Children have unlimited potential. Through education anything is possible.
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MIET Africa in Review: 2015

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 2015 was no exception. The persistent weak global economy and change in funder priorities has presented challenges to the organization’s financial sustainability. Yet despite these challenges, MIET Africa has demonstrated the resilience and creativity required to survive. The financial results for 2015 were encouraging: income grew and the loss trajectory was reversed, with the organization making only a small operational loss.

While most education NGOs have a particular disciplinary or subject focus, MIET Africa’s focus is constantly guided by its mission, improving the lives of children and youth. This calls on the MIET Africa team to think creatively about ways to give expression to this mission, and is why the organization has remained at the forefront of educational change and innovation for so long. Furthermore, the strong and trusting partnerships we have developed over the years have continued to contribute to the success of MIET Africa.

“There is no trust more sacred than the one the world holds with children.”

– Kofi Annan

The Board of Trustees has been actively involved in setting new priorities and new roles for the organization and its management team. The belief is that in 2016—the year it celebrates its twentieth anniversary—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.

Prof John D Volmink
Chairperson, MIET Africa
“Someone is sitting in the shade today because someone planted a tree a long time ago.”

- Warren Buffett
About MIET Africa

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) Region, MIET Africa is a highly regarded and respected regional organization that provides innovative and strategic interventions in support of education development, as well as socioeconomic and health development—all aimed towards “improving the lives of children and youth”. We have pioneered numerous initiatives that have, through strong partnerships with governments, influenced policy and policy implementation.

Our Strategic Direction

Our 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 them.

- **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 levels in South Africa, and at national level in other African countries. Other important partners include school communities, NGOs, other government departments, local and international development agencies, United Nations organizations and the private sector.

- **Influencing policy in education**
  Our role is not the actual delivery of quality education: rather it is to support government in its mandate to do so. To this end we focus on influencing the development and strengthening of policy where it pertains to education and development, thereby maximizing our impact.
Our Purpose
Improving the lives of children and youth by addressing barriers to learning and development

Our Vision
Children and youth attaining their full potential through quality education

Our Mission
To be an African leader in developing and providing innovative education approaches
Our Focus Areas

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

Three areas of focus have been identified:

QUALITY TEACHING AND LEARNING
MIET Africa is committed to working with Ministries of Education to design innovative approaches to support the strengthening of education systems and institutions to provide quality teaching and learning for all learners. This is achieved through: relevant research; the conceptualizing, piloting and implementing of innovative developmental programmes; meaningful and inclusive partnerships.

CARE AND SUPPORT FOR TEACHING AND LEARNING
Care and support for teaching and learning emerged out of MIET Africa’s ground-breaking Schools as Centres of Care and Support model. It focuses on supporting the transformation of education institutions in SADC Member States into inclusive centres of learning, care and support, where every learner, especially the most vulnerable, can learn. This is achieved by mainstreaming care and support into all levels of the education system.

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

Our Values and Principles

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

VALUES
• Respect for human rights
• Inclusiveness
• Integrity
• Professionalism
• Caring

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

“Our interests are the best interests of children, we serve the best interests of all humanity.”
– Carol Bellamy
“We are less when we don’t include everyone.”

- Stuart Milk
Partnerships

Although education is our primary focus, addressing the holistic development of vulnerable children and youth requires a multisectoral approach. Accordingly, we establish partnerships to strengthen our links not only with Education, but also with other government ministries.

We are a member of SANGONET, the national coalition of NGOs in South Africa, CCNGO/EFA (UNESCO's Collective Consultation of NGOs on Education For All) 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 (the Association for the Development of Education in Africa). These affiliations add value to our work and have allowed us to extend our reach beyond South Africa. Partnering with other NGOs and organizations, both large and small, and collaborating with business, has assisted us to make a greater impact than we would have had we worked alone.

In addition to our operational partners, MIET Africa values the relationships we have established with our funding partners, not only for the financial support they provide but also for the engagement and learning opportunities they offer. Their investment and support contributes significantly to our mission to improve the lives of children and youth.

HOW WE WORK WITH OUR PARTNERS

MIET Africa uses principles of social entrepreneurship to actively identify education needs, and to conceptualize, develop, test and evaluate the implementation of innovative programmes and projects to address these needs. Following a pilot phase, we provide governments or other key stakeholders with technical assistance to take full ownership of the intervention and to take it to scale. This is illustrated in the diagram below.

We first identify a barrier to learning or an opportunity to improve the quality of education. We then conceptualize and develop a programme that we anticipate will address the issue, and pilot it on a limited scale and over a specified period. At this stage, we are highly involved, as we are primarily responsible for implementing the pilot. To ensure that the benefits of the programme are not limited to only those involved in the pilot, we identify and work with key partners—in particular, government and community partners—from the outset. Informed by the evaluation findings of the pilot, together with our partners we plan for scale-up.

When viewed across the time axis, our involvement is at first dominant, but gradually it decreases until government or other key partners have taken full responsibility for the implementation of the initiative.
PARTNERSHIPS
Our partners include:

- ABSA Foundation
- ADEA
- africa action/Deutschland e.V (aa/D)
- Africa Disability Alliance
- Anglo American Chairman’s Fund
- Broccoli Project
- CCNGO/EFA
- Centre for the Advancement of Science and Mathematics Education (CASME)
- Durban University of Technology
- Embassy of the Kingdom of the Netherlands (EKN)
- [The German] Federal Ministry for Economic Cooperation and Development (BMZ)
- First National Bank Fund
- FirstRand Empowerment Foundation
- Global Education Leaders’ Partnership (GELP)
- Global Fund
- Local government and municipalities
- Molteno
- National Education Collaboration Trust (NECT)
- National education ministries in SADC
- National Lottery Distribution Trust Fund
- Networking AIDS Community of South Africa (NACOSA)
- Open Society Initiative of Southern Africa
- Other government departments
- Principals’ Management and Development Programme
- Provincial education departments in South Africa
- RIATT
- SADC Secretariat
- Save the Children South Africa
- Small Projects Foundation
- South African College Principals’ Association (SACPO)
- Southern Africa Association of Learners with Disability (SAALED)
- Sugar Industry Trust Fund for Education
- Swiss Agency for Development and Cooperation (SDC)
- Tshikululu Social Investments
- UNESCO
- UNICEF
- University of the Free State

“Do what you do best and partner with people to leverage their expertise, skill sets and talents.”

– Ban Ki-moon
Programmes & Projects

CSTL SADC

Care and Support for Teaching and Learning (CSTL) is an intervention that, through the education sectors in Southern African Development Community (SADC) Member States, addresses a host of vulnerabilities faced by children and youth—vulnerabilities that otherwise would compromise their right to education. The programme commenced in 2009, following a pilot phase that concluded in 2008, with the adoption of a communique by all SADC Ministers of Education committing their ministries to mainstreaming care and support into their education systems. The current phase, which ends in 2018, is being implemented in seven Member States: originally in the Democratic Republic of Congo (DRC), Mozambique, South Africa, Swaziland, Zambia, with Malawi and Zimbabwe joining at the end of 2014. CSTL is funded by the Swiss Agency for Development and Cooperation.

The goal of CSTL 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”.

One of the key outcomes for this phase is more effective HIV&AIDS education and the provision of sexual reproductive health and rights (SRHR) services within Member States. This includes revising life skills curricula to align with the Comprehensive Sexuality Education approach and facilitating programmes that target vulnerable girls. In 2015, over 6.5 million girls in the participating Member States benefited from enhanced HIV&AIDS and SRHR programming.

Ministries of Education in the DRC, Malawi, Swaziland and Zimbabwe have been reviewing their existing life skills curricula and supplementing them with the My life! My future! materials, which they are adapting to their local contexts. (My life! My future! is a comprehensive set of life skills materials, comprising an SRHR component and a career development and entrepreneurship component, that MIET Africa developed for the Reducing HIV in Adolescents [RHIVA] trial in South Africa.) The materials have been translated and customized to suit the various country contexts.

In 2015, the SADC Framework on CSTL received further attention before being finalized and presented for adoption by SADC Ministers of Education. In October, Member States reviewed the draft document, and began the process of aligning national policies to the policy directives in the framework. It will now be presented for approval at the next Ministers of Education meeting in 2016.

CSTL sharing meetings present a unique opportunity for knowledge sharing and learning with regards to regional care and support trends, common challenges and practical strategies to overcome them, and discussion on standardized indicators that can be used across the region. In November 2015, the annual sharing meeting took place.
for the first time in Cape Town, giving the regional delegates the chance to enjoy the attractions of South Africa’s Mother City. Highlights included the Mother Groups presentation by Malawi, an initiative started as a response to the high number of dropouts among girl learners, and the presentation by Mozambique on a zero-tolerance programme regarding child protection and safety issues.

Information about the programme was also disseminated through CSTL newsletters. In 2015 four newsletters were produced, providing Member States with the opportunity to showcase their achievements, share their challenges and mitigation strategies, and to present interesting CSTL-related news. The CSTL website presents another opportunity for sharing information and building a community of knowledge on key care and support–related issues. Member States have received orientation on the website, and further training will be conducted in 2016.

**50%**

**PEOPLE LIVING BELOW THE POVERTY LINE IN SOUTHERN AFRICA**

Approximately half of the population in Southern Africa lives below the international poverty line of US $1 per day.
Keeping Girls in School

Gender inequality remains a key structural driver of the HIV epidemic in South Africa. Of all the estimated 380 000 new HIV infections of young people every year, 60% occur among young women aged 15 to 24. And 80% of all young women living with HIV live in sub-Saharan Africa.

Education has been identified as an important protective factor for reducing the vulnerability of girls, with each year of schooling completed offering greater protective benefits. It is with this in mind that in 2013 the DBE launched the KGS programme.

Keeping Girls in School commenced on 1 October 2013 and will end on 31 March 2016. It is funded by the Global Fund, with the Networking AIDS Community of South Africa (NACOSA) as a principal recipient, and MIET Africa as a sub-recipient and implementing partner.

This epidemic [HIV] unfortunately remains an epidemic of women.
Michel Sidibé
Executive Director, UNAIDS

MIET Africa is implementing the pilot programme in 286 schools in three provinces—the Eastern Cape (59), KZN (168) and Mpumalanga (59). The target is 40 000 girls in Grades 7 to 9, 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 target — i.e. reaching 40 000 girls — was already reached by October 2015, and will be exceeded by the time the programme ends in March 2016.)

The programme also employs out-of-school youth who are trained to support girls in a variety of ways to stay in school: peer group trainers serve as homework tutors to help girls academically, conduct peer education sessions and conduct home visits for girls who have dropped out of school or experience long periods of absence, while health educators facilitate health sessions on topics such as puberty, pregnancy and HIV testing. Another component of the package is career jamborees that are organized for all Grade 9 female learners in the selected schools. These assist the girls with making their subject choices and provide them with information related to further studies and employment opportunities.

In consultation with the Department of Basic Education (DBE), MIET Africa developed a pack of materials for the project comprising a health facilitation pack, take-home learner leaflets in six languages, and classroom posters, all of which reinforce the knowledge and messages of the programme. They are delivered by the health educators through the DBE’s Integrated School Health Programme.

Life Orientation teachers, district officials and the girls view the programme in a very positive light. An analysis of the monitoring and evaluation data collected reveals a decrease in pregnancy rates, an increase in school retention and improved academic progression. School officials and KGS project staff also expressed the need for a “boys’ programme”, and an expansion of the existing programme to other schools, districts and provinces.

NEW HIV INFECTIONS OF YOUNG PEOPLE
Of all the estimated 380 000 new HIV infections of young people every year, 60% occur among young women aged 15 to 24.
Gender-based Violence Project for the GEM/BEM Movement

Education Department officials in all nine provinces in South Africa are now better able to support schools to address gender-based violence. This, after the Department of Basic Education’s (DBE’s) Social Cohesion and Equity in Education Directorate implemented the GBV project, in collaboration with Save the Children South Africa and MIET Africa, and with funding from UNICEF.

Through the project, education district officials in all 84 education districts (six officials in each district) in South Africa were trained both to facilitate learner workshops and to mentor learners on how to implement school-level action and communication plans on how to prevent violence in schools—in particular, gender-based violence.

Between April and August, the draft Facilitator, Mentor and Learner Guides were presented at two-day workshops for the district officials. Their feedback confirmed that the guides are particularly relevant for the age groups they target (13 to 18 year olds) and that they add value to the Life Orientation curriculum. The materials were finalized, based on the feedback, following which they were approved by the DBE. MIET Africa provided the materials in electronic format to the national and provincial education departments.
RHIVA Regional

Falling under the umbrella of the SADC CSTL programme, Reducing HIV in Adolescents (RHIVA) is a school-based, conditional cash transfer HIV prevention programme focused on empowering adolescents—especially young women—to make healthy lifestyle choices, to take charge of their own lives and to reduce their risk of contracting HIV. It is being implemented in Mozambique, Namibia and Zambia, commencing in March 2013 and ending in June 2016.

It is funded by the Embassy of the Kingdom of the Netherlands.

A key objective of the RHIVA Regional programme is the promotion of healthy lifestyles among young people, an essential element of which is the provision of youth-friendly sexual reproductive health services and access to information. In some areas, clinics were not initially prepared for the influx of young people wanting HIV counselling and testing. However, after a sensitization campaign with the clinic staff, the nurses have come to understand the importance of young people feeling welcome at the clinic and have commented on the value of RHIVA in increasing HCT uptake among young people.

A programme as complex as RHIVA, working across Member States having differing official languages, policies and procedures, is certainly challenging. One key lesson learnt is that sufficient time should be allowed for negotiating bureaucratic regulations pertaining in each country. This was particularly apparent in setting up a system for the payment of incentives, where a number of bureaucratic obstacles related to foreign exchange had to be overcome.

Leadership and commitment by government is critical for the success of the programme. This was evident at the RHIVA regional sharing meeting, hosted by the Zambia Ministry of General Education, and held in Lusaka, Zambia on 27 and 28 October.

The RHIVA programme agenda will be integrated in all HIV&AIDS Education initiatives and be part of Comprehensive Sexuality Education (CSE), and be mainstreamed through Life Skills education programmes and the existing after-school programmes.

Sharing Meeting, Participant

However, the positive outcomes of the programme—such as ministry commitment to integrating the RHIVA programme agenda into HIV&AIDS education initiatives and CSE; learners’ increased motivation to do well at school; increased uptake of HCT; more open communication between parents and children; government services becoming more youth-friendly—augur well for the future wellbeing and success of young people in participating Member States.
Between 2011 to 2014, MIET Africa, with funding from the South African Sugar Industry Trust Fund for Education, responded to the challenge by implementing the Science and Mathematics Enhancement Programme in the Pongola Education District in the north of KwaZulu-Natal. In 2015, a pared down offering was implemented, funded by Pongola TSB, a local sugar mill. Each year about 80 learners from half of the secondary schools in the circuit were selected to participate in a programme of extra tuition on Saturdays and school holidays, and each year, the results in the Grade 12 external exams were highly pleasing. Despite the reduced funding in 2015, 84% of the participants achieved passes entitling them to university entrance, with 90% of these achieving 50% and above in both Science and Mathematics. All these learners became eligible for tertiary courses in Science- and Maths-related fields.

In 2015, the teacher development component of the programme included a workshop on Probability, a new addition to the curriculum, which helped teachers prepare learners for the Grade 12 exams. In addition, the Pongola Professional Learning Community for Mathematics participated in collaborative workshops with Statistics South Africa. The participation of teachers in ongoing professional development meetings contributes to sustained support for learners beyond the life of the programme.

A Department of Education official summed up the impact of the project.

Since MIET Africa became our education development partner, there has been a significant improvement in Grade 12 Science and Mathematics results. With MIET Africa’s support, teacher subject forums in Science and Mathematics were established and serve as important meeting places for teachers to share experiences and best practices, and function as Professional Learning Communities (PLCs) for teachers who have felt isolated at their rural schools.

Pongola Circuit Manager
Inclusive Education in Action

IE Uthukela is an international project in which MIET Africa is partnering with 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 involved are Bolivia, Burkina Faso, Ghana and India. Funded by [the German] Federal Ministry for Economic Cooperation and Development (BMZ), Inclusive Education in Action, Uthukela commenced in October 2012 and is due to end in June 2016.

The South African component of the project is located in the Uthukela District, in rural KwaZulu-Natal. It focuses on researching the continuum of support for vulnerable learners, and those with special education needs, across the three levels of support—i.e. lower, medium and high—at a mainstream school, a full-service school and a Special School as Resource Centre (SSRC), respectively.

In February, representatives from the three project schools attended a sharing meeting, which they found so useful that they organized their own meetings to share experiences and to support each other. The upshot is that with the help of the SSRC, the other two schools report they are now conducting screening, identification, assessment and support (known as SIAS)—a mandatory Department of Education process that is sometimes neglected in schools—more effectively.

Since this is an international project, delegates from South Africa attended two international sharing meetings: in February, the Department’s district coordinator and MIET Africa’s project leader attended the meeting in Pune, India; in October, three delegates, including the principal of the SSRC, attended the meeting in Bolivia. Such experiences have proved invaluable, with participants benefiting from the sharing and learning experiences with colleagues from around the world. The new relationships they have established will certainly enrich their work with vulnerable children.

During the July holidays, the project arranged a weeklong workshop at Lokothwayo Combined (the mainstream school) for 62 Grade 11 learners. Based on MIET Africa’s Learn to Earn programme (which empowers learners to reach their full potential and to access suitable careers) the workshop focused on career guidance and entrepreneurship, setting goals, investigating employment and career options, budgeting, writing CVs, interview skills and self-esteem.

Inclusive Education in Action
FNB Primary Education Programmes

The First National Bank Primary Education Programmes (FNB PEP) aim to improve education access, retention and learner performance for all learners in the pilot schools by addressing the management capacity in the schools, as well as the barriers to learning experienced by learners. Funded by FNB, the programmes are implemented in two districts in each of the KwaZulu-Natal (KZN) and Free State Provinces.

MIET Africa focuses on the barriers to learning component. In KZN, our partners are the Principals’ Management and Development Programme (capacity building for school management) and CASME (literacy and Maths teacher development). In the Free State, our partners are the University of the Free State (management development) and Molteno (teacher development).

The KZN project commenced in April 2013, with the Free State following in January 2014. Both are due to end in December 2016.

The programme provides training for the school based support teams (SBSTs) and district based support teams—as well as parents and caregivers and the school community, so that they are able to identify learners with barriers, and then access support for them. This aligns well with MIET Africa’s work on inclusive education and care and support for teaching and learning—nationally and internationally recognized initiatives for addressing barriers faced by children.

All project schools have established SBSTs, mandatory school structures that are responsible for implementing ongoing screening, identification, assessment and support (SIAS). And all the schools were trained in the SIAS process. After analysing the data collected on learners with additional support needs, schools use a conditional care and support grant provided by the project to assist those learners with barriers to learning.

Teachers received training on teaching for diversity to the schools, and ongoing support assists teachers to use curriculum differentiated strategies in Languages and Mathematics to support their learners who have barriers to learning. In addition, in KZN the project initiated a reading to learn programme, with teachers sacrificing their holidays to attend.

Caregivers have responded enthusiastically to the project’s parenting programme and there has been a noticeable increase in the number of caregivers visiting the schools and helping out in various ways. The training was enhanced by an attractively laid-out 2015 Learning Calendar. Developed by MIET Africa, it provides interactive learning activities for caregivers to assist children with their school work.
Global Education Leaders’ Partnership

Strong system leadership is a critical component and driver for effective and sustainable system transformation. The Global Education Leaders’ Partnership (GELP) is a community of education-system leaders, policymakers and thought-leaders collaborating to transform education. Its aim is to equip every learner with the skills, expertise and knowledge to survive and thrive in the 21st century. At the heart of GELP’s vision is the fostering of new pedagogies, curricula and assessment methods that enable every learner to develop higher-order capabilities. Its work focuses on systemic intervention and innovation at local, national and global levels.

South Africa joined the GELP community in 2013, initially through the involvement of the province of KwaZulu-Natal, and with financial support from FirstRand Empowerment Foundation and the Anglo American Chairman’s Fund. South Africa’s participation in GELP is facilitated by MIET Africa.

In 2015, several activities served to raise awareness of the importance of innovation in education. Among them were:

• Together with GELP and the Organisation for Economic Cooperation and Development, co-hosting an international GELP event in Durban in April 2015. The theme was “Building future learning systems: From exceptional innovations to systemic transformation.”

• Establishing a partnership with the National Education Collaboration Trust (NECT), thereby broadening South Africa’s involvement in GELP from a provincial base to a national movement for innovation and transformation in education.

• Facilitating technical support visits by international GELP experts to South Africa.

• Engaging with senior national and provincial education officials on issues of education transformation.

• Together with the NECT, co-hosting a breakfast meeting in Johannesburg of education leaders, with a focus on innovation for 21st century learning.

• Participating in the 12th GELP meeting held in Auckland, New Zealand, in November 2015.

• Conducting a study on innovation in education, with recommendations for an Innovation in Education strategy for the basic education sector in South Africa.

A spotlight on two innovative interventions, Learn to Earn and the Learning Laboratories of Change, has promoted research into their value in changing the current 20th century education content and methodology. As a result, the Learn to Earn intervention has been expanded from high schools to TVET colleges, and a partnership established with the Durban University of Technology in conducting research has provided valuable learnings related to the use of ICT in learning and teaching.

“By instructing students how to learn, unlearn and relearn, a powerful new dimension can be added to education.”

– Alvin Toffler
Promoting Inclusive Education for Learners with Disabilities

If, as Pearl Buck said, “the test of a civilization is the way that it cares for its helpless members,” what does it say about us in southern Africa? Some of the most vulnerable members of society are those who are disabled, and who—despite the many declarations and conventions proclaiming their rights—are denied basic rights, including that to education.

To this end, MIET Africa collaborated with Africa Disability Alliance (ADA) and The Southern Africa Association of Learners with Education Differences (SAALED) on the Promoting Inclusive Education for Learners with Disability Project. Funded by the Open Society Initiative for Southern Africa, the project commenced in January 2014 and ended in June 2015.

The project was implemented in Botswana, Namibia, South Africa, Swaziland and Zambia, with the aim of (i) finalizing the SADC Inclusive Education Strategy, (ii) developing a system and tools for collecting data on learners with disabilities (MIET Africa’s focus within the project), and (iii) developing a teacher training programme on inclusive education for the southern Africa region. These were all successfully achieved by the time the project ended in June. The Inclusive Education Strategy will be submitted to the Ministers of Education Forum in 2016, after which it will be implemented in Member States.

There are approximately 95 million disabled children in the world between 0 and 14 years, of whom 13 million are severely disabled.
Innovative Learning Environments Project

The Innovative Learning Environments (ILE) Project was an international study of the Organisation for Economic Cooperation and Development (OECD) that focused on innovative ways of organizing learning for young people and helping to influence the 21st century education reform agenda. Funded by the FirstRand Empowerment Foundation, the project commenced in April 2013 and ended on 31 December 2015.

South Africa’s participation in the ILE project was through the province of KwaZulu-Natal. Comprising representatives from MIET Africa, the national and provincial Departments of Education, the South African ILE team participated, along with four other country teams, as “learning laboratories of change”, which focused on growing and sustaining innovative learning environments. The schools selected for the project were three in the Umgungundlovu District that are beneficiaries of the First National Bank-funded barriers to learning programme.

In March 2015, computer servers were installed at the three identified ILE schools, and the concept of the Learning Support Network was introduced to the schools’ “network leaders”. The research partner, Durban University of Technology (DUT), conducted orientation at the three schools and began applying innovative mapping tools to identify barriers to learning in individual learners. Schools were given an introduction to the technology that is used as part of the strategy to support learners with learning barriers. Since then, DUT has been monitoring the progress and giving formative feedback to teachers to improve practice. Research thus far has confirmed the great need for psychosocial support for learners needing additional support.

Learning laboratories of change focused on growing and sustaining innovative learning environments.

The introduction of iPads at two of the project schools generated much interest among teachers and learners. Teachers were given formal training on the use of the devices for teaching, and received ongoing support from iSchool Africa, a technology in education service provider. The support plan included recruiting unemployed youth with some expertise in IT to implement structured individual support plans for learners, using the iPads loaded with content, games and interactive worksheets. The project recruited a group of volunteers (participating through their school’s outreach programme) from Maritzburg College, a well-resourced local high school, to assist the learners.

Reports from teachers indicate that the learners’ attitudes towards learning have changed for the better. Although the OECD ILE project ended in December 2015, the research component in the three schools will continue through 2016, allowing for a quantitative analysis of the results to be conducted.

There are no old roads to new directions.
– Boston Consulting Group
**ABSA Learn to Earn**

There is widespread agreement with Kofi Annan that “young people should be at the forefront of global change and innovation.” Yet the spectre of youth unemployment—and youth unemployability—still looms large. As the United Nations Development Programme warns, many young people still experience “interlocked forms of discrimination … [including limited] … educational opportunities and decent jobs.” This is especially true for Africa, which has the youngest population of all the continents. Which is why programmes such as MIET Africa’s Learn to Earn are so important.

Funded by ABSA, Learn to Earn is a ten-session extra-curricular career development course that provides an overview of career options, study routes, starting a business, getting a job and succeeding at work. In addition to offering learners an opportunity to explore their own interests and strengths in relation to careers, it places strong emphasis on self-motivation, goal setting and lifelong learning as key elements to success. Commencing in 2013, the current phase, which ends in November 2016, is being implemented in selected schools in four provinces—the Eastern Cape, Free State, KwaZulu-Natal (KZN) and Western Cape.

Project highlights for 2015 across the four provinces were varied. In the Eastern Cape, for example, learners were given the opportunity to showcase their creative skills by designing posters on their chosen careers, which they put on display for the rest of the school to see. Parents too appreciated the opportunity to admire their children’s work. Visits by local celebrities generated much excitement among the Learn to Earn participants.

Visits by local celebrities generated much excitement among the Learn to Earn participants.

The Free State was new to the project in 2015. Towards the end of the year, principals of the five selected schools were introduced to Learn to Earn, excited at the opportunity to participate in the project, particularly since it aligns with work the schools are already doing on career development. Their enthusiasm and commitment bodes well for the successful continuation of the project in 2016.

In KZN, an additional three schools joined the project in January: the active participation of the teachers and the support provided by the Department of Education officials have been very encouraging. Four Learn to Earn learners who established a carwash after winning an entrepreneurship competition run by the University of KZN last year, have themselves been encouraging their peers to start small businesses. With assistance from a local businessman, five other learners have now started small businesses repairing cell phones.

An exciting development was the presentation of the Learn to Earn course, in conjunction with MIET Africa’s Inclusive Education in Action project in Uthukela, to unemployed youth as part of a youth...
“Many young people, particularly the poorest, are starting work too early without the basic skills that could make them marketable. Students are completing secondary schools without having the skills that allow them to adapt to changes in the labour market.”

— Quoted in United Nations World Youth Report

empowerment programme for unemployed people. And for the first time, Learn to Earn was offered in the technical, vocational education and training (TVET) sector—at Coastal College’s Swinton Campus.

In the Western Cape, a leadership programme called Project Ignition invited a hundred Learn to Earn learners to visit for a day, where they learnt more about fine-tuning their dreams and goals, and also about entrepreneurship and money management. This will be an ongoing partnership. The project also had some positive media exposure. A “show and tell”, at which learners made presentations on their career choices, was covered by two community newspapers, and the project facilitator was interviewed on a local radio station. Three learners were made a short presentation on their business idea—that of developing their own Wi-Fi system—on SABC 3’s school television programme, Hectic 9.

A number of other schools in the Western Cape have shown interest in participating in the project and will be considered for inclusion in the next funding phase. Excitingly though, the provincial Department of Education is negotiating to have all its Life Orientation teachers trained to present Learn to Earn.

A quotation from a deputy principal in KZN sums up the impact Learn to Earn is having:

The career choice development conducted with our Grade 9 learners was very important to them because for the first time they were able to make informed choices regarding their future careers and choose relevant subjects.

— Deputy Principal, IkusaseliHle High School

“Many young people, particularly the poorest, are starting work too early without the basic skills that could make them marketable. Students are completing secondary schools without having the skills that allow them to adapt to changes in the labour market.”

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— Deputy Principal, IkusaseliHle High School
## Financials

**Financial Statements for the year ending 31 December 2015**

**AUDITORS:** RSM Betty & Dickson (Durban)

### STATEMENT OF FINANCIAL POSITION AT 31 DECEMBER 2015

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property and equipment</td>
<td>3 405 187</td>
<td>3 400 257</td>
</tr>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>1 428 782</td>
<td>2 838 973</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>10 034 816</td>
<td>12 086 496</td>
</tr>
<tr>
<td>Loan to related entities</td>
<td>-</td>
<td>221 900</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>14 868 785</td>
<td>18 547 626</td>
</tr>
<tr>
<td><strong>EQUITY AND LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital and reserves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trust capital</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>3 128 039</td>
<td>2 665 145</td>
</tr>
<tr>
<td>Non-current liability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowings</td>
<td>910 061</td>
<td>765 108</td>
</tr>
<tr>
<td><strong>Current liabilities</strong></td>
<td>10 830 585</td>
<td>15 117 273</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>2 674 124</td>
<td>1 827 072</td>
</tr>
<tr>
<td>Deferred contributions</td>
<td>8 066 465</td>
<td>13 158 746</td>
</tr>
<tr>
<td>Borrowings</td>
<td>89 996</td>
<td>131 455</td>
</tr>
<tr>
<td><strong>Total equity and liabilities</strong></td>
<td>14 868 785</td>
<td>18 547 626</td>
</tr>
</tbody>
</table>
**INCOME STATEMENT FOR THE YEAR END 31 DECEMBER 2015**

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Donations and interest received and expended</strong></td>
<td>58 008 432</td>
<td>39 877 712</td>
</tr>
<tr>
<td>Recoveries</td>
<td>1 245 086</td>
<td>1 313 678</td>
</tr>
<tr>
<td>Other revenue</td>
<td>173 837</td>
<td>139 210</td>
</tr>
<tr>
<td><strong>Total income from operations</strong></td>
<td>59 427 355</td>
<td>41 330 600</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>(59 724 384)</td>
<td>(43 393 929)</td>
</tr>
<tr>
<td><strong>Loss from operations</strong></td>
<td>(297 029)</td>
<td>(2 063 329)</td>
</tr>
<tr>
<td>Distribution received from MIET Africa Mthandeni Trust</td>
<td>683 100</td>
<td>-</td>
</tr>
<tr>
<td>Interest received</td>
<td>57 726</td>
<td>352 168</td>
</tr>
<tr>
<td>Profit on disposal of property and equipment</td>
<td>19 097</td>
<td>2 415</td>
</tr>
<tr>
<td>Profit on realization of investment</td>
<td>-</td>
<td>303 146</td>
</tr>
<tr>
<td><strong>Surplus/(loss) for the year</strong></td>
<td>462 894</td>
<td>(1 405 600)</td>
</tr>
</tbody>
</table>
## STATEMENT OF CHANGES IN TRUST CAPITAL AND RESERVES FOR THE YEAR ENDED 31 DECEMBER 2015

<table>
<thead>
<tr>
<th></th>
<th>TRUST CAPITAL</th>
<th>REVALUATION RESERVE</th>
<th>ACCUMULATED SURPLUS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Balance at 1 January 2014</td>
<td>100</td>
<td>237 847</td>
<td>3 832 898</td>
<td>4 070 845</td>
</tr>
<tr>
<td>Loss for the year</td>
<td>-</td>
<td>-</td>
<td>(1 405 600)</td>
<td>(1 405 600)</td>
</tr>
<tr>
<td>Transfer to revaluation reserve</td>
<td>-</td>
<td>(237 847)</td>
<td>237 847</td>
<td></td>
</tr>
<tr>
<td>Balance at 1 January 2015</td>
<td>100</td>
<td>-</td>
<td>2 665 145</td>
<td>2 665 245</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>-</td>
<td>-</td>
<td>462 894</td>
<td>462 894</td>
</tr>
<tr>
<td>Balance at 31 December 2015</td>
<td>100</td>
<td>-</td>
<td>3 128 039</td>
<td>3 128 139</td>
</tr>
</tbody>
</table>
### CASH FLOW STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2015

<table>
<thead>
<tr>
<th>Cash flows from operating activities</th>
<th>2015</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Cash received from donors</td>
<td>(2 977 294)</td>
<td>(8 666 599)</td>
</tr>
<tr>
<td>Cash paid to suppliers and employees</td>
<td>(63 845 758)</td>
<td>(48 795 458)</td>
</tr>
<tr>
<td>Cash utilized</td>
<td>(3 348 022)</td>
<td>(9 241 397)</td>
</tr>
<tr>
<td>Interest received</td>
<td>397 534</td>
<td>676 682</td>
</tr>
<tr>
<td>Interest paid</td>
<td>(26 806)</td>
<td>(101 884)</td>
</tr>
<tr>
<td><strong>Net decrease in cash and cash equivalents</strong></td>
<td>(2 051 680)</td>
<td>(7 581 724)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash flows from investing activities</th>
<th>2015</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Acquisition of property and equipment</td>
<td>(141 840)</td>
<td>(273 053)</td>
</tr>
<tr>
<td>Proceeds of disposal of property and equipment</td>
<td>58 960</td>
<td>113 739</td>
</tr>
<tr>
<td>Realization of investment</td>
<td>–</td>
<td>1 540 993</td>
</tr>
<tr>
<td>Distribution received from MIET Africa Mthandeni Trust</td>
<td>683 100</td>
<td>–</td>
</tr>
<tr>
<td>Movement in loan to related entity</td>
<td>221 900</td>
<td>–</td>
</tr>
<tr>
<td><strong>Net decrease in cash and cash equivalents</strong></td>
<td>(2 051 680)</td>
<td>(7 581 724)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash flows from financing activities</th>
<th>2015</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Movements on mortgage loan</td>
<td>103 494</td>
<td>(296 804)</td>
</tr>
<tr>
<td><strong>Net decrease in cash and cash equivalents</strong></td>
<td>(2 051 680)</td>
<td>(7 581 724)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash and cash equivalents at beginning of the year</th>
<th>2015</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>12 086 496</td>
<td>19 668 220</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash and cash equivalents at end of the year</th>
<th>2015</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>10 034 816</td>
<td>12 086 496</td>
<td></td>
</tr>
</tbody>
</table>
Audit Committee Report 2015

We are pleased to report for the financial year ended 31 December 2015.

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

The Audit Committee Charter aims to ensure compliance with the Nonprofit Organisations Act, 1997, as amended in 2000, the King Report on Corporate Governance 2002 and the related Code and Corporate Conduct and Practices (King III).

**TERMS OF REFERENCE—AUDIT COMMITTEE CHARTER**

The Audit Committee has adopted formal terms of reference that have been approved by the Board and which are regularly reviewed and updated. The Committee has executed its duties during the past financial year in accordance with these terms of reference. The Committee has a formal Annual Audit Committee Plan that forms the basis of Audit Committee Agendas. The Committee has received sufficient, reliable and timely information from management and the external auditors to enable it to fulfil its responsibilities.

**COMPOSITION**

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

**MEETINGS**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of appointment</th>
<th>Qualifications</th>
<th>Meetings attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJ Nothnagel+</td>
<td>29/04/2014</td>
<td>CA(SA)</td>
<td>3</td>
</tr>
<tr>
<td>MJ Brand +</td>
<td>2/12/2008</td>
<td>BCompt (Hons); CA(SA)</td>
<td>3</td>
</tr>
<tr>
<td>N Copley +</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>JD Volmink +</td>
<td>2/12/2008</td>
<td>PhD (Mathematics)</td>
<td>2</td>
</tr>
</tbody>
</table>

**KEY**

# Executive
+ Non Executive—Independent
* Current
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 2016 year
- Determined the fees to be paid to RSMBD
- Determined the terms of engagement for RSMBD
- Believes that the appointment of RSMBD complies with the Charter
- Pre-approved all non-audit service contracts with RSMBD
  The nature and extent of these services have been reviewed to ensure that the fees for these services are not significant as to call into question their independence.
- Received no complaints relating to the accounting practices of the Trust, the content or auditing of its financial statements, the internal financial controls of the Trust, and other any related matters
- Reviewed the draft audited financial statements
- Met with the external auditors to discuss the annual financial statements prior to their approval by the Board
- Made submissions to the Board on matters concerning the Trust’s accounting policies, financial control, records and reporting
- Concurred that the adoption of the going concern premise in the preparation of the financial statements is appropriate

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

The Audit Committee has:
- Received assurance that the process and procedures followed by the Trustees are adequate to ensure that financial risks are identified and monitored
- Has satisfied itself that the following areas have been appropriately addressed:
  - Financial reporting risks
  - Internal financial controls
  - Fraud risks as they relate to financial reporting
  - IT risks as they relate to financial reporting
- Reviewed tax and technology risks, in particular how they are managed
- Reviewed the Risk Assessment Register and Progress Report as a standing item on the Audit Committee Agenda, and presented at the Board of Trustees meetings

There are no old roads to new directions.
– Boston Consulting Group
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 of electronic data both internally and offsite

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

COMMITTEE STRUCTURES
a. Remuneration Committee
There is no separate Remuneration Committee. Instead, it functions as a sub-committee of the Audit Committee and is under the chairmanship of the Chairperson of the Audit Committee. The other members of the subcommittee are the Chairperson of Board of Trustees, the CEO and one other Trustee. The Directors submit their proposed remuneration and related matters to the Remuneration Sub-Committee for consideration, which then makes final recommendations to the Board. The CEO recuses himself when his remuneration package is discussed. The Remuneration Sub-Committee meets at least once a year.

b. Investment Committee
There is no separate Investment Committee. Instead it functions as a subcommittee of the Board of Trustees. The Chairman of the Audit Committee is a member of the Investment Sub-Committee to advise and assist in all investment decisions. Ad hoc proposals and recommendations to the Board are made as required.

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

The Audit Committee, in consultation with executive management, agreed to the engagement letter, terms, audit plan and audit fees for the financial year ended 31 December 2015.

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>209 300</td>
<td>79</td>
</tr>
<tr>
<td>Other services</td>
<td>55 580</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>264 880</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. It relies on the Chief Operations Officer (COO) and external audit to bring material matters and deficiencies to its attention for further consideration.

FINANCE FUNCTION
We believe that Ms M Cramer, the COO, possesses the appropriate expertise and experience to meet the responsibilities of the position she holds. She is responsible for the day-to-day functioning of the 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 COO.

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

CODE OF ETHICS
The Trust has a strong culture of entrenched values, which forms the cornerstone of the behaviour expected of the Trust towards its stakeholders. These values are embodied in a written
document known as the Trust Code of Ethics. Conducting business in an honest, fair, transparent and legal manner is a fundamental principle of the Trust. Ethical behaviour has always been a fundamental guiding principal and management continually focuses on establishing a culture of responsibility, fairness, honesty, accountability and transparency.

CONFIDENTIAL LINES
The Trust 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 employee or external stakeholder is able to report wrongdoing on a confidential and anonymous basis to an independent service provider that ensures that all calls are treated confidentially. This facility was introduced in February 2013.

CORRUPTION
The Trust has a no-tolerance approach with regards to unethical conduct, in particular to fraud and corruption. Strict policies relating to gifts and donations received from third parties are in place compelling employees or management to declare same. The Trust further prohibits the making of donations to political parties. No donations to political parties were made during the period under review.

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

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

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

ANNUAL FINANCIAL STATEMENTS FOR APPROVAL BY THE BOARD
The Audit Committee recommended the Financial Statements for approval by the Board.

On behalf of the Audit Committee
Chairperson
31 March 2016
Improving the lives of children and youth