

*annual*



# REPORT

2021



**GLOBAL  
TEACHERS  
INSTITUTE**

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# OUR TEAM

## Executive Director



Dr. Fay Hodza

## Operations Department



David Jacobs  
Head of Operations



Tatenda Zimano  
Operations Manager

## Advancement Department



Margaret Farred  
Head of Advancement



Khayakazi Mbunyuza  
Advancement Coordinator

## Education Department



Hassiena Marriott  
**Head of Education**



Mary-Jane Mkhathshwa  
**Regional Schools  
Coordinator  
Mpumalanga**



Tania Ham  
**Regional Schools  
Coordinator  
Mpumalanga**



Vuyelwa Ponit  
**Regional Schools  
Coordinator  
Western Cape**



Marcia Ndlovu  
**Regional Schools  
Coordinator  
Limpopo**



Solange Kabeym  
**Regional Schools  
Coordinator  
Gauteng**



Nomfundo Sibeko  
**Regional Schools  
Coordinator  
Gauteng**

# OUR BOARD MEMBERS

**John Gilmour**

Executive Board Chairperson

**Judy Tate**

Board Member, Education Committee Chairperson

**Vuyiswa Ncontsa**

Board Member

**Namhla Saba**

Board Member, Finance Committee Chairperson

**Richard Masemola**

Board Member

**Godfrey O'Flaherty**

Board Member

**Dr Fay Hodza - Board Member**

Board Member, Executive Director

# REPORT

## from Executive Board Chairperson

### CHOOSING TO EMERGE FROM EMERGENCY

History has shown humanity to be remarkably resilient. We have, through the many crises of history, demonstrated that as humans we are well adapted to respond to impending and existing risks through active cooperation and innovation. The Global Teachers Institute has demonstrated this resilience and adaptive capacity during the challenges revealed in the global human emergency of the Coronavirus pandemic. Despite the losses and tragic impact, the opportunities to not only mitigate risks and avert disaster but also to rebuild, improve and regenerate have been embraced.

The pandemic has shown us a time in which the world could bend the curve, avert the extreme disaster and position ourselves to embark on the fastest and most exciting social and economic transformation in human history. In Africa, we have been reminded of what we know:

**“We are human because of each other and the natural world in which we live and regenerate”.**

We live on a continent of riches and abundance and we must fight the scarcity mindset often imposed on us by powerful countries to take hold and become our excuse for inaction. This is the work that Global Teachers Institute lives on a day-to-day basis as young change-makers develop themselves in the safety and challenging support of the GTI to become transformative, disruptive educators with a vision of enabling all the children of Africa to have access to truly liberating learning spaces and processes.

In 2021 GTI claimed new strength in leadership when Dr. Fay Hodza joined the team as Executive Director bringing with him a refreshing perspective, insight, and experience. This immediately generated forward movement within the adaptive and committed GTI team and Board to reimagine the possibilities that are implicit within the innovative work of the organisation. The team also welcomed the experience and commitment of Margaret Farred into the Executive Team as the Head of Advancement.

GTI recognises that poor quality education compounded by colonial/apartheid history and current economic realities continues to drive up levels of inequalities and exclusion in our society. The millions of young people who are victims of this system are trapped in multi-generational poverty, unemployment, community violence, and substance abuse.

The role-modelling and transformative leadership of young teacher activists as agents of change in community schools are critical to ensure the emergence of a values-driven social movement of young Africans who will lead the revolution of regenerative self-liberating education locally and globally.

The lockdowns and limited access to schools have highlighted the extent of the deep digital divide that is locking out economically marginalised children from the opportunities that remote education provides. GTI is developing teachers and leaders with digital mindsets and the capacity to optimise the enabling impact of technology using all available devices – starting with cell phones at home to other devices available in the schools and communities. The young people we serve must be the gatekeepers of their own learning – access to the digital highways is vital!

We are very grateful to the leadership and staff of GTI for the high levels of intrinsic motivation and adaptive care and support for our Future Leaders and the communities in which they serve. Thank you to all GTI funding and support partners for enabling the work to be done and for supporting, guiding, and challenging all of us along the way.

Our deep gratitude to the Board members of GTI - all engaged and committed to good governance, innovative planning, and management and staff support. We pay particular tribute to Judy Tate who left the Board at the end of 2021 after serving with her incredible focus, love, and attention to detail as a founding board member.

We thank Judy with the deepest gratitude and we commit to continue the work together through the partnership with Khanyisa Inanda Seminary Community Project in KZN where Judy leads with vision and purpose.

**“The new normal that we can reimagine is in our hands to design and build. As we emerge from the emergencies let us not miss the opportunity to build a future of well-being for all people and an environment that can sustainably continue to give us life in abundance,”**

- Mamphela Ramphele in a recent address to the Club of Rome.

As the GTI team and Board look forward to 2022 and beyond, we commit ourselves to revive, refresh and regenerate as we continue to emerge from the pressures and burdens of the COVID19- emergency and degenerative global realities. We emerge by choice into the abundance of African possibilities for reimagined teaching and learning now achieved and scaling the opportunities well within our reach!

**May 2022**

**John Gilmour**

Executive Board Chairperson



# MESSAGE

## from Executive Director



I am delighted to write my first message to the entire GTI family and other stakeholders on behalf of myself and the GTI leadership team and staff. Although I am relatively new as a member of the GTI family, I have been serving in the education sector for the past twenty years. My secret energy source is faith in God, people, and my personal mission to change the world through education. My family is a pillar of strength and solid support in great and not-so-great times. Throughout my journey, I have been a transformative and impact-oriented leader, manager, and human development enthusiast. My work has specifically focused on managing, leading, and overseeing the creation, implementation and scaling up of academic and professional development programmes for aspiring teachers, students and other stakeholders in schools, universities, and other social development ecosystems in Zimbabwe, South Africa, and Rwanda.

I joined GTI during the time of the unprecedented COVID-19 induced crisis in July 2021. At that point, GTI was looking for a new leader to consolidate and expand the impact of its work, drive strategy renewal, strengthen donor relationships, unlock new opportunities for growth, build an abundance mindset and rally the staff, management and the board to achieve its mission and vision.

The organisation had been operating under the co-leadership of Hassiena Marriott (Head of Education) and David Jacobs (Head of Operations). Under their leadership, the organisation survived the destabilising effects of COVID-19 and its associated challenges of funding uncertainties,

employee stress and trauma, unpredictable working patterns, and so on. The GTI board also played its role towards the achievement of the following governance outcomes - ethical culture, good performance, effective control, and the legitimate operation of the organisation.

To streamline the work and ensure effective resource mobilisation, the board also appointed a new Head of Advancement, Ms. Margaret Farred in August 2021 to drive our fundraising, partnership and communication work. Together, as a four-member executive management team, we are responsible for the strategic and day-to-day operation of GTI.



We have five regional schools coordinators who are based in five provinces and they support 100 teacher interns (Future Leaders) and 100 mentors (experienced teachers) in the journey to produce quality teachers for the country's rural and township public schools.

**By nature, non-profit organisations (NPOs) do not exist for themselves, but for others. They exist for a purpose that is higher and greater than the organisation itself and those who work in it. Furthermore, NPOs are also custodians of funds that are not their own but public money that must be managed and used following the highest standards of stewardship, transparency and accountability. As GTI, we understand this - every cent that is donated is accounted for and is used for the purpose for which it is/was given.**

We also have maximum fidelity to our mission and vision. Our mission is to develop reflective, empathetic, socially responsible master teachers for high-need African schools through school-based initial teacher education interventions for replication and scale. The vision is to develop quality teachers facilitating learning that creates a just, equitable and inclusive world. Through the Future Leaders Programme (FLP), GTI's flagship initiative, we are directly addressing the need for quality teachers in South Africa who will stay in the profession for a long time or for the rest of their lives. In addition, the programme also addresses Sustainable Development Goal # 4- ensure inclusive and equitable quality education and

promote lifelong learning opportunities for all. The whole world will require 69 million new teachers to meet SDG #4 agenda by 2030 .

Therefore, the FLP also contributes to the global goal of increasing the supply of qualified teachers in the world.

We are also contributing to the training of quality teachers that will ensure that learners receive fit-for-purpose education. In the Organisation for Economic Cooperation and Development (OECD) publication World class: how to build a 21st-century school system, author Andreas Schleicher notes: "Nowhere does the quality of a school system exceed the quality of its teachers" (2018:63). In addition to quality education, we are creating opportunities for gender empowerment and decent work opportunities. We create opportunities for young women and men to receive tertiary education and earn an income while they learn. We therefore empower young women and young men to receive training that sets them up for decent work in the education sector.

From the rest of the report, the reader will realise that GTI teacher interns are exposed to a liberating process that empowers them to dismantle, interrogate, and change oppressive beliefs, practices, and values at intrapersonal, interpersonal, and systemic levels. The teachers we produce are social change agents. They solve real societal problems such as hunger, feminine health, nutrition, and learning inequalities.

While GTI has done well and is celebrating five years of writing a new story in education, research is showing an emerging aging teacher demographic, that is, 50% of South Africa's teachers will be retiring in the next 10 years. 30 000 new teachers will be required in 2025 while a whopping 50 000 new teachers will be required in 2030 to cover the gap left out by retiring teachers. GTI has to play a role to address this significant challenge by producing high quality teachers at scale. This is our challenge! We invite donors, partners, individuals, corporations, and other stakeholders to support us as we pursue this goal in the next 5-10 years.

**Dr. Fay Hodza**

Executive Director

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# NEW BEGINNINGS

On 1 July 2021, Global Teachers Institute welcomed Dr. Fay Hodza, who was appointed to lead the organisation as the Executive Director. We believe that he is joining a like-minded team committed to his same stated vision underpinned by parallel beliefs and commitments. Before joining GTI, Fay was the Academic Director and Chair of the Curriculum Committee at the African Leadership University in Rwanda for one year. Throughout his journey, he has been a transformative and impact-oriented leader, manager, and human development enthusiast. His work has specifically focused on managing, leading, and overseeing the creation, implementation and scaling up of academic and professional development programs for aspiring teachers, students and other stakeholders in schools, universities, and other social development ecosystems in Zimbabwe, South Africa, and Rwanda.

Fay served as the Sociology Unit Head at Africa University in Zimbabwe for some years before being awarded a Fulbright Scholarship in 2008 to pursue his doctoral studies in Human and Community Development at the University of Illinois at Urbana-Champaign (UIUC). During this time, he was the recipient of the Susan Kahl Bates Leadership Development Award, College of Agricultural and Consumer Sciences at UIUC, and the Rita and Arnold Goodman Fellowship, Women and Gender in Global Perspectives Program at UIUC. He completed his studies in 2012 and immediately came back home. He lectured and later served as an Academic Manager at Monash University [2013 – 2020].

and Sub-Saharan Africa. We have confidence that Fay will take the GTI forward to new levels of impact in African education.

We are excited about the future of education in Africa. We remain committed under the leadership of Fay Hodza, supported by the GTI Board and the GTI team, to inviting, inspiring, and developing large numbers of reflective, transformative, and effective 21st-century African education leaders in the years ahead.

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The GTI is now well-positioned to consolidate and grow its impact in the education ecosystem in South Africa

# OUR IMPACT STATEMENT



We are immensely appreciative of our donors, partners, and volunteers whose commitment to our work of teacher development has repeatedly played a key role in getting GTI a step closer to our vision of training quality teachers and facilitating learning that creates a just, equitable and inclusive world.

We are determined to achieve the Future Leaders Programme's aims by investigating our alumni's employment status, the effects on teacher retention, and how prepared our graduates are when they enter the profession.

## **In June 2021, we conducted a Tracer Study of 48 graduates produced between 2015 and mid-year 2021.**

The results of this study and ongoing monitoring show that 88% (42 out of 48) of the graduates were employed within a year of graduating and are currently still employed in a full-time capacity as educators.

GTI has developed a mentor programme that includes quarterly mentor workshops that focus on developing particular teaching skills. The programme also involves GTI staff every two weeks working closely with mentors in their school to understand how they work and how they can be supported and are able to support the Future Leaders. The mentors have been assisting the Future Leaders with their UNISA assignments, working closely with them to develop resources, set tests and examinations, and mark these assessments to ensure that the results are reliable. Our Future Leaders are also given the opportunity to learn how the South African School Administration and Management system works.

They assist their mentors to analyse the results that they input so that their subsequent lessons can be more data-driven and serve the learners better.

To be as attuned to the national capacity needs as possible, we have a deliberate focus on rural, remote and township schools. This is in response to the glaring shortage in these contexts of well trained and future-proofed teachers. The rationale is that better skilled teachers will translate eventually into learners who are better equipped for the future.

Our footprint has increased significantly since 2017, GTI is now working in 5 provinces across South Africa. In October 2021, we received a Letter of Intent from the Northern Cape Department of Education to expand our geographical reach into the Northern Cape Province in 2022. In 2021 we supported 100 future teachers, as compared to 2017 when there were 81 Future Leaders in the programme.

# REPORT

## from Head of Education



The challenges brought about by Covid 19 and the unrest, rioting and looting in South Africa proved to be difficult for everyone. The pandemic highlighted what we already knew, our children's socio-emotional needs are vast, the trauma faced by educators and children are unbridled, the poverty is relentless and the digital divide is greater than ever. The GTI team, and our Future Leaders stepped up and used this as an opportunity to demonstrate our agility, empathy, compassion, and willingness to serve their community. Our updated professional development curriculum and professional development days, as well as our 2021 hybrid Imbizo, served as a springboard to update the skills that our Future Leaders possessed, as well as to debate, examine and create solutions to the daily challenges they have faced.

We tackled these wicked problems in various ways; We invested extensively in arming our Future Leaders with tools and skills to address the socio-emotional needs of the learners they work with.

We developed a workshop entitled "Dealing with trauma" for GTI's staff who thereafter facilitated sessions with our Future Leaders who then, in turn, could help their learners deal with the trauma that they had faced.

Our Future Leaders did a needs analysis in their community and used the data gathered to start a social responsibility project. To address poverty in the community, one Future Leader started an organisation called "Shelter Me Foundation".

The foundation's focus is to help feed and clothe young children. She also helped girls receive free sanitary pads.

The rotation system as well as absenteeism in schools created large gaps in the learners' knowledge. A few of our Future Leaders joined an initiative called the **"Alex Connect Pilot Project"** that was started to address this. The aim of this initiative is to provide a platform where learners can catch up with schoolwork by accessing content created by young, vibrant, creative aspiring teachers. The Future Leaders recorded various lessons which have been uploaded onto the Rays of Hope website. Our Future Leaders worked collaboratively with volunteers from other organisations, a skill that will serve them well when they become teachers.



Many schools that we work in are under-resourced both in terms of skills and tools. To promote digital literacy in their schools, our Future Leaders learned to teach lessons using Zoom, Microsoft Teams as well as Google Hangouts. Many parents and learners only have access to WhatsApp. GTI’s Future Leaders were very responsive to these challenges and adapted quickly to using available platforms such as WhatsApp.

The Education team ensured that the activities, outputs, and outcomes were achieved, albeit a little differently. More activities were conducted online or using hybrid models to accommodate the Covid safety policies. The table below indicates these achievements:

## OVERVIEW OF THE PROGRAMME METRICS OF 2021

ACTIVITIES	EXPECTED	PER ANNUM
Number of Host Schools	35	38
Number of Future Leaders Recruited & Placed	100	99
Number of Mentors Selected & Trained	100	99
Number of B.Ed. Registrations	100	99
OUTPUT		
Professional Development Days (per intern)	18	25
Number of Lesson Observations (per intern)	7	7
OUTCOME INDICATORS		
Mentor Engagement	75%	93%
Social Responsibility Hours	12	24
Classroom Competency	80%	82%

We were able to make good progress by improving the functionality of our Future Leader Information Portal (FLIP), our cloud-based monitoring and evaluation system.

We can now track all key outputs in FLIP, with lesson observations and professional workshops available in real-time. We are also happy to announce that GTI placed 3rd in the July MTN Donors' Den at the Trialogue Business in Society Conference for a presentation on FLIP and its use in initial teacher education programmes like the Future Leaders Programme.

Since the FLP has been running in Mpumalanga for almost two years, the DBE requested that GTI should do a **rapid process evaluation**.

#### **The evaluation is important for the following reasons.**

- 1.** It enabled GTI to describe the FLP services, activities, policies, and procedures not based on what is on paper but what is happening on the ground.
- 2.** It helped us to obtain early feedback as to whether the FLP is being implemented as intended.
- 3.** It enabled us to establish the barriers that have been or are being encountered, and what changes are needed.
- 4.** The evaluation investigated the extent to which outcomes were being achieved and if not, why?

**Finally**, this process evaluation has produced evidence that will support our programme implementation strategy going forward.

On Tuesday 05 Oct 2021, we celebrated World Teachers Day with South Africans on YFM during an hour-long engagement from 20:00 - 21:00.

Our Executive Director, Dr Fay Hodza and two of our final year Future Leaders, Relebohile Thelisi and Disree Sekofa, were live on air.

In the conversation, they explored ways in which the teaching profession has evolved in the age of the internet and technology, and ways schools can become safe spaces against bullying and prejudice and interesting ways teachers are making the curriculum fun and engaging.

The recording can be heard on our YouTube page by clicking [here](#).

Our Future Leaders were given only a few hours to prepare for the interview and did extremely well to answer the questions professionally and competently.

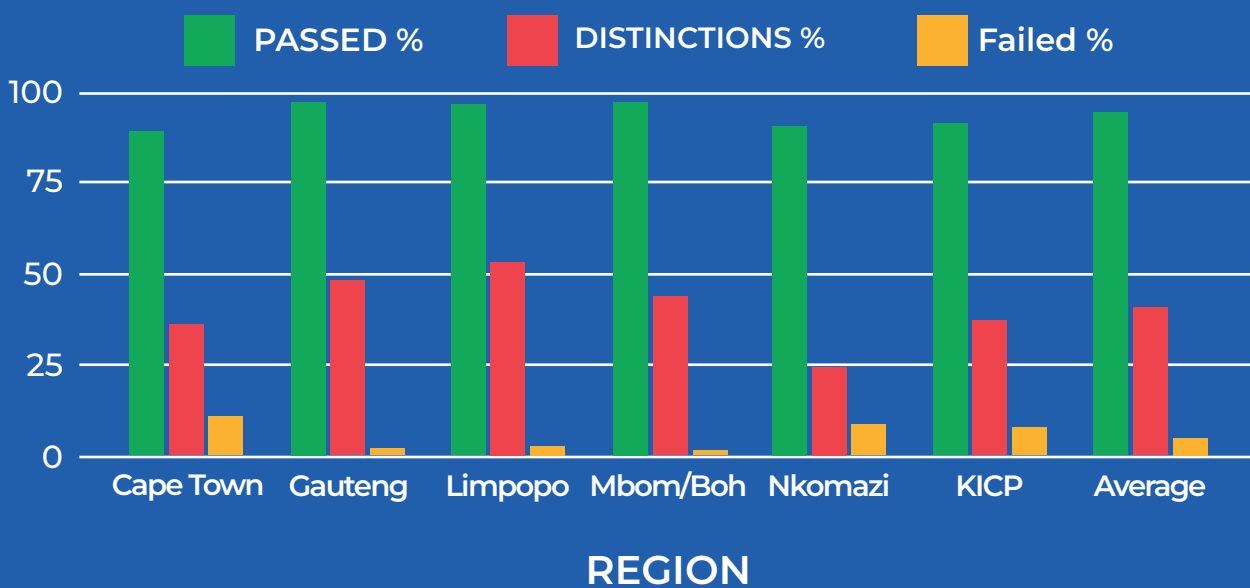
This shows that the FLP is preparing the teacher interns to not only be classroom practitioners but also able to articulate teacher education issues within a nuanced schools and larger education context.

We are extremely proud of our Future Leaders. The results of 2021 shown below indicate that 94% of the modules were passed with 41% of those being distinctions.

Only 6% of the modules written were failed for various reasons, including the under preparedness, files were corrupted, and students had to appeal, resubmit, and resit the exam, students were marked absent even though they submitted an examination.

All appeals have been made; results changed where possible. It is worth mentioning that all our students are currently still on track to complete their B. Ed. degree in the required number of years as they have registered for additional modules in 2022.

## PERCENTAGE MODULES PASSED, DISTINCTIONS AND FAILED PER REGION:

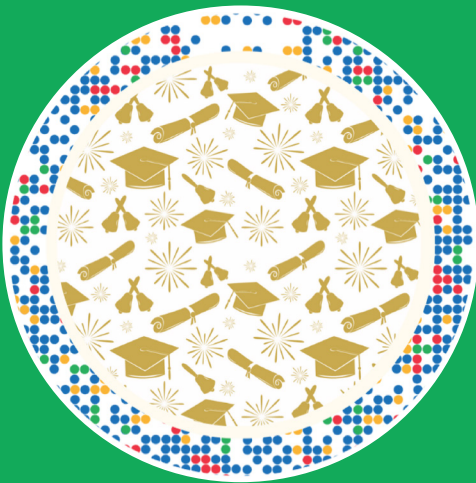


Our Future Leaders are well on their way to becoming empathetic, reflective, master teachers who are impacting the system. Despite their own losses, our Future Leaders journeyed from Emergency to Emergence and demonstrated to our communities that teachers are at the Heart of Education Recovery.

**Hassiena Marriott**  
Head of Education



# CLASS OF 2020 VIRTUAL GRADUATION



We believe that teacher training requires innovation and transformation so that the teachers of tomorrow are better equipped to unlock systemic change to education and society more broadly. We know this kind of education movement is harder to articulate and harder to win because it requires individuals to do personally challenging work.

However, by working within communities of practice teachers can create significant power within themselves, and ultimately within the systems around them. By shifting values in teachers, they can then shift values in their learners, who can then shift values everywhere.

While the country had moved to lockdown alert Level 1 and many restrictions eased, we had taken the decision to host the 2020 graduation ceremony online. With the Covid-19 virus still a critical challenge, we wanted to reduce the risk of spreading the virus. Our students come from different parts of South Africa, and the pandemic has financially affected many families. We also wanted to avoid any travel costs from being incurred by the graduates.

To us, graduation is a significant milestone after years of hard work. Many of our graduating students are the first to graduate in their families.

On Friday, 12 November 2021, we hosted a virtual Graduation Ceremony to celebrate and recognise our 2020 student teachers for completing their 4 years in the Future Leaders Programme and their B. Ed. degree. They have complied with all the requirements of the Future Leaders Programme and, according to the Global Teachers Institute's statutes, are deemed Future Leaders in the teaching profession.

On this occasion, Dr Mamphela Ramphele was the keynote speaker and we honoured 21 Graduates who connected from various GTI education hubs in the country.

Congratulations to the class of 2020. We are incredibly proud of their achievements. We are extremely grateful to Coty Inc. for their generosity by sponsoring our 21 Graduates and 100 Future Leaders with small gifts for them to enjoy.



**Esethu Jelemsi**  
Cape Town  
Western Cape



**Panashe Brenda Gwatidzo**  
Ga-Rankuwa  
Gauteng



**Washington Tlaka**  
Jane Furse  
Limpopo



**Samuel Kofi Amponsah**  
Cape Town  
Western Cape



**Lufuno Pricilla Fhononda**  
Ga-Rankuwa  
Gauteng



**Fhulufhelo Thabelo Nemathangale**  
Johannesburg  
Gauteng



**Chumile Mgwali**  
Cape Town  
Western Cape



**Mmabatho Nthutang**  
Inanda  
KwaZulu-Natal



**Khanyisile Mthunzini**  
Johannesburg  
Gauteng



**Gontse Penelope Mgidi**  
Ga-Rankuwa  
Gauteng



**Thembeke Nomshado Ntini**  
Inanda  
KwaZulu-Natal



**Nothando Happiness Sibiya**  
Johannesburg  
Gauteng



**Kgomotso Charmaine Ratlou**  
Ga-Rankuwa  
Gauteng



**Zuziwe Zuma**  
Inanda  
KwaZulu-Natal



**Nthabiseng Lizzy Matsetela**  
Johannesburg  
Gauteng



**Lerato Desiree Ramaphela**  
Ga-Rankuwa  
Gauteng



**Maleke Democracy Mphego**  
Jane Furse  
Limpopo



**Relebohile Agnes Khoza**  
Johannesburg  
Gauteng



**Nyasha Natasha Machirdza**  
Ga-Rankuwa  
Gauteng



**Martha Ramodubjane Machai**  
Jane Furse  
Limpopo



**Sibusiso Daniel Sibeko**  
Jane Furse  
Limpopo

# A MENTOR'S VOICE

Global Teachers Institute shines a light on all our mentors who play a huge supporting role in our Future Leaders Programme and who help to make our work possible. Mr Mqabuko Dube currently teaches at LEAP 4 Science and Maths School, Diepsloot, in Johannesburg. He has been a mentor in the GTI Future Leaders Programme since 2018.

In our conversation below, he shares his experiences and what motivates him to mentor young aspiring teachers:

**Q:** When did you start teaching?

“

I started teaching in 2008. It's been a good 13 years!

”

**Q:** What subject(s) do you teach?

“

I teach History, English and Geography.

”

**Q:** What subject(s) do you teach?

“

I got involved in the GTI Future Leaders Programme when I joined LEAP 4 three years ago. There were History Future Leaders who were under the mentorship of my predecessor, so I automatically assumed his duties, including the mentorship of those 3 Future Leaders.

”

**Q:** Why do you recognise yourself as a mentor?

“

I have been able to guide and help Future Leaders learn how to become professional teachers, and I have seen them gain teaching skills to demonstrate professional growth. I enjoy seeing them progress and grow into teachers.

”

**Q:** What moves and motivates you to be a great mentor?

“

I'm motivated by seeing young people not shunning but joining the teaching profession and taking it not just as a profession but also as a calling where they aspire to impact our children's nurturing and growth positively.

”

**Q:** What are some of the highlights you can share about the GTI Mentorship Programme?

“

Some of my highlights include learning how to co-teach with your mentee, effective communication between a mentor and mentee, and amicably resolving conflicts without damaging the relationship, which has positively impacted my mentees in the programme. We attend mentor workshops every quarter, and I always look forward to seeing other in-service teachers involved in this work.

”

**Q:** What value has the intern added in the school with their voice as a young aspiring teacher?

“

My mentee has managed to establish a rapport with the Grade 8s and 9s because of her learner-centred teaching, which appeals to lower grades. She has also helped Grade 11s and 12s decide on career choices and showed them ways to search for funding opportunities and which universities will be best for the studies they want to pursue. She has new and fresh experience with such things.

”

**Q:** What challenges did COVID-19 bring, and how were you able to navigate them?

“

COVID-19 resulted in a staggered learner attendance which reduced our instructional time and exposure for my Future Leaders, but later they managed to get classes to teach. COVID-19 also forced me to change from the conventional way of teaching to include ICT use which turned out to be effective and less burdensome.

”

**Q:** Any words of encouragement for young teachers who wish to pursue teaching as a career?

“

Treat the profession as a calling so that you develop patience and the satisfaction of positively impacting the lives of learners and fighting poverty through education.

”

# SOCIAL RESPONSIBILITY PROJECTS

The pandemic has taken its toll on everyone, especially young children. For the past year, with the COVID-19 outbreak, the focus has been on finding safe ways to get learners back to school and complete the curriculum.

There was not much emphasis on the children's social wellbeing and allowing them to have fun at school and play like before because of the fear of contracting the virus.

With the country having moved to Alert Level 1 of lockdown, the Cape Town Future Leader cohort decided to do something small which could bring joy to the learners! In the process, they gave back to the schools that learners came to know as a place of comfort and growth prior to the pandemic.

Courtney November, GTI Future Leader, said that they had decided to celebrate Easter with learners in 2021. This is the start of the many activities to come that the group had committed to doing.

**“Easter is meant to be a symbol of hope, renewal, and new life. We wanted to bring that spirit for a day to the learners.”**

Through a series of fun activities, like the egg race, egg hunt, and egg colouring, 100 Grade 3 learners from Vergenoeg Primary School,

Sonwabo Primary School, and St Augustine's Primary School participated in rotation on activities.

“We created activities with educational elements to stimulate learning while having fun outside of the classroom. We observed careful COVID-19 protocols at each school. All utensils and tools used were new and cleaned for each new group.”

The Future Leaders sanitized all the learners before and after playing the games, and social distancing measures were observed.



# 2021 IMBIZO

On Friday, 26 November 2021, GTI hosted the GTI Future Leaders Imbizo, which focused on the support teachers need to enable them to confront complex challenges in the classroom, broader school environment and within their communities at large as we emerge under the theme “Journey from Emergency to Emergence: Teachers at the Heart of Education Recovery”.

With financial support to sponsor the event from Nedbank Limited, the event provided an opportunity for 99 young aspiring teachers from across the country to collaborate and build relationships with each other and engage in important conversations that affect teachers and learners such as mental health, resilience, empathy, the importance of male teachers and the need to build greater gender awareness and equality.

Tula Dlamini, from Nedbank Limited, was the Keynote Speaker at the Imbizo. He is a Journalism and Media professional and academic with extensive technical production, news, current affairs and policy analysis experience.

Tula believes that, through Better Teaching and Better Learning, we are as a society engaged in a transformational agenda.

“Students need to have fun at school, and education must be experiential, which is the best way of ensuring participation in the classroom.

The themes selected for the Imbizo were carefully selected and profoundly affected me personally. As they say in IsiZulu; ‘ukufunda akupheli’ - learning never ends.

Today my cup has been filled by the Future Leaders.”



# PARTNERSHIP ENGAGEMENTS

We have increased our Mpumalanga cohort from 19 Future Leaders in 2020 to 33 in 12 schools in 2021 across three regions, namely, Mbombela, Bohlabela and Nkomazi.

The regions are quite far apart from each other, and we therefore piloted a rural model that addresses concerns of financial and time costs for our Future Leaders as well as our Regional Schools Coordinators.

To honour Human Rights Day, we conducted a reflective circle in Mbombela, Mpumalanga. We were honoured to have from the Department of Basic Education (DBE) Mr. Gerrit Coetzee and Mr Ben Lubisi from the Initial Teacher Education Directorate.

From Mpumalanga Department of Education, Dr Nokuthula Mthethwa, Lomasonto Nkentshane, Kgadi Teffo, Zanele Khumalo and Musa Ngobeni also attended the event and the keynote address was delivered by Dr Cyrian Siphon Mkhabela, a representative from the office of the MEC for Education.

The Circle was a transgenerational and trans professional mix of people who openly shared their views.





# LETTER OF INTENT

## Northern Cape Update

In 2020 the Department of Basic Education, the Mpumalanga Department of Education and GTI signed a Five-Year Memorandum of Understanding (MoU) to implement the Future Leaders Programme as a Public Private Partnership in four provinces starting in the province of Mpumalanga in 2020. The MoU specified that, based on the success of the Future Leaders Programme in the first province, the project would be then replicated in the Northern Cape, Limpopo and the Eastern Cape in future.

In October 2021, GTI obtained a Letter of Intent from the Northern Cape Department of Education to introduce the Future Leaders Programme in that province from the middle of 2022.

This followed an in-person meeting in Kimberley between the DBE's Directorate for Initial Teacher Education, the Northern Cape Provincial Department of Education and GTI leadership. The programme will enable aspiring teachers in the Northern Cape to remain in their local communities while contributing and learning within the schools while receiving wrap-around and work integrated learning support and studying towards their B. Ed. degree.

GTI fully appreciates the unique challenges in the Northern Cape province, including the considerable distances between relatively small towns where there are very limited opportunities for young people after they complete their high school careers.

The Northern Cape Department of Education and GTI are excited about the prospects of addressing the challenge of replacing the aging teachers in the province while giving young people access to higher education and an opportunity to join the teaching profession as fully qualified and well prepared teachers.

GTI has continued to collaborate and strengthen its partnerships with various education stakeholders as we understand that the task of transforming education in our country requires concerted and collective effort. We have therefore continued to work with TICZA (the Teacher Internship Collaboration South Africa), various higher education institutions and others, including the South African Council of Educators (SACE) other education NGOs at a local, provincial, national level in South Africa and beyond.

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# DONOR UPDATE

## Teach with Africa

Through our partnership with Teach With Africa and the exchange programmes, we have been able to impact the lives of many educators. The exchange programmes, for the past twelve years, have directly impacted an average of 96 South African teachers and aspiring teachers (Interns), and 72 American teachers (Fellows) who participated. Over the years, we have witnessed how an authentic learning approach can assist in improving the instructional practice of both aspiring and seasoned teachers. This continues to shift the international engagement paradigm from that of giving-and-taking to one of co-creating and sharing.

Together, we have been able to shift the mind-sets of educators to thinking globally and exploring various methodologies for greater impact in their classrooms. Moreover, such a learning experience impacts all involved alike.

In 2021, Global Teachers Institute together with Teach With Africa continued to focus on social responsibility. The Fellows remain engaged with their social responsibility projects at various levels, though they have experienced challenges with the pandemic. As part of their learning journey, Fellows are now encouraged to conduct community questionnaires to best meet the needs of their community as they carry out their social responsibility projects and report their findings at the end of the school year. Their findings will then help improve upon the work the Fellows are doing in their communities.

Six U.S. partner schools, along with GTI fellows, contributed to robust conversations based on the social responsibility projects anchored by the United Nations Development Programme's Sustainable Development Goals.

Examples of their projects include: **poverty eradication, promoting literacy in young students, the use of various technology platforms in education, and an exploration of career opportunities towards economic growth.**

We are grateful to Teach With Africa and our U.S. partner schools who participated in this inaugural project: ]

- **Katherine Delmar Burke School**
- **Cathedral School for Boys**
- **Hamlin School for Girls**
- **The Nueva School**
- **The San Francisco High School for Girls**
- **Town School for Boys**

# FINANCIALS

Global Teachers Institute  
(Registration number 174-938 PO)  
Annual Financial Statements for the year ended 31 December 2021

Figures in Rand	2021	2020
<b>STATEMENT OF FINANCIAL POSITION</b>		
<b>ASSETS</b>		
<b>Non-current Assets</b>		
Equipment	37 305	13 762
Intangible assets	11	11
Trade and other receivables	33 730	33 730
	<u>71 046</u>	<u>47 503</u>
<b>Current Assets</b>		
Trade and other receivables	1 203 960	1 082 535
Cash and cash equivalents	18 314	1 189 263
	<u>1 222 274</u>	<u>2 271 798</u>
<b>Total Assets</b>	<u>1 293 320</u>	<u>2 319 301</u>
<b>Equity and Liabilities</b>		
<b>Equity</b>		
Retained income	17 895	635 756
<b>Liabilities</b>		
<b>Current Liabilities</b>		
Trade and other payables	729 425	1 683 555
Loan from related party	546 000	-
	<u>1 275 425</u>	<u>1 683 555</u>
<b>Total Equity and Liabilities</b>	<u>1 293 320</u>	<u>2 319 301</u>

## STATEMENT OF COMPREHENSIVE INCOME

Revenue	9 426 902	9 410 016
Other income	2 000	-
Operating expenses	(10 071 055)	(9 718 389)
<b>Operating loss</b>	<u>(642 153)</u>	<u>(308 373)</u>
<b>Finance income</b>	24 302	77 972
<b>Loss before taxation</b>	<u>(617 851)</u>	<u>(230 401)</u>
<b>Taxation</b>	-	-
<b>Loss for year</b>	<u>617 851</u>	<u>(230 401)</u>

### AUDITORS OPINION:

In our opinion, the financial statements present fairly, in all material respects, the financial position of Global Teachers Institute as at year ended 31 December 2021, and its financial performance and cash flows for the year then ended in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities (IRS for SME), and the requirements of the Companies Act 71 of 2008 of South Africa.

Global Teachers Institute's annual financial statements for the year ending 31 December 2021 were audited by Motlano Chartered Accountants & Auditors Inc. The detailed annual financial statements and full auditor's report are available on request.

# THANK YOU!

A special and heartfelt thank you to all our donors and partners for enabling us to do this amazing work. With your financial contributions and collaborative support, we have made great milestones in getting closer to attaining our vision of training quality teachers and facilitating learning that creates a just equitable and inclusive world.

## FUNDERS/DONORS

Maitri Trust  
 Coronation Asset Management  
 Teach with Africa  
 Humulani Empowerment Trust  
 Harry Crossley Foundation  
 The Boeing Company  
 Edgar Droste Trust  
 DG Murray Trust  
 Anglo American Chairman's Fund  
 Hoskens Consolidated Investments (HCI)  
 Hermann Ohlthaver Trust  
 Direct Giving Campaigns  
 The Davies Foundation Trust  
 Ryan Strauss  
 Trialogue Donors Den  
 Action Appointments  
 IQBAL Meat & Deli

## COLLABORATIVE PARTNERS

**Teacher Internship Collaborative:**  
 Joint Education Trust (JET)  
 Trialogue  
 Bertha Centre for Social Innovation and Entrepreneurship

**GTI Teacher Internship Network:**  
 Inanda Khanyisa  
 COSAT  
 Thandolwazi  
 St Andrews School for Girls  
 More than a Teacher  
 TICZA  
 BRIDGE  
 Department of Basic Education  
 Youth Employment Service (YES)  
 The Teacher Internship Collaboration South Africa (TICZA)

## NETWORK OF SCHOOLS

### Johannersburg:

St Andrew's School for Girls  
Ikage Primary School  
Iphutheng Primary School  
Leap 4 Science and Maths School  
Leap 3 Science and Maths School

### Western Cape:

St Augustine's RC Primary  
Sonwabo Primary  
Vergenoedg Primary

### Limpopo:

Leap 5 Science and Maths School  
Kgologko Secondary School  
Ngwanamatlanga Secondary School  
St Marks Primary school  
Kalafong Primary School

### KwaZulu-Natal:

Mqhawe Secondary  
Ziphembeleni Secondary  
JG Zuma High  
Dr JL Dube High  
Khethokuhle Secondary  
Ethekwini Primary  
Our Lady of Fatima  
Inanda Comprehensive

### Ga-Rankuwa:

Modiri Secondary School  
Lowe Primary School  
Lesolang Primary School

### Bohlabela Mpumalanga:

Twalakule Primary School  
Njanji Primary School  
SH Nyalungu Primary School  
DG Mashego Primary School

### Mbombela Mpumalanga:

Msogwaba Primary School  
Sibuyile Primary School

### Mbombela Mpumalanga:

Ekuphumuleni Primary School  
Luvolwethu Primary School  
Maqhekeza Primary School  
Mgobodi Primary School  
Zwide Primary School  
Thula Primary School

### Nkomazi Mpumalanga:

Joseph Matsebula Secondary  
Nhanyane Secondary  
Suikerland Econdar

### Limpopo:

Leap 5 Science and Maths School  
Kgologko Secondary School  
Ngwanamatlanga Secondary School  
St Marks Primary school  
Kalafong Primary School

# DONATIONS

With your help, we can continue to provide wrap-around support to enable the Future Leaders to grow and develop into future-proofed teachers, ready for the demands of the classroom and broader school environment and, in turn, future-proof our learners. We request your assistance in helping a young aspiring teacher to gain the skills, values and practical experience required to change the face of education in South Africa. Please join us in this journey

Any donation is welcome, a donation of R3000 will guarantee a Future Leader's stipend for a month and/or R150 monthly donation for an internet data bundle for the Future Leader.

Please join our campaign by sending your donation and sharing our appeal with your network of friends and associates.

Kindly visit:

<http://globalteachers.org/donate/fund-the-future-fundraising-campaign/>

or our online giving partner, [GivenGain](#).

**You can also donate directly into our bank account:**

**Account Name: Global Teachers Institute**

**Account Type: Cheque**

**Bank: First National Bank (FNB)**

**Account Number: 6266 4422 525**

**Branch Clearing Code: 20 15 09 (Rondebosch)**

**Branch SWIFT Code: FIRNZAJJ**

**If you make a donation directly via our bank account, please forward the proof of payment to: [advancement@globalteachers.org](mailto:advancement@globalteachers.org).**

GTI is a public benefit organisation and is able to offer Section 18A certificates for tax-deduction purposes to qualifying taxpayers. Our Future Leaders thank you for your support as we write a new story for education in South Africa and the world together.