



**GLOBAL  
TEACHERS  
INSTITUTE**

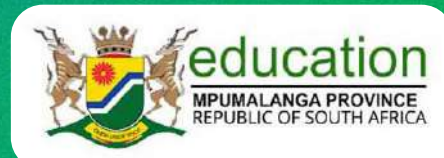
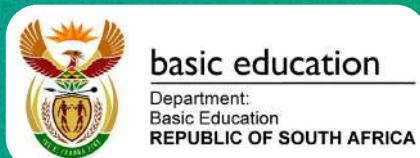
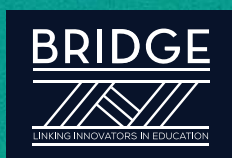
**THE MPUMALANGA FUTURE LEADERS PROGRAMME  
OF THE GLOBAL TEACHERS INSTITUTE**

# **THE INTERNAL RAPID PROCESS EVALUATION: SUMMARY VERSION**

Please note: A more detailed version of this Evaluation Report is available from The Global Teachers Institute.

Compiled by  
Hassiena Marriott (GTI Head of Education) & Fay Hodza, PhD (GTI Executive Director)

Supported by:  
Tania Ham, Mary Jane Mkhathswa, Margaret Farred, & Khayakazi Mbunyuza



November 2023



# CONTENTS

Acronyms and Abbreviations	03
Introduction	04
Background to the Mpumalanga Future Leaders Programme	05
<b>THE EVALUATION:</b>	<b>06</b>
• Objectives and Purpose of this Evaluation	06
• Data processing for rapid assessment	08
• FLP demographics in Mpumalanga	09
• FLP services and activities	11
• FLP policies and procedures	14
• Roles and responsibilities of Key Partners	15
<b>THE FINDINGS:</b>	<b>16</b>
• Successes of FLP	16
• A Critical Factor: Public Private Partnerships	18
• Challenges for FLP in Mpumalanga	19
Recommendations	21
Conclusions	23



# ACRONYMS & ABBREVIATIONS

**BEd:** Bachelor of Education

**DBE:** Department of Basic Education

**FGD:** Focus group discussions

**FL:** Future Leader

**FLP:** Future Leaders Programme

**GTI:** Global Teachers Institute

**HEI:** Higher Education Institution

**ISFTED:** Integrated Strategic Framework for Teacher Education Development

**ITE:** Initial Teacher Education

**MDE:** Mpumalanga Department of Education

**MoU:** Memorandum of Understanding

**NSFAS:** National Student Financial Aid Scheme

**PD:** Professional Development

**PLC:** Professional Learning Communities

**PPP:** Public-Private Partnership

**RSC:** Regional Schools Coordinator

**SACE:** South African Council for Educators

**TICZA:** Teacher Internship Collaboration South Africa



# INTRODUCTION

The Global Teachers Institute (GTI) is recognized for pioneering alternative approaches to initial teacher education.

Through the Future Leaders Programme (FLP), GTI aims to nurture empathetic and socially responsible teachers for underserved communities, contributing to quality education for a just and inclusive world.

In the context of a sustainable public-private partnership (PPP) with the South African government, local and international donors and other partners, GTI supports distance education B.Ed. students with a comprehensive, non-traditional package of assistance and services (known as 'wrap-around support') including professional development and mentorship from experienced teachers.

GTI's FLP is operational in five provinces, with seven hubs supporting 100 Future Leaders, aspiring to reach 1000 by 2026.



# BACKGROUND TO THE MPUMALANGA FUTURE LEADERS PROGRAMME

In 2020 the National Department of Basic Education (DBE), the Mpumalanga Department of Education (MDE), and the Global Teachers Institute signed a Memorandum of Understanding (MOU) to initiate the GTI Future Leaders Programme (FLP) in Mpumalanga, with plans to expand to other provinces.

In Mpumalanga 30 Future Leaders are supported, half through the MOU and others via alternative funding. The programme work-integrated approach empowers both aspiring and established educators, fostering a collaborative ecosystem for knowledge and resource sharing. The programme, though costly currently, is deemed effective.





# OBJECTIVES & PURPOSE OF THIS EVALUATION

After two years of FLP in Mpumalanga, a rapid process evaluation was conducted from November 2021 to January 2022. Its purpose was to assess the programme's implementation, identifying barriers, problem areas and mitigating adjustments, and offering insights into its outcomes and effectiveness.

## FLP EVALUATION

Specific objectives of the evaluation

Describe the FLP services, activities, policies, and procedures.

1

2

Get early feedback on whether the FLP is being implemented as intended.



Identify barriers that have been or are being encountered, and the changes needed to deal with these.

3

4

Investigate the extent to which outcomes are being achieved and reasons for any non-achievement or deviations.

Generate key programmable learning outcomes to inform programme implementation and growth plans into the future.

5

6

Learn lessons to optimise the programme's impact and efficiency.



# DATA PROCESSING FOR RAPID ASSESSMENT

## DATA COLLECTION

1. **Desk Top Review** of all official reports, providing insights into the FLP's services, activities, and policies.
2. **Stakeholder perspectives** were gathered, using purposive sampling to select knowledgeable and experienced participants as well as those with first-hand experience, ensuring in-depth insights.
  - Key informant interviews involved officials from GTI, DBE, and school principals who reflected on the programme's formulation, development, and implementation at strategic levels.
  - Focus group discussions (FGDs) were held with Future Leaders, mentors, and school learners, exploring the programme's relevance and effectiveness.

**DATA ANALYSIS** involved content and thematic analysis, summarizing major themes and findings.

**ETHICAL CONSIDERATIONS** were paramount, with informed consent obtained from all participants, ensuring voluntary participation and intellectual honesty.

**EVALUATION METHODOLOGY LIMITATIONS** include:

- the unavailability of some interviewees
- potential insider bias
- the inexperience of some interviewers.

Given that this was an internal evaluation limited by time and money, it is recommended that an external evaluation of the GTI FLP programme is done.



# FLP DEMOGRAPHICS IN MPUMALANGA

According to the MOU, 20 Future Leaders were supposed to be recruited into the Mpumalanga FLP. The intention was to recruit and build a cohort of aspiring teachers who can improve language competency (particularly in reading) in both Home and English First Additional Language and Mathematics in the Intermediate Phase in the province. However, in response to district needs in other subjects 30 interns came into the programme.

## Profile of the Project's Beneficiaries

Number of Interns	30	Male	Female	1st Year	2nd Year	3rd Year	4th Year
		9	21	1	18	8	3
Nkomazi	13	4	9	1	7	4	1
Mbombela	8	2	6	0	2	4	2
Bohlabela	9	3	6	0	9	0	0



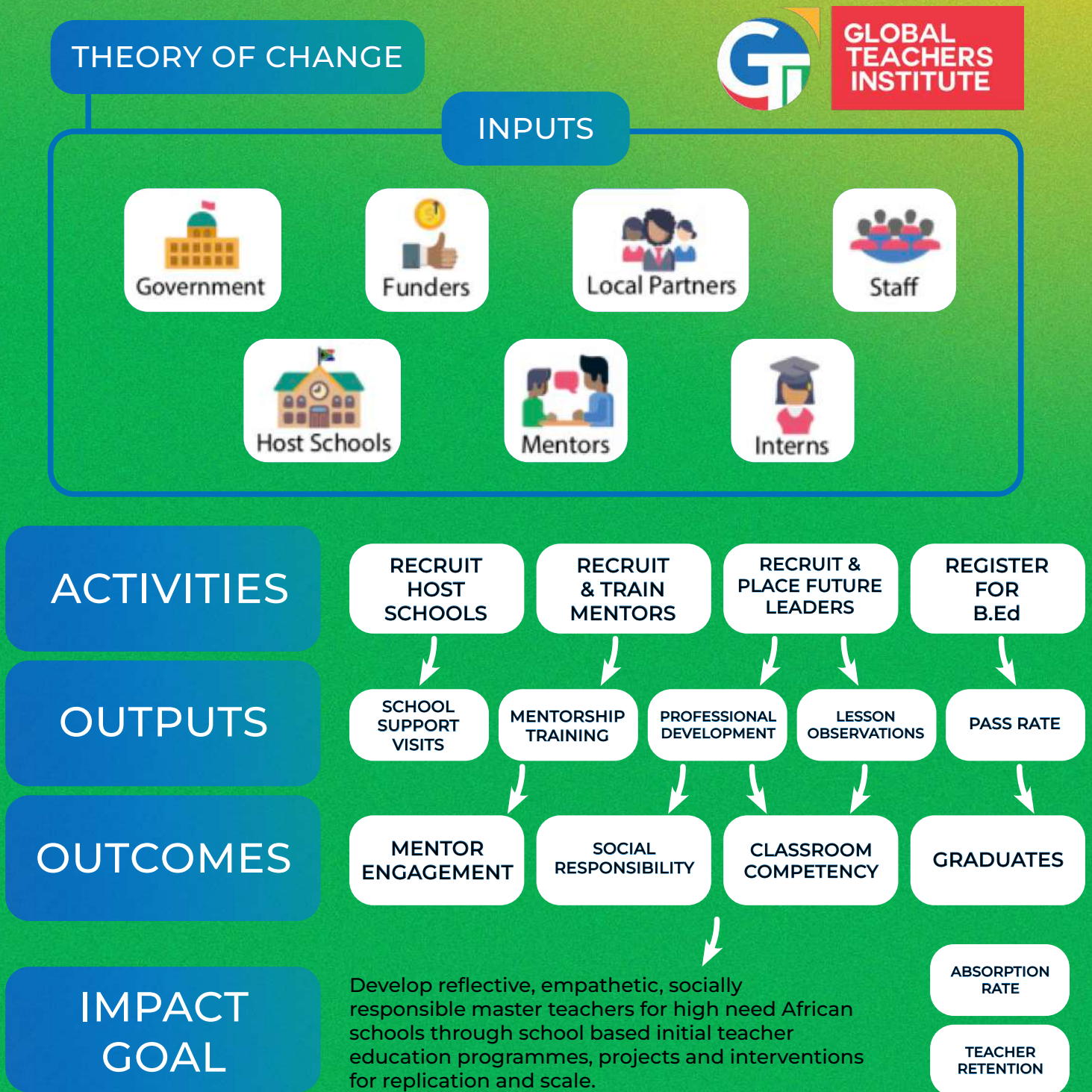
All interns are Black African		Bohlabela	Mbombela	Nkomazi
Number specialising in Intermediate Phase:	17	9	3	5
Number specialising in Intermediate and Senior Phase:	8		3	5
Number specialising in Senior and FET Phase:	5		2	3
Number specialising in Mathematics and Natural Science:		9	2	8
Number specialising in History and Geography:		2		1
Number specialising in languages:			3	3
Other areas of specialisation (Accounting, Economics):			1	3

The deviations in numbers and in subject areas were discussed with district officials, and suggests that district-specific needs and demands need to be considered in any interventions.



# FLP SERVICES AND ACTIVITIES

The wrap-around support package provided is based on GTI's Theory of change as illustrated below, which generates the services and activities listed.





<p><b>Academic Coursework</b></p>	<p>Future Leaders in Mpumalanga are enrolled in a distance learning institution to earn a BEd qualification, focusing on high-need subjects like mathematics and home language. They are placed in schools and paired with mentors, dedicating two hours daily to their studies.</p>
<p><b>Mentorship</b></p>	<p>Each Future Leader is paired with an experienced mentor in their subject area. They meet weekly for at least 30 minutes to plan lessons, reflect on performance, and support the intern's professional development.</p>
<p><b>Team Teaching (Co-teaching)</b></p>	<p>Future Leaders spend two and a half hours daily in class, observing, assisting, and eventually leading teaching sessions. This hands-on experience complements their academic coursework</p>
<p><b>Professional Development</b></p>	<p>Beyond mentorship, Future Leaders receive additional support and training in personal, academic, instructional, and social development. Weekly meetings with peers and coordinators facilitate reflection and learning.</p>
<p><b>Axis Education Summit</b></p>	<p>An annual gathering for all GTI teachers and partners focuses on professional development. Due to COVID-19, smaller Imbizos replaced the large conference, but subsequently the larger in-person summits have happened.</p>
<p><b>GTI Social Responsibility Programme</b></p>	<p>Future Leaders are required to participate in community upliftment projects. The programme instills a sense of social responsibility and active citizenship in teacher interns, empowering them to have a voice. They develop leadership skills and serve as positive role models to their learners. It encourages them to contribute to solving real problems in their communities and schools.</p>
<p><b>FLP as a Social Justice Initiative</b></p>	<p>It empowers teacher interns to work with learners from diverse backgrounds, addressing issues related to literacy, numeracy, and subject knowledge among teachers. Teacher interns are prepared to tackle sensitive topics like Colorism, Gender and Sexuality, Racism, Rape, and Differentiated Instruction, promoting inclusive education.</p>
	<p>Additionally, it offers stipends to teacher interns, enabling them to support themselves and their families financially. For many these stipends are essential for their economic well-being and personal safety.</p>



# FUTURE LEADERS PROGRAMME AT A GLANCE

Prac-teaching half of each day assisting or co-teaching in a classroom



Considerable independent teaching with mentor supervision

Theory and content knowledge through distance learning



**FUTURE LEADERS PROGRAMME**



Ongoing opportunities for observing peers and experienced teachers

Ongoing experience of school life and culture



Ongoing teacher mentorship

Teacher consciousness development emphasized



# FLP POLICIES & PROCEDURES

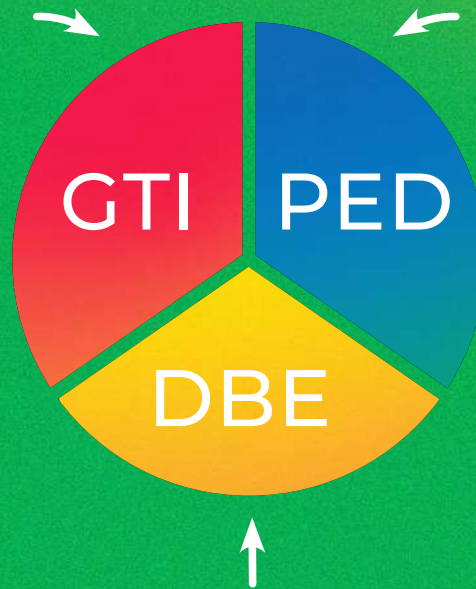
<p><b>Recruitment &amp; Selection Procedure</b></p>	<p>The recruitment process involves both formal and informal calls for applications, with specific criteria to qualify. The selection is categorized into green, yellow, and red based on the applicants' qualifications and readiness.</p>
<p><b>School Selection &amp; Future Leader Placement Procedure</b></p>	<p>The selection of functional schools and careful placement of interns is crucial. The MDE, in collaboration with DBE and other stakeholders, identifies and selects suitable schools.</p>
<p><b>Mentor Selection &amp; Future Leader Allocation Procedure</b></p>	<p>Principals decide on mentors, but there's a push for GTI to be more involved to ensure positive mentor-mentee relationships. Criteria for mentor selection have been established.</p>
<p><b>The Academic Support &amp; Development Policy</b></p>	<p>Future Leaders are expected to complete their academic coursework within four years, with support structures like study logs, one-on-one sessions, and study groups in place to assist them.</p>
<p><b>Future Leader Graduate Placement Procedure</b></p>	<p>GTI supports Future Leaders in securing employment within 12 months of graduation. This involves preparing a Portfolio of Evidence and assisting in job applications and interview preparations.</p>
<p><b>Alumni Tracking &amp; Engagement</b></p>	<p>GTI tracks and engages with alumni to monitor their progress and continue providing support. This process is yet to be activated for the Mpumalanga PPP as there are no graduates yet.</p>



# ROLES & RESPONSIBILITIES OF KEY PARTNERS

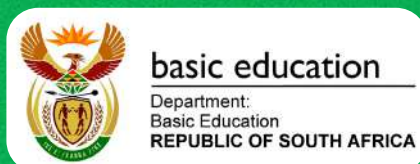
## PARTNERSHIP ROLES

- Overall Project Management
- Core Competencies
- (Professional Development, Team Teaching, Reflective Circles, etc.)
- Orientation of interns, principals & mentors
- Social contexts of interns
- Problem-solving
- Wellness Programme
- Academic Support
- SACE registration
- Undertake M&E
- Recruitment of interns



- Determine District & School participation according to provincial needs
- Introduction to Schools and oversight
- Professional Relationships (District officials, school SGB, teachers, learners, parents & school community)
- Critical Reflection
- Problem-solving
- Co-ordinate the selections
- Convene and Chair Steering Committee

- Funding through Funza Lushaka Bursaries Critical Reflection for broadening the internship programme informed by M&E
- Oversight & overall management (selections & advice)
- Formation of Steering Committee





# THE FINDINGS

## SUCCESSSES OF FLP

The programme meets all generally accepted concepts related to internships, where the emphasis is on the practical integration of knowledge and theory in a workplace (in this case, the school and the classroom as the workplace), as well as skills development in a professional setting. From the first year, interns have gained practical teaching experience, enhancing their skills and readiness for the profession.

The programme's professional development curriculum is informed by government policies in support of quality teacher development and education, such as:

- Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) in South Africa 2011-2025.
- Revised Policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ)
- SACE Act, 2000 as amended.
- The Continuing Professional Teacher Development (CPTD) Management System (managed by the South African Council for Educators (SACE)).
- SACE Professional Teaching Standards for South Africa
- SACE Code of Professional Ethics
- Standards Framework for Teachers and School Leaders (Gallie & Keevy, 2014)
- National Development Plan - Vision 2030
- Continental Education Strategy for Africa (CESA) 2016-2025 - Strategic Objective (SO 1) - Revitalise the teaching profession to ensure quality and relevance at all levels of education
- United Nations' Sustainable Development Goal # 4

The programme contributes to students' **academic progress and success** and addresses the identified challenges in teacher competencies. It tracks academic performance and provides interventions when needed. The FLP also ensures that teachers are trained for the right phase and subject areas, aligning with district teacher needs.



The programme has **addressed teacher shortages** in the province, for Mathematics, Natural Science, and Technology in the Intermediate Phase, especially during COVID-19, where interns stepped in when teachers were ill or absent. It has helped fill the gap left by retiring experienced teachers.

Teacher interns have assisted experienced educators **in managing large class sizes**, thereby learning key skills for effective teaching in many public schools.

**Mentoring relationships** benefit both mentors and mentees. Mentors report that their own teaching capabilities improve through co-teaching exercises with teacher interns.

**Mentor Workshops** are highly rated and help mentors to be effective in their work with interns. Mentors are learning valuable skills, and the programme's satisfaction scores exceed expectations.

Graduates from the FLP will have **developed service values**, allowing them to support future aspiring teachers voluntarily.

School principals and mentors **gain exposure** to new pathways for training teachers.

The Mpumalanga FLP has supported **local recruitment** by recruiting students from local, resource-limited communities, addressing unemployment and poverty and empowering young people.

**Financial resources were well managed** with 98% of the budget (R 2,089,778) spent as planned in 2021. Workplace-based learning costs decreased through a more cost-effective blended learning approach. The GTI board has approved a **cost reduction initiative**, lowering the annual cost per student intern to R87,000, enhancing the programme's affordability. **Funding for an external evaluation** has been confirmed, in order to validate the internal study's findings and provide a comprehensive assessment of the FLP across all provinces.

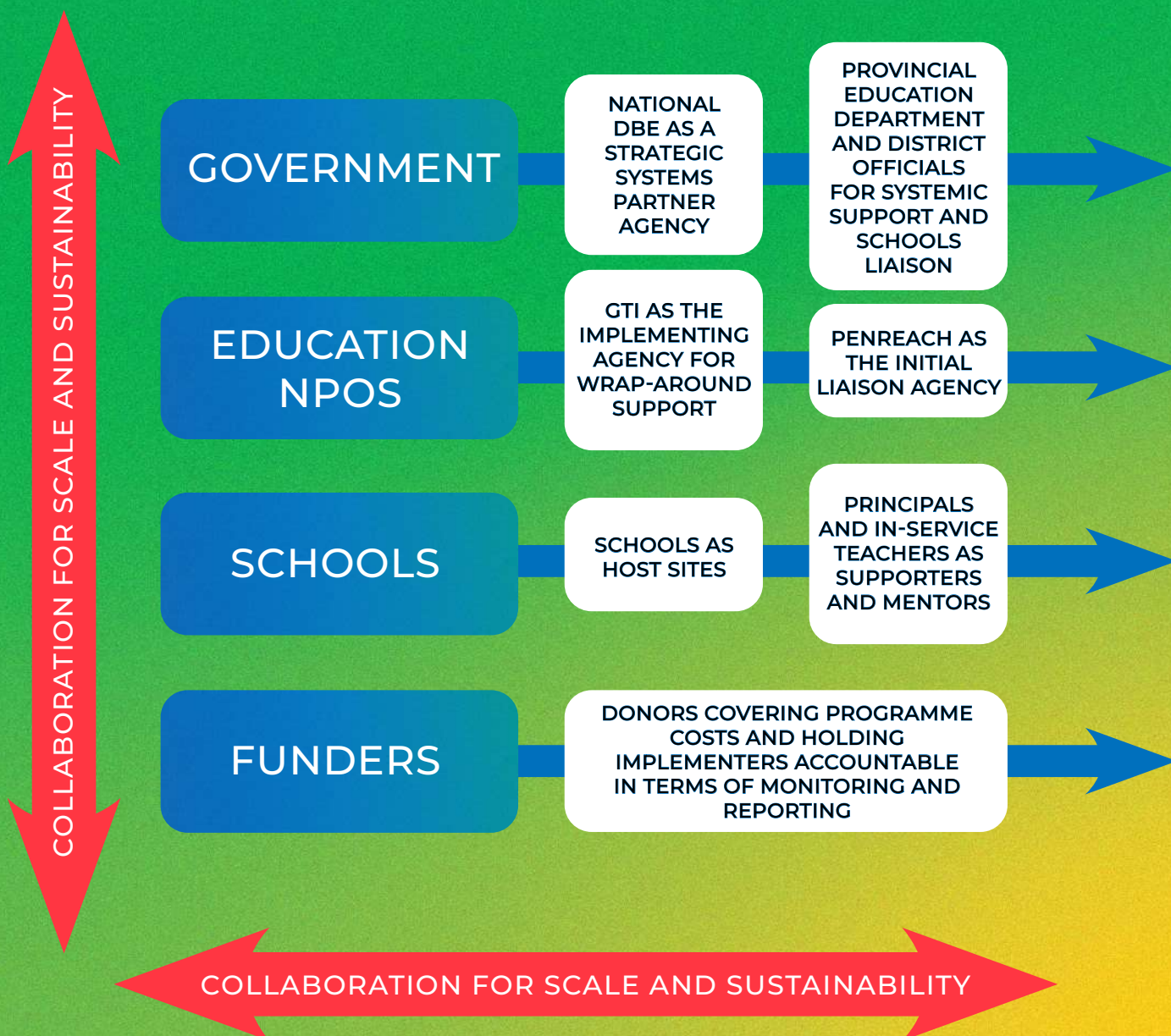
**Current and future steps that have been identified on the back of this evaluation include:**

- Adapt the programme to emerging needs such as 4 and 5 IR Skills.
- Formal Recognition through SACE endorsement, which will benefit mentors and Future Leaders through professional development points and provisional registration as pre-service teachers.
- Ongoing participation in collaborative and enabling environments, such as the Teacher Internship Collaboration South Africa (TICZA) which brings together stakeholders involved in extended student teacher internships.



# A CRITICAL FACTOR: PUBLIC PRIVATE PARTNERSHIPS

It has long been recognised that improving teacher education involves collaboration between key players. The FLP in Mpumalanga exemplifies the successful collaboration between public and private stakeholders for collective impact in the province. Partners in this instance worked cooperatively as shown Education NPOs





# CHALLENGES FOR THE FLP IN MPUMALANGA

**Unclear initial teacher training specializations:** While the focus was initially on language competency and mathematics, there were deviations, with some Future Leaders placed in senior and FET phases, studying subjects like economics, history, and accounting.

**Deviation from agreed Intern numbers:** The programme exceeded the agreed-upon number of interns, leading to concerns from the DBE and the MDE because these changes were made without involving other MOU parties.

Although the programme was supposed to be based in Nkomazi and Mbombela, a new hub was actually created in Bohlabela to cater for the needs of district officials. GTI has clarified that all the changes were known and approved in principle by district officials.

**School selection:** The choice of schools for the programme has been influenced by district and provincial officials, leading to some political issues. Efforts have been made to expand school selection, addressing concerns of exclusion.

**Theory of Change:** Initially it was not well understood by many respondents, but it does help guide understanding of different programme components.

**The long distance between schools:** this increased operational costs due to travel and accommodation expenses. GTI introduced a “rural model” to reduce costs.

**Ineffective selection of Mentors:** Some mentors were perceived as unenthusiastic due to being “forced” to participate. It was suggested that mentors should choose to participate willingly to improve their motivation and support.

**Future Leaders’ study time:** FLs need more study time, especially before exams, leading to suggestions for “study leave” during exam periods.

**Unsustainable and uncompetitive cost per intern per year:** The programme’s cost per intern per year was considered high compared to similar programs.



**GTI textbook lending scheme:** This was perceived as too expensive for interns, warranting further consideration for improvement.

**Resignations of critical staff:** The resignations of key staff members within DBE, MDE, and GTI created operational challenges, impacting programme communication and stability.

**Stipends:** While stipends are a crucial form of support, delays and limited funding for new interns raised concerns. Stipends were considered inadequate by many interns, though some argued they should be seen as a support mechanism, not a salary.

**Potential unsustainability of the funding model:** Questions were raised about the programme's sustainability if government funding through Funza Lushaka or NSFAS were to decrease or cease. The programme relies on government funding through Funza Lushaka and support from GTI's private funders, particularly for work-integrated learning and stipends. Efforts must focus on generating additional funding from non-traditional sources, such as government, trusts, foundations, and exploring potential commercial opportunities. For example, other non-profit organisations are seeking out GTI's services and expertise.

**Lack of formal relationships with critical stakeholders:** The absence of formal relationships between GTI and UNISA and the South African Council of Educators (SACE) is a significant barrier to long-term sustainability.



# RECOMMENDATIONS

## Responsible Partner: GTI

1. Replace/hire new Board Members for advancement and education committees. The absence of an Advancement Committee and the resignation of the education portfolio board member create a need for new members to oversee these areas.
2. Recruit FLs from Higher Education Institutions (HEIs) other than UNISA in the future. This can increase diversity and accessibility of the program.
3. Reduce cost per intern per year to a range that is in line with other providers. The total cost per intern per year, currently standing at R120,000, is high and not competitive.
4. Provide study leave for interns when they are preparing for exams. This will alleviate the reported stress and workload that interns face when preparing for exams.
5. Review the textbook lending scheme. The lending rates were considered too high and unjustified.
6. Strengthen the financial wellness and education training, given that most interns rely on GTI stipends and need to better manage their finances.
7. Ensure that host schools are within a 50km radius of each other to reduce the travel time and cost of the programme, thereby increasing programme sustainability.
8. As the Secretariat of the Steering Committee, ensure that formal invites and dates for meetings are sent to all members in advance.



**Responsible Partner: DBE**

1. Allocate Funza Lushaka bursaries to the remaining Future Leaders in the Mpumalanga program. This allocation aligns with the MOU.
2. Pay stipends through GTI. This can streamline the payment process.
3. Conduct annual orientation sessions for Funza Lushaka recipients, to ensure better integration of FLs into the programme.

**Responsible Partner: MDE and School Districts**

1. Prioritize PPP work including intern selection and Steering Committee Meetings. Prioritization ensures effective programme management and oversight.
2. As Chair of the Steering Committee, MDE must ensure that the quarterly Steering Committee Meetings are planned for and held. Regular meetings are vital for programme oversight and collaboration.
3. Establish the exact needs regarding subject and phase specializations in the province.

**Responsible Partner: Schools**

School principals should select mentors who voluntarily offer to support the training of teacher interns.

**Responsible Partner: UNISA**

There is a need for a contact person within UNISA to assist with resolving student queries in real time.

**THESE RECOMMENDATIONS PROVIDE A CLEAR ROADMAP FOR STRENGTHENING MPUMALANGA PUBLIC PRIVATE PARTNERSHIPS AND FOR PROGRAMME IMPROVEMENT AND FUTURE GROWTH.**



# CONCLUSIONS

- The FLP is seen by all participants as being relevant, efficient and effective, but there are still many gaps that need to be addressed.
- The long term impact of the programme is yet to be seen as the students will graduate at the end of 2023. Whether GTI's absorption and retention rate of 80% is achieved will be seen in the years to come.
- The new brigade of teachers being trained need to see themselves as role models and activists in their schools and the larger education ecosystems.
- The public private partnership model has the ability to bring key stakeholders together and fast track the progress of the Funza Lushaka bursary scheme, but the roles and responsibilities of each partner in this PPP need to be understood and communicated. For example, GTI is not a funder but a non-profit organisation. This extra clarity will enable greater collaboration between partners to address challenges that arise.
- Regular Steering Committee Meetings are essential for open communication.
- The promise of expanding to the Northern Cape and the growth discussions happening between GTI and other partners outside the country demonstrates that the alternative pathway to initial teacher education and development is replicable and scalable.
- The emergence of the Teacher Internship Collaboration in South Africa (TICZA), of which GTI is a founding member, and DBE is the current Chair, serves as evidence of the institutionalisation of the school-based teacher internship model.
- The Mpumalanga public-private partnership is undoubtedly evidence of good governance.



