2014 ANNUAL REPORT

IMPROVING THE LIVES OF CHILDREN AND YOUTH

MiET AFRICA
IN SERVING THE BEST INTERESTS OF CHILDREN, WE SERVE THE BEST INTERESTS OF ALL HUMANITY.

Carol Bellamy
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In many respects MIET Africa is a unique organization. While most education NGOs have a particular disciplinary or subject focus such as language, mathematics, science or management and leadership, MIET Africa’s focus is constantly and unwaveringly guided by its mission: improving the lives of children and youth. This calls on the MIET Africa team to think creatively about ways to give expression to this mission and, in so doing, MIET Africa has remained at the forefront of educational change and innovation over the two decades of its existence.

MIET Africa’s ongoing work in 2014 included important Southern African Development Community (SADC) Region care and support for teaching and learning and HIV prevention initiatives, as well as locally-implemented curriculum enhancement and entrepreneurial programmes. The year also saw the initiation of several new projects that focus on the wellbeing of adolescents (including keeping girl children in school) and safeguarding and empowering youth.

In keeping with its belief in partnerships, MIET Africa has maintained strong relationships with provincial and national government departments in South Africa, as well as Ministries of Education in the SADC Region. While MIET Africa continues to seek to develop new partnerships, its longstanding partnerships with international and local donors and funders, businesses and UN agencies are highly valued and are crucial for realizing its goals.

There were some important leadership changes during the year. In September 2014, Nhlanhla Ngubane took up the position as the new CEO. Having been actively involved in education and development for the past 25 years, Nhlanhla brings with him a wealth of experience and an extensive network covering government, business and the international development sectors. On behalf of the Board of Trustees, I would like to congratulate him and wish him all the very best in taking MIET Africa forward.

To provide the best possible support for the new CEO and to ensure good governance, the Board has established a collaborative leadership team comprising the CEO himself, supported closely by the Development Associate (and former CEO), Lynn van der Elst, and me, as executive Chairperson. Below this level of leadership is a group of directors each providing thought leadership on strategic directions to be taken by MIET Africa. The Board has given its full support for the direction in which MIET Africa is moving. We look to the future with confidence.

MIET Africa has matured into a widely recognized NGO with an excellent reputation, not only within South Africa, but also across the SADC Region and, increasingly, the world. It is regularly sought after as the preferred partner for local and international agencies and universities in implementing strategies to improve the lives of children and youth. As Chairperson, this comes as little surprise to me, considering the levels of commitment, passion and competence in the organization. I am proud to be associated with MIET Africa!

Prof John D Volmink

WHEN I APPROACH A CHILD, HE INSPIRES IN ME TWO SENTIMENTS — TENDERNESS FOR WHAT HE IS AND RESPECT FOR WHAT HE MAY BECOME.

Louis Pasteur
The rate of people living in extreme poverty had dropped by 22% by 2010. Substantial gains were made towards reaching gender parity in school enrolment at all levels of education, in all developing regions—by 2012, all developing regions have achieved, or were close to achieving, gender parity in primary education.

With the support of our government partners in the Southern African Development Community (SADC) Region and our donor partners (both local and international), we at MIET Africa have also made our contribution by confronting these challenges head on. Through initiatives such as Care and Support for Learning and Teaching (CSTL) and Reducing HIV in Adolescents (RHIVA), we have impacted positively on the intrinsic and societal barriers that impede the achievement of EFA goals and the MDGs, while curriculum interventions such as the Science and Mathematics Enhancement Programme have contributed to the academic performance of learners.

Global economic challenges, from which the SADC Region is certainly not immune, have compelled development organizations to find innovative approaches to achieving their mandates. This has been difficult for many NGOs. For example, in South Africa, of the NGOs registered with the Department of Social Development, only 10% are at Level 4, meaning they are well-functioning with good resources, skills support, processes and infrastructure.

In addition, we are acutely aware of the pressures that our government and donor counterparts have been confronted with in regards approaches to development work. Of the 49 countries on the UN’s 2012 list of least developed countries, 33 were from sub-Saharan Africa; and of the 35 countries originally listed in 1971, only two African countries—Botswana and Cape Verde—have graduated from this designation. This, in spite of billions of dollars in development aid poured into the region since then. Such reports have resulted in heated debate about the usefulness of donor aid, and there have been strident calls for its overhaul.

MIET Africa has been proactive in these changing and challenging times and is taking a lead role in embracing innovative ways of conducting business. Our three-pillar strategic approach—namely innovate, partner and influence policy—has proved successful over the years, and together with the passion and commitment of our Board and staff, we will continue to “improve the lives of children and youth”.

Nhlanhla Ngubane
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 that we cannot achieve our vision alone: it is through strong and trusting partnerships that success is achieved. Government is a critical 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 the private sector.

• Influencing policy in education
  Our role is not the delivery of quality education. Rather it is to support government in its mandate to do so. To this end we focus on influencing the development and strengthening of policy where it pertains to education, thereby maximizing our impact.

Our Focus Areas

In pursuit of quality teaching and learning for all learners—that leads to improved access, retention and achievement of learners in the education system—MIET Africa has developed a comprehensive approach to addressing barriers to learning and development.

WHO WE ARE

MIET Africa was established as a not-for-profit education organization in 1996. Based in South Africa with a strong presence in the Southern African Development Community (SADC), MIET Africa is a highly regarded and respected regional organization that provides innovative and strategic interventions in support of education development, as well as socioeconomic and health development—all aimed towards “improving the lives of children and youth”. It has pioneered numerous initiatives that have, through strong partnerships with governments, ultimately influenced policy and policy implementation.

Our Purpose

Improving the lives of children and youth by addressing barriers to learning and development

Our Vision

Children and youth attaining their full potential through quality education

Our Mission

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

Three areas of focus have been identified:

- Quality teaching and learning
- Care and support for teaching and learning
- Youth development

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, the conceptualizing, piloting and implementing of innovative developmental programmes; meaningful and inclusive partnerships; and the implementation of innovative approaches.

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Care and support for teaching and learning

Care and support for teaching and learning emerged out of MIET Africa’s ground-breaking Schools as Centres of Care and Support model. It focuses on 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. This is achieved by mainstreaming care and support into all levels of the education system.

Youth development

The challenges facing the youth in the SADC Region are multifaceted. Key amongst these are: high unemployment rates and an acute shortage of relevant skills; high drop-out rates; health issues such as HIV/AIDS and sexually transmitted infections; social ills, such as high rates of youth pregnancy and substance abuse. In response, MIET Africa has developed a comprehensive youth programme dedicated to addressing these challenges in a targeted way. Ultimately, the aim is to expand opportunities for youth to engage in appropriate education programmes, find or create employment and consequently contribute as active participants in the economy and society.

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WHO WE ARE
Our values and principles

MIET Africa’s work is underpinned by the following values and principles.

Values

• Respect for human rights
• Inclusiveness
• Integrity
• Professionalism
• Care

Principles

• The best interests of children and youth, especially the vulnerable, are paramount.
• Strategic partnerships are established for maximum impact.
• Approaches that are adopted are relevant, appropriate and participatory.
• Ownership by government and other stakeholders is recognized to ensure scalability and sustainability.

Our people

The people of MIET Africa are our greatest asset. They drive our vision and mission with passion, dedication and professionalism. We have a team of skilled and committed staff, of whom 93% are female and 91% are black. We also use the services of experienced and highly competent contract staff as the need arises.

As the governing structure of MIET Africa, the Board of Trustees drafts policy and determines our strategic direction. It oversees the maintenance of adequate accounting records and the preparation and integrity of the annual financial statements, ensures that there are sound internal financial controls, and that the audited annual financial statements accord with the accounting policies of the Trust. In 2014 there were eleven trustees, under the leadership of the chairperson, Prof John Volmink.

An internal audit committee oversees MIET Africa’s finances and addresses issues of governance. Our external auditors are RSM Batty & Dickson. MIET Africa has always received an unqualified audit report, and our annual financial statements continue to meet the reporting requirements of all funding partners.

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, who is supported by a Chief Operations Officer and four directors.

Our funding partners include:

• ABSA Foundation
• Africa action/Deutschland e.V
• Amalulu Community Trust
• Argus American Chairmen’s Fund
• Embassy of the Kingdom of the Netherlands
• First National Bank Fund
• FirstRand Empowerment Foundation
• NACOSA
• National Lottery Distribution Trust Fund
• Save the Children South Africa
• Secretariat of the Africa Decade of Persons with Disabilities
• Small Projects Foundation
• Swedish Embassy, for the Swedish International Development Cooperation Agency
• Swiss Agency for Development and Cooperation
• Tshikululu Social Investments
• United Nations Population Fund

Our other partners include:

• National education ministries in SADC
• Provincial education departments in South Africa
• Other government departments
• Local government and municipalities
• Global Education Leaders Partnership
• National Development Agency
• National Education Collaboration Trust (through the Education Excellence Consortium)
• South African College Principals Association
• UNICEF
MIET Africa has earned a reputation for developing high-quality and innovative education and learning resources and materials—materials that are user-friendly, attractive, and accessible, and which directly meet the needs of their audience. MIET Africa's Material Unit's highly experienced material developers, editors, design and production teams work collaboratively with partners to identify needs, and then conceptualize and develop relevant and appropriate materials within budget and timeframes. The unit offers these services both within MIET Africa in support of programme needs, and for externally commissioned materials projects.

In 2014 the unit developed materials for a variety of audiences that include children and youth, parents and caregivers, school governing bodies, school management teams, teachers and ministry officials at national and local levels, both within South Africa and in the SADC Region. The impressive range of resources included comprehensive toolkits, workshop materials, extensive scripted lesson plans, detailed “how-to” guides, advocacy materials, booklets, posters, pamphlets and newsletters. These materials cover a wide range of topics such as Bullying, Careers and career development, Curriculum and teacher development, Inclusive Education, HIV&AIDS education, Sexual and reproductive health and wellbeing, Psychosocial wellbeing, School-based care and support, Sexual harassment and abuse, Gender and gender-based violence, Nutrition, Entrepreneurship, Care and support for teaching and learning, Parent and community involvement in schooling and Parenting skills. Samples of the materials may be viewed in the Publications section of the MIET Africa website: http://www.miet.co.za/site/publications.
The African Charter on the Rights and Welfare of the Child recognizes the right of every child to education—education that must be directed to the promotion of all facets of the child’s development. Yet across the SADC Region, millions of children are confronted with a host of vulnerabilities that compromise their right to education. These threats include, but are not limited to, poverty, widespread exposure to HIV/AIDS, tuberculosis and malaria, and for some Member States, conflict and war. Responding directly to these challenges, in 2008 SADC Ministers of Education issued the Lusaka Communiqué, adopting CSTL as a comprehensive response to barriers that impact on the education rights of children. (CSTL had grown out of MIET Africa’s Schools as Centres of Care and Support model, developed and tested first in South Africa, and then also in Swaziland and Zambia.)

As an official SADC programme, CSTL provides an overarching framework for the initiation, coordination and expansion of prevention, care and support activities—aimed ultimately at improving education outcomes. In the first phase of regional implementation (2009–13), CSTL was implemented directly in the Democratic Republic of Congo, Mozambique, South Africa, Swaziland and Zambia. The next phase, which commenced in late 2013 and will last to 2018, has three revised objectives, summarized as: (i) strengthening of systems, (ii) improved coordination and integration of services for children and youth, and (iii) policy harmonization and implementation. If these are achieved, then children and youth will realize their rights to education, to safety and protection, and to care and support.

For CSTL, 2014 saw a relatively seamless meshing of the mainstreaming of care and support into education systems with two new focus areas: firstly, there is a strengthened focus on HIV prevention and SRHR, and secondly, there is an emphasis on the promotion of the rights of children who have remained marginalized in the education systems within SADC Member States, and with the complementary objective of advocating for their inclusion.

During the year, baseline studies were successfully conducted in 90 schools (30 in South Africa, and 15 each in the other four participating Member States). What emerged, however, was that the lack of a unique learner identification code results in double-counting of service provision data—a challenge that will be addressed by MIET Africa and its partners in 2015. Another achievement was the final endorsement of the SADC Framework on CSTL by SADC, paving the way for its adoption by SADC Ministers of Education. This was the culmination of a long process that commenced in 2011 with a situational analysis and policy audit in all Member States. The adoption of the Framework will allow for policy harmonization and alignment of activities, commencing in 2015.

CSTL recognizes that care and support initiatives are not something new in the region. It therefore seeks to direct the range of care and support activities in Member States in a coordinated way. One of its key outcomes, therefore, is to promote the sharing of knowledge of best practice and lessons learnt. Towards this end, a successful three-day sharing meeting was held in November, with delegates from all 15 SADC Member States participating. At the meeting, the CSTL website was launched. It provides another platform to enhance knowledge-sharing, as well as being a portal for the repository of CSTL-related documents and a medium for discussion forums.

“Great work ! CSTL Team there is a significant mark wherever you go!”
Debriefing letter from SDC (after visit to Swaziland)
Targeting young learners, and especially girls aged 12 to 16, Bright Futures aimed specifically to empower them to complete their schooling, and to provide them with the tools to earn a living. The project provided training on puberty and sexual and reproductive health (SRH), supported girls to develop a vision for their future, and promoted the establishment of Bright Futures Clubs in schools. Specific objectives included decreasing absenteeism among girls during menstruation, reducing teenage pregnancy, and enhancing learners’ knowledge on entrepreneurship.

While most learners did have some understanding about puberty, few were aware of the intellectual and emotional changes that accompany it. Bright Futures provided training for teachers in the participating schools on how to support learners on SRH, and how to encourage learners to investigate employment and entrepreneurial opportunities in their communities. Although the project helped to fill in the gaps, there are opportunities to further improve learners’ knowledge about both puberty and entrepreneurship.

Before the project ended, meetings were held with the Ministry of Education’s Permanent Secretary and senior officials to plan for continuity. There has been commitment at all levels, from national to sub-district, for continued implementation in the country.
RHIVA Regional

Reducing HIV in Adolescents (RHIVA) commenced in March 2013 and will end in December 2015. It is funded by the Embassy of the Kingdom of the Netherlands.

RHIVA has as its overall aim the reduction of new HIV infections among adolescents in the SADC Region. High poverty rates and youth unemployment levels have led to a widespread lack of hope for the future among adolescents in the SADC Region. This against the backdrop of HIV&AIDS, with the region having the highest rate of infection anywhere in the world. Adolescents in the region are made more vulnerable by limited knowledge and skills on sexual and reproductive health and rights (SRHR), and this is further compounded through unhealthy lifestyle choices, such as drug and alcohol abuse and risky sexual behaviour. This is particularly true for young women and girls, with the lure of intergenerational, transactional sex providing sex to older men in exchange for gifts or material support. Simply telling adolescents to say “No” has not worked. Clearly, bold new ideas for HIV prevention are called for. RHIVA is one such response.

RHIVA was first trialled in a rural area of KwaZulu-Natal, South Africa. To encourage desired behaviours, adolescent learners received cash incentives on achievement of set milestones. Results were compared to those for adolescents who had not been incentivized. Following its successful conclusion in South Africa, RHIVA has been scaled up for trial in three other SADC Member States—Mozambique, Namibia and Zambia. Learners in participating schools are incentivized through cash transfers of up to US$80 a year to achieve agreed-upon milestones: (i) Knowing your status (an annual HIV test), (ii) Passing mid- and end of year-examinations, and (iii) Evidence of participation in the My life! My future! extra-curricular activity. (My life! My future! encourages learners to adopt healthy behaviours and to plan for their future; it focuses on SRHR education, financial management skills and career guidance, including entrepreneurship.)

The regional pilot is being run over three years (2013–15) and targets 21 schools in each of the three Member States (i.e. 63 schools in all). The schools are divided into three cohorts, each receiving differing levels of support: a rigorous summative evaluation will determine the efficacy of the various strategies. Setting up a payments’ system across three sovereign states, each with its own foreign exchange regulations, has of course presented a number of challenges. But through perseverance and innovative solution-seeking, by the end of 2014 the systems had been set up in all three countries, and payments to learners for achieving their milestones had commenced.

Data collection and analysis is obviously critical in a programme such as RHIVA that assesses the efficacy of a social cash transfer programme. The baseline study was successfully concluded during the year, as were the formative assessments of the Social Return on Investment and mid-term evaluations. Communication has also presented its own challenges, unsurprising in a region with three official languages (English, French and Portuguese) and a multitude of vernacular languages at local level. But through the determined efforts of the in-country teams, communication has been improved at all levels. SMSs are used to message parents, contributing to improved attendance at meetings and increased involvement in their children’s education.

Collaborative engagement and advocacy with stakeholders (e.g. the Ministry of Health, or clinics at local level) has been crucial to smooth the way for the collection of the necessary data on key indicators (such as HIV infection rates).
The programme was therefore called Safeguard Young People, and was implemented in five target districts. The main objectives were to: increase collaboration amongst stakeholders; increase knowledge around SRH for young people; strengthen the implementation of Comprehensive Sexuality Education; contribute to monitoring and coordination of government and youth-friendly services; promote meaningful participation of young people in leadership around SRH/HIV.

After a rigorous external audit by PWC, MIET Africa was awarded the contract to implement the project in KZN. The decision was based on the favourable report that demonstrated our capacity to deliver the programme effectively. Despite major external challenges—particularly that the planned one-year programme had to be condensed into the last five months of the year—all activities were completed, and targets were even exceeded.

Collaboration between stakeholders, and in particular the cooperation between the Departments of Social Development, Education and Health, contributed significantly to the effectiveness of the programme. Dialogues and workshops (which included both young people and adults) were well attended at all levels and provided important mechanisms for accessing feedback. Engagement with school governing body (SGB) members, district and school officials, members of the Integrated School Health Programme (ISHP) and other stakeholders provided valuable insights that informed intergenerational dialogues.

These platforms provided youth with the opportunity to voice their challenges. A high-level dialogue saw over 100 SGB and provincial partners and other stakeholders engaging on how SGBs can play a more active role in ensuring that young people are protected. As a result of these engagements, MIET Africa was invited to become a member of the Provincial SRH/HV forums, a forum that proved extremely valuable for our planning, and has provided a platform for sharing amongst all partners, including engaging with them about MIET Africa’s other programmes.

As a prelude to conducting workshops to train youth-led civil society organizations on using the Department of Health’s SRHR/HIV linkages Toolkit, consultative meetings were held with the UNFPA Youth Advisory Panel and its affiliates. Their valuable input, guidance and advice contributed significantly to the workshops, where participating groups were also encouraged to mentor and train other civil society groups.

While much was achieved during a very limited time, a number of areas requiring attention were identified—for example, bridging the gap between cultural beliefs and the situations that young people find themselves in. Feedback from young people and parents highlighted the need for more communication between the two generations on how each should best handle sensitive issues.

MIET Africa’s experience, borne out in this project, is that working “from the ground up” is often necessary. Districts, school communities, learners and youth are the direct beneficiaries of programmes such as SYP: to ensure meaningful outcomes it is important to include them from the outset.

Diogenes said, “The foundation of every state is the education of its youth.” But engagement with youth groups and young people themselves is vital. They input into activities in an extremely positive and meaningful way. A recommendation therefore, is to include more “youth-focused” activities so that youth are able to speak for themselves, rather than have others assuming they know what the challenges are and how they should be addressed.

“I learnt so much around Sexual Reproductive Health and Rights—after the SYP workshop, my organisation held a campaign on teenage pregnancy and “Ukuthwalwa” (abduction of young girls in the pretence of marrying them off to older men). The information and knowledge gained was used to empower communities about how this practice infringes on the rights of children, in fact, it helped intercept a would-be abduction of two girls.”

Sabatha Jali, Imbube District, Ukuthwa Youth Organisation

The overall goal of the UNFPA’s multi-country Safeguard Young People and HIV Prevention programme is to strengthen government capacity to accelerate progress towards the sustainable achievement of the health-related Millennium Development Goals. In South Africa, the goal is to improve the sexual and reproductive health (SRH) status of young people aged 10-24, with a special focus on HIV prevention. In 2014, two provinces, the Eastern Cape and KwaZulu-Natal (KZN), were targeted for implementation.

In KZN, the focus was on strengthening the capacity of civil society organizations to improve social and behaviour change, and to promote safe sexual behaviour, especially among young people. The programme was therefore called Safeguard Young People, and was implemented in five target districts. The main objectives were to: increase collaboration amongst stakeholders; increase knowledge around SRH for young people; strengthen the implementation of Comprehensive Sexuality Education; contribute to monitoring and coordination of government and youth-friendly services; promote meaningful participation of young people in leadership around SRH/HIV.

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The challenges confronting science and mathematics education in South Africa are well known. As highlighted by Unisa’s vice-principal of Research & Innovation, Prof Mamokgethi Phakeng, “They include poor matric results nationally ... as well as very small numbers of African candidates obtaining university entrance in mathematics or science.” And yet in the 2014 matric exams, in the largely rural Pongola Education Circuit in the far north of KwaZulu-Natal, of a group of learners drawn from half the high schools in the circuit, 73 achieved “bachelor passes” (meaning they were entitled to university entrance). Between them, they earned 20 distinctions (A’s) in Science and Mathematics, and a further 80 B’s and C’s. These learners were all participants in the Saturday and holiday classes’ component of the Pongola Science and Mathematics Enhancement Programme.

The Pongola programme commenced in 2011, with the goal of improving the quality of teaching and learning of Science and Mathematics in secondary schools in the Pongola Education Circuit. The programme addressed the challenge of poor performance in Science and Mathematics through its enrichment programme that assisted learners to gain access to institutions of higher education to study in science-related fields. Each year, 80 learners were selected from 16 schools to participate in a programme of extra tuition on Saturdays and holidays, the result of which were the outstanding matric results mentioned above.

While only some of the secondary schools participated in these extracurricular classes, all were supported through the provision of science kits, which schools could borrode to conduct experiments and practices required by the curriculum. In addition, to enhance the subject knowledge and teaching skills in the two subjects, teacher development workshops were conducted and subject forums established. In 2014, teacher development activities included workshops on topics that were new to Grade 12 teachers who were using the Curriculum and Assessment Policy Statements (CAPS) for the first time. For example, a collaborative effort by subject advisors, the MIET Africa tutor and Statistics South Africa resulted in two well-attended and fruitful workshops on Probability, a new Grade 12 Mathematics topic. Grades 10 and 11 Science teachers also benefitted from similar workshops, with teachers reporting that the workshops equipped them to teach all the expected sections, resulting in better prepared learners entering Grade 12.

The enhancement programme has been demonstratively effective, producing outstanding results. The challenge going forward is to find ways to scale up this model for improving learner results in Science and Mathematics. For in the words of Prof Phakeng again, “Unless we increase the quality and quantity of learners who can become the next generation of scientists, engineers and technical specialists, South Africa’s vision for a sustainable democracy will not come to fruition.”

The challenges confronting science and mathematics education in South Africa are well known. As highlighted by Unisa’s vice-principal of Research & Innovation, Prof Mamokgethi Phakeng, “They include poor matric results nationally ... as well as very small numbers of African candidates obtaining university entrance in mathematics or science.” And yet in the 2014 matric exams, in the largely rural Pongola Education Circuit in the far north of KwaZulu-Natal, of a group of learners drawn from half the high schools in the circuit, 73 achieved “bachelor passes” (meaning they were entitled to university entrance). Between them, they earned 20 distinctions (A’s) in Science and Mathematics, and a further 80 B’s and C’s. These learners were all participants in the Saturday and holiday classes’ component of the Pongola Science and Mathematics Enhancement Programme.

The Pongola Science and Mathematics Enhancement Programme commenced in May 2011 and ended in December 2014. It was funded by the Sugar Industries Trust Fund for Education.

“Pongola Science and Maths Programme

The Pongola programme commenced in 2011, with the goal of improving the quality of teaching and learning of Science and Mathematics in secondary schools in the Pongola Education Circuit. The programme addressed the challenge of poor performance in Science and Mathematics through its enrichment programme that assisted learners to gain access to institutions of higher education to study in science-related fields. Each year, 80 learners were selected from 16 schools to participate in a programme of extra tuition on Saturdays and holidays, the result of which were the outstanding matric results mentioned above.

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“The Pongola programme has changed the face of Pongola. Every learner in Grade 11 is waiting in the queue to be selected for the next round of classes!”

Principal
The HIV/AIDS pandemic continues to present a number of debilitating challenges in South Africa. While it is true that HIV infections rates have declined in the past few years, young women continue to experience the greatest impact of the disease. According to the South African National HIV/AIDS Strategic Plan 2012–2016, known as the Principal Recipient of the grant. MIET Africa has been appointed as the implementing partner and sub-recipient. The project commenced on 1 October 2013 and will end on 31 March 2016.

Keeping Girls in School aims to strengthen the opportunities. Developed in accordance with the National Strategic Plan for HIV, STIs and TB 2012–2016, Keeping Girls in School promotes goal-setting, which includes education and subject choices. Facilitated by health educators; career jamborees for performing poorly; structured activities that promote sexual and reproductive health and rights (SRH) through peer support networks; home visits to assist vulnerable girls to access health and social services; health education sessions focusing on SRHR, facilitated by health educators; career jamborees for tutoring support, through the provision of homework assistance, for girls identified as having poor learning from, international partners.

Inclusive Education in Action, Uthukela (IE in Action) is funded by BMZ, Germany. It commenced in December 2012 and will end on 31 December 2015.

Inclusive Education in Action, Uthukela (IE in Action) was conceptualized as a special research project within the KwaZulu-Natal Department of Education’s Inclusive Education Unit. It is funded through quality education.

Inclusive Education in Action—Uthukela (IE in Action) is a special research project within the Department of Education’s Inclusive Education Unit. It focuses on sharing its good practices with, and experiences by the learners. The meetings also provided training for selected teachers and district support teams of the three schools. This provides a platform for sharing good practices and successful strategies that can be transferred into the mainstream school.

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The specific goals of IE in Action are: that disabled and socio-economically disadvantaged children and young people aged 6–14 years for people with disabilities, up to 21 years in the Uthukela District receive a quality education and access an inclusive support system; that 80% of the “out-of-school” children of families and communities so as to improve access, participation, retention and progression; and to promote the exchange of knowledge between the three schools. The multi-tiered system promotes the exchange of knowledge between the three schools. The multi-tiered system promotes the exchange of knowledge between the three schools. The multi-tiered system promotes the exchange of knowledge between the three schools. The multi-tiered system promotes the exchange of knowledge between the three schools. The multi-tiered system promotes the exchange of knowledge between the three schools. The multi-tiered system promotes the exchange of knowledge between the three schools. The multi-tiered system promotes the exchange of knowledge between the three schools. The multi-tiered system promotes the exchange of knowledge between the three schools. The multi-tiered system promotes the exchange of knowledge between the three schools.
Many learners attending township and rural public schools are directly affected by poverty, underdevelopment and a range of other vulnerabilities. These are some of the root causes of a variety of barriers to learning that those learners experience in the classroom, and are partly responsible for the poor education outcomes so prevalent in South Africa. Jonathan Jansen has warned, “If we do not stop the free fall in education within the next 10 to 15 years, this democracy will implode and all chances of creating an economically productive and humanely compassionate society will be lost.” However, good quality education must be inclusive: it must therefore meet the education needs of all learners.

The goal of the FNB Primary Education Programme, in both the Free State and KZN, is to improve education access, retention and learner performance for all learners in the pilot schools by addressing the management capacity in the schools, as well as the barriers to learning experienced by learners. The programme provides training for the school-based support teams and district-based support teams—as well as parents and caregivers and the community around the school—so that they are able to identify learners with barriers, and then access support for them. This aligns well with MIET Africa’s work on inclusive education and care and support for teaching and learning—nationally and internationally recognized initiatives for addressing barriers faced by children.

A key focus of the programme in 2014 in both provinces was to establish and strengthen the support structures to help schools to screen learners for barriers to learning and development. As part of the mandatory “SIAS” process (screening, identification, assessment and support), the Free State schools were supported to screen nearly 18,500 learners for barriers; in KZN 13,000 were screened. Results of this initial screening in the Free State showed that almost 4000 learners were experiencing a variety of barriers to learning and development. FNB PEP in the Free State successfully supported over 1100 of these learners in accessing support to address these barriers. In KZN about 2250 learners were identified and over 1500 successfully supported.

In addition, both teachers and district officials (745 in the Free State, 450 in KZN) were trained on SIAS. The process itself is time consuming, with teachers initially complaining about the additional administrative duties it imposes on them. Training has helped, however, especially in raising awareness of the importance of using the information to inform decision-making in respect to supporting learners with barriers.

A poor parental response to calls from the schools to work together to address the barriers faced by their children was identified as a major stumbling block to reducing barriers. To address this, the programme offered training to parents and caregivers on supporting their children’s education, reaching over 4200 in total (over 2500 in the Free State and 1700 in KZN). The programme also commissioned MIET Africa’s Material Unit to develop bilingual 2015 calendars on this theme, which were enthusiastically received.

Collaboration with multisectoral partners and local support agencies has been initiated in both provinces. In KZN, for example, the programme has established a strong relationship with Operation Sukuma Sakhe, the premier’s poverty alleviation initiative. Schools in both provinces have been provided with conditional grants. They are used to help learners with barriers to access support, and—importantly for sustainability—to build the capacity of schools to budget for care and support for vulnerable learners.

**FNB Primary Education Programmes**

The First National Bank Primary Education Programmes (FNB PEP) are being implemented in two districts in each of the Free State and KwaZulu-Natal (KZN) Provinces. The KZN programme, which is being implemented in 17 schools in the Umguzundulu and Umlazi Districts, commenced in April 2013. The Free State programme, which is being implemented in 20 schools in the Fazile Dabi and Largentepotswa Districts, commenced in January 2014. Both programmes are scheduled to end in December 2016.

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**“Early screening and identification of children have helped us in understanding how to help learners with learning difficulties.”**

Foundation phase teacher

**“My child who cannot use his hands, is now able to complete writing tasks by using a mouth pointer and laptop computer. I didn’t think that he will learn to read and write. The project has really helped him.”**

Parent of disabled learner

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Notwithstanding the progress made since 1994, South Africa’s education system still faces serious challenges, evidenced by low levels of learner achievement (especially in Maths, Science, Technology), a high youth population ill-equipped for the workplace, an under-prepared teaching corps, and a focus on an out-dated model of school improvement and 20th century learning. These challenges are further exacerbated by high levels of poverty and inequality, and the lingering impact of an apartheid education system.

We have a “burning platform” that demands that we do things “differently”: the search for innovative approaches is therefore an imperative.

GELP is a global community of leaders committed to transforming education in practice and aimed at developing the required skills, transformational capacity and personal efficacy of key education system leaders to accelerate and sustain transformation for the benefit of all learners. For the past two years, a team of committed education leaders from government and non-government sectors in KwaZulu-Natal (KZN), South Africa have, with the support of GELP, used their strengthened skills and knowledge to engage actively in a transformational education strategy that is contextually relevant for 21st century learning. The initial composition of the KZN GELP team included senior leadership from the KZN Department of Education, MIET Africa, Tshikululu Social Investments and the University of South Africa (Unisa).

During this first year of implementation, the benefits of aligning GELP activities with the Innovative Learning Environments’ (ILE) project (see next article) became clear: both interventions require the attention of education leaders in the province; both are geared towards using innovation to achieve education transformation; and alignment will promote optimal use of available capacity and resources. To this end a meeting was held at which the ILE and GELP teams mapped out a collective way forward for strengthening education transformation in the province. An expanded ILE/GELP team was established and the concept of an Innovation Strategy was seeded. In addition, an important decision was taken to expand GELP/ILE to include other interested provinces and grow it into a national movement. The following are some of the highlights during 2014. Study visits to New York and London afforded members of the GELP team valuable learning opportunities concerning innovation in education: the ideas shared with the team have served as the catalyst for a KZN Innovation Strategy.

The conceptualization of an Innovation Strategy has provided direction to the team’s research work, with a focus on Personalised Learning, New Metrics, Learner Agency and Learning for the Workplace. In addition, the local GELP team, together with global GELP and the Organisation for Economic Co-operation and Development (OECD), has been invited to convene the next international GELP event, to be held in Durban in April 2015.

“I came into the GELP project with a rather limited view of quality schooling in that I assumed that all that was required for schools to be effective is incremental improvement, as measured by scores on tests such as ANA. The first step in my GELP learning journey was to accept that this truncated view of school effectiveness and school improvement is not supported by evidence and that it is premised on an outdated, 20th century, incremental model of change. My journey has led me to see that quality schooling needs a vision of education transformation rather than education reform. The theory of innovation that goes with this vision is not one of incremental change but rather a radically new approach to learning and curriculum for the 21st century and new ways of assessing the quality of learning.”

Prof John Volmink (Member of GELP SA team), November 2014

“THE THRUST FOR CONSTANT INNOVATION HAS LONG PREVAILED IN SECTORS SUCH AS TECHNOLOGY AND HEALTHCARE, BUT EDUCATION HAS GENERALLY LACKED THIS APPROACH IN BOTH POLICYMAKING AND THE CLASSROOM. WE FACE UNPRECEDENTED GLOBAL CHALLENGES—POVERTY, CONFLICT, UNEMPLOYMENT, INEQUALITY, ENVIRONMENTAL SUSTAINABILITY AND OTHERS. EDUCATION IS THE ROUTE TO SHORT AND LONG-TERM SOLUTIONS, YET TODAY’S LEARNING SYSTEMS ARE NOT COPING WITH THE TASK”

WISE Initiative (www.wise-qatar.org/who-we-are)
Several international and local studies (e.g. TIMMS, SAQMEC and the OECD's TALIS) on the state of teaching and learning and school performance have highlighted the poor performance of South African learners—and teachers. Teaching in the majority of public schools is characterized largely by the “chalk-and-talk” approach, where the teacher relies mainly on the textbook for content that is “delivered” to learners who are expected to “absorb” information. Learners are given few opportunities to explore learning on their own, and most learners and parents believe that it is the teacher who is the possessor of all knowledge, which to be “poured into empty vessels”.

Compounding the situation are the many socioeconomic-related barriers that are experienced by learners, such as hunger, HIV&AIDS, ill-health, abuse and neglect.

While there is overwhelming agreement today for change in the way we approach education provision in the country, there is little agreement on what form the change should take. The ILE project has provided an opportunity to assist government and its partners, using an action-research approach, towards developing an innovative and transformative strategy in KwaZulu-Natal.

ILE is an international study led by the Organisation for Economic Co-operation and Development (OECD), focusing on innovative ways of organizing learning for young people and helping to influence the 21st century education reform agenda. South Africa was invited to join ILE in June 2013 and, along with five other countries, has participated in the third strand of the project as a Learning Laboratory of Change (LLC). The focus of this strand, considered to be the most directly policy-relevant part of the project, has been about growing and sustaining innovative learning environments.

Through its participation in 2014, South Africa benefited from peer learning and exchange of information with other systems that are scaling up innovative learning, as well as from access to OECD expertise. Workshops, meetings and conferences, facilitated by the OECD, provide a platform for peer review of the participating countries’ LLCs and through intensive internal monitoring and evaluation, with each LLC contributing experiences and lessons learnt to the broader OECD reflection.

Specific to KZN, two critical factors impeded progress in the schools selected as LLCs. Firstly, the last-minute withdrawal of donor funding for a large-scale ICT project in KZN, from which the ILE schools were to benefit, impacted negatively on the role that ICT was to play in the transformation of these schools. Secondly, the conditions within and surrounding the selected schools were not conducive to fostering innovation—in particular the massive socioeconomic challenges and poor school-community relationships. For these reasons, the original schools that served as LLCs have been replaced by schools where ICT is available and conditions for innovation are more favourable.

While there were significant achievements during 2014, there were also significant achievements. For example, the alignment of the ILE and Global Education Leaders’ Partnership (GELP) initiatives resulted in the two project teams being formally constituted as one team. Named SELF-SA, the team focuses on transformation in education through innovation, and an Innovation Strategy for KZN (of which the LLCs are a component) has been conceptualized.

Innovative Learning Environments Project (ILE) is funded by the FirstRand Empowerment Foundation. It commenced in January 2013 and will end on 31 December 2015.
Across the world, youth unemployment remains one of the most intractable challenges. The International Labour Organization estimated that in 2012, youth (defined by the UN as young people aged 14–28) comprised 40% of the world’s total unemployed. Because it has the youngest population of any continent, this challenge is particularly pressing for Africa. Yet it presents an opportunity too. As Mo Ibrahim has pointed out, “young people should form a powerful motor for economic growth in Africa”. Instead, this vast pool remains untapped. In South Africa every year, hundreds of thousands of young people exit the education system ill-equipped to access suitable careers, without the relevant skills to play a meaningful role in the economy. Meanwhile, business and industry bemoan the lack of appropriately-skilled young workers they require and the majority of young people are desperate to be given the opportunity to be active participants in the economy. In the words of a young contributor to the UN World Youth Report, “We want to make a difference. We want a chance to work. We want to prove ourselves.”

MIET Africa has begun to confront these challenges through the Learn to Earn initiative, with its vision of informed learners better able to make relevant and appropriate career choices and who are well prepared for active participation in the economy. In 2014 the programme targeted learners in Grades 9–12, seeking to improve learners’ knowledge, skills and attitudes that are necessary for their active participation in the economy. These include setting goals, investigating employment and career options, pursuing further education and starting and managing their own businesses. The programme is presented over ten two-hour contact sessions, with self-study assignments; this provides both guidance to learners and encourages them to take responsibility for their own futures, thereby building skills and confidence. An important facet of the programme is the guidance provided to learners in Grade 9 for making appropriate subject choices that will be relevant when choosing their future careers. In 2014, over 2000 learners in KwaZulu-Natal and the Western Cape participated in Learn to Earn. Despite being run outside of school hours, attendance in both provinces was excellent. In the Western Cape, learners benefited from motivational talks by prominent professionals and business role models, boosting learners’ enthusiasm to succeed, while successful collaboration with Teen Entrepreneur, Youth for Skills and Inkanyezi resulted in the expansion of the project. In KwaZulu-Natal, collaboration with entrepreneur specialists encouraged learners to “think outside the box” when looking at the opportunities that exist. As a result, some learners have started their own businesses, some even accessing funding from sponsors. Officials in the Umlazi District, where Learn to Earn is being run, have been so impressed with the programme that they have requested that all their schools receive the training.

Participation by learners has been exceptional, but challenges (such as transport problems) prevent some learners from attending sessions (which are, as mentioned, run outside of school hours). The challenge for MIET Africa is to expand the sessions so that learners are given an even wider exposure to the opportunities that exist for them, but at the same time to widen the reach of Learn to Earn so that more young people can participate.

In 2015, MIET Africa will launch Learn to Earn in the Technical Vocational Education and Training sector. Achieving this will help, to quote Jamie McAuliffe, “to change ‘the age of youth unemployment’ into ‘age of youth opportunity’.”

Learn to Earn is funded by the ABSA Foundation. The current phase commenced on 1 February 2014 and will end on 31 May 2015. ABSA Learn to Earn

“IT’S TIME AFRICA STARTED LISTENING TO OUR YOUNG PEOPLE INSTEAD OF ALWAYS TELLING THEM WHAT TO DO.”

Mo Ibrahim

“When we started we had no idea how to set goals, choose careers, brand ourselves or how to behave in an interview—Lie has brightened our minds and we are left with knowledge that will help us to work.”

Learner (Thembekhile HS, Western Cape)
The World Health Organization’s and World Bank’s World Report on Disability (2011) estimated that of the world’s children aged between 0 and 14, 95 million are “disabled”; of these, 13 million are “severely disabled”. And sub-Saharan Africa is home to a disproportionate number of these cases. The rights of these children—including to education—are enshrined in numerous legislative and strategic frameworks. Article 13 of the African Charter on the Rights and Welfare of the Child, for example, states that all mentally or physically disabled children have the right to measures that ensure their “dignity, promote … [their] self-reliance and active participation in the community.”

Yet, despite these lofty goals, the rights of disabled are often not realized. As a sector, Education is often guilty of ignoring the needs of those with disabilities, resulting in their exclusion from education and all its benefits. The goal of Promoting IE is therefore, to address this directly. Specifically, the objectives include the finalization of the strategy for inclusive education in the Southern African Development Community (SADC), and then to present and advocate for its adoption and implementation by the SADC Ministers of Education. MIET Africa’s task within the consortium is to develop a system and tools for collecting, maintaining and using data to inform policy and planning for children with disabilities for Southern Africa.

In order to assess the quality of existing data and to identify both good data-gathering systems and the gaps, the MIET Africa team undertook a review of existing systems and the tools used for collecting data on learners with disabilities in the participating Member States. After new draft tools and guidelines were developed, fieldworkers tested them in a pilot study in schools in South Africa and Swaziland. The participating schools provided a useful critique and their feedback was incorporated into refinements of the tools. After being reviewed by experts on Inclusive Education for learners with disabilities, the tools were finalized for approval for use in the SADC Region.

The pilot study confirmed that data on learners with disabilities is inadequate, out-dated and unreliable. Schools do not routinely collect data on disabled children: only those with a special educational needs focus do so. There are other challenges that the pilot study highlighted. While a number of agencies are active in the field of assessing learner disability, there is a need for the establishment of a coordinating mechanism so that data collection systems are not duplicated. It was noted too that Member States use different definitions of disability, and there are differences in the “measurement of disability”. Thus a standardized tool—with minimum standards for data to be collected—is needed for the region. It is also clear that there is a need to extend initiatives such as Promoting IE across all SADC Member States.

Together with the Africa Disability Alliance (the lead agency) and the Southern African Association for Learning and Educational Differences, MIET Africa is part of a consortium that is implementing the Promoting IE for Learners with Disabilities (Promoting IE) project in Botswana, Namibia, South Africa, Swaziland and Zambia. The project, which commenced in November 2013 and will end in June 2015, is funded by the Open Society Initiative for Southern Africa.

"VERY LIMITED DATA EXISTS THAT IS ABLE TO PROVIDE A PICTURE OF WHAT IS HAPPENING WITH REGARD TO CHILDREN WITH DISABILITIES IN THE MAINSTREAM SYSTEM. SUCH DATA IS CRUCIAL TO EFFECTIVE EDUCATION PLANNING, ESPECIALLY WHERE IT IS NEEDED TO ASCERTAIN THE NATURE AND LEVELS OF SUPPORT THAT DIFFERENT LEARNERS MAY REQUIRE."

Draft Southern African Regional Inclusive Education Strategy
### Statement of Financial Position

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<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EQUITY AND LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital and reserves</td>
<td>2 665 245</td>
<td>4 070 845</td>
</tr>
<tr>
<td>Trust capital</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Revaluation reserve</td>
<td>0</td>
<td>237 847</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>2 665 145</td>
<td>3 832 898</td>
</tr>
<tr>
<td><strong>Non-current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowings</td>
<td>765 108</td>
<td>1 111 527</td>
</tr>
<tr>
<td><strong>Current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>1 827 072</td>
<td>1 721 460</td>
</tr>
<tr>
<td>Deferred contributions</td>
<td>13 158 746</td>
<td>18 858 454</td>
</tr>
<tr>
<td>Borrowings</td>
<td>131 455</td>
<td>81 940</td>
</tr>
<tr>
<td><strong>Total Equity and Liabilities</strong></td>
<td>18 547 626</td>
<td>25 844 126</td>
</tr>
</tbody>
</table>

### Income Statement

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations and interest received and expended</td>
<td>39 877 712</td>
<td>20 317 349</td>
</tr>
<tr>
<td>Recoveries</td>
<td>1 313 678</td>
<td>390 403</td>
</tr>
<tr>
<td>Other revenue</td>
<td>139 210</td>
<td>647 947</td>
</tr>
<tr>
<td>Profit from realization of investment</td>
<td>303 146</td>
<td>0</td>
</tr>
<tr>
<td>Fair value adjustment of investment</td>
<td>0</td>
<td>58 787</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>(4 111 486)</td>
<td>(4 141 486)</td>
</tr>
<tr>
<td><strong>Profit/(Loss) on disposal of property and equipment</strong></td>
<td>2 415</td>
<td>(6 706)</td>
</tr>
<tr>
<td>Interest Received</td>
<td>352 168</td>
<td>16 306</td>
</tr>
<tr>
<td><strong>Loss for the year</strong></td>
<td>(1 405 600)</td>
<td>(4 537 653)</td>
</tr>
</tbody>
</table>

### Statement of Changes in Trust Capital and Reserves

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at 1 January 2013</td>
<td>100</td>
<td>179 909</td>
</tr>
<tr>
<td>Loss for the year</td>
<td>0</td>
<td>4 537 653</td>
</tr>
<tr>
<td>Transfer to Revaluation reserve</td>
<td>0</td>
<td>(58 787)</td>
</tr>
<tr>
<td>Balance at 1 January 2014</td>
<td>100</td>
<td>237 847</td>
</tr>
<tr>
<td>Loss for the year</td>
<td>0</td>
<td>3 852 856</td>
</tr>
<tr>
<td>Transfer to Accumulated surplus</td>
<td>0</td>
<td>4 074 845</td>
</tr>
<tr>
<td>Balance at 31 December 2014</td>
<td>100</td>
<td>237 847</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust Capital</td>
<td>100</td>
<td>179 909</td>
</tr>
<tr>
<td>Revaluation Reserves</td>
<td>0</td>
<td>(58 787)</td>
</tr>
<tr>
<td>Accumulated Surplus</td>
<td>0</td>
<td>4 537 653</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>4 075 489</td>
</tr>
</tbody>
</table>
Cash Flow Statement

<table>
<thead>
<tr>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash flows from operating activities</td>
<td>$(39,554,061)</td>
</tr>
<tr>
<td>Cash receipts from donors</td>
<td>39,554,061</td>
</tr>
<tr>
<td>Cash paid to suppliers and employees</td>
<td>$(48,795,458)</td>
</tr>
<tr>
<td>Cash (-utilized)/generated</td>
<td>9,985,397</td>
</tr>
<tr>
<td>Interest received</td>
<td>676,682</td>
</tr>
<tr>
<td>Interest paid</td>
<td>$(101,884)</td>
</tr>
<tr>
<td>Cash Flows from investing activities</td>
<td>1,381,679</td>
</tr>
<tr>
<td>Acquisition of property and equipment</td>
<td>$(273,053)</td>
</tr>
<tr>
<td>Proceeds of disposal of property and equipment</td>
<td>113,739</td>
</tr>
<tr>
<td>Realization of investment</td>
<td>1,464,624</td>
</tr>
<tr>
<td>Movement in loans to related entity</td>
<td>0</td>
</tr>
<tr>
<td>Cash flows from financing activities</td>
<td>1,298,506</td>
</tr>
<tr>
<td>Movements in mortgage loan</td>
<td>1,298,506</td>
</tr>
<tr>
<td>Net (-decrease)/increase in cash and cash equivalents</td>
<td>$(7,581,724)</td>
</tr>
<tr>
<td>Cash and cash equivalents at beginning of year</td>
<td>19,668,220</td>
</tr>
<tr>
<td>Cash and cash equivalents at end of year</td>
<td>12,086,496</td>
</tr>
</tbody>
</table>

**AUDIT COMMITTEE REPORT 2014**

We are pleased to report for the financial year ended 31 December 2014.

The Audit Committee is a committee of the Board of Trustees and is governed by the Trust Property Control Act D 7 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 Organisations Act, 1997, as amended in 2000, the King Report on Corporate Governance 2002 and the related Codes and Corporate Conduct and Practices (King III).

**Composition**

The Audit Committee consists of five independent non-executive members and two executive members. Mr SJ Nothnagel CA(SA) was elected as new chairperson on 29 April 2014. The Board confirmed that it has reviewed the Committee’s composition during the year and that it is satisfied that the Committee has the expertise and resources to fulfill effectively its responsibilities, including those relating to risk and controls.

**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 Committee has executed its duties during the past financial year in accordance with these terms of reference. The Committee has a formal Annual Audit Committee Plan that forms the basis of Audit Committee Agendas. The Committee has received sufficient, reliable and timely information from management and the external auditors to enable it to fulfill its responsibilities.

**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.
- Has 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
- Reviewed the Risk Assessment Report and Progress Report as a standing item on the Audit Committee Agenda, and presented at the Board of Trustees meetings

**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 Mr O Chetty to be independent of the Trust and are accepted and nominated by the Board for appointment as the Trust auditors for the 2015 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.
- 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.
- Considered that the adoption of the going concern premise in the preparation of the financial statements is appropriate.
Internal financial controls

The Audit Committee has:

- Reviewed the effectiveness of the Trust’s system of internal financial controls including receiving assurance from management and external audit
- Obtained assurance from the external auditors that adequate accounting records were maintained
- Reviewed policies and procedures for preventing and detecting fraud
- Obtained assurance of safeguarding electronic data, both internally and offsite

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 functions as a sub-committee of the Audit Committee and is under the chairmanship of the Chairperson of the Audit Committee. The other members of the sub-committee are the Chairperson of the Board of Trustees, the CEO and one or other Trustees. The Directors submit their proposed remuneration and related matters to the Remuneration Sub-Committee, which then makes final recommendations to the Board of Trustees. The Remuneration Sub-Committee meets at least once a year.

b. Investment Committee

There is no separate Investment Committee. Instead, it functions as a sub-committee of the Board of Trustees. The Chairperson of the Audit Committee is a member of the Investment Sub-Committee to advise and assist in all investment decisions.

Ad hoc: proposals and recommendations to the Board are made as required.

External audit

Based on processes followed and assurances received, we have no concerns regarding the external auditor’s independence, diligence and professional scepticism.

The Audit Committee, in consultation with executive management, agreed to the engagement letter, terms, audit plan and audit fees for this financial year ended 31 December 2014.

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</td>
<td>195 500</td>
<td>80</td>
</tr>
<tr>
<td>Other services</td>
<td>49 500</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>245 000</td>
<td>100</td>
</tr>
</tbody>
</table>

Internal audit

The Trust has no separate Internal Audit department. The Audit Committee provides an oversight function. The Audit Committee monitors internal controls and systems. It relies on the Chief Operations Officer (COO) and external audit to bring material matters and deficiencies to its attention for further consideration.

Finance function

We believe that Ms M Cramer, the COO, 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 organisation, including financial management, administration, HR 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 COO.

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, transparent 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.

Confidential lines

The Trust recognises the need for a confidential reporting process (“Whistleblowing”) 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. Any employee or external stakeholder is able to report wrongdoing on a confidential and anonymous basis to an independent service provider that ensures that all calls are treated confidentially.

Meetings

The Audit Committee meets at least three times per annum, with the authority to convene additional meetings if required. Three meetings were held during the period under review.

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 for Approval by the Board

The Audit Committee recommended the Financial Statements for approval by the Board.

On behalf of the Audit Committee

Chairperson

31 March 2015

Name | Date of appointment | Qualifications | Meetings attended
--- | --- | --- | ---
Sj Nathan + | 29/04/2014 | CA(SA) | 3
MJ Brand + | 2/12/2008 | BCompt (Hons); CA(SA) | 3
N Copley + | 2/12/2008 | BA LLB, LLM (Tax) | 2
M Cramer # | 2/12/2008 | ICSA* | 3
R Paulson + | 2/12/2008 | QBE | 3
L van der Elst # | 2/12/2008 | Dip Ed, HDE | 1
SJ Nothnagel + | 29/04/2014 | CA(SA) | 3
MJ Brand + | 2/12/2008 | BCompt (Hons); CA(SA) | 3
N Copley + | 2/12/2008 | BA LLB, LLM (Tax) | 2
M Cramer # | 2/12/2008 | ICSA* | 3
R Paulson + | 2/12/2008 | QBE | 3
L van der Elst # | 2/12/2008 | Dip Ed, HDE | 1
SJ Nothnagel + | 29/04/2014 | CA(SA) | 3

* Executive + Non Executive - Independent # Current

Ethics

The Trust has a strong culture of ethical values, which forms the cornerstone of the behaviour expected 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.

Compliance

The Audit Committee is responsible for 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.

Annual Financial Statements for Approval by the Board

The Audit Committee recommended the Financial Statements for approval by the Board.

On behalf of the Audit Committee

Chairperson

31 March 2015

Name | Date of appointment | Qualifications | Meetings attended
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Sj Nathan + | 29/04/2014 | CA(SA) | 3
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L van der Elst # | 2/12/2008 | Dip Ed, HDE | 1
SJ Nothnagel + | 29/04/2014 | CA(SA) | 3

* Executive + Non Executive - Independent # Current

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Telephone: +27 31 313 3100
Fax: +27 31 312 9939
Email: miet@miet.co.za

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