IMPROVING THE LIVES OF CHILDREN AND YOUTH

MIET AFRICA:
ANNUAL REPORT
2013
“Live as if you were to die tomorrow. Learn as if you were to live forever.”

MAHATMA GANDHI
NAME: Thembi
AGE: 5
OCCUPATION: Nurse

ONE DAY A CHILD WILL HEAL HER COMMUNITY.

CONTENTS

REPORT
01 Chairperson's Report 2013
02 Financial Statements
   and Audit Committee Report
09 About MIEA Africa

PROGRAMMES AND PROJECTS

CARE & SUPPORT
16 CSTL—Care and Support for
   Teaching and Learning Programme
18 Speak Out
19 Bright Futures
20 RHIVA—Reducing HIV in
   Adolescents Regional Programme
23 Keeping Girls in School

QUALITY TEACHING & LEARNING
24 Science and Mathematics
   Enhancement Programme
25 Sida Teaching for Inclusion and
   Democracy (Sida Research)
28 IE Uthukela
30 FNB Primary Education
   Programme, KZN
31 GELP—Global Education
   Leaders' Program
32 ILE—OECD Innovative Learning
   Environments Project

YOUTH DEVELOPMENT
34 AmaZulu Community Trust Life
   Skills Programme
35 Learn to Earn
MIET Africa is in the business of improving the lives of children and youth, a vision to which the organization has remained committed for almost two decades. This has not always been easy and the past year has been no exception. The leadership transition at MIET Africa proved to be less smooth than anticipated with the departure of the new CEO within less than a year. In addition, the persistent weak global economy continues to present challenges to the organization’s financial sustainability.

Despite suffering a setback, the MIET Africa community has demonstrated the resilience and creativity required to survive under such circumstances. MIET Africa has been able to face these funding and organizational-related challenges because the goals it sets for itself are congruent with that which the people of MIET Africa value most and for which they have an unwavering passion: improving the lives of children and youth.

The interim leadership, supported by a committed Board of Trustees, have led the MIET Africa community to face the challenges and embrace the opportunities. The strong and trusting partnerships we have enjoyed over the years have continued to contribute to the success of MIET Africa, while exciting new projects have emerged along with the support of new funding partners. Consequently, the year ended on a much stronger note and although many challenges remain, the outlook for the coming year is so much brighter.

The Board has been actively involved in setting new priorities and new roles for the senior management team. A search is on for a new CEO, and the belief is that MIET Africa will be in a strong position to continue to live out its dream of all children and youth realizing their right to education.

Dr John D Volmink
Chairperson, MIET Africa

"Our lives begin to end the day we become silent about things that matter.”

MARTIN LUTHER KING JR.
### Financial statements

**Financial statements for the year ended 31 December 2013**

**Auditors:** RSM Betty & Dickson (Zimbabwe)

#### Financial statements

**Income Statement**

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations and interest received and expended</td>
<td>20 317 349</td>
<td>30 705 077</td>
</tr>
<tr>
<td>Recoveries</td>
<td>390 403</td>
<td>113 301</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>647 947</td>
<td>5 226 179</td>
</tr>
<tr>
<td>Fair Value Adjustment of investment</td>
<td>58 787</td>
<td>56 295</td>
</tr>
<tr>
<td>Expenditure</td>
<td>21 414 486</td>
<td>36 100 853</td>
</tr>
<tr>
<td>Recovery/(Impairment) of loan</td>
<td>-25 991 739</td>
<td>-37 885 839</td>
</tr>
<tr>
<td>Profit/(loss) on disposal of property and equipment</td>
<td>-2 603 426</td>
<td>-4 537 653</td>
</tr>
<tr>
<td>Interest Received</td>
<td>16 306</td>
<td>608 931</td>
</tr>
<tr>
<td>(-Loss) Surplus for the year</td>
<td>-4 537 653</td>
<td>-2 603 426</td>
</tr>
</tbody>
</table>

#### Balance Sheet

**Statement of Financial Position**

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td>4 567 058</td>
<td>2 864 004</td>
</tr>
<tr>
<td>Property and Equipment</td>
<td>3 329 211</td>
<td>216 938</td>
</tr>
<tr>
<td>Investment Property</td>
<td>0</td>
<td>1 468 035</td>
</tr>
<tr>
<td>Investment</td>
<td>1 237 847</td>
<td>1 179 060</td>
</tr>
<tr>
<td>Current assets</td>
<td>21 277 068</td>
<td>13 227 006</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>1 386 948</td>
<td>2 878 370</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>19 668 220</td>
<td>10 126 636</td>
</tr>
<tr>
<td>Loan to related entities</td>
<td>221 900</td>
<td>222 000</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>25 844 126</td>
<td>16 091 010</td>
</tr>
</tbody>
</table>

**Equity and Liabilities**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital and reserves</td>
<td>4 070 845</td>
<td>8 608 498</td>
</tr>
<tr>
<td>Trust capital</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Revaluation Reserve</td>
<td>237 847</td>
<td>179 060</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>3 832 858</td>
<td>8 429 338</td>
</tr>
<tr>
<td><strong>Non-current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowings</td>
<td>1 111 527</td>
<td>0</td>
</tr>
<tr>
<td><strong>Current liabilities</strong></td>
<td>20 661 754</td>
<td>7 482 512</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>1 721 460</td>
<td>2 002 056</td>
</tr>
<tr>
<td>Deferred contributions</td>
<td>18 858 454</td>
<td>5 480 456</td>
</tr>
<tr>
<td>Borrowings</td>
<td>81 840</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total equity and liabilities</strong></td>
<td>25 844 126</td>
<td>16 091 010</td>
</tr>
</tbody>
</table>

**Statement of Changes in Trust Capital and Reserves**

<table>
<thead>
<tr>
<th>Description</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at 01 January 2012</td>
<td>100</td>
<td>122 764</td>
</tr>
<tr>
<td>Loss for the year</td>
<td>-2 603 426</td>
<td>-2 603 426</td>
</tr>
<tr>
<td>Transfer to revaluation reserve</td>
<td>56 296</td>
<td>-56 296</td>
</tr>
<tr>
<td>Balance at 01 January 2013</td>
<td>100</td>
<td>179 060</td>
</tr>
<tr>
<td>Loss for the year</td>
<td>-4 537 653</td>
<td>-4 537 653</td>
</tr>
<tr>
<td>Transfer to revaluation reserve</td>
<td>58 787</td>
<td>-58 787</td>
</tr>
<tr>
<td>Balance at 31 December 2013</td>
<td>100</td>
<td>237 847</td>
</tr>
</tbody>
</table>

Note: All amounts are in ZWD
CASH FLOW STATEMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash flows from operating activities</td>
<td>10 096 527</td>
<td>81 116</td>
</tr>
<tr>
<td>Cash receipts from donors and tenants</td>
<td>22 481 396</td>
<td>40 343 539</td>
</tr>
<tr>
<td>Cash paid to suppliers and employees</td>
<td>12 796 898</td>
<td>46 277 881</td>
</tr>
<tr>
<td>Cash utilized</td>
<td>9 685 038</td>
<td>994 342</td>
</tr>
<tr>
<td>Interest received</td>
<td>411 489</td>
<td>675 458</td>
</tr>
<tr>
<td>Cash flows from investing activities</td>
<td>-1 748 310</td>
<td>-1 778 694</td>
</tr>
<tr>
<td>Acquisition of property and equipment</td>
<td>-1 765 275</td>
<td>-1 366 911</td>
</tr>
<tr>
<td>Proceeds of disposal of property and equipment</td>
<td>15 865</td>
<td>23 003</td>
</tr>
<tr>
<td>Movement in loans to related entity</td>
<td>300</td>
<td>-1 664 796</td>
</tr>
<tr>
<td>Cash flows from financing activities</td>
<td>1 193 367</td>
<td></td>
</tr>
<tr>
<td>Net increase(-decrease) in cash and cash equivalents</td>
<td>9 541 584</td>
<td>-1 697 578</td>
</tr>
<tr>
<td>Cash and cash equivalents at beginning of year</td>
<td>10 126 636</td>
<td>11 824 214</td>
</tr>
<tr>
<td>Cash and cash equivalents at end of year</td>
<td>19 668 220</td>
<td>10 126 636</td>
</tr>
</tbody>
</table>

Audit Committee Report 2013

We are pleased to report for the financial year ended 31 December 2013.

The Audit Committee is a committee of the Board of Trustees and is governed by the Trust Property Control Act 57 of 1988. It assists the Board of Trustees and is governed by the Trust Act, 1957. It assists the Board through advising and making submissions to the Board on matters concerning the Trust's accounting policies, financial control, records and reporting, and which are regularly reviewed and updated.

The Audit Committee has executed its duties during the past financial year in accordance with these terms of reference. The Committee has a formal Annual Audit Committee Plan that forms the basis of Audit Committee Agendas.

Composition

The Committee consists of five independent non-executive and two executive members. It is noted with deep regret that the Chairperson, Mr Selwyn Bean, died on 3 October 2013. The Committee continued with an interim chairperson, until the formal election of a new chairperson, Mr F Ndhlovu CA (SA) on 29 April 2014.

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.

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 2013 year.
• Determined the terms of engagement for RSMBD.
• Determined the fees to be paid to RSMBD.

In addition, the Audit Committee has

• Pre-approved all non-audit service contracts with RSMBD.
• Reviewed tax and technology risks, in consultation with RSMBD.
• Has satisfied itself that the following areas have been addressed:
  • Internal financial controls and procedures followed by the Trustees are adequate to ensure that financial risks are identified and monitored.
  • The Committee is responsible for overseeing risk management and internal processes and conflicts.

Meeting

The Audit Committee held three meetings during the period under review.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of appointment</th>
<th>Qualifications</th>
<th>No. of meetings attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR Bean†</td>
<td>7/12/2010</td>
<td>BCom (Hons), (CA(SA))</td>
<td>2</td>
</tr>
<tr>
<td>MJ Brand†</td>
<td>2/12/2008</td>
<td>BCompt (Hons), (CA(SA))</td>
<td>1</td>
</tr>
<tr>
<td>N Copsey†</td>
<td>2/12/2008</td>
<td>BA LLB, LLM (Tax)</td>
<td>3</td>
</tr>
<tr>
<td>M Cramer†</td>
<td>2/12/2008</td>
<td>ICSA</td>
<td>3</td>
</tr>
<tr>
<td>D Paulan†</td>
<td>2/12/2008</td>
<td>QBE</td>
<td>1</td>
</tr>
<tr>
<td>J van der Elsh#</td>
<td>2/12/2008</td>
<td>Dip Ed, HDE</td>
<td>1</td>
</tr>
<tr>
<td>JD Volmink†</td>
<td>2/12/2008</td>
<td>PhD (Mathematical(s))</td>
<td>3</td>
</tr>
</tbody>
</table>

• 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 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.
• Examined the adequacy and independence of the Trust auditors.
• Determined the appointment of the going concern premise in the preparation of the financial statements is appropriate.
• Considered the going concern premise in the preparation of the financial statements is appropriate.
• Reviewed the Risk Assessment Register and Progress Report as a standing item on the Board of Trustees Agenda, and presented at the Board of Trustees meetings.

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

• Reviewed the process and procedures followed by the Trustees are adequate to ensure that financial risks are identified and monitored.
• Has satisfied (that the following areas have been 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 Register and Progress Report as a standing item on the Audit Committee Agenda, and presented at the Board of Trustees meetings. 
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 subcommittee of the Board of Trustees. The Chairman of the Audit Committee is a member of the Investment 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. 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>170 500</td>
<td>74%</td>
</tr>
<tr>
<td>Other services</td>
<td>62 335</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>231 835</strong></td>
<td><strong>100%</strong></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. The Audit Committee relies on the Chief Operations Officer (C.O.O.) and external audit to bring material matters and deficiencies to its attention for further consideration.

Finance function

We believe that Ms M. Cramer, the C.O.O., possesses the appropriate expertise and experience to meet the responsibilities of the position she holds. She is responsible for the day-to-day functioning of the organization, including financial management, 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 C.O.O.

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

Code of Ethics

The Trust has a strong culture of entrenched values, which forms the cornerstone of the behavior 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 principal 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 recognizes the need for a confidential reporting process ("Whistle Blowing") covering fraud and other risks. In line with its commitment to transparency and accountability, the Trust takes action against persons who are guilty of fraud, corruption and other misconduct. Any material incidents of fraud and corruption are reported to the Audit Committee.

Corruption

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

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

The Audit Committee considers any incidents of fraud and corruption. Any material incidents of fraud or corruption are reported to the Audit Committee.

Compliance

The 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.

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

Interim Audit Committee Chairperson

31 March 2014
OUR PURPOSE
Improving the lives of children by addressing barriers to learning and development

OUR VISION
Children attaining their full potential through quality education

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

Background
MIET Africa 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 socio-economic and health development—all towards “improving the lives of children and youth”.

The rural focus of MIET Africa’s work has deepened its understanding of the contexts and challenges facing impoverished school communities and vulnerable children and youth. As an African NGO, MIET Africa is well placed to address these challenges, and in this regard has pioneered many innovative models and programmes.

MIET Africa establishes strong partnerships with government to take to scale and sustain its models and programmes.

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, etc.

ONE DAY A CHILD WILL PROTECT OUR FAMILIES.

NAME: Sangeetha
AGE: 5
OCCUPATION: Police Officer

government departments, local and international development agencies, United Nations organizations and corporates.

- Influencing policy in education

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

Our focus areas

MIET Africa focuses on supporting education development, as well as health and socio-economic developments where they impact on education.

The organization has developed a holistic and comprehensive approach to addressing barriers to learning and development to promote: (i) quality teaching and learning for all learners; (ii) access, retention and achievement of learners in the education system.

To achieve this mandate three focus areas have been identified:

1.1 Care and support for teaching and learning

Care and support for teaching and learning emerged out of MIET Africa’s 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. Key to achieving this is the reduction of the impact of intrinsic and societal barriers that impede the achievement of the Education For All targets and Millennium Development Goals. This is achieved by mainstreaming care and support into all levels of the education system.

1.2 Quality teaching and learning

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

- Relevant research and development (into causal factors and needs)
- Conceptualising, piloting and implementing innovative and relevant developmental programmes/projects
- Meaningful and inclusive partnerships (with partners from within and outside government)
- Implementation of innovative approaches (including use of technology-based solutions and learner-centred methodologies)

1.3 Youth development

The challenges facing the youth in the SADC Region are multifaceted and include: 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 targeting these challenges.

Intervention programmes will target youth in high schools, out-of-school youth, and the youth in tertiary institutions. Partnering with tertiary institutions, SETAs (Sector Education and Training Authorities), youth formations, and other relevant stakeholder groups, initiatives aim to expand opportunities for youth to engage in appropriate education programmes, find or create employment and consequently participate in the wider economic and social development of our country. Initiatives include:

i. Skills development programmes
ii. Life skills programmes
iii. Economic and entrepreneurial development programmes

Our values and principles

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

- Respect for human rights
- Inclusiveness
- Integrity
- Professionalism
- Caring
- The best interests of the children, especially the vulnerable
- Partnerships that are established for maximum impact
- Approaches adopted are relevant, appropriate and participatory
- Ownership by government 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. MIET Africa’s Board of Trustees governs the organization, sets policy and determines our strategic direction. In addition, the Board oversees the maintenance of accurate accounting records and the preparation and integrity of the annual financial statements. It also ensures that the organization has sound internal financial controls, and that the audited annual financial statements accord with the accounting policies of the Trust. There are currently ten trustees, under the leadership of the chairperson, Dr John Volmink.

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

An internal audit committee oversees MIET Africa’s finances and addresses issues of governance. Our external auditors are RSM Betty & Dickson (the South African member firm of RSM International). We have always received an unqualified audit report, and our annual financial statements continue to meet the reporting requirements of all funding partners.
NAME: Thandi
AGE: 8
OCCUPATION: Baker

ONE DAY A CHILD WILL FIND THE RECIPE FOR SUCCESS.

“THE ULTIMATE TEST OF A MORAL SOCIETY IS THE KIND OF WORLD THAT IT LEAVES TO ITS CHILDREN.”

DIETRICH BONHOEFFER

MIET Africa has a team of skilled and committed staff members, of whom about 72% are female and about 75% are black. We also use the services of experienced and highly competent contract staff as the need arises.

Trustees
Dr John Volmink (chairperson)
Ms Thandi Chaane (vice chairperson)
Mr Lucas Chachwe
Ms Nicole Coxley
Ms Fatimah Dada
Mr Mndi Gxatsha
Dr Thula Mbatha
Mr Nhlanhla Ngubane
Mr Roy Paulson
Ms Lynn van der Elst

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

LYNN VAN DER ELST

MIET Africa acknowledges that we cannot achieve our vision alone, and that it is through strong and trusting partnerships that success is achieved. Although education is our primary focus, when addressing the holistic development of vulnerable children and youth there is a need for a multifaceted approach. Accordingly, we have sought to strengthen links with other government ministries. Collaboration with school communities—including teachers, parents and caregivers, learners, community- and faith-based organizations and other stakeholders—is essential at grassroots level. These partnerships provide valuable lessons and knowledge for the development of our programmes, and they inform the context and direction of our work.

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

In addition to our operational partners, MIET Africa views the relationship with our funding partners as extremely valuable, not only for their financial investment but also for the engagement and learning opportunities that they offer. Their support contributes significantly to our mission to improve the lives of children and youth.

Our government partners include:
• National education ministries in SADC
• Provincial education departments in SA
• Other government departments
• Local government and municipalities

Our funding partners include:
• ABSA Foundation
• Africa action/Deutschland e.V
• AmaZulu Community Trust
• Anglo American Chairman’s Fund
• AusAID
• Embassy of the Kingdom of the Netherlands
• First National Bank Fund
• FirstRand Empowerment Foundation
• NACOSA
• National Research Foundation
• Small Projects Foundation
• South African Sugar Association
• Sugar Industry Trust for Education
• Swedish International Development Cooperation Agency
• Swiss Agency for Development and Cooperation
• Tshikululu Social Investments

12
MIET AFRICA: ANNUAL REPORT 2013
ONE DAY A CHILD WILL CREATE MORE JOBS.

NAME: Siyabonga
AGE: 5
OCCUPATION: Entrepreneur

CARE AND SUPPORT
- CSTL—Care and Support for Teaching and Learning Programme .................................................. 16
- Speak Out ................................................................................................................................. 18
- Bright Futures ......................................................................................................................... 19
- RHIVA—Reducing HIV in Adolescents Regional Programme ................................................... 20
- Keeping Girls in School ......................................................................................................... 23

QUALITY TEACHING AND LEARNING
- Science and Mathematics Enhancement Programme .............................................................. 24
- Sida Teaching for Inclusion and Democracy (Sida Research) .................................................. 25
- IE Uthukela .............................................................................................................................. 26
- FNB Primary Education Programme, KZN ............................................................................... 30
- GELP—Global Education Leaders’ Program ............................................................................ 31
- ILE—OECD Innovative Learning Environments Project ......................................................... 32

YOUTH DEVELOPMENT
- Amalanga Community Trust Life Skills Programme ............................................................... 34
- Learn to Earn ............................................................................................................................ 35
various regional resources that MIET Africa had developed at the start of the programme. An example is the Regional Support Pack, developed initially as a generic guide for mainstreaming care and support, and now contextualized into country-specific National Support Packs.

CSTL provides an important platform for disseminating information on good practices and lessons learnt, both from within and outside the region. Knowledge management and sharing is therefore crucial. In this regard the publication of newsletters and annual sharing meetings in which all SADC Member States participate have been key features of the programme.

Phase I of CSTL ended in October 2013, and after a positive external review, a second phase has been approved (commenced in December, ending in November 2018). In addition to strengthening and reinforcing progress already made, this phase will highlight HIV and AIDS, sexual reproductive health and rights, and the needs of marginalized groups for specific attention. The revised goal of the programme is that “children and youth in SADC realize their rights to education, to safety and protection, and to care and support, through an expanded and strengthened education sector response”. Two further Member States (still to be decided) will be added to full participation during this next phase.

Programmes and Projects: Care and Support

CSTL—Care and Support for Teaching and Learning Programme

The incredible journey continues ...

Access to quality education and the basic need of freedom from disease, hunger, violence and abuse, as well as emotional security, care and support, are all essential ingredients for children’s development. Yet across southern Africa, millions of children are confronted with a host of vulnerabilities that compromise their right to education.

In 2008, recognizing that fundamental changes need to be made to all education systems and institutions, the SADC Ministers of Education issued the Lusaka Communiqué, adopting CSTL as a comprehensive response to barriers impacting on the education rights of vulnerable learners. CSTL has been designed to provide an overarching framework for the initiation, coordination and expansion of prevention, care and support activities: activities that aim, in all instances, to ultimately improve education outcomes.

CSTL is one of MIET Africa’s flagship programmes, and we are proud of the role we have played in its evolution and development. In its current manifestation, CSTL was conceptualized by the SADC Secretariat, together with MIET Africa (which is also SADC’s implementing partner for the programme), UNICEF and UNESCO. But CSTL itself evolved out of an earlier MIET Africa initiative, Schools as Centres of Care and Support (SCCS).

Intended as an education response to HIV, SCCS was initially implemented in the Eastern Cape, KwaZulu-Natal and North West provinces in South Africa. Following positive results, it was scaled-up as a regional pilot in three Member States—South Africa, Swaziland and Zambia. On its adoption in 2008 as an official SADC programme, it was renamed CSTL, and two other Member States—the Democratic Republic of Congo and Mozambique—were added.

2013 was a busy and productive year for CSTL, especially as it saw the conclusion of the initial phase. Participating Member States used materials developed by MIET Africa to engage in ongoing advocacy with potential partners at national, sub-national and school levels. This is particularly important for promoting a key element of CSTL—multisectoral collaboration, in recognition that the education sector cannot “do it alone”. MIET Africa also assisted each Member State in customizing to its local contexts the

“When you study great teachers ... you will learn much more from their caring and hard work than from their style.”

WILLIAM GLASER
**SPEAK OUT**

It is a child’s right to be safe at school (and at home) and be protected from sexual violence and abuse. This is the focus of the safety and protection element of the CSTL “essential package”, necessary for schools to function as inclusive centres of care and support.

Speak Out was a counterpart project of CSTL, contributing to the safety and protection element of the essential package. Since abuse presents a significant barrier to education for many children, the project aligned closely with MIET Africa’s purpose of “improving the lives of children through quality education”.

The project had significant success in several areas, including a raised awareness of abuse within schools and their communities; assisting school communities through the medium of community dialogues to find solutions to address identified challenges and to develop and implement action plans; developing the counseling capacity of teachers and school support teams to support learners whose rights were violated.

Speak Out was implemented from 1 January to 31 December 2013, and was funded by the Australian Agency for Cooperation and Development.

**BRIGHT FUTURES**

Bright Futures is being implemented in Mozambique, and contributes to the health, safety and protection elements of CSTL. The project empowers girls to complete their schooling, by providing training in sexual reproductive health and supporting them to develop visions and plans for their futures. It also promotes the creation of Bright Future Clubs in schools.

Bright Futures is a project of the Small Projects Foundation (SPF), a community development and training NGO based in the Eastern Cape in South Africa. Because of the strong relationship that we enjoy with the Ministry of Education in Mozambique, SPF contracted MIET Africa as its implementing partner.

The original target for the project was to reach 1800 learners, but this has been well exceeded, with an expected reach of about 7500 learners by the end of the project.

Bright Futures, which is funded by Barclays Bank Mozambique, commenced on 1 September 2013 and will end on 31 July 2014.

“It is of paramount importance that young people become the custodians of their own development, partake fully in citizen duties, and contribute towards the economic development of states and Africa as a whole.”

JOSEPH ELARDSON MIKHAYEZA
Despite the inevitable challenges encountered when implementing a programme as complex as RHIVA Regional, important strides were made in 2013. Successful advocacy campaigns—essential when measures as controversial as incentivising behaviour change are being tested—were conducted in all three countries, and have resulted in strong partnerships being formed. An example from Namibia is that the Ministry of Health and other stakeholders will provide youth-friendly mobile clinics to service RHIVA schools.

A Social Return on Investment (SROI) analysis has been included in the baseline and end-of-project evaluation. SROI goes beyond traditional impact evaluation by identifying the extent of the resulting change from an intervention while also exploring the returns on the investment made to those who contribute to the change. The Regional RHIVA Programme started in March 2013 and will end in December 2015. It is funded by the Embassy of the Kingdom of the Netherlands.

RHIVA—Reducing HIV in Adolescents Regional Programme

Despite advancements in prevention and treatment, sub-Saharan Africa remains the most heavily affected region in the global HIV epidemic. In 2011, 69% of people globally living with HIV resided in sub-Saharan Africa, and more than 90% of children who acquired HIV in 2011 live in the region (UNAIDS Regional Fact Sheet 2012). But, in addition to bearing the highest burden of the disease, high rates of teenage pregnancy, gender inequality (resulting in early school drop-out), sexual abuse inside and outside schools, and unequal power relations, make young women especially vulnerable. Yet, while there is growing recognition of the importance of young women in the perpetuation of the epidemic in southern Africa, less is known on how to intervene in this group. Clearly, there is a need for bold new ideas for HIV prevention in young people.

The Regional RHIVA Programme is one such response. It is an innovative and comprehensive intervention that uses cash transfers as incentives to support desired behavioural, health and social outcomes. It builds on the RHIVA trial implemented in KwaZulu-Natal in South Africa in 2010, and focuses on empowering adolescents—particularly young women—to make healthy lifestyle choices and to reduce their risk of contracting HIV. RHIVA Regional is being implemented in three SADC Member States—Mozambique, Namibia and Zambia. Twenty-one schools in each of the three countries are divided into three cohorts of seven schools each. The control group simply receives a baseline assessment and annual evaluation, but no further input. Participating learners in the two “intervention groups” are recipients of conditional cash transfers and periodic assessments of three “milestones.” (The incentivized milestones are: “Knowing your status”, which is an annual HIV test; passing mid-year and end-of-year exams; successful completion of a portfolio for the My life! My future! life skills programme.) The second intervention group also receives a strengthened curriculum in the areas of sexual reproductive health and entrepreneurship. A vigorous summative evaluation of the outcomes will determine which strategies have been most effective.

RHIVA—Reducing HIV in Adolescents Regional Programme

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.”

Kofi Annan
Gender inequality is a key structural driver of the HIV epidemic in South Africa. Young women between 15 and 24 are four times more likely to have been infected with HIV than young men of the same age (HSRC, 2010). In their important 2008 article (“Keep them in school: the importance of education as a protective factor against HIV infection among young South African women”), Pettifor et al. reported that young women who haven’t completed high school are more likely to be infected with HIV than those who have.

It is with these facts in mind that the national Department of Basic Education launched the Keeping Girls in Schools Programme. MIET Africa is implementing the pilot programme in three provinces—the Eastern Cape, KwaZulu-Natal and Mpumalanga. Forty thousand girls in Grades 7 to 9 are being targeted, with the focus being to strengthen schools to support girl learners academically, emotionally and socially so that they remain in school until they complete Grade 12. The programme kicked off only in late 2013, and the aim is to employ out-of-school youth in a variety of ways to support girls to stay in school. For example, some will be used as homework tutors to help girls academically, while others will facilitate health sessions on topics such as puberty, pregnancy, HIV and sexual reproductive health. As part of the holistic nature of the programme, career jamborees will be organized for all female Grade 9 learners in the selected schools.

“Keep them in school: the importance of education as a protective factor against HIV infection among young South African women,” by Pettifor et al., reported that young women who haven’t completed high school are more likely to be infected with HIV than those who have.

It is with these facts in mind that the national Department of Basic Education launched the Keeping Girls in Schools Programme. MIET Africa is implementing the pilot programme in three provinces—the Eastern Cape, KwaZulu-Natal and Mpumalanga. Forty thousand girls in Grades 7 to 9 are being targeted, with the focus being to strengthen schools to support girl learners academically, emotionally and socially so that they remain in school until they complete Grade 12.

The programme kicked off only in late 2013, and the aim is to employ out-of-school youth in a variety of ways to support girls to stay in school. For example, some will be used as homework tutors to help girls academically, while others will facilitate health sessions on topics such as puberty, pregnancy, HIV and sexual reproductive health. As part of the holistic nature of the programme, career jamborees will be organized for all female Grade 9 learners in the selected schools.

The Leveraging Partnerships to Achieve the Goals of South Africa’s HIV/AIDS and STI National Strategic Plan 2012–16, otherwise known as “Keeping Girls in Schools”, is a Department of Basic Education initiative. It is funded by the Global Fund, with NACOSA (the Networking HIV/AIDS Community of South Africa) as the principal recipient, while MIET Africa is the sub-recipient. The programme started in October 2013 and will run until 31 March 2016.

You educate a man; you educate a man. You educate a woman; you educate a generation.”

BRIGHEN YOUNG
I n a no secret that the state of South African education is a cause for concern, with learners in rural areas suffering the worst of the consequences. This is particularly true in the areas of Science and Mathematics. The Science and Mathematics Enhancement Programme confronts this challenge head on. Its ambitious aim is to increase the number of learners from poor rural schools able to enrol for tertiary studies for science-related careers.

Selected learners from about half the high schools in the Pongola Education Circuit participate in a Science and Mathematics Saturday programme, run by two MIET Africa tutors. In addition, all the schools in the circuit are supported by the provision of science-kits, so that they can run the experiments required by the curriculum. Where necessary, they are assisted by subject facilitators, who help teachers to set up and conduct the experiments. Subject committees including engineering and medicine. MIET Africa is encouraged by the interest that has been shown in this model by other districts facing similar challenges, especially where learners with potential are disadvantaged because schools and communities are unable to give additional extra-curricular support.

The Science and Mathematics Enhancement Programme is a partnership between MIET Africa, the KwaZulu-Natal Department of Education and the Sugar Industries Trust Fund for Education. It ran from 2011 to 2013, and has been extended to the end of 2014.

"I advise my students to listen carefully the moment they decide to take no more mathematics courses. They might be able to hear the sound of closing doors."

JAMES CABALLERO

"Teaching for Inclusion and Democracy was a research-based collaboration to identify the skills, knowledge, attitudes and values that teachers would need to create inclusive and democratic classrooms. A secondary aim was to make recommendations about inclusion in Initial and continuing teacher education. A noteworthy feature was that this was a partner-driven collaboration between Botswana, Namibia and South Africa in the South, and Sweden in the North, in which both South and North partners could learn from their divergent—and common—aspirations and experiences.

Each of the three southern countries was represented by its Ministry of Education, a university and an NGO involved in inclusive education-related work, while Sweden was represented by Stockholm University. MIET Africa coordinated and facilitated the project, which meshed well with our commitment to partnerships.

By its conclusion, Teaching for Inclusion and Democracy had achieved its dual purpose of developing a discourse towards a common view of inclusive education, while at the same time building collective capacity to tackle hard problems in education and teacher education across the countries. The South-South collaboration helped us to understand the extent to which we share aspirations and hopes with our neighbours, yet also how our efforts have been impoverished because we have failed to draw on mutual experiences and knowledge.

Several outputs came from the research, including a desktop review, case study research reports for the three southern countries and recommendations for teacher education. The desktop review and case study research reports were a wonderful opportunity to compare our respective journeys to more appropriate policy and practice in inclusive education.

Teaching for Inclusion and Democracy (Sida Research)
Recommendations for teacher education for inclusion included that building teacher networks, civic engagement, a local identity and a sense of belonging, underpinned by relations of trust and support are crucial for building a successful pre- and in-service teacher development programme.

In 2013, two workshops were hosted, from which valuable learnings emerged during the robust discussions. These included that school contexts present serious challenges for inclusive and democratic practices. Teachers therefore need to understand how context can shape who they are as teachers. Also, the sense of wellbeing and acceptance of learners across all the countries is adversely affected by the pervasive culture of bullying, an inordinate focus on quantifiable outcomes and the prevalent view of disabilities as deficiencies.

Furthermore, it emerged that teachers generally are not against an inclusive and democratic approach to education. But inclusive education needs to be seen in the context of whole school development. In terms of teacher training programmes, inclusive education is located on the periphery, rather than at the core. There is a need to explore creative pedagogies to engage student teachers in confronting deep-seated assumptions, ideologies and values that shape their understandings of inclusion and constructions of difference.

An outcome of the collaboration is the collective agreement that an intervention addressing bullying, a challenge experienced by all partner countries, be designed. A proposal for such an intervention has subsequently been developed and funding partners are being sought.

“We progress as a nation through acceptance and inclusiveness, not prejudice and debasement.”

Norm Mendick

The Teaching for Inclusion and Democracy Project ran from 1 November 2011 until 31 December 2013. It was funded by Sida (the Swedish International Development Cooperation Agency), through the Embassy of Sweden.
An important component of the international facet of the project is the sharing of knowledge, good practices and lessons learnt. In September, South Africa hosted the first sharing meeting of the partner countries. Delegates from Burkina Faso, Ghana and India, as well as Germany, visited the three pilot schools, where they observed promising practices and innovative approaches to addressing barriers to learning for disabled and socially-disadvantaged children and youth.

The project has developed the capacity of all teachers in the three project schools to screen learners for barriers and to develop individual support plans to assist learners based on their specific needs. One of the highlights of the year was the Bring Children to School Campaign, which adopted a multisectoral approach in which stakeholders from government departments, NGOs and the community were mobilized to run two events, held at Madlala FSS and Inkanyezi SSRC. Parents, members of the schools’ institution level support teams and others acted as “foot-soldiers” in a door-to-door campaign to identify out-of-school children. As a result, 39 children and youth who had never attended school were registered for the first time.

One parent said that she had kept her physically challenged child at home because she didn’t think that teachers would teach him. After hearing what the officials had to say, she said she was reassured that he would benefit by attending school.

Maureen King, Project Coordinator

A success story, but one that highlights the enormity of the challenge that exists across the country—that of children excluded from school because somehow they are different.

The Uthukela Inclusive Education in Action Project is being implemented in the Uthukela Education District in KwaZulu-Natal, South Africa, and runs from October 2012 to October 2015. It is funded by Africa Action/Deutschland e.V.

### IE UTHUKELA

**Education**

White Paper 6 (Special Needs Education: Building an inclusive education and training system) was a landmark document in South Africa for giving expression to the constitutional right that everyone has to a basic education. White Paper 6 acknowledged that all children and youth can learn and that they all need support. Yet all learners are different, and so need different levels of support. White Paper 6 therefore designed a three-tier model for schools, in which “mainstream schools” provide basic levels of support to learners, “full-service schools” (FSS), which receive additional funding, provide moderate levels of support to learners but also serve as a resource for surrounding mainstream schools. The third tier, “special schools as resource centers” (SSRC) provide high-level support to learners with specialized needs, but also act as a resource that both FSS and mainstream schools can draw upon.

The Uthukela IE Project is being implemented in three schools, each representing one of the three tiers — i.e. mainstream (Likethwayi Combined), FSS (Madlala) and SSRC (Inkanyezi) — and serves as a pilot to test how such a model can operate.

IE Uthukela is an international project in which MIET Africa is partnering with the German-based NGO, Africa Action/Deutschland e.V., to pilot inclusive school development to improve education access, retention and progression for all children and youth, using a holistic inclusive education strategy. The other countries participating in the pilot project are Burkina Faso, Ghana and India.

As in many other parts of South Africa, schools in the Uthukela District are largely rural and poor. Learners experience a wide range of barriers: schools therefore need to be strengthened to identify these learners and support them to access quality education and achieve their potential. Specifically, IE Uthukela aims to improve access for disabled and socially disadvantaged children and youth to quality education and an inclusive system of support.

“Inclusive, good-quality education is a foundation for dynamic and equitable societies.”

DESMOND TUTU

**The Uthukela Inclusive Education in Action Project is being implemented in the Uthukela Education District in KwaZulu-Natal, South Africa, and runs from October 2012 to October 2015. It is funded by Africa Action/Deutschland e.V.**
FNB PRIMARY EDUCATION PROGRAMME, KZN

R

oal and township schools in KwaZulu-Natal abound with learners from poor socioeconomic backgrounds who experience a range of barriers that prevent them from participating fully in, and benefiting from, education. The FNB Primary Education Programme in KwaZulu-Natal aims to develop the capacity of support structures, such as the school-based and district-based support teams, caregivers and the community around the school so that they are able to identify children with barriers, and then access support for them. This meshes well with MIET Africa’s nationally and regionally recognized work on inclusive education and care and support for teaching and learning that addresses barriers faced by children.

As a barrier-reduction initiative, the programme aims to strengthen education and community structures to support learners to attend school regularly, remain in school and achieve. As part of the capacity-building of teachers, in 2013 the programme trained 330 teachers in the 17 schools on the screening and identification process. The teachers used this process to screen all learners in their classes. Almost 41% of learners (over 5400) of a total of 13 200 were identified as experiencing barriers to learning—whether these be related to poverty, reading or writing difficulties, eye-sighting problems, or some other. Clearly there is a huge need. In response, the programme facilitated contact between each school and local agencies in order to form networks of support. These networks comprise government departments—such as Health, Social Development, Home Affairs and the South African Police Service—and non-governmental and community-based organizations. In addition, Operation Sakhile (the Office of the Premier’s poverty eradication programme) and the Department of Health’s Thuthuzala initiative have begun to address specific learning difficulties experienced by learners.

The First National Bank Primary Education Programme is being implemented in 17 schools in KwaZulu-Natal (eight in the Umbungumulo District and nine in the Umbuzo District). The first year of the programme runs from May 2013 to April 2014, but has been extended to December. It is funded by the First National Bank Trust. Other partners are the Principals’ Management and Development Programme and the Catholic Institute of Education.

GELP—Global Education Leaders’ Program

T

he Global Education Leaders’ Program (GELP) is a global partnership of thought leaders who collaborate with teams of key education leaders who are committed to transforming education in practice and developing the personal skills they need to lead system transformation forward, in order to meet the challenges of globalization, demographic shifts and technological advancements. International gatherings as well as six-weekly “teleconferences” provide opportunities for engagement with some of the world’s most innovative and experienced leaders in 21st century education.

Through the province of KwaZulu-Natal, South Africa is fortunate to be invited to participate in this international programme, and since June 2013 MIET Africa has been participating as the coordinator of the South African GELP team. A strong team has been established, comprising two senior representatives from the KwaZulu-Natal Department of Education, and three from its development partners, MIET Africa and UNISA. In October, three team members participated in an international GELP meeting in New Delhi, at which participants reported on their experiences and development of the project. The team members then presented their experiences and developments at the GELP meeting in New York and London, which was attended by a strong team of global leaders.

The National Research Council funded the 2013 GELP activities, while the Angell American Chairmen’s Fund has committed to providing financial support for GELP KwaZulu-Natal in 2014. MIET Africa’s participation in GELP commenced in June 2013 and is ongoing.

As noted by one of the KwaZulu-Natal delegates, it was interesting to observe commonalities in the challenges experienced across the various jurisdictions. There have been immediate spin-offs for KwaZulu-Natal from its participation in GELP. Based on exposure to successful innovative models and trends through GELP activities, the KwaZulu-Natal GELP team is now conceptualizing an “innovation zone” for the province. In addition, two members of the local team have been invited to participate in international study visits funded by the Gates Foundation: one to New York and one to London.

"Strong system leadership is both a critical component of, and driven for effective and sustainable system transformation."
many recent studies on the state of teaching and learning and school performance have highlighted the dismal performance of South Africa’s learners—and teachers. But while there is overwhelming agreement that change in the way we approach education provision in this country is needed, there is little agreement on what form this change should take.

The mission of the Organisation for Economic Co-operation and Development (OECD) is to improve socioeconomic wellbeing around the world. Its Innovative Learning Environments (ILE) Project is focused on innovative ways of organizing learning and helping to influence the 21st century education reform agenda. ILE presents a unique opportunity to assist government and its partners, using an action-research approach, to develop an innovative and transformative strategy for KwaZulu-Natal.

A high-profile ILE Team—comprising representatives from MIET Africa, the KwaZulu-Natal Department of Education and the national Department of Basic Education, as well as the funder, the First Rand Empowerment Fund—has been established. In 2012, along with five other countries, South Africa was chosen to participate as a “learning laboratory of change” (LLC), the most intensive form of engagement in the project. This provides South Africa with the invaluable opportunity to engage in peer learning and exchange of information with other systems that are in the process of scaling innovative learning across their locations, and with access to OECD expertise. Workshops, meetings and conferences are facilitated by the OECD, during which peer reviews of the LLC provide a forum for shared learning and exchange of ideas. Through intensive internal monitoring and evaluation, each LLC contributes experiences and lessons learnt to the broader OECD reflection, ultimately resulting in a policy report to be presented at an international conference on “Innovation to Reform” later in 2014.

South Africa’s participation in the ILE is through the province of KwaZulu-Natal. The schools selected for the LLC are those that are beneficiaries of the FNB-funded Barriers to Learning Programme.

The ILE Team has also participated in several international events (in Paris and Barcelona) where engagement with other ILE country teams has resulted in new knowledge gained. Furthermore, the alignment of ILE with GELP (Global Education Leaders’ Program) in KwaZulu-Natal has strengthened the capacity of the team to drive the strategy for 21st century education.
AMAZULU COMMUNITY TRUST LIFE SKILLS PROGRAMME

Football in South Africa is big. It is also uniquely placed for reaching the youth of our country, as many of whom are passionate about it. Consequently, when the AmaZulu Football Club approached MIET Africa to assist with developing the subject-knowledge and facilitation skills of teachers and coaches working in its AmaZulu Community Trust’s high school extra-curricular sports programme, we were very keen to begin this collaboration.

“The thing about football—the important thing about football—is that it is not just about football.”

TERRY FRASCHETT

AmaZulu Football Club identified a clear need for life skills training among both its players and the youth with whom they work in schools. MIET Africa was able to provide this training by conducting a participatory workshop with the coaches on the outreach programme to improve both their life skills content knowledge and their facilitation skills.

The training also provided an opportunity for MIET Africa to showcase its high-quality print materials developed for other programmes: for example, Life Orientation teachers who participated in the training, have requested additional copies of the RHIVA board game for use in their lessons. The results of the collaboration have been very fruitful, and possibilities exist for an expanded programme to be offered to other football clubs’ young players and community youth development programmes.

Funded by the AmaZulu Community Trust, the AmaZulu Trust Life Skills Programme was implemented in 2013, but collaboration could be extended into 2014.

LEARN TO EARN

The challenge of high unemployment, particularly of young people, is certainly not unique to South Africa. According to the International Labour Organization, the global unemployment rate among those aged 15 to 24 was estimated at over 12.5% in 2013. However, the situation in South Africa is even more dire with, according to the World Economic Forum, the country experiencing an unemployment rate of over 50%. This constitutes one of the most serious challenges facing our democracy.

“"If you want to be awesome in this life, do awesome things.”

JOHNNY TRUAN

MIET Africa’s Learn to Earn Project confronts this challenge directly. It is a ten-session career development course that was first introduced in six schools in KwaZulu-Natal and the Western Cape, reaching 750 learners in Grades 9 to 11. Its three themes provide learners with information and skills related to career options, study routes, starting a business, getting a job and succeeding at work. MIET Africa’s materials development team created user-friendly resources to guide learners in the transition from learning to earning.

About 500 learners from three Umkomaas Township schools participated in the KwaZulu-Natal component of the project, while in the Western Cape, 350 learners were drawn from three schools where gangsterism, drugs and poverty confront learners daily. These learners participated in intensive, interactive training sessions, and were required to complete a variety of activities, including self-study tasks. A highlight for the learners was writing professional CVs in which they could showcase what they had learnt about themselves.

The Learn to Earn facilitators were heartened by the learners’ overall diligence and enthusiasm. This project culminated in award ceremonies in both provinces at which principals and teachers reported on the impact Learn to Earn had had on the learners’ enthusiasm regarding their future, their attitude to school work, and their academic results. But it was the learners’ expressions of appreciation—for the opportunity afforded them to showcase what they had acquired—that was most encouraging.

The project culminated in award ceremonies in both provinces at which principals and teachers reported on the impact Learn to Earn had had on the learners’ enthusiasm regarding their future, their attitude to school work, and their academic results. But it was the learners’ expressions of appreciation—for the opportunity afforded them to showcase what they had acquired—that was most encouraging.

Through the continuing support of the funder, the project has been extended into a second phase in 2014, when a further 600 learners in KwaZulu-Natal and 600 in the Western Cape will have the chance to participate.

Learn to Earn, which is funded by ABSA, commenced on 1 May 2013 and will end on 31 May 2014.

“"If you want to be awesome in this life, do awesome things.”

JOHNNY TRUAN

""If you want to be awesome in this life, do awesome things."
Improving the lives of children and youth

MIET AFRICA