There can be no keener revelation of a society’s soul than the way in which it treats its children.

- Nelson Mandela
# MIET AFRICA: ANNUAL REPORT 2012

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### CHILDREN

**Children have unlimited potential.**

**With education anything is possible.**

...
There can be no keener revelation of a society’s soul than the way in which it treats its children.

- Nelson Mandela

CHILDREN HAVE UNLIMITED POTENTIAL. WITH EDUCATION ANYTHING IS POSSIBLE.
# MIET Africa: Annual Report 2012

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A MESSAGE FROM THE CHAIRPERSON

To build a better world we need to replace the patchwork of lucky breaks and arbitrary advantages today that determine success—the fortunate birth dates and the happy accidents of history—with a society that provides opportunities for all.

- Malcolm Gladwell
  Outliers: The Story of Success

Mo Ibrahim, Co-chair of the World Economic Forum on Africa 2013, noted that Africa is in the midst of an extraordinary demographic shift. The median age is now 18. These young people should form a powerful motor for economic growth in Africa. As the continent prospers, our discussions should centre on what we can do to get the best out of our greatest resource—our young people. However, we are not living up to the challenge. Unfortunately, there is no single solution, nor can it be solely the responsibility of governments. “I strongly believe that education is too important a subject to be left only in the hands of politicians and administrators, no matter how well-intentioned. After all, the principal aim of education is to lead to worthwhile and productive employment.”

In accordance with this belief, MIET Africa continues in its endeavours to provide the best possible environment for children and youth to develop and thrive. The combination of strong and enduring partnerships, the genuine passion and dedication of its staff members, its strong leadership, and the consistent support of a committed Board of Trustees, have proven to be a winning recipe for sustainability.

This year, South African NGOs in general, and MIET Africa in particular, face a two-fold challenge:

On the one hand, there is the reality of radical funding cuts by donors and having to find a way to survive within a context of scarce resources.

On the other hand, as an important component of civil society, there is the challenge of continuing to serve the communities. Recent research by Inyathelo (the South African Institute for Advancement) showed that NPOs provide more than 30% of civil services in the country.

Despite the challenges during this period, MIET Africa refused to crumble, even though the past year has been an extremely difficult trading year. The tenacity and determination to succeed that were demonstrated by the management team and staff, have helped the organization to adapt to these realities, and to provide the environment to conduct business “unusual”.

What is also clear is that these trying times have driven the kind of creative and innovative thinking that the organization is known for. New programmes, and the rollout of successful existing programmes, are on the horizon, and it is with much confidence that I say that the
ONE DAY A CHILD WILL WRITE THE SOUNDTRACK TO OUR LIVES.

Name: Shadow Khumalo
Age: 23
Occupation: Recording Artist
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Age: 23
Occupation: Recording Artist
education sector will enjoy the input of MIET Africa for many years to come.

In the midst of these challenges, MIET Africa also had to embrace a change in leadership. After many years at the helm, we took leave of an extremely inspirational, innovative and visionary leader in the person of Lynn van der Elst. I would like to take this opportunity to express my personal, and the Board’s, deepest appreciation to Lynn, without whom MIET Africa would never have attained the heights as a leading educational NGO in South Africa. Her unwavering commitment and hard work has been an inspiration. But now we look ahead to the organization going forward with our new leader, Thobile Sifunda. I am confident that we can look forward to a new year of exciting possibilities.

I agree wholeheartedly with Mo Ibrahim when he said, “I have no doubt that Africa’s greatest gift is the talent and energy of our young generation.” And it is this generation that MIET Africa continues to contribute to in a meaningful way by improving the lives of children, from early childhood to out-of-school youth.

Dr John Volmink
CHAIRPERSON, MIET AFRICA
A MESSAGE FROM THE CEO

The ultimate measure of a man [organization] is not where he stands in moments of comfort, but where he stands in times of challenge and controversy.

- Martin Luther King, Jr

MIET Africa enjoyed many years of “smooth sailing”; 2012 is the first in a while that can be described as one of “turbulent waters”. There are several reasons for this, key being the generally weak economic environment and the negative impact this is having on the availability of funds for development, the long delays in the approval and signing of contracts, and large time-consuming tenders that are yet to be adjudicated.

This challenging situation is not peculiar to MIET Africa. The pool of resources for development work has, over the past few years, been significantly reduced, making it increasingly difficult for NGOs to sustain their work. A recent report published by Greater Good SA reveals disturbing statistics about the financial situation of NGOs in South Africa. MIET Africa falls into the top 18% of NGOs—those that have sufficient resources to cover more than six months of operating costs; the remaining 82% have resources to survive for less than six months. A frightening picture for South Africa, particularly since NGOs represent the voice of civil society!

Yet, there is good reason to be optimistic. MIET Africa has built a solid foundation and is widely respected for its integrity, professionalism, innovation and high standard of delivery. The opportunities ahead are exciting, demanding a highly-skilled team of leaders who are able to respond to the changing environment in a proactive way. Fortunately MIET Africa has this in abundance. The qualities that have made this organization one of the best in the development world continue to shine through as strong as ever: unwavering passion for our vision; steadfast belief in ourselves; imagination; hard work. Why would one ever doubt the future with a team of this calibre?

Of course, it is because of this amazing team that stepping down as CEO at the end of this year has been made that much more difficult. What a privilege it has been for me to work amongst some of the most exciting, talented and committed people. I owe so much of my own growth, both personal and professional, to the many colleagues (just too many to name) that I have worked with over the past 20 years, both within and outside the organization. I will be eternally grateful to have been part of such an incredible organization: an organization that enriched my life in so many ways and has allowed me to make a small contribution to
ONE DAY A CHILD WILL INSPIRE THE NATION.
A MESSAGE FROM THE CEO

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Sandiso Mbatha
27
School Teacher
improving the lives of the many vulnerable children in Southern Africa.

A second reason for optimism is the exceptional calibre of our new leader tasked with taking the organization forward. In the short time she has been with us, Thobile Sifunda has demonstrated why she was appointed, with great confidence, to the position of CEO. Her calm, confident manner, her wisdom emanating from years of experience in the education sector, and her sincere passion and deep commitment to MIET Africa’s vision, assures us that the organization is in good hands. Together with her competent and experienced management team, supported by an exceptional board of loyal and committed trustees, there is no doubt that MIET Africa’s future looks promising.

I end with the words of Norma Vaughan, “Dream big and dare to fail”—an attitude that has stood the organization in good stead since its inception and will, I am sure, continue long into its future.

Lynn van der Elst
CHIEF EXECUTIVE OFFICER, MIET AFRICA
### STATEMENT OF FINANCIAL POSITION

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property and Equipment</td>
<td>216 938</td>
<td>228 520</td>
</tr>
<tr>
<td>Investment Property</td>
<td>1 468 006</td>
<td>1 468 006</td>
</tr>
<tr>
<td>Investment</td>
<td>1 179 060</td>
<td>1 122 764</td>
</tr>
<tr>
<td><strong>Current assets</strong></td>
<td>13 227 006</td>
<td>18 868 093</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>2 878 370</td>
<td>7 043 879</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>10 126 636</td>
<td>11 824 214</td>
</tr>
<tr>
<td>Loan to related entities</td>
<td>222 000</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>16 091 010</td>
<td>21 687 383</td>
</tr>
<tr>
<td><strong>EQUITY AND LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital and reserves</td>
<td>8 608 498</td>
<td>11 211 924</td>
</tr>
<tr>
<td>Trust capital</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Revaluation Reserve</td>
<td>179 060</td>
<td>122 764</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>8 429 338</td>
<td>11 089 060</td>
</tr>
<tr>
<td><strong>Current liabilities</strong></td>
<td>7 482 512</td>
<td>10 475 459</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>2 002 056</td>
<td>6 069 215</td>
</tr>
<tr>
<td>Deferred contributions</td>
<td>5 480 456</td>
<td>4 406 244</td>
</tr>
<tr>
<td><strong>Total equity and liabilities</strong></td>
<td>16 091 010</td>
<td>21 687 383</td>
</tr>
</tbody>
</table>
### INCOME STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations and interest received and expended</td>
<td>30 705 077</td>
<td>81 741 927</td>
</tr>
<tr>
<td>Recoveries</td>
<td>113 301</td>
<td>104 829</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>5 226 179</td>
<td>245 568</td>
</tr>
<tr>
<td>Fair Value Adjustment</td>
<td>56 296</td>
<td>122 764</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>36 100 853</td>
<td>82 215 088</td>
</tr>
<tr>
<td>Expenditure</td>
<td>-37 885 839</td>
<td>-82 379 978</td>
</tr>
<tr>
<td>Impairment of loan</td>
<td>-1 442 796</td>
<td>–</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>-3 227 782</td>
<td>-164 890</td>
</tr>
<tr>
<td>Profit/(-loss) on disposal of property and equipment</td>
<td>15 425</td>
<td>17 157</td>
</tr>
<tr>
<td>Interest Received</td>
<td>608 931</td>
<td>837 199</td>
</tr>
<tr>
<td><strong>(-Loss) Surplus for the year</strong></td>
<td>-2 603 426</td>
<td>689 466</td>
</tr>
</tbody>
</table>

### STATEMENT OF CHANGES IN TRUST CAPITAL AND RESERVES

<table>
<thead>
<tr>
<th></th>
<th>Trust Capital</th>
<th>Revaluation Reserve</th>
<th>Accumulated Surplus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at 01 January 2011</td>
<td>100</td>
<td>–</td>
<td>10 522 358</td>
<td>10 522 458</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>–</td>
<td>–</td>
<td>689 466</td>
<td>–</td>
</tr>
<tr>
<td>Transfer to revaluation reserve</td>
<td>–</td>
<td>122 764</td>
<td>–122 764</td>
<td>–</td>
</tr>
<tr>
<td>Balance at 01 January 2012</td>
<td>100</td>
<td>122 764</td>
<td>11 089 060</td>
<td>10 522 458</td>
</tr>
<tr>
<td>Loss for the year</td>
<td>–</td>
<td>–</td>
<td>-2 603 426</td>
<td>–</td>
</tr>
<tr>
<td>Transfer to revaluation reserve</td>
<td>–</td>
<td>56 296</td>
<td>-56 296</td>
<td>–</td>
</tr>
<tr>
<td>Balance at 31 December 2012</td>
<td>100</td>
<td>179 060</td>
<td>8 429 338</td>
<td>10 522 458</td>
</tr>
</tbody>
</table>
We are pleased to report for the financial year ended 31 December 2011.

The Audit Committee is a committee of the Board of Trustees and is governed by the Trust Property Control Act 57 of 1988. It assists the Board through advising and making submissions on financial reporting, oversight of the risk management process and internal financial controls, external and internal audit functions and statutory and regulatory compliance of the Trust.

The Audit Committee Charter aims to ensure compliance with the Nonprofit Organisation Act 1977, as amended in 2000, the King Report on Corporate Governance 2002 and the related Code and Corporate Conduct and Practices (King III).

Terms of reference—Audit Committee Charter
The Audit Committee has adopted formal terms of reference that have been approved by the Board and which are regularly reviewed and updated. The Audit Committee has executed its duties during the past financial year in accordance with these terms of reference. The Audit Committee has a formal Annual Audit Committee Plan for 2012 onwards which forms the basis of Audit Committee Agendas.

Composition. The Committee consists of five independent non-executive and two executive members. S R Bean continued as Chairperson of the Audit Committee during the period under review.
Meetings. The Audit Committee held three meetings during the period under review.

- Made submissions to the Board on matters concerning the Trust’s accounting policies, financial control, records and reporting.
- Concurred that the adoption of the going concern premise in the preparation of the financial statements is appropriate.

Rules and functions of the Committee. In the execution of its statutory duties during the past financial year, the Audit Committee:

- Considered the audit firm RSM Betty & Dickson (RSMBD) and the audit partner O Chetty, to be independent of the Trust and they are accepted and nominated by the Board for appointment as the Trust auditors for the 2012 year.
- Determined the fees to be paid to RSMBD.
- Determined the terms of engagement for RSMBD.
- Believes that the appointment of RSMBD complies with the Charter.
- Pre-approved all non-audit service contracts with RSMBD. The nature and extent of these services have been reviewed to ensure that the fees for these services are not significant as to call into question their independence.
- Received no complaints relating to the accounting practices of the Trust, the content or auditing of its financial statements, the internal financial controls of the Trust, and other any related matters.
- Reviewed the draft audited financial statements.
- Met with the external auditors to discuss the annual financial statements prior to their approval by the Board.
- Made submissions to the Board on matters concerning the Trust’s accounting policies, financial control, records and reporting.
- Concurred that the adoption of the going concern premise in the preparation of the financial statements is appropriate.

Risk management. The Trust has no formal risk committee. Responsibility for risk lies with the CEO, Trustees, Directors and Management. The Audit Committee is responsible for overseeing risk management and internal processes and conflicts. The Audit Committee has:

- Received assurance that the process and procedures followed by the Trustees are adequate to ensure that financial risks are identified and monitored.
- Satisfied itself that the following areas have been appropriately addressed:
  - financial reporting risks;
  - internal financial controls;
  - fraud risks as they relate to financial reporting;
  - IT risks as they relate to financial reporting.
- Reviewed tax and technology risks, in particular how they are managed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of appointment</th>
<th>Qualification</th>
<th>No. of Meetings attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>S R Bean*</td>
<td>7 December 2010</td>
<td>BCom (Hons); CA(SA)</td>
<td>3</td>
</tr>
<tr>
<td>M J Brand*</td>
<td>2 December 2008</td>
<td>BCompt (Hons); CA(SA)</td>
<td>3</td>
</tr>
<tr>
<td>N S Copley*</td>
<td>2 December 2008</td>
<td>BA; LLB; LLM (Tax)</td>
<td>3</td>
</tr>
<tr>
<td>M Cramer**</td>
<td>2 December 2008</td>
<td>ICSA</td>
<td>3</td>
</tr>
<tr>
<td>R H Poulson*</td>
<td>2 December 2008</td>
<td>QBE</td>
<td>2</td>
</tr>
<tr>
<td>L C van der Elst**</td>
<td>2 December 2008</td>
<td>Dip Ed; HDE</td>
<td>3</td>
</tr>
<tr>
<td>J D Volmink*</td>
<td>2 December 2008</td>
<td>PhD (Mathematics)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Executive   *Independent non-executive
A formal risk identification workshop was held on 29 March 2012, under the guidance of a RSMBD Risk Management Specialist. As a result, a formal Risk assessment Register and Progress Report was introduced. Risk Management is a Permanent Item on Audit Committee Agenda.

**Internal financial controls**
- Reviewed the effectiveness of the Trust’s system of internal financial controls including receiving assurance from management and external audit
- Reviewed significant issues raised by the external auditors in their reports
- Obtained assurance from the external auditors that adequate accounting records were maintained
- Reviewed policies and procedures for preventing and detecting fraud and the safe guarding of electronic data both internally and off site.

Based on the processes and assurances obtained, we believe that the significant internal financial controls are effective.

**Committee Structures**

*a) Remuneration Committee*
There is no separate Remuneration Committee. Instead it will function as a subcommittee of the Audit Committee and will be under the chairmanship of the Chairperson of the Audit Committee. The other members of the Remuneration Committee are the Chairperson of Board of Trustees, CEO and one other trustee. The directors will submit their proposed remuneration and related matters to the Remuneration Committee for consideration, who will then make final recommendations to the Board. The CEO will recuse herself when her remuneration package is discussed. The Remuneration Committee will meet at least once a year.

*b) Investment Committee*
There is no separate Investment Committee. Instead the Investment Committee functions as a subcommittee of the Board of Trustees. The Chairman of the Audit Committee will be a member of the Investment Committee to advise and assist in all investment decisions.

Ad hoc proposals and recommendations to the Board will be made as required.

**External audit.** Based on processes followed and assurances received, we have no concerns regarding the external auditor’s independence.

Based on our satisfaction with the results of the activities outlined below, we have recommended the reappointment of RSMBD to the Board.

<table>
<thead>
<tr>
<th>Description of fees</th>
<th>R</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit services (Provision 2012)</td>
<td>155 000</td>
<td>85</td>
</tr>
<tr>
<td>Other services</td>
<td>18 365</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>173 365</td>
<td>100</td>
</tr>
</tbody>
</table>

**Internal audit.** The Trust has no separate Internal Audit department. The Audit Committee will provide an oversight function. The Audit Committee will monitor internal controls and systems. The Audit Committee will rely on the Chief Operations Officer (C.O.O.) and external audit to bring material matters and deficiencies to its attention for further consideration. During the period under review RSMBD were engaged and will be requested to perform certain internal audit functions on an ad hoc basis.

**Finance function.** We believe that Ms M Cramer, the C.O.O, possesses the appropriate expertise and experience to meet the responsibilities of the position she holds. She is responsible for the day to day functioning of the organization, including financial management, adjustment and IT.
We are satisfied with the expertise and experience of the Finance Department’s staff and the adequacy of the resources within the Finance function of the Trust. This is continually assessed and discussed with the C.O.O.

Based on the processes and assurances obtained, we believe that the accounting practices and systems are effective.

**Code of ethics.** The Trust has a strong culture of entrenched values, which forms the cornerstone of the behaviour expected of the Trust towards its stakeholders. These values are embodied in a written document known as the Trust Code of Ethics. Conducting business in an honest, fair and legal manner is a fundamental principle of the Trust. Ethical behaviour has always been a fundamental guiding principal and management continually focuses on establishing a culture of responsibility, fairness, honesty, accountability and transparency. The Trust, during the current reporting period, explained to employees what constitutes ethical conduct and to provide guidance on how to make ethically correct decisions.

**Confidential lines.** The Trust recognizes the need for a confidential reporting process (“Whistle Blowing”) covering fraud and other risks. In line with its commitment to transparency and accountability, the Trust takes action against persons who are guilty of fraud, corruption and other misconduct. As a new innovation, any employee or external stakeholder will be able to report wrongdoing on a confidential and anonymous basis to an independent service provider, which will ensure that all calls are treated confidentially. This facility will be introduced in February 2013.

**Corruption.** The Trust has a no-tolerance approach with regards to unethical conduct, in particular to fraud and corruption. Strict policies relating to gifts and donations received from third parties are in place compelling employees or management to declare same.

The Trust further prohibits the making of donations to political parties. No donations to political parties were made during the period under review.

The Audit Committee considers any incidents of fraud and corruption. Any material incidents of fraud or corruption are reported to the Audit Committee. There was an isolated incident of possible corruption pertaining to the procurement of goods during the reporting period. This matter is now subject to legal proceedings although the amount is far below the materiality factor defined by the External Auditors.

The Audit Committee is of the view that the matter is of sufficient importance to engage legally, to further enforce the Trust’s ethical policies and zero tolerance of fraud and corruption with staff and external third parties.

**Compliance.** The Committee is responsible for the reviewing any major breach of relevant legal, regulatory and other responsibilities. The Committee is satisfied that there has been no material non-compliance with laws and regulations.

**Going concern.** The Committee, based on an assessment received from executive management, is of the view that the Trust will be a going concern for the foreseeable future.

**Annual Financial Statements.** The Audit Committee recommended the Financial Statements for approval by the Board at a meeting held on 25 March 2013.

*On behalf of the Audit Committee:*

**Selwyn Roy Bean**

CHAIRPERSON: AUDIT COMMITTEE

12 APRIL 2013
ABOUT MIET AFRICA

Our purpose
Improving the lives of children by addressing barriers to learning

Our vision
Children attaining their full potential through quality education

Our mission
To be an African leader in developing and providing innovative education approaches

Background
MIET Africa is a not-for-profit organization based in South Africa with a strong presence in the SADC Region (Southern African Development Community). It realizes its purpose of improving the lives of children by contributing to quality teaching and learning. MIET Africa prides itself on being an African NGO and an innovator of education approaches that address the many challenges faced by children and youth in the Region. It has pioneered many models and programmes, and its influence extends across Africa and beyond.

Our strategic direction
MIET Africa’s strategic direction is guided by the following objectives:

Developing and implementing innovative education approaches
A pioneering organization in education development, we identify obstacles to teaching and learning and design and test innovative ways of removing these.

Establishing partnerships to strengthen education delivery
We acknowledge too that we cannot achieve our vision alone: it is through strong and trusting partnerships that success is achieved.

Government is a crucial partner for the sustainability and scale-up of our pilot projects and hence our key partners are education ministries, at provincial and national level in South Africa, and at national level in other African countries. Other important partners include school communities, NGOs, other government departments, local and international development agencies, United Nations organizations and corporates.

Influencing policy in education
Our role is not to deliver quality education, but rather to support government in its mandate to do this. Hence, we focus on influencing the development and strengthening of policy where it pertains to education. In this way we are able to maximize our impact.

Our focus areas
MIET Africa focuses on supporting education development, as well as health and socio-economic development where they impact on education.
ONE DAY A CHILD WILL CONSERVE OUR NATURAL HERITAGE.
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<table>
<thead>
<tr>
<th>Name</th>
<th>Mandisa Zondi</th>
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<tbody>
<tr>
<td>Age</td>
<td>26</td>
</tr>
<tr>
<td>Occupation</td>
<td>Conservationist</td>
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</tbody>
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The organization has developed a holistic and comprehensive approach to addressing barriers to learning and development to promote:

(i) quality teaching and learning for all learners;
(ii) access, retention and achievement of learners in the education system.

To achieve this mandate three focus areas have been identified:

1.1 Quality Teaching and Learning

Regarded as the ultimate goal of all education endeavours, quality teaching and learning is about ensuring improved learner performance and education for all. MIET Africa is committed to working with ministries of education to design innovative approaches to support the strengthening of education systems/institutions to provide quality teaching and learning for all learners. This is achieved through:

- relevant research and development (into causal factors and needs);
- conceptualizing, piloting and implementing relevant developmental programmes/projects;
- meaningful and inclusive partnerships (with relevant partners from within and outside government);
- implementation of innovative approaches (including use of technology-based solutions and learner-centred methodologies).
1.2 Care and Support for Teaching and Learning
Care and Support for Teaching and Learning emerged out of the Schools as Centres of Care and Support model that we developed. It entails supporting the transformation of education institutions in SADC Member States into inclusive centres of learning, care and support, where every learner, especially the most vulnerable, can learn. Key to achieving this is the reduction of the impact of intrinsic and societal barriers that impede the achievement of the Education For All targets and Millennium Development Goals. This is achieved by mainstreaming care and support into all levels of the education system.

1.3 Youth Development
The challenges facing the youth in the SADC Region are multi-faceted and include: high unemployment rates and an acute shortage of skills; high drop-out rates; health issues such as STIs, HIV and AIDS; social ills, such as high rates of youth pregnancy and substance abuse. As a result, MIET Africa has taken the decision to have a comprehensive youth programme dedicated to addressing these challenges in a targeted way.

Intervention programmes will target youth in high schools, out-of-school youth, and the youth in tertiary institutions. Partnering with tertiary institutions, SETAs, youth formations, and other relevant stakeholder groups, initiatives will aim at expanding opportunities for youth to engage in appropriate education programmes, find employment, create employment and consequently participate in the wider economic and social development of our country. Initiatives include:
- Skills development programmes;
- Life skills programmes;
- Economic and entrepreneurial development programmes.

Our people
The people of MIET Africa are its greatest asset. They drive the organization’s vision and mission with passion, dedication and professionalism.

MIET Africa’s Board of Trustees governs the organization, drafts policy and determines its strategic direction. In addition, the Board oversees the maintenance of adequate accounting records and the preparation and integrity of the annual financial statements. It also ensures that the organization has sound internal financial controls, and that the audited annual financial statements accord with the accounting policies of the Trust. There are currently ten trustees, under the leadership of the chairperson, Dr John Volmink.

The trustees have appointed a senior management team responsible for the execution of policy and for the implementation of our activities and operations. This team is led by the Chief Executive Officer. She is supported by a Chief Operations Officer and four other directors.

Our values and principles
MIET Africa’s work is underpinned by the following values and principles:
- Respect for human rights
- Inclusiveness
- Integrity
- Professionalism
- Caring
- The best interests of the children, especially the vulnerable, are paramount
- Partnerships are established for maximum impact
- Approaches adopted are relevant, appropriate and participatory
- Ownership by government is recognized to ensure scalability and sustainability
An audit committee oversees MIET Africa’s finances and addresses issues of governance. Our external auditors are RSM Betty & Dickson (the South African member firm of RSM International). We have always received an unqualified audit report, and our annual financial statements continue to meet the reporting requirements of all funding partners.

MIET Africa has a team of skilled and committed staff members, of whom about 67% are female and about 60% are black. We also use the services of experienced and highly competent contract staff as the need arises.

Partnerships

“Partnerships are key to MIET Africa’s success, and we recognize the contribution our many partners have made to the achievements of our organization. As we move into even more challenging phases, strong collaboration with key stakeholders becomes even more critical.”

Lynn van der Elst.

MIET Africa acknowledges that we cannot achieve our vision alone, and that it is through strong and trusting partnerships that success is achieved. Although education is our primary focus, when addressing the holistic development of vulnerable children and youth there is a need for a multisectoral approach.

Accordingly, we have sought to strengthen links with other government ministries.

Collaboration with school communities—including teachers, parents and caregivers, learners, community- and faith-based organizations and other stakeholders—is essential at grassroots level. These partnerships provide valuable lessons and knowledge for the development of our programmes, and they inform the content and direction of our work.

We are a member of SANGONET, the national coalition of NGOs in South Africa, CCNGO/EFA (UNESCO’s Collective Consultation of NGOs on EFA) and RIATT (the Regional Inter Agency Task Team on Children & AIDS). We have also formed partnerships with regional and international agencies such as SADC, UNESCO, UNICEF and ADEA. These affiliations add value to our work and have allowed us to extend our reach beyond South Africa.

In addition to our operational partners, MIET Africa views its relationship with our funding partners as extremely valuable, not only for their financial investment but also for the engagement and learning opportunities that they offer. Their support contributes significantly to our mission to improve the lives of children.
Government partners include:
• National education ministries in SADC
• The National Department of Basic Education in South Africa
• Provincial education departments in South Africa
• Other government departments
• Local government and municipalities

Funding partners include:
• ABSA Foundation
• Africa action/Deutschland e.V
• Anglo American Chairman’s Fund
• AusAID
• Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
• DG Murray Trust
• Embassy of the Kingdom of the Netherlands
• Jet Education Services
• Nedbank Foundation
• Nelson Mandela Foundation
• Regional Psychosocial Support Initiative (REPSSI)
• South African Sugar Association
• Sugar Industry Trust for Education
• Swedish International Development Cooperation Agency
• Swiss Agency for Development and Cooperation
• Tshikululu Social Investments
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40 REPSSI’s Teachers’ Diploma in Psychosocial Care, Support and Protection
40 Development of Norms and Standards for Teacher Development Institutes and Centres
41 IPN Conference 2012
ONE DAY A CHILD WILL MAKE THE NATION PROUD.

Name: John Tshabalala
Age: 25
Occupation: Professional boxer
A YEAR IN REVIEW

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ONE DAY A CHILD WILL MAKE THE NATION PROUD.
About CSTL
CSTL is a Southern African Community Development (SADC) programme currently being implemented in the Democratic Republic of Congo, Mozambique, South Africa, Swaziland and Zambia. Phase I of the programme, which is funded by the Swiss Agency for Development and Cooperation, commenced in December 2009 and will end in June 2013.

CSTL emerged out of the Schools as Centres of Care and Support model that MIET Africa developed and tested in South Africa, Swaziland and Zambia. By mainstreaming care and support into all levels of the education system, education institutions are transformed into inclusive centres of learning, care and support, where every learner—especially the most vulnerable—can learn. Key to achieving this is the reduction of the impact of intrinsic and societal barriers that impede the achievement of the Education For All targets and Millennium Development Goals.

Adding value to the programme is Speak Out!, an intervention that strengthens the safety and protection component of CSTL. Funded by AusAID and implemented in all of the CSTL-participating Member States (excluding South Africa), Speak Out! increases awareness and knowledge about sexual harassment and sexual abuse of learners, and how to combat it.

Activities and highlights
The policy audit and review conducted across all Member States in 2011, informed the development of a SADC CSTL Policy Framework for mainstreaming care and support in the education sector. This will be presented for approval at the next SADC Education Ministers’ Forum.

With assistance from MIET Africa, participating Member States have customized regional documents to national contexts. These include: National Support Packs—resources to guide the Ministries of Education through the process of mainstreaming care and support, and Advocacy and Communications strategies, which provide guidelines on what CSTL sets out to achieve and identify the messages and

- William Butler Yeats

Education is not the filling of a pail but the lighting of a fire.

- William Butler Yeats
The Regional Monitoring, Evaluation and Reporting (MER) framework (developed through a consultative process) was approved, and CSTL indicators have been aligned with those of SADC HIV and AIDS Strategic Framework, UNGASS and Education For All. In turn, Member States are engaged in customizing the MER for national application.

A paper co-authored by MIET Africa and the SADC Secretariat, *Care and Support for Teaching and Learning: a SADC response for ensuring the education rights of vulnerable children and youth*, was presented by our CEO at the ADEA Triennale conference in Ouagadougou. This has engendered much interest concerning CSTL.

**What next?**

The first phase of CSTL will end in June 2013; the final six months will focus on completing the planned activities and consolidating the gains made. An external evaluation will be undertaken and will be used to inform the future direction of the programme.
About RHIVA
Reducing HIV in Adolescents is a groundbreaking, school-based HIV-prevention initiative implemented by MIET Africa and the KwaZulu-Natal Department of Education in 14 rural high schools in Vulindlela. Funded by the Embassy of the Kingdom of the Netherlands (EKN), the programme commenced in 2009 and concluded in December 2012.

RHIVA was conceptualized as an innovative response to the HIV crisis in KwaZulu-Natal, the province being at the epicentre of the pandemic. Worldwide, 60% of all new HIV infections occur in young people under 25. Evidence suggests that altering HIV infection rates for young women aged 15–19 could have a substantial impact on the pandemic. So, the primary objective of RHIVA was to assess the effectiveness of an incentivized prevention intervention in reducing HIV-incidence rates in high school learners.

Learners in the seven “intervention” schools received cash payments for achieving three milestones: academic progression at school; knowing their HIV status; attendance and active participation in a sustainable livelihood programme (My life! My future!). Learners from the seven “control” schools received the intervention but did not receive the cash incentives. CAPRISA (Centre for the AIDS Programme of Research in South Africa) conducted a rigorous evaluation of the impact of the programme.

Activities and highlights
During the year, the various components of the programme were successfully completed, which included:

- the My life! My future! after school programme (for which an 80% attendance record and the successful completion of an assignment earned learners in intervention schools milestone incentives);
- a parenting programme (focused on capacity development of caregivers to better support their adolescent children);
- Eyethu Impilo, a youth-friendly mobile health service (piloted by MIET Africa and CAPRISA with the Department of Health, offering SRH-related and career development services at all 14 schools).

The results of the study were released after the conclusion of the programme. While the assessment was unable to demonstrate an impact on HIV infection, the intervention significantly enhanced uptake of HIV Counselling and Testing services by learners in both
intervention and control schools—an important first step in internalization of HIV risk. Of note is that the HIV testing services were provided at schools. In the intervention schools there was a demonstrated 36% reduction in Herpes simplex virus 2 (HSV-2) acquisition, and a clear “dose relationship” was observed in both HSV-2 and HIV acquisition, whereby greater exposure to the intervention resulted in greater protection.

Furthermore, participation in My life! My future! exposed learners to an important set of life skills for future planning. There was also a reported reduction in intergenerational relationships, and a reported increase in the use of condoms.

**What next?**

Given that the overall goal of reduced new infections is dependent on achieving certain prerequisite sub-goals—including HIV Counselling and Testing, lowering levels of HSV-2 and increased condoms use—the results from the RHIVA intervention are promising. In this regard, the EKN has approved the testing of this model in three new contexts in SADC, namely in Mozambique, Namibia and Zambia. The three-year RHIVA regional programme commences in March 2013.
Learn About Healthy Living Phase IV (LAHL IV)

About LAHL IV
Learn About Healthy Living Phase IV was implemented in partnership with the KwaZulu-Natal Department of Education in 24 schools in the rural municipality of Nongoma in the northern part of the province. Funded by the Swiss Agency for Development and Cooperation (SDC), LAHL IV commenced in October 2009 and was completed in December 2012.

The main aim of LAHL IV was to strengthen the capacity of the school and the community to respond to the care and support needs of vulnerable children—thereby improving their educational outcomes. The project formed part of the Schools as Centres of Care and Support initiative that was developed by MIET Africa over several phases to support the KZNDoE’s inclusive education strategy (which in turn gives effect to the national Education White Paper 6).

What made LAHL IV different from MIET Africa’s other care and support interventions was that, for the first time, a Human Rights-Based Approach (HRBA) was used as the dominant implementation methodology.

Activities and highlights
Originally scheduled to end in December 2011, LAHL IV was extended by one year so that its achievements could be consolidated.

Although the HRBA is a process that takes time to unfold, it was satisfying to note the positive impact that LAHL IV had over the period it was implemented. By the end of the intervention, 80% of schools had a functional Institution Level Support Team (a mandatory inclusive education structure). Following the implementation of the Screening, Identification, Assessment and Support process in all 24 schools, over 5100 learners with a range of barriers to learning, had either been supported at school level or referred for support.

“Jamborees” (multisectoral service delivery events) were a feature of the project; two were held during the year, and vulnerable learners and their families were assisted by the government departments that were in attendance. Multisectoral collaboration was enhanced through the Civil Society Forum (which evolved from the NGO Forum that LAHL IV initiated). The Municipality now recognizes the forum as the legitimate vehicle for the “voices of the people”. The project also impacted on the way that Soul
Buddyz clubs operate in schools: for example, they now take the initiative in organizing the awareness and community activities. Twenty-five clubs (with a total membership of over 600) have been established in the LAHL IV schools.

As a fitting way to conclude LAHL IV, the project commissioned a pack of materials that documents the LAHL IV process—particularly with regard to the HRBA. The pack includes a case study highlighting the LAHL experience, as well as guidelines for other stakeholders wishing to implement an HRBA.

**What next?**

The District Office officials responsible for overseeing the project have developed a sustainability plan. This plan integrates LAHL IV activities into the District’s care and support plans for schools, which are being implemented in the wider roll-out of the KZNDoE’s inclusive education strategy. A final outcome evaluation of the project will be undertaken to establish LAHL IV’s impact on schools and communities.
About the Science and Mathematics Enhancement Programme

The Science and Mathematics Enhancement Programme is a partnership between MIET Africa, the KZNDoE and the South African Sugar Association. A key objective is to increase the number of children from disadvantaged backgrounds who qualify for tertiary-level studies in Science- or Mathematics-related fields. In 2012, 81 Grade 12 learners from 16 of the 32 high schools in the Phongola Circuit were enrolled in Saturday and holiday classes in Science and Mathematics.

In addition, all 32 schools in the circuit are supported in various ways, including making science equipment available to them, while a team of three youth science facilitators visit schools to set up the required experiments.

The programme commenced in November 2010 and will end in October 2013.

Activities and highlights

The impressive results obtained by learners enrolled in the Saturday and holiday classes programmes in 2011 have in fact been outdone by the class of 2012. On average, results of individual learners in 2012 showed a 10% improvement from their performance in 2011. But there were also some outstanding achievements by individuals in the matric exams: one learner was recognized nationally for his performance, and three learners achieved provincial honours as top performing students. And, of the 32 distinctions in Science and Mathematics that learners in all 32 schools in the Pongola Circuit achieved, 29 came from learners participating in the programme.

With regards to teacher development, the subject forums that were established are gaining strength, and various workshops were held for teachers on difficult topics in the syllabus. There has also been a marked increase in the number of teachers and learners visiting the education centre to use the science equipment and learning software.
What next?
In 2013, the regular (but important) activities of the programme will continue. But in addition, some of the Mathematics teachers who have affiliated with AMESA (the Association for Mathematics Education of South Africa) will be attending its conference at the University of the Western Cape in June, and learners will be taken to Careers’ Day at the CSIR in Durban during Science Week in July. As the programme heads towards its conclusion in October, Circuit Office officials, together with the high schools involved, are developing a plan to ensure that the programme is sustained beyond the current funding cycle; the professional learning communities that were established will play an important role in this.
Siyanakekela: School Communities Collectively Caring for Vulnerable Children

Between April 2009 and March 2012, MIET Africa, in partnership with the KwaZulu-Natal Department of Education (KZNDoE) and the David Rattray Foundation, piloted a project in the Umzinyathi District, in which schools partnered with their communities in caring for and supporting vulnerable children. This partnership concept of providing a continuum of care and support between home and school was reflected in the project name Siyanakekela—meaning “collectively we care”. The project was funded by the DG Murray Trust.

The school–community partnership model contributed to the Department of Basic Education’s strategic objective of making schools inclusive centres of community life, and ensured the involvement of parents and caregivers in the education of their children. It also assisted to advance implementation of the KZNDoE’s strategy of making schools inclusive centres of learning, care and support, in line with the national Department’s inclusive education policy.

A project outcome evaluation found that Siyanakelela successfully advanced the understanding of inclusive education and its implementation in the schools, as well as within the Umzinyathi District. Through intensive training and ongoing support, schools were adequately prepared to play the pastoral role of caring for all learners. Parents and caregivers were brought closer to the schools, enabling them to contribute constructively to the education of their children. Siyanakelela sensitized and built the capacity of the school communities to provide the necessary care and support to the children, especially the vulnerable.

Teaching for Inclusion and Democracy

Teaching for Inclusion and Democracy is a research-based, north-south partner-driven collaboration between Botswana, Namibia, South Africa and Sweden. The project investigates the skills, knowledge, attitudes and competencies needed for teachers to teach in an inclusive and democratic way, and will make recommendations for strengthening teacher
Parents and caregivers!
Support your children to learn
You have an important role in helping your children to reach their dreams

- Join the library with your children and read together
- Give your children healthy food to build a strong mind and body
- Talk and listen to your children
- Make time and space for homework
- Help your children reach their dreams
- Look after your children's health

Funded by: The Old Murray Trust

MIET AFRICA: ANNUAL REPORT 2012  32
education and development so that it promotes an inclusive approach to teaching and learning.

MIET Africa coordinates and facilitates the project, which is funded by the Swedish International Development Cooperation Agency. It commenced on 1 November 2011 and has been extended until 30 April 2014 to allow for effective dissemination of research findings and recommendations.

As a research initiative, sharing of information among participants is important: workshops were organized in Namibia in March and November that all international partners attended. In addition, an e-learning site was established, so that participants in the project now have direct and ongoing communication and can easily share documents and reports.

Country teams, comprising representatives from the Ministries of Education, NGOs and Higher Education Institutions, are finalizing their desktop reviews that establish the background on existing teacher education for inclusion in each country. These reviews also analyse the curricula for teacher education and development in the various universities and colleges of education. The second phase of research has been agreed upon, and will involve case study research conducted in schools in each country. The project will produce a publication on recommendations for teacher education and development that will promote the ideals of inclusive education systems in the southern Africa.

Community Capacity Enhancement Programme

The aim of the Community Capacity Enhancement programme was to generate a response to HIV and AIDS that integrated individual and collective concerns, values and beliefs embedded in social systems and structures. The project was the result of training on conducting community dialogues that the Nelson Mandela Foundation had offered to MIET Africa staff. The Community Capacity Enhancement Programme ran from 1 January to 30 June 2012, and was funded by Gesellschaft fur InternationaleZusammenarbeit (GIZ).

The programme complemented the Human Rights-Based Approach LAHL IV project in Nongoma. It worked specifically with members of the NGO Forum established by LAHL IV. Relevant participants from organizations working on issues related to HIV and AIDS were recruited to participate in the training on conducting community dialogues. On 14 June, this group of trainees themselves then successfully conducted a community dialogue.

Community dialoguing has proved to be an effective methodology for involving parents and communities, and ensuring that they have a voice in initiatives aimed at building their capacity and developing their communities. The programme also established an effective multisectoral working relationship with numerous stakeholders, including the Departments of Social Development and Education, SAPS and the local municipality.

The community dialoguing skills that our training coordinators acquired will be put to use when we implement future projects.

Mathematics and Science Teacher Development Programme

From 1 November 2011 to 31 October 2012, MIET Africa in partnership with the KwaZulu-Natal Department of Education, piloted an intervention at three targeted education centres which was aimed at improving the quality of Mathematics and Science.

Funded by the Nedbank Foundation, the project targeted Grades 8 and 9 Mathematics
and Science teachers in a minimum of five schools around each of three identified education centres—Ndwedwe (Ilembe District), Vulindlela (uMgungundlovu District) and Jolivet (Sisonke District).

An audit was conducted with teachers to identify those areas of the Mathematics and Science curriculum that presented them with the greatest challenge. This informed the development of a programme of workshops for the teachers that were held on weekends and holidays. Mathematics and Science subject advisors also participated in the workshops, and positive feedback on the value of the workshops was received.

**Full Service Schools Wards’ Training**

In terms of the Department of Basic Education’s inclusive education strategy, Full Service Schools (FSS) form the middle tier for the provision of support for learners with barriers to learning. The KwaZulu-Natal Department of Education’s (KZNDoE’s) Directorate of Special Needs Education Services requested technical support for inclusive education training for Institution Level Support Teams (ILSTs) in schools surrounding the 50 first phase FSS that have been established. Six districts contracted MIET Africa to provide this training, which was completed in September. A team of nine was trained to conduct training in the districts. By the end of the programme, over 3500 members of ILSTs and Circuit and District Based Support Teams were trained. The success of this training programme bodes well for achieving one of MIET Africa’s strategic goals—that of offering technical support to departments of education.

It is expected that the KZNDoE will follow up the training with support visits to schools that will consolidate the learning gained during training sessions. Training will also be extended to address the specific needs of special schools, in the area of curriculum differentiation and multi-grade teaching. But in the interim, by using learner support educators, the KZNDoE is putting great effort into rolling out its inclusive education strategy.

**Nutrition Education Project**

It has long been realized that poor nutrition negatively impacts education outcomes, and that it is a major barrier to educational achievement in South Africa. A pillar of the National School Nutrition Programme is that educating teachers about sound nutrition can improve their personal health and wellbeing, and that of their learners and their families.

Nutrition education—aimed particularly at rural, under-resourced communities—was therefore identified as an area that the South African Sugar Association (SASA), MIET Africa and the KwaZulu-Natal Department of Education (KZNDoE) could collaborate effectively on.

Funded by SASA, the Nutrition Education Project developed and produced a nutrition resource pack aimed at empowering teachers to provide nutrition education, which in turn contributes to improved learner access, retention and performance. Specifically, the resource pack aims at improving the teaching and learning of the nutrition component of the Life Skills curriculum, Grades R–6.

The user-friendly resource pack includes a teacher guide comprising valuable nutrition information for teachers, interesting lesson ideas and interactive learner worksheets. It is accompanied by exciting full colour curriculum-compliant readers for each of Grades 4–6.

The collaboration by the three partners (SASA, MIET Africa and KZNDoE) presented an excellent opportunity to meet common goals by utilizing the organization strengths, expertise and resources of each.
**FSS Wards’ Schools Equipping Programme**

Through the positive relationship established with the principals of Full Service Schools, the KwaZulu-Natal Department of Education appointed MIET Africa to install furniture and electronic equipment at the 13 new support centres. The task was accomplished in four phases: Phases 1 to 3 included the supply and installation of i) cabling and infrastructure, ii) furniture, iii) computers, printers, servers and projects, in all 13 schools; Phase 4 involved the supply and installation of gates at six of the centres. Phases 1 to 3 were successfully completed within the project timeframe. Although there were minor delays in the installation of security gates in five centres, these were resolved and Phase 4 successfully completed shortly thereafter.

In addition to the services offered to the FSS and surrounding schools, the equipping of the support centres has created opportunities for out-of-school youth to access information on careers and learning pathways, an area that demands urgent attention and that MIET Africa is increasingly engaging in.
**CAPS Foundation Phase Project**

This was a teacher union-driven initiative to orientate Foundation Phase teachers to the new Curriculum and Assessment Policy Statements (CAPS). In December 2011, JET (the project’s managing agent) contracted MIET Africa to assist with implementation of the project in KwaZulu-Natal. This included the recruitment and management of facilitators to train Foundation Phase teachers on CAPS in selected education districts. MIET Africa also provided a trainer to conduct “training-of-trainers” in Life Skills. Implementation of the training ran from 1 January to 29 February 2012.

MIET Africa contracted 52 trainers, who were allocated to various venues. Because of its strong presence in KwaZulu-Natal, MIET Africa was also able to assist JET when additional facilitators were required. Despite several challenges, including the exceedingly short implementation timeframes, the process was professionally managed, while the strong relationships MIET Africa enjoys with the Department of Education, JET and other stakeholders contributed to the success of the intervention.

**JET/SADTU Guidelines for Continued Professional Teacher Development**

JET Education Services commissioned MIET Africa to develop Guidelines for Continued Professional Teacher Development for the South African Democratic Teachers Union (SADTU). These guidelines were written with the aim of encouraging teachers to take responsibility for their own professional development. They offer information on types of continuing professional development activities, ways of structuring and timetabling them, and step-by-step directions on setting up and running “professional learning communities”.

The guidelines were well received by SADTU members during focus group testing: they welcomed them as a much-needed intervention that provides clear direction on conducting and implementing continuing professional teacher development activities.

By addressing the critical issue of continued professional development, these guidelines will contribute to improving the teachers’ overall performance in the classroom, thereby benefitting those in their charge—the learners.

**Construction: Social Component**

MIET Africa partnered with DNA Engineering Consultancy in the building of eight support centres at Full-Service Schools in different areas of KwaZulu-Natal. This was the third phase of the construction of support centres in the province. Financed by the KwaZulu-Natal Department of Education, the support centres were successfully completed by June 2012.

MIET Africa’s specific contribution to the project was in the area of social responsibility. During the establishment phase, in order to achieve buy-in from all stakeholders, MIET Africa’s coordinator clarified the concept of support centres and the role they play in support of school communities. During the construction phase, the importance of community involvement was emphasized to the contractors, and procedures to be followed when employing community members were developed. This resulted in local people being contracted and gender equity being considered in the employment process. Assistance in the area of conflict resolution was also an important aspect of MIET Africa’s role.
REPSSI’s Teachers’ Diploma in Psychosocial Care, Support and Protection
MIET Africa was excited to collaborate with REPSSI (the Regional Psychosocial Support Initiative), and the Children’s Institute, on producing the materials for this course. Our Materials Development Unit was responsible for writing two of the six modules (No 4. Realizing the Potential of your Classroom, and No 5. Realizing the Potential of your School), as well as performing the full language edit for all the modules and the pre-reader.

The main purpose of the course is to help the participating teachers to begin a process of change with their school community so that the potential of all the learners in their schools is realized. Focus areas that the modules deal with include: how children develop and learn, and how knowledge of this can help the teacher to teach; how the management of a school impacts on the wellbeing of learners; how the school can work together with the community to enhance protective factors. Crosscutting themes that are woven through the modules include children’s rights; safety, protection and discipline (with a particular emphasis on stigma and bullying); HIV and AIDS; gender.

This collaboration with REPSSI has been doubly useful. Not only will it extend the reach of MIET Africa’s work (the course material will be offered widely in the SADC region), but it highlights too, the high level writing and editing services that we as an organization can offer.

Development of Norms and Standards for Teacher Development Institutes and Centres
MIET Africa was contracted by the Department of Basic Education (DBE) to develop norms and standards for provincial teacher development institutes (known as PTDIs) and district teacher development centres (known as DTDCs). The task, which commenced in September, was completed in December 2012.

The development team conducted research visits to four of the five PTDIs to gather information before preparing a draft document. It also consulted with SAB&T, the audit company responsible for researching the district centres.

The draft norms and standards document was well-received by the DBE. As a follow-up, MIET Africa has been contracted again in 2013, this time to develop a best practice model for teacher centres, and to make recommendations for optimizing the use of the existing district centres.
Two of the greatest challenges threatening the future economic prosperity of emerging economies such as South Africa, are unemployment and poor quality education. The two are inextricably linked, with the success of the economy being largely dependent on skilled and educated workers. Developing a highly skilled and flexible future workforce, particularly by addressing skills shortages and entrepreneurial skills, is therefore critical.

The transition from learning to earning, crucial for future economic prosperity, provided the discourse focus of the International education business Partnership Network (IPN) Conference (IPN2012), hosted by MIET Africa in September 2012. Delegates from around the world engaged together on creative, sustainable, effective and innovative partnerships, and shared experiences and approaches to common issues, focusing together on the overall conference theme—Education, Community and Business Partnerships. Realizing Tomorrow, Today!

The conference was hosted in South Africa at an opportune time: there is general agreement that education is in crisis, but increasingly there is recognition that “walking together on a shared journey” is the only way to turn the situation around—so that all the country’s children and youth can benefit from quality education and training.

Official conference partners included the Department of Basic Education, the Durban University of Technology (DUT), the ABSA Foundation, the Durban Chamber of Commerce and Industry, SAPPI, Tshikululu Social Investments, UNESCO and UNICEF. Delegates included international and local representatives from business, government—particularly from the education sector—and civil society. The programme included:

- field visits to ten different sites that offered practical examples of best practice projects;
- plenary sessions (which included Col. Drew’s keynote address);
- “Café conversations” (discussion forums);
- “University of the Night”, held at the DUT.

It was a wonderful week, working with the whole MIET Africa group, in Durban. For my part, I could not have asked for better support. Your organizers left nothing to chance. All the hard work and attention to detail was very apparent.

- Alvin Drew
  NASA ASTRONAUT, KEYNOTE SPEAKER
The conference also showcased the Global Best Awards—made to organizations across the world for their contributions to promoting partnerships—and the IPN International Enterprise Challenge—an interactive youth competition that happened in real time during the conference.

**Looking ahead**

IPN2012 proved to be a great success in terms of fulfilling its stated aims.

MIET Africa and the conference partners will use IPN2012 as a catalyst for the creation of a network of southern African organizations across various sectors, with a common interest in quality education and training. Such a network will build strong, successful and sustainable partnerships through intellectual and financial collaboration between business, government and civil society.
Knowledge is power.
Information is liberating.
Education is the premise of progress, in every society, in every family.

- Kofi Annan