

20
23

ANNUAL REPORT



GLOBAL
TEACHERS
INSTITUTE



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GTI'S 2023 ANNUAL REPORT

GLOWING UP EDUCATION FOR ALL



OUR TEAM

EXECUTIVE DIRECTOR

Hassiena Marriott

OPERATIONS DEPARTMENT

David Jacobs

Head of Operations

Lerato Mlangeni

FLP & Facilities Administrator

Lebogang Mokate

Bookkeeper

Mpumelelo Khumalo

Software Developer & ICT Co-ordinator

ADVANCEMENT DEPARTMENT

Tatenda Zimano

Advancement Leader

Khayakazi Mbunyuza

Advancement Coordinator

EDUCATION DEPARTMENT

Tania Ham

Education Leader

Mary-Jane Mkhathswa

Regional Schools Coordinator Nkomazi, Mpumalanga

Cedusizi Mthethwa

Regional Schools Coordinator Bohlabela, Mpumalanga

Vuyelwa Poni

Regional Schools Coordinator, Western Cape.

Thabelo Fhulufhelo Nemathangale

Regional Schools Coordinator, Limpopo.

Solange Kabeya

Regional Schools Coordinator, Gauteng.

Tshego Pule

Regional Schools Coordinator, Northern Cape.



BOARD MEMBERS

John Gilmour

Executive Board Chairperson

Sarita Ramsaroop

Board Member, Education Committee
Chairperson

Mokhudu Machaba

Board Member

Nisha Chetty

Board Member, Finance Committee
Chairperson

Richard Masemola

Board Member

Godfrey O'Flaherty

Board Member

Flora Mutunga-Mugambi

Board Member

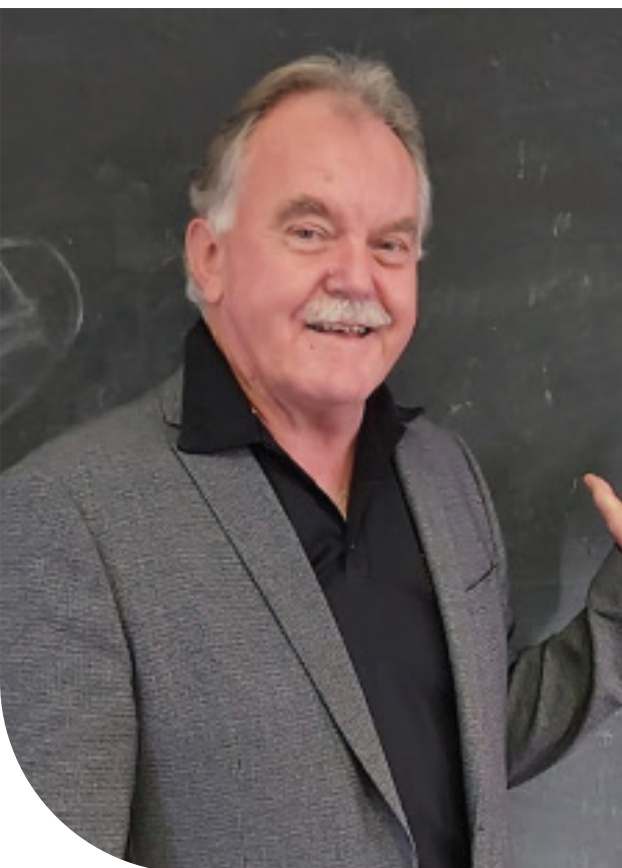
Hassiena Marriott

Board Member, Executive Director



REFLECTIONS EXECUTIVE BOARD CHAIRPERSON

“THE COMPLEXITY OF THE SOCIETAL CHALLENGES WE’RE FACING WORLDWIDE – FROM CLIMATE EMERGENCIES AND HUMANITARIAN CRISES TO OUTBREAKS OF VIOLENCE – REQUIRE A UNIQUE APPROACH TO GUIDE US TOWARD A MORE PEACEFUL, JUST, AND SUSTAINABLE FUTURE”. REOS PARTNERS



For collaboration to be at the core of equity-focused solution-finding for the needs of education in Africa, social change agents such as GTI must bridge divides, embrace uncertainty and bring multiple strengths to the table – this is “radical collaboration”. We are learning that radical collaboration is an inclusive, cooperative, responsive approach that is producing movement and learning. This happens as GTI expands the base and impact of our work in the Coalition of Teacher Internship Programmes. Also, working within TICZA and NASCEE enables GTI to reimagine scale as a shared process and collaborative responsibility.

In response to the many educational challenges created by the economic divide in South Africa, GTI believes in the transformative power of young teacher activists. They are driven by the obvious inequality of our society to become change-makers in education, ensuring that values-education

is front and centre in all classrooms, alongside high quality teaching and learning. We are proud of these committed young people – many GTI alumni are now educational leaders in a variety of contexts.

The Institute continues to celebrate the abundance of Africa, working alongside active partners such as Teach With Africa, LEAP Science and Maths Schools, Penreach, Primary Science Programme, University of Johannesburg, and many more.

We are grateful to Dr Fay Hodza for his two years of stabilising leadership of GTI. We wish him well in his new endeavours in Rwanda. On behalf of all, I want to thank David Jacobs for his remarkable and dedicated contribution to the development of GTI from inception until his departure early in 2024.

Hassiena Marriott was appointed Executive Director of the GTI in the middle of 2023 and she has led the organisation with passion, pragmatism, and conviction. She and her team have stepped up to many challenges and GTI is now well positioned to be a catalytic force in the emerging collaborative educational movement for change. Our sincere appreciation to the whole leadership team and staff for their commitment and inspired motivation in providing wrap-around support for future leaders and the communities they serve within the ecosystem of Initial Teacher Education internship model development in South Africa. Additionally, I want to thank all funding and support partners for their significant and enabling contributions, guidance, and encouragement throughout the GTI journey of 2023.

The empowering partnership with Teach With Africa in the USA, both as funders and global exchange partners, continues to grow and is deeply valued. Our shared collaboration aims to 1. nurture global citizens and positively transform education; 2. enable access to quality teaching and learning for all children, regardless of their economic circumstances; 3. expand and explore partnerships in Zambia and Kenya together.

We thank Godfrey O'Flaherty, a long-serving Board member for his contribution to the work. Godfrey

resigned from the Board early in 2024. 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.

"A simple invitation to explore new methods of working together is enough to start radical collaboration". Consider yourself invited to share and participate in the work of GTI!

John Gilmour,
Chairperson of the GTI Board,



EXECUTIVE DIRECTOR'S PERSPECTIVE

“TRUE CHANGE BEGINS IN THE CLASSROOM, WHERE TEACHERS IGNITE THE SPARK OF POTENTIAL IN EVERY CHILD. AT THE GLOBAL TEACHERS INSTITUTE, WE ARE NOT JUST SHAPING EDUCATORS, WE ARE EMPOWERING CHANGE-MAKERS WHO WILL LEAD OUR WORLD TOWARD A BRIGHTER, MORE JUST FUTURE.”



I am honoured to be appointed as the Executive Director of the Global Teachers Institute. I believe this role aligns perfectly with my purpose: “To use the fire within me to light the fire within others to brighten up the world.” Growing young, innovative teachers who can love, care, and teach our children is essential for our country. We need educators who are more than conveyors of knowledge but also change-makers in their communities and the world. Teachers must help our children find and use their voices, as they have been silent for too long.

Recognizing this urgent need for transformative education, I am filled with immense pride and gratitude for the Global Teachers Institute. This year has been a testament to our unwavering commitment to transformative education and teacher development in South Africa. Our programmes, including the Future Leaders Programme, Axis Education Summit, and various

social responsibility initiatives, have continued to impact communities profoundly.

The Future Leaders Programme has seen remarkable success, with an impressive employment absorption rate for our graduates and significant academic achievements. Our interns have excelled in Work Integrated Learning, with an 85% average lesson observation score, reflecting their growth and dedication. Their involvement in social responsibility projects has fostered a sense of empathy and civic duty, enhancing their ability to connect with and positively influence their students.

The Axis Education Summit 2023 was a highlight, bringing together a diverse group of educators, thought leaders, and partners to explore innovative ideas for transforming education. The summit's workshops and discussions have inspired actionable change and strengthened our collaborative efforts.

Our advancement activities and partnerships have expanded, enabling us to extend our reach and impact. Collaborations with institutions like the University of Johannesburg and our engagement in global exchange programs have enriched our initiatives and opened new avenues for growth.

I extend my heartfelt gratitude to our dedicated team, board members, partners, and supporters. Your contributions, guidance, and encouragement have been instrumental in our journey. As we look forward to 2024, we remain committed to our mission of nurturing empathetic, socially responsible educators who will lead the charge in bringing about equitable education for all.

Thank you for being part of this transformative journey.



OUR GTI STORY

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. As "Future Leaders," our teacher interns embark on comprehensive 360-degree training, engaging actively in all spheres where learning flourishes within and around the school system.

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 invaluable experience 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 people integral to 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 presently to support a remarkable 100 Future Leaders. Our vision remains steadfast 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

We are dedicated to empowering our Future Leaders (FLs) to flourish personally and professionally. Our comprehensive approach involves our Future Leaders spending four days each week in schools, where they actively engage in the learning environment. Additionally, they participate in Friday professional development sessions, which further enhance their skills and expertise.

At the core of our mission is the cultivation of a distinct breed of educators who possess not only academic mastery and exceptional content knowledge but also pedagogical expertise. Moreover, our Future Leaders are instilled with a deep sense of self-reflection, 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 solutionists within their school systems.

This endeavour of empowering Future Leaders is a monumental one, and we recognize that its success is reliant on the collaborative efforts of various local and international partners. Notably, we extend our gratitude to the Department of Basic Education (DBE), provincial education departments, and other invaluable NGOs and donors who contribute significantly to this noble cause. Together, we aspire to pave the way for a generation of teachers who will lead with ingenuity and dedication, shaping the future of education in extraordinary ways.



EDUCATION UPDATE

This report consolidates the achievements and challenges across all four terms, highlighting key areas such as Work Integrated Learning (WIL), Professional Development Days (PDD), Social Responsibility Projects, and major developments within the Global Teachers Institute (GTI) education team.

GRADUATE EMPLOYMENT AND ACADEMIC PERFORMANCE

GRADUATE EMPLOYMENT: ALL 20 FUTURE LEADERS WHO GRADUATED IN 2022 ARE NOW EMPLOYED, INDICATING A STRONG ABSORPTION RATE INTO THE TEACHING PROFESSION.

Year of Study	FLP Interns	FLP Graduates	Employed FLP Graduates	Absorption Rate
2017 & Prior	56	11	11	100%
2018	48	9	9	100%
2019	56	9	9	100%
2020	72	22	21	96%
2021	101	20	20	95%
2022	100	21	17	81%

Academics: The continuing 80 teacher interns have performed well, with results pending for those who wrote supplementary exams. The average lesson observation score for the cohort is 80%, demonstrating high competency levels.

Academic Results: The results of the modules completed by interns across various regions indicate a range of average percentages, providing insights into performance trends and potential areas for improvement. Bohlabela leads the performance chart with an average of 72%, indicating a higher level of comprehension and execution of the module content by interns in this region. Cape Town interns performed moderately well with an average of 66%, suggesting a solid understanding but also room for improvement to reach their top performance. Jane Furse, slightly

behind Cape Town with 65%, shows consistency in performance levels similar to Cape Town, indicating similar levels of comprehension and skills among the interns. Joburg's performance, at 67%, suggests that interns in this region are performing above the average but still have potential for improvement.

John Taolo's interns have a 64% average, indicating a need for targeted interventions to boost understanding and performance. KICP, with the lowest average performance at 62%, may benefit from additional support, resources, and perhaps a review of the training methods or content delivery. Mbombela's average, also 64%, shows a similar need for improvement as John Taolo. Nkomazi, sharing the same average as Capetown at 66%, indicates a strong, though not leading, performance.

Overall, Bohlabela stands out as the top performer, while KICP indicates the greatest need for improvement. Most regions hover around the mid-60% range, showing generally moderate levels of performance but with noticeable variability. Regions like Cape Town, Jane Furse, and Nkomazi show consistent performance levels, suggesting uniformity in training or similar intern capabilities.

To enhance overall intern performance, targeted interventions should focus on KICP and other lower-performing regions, with additional training

resources, mentorship programs, and review sessions. Sharing best practices from Bohlabela can help other regions improve. Customizing support and resources based on the specific needs and challenges of each region, along with regular monitoring and feedback mechanisms, will track progress and allow for strategy adjustments. Motivational programs and recognition can encourage regions with moderate performance to push towards higher achievement, ultimately leading to more consistent and higher quality outcomes across all regions.

WORK INTEGRATED LEARNING (WIL)

Scores: Future Leaders averaged an 85% lesson observation score, reflecting significant growth, particularly in the new Northern Cape and Mpumalanga Maths hubs. Continuous improvement was noted in planning, lesson delivery, classroom management, and teaching resource utilization.

Challenges: Areas for development include language proficiency and classroom management.

Classroom Competency Observed:

Region	Planning	Language	Content	Presentation	Management	Atmosphere	Resources	Total
John Taolo	82%	83%	90%	75%	76%	78%	79%	80%
Bohlabela	90%	92%	99%	79%	85%	82%	85%	88%
Joburg	81%	89%	81%	72%	82%	81%	79%	81%
Mbombela	77%	92%	96%	81%	85%	85%	91%	87%
Nkomazi	96%	96%	95%	95%	94%	95%	93%	95%
Jane Furse	81%	85%	90%	74%	81%	81%	71%	80%
Cape Town	87%	91%	96%	78%	88%	87%	93%	89%
KICP	96%	100%	80%	95%	96%	96%	95%	94%

The data reflects performance metrics across our regions. Nkomazi and KICP emerge as top performers, excelling across most categories, particularly in Language, Content, and Presentation. Bohlabela also shows strong results, especially in Content and Language. Cape Town and Mbombela demonstrate high scores in Content and Resources, while John Taolo has a balanced performance with a notable strength in Content.

In contrast, Johannesburg and Jane Furse regions show room for improvement in Presentation and Resources. Overall, while most regions have their strengths, targeted improvements in weaker areas could enhance the overall performance.

PROFESSIONAL DEVELOPMENT DAYS (PDD)

Attendance: An 83-84% attendance rate was maintained, despite challenges such as illness and examinations that competed for FL's time.

Content: Sessions covered a wide range of topics, including exam preparation, academic support, managing exam anxiety, essay writing, time management, and effective question and answering techniques. Socio-emotional learning was a key focus, supported by the Independent Counselling and Advisory Service (ICAS).

Engagement: Active participation has led to notable professional and personal growth among interns. A Future Leader's testimony is below:

Through the professional development sessions, I have gained valuable insights into the intricacies of planning and executing lessons effectively. These sessions have emphasized the importance of meticulously crafting a lesson plan that not only engages learners but also ensures the smooth progression of the lesson. A well-structured plan serves as a foundational tool in creating an

interactive and conducive learning environment.

Moreover, the process of reflection has been instrumental in my growth. It has provided me with the opportunity to acknowledge my own challenges and recognize that some of the issues I perceive as significant are relatively minor compared to the difficulties faced by my fellow interns. This bigger perspective has underscored the importance of addressing my own issues with a more constructive and proactive approach.

Furthermore, being immersed in a school setting has afforded us a firsthand experience of the environment in which we aspire to work. This exposure is invaluable, as it bridges the gap between theoretical knowledge and practical application, allowing us to better understand the dynamics and demands of the educational field. It is through these practical experiences that we can truly appreciate the complexities of the teaching profession and prepare ourselves for future challenges.

SOCIAL RESPONSIBILITY PROJECTS

Engagement: Future Leaders completed over 24 hours of social responsibility projects. This has had a profound impact not only on the interns themselves but also on the communities they serve. Engaging in initiatives such as Mandela Day activities and providing support for the Tentele Disability Centre in Mpumalanga has cultivated a sense of social responsibility and civic duty among the interns.

For the interns, participating in these projects has been transformative. It has broadened their perspectives, instilling a deeper understanding of the societal issues that extend beyond the classroom. By actively contributing to community welfare, interns develop a heightened sense of empathy and compassion, essential qualities for

any educator. These experiences reinforce the notion that teaching extends beyond academic instruction; it involves nurturing and supporting the holistic development of individuals within the community. The practical skills and emotional intelligence gained through these projects enhance their ability to connect with and positively influence their future students.

The impact on the community is equally significant. Mandela Day activities often focus on community upliftment, such as cleaning, painting, and organizing events, which directly improve the living conditions and morale of the community members. The support provided to the Tentele Disability Centre in Mpumalanga addresses specific needs of a vulnerable group, offering resources,

companionship, and care that might otherwise be unavailable.

Such contributions foster a spirit of inclusivity and solidarity, demonstrating to community members that they are valued and supported.

Collaboration: There are ongoing efforts to integrate tracking tools and collaborate with marketing and communications teams within GTI, in order to highlight and promote the impact of these projects on communities.

Program Expansion and New Initiatives

- Northern Cape Expansion: 11 new interns were placed in four primary schools, although two later left the programme.
- Mpumalanga Maths Hub: The new hub saw 20 Future Leaders placed in 9 schools, with ongoing efforts to resolve network coverage challenges and integrate new evaluation methods.

Board and Staff Developments

- Education Committee: New board members, Sarita Ramsaroop and Mokhudu Machaba, helped to reconstitute the Education Committee. Their focus included defining Future Leader Learning Pathways and planning a collaboration with UJ.
- Staff Changes: Tania Ham was appointed as the new Education Leader, highlighting her extensive previous experience and leadership within GTI.

CONCLUSION

In 2023 the Future Leaders Programme achievements and improvements across various aspects of the programme underscore the dedication of the GTI team and the Future Leaders themselves. As we move into 2024, the focus will be on building a programme that not only meets but exceeds expectations, ensuring it remains a leading initiative in teacher education. We appreciate the ongoing support of the board and all other stakeholders, and we look forward to another successful year.





STORIES OF OUR WORK



SOLANGE KALOMBO

Regional Schools Coordinator, Gauteng



I am Solange Kalombo, an alumna of the Global Teachers Institute. I am deeply committed to enhancing the lives of students and supporting them to grow their confidence.

I graduated from the Future Leaders Program in 2019 and currently work as a Regional Schools Coordinator for the Gauteng region at GTI. While studying, I saw that a lot of students were unable to attend classes due to broken shoes and inadequate uniforms. This ignited my passion for making a difference.

I have actively sought solutions by engaging with the community and exploring various fundraising avenues. My dedication shows my belief in the importance of equal opportunities for all students.

The school uniform drive has welcomed donations from teachers, and I have also encouraged matriculating students to donate their school uniforms. This means matriculants not only provide immediate help but their actions also build a culture of giving back and a strong sense of unity and empathy among the students. This comprehensive approach fosters an empowering environment and promotes inclusivity, compassion and generosity within the school community.

Working with a fundraising team within the school to support disadvantaged students has been a

fulfilling experience. It has been a wonderful way to instil both entrepreneurship skills and a sense of community responsibility within me and among the students.

This initiative makes me realise what can happen when we take that first step towards positive change and how our actions can inspire others to do the same.

Solange Kalombo and her cohort of interns after a donation drive, Johannesburg



MASESI NKWAMBA

Social Development in Action



I am Masesi Nkwamba from the Nkomazi region in Mpumalanga. As part of the Future Leaders Programme, I am an intern at Maqhekeza Primary School, teaching Mathematics in the intermediate phase. I am also a 4th year student at the University of South Africa, majoring in Natural Science and Technology.

I was raised by a single parent because my dad passed away when I was young. As a result my Mom had to work as a domestic worker to put food on the table. After matriculating, I didn't go to university because my mom couldn't afford it. I am grateful for coming across GTI's Future Leaders Programme.

At GTI, we do social development projects that assist a lot in our communities. I started the Young Farmers Project with unemployed youth, to plant and grow vegetables to fight against poverty in our community. We sell the vegetables and donate some of them to home-based care and drop-in centres.

This social development initiative was to provide constructive and engaging activities for the youth, fostering a sense of responsibility and community involvement. It has promoted sustainable agriculture practices, instilling in the unemployed youth valuable life skills and a sense of belonging and teamwork, and promoting physical health and social well-being among learners.

I have also assisted in extra-mural activities at the school where I am placed: we won two trophies and a cheque for six thousand rand in the netball mayoral cup. I have also been selected as a young netball umpire this year at the school where I am placed. This has motivated me to coach netball to my community. The after-school netball sessions aim to keep learners physically active, develop their sports skills, and offer a positive outlet for social interaction.

Masesi Nkwamba working on her Young Farmers Project.



PEACE SAMBO



Peace Sambo is an intern at Ekuphumuleni Primary School in Nkomazi, Mpumalanga. She teaches Natural Sciences and Technology in Grade 6 and 7.

She grew up in a family of 8 boys. Being the only girl meant she was father's favourite, but her mother passed away when she was in Grade 8 and life has been quite difficult since then. Peace's life difficulties made her very determined in school and motivated her to become a role model to the girls in the community. She managed to matriculate from high school and enrolled for her UNISA degree. When Peace enrolled as an FLP intern in 2020, it was like a dream came true. With her stipend, she could now help to support her family. In the programme she has learnt a lot of skills regarding social development: to give back to the community, she decided to help other kids experiencing similar challenges as her. She now teaches them singing and traditional dance to keep them busy in their spare time and to keep them off the streets. Her big dream is to open a community theatre one day, where the youth can interact and participate in song and dance.

Peace is grateful that GTI has played such a huge role in her professional development as a teacher. Her highlight in 2023 was sleeping in a hotel for the first time when she attended the annual Axis Summit in July. She described that experience as

empowering and life changing. She wishes the best for GTI as an organisation and for the rest of the interns.

EMILY MAMARU



I am Khomotso Emily Mamaru and currently studying through UNISA for my Bachelor of Education Degree. I am an intern of Global Teachers Institute (GTI), placed at Ngwanamatlang Secondary, Limpopo, where I am teaching Natural Sciences in Grade 9, Life Sciences in Grade 11, and Physical Sciences in Grade 12.

Before I joined GTI's Future Leaders Program (FLP), I did not have any proper classroom management skills: I couldn't compile a lesson plan that followed the 5Es format (Engage, Explore, Explain, Elaborate, and Evaluate). The FLP's Professional Development (PD) workshops, that are held every Friday, have helped me so much, especially those on lesson planning, classroom management, time management, emotional intelligence and financial discipline. The PDs clearly outline how I can work on each of the issues that I struggle with. With each topic covered, my Regional Schools Coordinator (RSC) has made follow ups when needed. The workshops are key to my growth, as they allow me to constantly question myself and my approach to all aspects of work.

The mission of GTI is to develop reflective, empathetic, socially responsible master teachers for high-need African schools. GTI also wants us to become future leaders that advocate for various changes within and outside the education space. The PD workshops go a long way to ensuring that these key skills and attitudes are successfully acquired.

*Emily Mamaru at a Social Development initiative
Jane Furse, Limpopo 2023*





**“EMPOWERING EDUCATORS, ILLUMINATING MINDS, AND
TRANSFORMING COMMUNITIES THROUGH INCLUSIVE,
INNOVATIVE, AND EXCEPTIONAL EDUCATIONAL
PRACTICES FOR ALL.”**





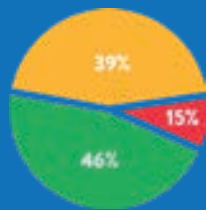
GTI GRADUATE TRACER STUDY: CLASS OF 2022

The Global Teachers Institute (GTI) is pleased to share the tracer study results for the 2022 Graduate Class of our flagship Future Leader Programme (FLP). We're proud to announce an 81% employment absorption rate, with 17 of our 21 graduates securing teaching roles nationwide within 12 months of graduation. Although slightly below past years, it surpasses our 80% goal, reflecting our graduates' resilience and adaptability amidst South Africa's economic and educational challenges.

81%
GRADUATES EMPLOYED

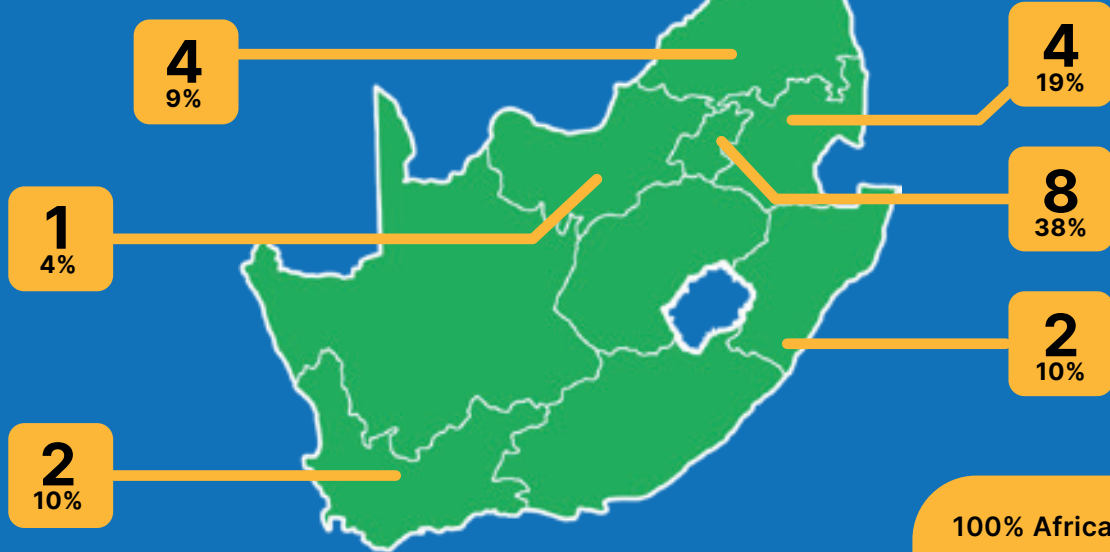
TIME TO EMPLOYMENT

- ON OR BEFORE GRADUATION
- 0-3 MONTHS AFTER GRADUATION
- >3 MONTHS AFTER GRADUATION



Encouragingly, 46% of those employed began working immediately or before graduating, often at their internship schools, with most of the remainder securing positions within three months post-graduation.

OUR GRADUATES



Geographically, our 21 graduates are spread across six of South Africa's nine provinces, predominantly securing positions within their internship locales, thereby contributing to local educational development and continuity.

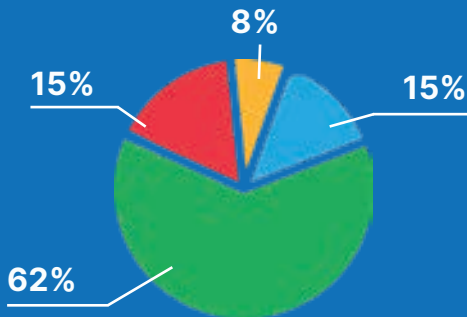
100% African (Black)
100% South African
71% Female
29% Male

Our graduates excel academically and contribute diversity to South Africa's educational future. All are classified under BEE as African (Black) and are South African citizens or residents. With 71% female and 29% male, their gender distribution aligns with national trends, showcasing our commitment to diversity in education.

A significant portion of our employed graduates, 77%, serve in public schools categorized as no-fee or low-fee (under R 1000 per month), predominantly located in under-resourced urban townships and rural areas. This deployment underscores our graduates' commitment to addressing educational disparities and contributing meaningfully to communities in dire need of quality educators.

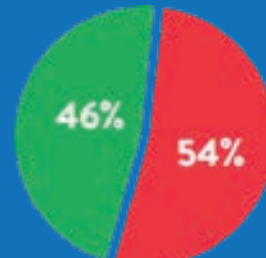
SCHOOLS BY TYPE & FEES:

- PUBLIC SCHOOLS - NO FEE
- PUBLIC SCHOOLS - LOW FEE
- PUBLIC SCHOOLS - MEDIUM TO HIGH FEE
- INDEPENDENT SCHOOLS - MEDIUM TO HIGH FEE



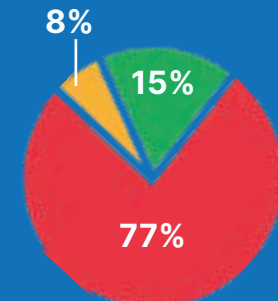
SCHOOLS BY LOCATION:

- URBAN
- RURAL



SCHOOLS BY PHASE:

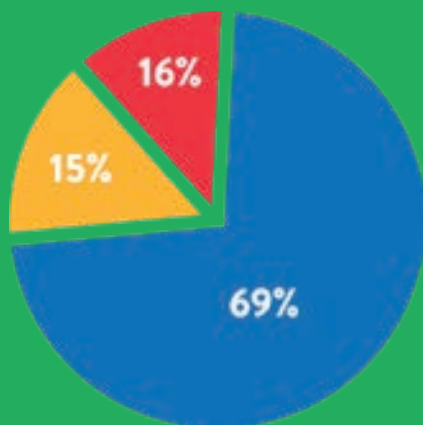
- PRIMARY
- SECONDARY
- COMBINED



Reflecting the Department of Basic Education's (DBE) priorities, GTI has effectively shifted its focus towards nurturing quality teachers for foundation and intermediate phases, a strategic pivot from our initial concentration on secondary education through the LEAP Science & Maths Schools incubation project. The phase distribution among our graduates now stands at 16% in ECD/ Foundation, 69% in Intermediate, and 15% in Senior/ FET.

PHASE GRADUATES TEACH IN:

- ECD/FOUNDATION
- INTERMEDIATE
- SENIOR/FET



The economic landscape has invariably influenced the nature of employment our graduates secure, with 85% positions being full-time. 77% of first jobs are only temporary contract posts. However, there's a silver lining, as we've witnessed a transition for some from temporary to permanent posts, underscoring the potential for long-term career establishment within the sector.

FIRST JOB BY HOURS:

- FULL TIME
- PART TIME



FIRST JOB BY CONTRACT:

- TEMPORARY
- PERMANENT



GTI's Graduate Class of 2022 represents the potential and promise of new educators in South Africa. Their journey from students to teachers, characterized by academic excellence and a high rate of programme completion, speaks volumes about their dedication and the quality of GTI's Future Leader Programme. Despite economic constraints and a challenging job market, these

graduates have shown resilience and a steadfast commitment to education, particularly in serving disadvantaged communities. GTI is not just producing educators; it is nurturing leaders who are poised to make significant impacts in the most needed areas of our education system. Our Class of 2022 is blazing a trail writing a new story for education in South Africa!



AXIS EDUCATION SUMMIT 2023

GLOWING UP EDUCATION FOR ALL

The annual Axis Education Summit took place at the Manhattan Hotel in Pretoria, Gauteng on the 13th and 14th of July. The theme for the Summit was 'Glowing Up Learning for All' which aimed to spark fresh and innovative ideas about how to influence change within the education space. Each session encouraged delegates to reimagine what a "glowed up" school, classroom, and education system would look like, while also considering how to include diverse voices and expertise from a range of backgrounds.

The Axis Summit brought together a diverse group of 225 delegates, consisting of intern teachers, teachers in service, thought leaders in education, funders and partners, as well as the GTI team that works from eight hubs across six provinces. The Summit was opened by a captivating performance by Siki Joanne, adding an artistic touch to the transformative discussions on education.

The 'Glowing Up Sober Conscious Fireside Chat' was led by our Head of Operations, David Jacobs. It provided participants with valuable insights and actionable takeaways on how to make conscious decisions, not just about alcohol but about all aspects of our lives.

The Summit offered a diverse range of engaging workshops that captivated participants throughout the two days. Workshops explored dramatic teaching methodologies, and the use of storytelling, skits, song, and dance to liven up science subjects. Participants delved into learner-centered strategies that promote interaction and entertainment without an over-reliance on technology. Another standout

workshop was from the LEAP Living Labs. This session showcased the Food Garden Living Lab as a transformative space for project-based learning, blended with social responsibility within the learners' community.

Additional sessions focused on:

- trust and trustworthiness in education.
- incorporating human rights and activism into the classroom.
- igniting a passion for mathematics.
- fostering safer schools through collaboration.
- addressing instructional challenges in rural and township schools.
- rethinking discipline in the classroom.
- bridging cultural and linguistic barriers.
- the role of being a global teacher.
- tools for releasing trauma, stress and anxiety and practical applications of these tools in the classroom.

On Day 2 of the Summit, Sven Ruygrok started the day with a talk on 'The Why of Being a Teacher' that inspired delegates. Also, that day, as a Mandela Day initiative, 70 Summit delegates joined various other organizations at the Sandton Convention Centre for a food packaging event hosted by Rise Against Hunger. The packaged food is distributed to various centres to extend assistance and support to communities facing food insecurity, while also empowering them to achieve long-term self-sufficiency. Through their proactive involvement, more than 20 boxes with over 500 meals were packed.

We are delighted with the uptake for the FLAME workshops (smaller regional Summits to expand our reach into communities that we serve) that happened after the Summit. Below are the FLAME workshops hosted in 2023 and those scheduled for 2024.



Event	Location	Host/s	Event Date	No. of Delegates
01	LEAP 4 Diepsloot, Gauteng	LEAP 3,4,6	21 July 2023	133
02	LEAP 1 Langa, Cape Town	LEAP 1,2 & LEAP Institute	28 July 2023	55
03	LEAP 5 Jane Furse, Limpopo	LEAP 5	28 July 2023	56
04	Instill and MTAT - Johannesburg	Instill & MTAT	19 August 2023	89
05	Penreach, Mpumalanga	Penreach	23 September 2023	133
06	John Taolo Gaetsewe	GTI	23 February 2024	133
07	Teach the Nation - Gauteng	Teach the Nation	1 June 2024	223
08	We are Church - Gauteng	We are Church	12 May 2024	60

The dedication and passion of attendees were evident throughout the event, and we are excited to see the lasting positive effects of this summit on education worldwide. We extend our heartfelt gratitude to all the participants, speakers, sponsors, and partners who contributed to making this event a resounding success.





CELEBRATING OUR GRADUATES



REFLECTIONS OF SEGWATE SHAI

as a powerful connector of people - through the programme's concept of "Ubuntu". I started a feeding scheme for scholars in the local community. As the saying goes, "no man is an island": we depend on one another to maintain and improve societal standards and norms.

The Friday Professional Development sessions gave me a lot of valuable lessons that are applicable in the context of the workplace and in life in general. I stand proud and reflect on how these lessons will forever be useful in creating productive and safe environments conducive to learning and growth.

With consistency and discipline keeping my eyes on the goal, I completed my degree in record time. At the 2023 end of year function, Jane Furse programme alumni shared words of wisdom on how to excel within the programme. As a graduate of the FLP programme, I commit to attending the event annually to encourage the interns to maintain the core values of the programme and constantly remember where they come from. I have now secured permanent employment as an accounting teacher at Leap 5 in Jane Furse.

joined GTI's Future Leaders Programme (FLP) in April 2022 as a 3rd year student at UNISA. I have grown both personally and professionally and I now have a cosmopolitan view of how the world functions.

My journey in the program was a blessing because I was surrounded by people who shared a similar vision. As a result, I am now flying high as a product of the Jane Furse region.

I am grateful for the exposure to both public and private school education in the different schools that I was placed in. This taught me to adapt to pressure and changes, and challenged me to think deeper, enabling me to change my perception of life. I believe that we must all get to know that our true power lies within. Therefore, to change the world one must change one's own story.

The FLP gave me a chance to identify my purpose



GTI'S JANE FURSE REGIONAL ALUMNI LAUNCH

On the 2nd December 2023, FLP Limpopo graduates launched their Regional Alumni group. It is aimed at fostering a spirit of community and collaboration. The event was meant to inspire formation of a national alumni body and launch in 2024.

The regional launch provided a platform for alumni to share their experiences, challenges, and achievements in the Future Leaders Programme (FLP). The collective energy and passion for education were palpable, making the event a memorable experience for all attendees. The alumni acknowledged that the work of GTI significantly impacts their current teaching practice initiatives and leadership roles. They recognise that the organization's support and resources enables educators to enhance their skills, leading to improved student outcomes and a more effective education system.

The regional launch demonstrated the power of collaboration and community-building in the education sector. The event's success has inspired a podcast initiative, which will facilitate continued conversations and knowledge sharing among stakeholders, driving progress and innovation in their careers.

GTI's ability to bring together diverse stakeholders and foster meaningful connections - like this event demonstrated - is something that sets this organisation apart.



GTI alumni at the Limpopo region launch. Limpopo 2023



STUDENT TESTIMONIALS



NOMVUSELELO MVO

I will glow up learning by using my experience and embracing growth.

CEDUSIZI MTHETHWA

I will glow up learning by educating the youth in my community on the Importance of mental health.



THATOHATSI HUIS

I will glow up learning by cultivating a secure environment where students feel comfortable expressing their thoughts. Language acquisition often entails making grammatical errors while speaking, which aids in comprehending the significance of mastering a language.

LOUIS MASHILO

I will glow up learning by being a lifelong learner.



NKULULEKO MPAMBANE

I will glow up learning by resembling myself as a burning candle that is set alight to light up other candles to shine up the world.



MARIA MAKGAE

I will glow up learning by encouraging learners to change their mindset towards education. The way you think about it and the way you approach it determines the kind of outcome you will have. Positive mindset, positive attitude, positive life.

RALETJENA MOSEANA WILLIBROD

I will glow up learning, by informing young people that education is the start of your tomorrow's bread.



SPHIWE MASHININI

I will glow up learning by using real world examples and applications to connect the teaching material to learners' lives.

YOLANDA NAZO

I will glow up learning by making education a lifetime investment.



RELEBOHILE THELISI

I will glow up education by creating positive classroom environments that enforce the culture of collaborative learning. I will also advance innovative education patterns that help prepare students for a dynamic world and workplace by providing them with opportunities to develop skills such as creativity, adaptability, and resilience.

STUDENT TESTIMONIALS



REBECCA MOLEBALE

I will glow up learning by creating student-centered classrooms for all learners and learners with disabilities through the lens of diversity, equity, and inclusion.

BHONGO MKONTO

I will glow up learning by allowing myself to learn more.



KEABETSWE RAMOKOGA

Always be prepared to overcome life's obstacles because they are there to test your capabilities.



LEHLOHONOLO LUBISI

I will glow up learning by showing that my life matters more, and proving that I am the best version of myself.



NONZUNZO ZONDO

I will glow up by learning by exploring new things/discoveries and developments.





JPEMEA SELLO QABA

I will glow up learning by developing a collaborative professional culture to support student-centered teaching and learning.

NANCY MADUANA

I will glow up learning by not giving up easily and remembering where I come from. I will keep on fighting until I get what I always wanted/wished for.



CAROLINE MASHILO

I glow up learning by taking full responsibility of how I teach my learners so that they can have a promising future.

MAHLATSI MUKUPO

I will glow up learning by being kind and celebrating my wins and those of the other people around me.



NOMPILO MANDLAZI

I will glow up learning by collaborating with different teachers in order to find the best strategies to accommodate diverse and inclusive learners to ensure that they feel welcome, appreciated, and valued at the school.



ADVANCEMENT UPDATE

ADVANCEMENT REPORT FOR 2023

In 2023 we achieved a lot as an organization, as demonstrated by the various programs and initiatives highlighted below. The report covers work done in the Teach with Africa Exchange Program, fundraising efforts, the establishment of impactful collaborations and developments in our employee experience portfolio.

ADVANCEMENT ACTIVITIES

- **Teach With Africa Exchange Program (March/April):** Four interns travelled to San Francisco with Hassiena Marriott, our Head of Education for the annual teacher exchange programme. The group was hosted in private and public schools for three weeks. They had life changing experiences of working with learners, being and building partnerships.
- **Dialogue Conference (May):** On 9 and 10 May 2023, Hassiena Marriott attended this premier event that showcased important developments across the corporate responsibility sector. With corporates and non-profit organizations as the target market, the event enhanced knowledge and collaborations to help businesses perform more sustainably in society. Hassiena managed to create useful connections with Vodacom, Sasol, Nedbank, Telkom, Odin Education, Spur Foundation, and Volkswagen.
- **Edutech Conclave (June):** Edutech, Jet Educational Services, Global Teachers Institute and School-Net SA partnered to host an Edutech Conclave. The event was attended by close to sixty delegates and the sessions facilitated robust conversations about the use of technology to improve access to quality education within our communities. A commitment was made by delegates to continue with their efforts to narrow the current digital divide and work on more collaborative efforts to affect this change.
- **Fellowship from San Francisco (July):** In a return exchange programme, GTI hosted 10 Teach With Africa fellows from various schools in the USA. The group attended the GTI Axis Summit and in the following week, they participated in a range of life-changing activities. They visited Emshekantambo Secondary School in Soweto and LEAP 3 Maths & Science School and had a tour of the Alexandra and Soweto townships. Their highlight was their visit to Kganya ya Lesedi Foundation, a home for children suffering from cerebral palsy.
- **Principal's Lunch (August):** This event launched the expansion of our Future Leaders Programme (FLP) into private schools. Named the Future Leader Collaborative Programme (FLCP), we received positive feedback from several schools interested in hosting our interns.
- **FLP Graduation Ceremony (September, online):** We celebrated 20 graduates from our Future Leaders Program in an online event, with esteemed guests from our partner organizations enriching the collaborative efforts that currently exist. We are extremely proud of the growth and potential that this new cohort of teachers has shown in changing the narrative within the education space.

EMPLOYEE EXPERIENCE

2023 ushered in quite a number of changes in our staff complement. We recruited a Bookkeeper, FLP Administrator & Facilities Coordinator, and a Software Developer & ICT Coordinator to support our growing team. Tania Ham was appointed as Education Leader on November 1.

On the wellness side, we continued working with ICAS as our holistic wellness service provider and we also started our staff hospital plan in October.

We are also excited to announce that our national office will be relocating to LEAP 3, partly so that we can work more closely with one of our most strategic host schools. We should occupy the new space in Linbro Park at the start of 2024.

Collaborations and Future Plans

Our advancement team is committed to fostering mutually beneficial relationships that leverage the different strengths of each collaborative partner. Looking ahead, the advancement team plans to enhance our partnerships with stakeholders, streamline our communication strategies, and utilize innovative technologies to drive our mission forward. 2024 will see us focusing on:

- **University of Johannesburg (UJ) Collaboration:** Plans to develop a professional development program to improve pass rates and expand offerings.
- **Mindspark Partnership:** Mindspark is a personalized learning software that allows children to effectively advance their literacy and numeracy skills at their own pace. We are currently working with 7 schools in Ehlanzeni District in Nelspruit Mpumalanga. We have placed 2 interns per school to facilitate the Mindspark sessions. The interns are studying for their B.Ed degree and assist the learners with the content.
- **Programme Cost Reduction:** Plans to reduce costs by having Funza and UJ fund a larger portion of stipends and work integrated learning.
- **Sustainability Efforts:** Discussions to ensure timely disbursement of bursaries and increased collaboration with independent schools.
- **Expand our Funder Base** through more targeted fundraising efforts.



We would like to express our appreciation to all our stakeholders for their invaluable input in working with us to change the teacher development narrative in South Africa.

**THANK YOU,
SIYABONGA, DANKIE,
RO LIVHUMA.**



FINANCIAL REPORT

Global Teachers Institute - (Registration number 174-938 NPO)
Financial Statements for the year ended 31 December 2023

Statement of Financial Position as at 31 December 2023

Figures in Rand	2023	2022
Assets		
Non-Current Assets	101460	38947
Intangible assets	-	11
	101460	38958
Current Assets		
Trade and other receivables	1122971	174383
Cash and cash equivalents	5 483 275	3 780 922
	6 606 246	3 955 305
Total Assets	6 707 706	3 994 263
Equity and Liabilities		
Equity		
Retained Income	570 120	111 493
Liabilities		
Current Liabilities		
Trade and other payables	6 137 586	3 882 770
Total Equity and Liabilities	6 707 706	3 994 263

Statement of Profit or Loss and Other Comprehensive Income

Figures in Rand	2023	2022
Revenue	12 311 106	8 153 822
Other operating income	6 120	15 264
Other operating expenses	(12 220 784)	(8 075 589)
Operating profit	96 442	93 497
Investment income	362 185	14 780
Finance costs	-	(14 679)
Total comprehensive income for the year	458 627	93 598

AUDITORS OPINION

We have audited the financial statements of Global Teachers Institute NPO which comprise the statement of financial position as at 31 December 2023, statement of profit and loss and other comprehensive income for the year then ended, including material accounting policy information.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Global Teachers Institute NPO as at 31 December 2023, and its financial performance and cash flows for the year ended in accordance with International Financial Reporting Standards for Small to Medium-sized Entities and the requirements of the Non-Profit Organisations Act of 1997.

A Carrim and Associates| Chartered Accountants (SA) | Registered Auditors | 8 July 2024



PARTNERS & FUNDERS

FUNDERS

Boeing
Coronation Asset Management
DG Murray Trust
DHL
Edgar Droste Trust
Get It Done Foundation
Harry Crossley Foundation
Hermann Ohlthaver Trust
Hoskens Consolidated Investments
(HCI)
Humulani Empowerment Trust
Maitri Trust
Oppenheimer Memorial Trust
Ryan Strauss
Teach with Africa

COLLABORATIVE PARTNERS

Bertha Centre for Social Innovation
and Entrepreneurship
BRIDGE
COSAT
Department of Basic Education
GTI Teacher
Internship Network:
Inanda Khanyisa
Joint Education Trust (JET)
LEAP Science and Maths schools
More Than a Teacher
Thandolwazi
The Teacher Internship Collaboration
South Africa (TICZA)
St Andrews School for Girls
TICZA
Trialogue
Youth Employment Service (YES)



**GLOBAL
TEACHERS
INSTITUTE**

ANNUAL REPORT 2023



**Unlocking potential, fostering global citizenship, and
shining a light on the path to excellence in
education for everyone, everywhere.**