

2022

# ANNUAL REPORT



GLOBAL  
TEACHERS  
INSTITUTE



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# INTRODUCING GTI'S 2022 ANNUAL REPORT:

EMBRACING AGILITY, SURPASSING CHALLENGES,  
ACHIEVING GROWTH.

We are pleased to share with you GTI's 2022 annual report, a testament to our commitment to progress and resilience in the face of adversity. We have a clear strategic aim: to consolidate and expand GTI's processes and systems for sustainable impact and relevance. Our vision was to propel GTI into the next phase of its development by embracing agility – simultaneously navigating the realms of both business as usual (BAU) and transformation.

Throughout the year, our dedicated team defied limitations and worked tirelessly towards our ambitious goals. Undoubtedly, our journey was not without its challenges. However, it is precisely through overcoming those obstacles that our true mettle and unity shone, the team emerging stronger than ever before.

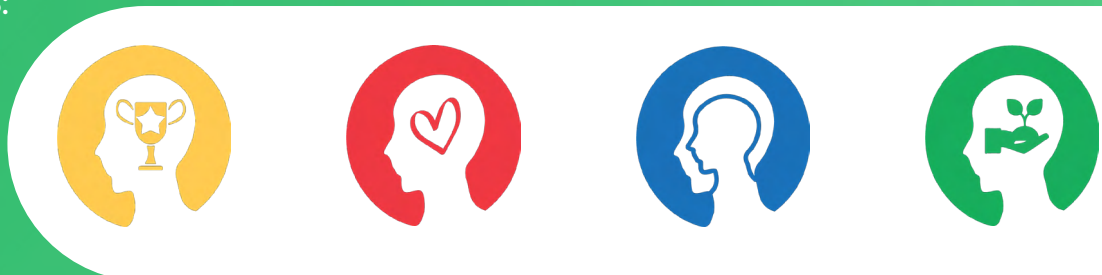
This annual report serves as a comprehensive account of the tangible outcomes that enabled GTI to realise its strategic intent in 2022. It encapsulates GTI's determination to expand and deepen its organisational reach in terms of quantity, quality, and geography. We have surpassed expectations in various dimensions of our operations. Our accomplishments bear witness to the innovative strategies, collaborative partnerships, and bold decisions that have driven GTI forward.

As you navigate the report, we hope that you will gain a deeper appreciation for the collective effort and spirit that GTI embodies. Thank you for joining us on this remarkable journey. Together, we have achieved so much, and together we will continue to forge a path of success for GTI and a long-lasting impact for its many beneficiaries.

**OUR MISSION:** Our mission is to develop reflective, empathetic, socially responsible master teachers for high-need African schools through school-based initial teacher education programmes, projects and interventions for replication and scale.

**OUR VISION:** At the Global Teachers Institute, we envision quality teachers facilitating learning that creates a just, equitable and inclusive world.

**OUR DOMAINS:**



# OUR TEAM



Dr. Fay Hodza

Executive  
Director



David Jacobs  
Head of Operations



Tatenda Zimano  
Operations Manager

Operations  
Department



Margaret Farred  
Head of Advancement



Khayakazi Mbunyuza  
Advancement  
Coordinator

Advancement  
Department

# EDUCATION DEPARTMENT



Hassiena Marriott  
Head of Education



Mary-Jane Mkhathshwa  
Regional Schools  
Coordinator  
Mpumalanga



Vuyelwa Ponit  
Regional Schools  
Coordinator  
Western Cape



Solange Kabeym  
Regional Schools  
Coordinator  
Gauteng



Marcia Ndlovu  
Regional Schools  
Coordinator  
Limpopo



Tania Ham  
Regional Schools  
Coordinator  
Mpumalanga

# OUR BOARD MEMBERS

**John Gilmour**

Executive Board Chairperson

**Dr Fay Hodza**

Board Member, Executive Director

**Namhla Saba**

Board Member, Finance Committee Chairperson

**Judy Tate**

Board Member, Education Committee Chairperson

**Godfrey O'Flaherty**

Board Member

**Richard Masemola**

Board Member

**Vuyiswa Ncontsa**

Board Member

# ANNUAL REPORT

## from Executive Board Chairperson

### GLOBAL TEACHERS INSTITUTE (GTI)

While South Africa grapples with many educational challenges, rooted in historical, social, and economic contexts, we also recognize the resilience and undeterred spirit of our nation's grassroots aspiring and in-service educators. Every obstacle presents an opportunity for transformation, and it is in this space of convergence between the past and the future that we find immense potential for growth and development. Our young people, though affected by systemic inequities, embody hope and promise. They are testament to the unyielding vitality and adaptability of South Africa's rich and diverse culture, eager to transcend the boundaries set by multi-generational poverty, unemployment, and other societal challenges.

In response to these challenges, GTI believes in the transformative power of young teacher activists, who foster values-driven education locally and globally. The Institute celebrates the abundance and richness of Africa, particularly in the most valuable African resource - the people. GTI firmly believes in the potential capacity of young emerging teacher activists to become active global citizens, to become catalysts for change in their schools, communities and countries, and on the continent as a whole.

I want to express my sincere appreciation to the leadership and staff for their dedication and intrinsic motivation in providing care and support to future leaders and the communities they serve.

Additionally, I want to thank all funding and support partners for their invaluable contributions, guidance, and encouragement throughout the GTI journey.

In late 2022 we bade farewell to our long-serving Board members, Vuyiswa Ncontsa and Namhla Saba. We are very grateful for their active involvement and pragmatic guidance and support over many years.

The empowering partnership with Teach With Africa in the USA, both as funders and global exchange partners, is deeply valued. Our collaboration aims to nurture global citizens and positively transform education, enabling access to quality teaching and learning for all children, regardless of their economic circumstances.

GTI remains actively engaged as a TICZA operating partner, with a specific focus on enhancing capacity within the ecosystem of Initial Teacher Education internship model development in South Africa. This proactive systemic approach aims to address the impending teacher shortage and uplift the morale and expectations of the existing teacher cohort. GTI has established an MOU with the University of Johannesburg's Faculty of Education, creating a partnership aimed at training online Bachelor of Education students specializing in the Foundation Phase. We are excited to have Professor Sarita Ramsaroop joining the Board towards the end of year demonstrating our shared intent to develop this pioneering partnership. We express deep gratitude to the GTI Board members for their active involvement and unwavering commitment to ensuring good governance, innovative planning, effective management, and continuous support of our staff's efforts.

The work we do builds on our commitment to the UBUNTU values of interconnectedness and interdependence. This interconnection extends to all people on Earth, emphasizing a profound sense of community and respect for all members of society. The Global Teachers Institute understands our commitment to future generations of African children and teachers, as we aspire to become good future elders and ancestors, ensuring the well-being of those who inherit our legacy. John Gilmour, Chairperson of the GTI Board

May 2022

**John Gilmour**

Executive Board Chairperson





# MESSAGE

## from Executive Director



Despite the unique challenges we faced in 2022, I am pleased to report that we achieved numerous milestones as a collective. Notably, we successfully averted an existential threat posed by financial challenges.

GTI's organisational impact framework has undergone remarkable development, encompassing both our flagship Future Leaders Programme (FLP) and our leadership in partnerships and collaboration to strengthen the school-based Initial Teacher Education (ITE) sector. This marks a substantial advancement compared to 2021 when GTI's theory of change was limited to the FLP alone.

Our operational structure has been revamped and approved by the board, resulting in a clearly defined, lean, and flexible setup. This new structure bolsters our operations, advancement, and employee experience functions, providing comprehensive support for our primary objective of producing transformative teachers in South Africa.

In line with our expansion efforts, GTI has established three new FLP hubs, with two located in Mpumalanga and one in the Northern Cape. As a result, our total number of hubs has increased from five in 2021 to seven in 2022.

We maintained 100 interns into our programme from all corners of the nation. On a national scale, 20 Future Leaders graduated from the programme, a milestone we celebrated at our Graduates Celebration on the 5th of October with Mrs. Lala Maje as our guest speaker. She is the recently appointed Initial Teacher Education (ITE) Director at the Department of Basic Education.

With the support of the Department of Basic Education and the Mpumalanga Provincial Department of Education, we have completed an internal process evaluation. GTI has forged a memorandum of understanding (MOU) with the University of Johannesburg's Faculty of Education, establishing a partnership aimed at training online Bachelor of Education students specialising in the Foundation Phase.

I would like to express my gratitude to our board of non-executive directors, led by our Chairperson, John Gilmour, for its unwavering support throughout the year.

Additionally, I extend a warm welcome to our two new board members, Prof. Sarita Ramsaroop and Mokhudu Cynthia Machaba, who joined the GTI board in November 2022. We are excited to have these experienced education leaders on board as we look towards a successful future.

The success of GTI is the result of the collaborative efforts of our friends, funders, GTI staff, management, as well as both government and private sector actors. We recognise that our accomplishments would not have been possible without the support of all these stakeholders. I urge all involved parties to continue supporting our efforts to redefine education in South Africa and contribute to our immediate goal of growing the Future Leaders Programme from 100 to 120 interns in 2023. Our long-term target is to reach 1000 teacher interns by 2026. This is the challenge that lies ahead of us!

**Dr. Fay Hodza**  
Executive Director

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# ABOUT US

## WHO ARE WE

The Global Teachers Institute (GTI) is a South African Public Benefit Organisation whose mission is to transform initial teacher education in South Africa and beyond. The GTI was officially launched in 2017 by the LEAP Science and Maths Schools and BRIDGE's South African Extraordinary Schools Coalition.



## WHAT WE DO

In our flagship initiative, the Future Leaders Programme (FLP), we are deeply committed to fostering the development of a new generation of teachers through unwavering support and strategic partnerships at both local and global levels.

The heart of this transformative experience lies in the exceptional mentorship provided by seasoned master teachers. As Bachelor of Education (B.Ed) students enrolled in a reputable distance learning institution, these Future Leaders gain unparalleled exposure and some interns have achieved a 100% pass rate in their subjects in their UNISA course work, a testament to the academic support given by GTI. The Future Leaders also gain invaluable learning experiences through diverse interactions during their two-year journey. Such interactions encompass not only the classroom environment but also fellow interns, school leaders, parents, and other integral members of the school and community.

Since its inception in 2008 with a modest cohort of three Future Leaders, our programme's resounding success has propelled us to support presently a remarkable 100 Future Leaders. We remain steadfast in our vision as we work tirelessly to expand our reach and support a total of 1000 Future Leaders by the year 2026. This journey of cultivating excellence in education is made possible through the collaborative efforts of all stakeholders, reflecting our unwavering commitment to shaping a brighter and more promising future for education worldwide.

# OUR MODEL

## OUR MODEL

We are dedicated to empowering our Future Leaders to flourish personally and professionally. Our comprehensive approach involves Future Leaders being placed in a host school where they spend four days each week.

This immersion enables them to actively engage in all spheres of the learning environment, and to become drivers of change within the communities where their schools are located. In addition to this, they participate in Friday professional development sessions, which further enhance the self-awareness, skills and expertise needed for their in-school experience.

At the core of our mission is the cultivation of a distinct quality of educators who possess not only exceptional academic knowledge but also pedagogical expertise. Moreover, we instill in our Future Leaders a strong habit of self-reflection and social responsibility, and the ability to offer empathetic psycho-social and emotional support to their learners.

We take pride in shaping teachers for the demands of the 21st century and the transformative era of the 4th Industrial Revolution. Far beyond the traditional role of educators, our Future Leaders embrace their roles as social activists and change agents within their school systems.

# EDUCATION UPDATE

## RECRUITMENT

In the pursuit of excellence, the year 2022 marked a significant milestone for Global Teachers Institute (GTI) as we rigorously selected the next cohort of Future Leaders for our programme. The desire for the programme was overwhelming: we received over 700 applications. After a thorough process, 20 exceptional students were recruited to succeed the graduates of 2021. Each hub was assigned 18 promising Future Leaders, with dedicated support from our esteemed Regional Schools Coordinators. Despite budgetary constraints, we ensured the new students began their journey in assigned schools at the beginning of Term 2.

### Fostering Future leaders' professional development remained GTI's primary focus:

We equipped them with effective teaching and learning strategies to thrive in their roles. A notable achievement was the successful teaching of lessons by two of our Future Leaders, handling class sizes ranging from 60 to 75 in Mpumalanga learners. These lessons were thoughtfully recorded to serve as valuable resources for fellow Future Leaders and mentors who may encounter similar challenges. Additionally, GTI actively has engaged with district officials to extend our assistance beyond host schools, reinforcing our commitment to uplifting education on a broader scale.

### Innovation in our approach to lesson observations:

GTI has embraced a hybrid method, incorporating lesson filming for later evaluation. This strategy has enabled Future Leaders to observe and learn from each other's teaching methods, and created a valuable library of videos as teaching tools.

Furthermore, it enabled constructive feedback from Regional Schools Coordinators across regions, further propelling our Future Leaders' professional growth.

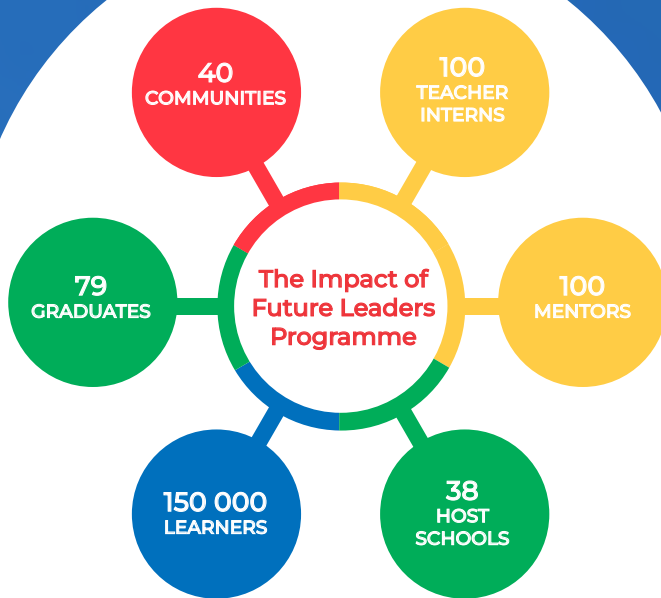
### The power of Monitoring & Evaluation:

Amidst challenges posed by budget constraints and the ongoing COVID-19 pandemic in 2022, GTI remained resolute in its mission to advance education outcomes in Mpumalanga province. This was expressed in a Rapid Internal Process Evaluation of the Future Leader Programme's impact in the province. This comprehensive evaluation underscored the programme's positive influence and its successful collaboration with the Department of Basic Education (DBE) and the Mpumalanga Department of Education (MDE). While celebrating our achievements and securing additional funding, the report also highlighted the importance of addressing gaps in subject specializations, school selection, and mentorship strategies.

# To tackle identified challenges head-on, GTI initiated several strategic measures.

1. Working closely with DBE and district officials, we endeavoured to recruit eligible students for Funza Lushaka bursaries, ensuring a steady influx of aspiring educators.
2. Guidelines were provided to school principals for mentor recruitment, emphasizing their alignment with GTI's criteria and expectations. Evaluating the long-term impact of the Future Leader Programme rests on key metrics such as graduation, absorption, and retention rates, set ambitiously at 80%.
3. Expanding our reach and influence, GTI proudly became a SACE (South African Council for Educators) service provider, reaffirming our commitment to raising the bar for education in the region.
4. Finally, our deepest appreciation goes to the dedicated team at GTI, comprising educators, mentors, and Future Leaders, whose relentless commitment continues to transform education and make a profoundly positive impact on the lives of countless students. Together, we forge ahead, emboldened by the shared vision of shaping a brighter future through education.

# OUR IMPACT STATEMENT



## TRACK RECORD:

Over the past five years, GTI has successfully trained and placed 70 exceptional teachers in high-need schools across Africa. Our rigorous training programmes have resulted in increased student engagement and improved academic performance in participating schools.

## PARTNERSHIPS:

Partnerships: GTI has established strategic partnerships with renowned universities, local education authorities, and corporate sponsors. The collaborative nature of these partnerships enables us to deliver the most up-to-date teacher training knowledge, provide access to valuable resources, and offer mentorship opportunities for teachers. These partnerships improve GTI's cost-effectiveness, thereby ensuring that the professional growth is continuous and the sustainability of the Future Leaders Programme is assured.

The Global Teachers Institute (GTI) envisions a world where quality teachers actively facilitate learning that fosters justice, equity and inclusivity. With this in mind, GTI focuses on high-need schools in under-served communities where there is a shortage of qualified teachers, thereby enhancing the educational opportunity for students.

## COLLABORATION HUBS MODEL:

GTI's model of learning hubs enables knowledge-sharing and active collaboration between a maximum of 6 schools that are geographically close to each other, together with a range of educational stakeholders working in that same area. We have established such learning hubs in six provinces, each developing at least 18 Future Leaders. These Future Leaders are supported and guided by our agile Regional Schools Coordinators (RSCs), who ensure the smooth running of our programme.

## LOOKING AHEAD:

In order to reach more under-served communities, GTI's goal is to train and place 1,000 qualified teachers in high-need schools over the next three years. To ensure the longevity of our efforts, GTI has developed a diversified funding strategy, including partnerships with local businesses, grant funding, and individual donor support.

# CEDUSIZI'S STORY

## WITNESSING THE IMPACT OF GTI DONORS AND SUPPORTERS



In the realm of education, the impact of contributions from donors and supporters of GTI goes far beyond what meets the eye. The Future Leaders Programme, demonstrates the value of long term character growth, developing strong attitudes and emotional intelligence, as well as academic knowledge. This is clearly demonstrated by Cedusizi Mthethwa's story. Cedusizi, a shining example of the programme's effectiveness, stands on the cusp of graduating from GTI's Future Leaders Programme (FLP). His success will benefit current students but will also benefit generations to come, as he pays forward and shares what he has received from GTI.

Cedusizi's journey has been fraught with obstacles and challenges. Yet, he has refused to make excuses, choosing instead to forge ahead towards his goals. Now, having successfully completed his final semester at UNISA, he is on the verge of realizing his dream of becoming a future leader in education.

During his time in the FLP, Cedusizi embraced the value of resilience. Through engaging in professional development sessions and interacting with his fellow aspiring teachers, he learned the power of bouncing back from adversities and maintaining a positive outlook in the face of setbacks.

One crucial skill emphasized by GTI, empathy, resonated deeply with Cedusizi. He recognized that a thriving educator must possess empathy, understanding the unique needs and perspectives of their students. Armed with this knowledge, he aspires to create a supportive and inclusive learning environment that positively impacts the lives of his students and their communities.

Cedusizi demonstrated his commitment to social responsibility by spearheading the "Alliance for Hope" program.

This initiative aimed to educate and empower youth about mental health, shedding light on an essential but often overlooked aspect of well-being. Moreover, he and his fellow interns extended their support to under-privileged students by donating sanitary pads and stationery to 180 Grade 12 learners at Mbambiso Secondary School and offering treats to Masihambisane Primary School.

Undeterred by rejections from local potential donors, Cedusizi remained steadfast in his pursuit of educational excellence. Now, as a proud GTI graduate, he stands as an agent of change, embodying servant leadership.

In demonstrating the concept of seed through education, Cedusizi's story encapsulates the transformative power of learning. Just as a seed holds the potential to blossom into a thriving plant, education has the capacity to revolutionize individuals and communities, enabling them to unlock their full potential and flourish. In doing so we acknowledge the instrumental role that donors and supporters play in enabling the seeds of progress to be sown and gradually nurtured.



# TRACER STUDY

We are proud to confirm that all of our 20 graduates of 2021 have secured full-time employment. We can therefore attribute a base employment rate of 100% to this programme.

Feedback from 66.7% of the respondents in 2021, indicated that the most helpful aspect of the Future Leaders Programme for their development as aspiring teachers was the comprehensive lesson observations and feedback they received throughout the programme.

26.7% of the respondents identified Mentorship Engagements as the least helpful aspect of the Future Leaders programme. This was primarily due to issues related to poor communication and time constraints. In response to this feedback, we have developed the Global Teachers Institute Mentorship Curriculum, which was piloted in the programme in 2022.

When asked to rate the developmental skills they acquired from the programme, respondents highlighted personal growth and classroom-specific skills as their top areas of improvement.

However, they expressed a need for additional support in the use of technology - such as Microsoft, Google Workspace, and the effective use of Zoom for successful online classes. To address these concerns, we have included these skills in the 2022 Professional Development (PD) Sessions.

It is important to note that we measure the absorption of graduates into the teaching profession by tracking the number of graduates employed within one year of graduation.

We remain committed to continuous improvement as we strive to enhance the effectiveness of our programme and ensure positive outcomes for aspiring teachers.

# GTI'S 5TH ANNIVERSARY CELEBRATION



As a non-profit organisation that was established in 2017, GTI's origins can be traced back to its incubation within the LEAP Science and Maths Schools and the South African Extraordinary Schools Coalition. In celebration of GTI's 5th Anniversary, a commemorative event was held on the 12th of July 2022 at HeronBridge Retreat. The gathering was attended by 60 guests and other guests were online via Zoom. During the event, Dr. Hodza, GTI's Executive Director, provided an overview of GTI's history and shared the organisation's achievements and future plans.

Namhla Saba, Chair of the Finance Committee and GTI Board Member, emphasised the significance of GTI's work in South Africa and globally. She shared how she had been raised by a mother and grandmother who were both teachers and who had made numerous sacrifices to provide her with a quality education. Namhla acknowledged her privilege as a qualified Chartered Accountant and expressed her belief that every child in South Africa deserves access to quality education.

The keynote address was given by Mr. Ben Lubisi, then Acting Director of Initial Teacher Education at the Department of Basic Education. He discussed the fruitful partnership between GTI and DBE, particularly in the province of Mpumalanga, since the launch of the Public-Private Partnership there in 2020. He also expressed his enthusiasm for facilitating GTI's expansion into the Northern Cape Province.



The event also provided an opportunity for guests to engage with Future Leaders and other essential stakeholders involved in their support ecosystems, including school principals and mentors. Margaret Fared, Head of Advancement at GTI, expressed gratitude and appreciation for the presence of the delegation from Teach With Africa, a longstanding supporter and donor of GTI, which had travelled from San Francisco in the United States.

Representatives from SA Youth at Work were also present to participate in the celebration.

A cake-cutting ceremony and live musical entertainment by saxophonist Kuhle Sax created a memorable conclusion to the anniversary celebrations.



# AXIS EDUCATION SUMMIT 2022

## “Revive, Refresh, and Regenerate: Education in the Post-Pandemic Era”

The GTI Axis Education Summit held from the 13th and 14th of July 2022 brought together a diverse group of participants, including experienced in-service teachers, education leaders, newly qualified teachers, and those still in training. Acknowledging the challenges and opportunities presented by the COVID-19 pandemic, the Summit activities and discussions focused on reviewing, brainstorming, and finding solutions to rejuvenate learning in the South African schooling system and beyond.

Over the two days, we explored strategies to transform classrooms into creative learning spaces. Emphasis was put on connecting learners not only with each other but also with their local and global communities. Attendees had the opportunity to learn about initiatives promoting digital equity and socio-emotional learning within the context of COVID-19, both in South Africa and in other regions of the world.

Our Summit attendance was as follows:

	IN-PERSON DELIGATES	ONLINE DELIGATES
SUMMIT DAY 1	60	204
SUMMIT DAY 2	60	204

The first day commenced with a hybrid plenary session featuring Mokhudu Machaba, an award-winning teacher renowned for her successful integration of ICT in rural Limpopo classrooms.

This session was followed by Communities of Practice Workshops that covered various topics, and an insightful panel discussion that focused on how to promote digital equity in education.

The second day also began with a hybrid plenary session led by Flora Mugambi-Mutunga, another influential figure known for her expertise in building relationships and guiding participants through a journey of socio-emotional learning.

Attendees had the opportunity to reimagine educational practices and unlock their potential as lifelong learners. In addition to this, more Communities of Practice Workshops were conducted.

One particularly captivating session was a fireside chat featuring Rosemary Campbell-Stephens, a veteran African-Caribbean educator and author.

In conversation with Kwezi Poni, a second-year student in GTI's Future Leaders Programme, the chat delved into Rosemary's experiences as a black woman, an education disruptor, activist, and author of the book "Educational Leadership and the Global Majority: Decolonising Narratives."

This two-day experience was both challenging and exciting for all participants, as they played an active role in co-creating a new narrative for education in South Africa and the world. It celebrated achievements amidst the disruptions caused by the pandemic. It fostered unity, collaboration, innovation and inspiration, and refreshed a shared vision for the future of education.

# GTI'S 4TH GRADUATION CEREMONY:

## Celebrating Agility and Innovation during the Pandemic.

The Global Teachers Institute (GTI) celebrated its 4th graduation ceremony on October 5th with an inspiring hybrid event. The ceremony brought together parents, national and provincial government education officials, funders, current teacher interns, alumni, and the graduates themselves.

Dr. Fay Hodza, GTI's Executive Director, emphasised the significance of the ceremony coinciding with World Teachers Day, symbolically welcoming the newly qualified teachers into the profession. He echoed this year's World Teachers' Day theme, "the transformation of education begins with teachers". He also mentioned that teachers are essential to the process of pandemic recovery and preparing students for an unpredictable future.

Ms. Lala Maje, the newly appointed Initial Teacher Education (ITE) Director at the Department of Basic Education (DBE), delivered the keynote address. She commended GTI for leading the way in rewriting the story of education in South Africa.

She urged the graduates to approach their profession with dedication, and contribute to the improvement of children's learning experiences in public schools.

During the graduation ceremony, GTI released 20 graduates into the world as agents of transformation. Notably, 16 of these graduates were young women under the age of 25. Despite the challenges posed by COVID-induced lockdowns, these resilient Future Leaders demonstrated exceptional adaptability.

They tackled writing 4000-word essays on their cellphones due to a lack of access to computers. They also coped with the emotional toll of witnessing the impact of COVID-19 on their families, colleagues, and friends.

Despite their struggles, these Future Leaders dedicated their time and resources to initiate feeding schemes, ensuring that the children they taught did not go hungry.

While more privileged schools shifted to online learning during the pandemic, students in less-resourced schools were left waiting until lockdowns were lifted, resulting in a significant loss of learning opportunities. However, our Future Leaders refused to accept this new status quo. They embraced the vision of GTI, which aims to facilitate learning that creates a just, equitable, and inclusive world.

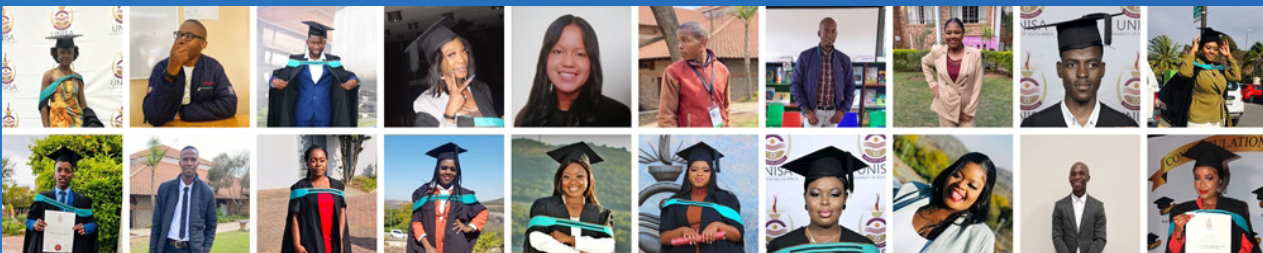
These graduates were among the first to teach using platforms like Whatsapp, even when their fellow teachers doubted its effectiveness. They mastered the technology available to them and helped their mentors also to develop these skills. This highlights the crucial role of resourcefulness and creative methodologies in the education process.

John Gilmour, GTI's founder and chairperson of the board, emphasised that transformation is an ongoing process rather than a destination. Responding to a rapidly changing world, he emphasised the need for continuous re-thinking. One graduate, speaking during the ceremony, shared how she learned to be mentally agile as a GTI intern. Mental agility, as she explained, involves embracing change and finding the best path forward despite unpredictable events. It's not about having all the answers but about having the confidence to adapt and explore new approaches.

Juan Pablo Careres, a Teach with Africa fellow from San Francisco, and Thembi Mamushi, one of the graduates, further expanded on the idea of mental agility in an engaging fireside chat. They likened education to GPS navigation, where there is a destination to guide the journey, but sometimes plans need to be recalculated. They encouraged teachers to be open to experimentation and risk-taking, creating a culture of fresh and dynamic learning for both teachers and students.

Looking ahead to 2023, GTI aims to consolidate its achievements and expand the programme into the Northern Cape province. GTI invites current and new funders to contribute to the movement through the Fund the Future campaign.

## Class of 2021 Graduates:



Graduates from Left to Right: (Top Row) Eunice Amponsah, Zuko Kama, Botshelo Kungoane, Phumzile Leshaba, Michaela Ludwig, Thabang Makgate, Thembi Mamushi, Nompendolo Mashele, Musa Masombuka, Ayanda Mgoduka | (Bottom Row) Mahlatse Mohlala, Thabiso Mona, Nompilo Msimango, Mpho Ndou, Lethabo Nthite, Thandiwe Nyembe, Fikile Radebe, Disree Sefoka, Billy Selala, Nosipho Zondi

# PARTNERSHIP UPDATE



GTI's success in 2022 was built upon the establishment of lasting partnerships with a growing number of collaborators and benefactors. These partnerships provided essential financial and strategic support to GTI, enabling the organisation to expand its influence in the field of initial teacher education (ITE) in South Africa.

## MPUMULANGA:

The Public-Private Partnership (PPP) created in this province brought together key stakeholders, including the Department of Education (DBE), the provincial Department of Education, the South African Council of Educators (SACE), UNISA, and GTI. The partnership focused on promoting the Future Leaders Programme. Plans are under way to renew the memorandum of understanding (MOU) in 2024, with a shared commitment to expanding the Future Leaders Programme in the Mpumalanga province.

Also in Mpumalanga, GTI partnered with Get It Done Foundation (GIDF). GIDF's funding allowed GTI to join forces with other education entities, including Penreach, BRIDGE, TICZA, and Edutech. Together, they ran a transformative education programme addressing the mathematics backlog. For example, learning to use Edutech's Mindspark has enabled interns to teach Mathematics using innovative technology, making the learning experience more engaging and enjoyable for learners.



### **NORTHERN CAPE:**

GTI has forged meaningful relationships with the Development of Community Knowledge and Direct Access (DOCKDA) and the Primary Science Programme (PSP) in the Northern Cape. In a significant advancement of these collaborations, GTI signed a letter of intent with the Department of Basic Education (DBE) to establish a new Future Leader hub in the John Taolo Gaetsewe district in Greater Kuruman. This letter of intent is not only a cornerstone for future collaborations but is also anticipated to culminate in a formal MOU and a Regional Schools Coordinator appointed.

### **WESTERN CAPE:**

GTI collaborated with various organisations, thanks to the financial support from Coronation. The Capsule partnership involved working with organisations such as the Primary Science Programme, Community Action Partnership (CAP), and the Principals Academy Trust (PAT). With their combined support, teacher interns were empowered to facilitate foundational numeracy and literacy learning in primary schools, with a specific focus on grade 3 students.

### **TEACH THE NATION:**

GTI formed a new partnership with Teach the Nation (TTN). This collaboration ensured that GTI Future Leaders received ongoing support after graduating from the Future Leaders Programme. TTN also played a crucial role in placing graduates in full-time teaching positions within some of their partner schools.

### **LEAP SCIENCE AND MATHS:**

Maintaining a close working relationship with LEAP Science & Maths Schools has always been a priority for GTI. LEAP schools, aligning closely with GTI's educational values, are preferred host institutions across all provinces. However, during the pandemic, both GTI and LEAP naturally turned their focus inward to navigate the unprecedented challenges and ensure the well-being and continued education of their beneficiaries. This period of intense internal focus, though necessary, led to a temporary reduction in the intensity of collaborations. In 2022, recognizing the enduring value of our partnership, GTI and LEAP rekindled and reinforced our ties, reaffirming our mutual commitment to enhancing education and forging ahead with combined strength and shared vision.

### **HISTORICAL PARTNERS:**

GTI also continued to work closely with historical partners such as Khanyisa Inanda Community Project (KICP), Jakes Gerwel Fellowship, JET Education Service, the Bertha Trust, and Dialogue, ensuring a continued collective effort in advancing education.



# THE FACES BEHIND OUR SUCCESS

## EMPOWERING EDUCATORS:

### Tania Ham's Journey with Global Teachers Institute

In 2015, Tania Ham stepped out of her comfort zone and embraced a new challenge - a bold decision that would mark the beginning of a transformative journey with the GTI. Having worked for LEAP Science and Maths School in partnership with Edunova, Tania was presented with an opportunity to play a supporting role to the Regional Schools Coordinator in Limpopo.

The following year, Tania's hard work earned her the role of a full member of the GTI, assuming the position of the Regional School Coordinator for the Limpopo Region. For five years there she wholeheartedly embraced her responsibilities, striving to empower teacher interns. However, Tania's desire for continual growth led her in 2020 to take up the role of Regional Schools Coordinator in Mpumalanga. Her decision to move was driven by her passion to make a difference in other communities, feeling she had still more to contribute beyond her time in Limpopo.

During her journey with GTI, one significant challenge Tania has faced has been to adapt to the diverse linguistic and cultural landscapes of the regions she served. As a Xhosa-speaking individual, Tania recognized the importance of connecting with the local communities, and so immersed herself in learning Sepedi in Limpopo and SiSwati in Mpumalanga. This not only helped her blend in but also allowed her to build strong alliances with the people with whom she worked.

The path of an educator is not without its sacrifices. Being away from home meant missing important events and personal connections. However, Tania's commitment to her mission and her belief in the impact of her work kept her focused on empowering educators and students in the regions she has served.

Tania strongly believes that everyone should have a voice to express themselves authentically. This is a belief at the core of GTI's philosophy, whereby Future Leaders are also encouraged to have a voice in their learning process. Tania and GTI are dedicated to challenging the traditional narrative of the teacher being the sole source of information in the classroom. Instead, they emphasize learner-centered classes and encourage students to take responsibility for their own learning.

Tania has engaged interns in weekly reflective circles, fostering empathy and understanding that each student is an individual before they are a student. Moreover, she encourages interns to develop projects that address social issues within their communities, fostering a sense of responsibility and a desire to give back.

Tania Ham's journey with GTI is a testament to the organization's commitment to empowering educators and transforming communities. Her passion for education, her dedication to creating learner-centered classrooms, and her ability to adapt and thrive in diverse environments make her a shining example of what it means to be an agent of positive change in the world of education.

# THANK YOU!

## To Funders and Benefactors

On behalf of the Global Teachers Institute (GTI), we extend our gratitude for your generosity and commitment to our mission of empowering teachers and transforming education. Your contribution has had an immense impact on our organisation and hence the teacher interns, schools and communities we serve.

With your support, we have been able to consolidate and expand our internal processes and systems, enhancing the quality of our programme and enabling us to expand into new geographical areas.

Despite the challenges faced throughout the year, your financial commitment has kept us motivated, your belief in our mission fueling our determination to overcome obstacles and navigate through uncertain times.

Your trust in what we do has enabled us to continue to create a just, equitable, and inclusive learning environment for teachers and students alike.

Your contribution has not only provided resources but has also helped us to continue instilling hope and inspiring the next generation of educators to make a positive impact on the world.

We remain committed to transparency, accountability, and delivering on our mandate. We will continue to leverage your support to advance our programmes, innovate in education, and expand our reach to communities that need it the most. We look forward to continuing this journey together.

**FUNDERS/DONORS**

Maitri Trust  
Coronation Asset Management  
Teach with Africa  
Humulani Empowerment Trust  
Harry Crossley Foundation  
Edgar Droste Trust  
DG Murray Trust  
Hoskens Consolidated Investments (HCI)  
Hermann Ohlthaver Trust  
Direct Giving Campaigns  
Ryan Strauss

**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)

# FINANCIALS

Global Teachers Institute  
(Registration number 174-938 PO)  
Annual Financial Statements for the year ended 31 December 2022

Figures in Rand	2022	2021
<b>STATEMENT OF FINANCIAL POSITION</b>		
<b>ASSETS</b>		
<b>Non-current Assets</b>		
Equipment	38 947	37 305
Intangible assets	11	11
Trade and other receivables	33 730	33 730
	<u>72 688</u>	<u>71 046</u>
<b>Current Assets</b>		
Trade and other receivables	140 653	1 203 960
Cash and cash equivalents	3 780 922	18 314
	<u>3 921 575</u>	<u>1 222 274</u>
<b>Total Assets</b>	<u>3 994 263</u>	<u>1 293 320</u>
<b>Equity and Liabilities</b>		
<b>Equity</b>		
Retained income	<u>111 493</u>	<u>17 895</u>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
Trade and other payables	3 882 770	729 425
Loan from related party	-	546 000
	<u>3 882 770</u>	<u>1 275 425</u>
<b>Total Equity and Liabilities</b>	<u>3 994 263</u>	<u>1 293 320</u>

## STATEMENT OF COMPREHENSIVE INCOME

Revenue	8 153 822	9 426 902
Other income	15 264	2 000
Operating expenses	<u>(8 075 589)</u>	<u>(10 071 055)</u>
<b>Operating profit / (loss)</b>	<u>93 497</u>	<u>(642 153)</u>
<b>Finance income</b>	<u>14 780</u>	<u>24 302</u>
<b>Finance costs</b>	<u>(14 679)</u>	<u>-</u>
<b>Profit / (Loss) before taxation</b>	<u>93 598</u>	<u>(617 851)</u>
<b>Taxation</b>	<u>-</u>	<u>-</u>
<b>Profit / (Loss) for year</b>	<u>93 598</u>	<u>(617 851)</u>

### AUDITORS OPINION:

We have audited the Financial Statements of Global Teachers Institute NPO which comprise the statement of financial position as at year ended 31 December 2022 and the statement of comprehensive income, statement of changes in equity, and statement of cash flows for the year ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements are presented fairly, in all material respects, the financial position of Global Teachers Institute NPO as at year ended 31 December 2022, 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 (IFRS for SME), and the requirements of the requirements of the Non-Profit Organisations Act of 1997.

**Thomas Geza | Chartered Accountant (SA) Registered Auditor | Director : Motlalo**  
Chartered Accountants & Auditors Inc. - 26 September 2023



**GLOBAL  
TEACHERS  
INSTITUTE**

# ANNUAL REPORT 2022

THE EDUCATION HUB, BLACKWOOD AVE, PARKTOWN, JOHANNESBURG