What an incredible period of purposeful renewal we experienced this last year!

As a board we are so proud of our team under the leadership of the CEO Komala Pillay and COO Jansie Rautenbach. Komala brings her superb intellect, a unique way of viewing problems, intuitive leadership skills and a passion for education to lead our strategy, while Jansie partners her in a very precise, consistent, fair and passionate way to ensure good governance in executing our strategy. Witnessing their working relationship reminds us of the power of possibility when committed citizens embody the words of Nelson Mandela, “It always seems impossible until it is done.”

Our team now represents this renewal of purpose in actions, words and commitment to our bold vision of leadership that builds a better future for all. We sincerely appreciate their enthusiasm and the way that they have embraced significant changes during the last year.

The business leaders and school principals inspire us regularly as we witness the conscious actions they take to make sure that their school community becomes the beacon of possibility for active citizens, teachers, parents and learners.

The renewed purpose and strategy also gave rise to a new name that celebrates the past, appreciates the present and embraces the future.

Citizen Leader Lab accurately expresses our purpose: to develop conscious leadership that builds social cohesion, uplifts communities and works towards achieving a just society. Aligned with this is our mission: to develop leaders who can catalyse positive change in their institutions, communities and broader society; facilitate cross-sectoral collaboration to strengthen connections and partnerships across boundaries; create opportunities for active citizenship and engage with key public sectors with education being a critical focus area. More than a million people have been impacted in 1,600+ under-resourced schools through PnP partners who Learn Act Become.

With financial sustainability high on our priority list, we are exploring various opportunities to unlock funding through programme enhancements and product innovation and igniting more collaboration and cross-sector partnerships with key role players. Enhanced monitoring, evaluation and learning processes have enabled us to understand, at multiple levels through cross-sectoral and intersectional lenses, how we can design and sustain deeper and broader impact.

We look forward to the year ahead and to building on our foundation for #TheFutureWeWant.

What an incredible period of purposeful renewal we experienced this last year!

Melanie Burke
Chairperson,
Citizen Leader Lab
2021 was another year that required extreme resilience and tenacity from South Africans. In just 12 short months, our country had to contend with the deadly Delta COVID-19 variant, severe rioting in KZN and parts of Gauteng and the Omicron COVID-19 variant, which closed our borders just as the tourism industry was starting to see light at the end of a long, dark tunnel. It was another year that highlighted the need for strong, capable leadership at all levels of society. And it was another year that reinforced the critical importance of our work and the need for us as a team to keep going to develop and support conscious, competent and ethical leadership that can move our country forward.

In a year of transition that saw our founder step down and new leadership step up, we were able to continue the hugely impactful work of Partners of Possibility, launching 172 new partnerships between school principals and business leaders across the country, including four new regions, namely Waterberg, Secunda, Welkom and Malelane.

We continued to embrace the digital opportunities presented by COVID-19 by running 16 online School Leadership Forum (SLF) sessions that attracted educators from across the country and covered topics ranging from preparing for school governing body (SGB) elections and increasing parental involvement in learning to gender-based violence and how to support young people to understand and address this scourge. We also ran our first-ever Northern Cape-focused SLF series in partnership with a long-time local funder.

As a new leadership team, we took the time in 2021 to reflect on the successes of the last 10 years and look ahead to the next 10. The externally-commissioned three-year longitudinal study by JET confirmed our significant impact on school leadership and inspired us to think deeply about how we can build on our successes and increase our impact even further. Our updated strategy is to continue to focus on education in the short term and to deepen our impact in this key sector. Our long-term aspiration is to extend our impact into other sectors of society.

Deepening of impact will be achieved by offering our leadership development interventions to other key stakeholders within the education system, such as district officials and school management teams. We will enhance our existing support to principal alumni and increase our collaboration with other education partners so that together we can have an impact that is greater than the sum of our individual efforts. More on this in the Partnerships section of this report.

Our new strategy review process identified the need to refresh our brand and clear up existing marketing confusion around our products and our organisation. To this end, we have renamed and rebranded our organisation. Symphonia for South Africa is now Citizen Leader Lab, an organisation that is focused on the development of conscious leadership that uplifts communities, builds social cohesion and works towards achieving a more just society.

Partners for Possibility (PfP) is still our flagship programme, but we will progressively develop others to meet the evolving needs of our communities. Programmes such as SLF will be strengthened, our Alumni Network will gain greater focus as we ensure ongoing support for our PfP alumni, and we will launch new programmes, such as School for Community, a pilot intervention in the Eastern Cape that supports principals who want their school to truly become the centre of its community.

The team and I are excited about our future because we recognise the importance of our work in creating a sustainable, prosperous life for all the people of South Africa and potentially for everyone in Africa.

I look forward to continuing to work with you to create #TheFutureWeWant.
Citizen Leader Lab is a leadership development and support organisation working to create a future in which:

- All citizens are afforded an equal opportunity to become productive members of society
- An active and accountable citizenry works together for the benefit of all
- Responsible, socially conscious leaders operate in every sector to leverage the resources of our country and her people, for good
- Partnerships flourish across cultural, racial, gender and language boundaries to ignite cohesion and common purpose and contribute towards the forging of a unified national identity.

To realise this future, we offer a variety of programmes and workshops that support the upliftment of under-resourced communities and large-scale social change in South Africa.
Alignment with the National Development Plan

The work of Citizen Leader Lab is strongly aligned with the National Development Plan (NDP), which sets out six key priorities aimed at reducing poverty and inequality:

- Uniting all citizens around a common goal
- Promoting active citizenry
- Increasing economic growth and labour absorption
- Focusing on key capabilities of people and the state
- Building a capable and developmental state
- Developing leadership throughout society

The work of Citizen Leader Lab is closely aligned with these six priorities, with our Partners for Possibility (PfP) programme being an exemplar of the NDP in action.

PfP unites South Africans of all races and backgrounds around the common goal of supporting the transformation of education in South Africa and facilitates active citizenship by inviting business leaders to be part of the solution. The programme is designed to enhance the key capabilities of people within the education system and develop strong, solution-focused leaders who can be effective change agents within their communities.

The transformative NDP has always underpinned and informed the direction of our work, and acting on its priorities is now more than ever necessary for actualising #TheFutureWeWant.
In 2022, we welcomed a new era for our award-winning organisation. Our renaming and rebranding efforts started in the wake of an updated vision, mission and purpose and a new strategy - built on who we are, what we have achieved and the contribution that we want to make.

Our community responded enthusiastically to the invitation to suggest new names, and robust, challenging, and honest debate followed. Over many months, internal and external opinions were canvassed to ensure that the new name and corporate identity that emerged would be a true reflection of our mission and who we are.

Citizen Leader Lab speaks to our purpose of developing conscious leaders (Leader Lab) and our mission to mobilise active citizenship (Citizen Leader). Lab is a place of innovation and creation and is also an acronym of our tagline - Learn Act Become - a reflection of our approach that develops the whole person: head, heart and hands.

This rebranding exercise gave us the opportunity to:

- Clear up marketplace confusion that existed between Citizen Leader Lab’s predecessor, Symphonia for South Africa (non-profit organisation), and Symphonia Leadership Development (for-profit company)
- Launch a new umbrella brand with a new name and corporate identity under which all existing and future products can be housed
- Celebrate our updated vision, mission, purpose and strategy
- Modernise our corporate identity (colours, look-and-feel, images)
- Re-engage the marketplace for the next stage of our organisation’s journey.

In the short to medium term, we will deepen our impact in education through our flagship programme, Partners for Possibility (PfP), our long-running School Leadership Forum and Community Building workshops and our brand new School for Community programme. We will enhance our Alumni Network solution, develop new interventions for other leaders within the education ecosystem, and collaborate with other Social Change Organisations to support sustainable change in our communities.

In the longer term, we will extend our impact into other public sectors, with healthcare and local municipalities being current areas of interest.

This organisation has a proud history that includes major contributions by amazing individuals such as our founder Dr Louise van Rhyn, our PfP co-founder Principal Ridwan Samodien, past and current team and board members, PfP business leaders and school principals, funders and friends of the organisation.

We salute you all for your contributions, we are grateful for the successes in our past, and we look ahead to an equally impactful next chapter.
Our country and our continent face significant challenges, and these can only be addressed through partnerships that span multiple sectors. The role of partnership is integral to our Partners for Possibility (PfP) programme, which for the past 12 years has centred on the partnership between a school principal and a leader from the business world.

In our strategic intent documents, we broadened the definition of “partner” to include those beyond the PfP programme. In our daily work, we intentionally collaborate and network with many organisations and individuals who are all partners, formally or informally.

One of our key vehicles for collaboration is the School Leadership Forum, where we partner with social change organisations (SCOs), higher education institutions and a variety of experts to bring relevant content to our principal alumni in support of their efforts to transform their schools into effective environments for learning. In this past financial year, we have collaborated with SADAG (South African Depression and Anxiety Group), Nal’bali, the Synergos Institute, the Crossover Transformation Group and UNISA.

Our partnership with Youth@worK continues, with interns being placed in PfP schools where they gain valuable paid work experience while supporting teachers and school administrators.

In October 2021, with the University of Johannesburg (UJ) and PSI Projects, we launched a 12-month research intervention on the impact of leadership in creating sustainable livelihoods. This work is funded by TESF (Transforming Education for Sustainable Futures) and the University of Bristol and includes an exploration of the impact of PfP.

We collaborate not only with other SCOs and higher education institutions but also with national and regional education departments and, over this past year, have worked closely with several education districts across the country to successfully roll out our PfP programme.

The conclusion is clear: collaboration with others in the social change sector increases our ability to empower and support under-resourced communities.
Our Impact: PARTNERS for POSSIBILITY

In South Africa, as elsewhere in the world, the COVID-19 pandemic disrupted education. During the first half of the 2021–22 financial year, most schools in South Africa maintained rotational schedules, whereby learners went to school on alternate days or weeks. Amid national lockdown restrictions, we successfully launched 22 Partners for Possibility (PfP) leadership circles which comprised 172 new partnerships1 (see Figure 2). Through these partnerships, we reached over 3,800 teachers and more than 130,000 learners.

Since 2011, we have established 1,632 partnerships (see Figure 3) across all nine provinces of South Africa, in both urban and rural areas, reaching close to 40,000 teachers and over 1,35 million learners.

Figure 2: Number of partnerships launched in financial years

Figure 3: Total partnerships at the end of financial year

1A partnership consists of a school principal and a business leader. A leadership circle consists of 8 - 10 partnerships.
Our Impact: PARTNERS for POSSIBILITY

The new partnerships spanned all nine provinces (see page 14). Unlike previous years, more partnerships (38) were launched in the Western Cape during 2021-22. Twenty-five were launched in the Northern Cape and 24 in KwaZulu-Natal. Expanding the PfP footprint, 15 partnerships were launched in the Kenneth Kaunda District in the North West and eight in the Free State district of Lejweleputswa. Ten new partnerships were launched in both the Gert Sibande District of Mpumulanga and Bohlabela District in Limpopo.

The majority (71%) of schools in the programme are primary schools that fall under quintiles 1-3. Many school principals who joined PfP in this year viewed their participation in the programme as an opportunity to gain personal and professional skills that will translate into more sustainable growth and exposure for their schools. Partnering with a business leader gives principals the opportunity to receive guidance in areas such as contracting, financial management, corporate management approaches and thinking outside of the box when it comes to fundraising and approaching potential funders. This, in turn, enables principals to gain access to networks and resources through which they can address learner and teacher well-being while driving the provision of quality education.

Programme delivery during COVID-19: Blended approach

An important milestone for Partners for Possibility (PfP) was introducing virtual delivery of the programme during the lockdown. When our national restrictions and the COVID-19 pandemic eased, we delivered the programme using a blended approach. However, many of our events in June 2021 were run virtually due to the surge in COVID-19 cases. To ensure full participation in programme activities that now take place virtually, we have continued to provide technical support to new users of the Zoom platform.

Overall impact of the programme

During this financial year, the Partners for Possibility (PfP) programme had a partnership completion rate of 93.5% (94% for principals and 93% for business partners). The programme continues to have a transformative impact on both principals and business partners. Many principals who completed the programme reported:

- Enhanced confidence and leadership skills.
- Improved culture within the school leading to increased effectiveness of the school management team (SMT) and motivation of teachers.
- Increased community involvement enabling a stronger partnership between teachers and parents in support of learning.
- Context-driven school improvements.

Business leaders also reported enhanced leadership skills as a result of taking part in the programme, as well as a greater awareness and deeper understanding of the realities within under-resourced communities.
Personal confidence
Eighty-nine percent of principals indicated that their confidence had increased substantially after a year in the programme (see Figure 4). These principals rated their confidence level before joining PfP as “poor”. At the end of the programme they rated it as “excellent”.

I gain a lot of knowledge about how to handle different challenges. It had boosted my confidence as a principal.
- PRINCIPAL SANDILE MHLANGA, SIBONOKUHLE PRIMARY SCHOOL

I am very proud of the kind of a person that I’ve developed [into]... Now I am a leader who is very patient. I’ve learned to be patient with people, I’ve learned to listen, I’ve learned to hear people and be compassionate with them. I’ve also learned to share the responsibilities and begin to trust and believe that people are capable of delivering.
- PRINCIPAL MALOSE KGANKGA, MALAKABENG PRIMARY SCHOOL

Thank you very much PfP, you really changed my life. You really made my life easier as a leader. Now I can manage – my management style is an open, participative management style because of PfP. I can accommodate everybody, I can listen more, I can think more, I can support more, I can be more assertive.
- PRINCIPAL MOSES KALANE, RELEBELETSE PRIMARY SCHOOL

SMT cohesiveness
The overwhelming majority of the principals (93%) revealed that their SMTs have become more cohesive after they (the principals) implemented what they learned in the PfP programme.

[My] Thinking and listening skills were extremely enhanced. Ethical behaviour was instilled. I am 10 times a better manager and leader… My meetings are more successful and beneficial. My SMT is better equipped. My SGB is more ignited.
- PRINCIPAL MARION NTULI, SINENHLANHLA PRIMARY SCHOOL

Every [SMT] member takes responsibility. Parents attitude changed, teachers’ morale is high, learners commitment is growing.
- PRINCIPAL REFRILWE NGWENYA, BOSCHRAND PRIMARY
Teacher enthusiasm

Almost all of the principals (95%) reported that teachers at the school had become more enthusiastic. Principals indicated that before they (the principals) joined PIP, the teachers at their school were not enthusiastic to teach. However, this changed as a result of the principals’ participation in the programme: principals changed the way they lead and communicate with teachers.

Parental and community involvement

Over three-quarters of the principals (81%) indicated that there had been an increase in parental and community involvement at their school during their PIP year.

Parents could see the positive changes at school and want to be a part of it.

- PRINCIPAL MERICA CLOETE, GROENBERG PRIMARY SCHOOL

Since I started garden at school some parents have started to become part of the school because they benefit from the garden. The school supplier is prepared to buy vegetables like cabbage and carrots to be used in the kitchen.

- PRINCIPAL HAPPY ROBERT GABELA, PHEPHILE PRIMARY SCHOOL

Parental involvement have drastically improved and most parents has even volunteered to help out in the school.

- PRINCIPAL ALVINAH NTOMBI ZONDI, IGUGULAMANYONI PRIMARY SCHOOL
Notable positive changes at the school inspire parents and community members to become more actively involved in the school. Examples of projects at the schools are:

1. Classrooms and other infrastructure upgrades
2. Organising donation drives for learners in need (for example school uniforms, shoes, sanitary towels, groceries, toiletries, clothes, books, stationery, etc.)
3. Hosting motivational talks and teambuilding sessions
4. Library development and stocking
5. Providing after-school academic support
6. Upgrading water and sanitation facilities
7. Upgrading and providing ICT resources and training
8. Starting a Youtube channel for the school
9. Creating employment opportunities and internship programmes at the school for unemployed parents and youth
10. Vegetable gardens and feeding schemes
11. Hosting awareness campaigns about health and/or safety
12. Upgrading sport facilities

External evaluation

A 3-year external longitudinal evaluation was begun by JET Education Services in 2019 on 30 of the 271 schools that joined the PfP programme in that year. The evaluation explored several areas, including programme participation, participant experience, stakeholder feedback and programme cost. This evaluation was concluded in March 2022 and the final findings will be available in the next annual report.
The lack of consistent running water was one of the major issues that plagued Inhlangeni Primary School, located in Pietermaritzburg. Whenever the school did not have running water, children were sent home - primarily due to the effect that this issue had on the school’s flush toilet-based sanitation system.

The principal of the school, Mr Sifiso Moseia, was partnered with business leader Khwezi Kunene when the Pietermaritzburg3 Leadership Circle was launched in February 2021.

The partners decided to take action to address the school’s intermittent municipal water supply problem by drilling a borehole at the school. The principal sourced quotations from different local service providers to estimate the cost of drilling a borehole. Luckily, someone in business partner Khwezi’s network had a contact at AECI WATER, who then offered to sponsor the drilling of the borehole.

One of the local AECI WATER manufacturing facilities is based in Pietermaritzburg, and water is a key pillar for this organisation under their #OneAECIForABetterWorld campaign. They organised and paid for the drilling and will soon be installing a filtration plant to secure clean potable water to the school. AECI WATER further donated a mobile library and garden kits and is also working in collaboration with the school to solve sanitation problems.

The impact of unreliable water supply at the school goes beyond learners and teachers having to deal with a little thirst. Issues of sanitation go to the heart of the right to dignity, a fundamental human right and a cornerstone of the South African Constitution. In a more practical sense, it also means that learners will not be sent home when they get to school because there is no running water, that their parents did not waste transport money or that they did not walk many kilometres to get to school in vain.

Teachers have more classroom time - in an already crammed COVID-19 year - to present lessons from the extensive curriculum when their teaching time is not regularly interrupted by water issues. More importantly, learners have a greater chance to not be left behind academically when they already have so many other factors working against them.
Story of Impact

Cumulative Partnerships and Learners Reached 2011 - 2022

Cumulative partnerships: 1,630
Cumulative teachers reached: 39,788
Cumulative learners reached: 1,354,082

March 2021 - February 2022

New partnerships launched: 170
Teachers reached: 3,825
Learners reached: 130,818

Eastern Cape
New Partnerships: 8
Teachers Reached: 108
Learners Reached: 3,517

Gauteng
New Partnerships: 21
Teachers Reached: 466
Learners Reached: 16,187

Kwazulu Natal
New Partnerships: 38
Teachers Reached: 887
Learners Reached: 29,621

Limpopo
New Partnerships: 16
Teachers Reached: 328
Learners Reached: 9,629

Northern Cape
New Partnerships: 25
Teachers Reached: 492
Learners Reached: 16,073

Free State
New Partnerships: 8
Teachers Reached: 166
Learners Reached: 6,041

Gauteng
New Partnerships: 21
Teachers Reached: 466
Learners Reached: 16,187

Western Cape
New Partnerships: 38
Teachers Reached: 887
Learners Reached: 29,621

Kwazulu Natal
New Partnerships: 38
Teachers Reached: 887
Learners Reached: 29,621

Limpopo
New Partnerships: 16
Teachers Reached: 328
Learners Reached: 9,629

North West
New Partnerships: 15
Teachers Reached: 317
Learners Reached: 10,823

Northern Cape
New Partnerships: 25
Teachers Reached: 492
Learners Reached: 16,073

Free State
New Partnerships: 8
Teachers Reached: 166
Learners Reached: 6,041

Kwazulu Natal
New Partnerships: 38
Teachers Reached: 887
Learners Reached: 29,621

Western Cape
New Partnerships: 38
Teachers Reached: 887
Learners Reached: 29,621

Limpopo
New Partnerships: 16
Teachers Reached: 328
Learners Reached: 9,629

North West
New Partnerships: 15
Teachers Reached: 317
Learners Reached: 10,823

Kwazulu Natal
New Partnerships: 38
Teachers Reached: 887
Learners Reached: 29,621

Western Cape
New Partnerships: 38
Teachers Reached: 887
Learners Reached: 29,621

Limpopo
New Partnerships: 16
Teachers Reached: 328
Learners Reached: 9,629

Cumulative Partnerships and Learners Reached 2011 - 2022

Cumulative partnerships: 1,630
Cumulative teachers reached: 39,788
Cumulative learners reached: 1,354,082

March 2021 - February 2022

New partnerships launched: 170
Teachers reached: 3,825
Learners reached: 130,818

Eastern Cape
New Partnerships: 8
Teachers Reached: 108
Learners Reached: 3,517

Gauteng
New Partnerships: 21
Teachers Reached: 466
Learners Reached: 16,187

Kwazulu Natal
New Partnerships: 38
Teachers Reached: 887
Learners Reached: 29,621

Limpopo
New Partnerships: 16
Teachers Reached: 328
Learners Reached: 9,629

Northern Cape
New Partnerships: 25
Teachers Reached: 492
Learners Reached: 16,073

Free State
New Partnerships: 8
Teachers Reached: 166
Learners Reached: 6,041

Gauteng
New Partnerships: 21
Teachers Reached: 466
Learners Reached: 16,187

Western Cape
New Partnerships: 38
Teachers Reached: 887
Learners Reached: 29,621
UN Global Compact

Citizen Leader Lab 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 (PfP), speaks directly to the Compact as a vehicle for business to support education improvement, wealth inequality and, ultimately, corporate sustainability.

The PfP 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 partners, drive initiatives to improve the environment for learning.

**Goal 10 – Reduced Inequalities:**

Education is the ultimate leveler and is key to reducing inequality. Too many children in South Africa have limited opportunities as they do not have access to quality education. Cross-sectoral partnerships also increase access to social capital that many impoverished communities otherwise could not access.

**Goal 17 – Partnerships for the Goals:**

The PfP programme has been carefully designed and incorporates effective practices such as Theory-U and the Time to Think and Flawless Consulting methodologies to create a framework in which strong partnerships can develop. The adult-to-adult relationship cultivated between the business leader and school principal is key to its success.

National Association of Social Change Entities in South Africa (NASCEE)

As a founder member of NASCEE, we strongly support collaboration in the education social sector as key to deep and sustainable improvement in education.
2021 was a recovery period from an even tougher economic year in 2020. We lived through the pandemic for most of the 2021 financial year, and the macro-financial outlook thus remained challenging.

The unemployment rate continued to rise and hit a record high of 35.3%; inflation rose to 5.5%, and fixed investment (as a share of gross domestic product) moderated further.

Civil unrest in KZN and Gauteng added salt to the wounds with material damage to property and to investor confidence. These economic conditions compelled us to review our operational costs.

During 2021 we actively managed our costs and reduced operating costs by 8.7% year-on-year despite the investment made towards the rebranding of the organisation. If we adjust for inflationary increases on the cost base, the effective cost reduction is 13.4%. Notwithstanding this, we succeeded in continuing our work as active citizens who positively impact the educational environment, thus benefiting the leaders in the sector and indirectly improving the lives of the learners.

Over the past year, despite the challenges mentioned above, mainly relating to COVID-19 restrictions and social unrest, we managed to launch 172 Partnerships for Possibility.

The financial year ended with a loss of R700k. This means that we improved our financial losses by 50% year-on-year from R1.4m, which reflects the resilience of our organisation.
## Citizen Leader Lab Financials - Annual Report 2021/22

### ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and Other receivables</td>
<td>234 471</td>
<td>311 252</td>
</tr>
<tr>
<td>CURRENT ASSETS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and Other receivables</td>
<td>1 070 376</td>
<td>2 300 098</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>2 156 832</td>
<td>2 392 255</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>3 227 208</td>
<td>4 692 353</td>
</tr>
</tbody>
</table>

### EQUITY AND LIABILITIES

<table>
<thead>
<tr>
<th></th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQUITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>720 000</td>
<td>-</td>
</tr>
<tr>
<td>Accumulated loss</td>
<td>(1 522 844)</td>
<td>(852 719)</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>(832 884)</td>
<td>(852 719)</td>
</tr>
</tbody>
</table>

### LIABILITIES

<table>
<thead>
<tr>
<th></th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Current Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Financial Liabilities</td>
<td>395 000</td>
<td>555 000</td>
</tr>
<tr>
<td>Current Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Financial Liabilities</td>
<td>1 332 612</td>
<td>2 857 318</td>
</tr>
<tr>
<td>Trade and other Payables</td>
<td>120 000</td>
<td>60 000</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>3 779 563</td>
<td>5 241 526</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>3 899 563</td>
<td>5 301 526</td>
</tr>
</tbody>
</table>

### COMPREHENSIVE INCOME

<table>
<thead>
<tr>
<th></th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>25 541 894</td>
<td>28 039 483</td>
</tr>
<tr>
<td>Other Income</td>
<td>971 351</td>
<td>482 755</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>(27 354 826)</td>
<td>(29 950 546)</td>
</tr>
<tr>
<td><strong>OPERATING LOSS</strong></td>
<td>(841 581)</td>
<td>(1 428 308)</td>
</tr>
<tr>
<td>Investment Revenue</td>
<td>141 416</td>
<td>7 905</td>
</tr>
<tr>
<td><strong>SURPLUS (DEFICIT) FOR THE YEAR</strong></td>
<td>(700 165)</td>
<td>(1 420 403)</td>
</tr>
</tbody>
</table>
Our Supporters

From all of us at Citizen Leader Lab, thank you!

We love the fact that we get to work together with like-minded active citizens like you, to co-create what we call, #TheFutureWeWant. This is the future we all dream of for our country: one that we could not attain without you.

We greatly appreciate all the support we have received, be it a R100 a month contribution or a large multi-year grant, and we sincerely thank all our funders for their commitment to supporting public schools across the country to address a national crisis.

Our top 10 funders for FY21 were:

- FEM Education Foundation
- DBSA
- Perdekraal East Windfarm
- Capitec Foundation
- Mediclinic
- Cullinan Diamond Mine
- MySchool MyVillage MyPlanet
- Sphere Holdings
- Momentum Metropolitan
- TESF

A special acknowledgement to long-term funding partners:

- Multotec
- Mimecast
- Advantage Management Consultants
- Old Mutual
- Assmang Khumani Iron Ore
- Coronation
- First Rand
Our Future

Our ongoing ambition is to apply our unique expertise in delivering impact at scale with continued focus where we believe it’s needed most: on citizen leaders with genuine potential to create lasting, transformative change in our country.

Our leading-edge programmes and values-driven approach equip leaders to tackle the challenges they face and create the future they envision. As such, our existing initiatives will remain strategic priorities.

In the short-to-medium term, we will focus on extending and deepening our impact in education through our flagship programme, PARTNERS for POSSIBILITY and continue boosting that impact through our long-running SCHOOL LEADERSHIP FORUM and COMMUNITY BUILDING WORKSHOP and our brand new SCHOOL for COMMUNITY programme and PARTNERS for POSSIBILITY ALUMNI NETWORK.

We plan to gradually increase and diversify our offerings in line with our strategy, following a client-pull approach whereby we collaborate with funders and beneficiary communities to develop products based on our core strengths that meet their specific needs. Our aim is to co-create more holistic community-intervention solutions and more opportunities for our team, our partners and our 3,000-strong alumni network to contribute their skills in a meaningful, sustainable way.

Our long-term strategy involves broadening our impact in communities by designing leadership development interventions for other public institutions and community structures.

Our product offerings:

Citizen Leader Lab

Our flagship programme, PARTNERS for POSSIBILITY (PfP), we provide leadership development and support to principals who lead schools that serve under-resourced communities. Our goal is to support principals to become successful change agents who can transform their schools into effective environments for teaching and learning. We approach the school as the unit of change and do so in collaboration with private sector business leaders who team up with school principals to support capacity-building and positive change in targeted schools.

Citizen Leader Lab

The SCHOOL LEADERSHIP FORUM, sponsored by My School, My Village, My Planet is a leadership development platform that connects, informs and empowers school leaders and other educators. The programme is targeted at principals and members of school management teams and school governing bodies, particularly from schools in under-resourced communities. It aims to contribute to their professional development by providing them with knowledge and practical skills that empower them to perform their demanding roles and respond to the formidable leadership challenges they often face.

The programme offers six-weekly presentations and panel discussions by experts in a wide range of education-related topics such as instructional leadership, the impact of trauma on learning and managing diversity.
Our two-day COMMUNITY BUILDING WORKSHOP is based on the work of Peter Block, who is internationally renowned for his insights on empowerment, citizenship, leadership and community-change processes. Aimed at school principals and teachers, business leaders from corporates and SMEs and any active citizen who cares about our collective future, these workshops create opportunities for South Africans to learn powerful ways to connect across divisive boundaries and discover their power to create #TheFutureWeWant rather than waiting for others to act.

SCHOOL for COMMUNITY is a continuation of the Partners for Possibility journey but with an increased focus on mobilising support for the school from the teachers, parents and surrounding community members, among others. The school principals and business leaders continue to implement their partnership projects and practise their leadership and community engagement skills with the support of skilled facilitators.

The ALUMNI NETWORK supports school principals who have completed the Partners for Possibility programme as they implement their school improvement plans. A Better Africa (ABA) is a technology platform that enables access to resources, information and offers that support school principals to achieve their vision for the school. ABA includes a community engagement platform that allows principals to share real-life learnings and best practices.