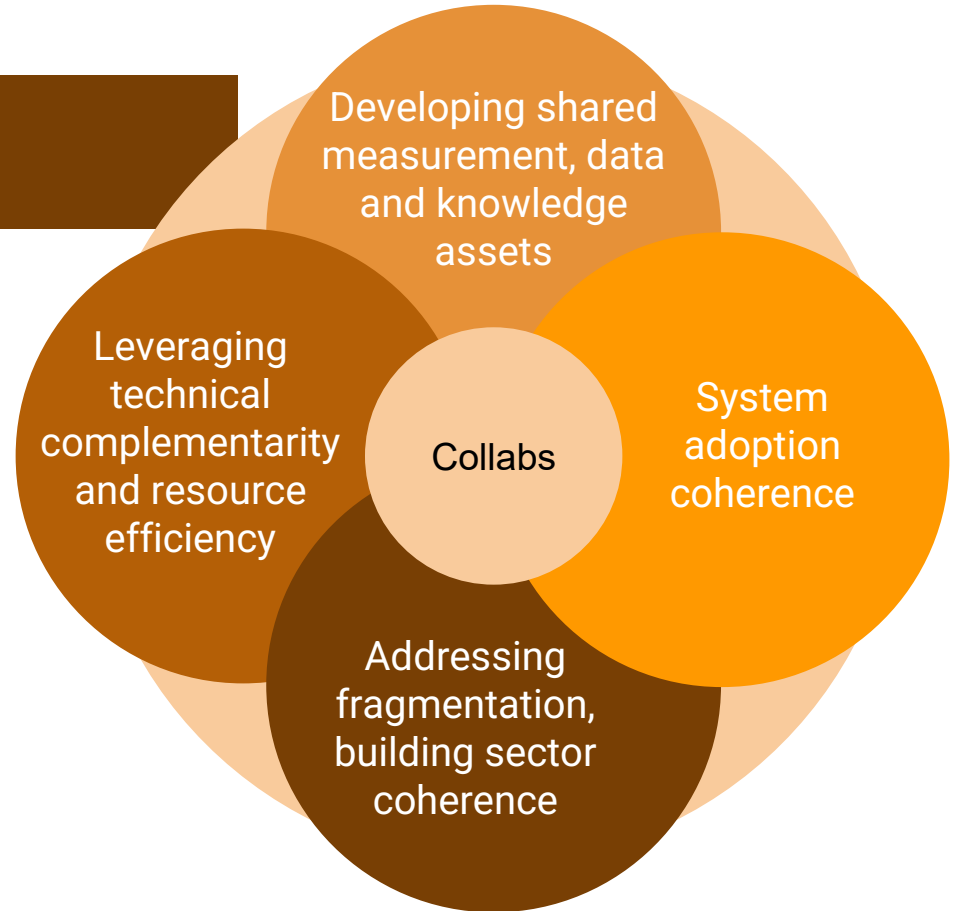
OUTCOMES and IMPACTS

WHY

PURPOSE and RATIONALE

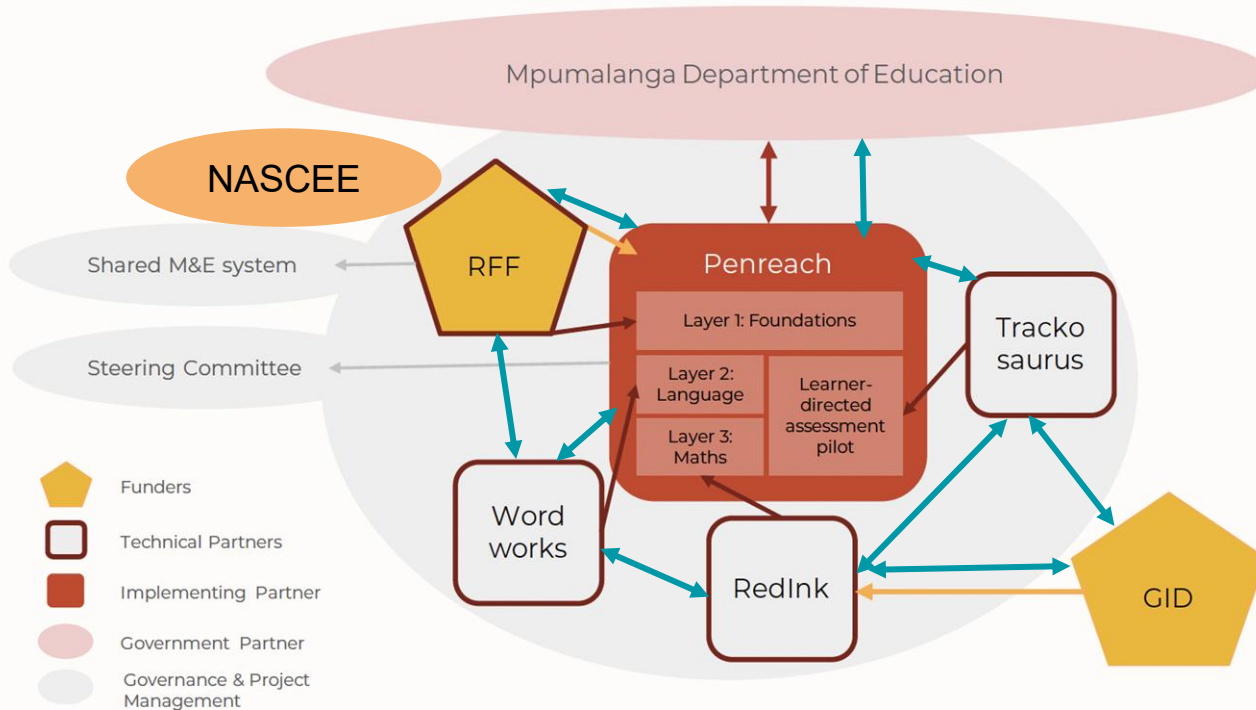
HISTORY &

Existing Relationships



WHO

COLLABORATIONS as RELATIONSHIPS



HISTORY &

Existing Relationships



HOW

METHODS and PRACTICE

1

Recognise opportunities for collaboration rather than competition

2

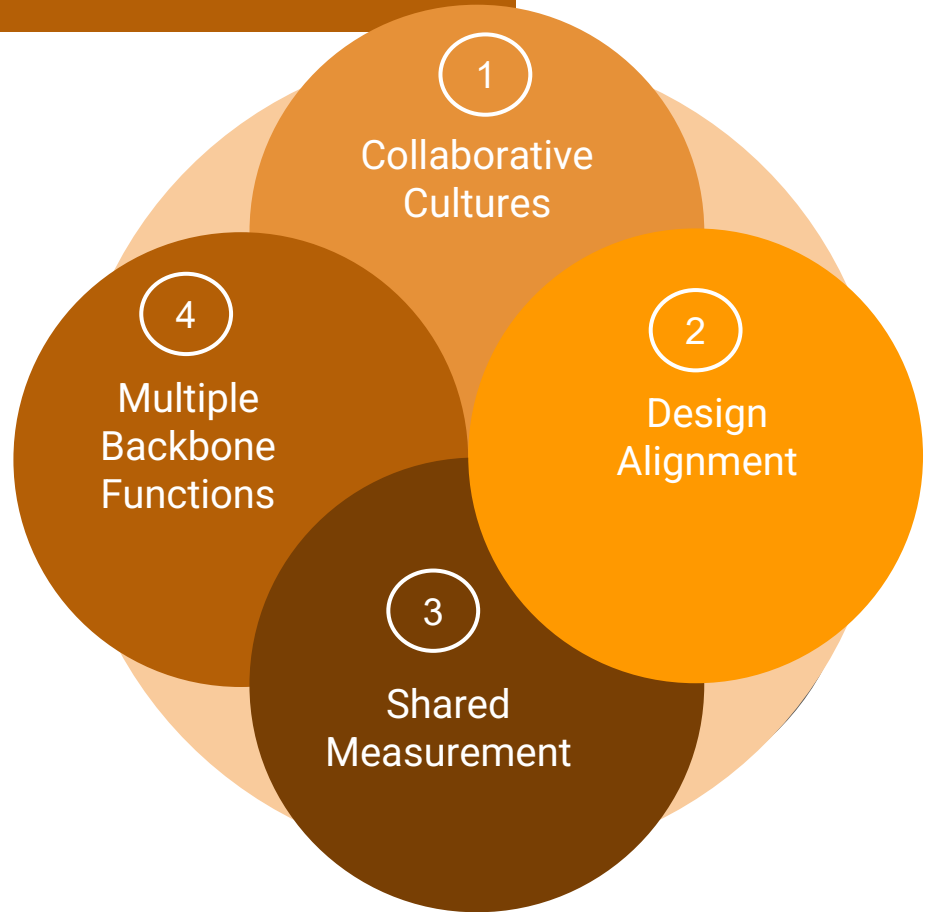
*Shared understanding of the ultimate goal
Humility in own part of achieving it*

3

Jointly determining how the success of the collaboration would be measured effectively became the “beginning of the real collaboration” in terms of shared strategic thinking

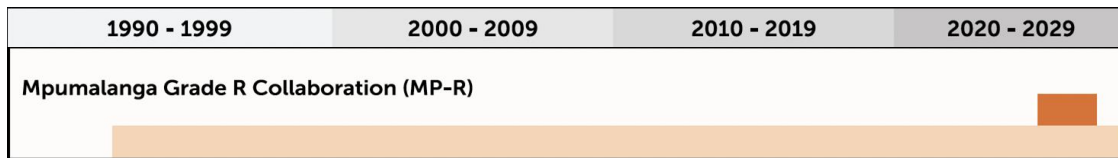
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*Governance
Relationship management
Project coordination*



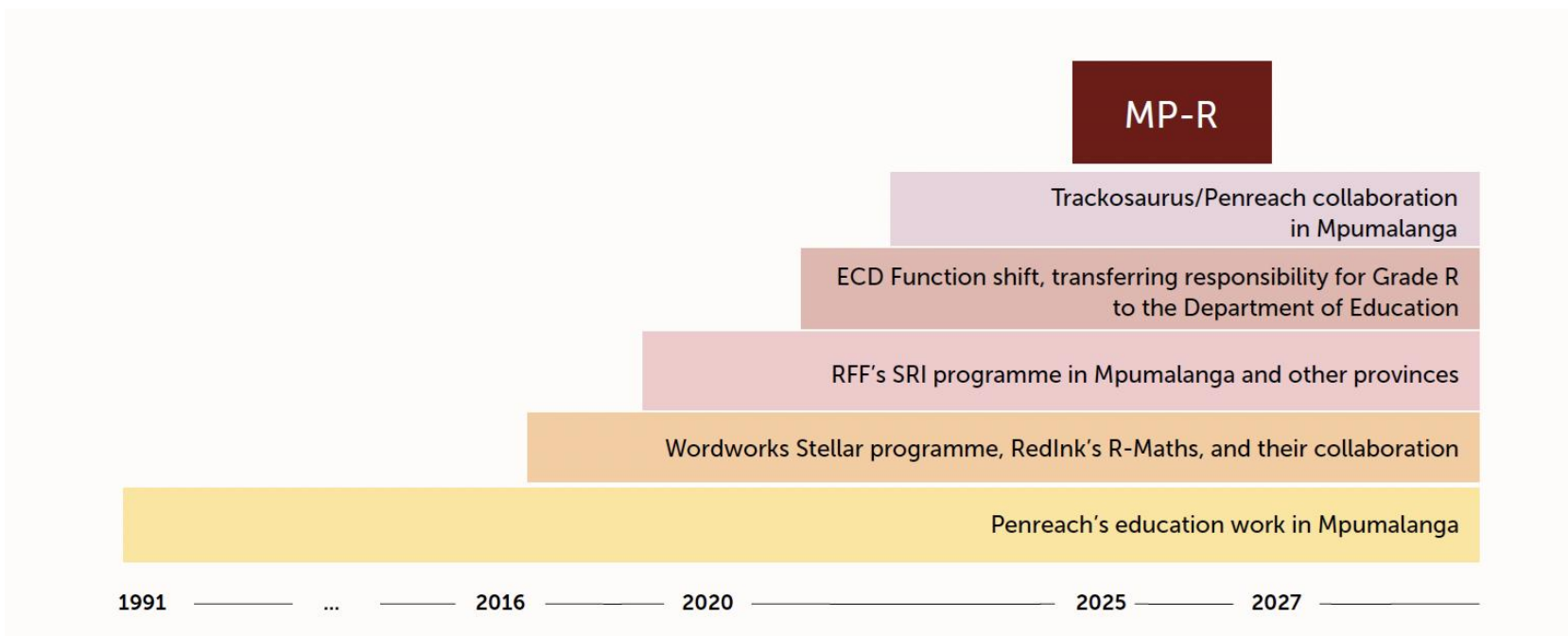
WHEN

TIMELINES and PHASES



Duration of collaboration

Project duration



SO WHAT

OUTCOMES and IMPACTS

Sustainability

Achieving systemic cohesion and ensuring the longevity of previously funded programmes

Partner Learning

Shared agenda of impacting on changed classroom practice

Jointly designing a shared M&E framework has deepened each partner's internal M&E practice and produced a set of indicators that other early learning programmes can use

Efficiency

Establishing the cost efficiencies and administrative procedures for the co-delivery of previously independent early learning interventions as mutually reinforcing activities by a single implementing agency



**Collaboration in
Education in South Africa:**
Themes and Insights for Funders

Find the summary report and
all nine case study reports
on the IPASA website:

<https://ipa-sa.org.za/>