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Improving the lives of children

A good education gives rural children the best chance at a better life.

An African innovator of education approaches

MIET Africa’s models were all developed in Africa, for Africans.
Removing barriers
to learning

In partnership with key stakeholders, we can help children achieve their dreams

Pioneering quality teaching and learning

MIET Africa is constantly seeking to improve teaching methods for rural children
Chairperson’s message

As with previous years, 2010 presented both highs and lows for MIET Africa.

Most significant was the ending of several of our large projects funded by the Embassy for the Kingdom of the Netherlands, bringing closure to an important era in the life of the organization.

While it has been difficult to let go of projects that we have nurtured from their infancy, and even more difficult to see dedicated staff move on to new ventures, these large implementation programmes provided the organization with the opportunity to learn several valuable lessons, among them first-hand experience of the many challenges that government faces in addressing issues around scale-up and sustainability.

In addition, these large programmes assisted MIET Africa in its development from a relatively small NGO into the reliable, effective and innovative organization it has become, with a proven track record for effective delivery of large-scale projects.

As MIET Africa has grown, so has its approach to development. As a result of the lessons learnt and the challenges faced in implementing these programmes, the organization has redefined itself and its mode of operation. Rather than engaging in large scale implementation (which it views primarily as being government’s mandate), it will capitalize on its unique advantages: these include having the ‘space’ to take risks, to pilot innovative approaches and to deliver speedily. In this way MIET Africa is able to influence policy and support governments in fulfilling their mandates.

MIET Africa’s reputation as a strong partner to government continued to grow, both within South Africa and in the SADC Region. The organization has been asked on several occasions to share its ‘secret’ with other NGOs on how to forge excellent relationships with government.

The funding environment in South Africa continues to be challenging, with many international donors reducing their support to a country that is classified as enjoying middle-income status. In addition, CSI funding is ad-hoc and uncoordinated, which weakens the impact it can make on quality education delivery. This, despite the fact that it is widely acknowledged that unless we as South Africans “walk together”—government,
“It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that a child of farm workers can become the president of a great nation.”

Nelson Mandela
Chairperson’s message

business and civil society—we will continue to fail in our attempts to make any significant gains in improving the quality of education for those that need it most.

Despite these challenges, MIET Africa has continued to move forward. This can largely be attributed to the genuine passion and dedication of its staff members, its strong leadership and the consistent support from a committed Board of Trustees who together ensure that the organization continues to thrive and remains true to its vision of “improving the lives of children”.

With each passing year I am more astounded at what MIET Africa has achieved, and this year I have been able to enjoy an even closer working relationship with MIET Africa and its leadership. What is absolutely clear to me is that MIET Africa lives according to its belief that, in the words of Nelson Mandela, “Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that a child of farm workers can become the president of a great nation.”

As an organization, we look forward to continuing our pioneering work in education and, together with our many partners, providing the next generation with the greatest gift—the opportunity to “reach for the stars”.

John Volmink
The Soccer World Cup dominated the first half of 2010, not only in South Africa but also in neighbouring countries. This hugely successful event created much excitement within MIET Africa and provided valuable opportunities for engaging learners in positive, healthy behaviours. But it also caused disruptions to our programmes, and although these were factored into our annual planning, the teachers’ strike in South Africa that followed the World Cup, was not.

“Teachers open the door but you must enter yourself.”
Chinese proverb

This implies committed learners with a desire for learning—not quite as straightforward as it might appear. Across the Southern African Development Community (SADC) Region, children and youth are confronted with a range of barriers that hinder or prevent them from accessing quality education. We see increasing numbers of unmotivated learners who have lost hope—hope in the education system, and hope for their futures. MIET Africa is currently addressing this through My Life! My Future!, a programme which promotes a positive view of self and a belief in the future by engaging learners in relevant life and workplace activities through innovative formal and non-formal education programmes.

Although not without their challenges, our programmes have yielded positive results, contributing to MIET Africa’s growing reputation as a reliable, respected and trustworthy organization. One example of this is the near completion of 120 education centres in KwaZulu-Natal, 100% owned and sustained by the Department of Education, and providing teachers and school communities
“Teachers open the door but you must enter yourself.”
Chinese proverb
with access to a wide range of educational resources and services. In response to the critical need to improve the teaching and learning of Mathematics and Science, we will be expanding the reach of these education centres by connecting them to the surrounding high schools through the use of technology so that all teachers and learners can benefit from the expertise located at the centres.

The raised profile of MIET Africa beyond South Africa is very exciting. Our relationships with our government and non-government partners across the SADC Region continue to grow from strength to strength; after two years of implementing the Care and Support for Teaching and Learning initiative, encouraging changes are being observed in the provision of support for vulnerable children in the five participating Member States. Of note is the exceptional progress we have made in this area in South Africa, made possible through the strong partnership we have established with the Department of Basic Education.

As we look forward to the opportunities and challenges that 2011 will bring, it is reassuring to know that MIET Africa is populated with the most amazing people—a Board that is solid, wise and supportive; a competent management team that gives its all in more ways than one; and a loyal staff that, more often than not, will go the extra mile. This is undoubtedly the most important requirement for reaching our goal of “improving the lives of children”.

Lynn van der Elst
## STATEMENT OF FINANCIAL POSITION

<table>
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<tbody>
<tr>
<td><strong>ASSETS</strong></td>
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<tr>
<td>Non-current assets</td>
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<tr>
<td>Property and Equipment</td>
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</tr>
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<td>Investment Property</td>
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<tr>
<td>Accounts receivable</td>
<td>5 384 775</td>
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<td>Cash and cash equivalents</td>
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<td>29 655 181</td>
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<tr>
<td><strong>Total Assets</strong></td>
<td>33 271 263</td>
<td>43 949 542</td>
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|              |             |             |
| **EQUITY AND LIABILITIES** |             |             |
| Capital and reserves | 10 522 458  | 10 159 113  |
| Trust capital | 100         | 100         |
| Accumulated surplus | 10 522 358  | 10 159 013  |
| **Current liabilities** |             |             |
| Accounts payable | 3 858 365   | 1 805 472   |
| Deferred contributions | 18 890 440  | 31 984 957  |
| **Total equity and liabilities** | 33 271 263  | 43 949 542  |

Auditors: RSM Betty & Dickson (Durban)
### INCOME STATEMENT

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<tr>
<th></th>
<th>2010</th>
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<tbody>
<tr>
<td>Donations and interest received and expended</td>
<td>74 286 158</td>
<td>76 133 708</td>
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<tr>
<td>Recoveries</td>
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<tr>
<td>Other Revenue</td>
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<td></td>
<td><strong>78 143 208</strong></td>
<td><strong>79 205 821</strong></td>
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<td>Expenditure</td>
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<td>-78 597 848</td>
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<td></td>
<td><strong>32 075</strong></td>
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<td>Interest Received</td>
<td>331 270</td>
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<td><strong>Surplus for the year</strong></td>
<td><strong>363 345</strong></td>
<td><strong>1 055 165</strong></td>
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### CASH FLOW STATEMENT

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<tr>
<th></th>
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<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash flows from operating activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash Receipts from donors and tenants</td>
<td>83 222 332</td>
<td>96 890 995</td>
</tr>
<tr>
<td>Cash paid to suppliers and employees</td>
<td>-89 057 728</td>
<td>-80 144 803</td>
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<tr>
<td>Cash generated from/(utilised by) operations</td>
<td>-5 835 396</td>
<td>16 746 192</td>
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<tr>
<td>Interest Received</td>
<td>1 476 388</td>
<td>1 653 710</td>
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<td><strong>Net increase/(decrease) in cash and cash equivalents</strong></td>
<td>-4 483 362</td>
<td>17 386 535</td>
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<tr>
<td>Cash and cash equivalents at beginning of year</td>
<td>29 655 181</td>
<td>12 268 646</td>
</tr>
<tr>
<td>Cash and cash equivalents at end of year</td>
<td>25 171 819</td>
<td>29 655 181</td>
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Auditors: RSM Betty & Dickson (Durban)
About MIET Africa

Improving the lives of children

Who are we?

MIET Africa is a registered not-for-profit organization. We are based in South Africa, with a strong presence throughout the SADC Region (the Southern African Development Community). As an organization in the development sector, we are engaged in developing innovative education approaches, and have pioneered many models and programmes. But the essence of our work—what we strive for, what we continually remind ourselves of—is improving the lives of children.

In 1996, the Media in Education Trust (MiET) was established as an independent NGO. From a simple beginning with a focus largely on the use of media in education, we grew into what we are today: a professional organization of about 100 dedicated staff (of whom 90 per cent are black, and 64 per cent are female). A critical period in our development was 2000-4, which might be categorized as ‘getting serious about rural development’. It was then that the various elements of our work began to coalesce into the Schools as Centres of Care and Support and Education Centres models.

These Royal Netherlands Embassy-funded programmes came to represent our two areas of focus: Addressing barriers to learning and Enhancing the quality of education.

As we grew and programmes expanded and others were added, there were three underpinning constants to our work, that of: developing and implementing innovative education approaches; establishing partnerships to strengthen service delivery; influencing education policy. With regard to partnering, MIET Africa views working with government as a ‘non-negotiable’: sustainability and scale-up of our models and programmes largely depend on it. Naturally, there are challenges (for example, in the short-term things often take longer to achieve); yet our experience has shown it is the ‘only way to go’. This lesson has been invaluable as we move in new directions, and into Africa.

In 2009 we embarked on a new phase in our development. With the adoption of our five-year business plan, we took the decision to export our experience and knowledge more widely. As a home-grown African NGO, we are positioning ourselves as an organization that offers partnering services and technical support throughout the region. And so we
But the essence of our work - what we strive for, what we continually remind ourselves of - is improving the lives of children.
became ‘MIET Africa’, a name that reflects both our roots in the old MiET and our new role in Africa. Other exciting possibilities for the future include exploring alternative models of education delivery, such as investigating a public-private partnership model of low cost quality education for the poor, and improving Mathematics and Science education by connecting surrounding schools to education centres through information technology.

But whether pioneering in new directions or maintaining or scaling up existing programmes, the heart of our work remains that of improving the lives of children.

2010 projects and programmes

A brief description of our major programmes is presented below. Fuller accounts of the activities in 2010 of each are given later in the programme reports.

The CSTL (Care and Support for Teaching and Learning) programme is aimed at mainstreaming care and support into the education systems in the SADC Region. The CSTL programme is a SADC initiative that is being implemented in the Democratic Republic of Congo, Mozambique, Swaziland, South Africa and Zambia. The goal of CSTL is that the education rights of vulnerable children are realized through schools becoming inclusive centres of care and support. The activities implemented during 2010 have laid the foundation whereby care and support can now be successfully implemented at school level.

RHIVA (Reducing HIV in Adolescents), in partnership with the KwaZulu-Natal Department of Education (KZNDoE), is a ground-breaking cash incentivized HIV prevention intervention being tested in rural high schools in Vulindlela: conditional cash incentives serve as catalysts for engaging learners in healthy behaviours. The programme comprises a standardized 'Essential Package' of care and support, a strengthened life skills curriculum and an extra-curricular sustainable livelihood programme that is aimed at giving learners belief in themselves and a sense of hope for the future. Results will be externally evaluated by CAPRISA (Centre for the AIDS Programme of Research in South Africa). In 2010 activities were centred on preparations for full trialling in the schools in 2011.

LAHL IV (Learn About Healthy Living IV), being implemented with the KZNDoE in the Nongoma area, uses the human rights-based approach to address the issues of children’s rights, and ultimately to assist schools to become centres of care and support. The programme, which has been running for a number of years, is now in Phase IV. Highlights included the facilitation of increased multisectoral collaboration, and the linking up with the Premier’s Flagship Programme.
**ESO** (Education Support for OVC in South Africa) is being implemented with the KZNDoE and RTI (Research Triangle Institute) in 42 pilot schools in two education circuits, Kokstad and Umzimkhulu. It aims to increase the number of orphans and vulnerable children that participate in learning support programmes, as well as contributing to the current knowledge about challenges which these vulnerable children face. Activities in 2010 focused on the design and implementation of specific interventions, especially in the areas of numeracy and literacy.

**Siyanakekela** means ‘we care’, apt for a programme that aims to build the capacity of schools and their communities to provide care and support to children—especially the most vulnerable. It is a partnership programme with the KZNDoE and the David Rattray Foundation, and is being implemented in 15 schools in the Umzinyathi District. Main activities for 2010 were advocacy and capacity building of teachers and communities.

**AGSP** (Ambassador’s Girls Scholarship Programme) is a programme that adds value to MIET Africa’s care and support programmes. It provides support to about 600 learners in three provinces, in the form of scholarships to learners and a peer-mentoring programme.

The **EC** (Education Centres Supporting Rural Development) programme assists the KZNDoE in establishing a network of education centres across the province. These will serve as hubs for enhancing teaching and learning. In 2010 activities were focused on completing infrastructure development and equipping the centres, as well as supporting capacity building of centre managers. A recent additional component is a pilot that addresses the needs of teachers confronted with the issue of sexual harassment and teenage pregnancy in schools.

We are excited too about a new initiative with KZNDoE, being funded by the Sugar Industry Trust Fund for Education. The Phongola Education Centre will be used as a hub for improving the teaching and learning of Science and Mathematics in the surrounding high schools.

**Values, principles and governance**

In striving to improve the lives of children, MIET Africa adheres to and is guided by the following values and principles:

**Values**
- Respect for human rights
- Inclusiveness
- Integrity
- Professionalism
- Caring
**Principles**

- The best interests of the children, especially the vulnerable, are paramount
- Partnerships are established for maximum impact
- Approaches adopted are contextually relevant, appropriate and participatory
- Participation by school communities in the education of their children is critical
- Leadership by government is recognized as critical to achieving scalability and sustainability

A committed Board of Trustees, under the chairmanship of Prof John Volmink, is entrusted with ensuring that these values and principles are adhered to. It was with sadness that in 2010 we said farewell to two of our trustees: Wilna Botha, one of the founders of MiET, and Lebogang Tire, education official with the North West Department of Education.

Our CEO, who reports to the Board of Trustees, is charged with the overall strategic direction and management of the organization. She is ably assisted by the Deputy CEO and three other directors. They, and indeed all of MIET Africa, are committed to improving the lives of children.

**Board of Trustees ~ 2010**

- Prof John Volmink (Chairperson)
- Ms Thandi Chaane (Deputy Chairperson)
- Ms Lynn van der Elst (CEO)
- Ms Wilna Botha (resigned)
- Ms Nicole Copley
- Ms Fathima Dada
- Mr Hermenegildo Gamito (new)
- Mr Rindai Jaravaza (new)
- Dr Thula Mbatha
- Mr Nhlanhla Ngubane
- Mr Roy Paulson
- Mr Lebogang Tire (resigned)

**Board of Directors ~ 2010**

- Ms Lynn van der Elst (CEO)
- Ms Thuli Dlamini (Deputy CEO)
- Mr Alan Beesley (Chief Operations Officer)
- Ms Dawn Jones (Materials, Communications and Advocacy)
- Ms Mhle Mthimkulu (Africa Programmes)
Projects

- Care and Support for Teaching and Learning - SADC
- Care and Support for Teaching and Learning - SA
- Reducing HIV in Adolescents
- Education Centres
- Learn About Health Living IV
- Education Support to OVC
- Siyanakekela
- Ambassador’s Girls Scholarship Programme
- Construction
CSTL - SADC

There is an abundance of challenges. But there is also reason for hope. UNICEF: The framework for the protection, care and support of orphans and vulnerable children.

Care and Support for Teaching and Learning (CSTL) models a comprehensive response to the health and socio-economic challenges facing vulnerable learners (including those wracked by the impact of HIV and AIDS). It provides hope amidst the challenges in southern Africa. Of importance for MIET Africa, too, is that CSTL contributes to our outreach into Africa.

Funded by the SDC (Swiss Agency for Development and Cooperation), CSTL was developed by the Southern African Development Community (SADC) in partnership with MIET Africa, UNICEF ESARO (Eastern and Southern African Region) and UNESCO. MIET Africa, as the implementing partner, provides technical support, both in-country to Member States and to the SADC Secretariat. In Phase 1, the programme is being implemented intensively in the Democratic Republic of Congo, Mozambique, Swaziland, South Africa and Zambia. This phase will be completed in December 2012.

The escalating AIDS-related deaths have left an orphan crisis in the SADC Region. In Sub-Saharan Africa—the most highly affected region in the world—an estimated 12.3 million children aged 0–17 have lost one or both parents to AIDS. An analysis of the Demographic Health Survey data from 40 Sub-Saharan Africa countries (1997–2002) showed the proportion of orphans in different age groups: 0–1 (2 per cent), 1–4 (13 per cent), 5–9 (35 per cent) and 10–14 (50 per cent).

It is important to note too that HIV and AIDS is not the sole factor responsible for orphaning children: orphans from other causes (such as tuberculosis, malaria, cancer, poverty, food insecurity, etc.) also face increased vulnerability.

Orphans and vulnerable children face many health and socio-economic problems. They tend to reside in poorer households and commonly experience malnutrition and reduced access to basic necessities. This often negatively affects their school enrolment and results in interrupted schooling, poor achievement and puts them at higher risk of dropping out of school. Orphans and vulnerable children also have higher risks of adverse reproductive health outcomes (including HIV), and more commonly...
As the number of orphans and vulnerable children continues to grow in the SADC Region, concern about the future life chances of these children escalates.
experience sexually transmitted infections and teenage pregnancy as they have an increased probability of being exploited and abused. These children often have poor emotional development and psychological health and are more likely to experience depression or anxiety.

As the number of orphans and vulnerable children continues to grow in the SADC Region, concern about the future life chances of these children escalates. While significant consideration has been given to orphaned children’s needs, extending this coverage to other groups of vulnerable children is required. Findings regarding the education disadvantages faced by orphans and vulnerable children have vital implications for the development and implementation of education programmes, and there is a need to promote continued schooling: education has long been seen as a powerful tool for breaking the poverty cycle and unleashing the potential of children. It was factors such as these that led the SADC Secretariat, in partnership with MIET Africa, UNICEF ESARO and UNESCO to develop CSTL. The programme provides a comprehensive approach to addressing the barriers to teaching and learning that are associated with health- and poverty-related challenges facing vulnerable children. It provides a framework for strengthening education systems by ensuring that care and support are mainstreamed. The goal of the programme is “The education rights of vulnerable children in the SADC Region being realized through schools becoming inclusive centres of learning, care and support.” CSTL’s vision is to see all education institutions in the SADC Region become inclusive centres of learning, care and support, where every learner—especially the most vulnerable—can learn. It will, we believe, contribute towards reducing the barriers to teaching and learning that impede the achievement of the Education For All targets and the Millennium Development Goals. Schools—the places where most children are—will become hubs for integrated service delivery.

2010 was an exciting year for CSTL. Many strands of the preparatory phase activities at regional and national levels were drawn together. These laid the foundation for fuller implementation at school level that will occur in 2011.

Early in the year we commissioned the Children’s Institute to conduct a policy review in the SADC Member States. This was used to inform the development of country reports on policy in SADC Member States, a SADC regional policy report, and later the SADC Regional Policy Framework and Guidelines for mainstreaming care and support in the education sector. These documents give a picture of the gaps and disconnections in the Member States’ policies regarding care and support for orphans and vulnerable children. One of our researchers conducted a
literature review to establish what the existing knowledge base for care and support for teaching and learning is. This in turn was used to develop a draft regional research agenda that outlined overarching research priorities and themes, and suggested a ‘menu’ of possible research studies.

We see knowledge management as integral for ensuring the success of the programme and so drafted a knowledge management strategy that was discussed and workshopped at length. Template documents were developed for capturing success stories, lessons learnt and potential/emerging good practices. It is also important for Member States to learn from the experience of others, and so MIET Africa organized two highly successful sharing meetings in which almost all Member States participated. We also facilitated the development of an advocacy strategy, and at the first sharing meeting showed delegates how they might link advocacy with the goals of the programmes. In turn Member States have now developed their own in-country strategies.

Although only mid-way through Phase 1, CSTL has made important progress for achieving its goal—that of realizing the education rights of vulnerable children. As a first step, participating Member States are now ensuring that care and support activities are planned and budgeted for. They are also advocating for the mainstreaming of care and support within the different directorates of the Ministries of Education.

Each participating Member State has established a multisectoral National Coordinating Unit, with sub-structures at sub-national level, that contributes to the coordination of the programme activities, and ensures that services for vulnerable children are delivered by all government sectors and other partners.

The Regional Support Pack of 12 action steps is guiding officials in Member States on how to mainstream care and support into the education system, while the Monitoring and Evaluation and Reporting (MER) framework provides important information on indicators and performance management plans which are used at both national and sub-national levels, including school level.

2011 will be the year when implementation at school level becomes a reality. We firmly believe that mainstreaming—weaving care and support into the fabric of education systems—is critical for ensuring that children’s right to education, especially those children who are most vulnerable, is realized.
Without education, AIDS will continue its rampant spread. With AIDS out of control, education will be out of reach.
Peter Piot, Director of UNAIDS, 2002

Care and Support for Teaching and Learning, South Africa (CSTL - SA) was conceptualized as a three-year programme. Phase 1, which commenced in August 2009 and ended in December 2010, was implemented by the Department of Basic Education (DBE), in partnership with MIET Africa. During Phase 1 the specific goal was: “Children infected and affected by HIV and AIDS accessing their right to education”. Phase 1 of the programme was funded by the Embassy of the Kingdom of the Netherlands.

CSTL - SA forms part of the broader Southern African Development Community (SADC) regional CSTL initiative that aims to respond to the millions of children who are unable to realize their right to education as a result of the vulnerabilities that characterize their lives—key being the devastating impact of HIV and AIDS, deepening poverty, sexual abuse and violence, recurrent drought and food insecurity. In the education sector, these are barriers to accessing education, to remaining in school, and to achieving at school. They are common across the majority of SADC Member States, putting these countries at risk of not achieving their Education for All (EFA) targets and Millennium Development Goals (MDG). These can only be achieved by strengthening the responsiveness of the education system to the support needs of vulnerable children; by mobilizing parents and school communities to provide care and support to vulnerable children; and through the integrated delivery of essential services.

There is an increasing body of evidence that suggests that an equitable education system is unattainable if the mentioned vulnerabilities of children are not addressed. The CSTL - SA initiative was conceived to support the education system and schools to progress towards realizing children’s right to education, and to having their physical, psychological, social and emotional needs met, and to make serious and significant progress toward achieving the EFA targets and MDG.

The CSTL initiative builds and draws on existing experiences. Further, designed and implemented through a partnership, it supports both the national and provincial education departments to fulfil their commitments and intentions of providing quality education to
[CSTL] supports both the national and provincial education departments to fulfil their commitments and intentions of providing quality education to all children.
all children.

The focus of activities during Phase 1 was the laying of a solid foundation at national level, so that CSTL can be successfully implemented at provincial level.

As is inevitable with such a complex programme, we faced a number of challenges in 2010, which were compounded by the public service strike during the year. Nevertheless, many crucial activities were successfully completed, some of which are outlined below.

In collaboration with the CSTL regional programme, we commissioned a national and provincial baseline study to assess the readiness of the DBE to implement CSTL, and how well schools are responding to the needs of vulnerable learners. Its findings, and those of a policy review that was completed earlier, were very useful to the DBE for informing the development of a conceptual framework for CSTL.

After extensive discussion with and review by the DBE, the Conceptual Framework was completed. It provides a common vision for care and support, and is extremely important for outlining the linkages of care and support to education outcomes, and guiding the development of provincial strategies for mainstreaming care and support.

We also completed the development of the National Support Pack (again after the DBE had done a thorough revision and review). Adapted for the South African context from the Regional Support Pack, it contains 12 action steps on how to mainstream care and support throughout the education system.

The DBE and MIET Africa organized an inter-provincial knowledge sharing meeting. It brought together 71 delegates from the national and nine provincial Departments of Education, who represented a variety of care and support units.

By the end of 2010 the evidence of the impact of CSTL - SA is revealed by a number of important achievements. The DBE has shown commitment to, and ownership of, CSTL, which is demonstrated by the allocation of resources to it (including the appointment of a full-time CSTL programme manager within the DBE). Coordinating structures—a national CSTL steering committee to oversee and provide guidance to provinces, and Provincial Task Teams, which will coordinate programme implementation at provincial level—have been established. And 64 national and provincial senior officials successfully completed training on the National Support Pack and the Conceptual Framework.

But perhaps the most significant achievement by the end of Phase 1 is the common understanding, at national and provincial level,
that CSTL provides a coordinated and guiding programmatic framework, led by government, under which all other care and support related programmes and initiatives fall. This thinking is also evident in the way that the DBE is currently implementing existing care and support programmes and initiatives through established and operational CSTL structures at national and provincial level. Also very encouraging is the thinking that already exists at national level: that, following the Conceptual Framework, the next step will be the development of a national action plan for CSTL that will bring together all branches, sectors and directorates within the DBE. It can therefore be concluded that the implementation of the programme thus far has, to a large extent, succeeded in establishing the sound knowledge and skills base required for the operationalization of the CSTL Framework, and implementation at national, provincial and ultimately at school, levels.

The contribution we have made to help achieve this is something of which we at MIET Africa are truly proud.
RHIVA

Dropping out? Angeke!

**Reducing HIV in Adolescents (RHIVA)** is a groundbreaking school-based HIV prevention initiative being implemented by the KwaZulu-Natal Department of Education (KZNDoE) and MIET Africa. The programme has the potential to point a way forward for reducing the rate of new HIV infections in high school learners.

KwaZulu-Natal is at the epicentre of the HIV and AIDS pandemic. In 2008, the HIV prevalence among women attending antenatal clinics in KwaZulu-Natal was 38.7 per cent. One out of every four children in the province has lost one or both biological parents, many due to AIDS. What is particularly disturbing too, is that in 2005–6 almost half of the new infections worldwide occurred in young people under 25.

KwaZulu-Natal is also one of the most economically disadvantaged provinces in the country, with 71 per cent of children living in households with a monthly income of less than R350 per person. In addition, 937 000 children in the province live in households that experience child hunger (defined as households in which children report going hungry sometimes, often or always). Furthermore, a baseline study conducted by MIET Africa in the RHIVA schools showed that substance abuse in schools is extremely high, teenage pregnancy is problematic and learners have little hope for their future prospects. Learners reported that many of their peers end up making an income through crime, prostitution or relationships with significantly older partners (known as ‘sugar daddies’).

These socio-economic and HIV-related concerns point to the urgent need for an innovative HIV prevention initiative, and suggest that a programme which uses conditional cash transfers might be an effective way to provide income support while bringing about behaviour that will reduce the rate of new HIV infections. We anticipate that RHIVA can do this, and give learners a sense of hope for the future.

Whereas non-incentivized trials aimed at changing behaviour have been largely unsuccessful, the use of cash transfers as incentives to support desired behavioural, health or social outcomes is well documented. One of the best examples of this concept is the unique anti-poverty programme, PROGRESA (now called Oportunidades),
[RHIVA] has the potential to point a way forward for reducing the rate of new HIV infections in high school learners.
which is currently being implemented in Mexico. It has resulted in significantly increased utilization of public health clinics for preventive care, lower number of in-patient hospitalizations and visits to private providers with significant improvements in the health of both children and adults.

The primary objective of RHIVA is to assess the effectiveness of a cash-incentivized prevention intervention in reducing HIV-incidence rates in high-school learners. Conditional cash transfers are used to encourage learners to engage in positive behaviours and make healthy lifestyle choices, thereby reducing the number of HIV infections. The intervention is being tested in 14 rural high schools in Vulindlela, KwaZulu-Natal.

Learners in Grades 9 and 10 in the seven ‘intervention’ schools are paid cash incentives 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 do not receive the cash incentives, making it possible to assess if they have an impact on new HIV infections among learners.

CAPRISA (Centre for the AIDS Programme of Research in South Africa) is conducting rigorous evaluation of the impact of RHIVA on HIV incidence. The programme is funded by the Embassy of the Kingdom of the Netherlands, and it is scheduled to run until May 2012.

In 2010 the focus was on completing key preparatory activities prior to full implementation of RHIVA in 2011.

Early in the year we profiled learners in the 14 schools, gathering information that was useful for the consent process and CAPRISA’s impact assessment. The information collected also assisted teachers with identifying learners who are experiencing barriers to learning. Before the ‘unblinding’ of schools into the control and intervention arms, CAPRISA completed site preparatory activities, including collection of baseline data. MIET Africa then commenced the consenting process and enrolment of learners into the programme. Our M&E unit also conducted a thorough baseline study that captured learners’ self-reported behaviour and perceptions around sexual and reproductive health, planning for the future, financial management and self confidence.

Partnering has been a key component of the RHIVA programme. MIET Africa signed a Memorandum of Understanding with Standard Bank to open bank accounts for learners, so that learners achieving milestones will be paid in a manner that is secure and safe, and which promotes saving for the future. The participation of Standard Bank has a further benefit that will contribute towards sustainability: it promotes the working
together of government, the private sector and development agencies. We also enlisted the Broccoli Project to track the RHIVA interventions: we will use a sophisticated fingerprinting system to verify the identity of learners when they attend an activity or achieve a milestone.

We have developed appealing print materials to accompany the intervention. These include a magazine-style resource book about sexual reproductive health and wellbeing and an informative career and business skills course. We also had an exciting programme to promote an interest in RHIVA amongst stakeholders such as the KZNDoE, school communities and, above all, learners themselves. Just prior to the kickoff of the 2010 World Cup, RHIVA ran its own ‘Mini World Cup’. Participants from the 14 RHIVA schools came together for a fun day of round-robin soccer matches. The tournament proved to be an important catalyst for building community involvement and engendering learners’ interest in RHIVA.

It is too early to measure the impact of RHIVA. Nevertheless, anecdotal evidence has shown that the intervention has encouraged learners to get tested for HIV. Learners have said that RHIVA has changed the culture of testing (for HIV) and helped to remove the stigma. In some schools as many as 80 per cent of learners have voluntarily gone for testing. We have also received positive feedback from parents and teachers regarding learners actively engaging with programme material—parents have reported that their children have been excitedly reading My Life! My Future! material at home. We are confident that this innovative intervention will provide an important model for helping to address the scourge of the HIV pandemic.
Education Centres

The struggle for political freedom is over, but the struggle for equitable education and economic opportunities for all South African continues.

P.E.A.C.E. Foundation

The Education Centres Supporting Rural Development (Education Centres) programme is another of our successful partnerships with the KwaZulu-Natal Department of Education (KZNDoE). The (extended) programme is due to end in June 2011, and is funded by the Embassy of the Kingdom of the Netherlands.

The original programme was implemented from April 2005 to March 2009. The goal was to establish education centres that would serve as decentralized nodes for the delivery of quality education support services (as well as other socio-economic programmes, services and resources) to schools and their communities.

The programme is set against a background of high levels of poverty and underdevelopment in KwaZulu-Natal, particularly in the rural areas. Poverty is acknowledged as one of the most important factors that impedes rural education development. Many rural people are illiterate and unemployed, and feel they cannot contribute, either intellectually or financially, to the improvement of schools and the quality of education provided to their children. The programme seeks to address this sense of isolation— isolation caused by problems of access and communication; lack of resources; limited capacity of the KZNDoE and its districts to manage and support education delivery to rural schools effectively; lack of access to information and communication technology; lack of infrastructure (such as roads, telecommunications, power, water, and facilities for safe storage); and inadequate opportunities to improve the subject knowledge and professional competencies of teachers.

2010 marked the first full year of implementation of the two-year extension of the programme. The extension was granted to complete outstanding work in the areas of infrastructure development, equipping centres, teacher development and support. The extension was also broadened to include the promotion of the use of the education centres, and an assessment of their value and role in the delivery of education in the province. Therefore the piloting of a teacher support package, based on the findings of
The Education Centre Programme has laid the foundations for the network of education centres... to become hubs for the delivery of quality education, and drivers of rural development.
research conducted into the support needs of teachers using schools clustered around the centres, was proposed and approved. As with other programmes, delays were caused by the disruptions of 2010—the extended holidays for the World Cup and the unanticipated public servants’ strike. Another setback was that centre managers were not appointed in some of the newly established centres. Nevertheless, advances were made and are described below.

Significant progress was made in the building of six new standalone centres. Three centres were completed by the end of the year and the other three will be completed by March 2011. The handover of the new Ndwedwe Education Centre provided an excellent advocacy opportunity to promote the programme. It was attended by dignitaries such as the MEC for Education, the Ambassador of the Kingdom of the Netherlands, the mayor of Ndwedwe, our CEO and senior KZNDoE officials. The newly-built centres were hailed as a significant step towards consolidating support for school communities.

Our materials development unit completed the four-module training and reference manuals for centre managers: Community development; Asset management; Office administration; Financial management. These all went through extensive revision and review by KZNDoE officials, thus ensuring that they are up to date and comply with the latest Departmental policies and practice. The attractive pack of modules will be a useful resource for induction of new centre managers, and also a reference for existing ones.

As part of the broadening of the programme during its extension, the KZNDoE’s Gender Desk and MIET Africa collaborated with the University of KwaZulu-Natal to pilot a project that helped teachers to cope with the challenges of sexual harassment in schools. (Through the needs analysis that was conducted at the start of the programme amongst the potential users of the education centres, teachers requested support for the personal, socio-economic and emotional challenges they were experiencing, especially around confronting HIV and AIDS and sexual harassment, which they and learners were subjected to.) The pilot was implemented in seven of the province’s 12 education districts, and took the form of a series of school-based dialogues to identify breakthrough initiatives that address sexual harassment and related issues.

As the Education Centres programme draws to a close, we believe it is not the end. A firm foundation has been laid for the network of education centres across the province—especially those in the rural areas—to become hubs for the delivery of quality education, and drivers of rural development.
LAHL IV

*Learn About Health Living IV (LAHL IV)* is a collaboration between the KwaZulu-Natal Department of Education (KZNDoE) and MIET Africa that seeks to use the human rights-based approach to address the issues faced by children living in communities affected by HIV and AIDS. This approach to development is based on the principle that everyone has rights—and that duty bearers have an obligation to fulfil them. It reminds us that the work we do is not based on charity, but on helping marginalized people claim the rights that are theirs. We also believe it helps to overcome the lethargy that many duty-bearers have when providing services that people have a right to.

LAHL IV is implemented in three clusters of schools in Nongoma, in the Vryheid District. In the programme, we target learners, community members and teachers, focussing on child and community participation that ensures meaningful involvement with issues that affect their lives. LAHL IV is funded by the Swiss Agency for Development and Cooperation, and will end in December 2011.

LAHL IV has emerged through several phases of field-testing in MIET Africa’s Schools as Centres of Care and Support initiative, an initiative that was transformed into the KZNDoE’s strategy for implementing inclusive education, as outlined in the national policy document, *Education White Paper 6*. The central objective of LAHL IV is to strengthen the capacity of the education system and school communities to respond to—and provide care and support to—vulnerable children, thereby improving their education outcomes.

Nongoma was chosen as the pilot site for the implementation of the programme. Like many other rural areas around KwaZulu-Natal, the children of Nongoma have been particularly affected by the HIV and AIDS crisis, and their basic rights to education, health, safety and protection have been compromised. With the growing numbers of orphans and vulnerable children and the devastating impact that HIV and AIDS are having on children, their families and teachers, coordinated and creative responses are needed. For the first time, MIET Africa is using an explicitly rights-
The realization of human rights... is a prerequisite for social development.
based approach towards implementing the school-strengthening activities that make up the LAHL IV programme.

Ultimately, the LAHL IV programme experience will inform the development of the Care and Support for Teaching and Learning (CSTL) programme that has been adopted by Member States in the SADC Region.

The activities in 2010 resulted in significant progress being made, despite two major challenges—one anticipated, one not. There were the inevitable distractions caused by ‘2010’ (the Soccer World Cup), which included the extended school break. And the disruptions of the public service strike affected schools particularly badly. But working closely with the KZNDoE we were able to achieve most of what we had intended for the year.

LAHL IV benefited greatly from the KZNDoE taking the lead in the programme, which is now located in the district Deputy Manager’s office. The District Manager in turn reports on the programme to the Inclusive Education Provincial Task Team, thus ensuring that LAHL IV is closely aligned with the Department’s strategy on inclusive education.

The LAHL IV team helped to establish institution level support teams (mandatory structures of the inclusive education strategy) in 24 schools, and provided them with training and support. The training that we provided on SIAS (screening, identification, assessment and support) will ensure that they fully understand their roles in assessing learner vulnerability. We also helped to establish Soul Buddyz and ‘scholarship groups’ as a foundation for learner participation.

A highlight during the year was ‘participatory video training’ for learners and community members, the focus of which included ‘learning by doing’, ‘letting go of power’, and ‘having fun while learning’. An unexpected but welcome outcome was that, after attending one of the community outreach sessions of the training, the mayor of Nongoma was so impressed that he promised to build a house for an old woman who stays with nine children.

Multisectoral collaboration is seen as critical for achieving the aims of schools and communities supporting and caring for every learner, the vulnerable in particular. MIET Africa pioneered the establishment of the NGO Forum, bringing together those working towards common goals. We also linked with the Premier’s Flagship Programme (that promotes collaboration between the different government departments, thus enhancing speedy service delivery to poor communities), which allows for activities such as jamborees to be run jointly.

Because people’s traditional values and beliefs are being challenged, the process of promoting human rights can take time.
But the realization of human rights—children’s rights to education in particular—is a prerequisite for social development. Through its involvement in LAHL IV, MIET Africa has seen these rights being advanced and attained in Nongoma. We trust that LAHL will serve as a model for the promotion of human rights—across the province, in South Africa, and into Africa.
Education Support to OVC

The moral test of a society is how it treats its most vulnerable members.
Office for Social Justice

The Education Support for OVC in South Africa (ESO) programme is a partnership between the KwaZulu-Natal Department of Education (KZNDoE), MIET Africa, Research Triangle Institute and JET Education Services. It is run in 42 pilot schools in the Kokstad and Umzimkhulu Circuits in the Sisonke District. It researches barriers to learning that orphans and vulnerable children face, and then implements special interventions—in the pilot schools, but also more broadly in the other schools in the Umzimkhulu Circuit. It is a two-year programme that will end in April 2011 (with the possibility of a no-cost extension to 30 June), and is funded by USAID.

In South Africa, the number of orphaned children as a percentage of all children has risen steadily since the onset of HIV and AIDS. Studies have shown that orphans and vulnerable children (OVC) face a much greater chance of dropping out of school early than their non-vulnerable ‘peers’. The barriers to school attendance that orphans and vulnerable children face are well documented. However, these children are not only disadvantaged with respect to accessing and attending school: orphaned children and adolescents lag behind their non-orphaned peers in performance as well (on average falling behind by one-third of a grade), and have higher failure rates. The failure rate among orphans in Grades 1 and 2 is particularly high. But the specific factors that underlie these failure rates, and poor school performance in general, have not been investigated. Even if the barriers to attendance were lessened, if the barriers to successful school performance are not removed, orphans and vulnerable children will continue to leave school at an early age without the basic skills needed to succeed in adult life.

In South Africa, current programmes that address the education needs of orphans and vulnerable children tend to focus on support for participation, as opposed to direct support for learning. For example, households are provided with food parcels and caregivers are assisted in obtaining social grants entitled to orphans; direct psychosocial counselling or referral is provided in most multisectoral programmes, as is assistance in accessing health care and intervention in cases of neglect or abuse. As part of the KZNDoE’s Schools as Inclusive Centres of Learning, Care and Support (SICLCS) strategy, teachers learn to
[ESO] has been hailed as one that strengthens the KZNDoE’s inclusive education strategy.
assess the level of vulnerability and special needs of orphans and vulnerable learners. This alone has increased their awareness and attention to the needs of vulnerable learners in school. However, specific programmes for supporting the learning of vulnerable children and adults remain, as noted above, a critical gap.

ESO investigates how the negative effect of barriers to school performance that orphans and vulnerable children face can be lessened or removed. As the implementing partner, MIET Africa is responsible for: strengthening schools by building the capacity of district officials and school staff to implement SICLCS; supporting the designing of interventions; and training KZNDoE officials and teachers to implement these interventions.

In 2010, activities were focused largely on addressing the recommendations of a baseline study that had been conducted at the start of the project and suggestions that emanated from a design intervention workshop held in March.

Findings of the study gave a uniformly gloomy picture of the state of education in the district: the overall performance of learners was found to be greatly wanting. (Average scores for Grade 10 learners were 31 per cent for language, and 25 per cent for Mathematics, while in Grade 3 the scores were 30 and 24 per cent respectively. For the most vulnerable, performance was particularly bad.) The design intervention workshop therefore arrived at a final list of interventions for which MIET Africa developed materials and workshops.

Numeracy and literacy were identified as particular areas of concern. We conducted a literacy workshop for teachers at pilot schools, aimed at building their capacity to encourage children to read. And we presented a numeracy and Mathematics workshop for both the district task team and relevant teachers. This aimed to build their subject knowledge and help them acquire new teaching skills to deal with the demands of the curriculum.

We held a five-day workshop at which district task team officials were trained in modules from Education for all (KZNDoE’s manual for its inclusive education strategy). Training of the ILSTs (institution level support teams) of the 42 pilot schools, on establishing food gardens, was conducted in partnership with the Department of Agriculture.

In 2010 a conditional grant of R13 000 was paid to each participating school in three tranches. In April we conducted refresher training on how to administer, use and report on the use of the grant. Most schools used their grant to enhance the school food gardens and to buy isiXhosa readers for the Foundation Phase. In some cases, schools used it to buy uniforms for very needy children. MIET Africa is in the process of developing material to
be used in other identified interventions—exciting workshops that show how parents and caregivers can support their children’s education.

We have facilitated cooperation with relevant government departments and organizations to set up integrated service delivery days. More than 400 vulnerable learners and households were served in three such events held at schools. Services provided included legal advice; primary health care including HIV testing and counselling, eye and dental check-ups; and the distribution of gardening tools and vegetable seeds by the Department of Agriculture.

As with other MIET Africa programmes, the World Cup and examination periods had a negative impact on service delivery. This was compounded by the teachers’ strike, which disrupted training schedules. Despite these challenges, the programme has been hailed as one that strengthens the KZNDoe’s inclusive education strategy: it builds capacity of officials and teachers, mobilizes resources for orphans and vulnerable children, and addresses a number of learning barriers. As an organization that directs its efforts towards working with government to improve the lives of children, MIET Africa sees its participation in ESO as contributing significantly to our goals.
Siyanakekela

Education is a companion which no future can depress, no crime can destroy, no enemy can alienate and no nepotism can enslave.
Ropo Oguntimehin

In the Siyanakekela ('We care') programme we respond specifically to the Department of Basic Education’s objective of involving parents in the education of their children, by making schools ‘centres of community life’. The programme is a partnership between the KwaZulu-Natal Department of Education (KZNDoE), the David Rattray Foundation and MIET Africa. It will run for two years, ending in March 2012, and is being implemented in 15 schools in the Endumeni and Nquthu Circuits in the Umzinyathi District. It is funded by the DG Murray Trust.

In our country, rural communities are severely affected by the burden of diseases (such as HIV and AIDS, tuberculosis and malaria), poverty and food insecurity. All of these have a negative impact on the education of our children. In 2005 MIET Africa began its programme called Schools as Centres of Care and Support (SCCS) that worked with established school and community structures to address these challenges collaboratively.

As a result of its success, the KZNDoE aligned and integrated SCCS into its strategy for implementing the national Department’s mandate for inclusive education (as contained in Education White Paper 6). However, the formal structures set up in schools to provide care and support for vulnerable children—the institution level support teams (ILSTs)—do not provide for direct involvement of communities. Although the strategy does seek to address the needs of vulnerable children, the lack of active participation of parents, caregivers and the general community is a weakness.

The national Department’s attempt to promote this participation has been largely ineffective. Siyanakekela was therefore designed to test a model of community partnership: it aims to build the capacity of both schools and their communities to engage in identifying social barriers to learning, and to find solutions for the care and support for vulnerable children.

As an example of the benefits of multisectoral collaboration, local municipalities are encouraged to coordinate collaborative efforts by local government to provide essential services to vulnerable learners and their families.

As Oguntimehin suggests, education is not
only a door to success. It is also the path towards a just society. And so in 2010, as part of our advocacy activities, we highlighted to parents and caregivers the importance of supporting their children in their schoolwork. We also reached many stakeholders through our participation in the task team meetings of the Premier’s Flagship Programme (the provincial government’s initiative to create healthy and sustainable communities). This had direct benefits for vulnerable children, many of whom were helped during the resulting four joint service delivery day events: community members were able to apply for birth certificates, IDs and marriage certificates, and register marriages. They were also made aware that without proper documents, their children would not benefit fully from the support offered by the state’s social, education and health services.

We have worked to establish the various education structures that are necessary for identifying learners with barriers and connecting them with appropriate service providers for assistance. This includes the ILSTs (the mandatory structures of the inclusive education strategy), which have now been established at each of the 15 pilot schools. And the district is now one of the few that can boast a functioning circuit based support team. Siyanakekela employed three learner support assistants (LSAs) to help schools connect with communities. LSAs assist schools and communities to identify learners at risk and facilitate provisioning support for them. They also liaise between schools and communities when there is the need to know more about the family background of a child.

Communities have shown a demand for support. We ran four parenting skills workshops, aiming to reach about 50 parents and caregivers in each, but numbers exceeded this. Stories of how the training has assisted have begun to emerge: a nine-year old boy taken to school for the first time is one example. He had been kept away from school because his parents erroneously believed him to be ineducable.

Siyanakekela has exciting plans for 2011 (including workshops on the roles of school governing bodies, parent and caregiver workshops, training on learning through sport, and more integrated service delivery events) all of which promote the aim of schools and community providing care and support to children—especially the vulnerable.
Education is not only a door to success. It is also the path towards a just society.
The best judge of whether or not a country is going to develop is how it treats its women. If it’s educating its girls, if women have equal rights, that country is going to move forward.

Barack Obama

The Ambassador’s Girls Scholarship Programme (AGSP), being implemented as part of the American Education Initiative, is a scholarship programme that adds value to MIET Africa’s care and support programmes.

The programme began in 2005. Initially it provided scholarships (material support in the form of school uniforms, schools fees, books, food supplements and toiletries) to orphaned or otherwise vulnerable girls, including those from economically disadvantaged families or those affected by HIV and AIDS. This was coupled with a peer-mentoring programme that motivated them to attend and remain in school, and strive for better performance. In response to requests from local communities and schools, the programme was extended to boys. It is being implemented in three provinces—North West, Eastern Cape and KwaZulu-Natal—and was designed to assist about 200 girls and 100 boys in each. However, since 2008 no new learners have been enrolled as funding is coming to an end.

The programme, which is scheduled to end in October 2011, is funded by USAID.

In 2010, the programme provided support to a total of 565 learners: 182 girls in the Nongoma area in KwaZulu-Natal; 127 girls and 79 boys in the Mount Ayliff area in the Eastern Cape; 106 girls and 71 boys in the Bathlalerwa cluster of schools in the North West. Beneficiaries were provided with full sets of their official school uniforms, toiletries, stationery and packages of nutritional porridge, as well as peer-mentoring. (Mentoring involves school-based discussions with learners in the programme that are led by mentors appointed by MIET Africa. Discussions cover a range of topics relevant to the learners’ lives.) Mentoring sessions were disrupted to some extent by the revised school year because of the World Cup, and by the teachers’ strike.

We have observed that learners participating in the programme have shown a greater sense of responsibility in the way that they conduct themselves, and are able to speak more knowledgably about issues affecting their lives. In particular, the group in Nongoma were very active in promoting children’s rights in their schools through participation in structures like their RCLs (representative councils of learners).
Learners participating in the programme have shown a greater sense of responsibility in the way they conduct themselves.
The loftier the building, the deeper must the foundation be laid.
Thomas Kempis

In 2001 the then national Department of Education introduced Education White Paper 6 (Special Needs Education: Building an inclusive education and training system). It aims to ensure that education is made accessible to learners who are vulnerable to education marginalization or low achievement, or generally excluded from the education system. Its focus is to build caring and supportive environments where barriers to teaching, learning and development are diminished.

The KwaZulu-Natal Department of Education (KZNDoE), in partnership with MIET Africa, developed the ‘Schools as Inclusive Centres of Learning, Care and Support’ (SICLCS) strategy to implement Education White Paper 6. The strategy makes provision for three levels of support for learners: a low level of support at ordinary, mainstream schools; a medium level of support at full service schools; a high level of support at specialized institutions.

The first phase of the SICLCS roll-out plan includes the establishment of 50 full service schools. For them to be fully operational, additional infrastructure—in the form of a standalone support centre—needed to be constructed at each school. Because of MIET Africa’s partnership with the KZNDoE in the development and implementation of the SICLCS model, we were contracted by the KZNDoE to design the support centres, and project manage the construction of Phase 1 and Phase 2. Phase 1 included the construction of 12 centres across the province and commenced mid-2009. All 12 centres were completed and handed over to the KZNDoE by June 2010. We are now underway with Phase 2, involving the construction of a further 14 centres. The construction of these centres began in November 2010 and is expected to be completed by June 2011.
[The] focus is to build caring and supportive environments where barriers to teaching, learning and development are diminished.
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Vision Statement:
Children attaining their full potential through quality education

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