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

Martin Luther King Jr.
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Children have unlimited potential. Through education anything is possible.
Post-1994 was a dynamic yet scary period for all of us. MIET Africa was conceived and born during this early period of the new democratic South Africa. We had a choice—either we could allow ourselves to be driven into paralysis by fear, or we could find ways to convert this fear into adrenalin that would let us use the opportunities available to us to make a difference. In those early years, Wilna Botha, assisted by Lynn van der Elst, shared a vision of using print media in schools, largely in KZN, and brought together people such as Agrey Klaaste, Roy Paulson, Jolyon Nuttal and others such as myself. The first Board of MIET helped steer the fledgling organization through those early turbulent days, 20 years ago.

Throughout the past 20 years, MIET Africa has remained focused on its purpose, namely: improving the lives of children and youth. At the same time, the organization realized that it constantly had to test its strategy against the needs of the communities it was serving. So, for example, when it became apparent that teachers were struggling to implement the new curriculum, MIET responded by launching its first major project, Zikhulise, funded by USAID. Other funders then came on board, such as the Embassy of the Kingdom of the Netherlands, which helped us in a major way to respond in various ways to educational realities.

There are many projects that were developed and launched by MIET Africa over the past 20 years.

At any time MIET Africa manages a dozen or so projects, which continue to have a huge impact on education within the organization’s sphere of influence. Existing partnerships have been strengthened and new ones established, with programmes such as Keeping Girls in School (Global Fund) being taken into another phase, and Education: My Right! My Future! (Educate a Child Foundation) and ReACH (FHI) commencing. Personally, I would like to mention the inclusivity project, Teaching for All (European Union), which aims to translate White Paper 6 on Inclusive Education into operational reality in order to address the barriers to learning faced by learners. Then there is also the project initially known as Schools as Centres for Care and Support, now known as Care and Support for Teaching and Learning (CSTL), which is being implemented in seven Southern African Development Community Member States.

Special thanks are due to the Board of Trustees, who have proved to be a supportive group of leaders. They have always been ready to suggest innovative directions for the organization and to set new priorities for the actualization of MIET Africa’s dream of improving the lives of children and youth. It is for this reason that I can say with great confidence that the education environment will benefit from MIET Africa’s contribution for many years to come.

Dr John D Volmink
Chairperson, MIET Africa

The question can be asked as to how MIET Africa grew from scratch to the significant organization it is today. There are many reasons, but none is more important than the role of high quality leadership. If we take into account that NGOs in general have had to deal with many changes and challenges—changes in the funding context, capacity requirements, engagement with government, etc.—we can understand why so many have vanished or become weakened because they have been unable to navigate these changes. Without strong leadership, organizations are unable to face their challenges and seize their opportunities. It is therefore a tribute to the leadership of MIET Africa that it is still standing, and thriving, after two decades. Special recognition is due to the CEO, Lynn van der Elst, who has helped to stabilize the organization.

Special thanks are due to the Board of Trustees, who have proved to be a supportive group of leaders. They have always been ready to suggest innovative directions for the organization and to set new priorities for the actualization of MIET Africa’s dream of improving the lives of children and youth. It is for this reason that I can say with great confidence that the education environment will benefit from MIET Africa’s contribution for many years to come.

Dr John D Volmink
Chairperson, MIET Africa
Celebrating our twentieth birthday was an important highlight of 2016. MIET Africa started in 1996 as a humble initiative aimed at supporting impoverished rural schools in KwaZulu-Natal, South Africa. From these beginnings, we have evolved through many phases to become the leading organization we are today—an organization with 165 members of staff (as of December 2016), with a strong presence throughout the Southern African Development Community (SADC) Region. Each of these phases has required us to revisit our strategic vision and modus operandi, and while “contributing to quality teaching and learning” has always remained the foundational principle, the organization has successfully adapted and responded to changes, both internally and externally. The twenty-year milestone provided an opportune time to reflect on our past and to plan for the future.

With our roots in South Africa, we have played, and continue to play, an influential role in education in the country. The decision to expand our reach beyond our borders was taken in 2006, and, over the past ten years, we have established ourselves as an important contributor to the education sector in the SADC Region. This being one of the most significant developments in the history of the organization, it is useful to consider the rationale and value of this decision.

Education is acknowledged as being essential for the social, economic and political development of the SADC Region. It is both a development outcome and an essential input for the realization of the region’s development objectives. Yet, for millions of children and youth living in the region, their right to education is severely compromised by a range of factors, including poverty; HIV&AIDS and other diseases; youth unemployment; climate change and natural disasters, which cause food insecurity; political and social conflict; biological factors, such as disability; negative social practices, such as child marriages; cross-border migration of unaccompanied children and young people.

Key education data provides evidence of the impact of these intersecting vulnerabilities on the education outcomes of children in the region:

- Enrolment data shows that large numbers of children of both primary and secondary school age are not in school: over 20% of children between 6 and 11, 33% of youth between 12 and 14, and almost 60% of youth between 15 and 17 are not in school. Across the region, 9 million girls between 6 and 11 will never go to school at all, compared to 6 million boys.
- Of those enrolled in school, many do not attend regularly, and many drop out. More than 20% of children who enrol do not complete their primary cycle. Secondary completion rates are significantly worse, with less than 40% of children who enrol completing this level.
- Of equal importance is that learners should acquire relevant skills and competencies as they progress through school. The reality is, however, that too many children in the region do not perform optimally in school.
- Orphans are less likely to be enrolled or be at their correct educational level than non-orphans of the same age, and are at higher risk of dropping out of school.
- Marginalized and vulnerable groups—such as children living in poverty and in rural areas, children with a disability, children whose home language is different to the official language of instruction, children living in conflict-affected countries, older children—are significantly more likely to be excluded from school.
- The delivery of competent and quality teaching services also affects a child’s right to education. Across the region, teaching staff are often in short supply, with seven out of ten countries facing an acute shortage of teachers; teachers themselves are frequently affected by problems (such as poor work conditions and inadequate training) that weaken their morale.

* Data primarily from UNESCO, Institute for Statistics and UNICEF, State of the World’s Children 2010
In summary, the education sector across the SADC Region faces challenges common to many countries around the world—i.e. that of ensuring education access, equity, quality, efficiency and relevance.

To be true to MIET Africa’s vision of “a world where all children and youth have access to quality education and development opportunities”, we have a responsibility to utilize our capacity and expertise as effectively as possible. The many successful interventions implemented over the years have produced a wealth of knowledge and developed significant expertise within the organization. Across our three focus areas—Addressing Barriers to Learning and Development, Enhancing the Quality of Education, and Youth Development—programmes such as Care and Support for Teaching and Learning, Keeping Girls in School, Inclusive Education in Action, Reducing HIV in Adolescents and Learn to Earn have provided evidence-based models of development that have impacted, and will continue to impact, education systems for the benefit of the region’s children and youth.

Guided by our three strategic drivers—innovating, partnering, and influencing and enabling policy—we are able to play an effective facilitation and capacity-building role across the SADC Region.

- Working with the SADC Secretariat, and building on the strength of regional collaboration, we facilitate the sharing of experiences and knowledge—including both policy development and school-level implementation—towards the common goal of achieving access, retention and performance in school.

- In response to the individual, context-specific priorities of the SADC Ministries of Education, and to achieve sustainable and scalable development, MIET Africa utilizes a model based on incremental handover: we drive innovative pilots that aim to influence and enable policy and, as government mainstreams the proven activities into the system, we provide technical assistance as required.

I am pleased to report that despite a challenging operating and funding environment, MIET Africa has managed to end the year with a positive bottom line. With the advantages of an active and relevant Board of Trustees to guide the organization, a broadened and strengthened management team to provide inspiring and courageous leadership, a professional and competent staff to implement effective and efficient delivery, and partners who share our vision and passion, there is no limit to the future contributions that MIET Africa is able to make towards improving the lives of children and youth.

Ms Lynn van der Elst
Chief Executive Officer, MIET Africa
MIET Africa was established as a not-for-profit education organization in 1996. Based in South Africa, with a strong presence in the SADC Region, MIET Africa is a 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. Through strong partnerships with government and other partners, our pioneering work is able to influence policy and effect systems change.

“We are less when we don’t include everyone.”

Stuart Milk

Defining MIET Africa

MIET Africa’s raison d’être is defined through our purpose, vision and mission.

Our Purpose
Improving the lives of children and youth.

Our Vision
A world where all children and youth have access to quality education and development opportunities.

Our Mission
Supporting change in the education ecosystem through innovation, partnership and enabling policy.

MIET Africa’s work is underpinned by the following attributes that define who we are and what we value.

We are inclusive, caring and courageous.

• Inclusive—we believe in identifying, understanding and breaking down barriers to participation and belonging; we believe all should have a voice.
• Caring—we believe people are holistic beings and we care about all facets of their humanity.
• Courageous—we face society’s problems head-on, steadfast in the belief that fearless innovation will allow us to overcome any obstacles.

We value accountability, transparency, integrity and professionalism.

• Accountability—we hold ourselves responsible for our actions.
• Transparency—we are honest and open in all we do.
• Integrity—we hold ourselves to the highest ethical standards.
• Professionalism—we are leaders in our field and conduct ourselves to the highest standards.

We have three strategic drivers—innovating, partnering and influencing and enabling policy.

Innovation, partnering and influencing and enabling policy

• We innovate to address blockages or enhance efficiency in the system, by implementing new approaches and ideas that create new value.
• We partner to maximize the impact of our work, through collaboration and cooperation with government, civil society, business, the development sector, labour and communities.
• We influence and enable policy to effect systemic change at scale, through advocacy and effective programme implementation.
In pursuit of quality teaching and learning, we have developed a comprehensive approach to effecting positive change in the education ecosystem; our programmes and projects focus on three prioritized areas: addressing barriers to learning and development, enhancing the quality of education, and youth development.

Addressing barriers to learning and development
Emerging out of our Schools as Centres of Care and Support model, this focus area supports the transformation of education institutions 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 societal, systemic, pedagogical and intrinsic barriers that impede the achievement of the Education For All targets and Sustainable Development Goals.

Enhancing the quality of education
We are committed to working with Ministries of Education to design innovative approaches to support the strengthening of education systems and institutions to ensure improved learner performance. This is achieved through: research and development (into causal factors and needs), meaningful and inclusive partnerships (from both within and outside government), and the implementation of innovative approaches (including the use of technology-based solutions and learner-centred methodologies that address national education priorities).

Youth development
The challenges facing the youth in the SADC Region are multifaceted. Key among them are high unemployment rates and an acute shortage of relevant skills; high drop-out rates; health issues, such as HIV&AIDS, TB and malaria; and social ills, including high rates of youth pregnancy and substance abuse.

To address these challenges, we have developed holistic youth programmes that target youth in high schools, youth in tertiary institutions, and out-of-school youth. Partnering with tertiary institutions, Sector Education and Training Authorities (SETAs), youth formations, and other relevant stakeholder groups, our initiatives expand opportunities for youth to engage in relevant education programmes, find employment, create employment, and consequently participate in the wider economic and social development of the region.

The UN’s Sustainable Development Goals identify education as the bedrock of sustainable development—a critical lever with the potential to equalize and offer a gateway to opportunities for all children and youth to succeed. Since the adoption of the original Millennium Development Goals in 2000, significant gains have been made in developing countries to access (i.e. enrolment) at primary education level. However, large deficiencies in the provision of quality education remain, resulting in poor academic achievement and high drop-out rates. Furthermore, the relevance of education curricula for 21st century needs is in question, with youth exiting the education system without the skills necessary to thrive in the world of work. Our approach is therefore to partner and collaborate with relevant stakeholders, to pioneer innovative approaches and influence policy, and to focus on the most marginalized and facilitate ownership, while mitigating the barriers they face and promoting equitable access to education for all.

Our approach
• Partner with government, business, development agencies, NGOs, school communities and others across the SADC Region and beyond
• Collaborate across sectors
• Pioneer innovative and holistic approaches to education and development
• Influence and enable policy and strengthen systems
• Focus on those most marginalized
• Facilitate participation and ensure ownership, relevance and sustainability of interventions
• Mitigate the barriers causing education exclusion
• Promote an enabling environment for equitable access to relevant quality education for all
MIET Africa is a team of passionate, committed and professional individuals, collectively dedicated to improving the lives of children and youth.

We are governed by our Board of Trustees, under the leadership of the chairperson, Prof John Volmink. The Board drafts policy, determines our strategic direction, and oversees the maintenance of adequate accounting records and the preparation and integrity of the annual financial statements. The Board 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.

An internal audit committee oversees MIET Africa’s finances and addresses issues of governance. Currently, our external auditors (which are rotated periodically) are BDO. We have always received unqualified audit reports, and our annual financial statements continue to meet the reporting requirements of all funding partners.

The organization is led by the Chief Executive Officer and Deputy, and the Chief Financial Officer, who are supported by the managers who lead the project teams and back office staff. As at December 2016, the staff comprised 165 skilled and committed employees, of whom approximately 88% were female and 88% were black. As the need arises, we also use the services of a pool of highly experienced and competent contract staff.

Our work is underpinned by a core set of values that are constantly revisited to ensure that every member of staff adheres to both our Code of Conduct and our Code of Ethics.

MIET Africa uses principles of social entrepreneurship to identify education needs and to conceptualize, create and manage programmes to address these needs. However, we recognize that we cannot do it alone, hence partnering is one of our key strategic drivers.

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 geographic reach. Partnering with other NGOs and organizations (both large and small) and collaborating with business have assisted us to maximize our impact.

In addition to our operational partners, MIET Africa values the relationships we have established with our funding partners. Their investment and support contributes significantly to our mission to improve the lives of children and youth.

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

Ban Ki-moon
MIET Africa's Operational Model

Our partners

- ABSA Foundation
- Association for the Development of Education in Africa (ADEA)
- africa action/Deutschland e.V (aa/D)
- Africa Disability Alliance
- Anglo American Chairman’s Fund
- Barclays Africa Group
- British Council
- Broccoli Project
- CCNGO/EFA
- Centre for the Advancement of Science and Mathematics Education (CASME)
- Durban University of Technology (DUT)
- Educate a Child Foundation
- Education NGOs (ENGO)
- Embassy of the Kingdom of the Netherlands (EKN)
- European Union
- [The German] Federal Ministry for Economic Cooperation and Development (BMZ)
- FHI 360
- First National Bank Foundation
- FirstRand Empowerment Foundation
- Flemish Association for Development Cooperation and Technical Assistance (VVOB)
- Global Education Leaders’ Partnership (GELP)
- Global Fund
- Local government and municipalities
- Ministries of Education (in the SADC Region)
- Other ministries
- Molteno
- National Education Collaboration Trust (NECT)
- National Lottery Distribution Trust Fund
- Networking AIDS Community of South Africa (NACOSA)
- Open Society Initiative of Southern Africa
- Principals’ Management & Development Programme
- Provincial education departments in South Africa
- Other government departments
- Regional Inter Agency Task Team on Children & AIDS (RIATT)
- Save the Children South Africa
- Small Projects Foundation (SPF)
- South African College Principals’ Association (SACPO)
- Southern Africa Association of Learners with Disability (SAALED)
- Southern African Development Community (SADC) Secretariat
- Sugar Industry Trust Fund for Education (SITFE)
- Swiss Agency for Development & Cooperation (SDC)
- Tshikululu Social Investments
- UNESCO
- UNICEF
- UNISA
- University of the Free State
Our work
Addressing Barriers to Learning and Development

CSTL SADC
Care and Support for Teaching and Learning (CSTL) assists the education ministries in SADC Member States to respond to the host of vulnerabilities that compromise the education rights of children and youth. Funded by the Swiss Agency for Development and Cooperation, with counterpart funding from Member States, CSTL commenced in 2009. The current phase will end in 2018.

The CSTL programme is a SADC initiative that offers a comprehensive approach to addressing barriers to teaching and learning that impacts millions of vulnerable children in the region. The programme is premised on the systematic provision of a package of essential services through the education system. It comprises services (falling within and outside the traditional core mandate of the education sector) that are necessary to address the underlying barriers to access, retention, regular attendance and quality educational outcomes.

As SADC’s implementing partner, MIET Africa provides technical assistance to seven Member States (Democratic Republic of Congo, Malawi, Mozambique, South Africa, Swaziland, Zambia and Zimbabwe), while all 15 Member States participate in the annual sharing meetings and have access to CSTL resources.

For CSTL 2013–18, the pathway of change is articulated as follows:

- **Systems strengthening:** If Member States are supported to strengthen, expand and sustain their education sector responses to the prevention, care and support needs of children and youth, especially vulnerable girls …

- **Improved coordination and integration of services:** If Member States are supported to partner with local services and “safety nets” that address HIV&AIDS, sexual and reproductive health and rights, and other health needs of children and youth, especially vulnerable girls …

- **Policy harmonization and implementation:** If Member States advocate for and implement policies and programmes promoting and protecting the rights of marginalized groups of vulnerable children and youth, as expressed in the regional Policy Framework on CSTL …

Then …

Children and youth in the SADC Region will realize their rights to education, to safety and protection and to care and support.
A key achievement for 2016 was the adoption in June of the SADC Policy Framework on Care and Support for Teaching and Learning by the SADC Ministers of Education. The framework provides the critical mandate and guidance for Member States to harmonize and align their policies towards securing the rights of children across the region to education, safety and protection. Another highlight was the first set of exchange visits for this phase, with delegates from Malawi and Mozambique visiting schools in the North West Province of South Africa to witness CSTL in action, and the CSTL focal persons from Swaziland and Zimbabwe visiting the other country to share good practices. Knowledge sharing was further enhanced during the annual Sharing Meeting in November—held in Durban to coincide with MIET Africa’s twentieth anniversary celebrations—in which all fifteen SADC Member States participated, each presenting examples of good practices in care and support for teaching and learning from their countries.

As Member States have mainstreamed CSTL into their education systems, their increased capacity to respond to the care and support needs of all learners has enabled them to extend their reach. In the seven Member States receiving technical support, 29,383,461 learners have been reached, as 83% of schools now provide for the prevention, care and support needs of learners.

“As one of the pilot schools in the implementation of Care and Support for Teaching and Learning project, Blackfordby has been greatly transformed in academic performance and infrastructure … We [look forward to accommodating] the vulnerable learners so that no child is left behind. [The] Care and Support for Teaching and Learning programme has put our school on the map nationally and regionally.”

Mr Nheya, Head Teacher
Blackfordby Primary School, Zimbabwe

“Within the child lies the fate of the future.”

Maria Montessori
MIET Africa is working with the Mpumalanga Provincial Department of Education (MDoE) in South Africa to test an expanded Care and Support for Teaching and Learning (CSTL) national model that aims to increase the number of schools that meet national quality standards for primary and secondary education, in order to improve learning outcomes. The lessons from the work in the province will inform national scale-up.

The project, which runs from March 2016 to April 2018, is funded by UNICEF.

Following on from a first phase of UNICEF support to the MDoE as part of their Safe, Caring and Child-Friendly Schools (SCCFS) framework, this second phase seeks to further improve the education outcomes of learners by building the capacity of education officials to support schools—in particular, 393 schools (101 Maths, Science and Technology Academy high schools and their feeder primary schools)—to implement an expanded CSTL model.

Existing policy in South Africa makes provision for a comprehensive package of services and support for learners and teachers through schools. In recognition of the interdependent nature of children’s rights, a multisectoral response through schools is promoted by the national Department of Basic Education, with their CSTL programme providing a coordinating mechanism to integrate school-based responses in support provision.

Until recently, UNICEF’s SCCFS framework existed in parallel to CSTL. With a shared goal of ensuring that the education rights of all children are realized, and a shared commitment to maximizing impact through coordinated responses, the two frameworks have been aligned, resulting in a strengthened and expanded CSTL model. It is this expanded model (which has foregrounded a rights-based, socially inclusive and cohesive school as a cross-cutting tenth priority action area) that is being tested.

During 2016, MIET Africa worked with district officials to promote CSTL’s integrated package of care and support and the importance of data collection and analysis for planning, to strengthen multisectoral partnerships, and to support interventions around diversity, inclusion and rights.

In addition, a focus on water and sanitation included a comprehensive mapping exercise of the water and sanitation facilities in the 393 project schools, using 40 “Learner Support Agents” already working in the high schools, to conduct the research. The database being developed will assist the MDoE in planning needs-based infrastructure provision, and will also be used to inform training needs. Scheduled for 2017 rollout, the water and sanitation hygiene training component will be aligned with the Department of Health’s National Hand Hygiene Behaviour Change Strategy, 2016–2020.

“The workshop [CSTL and the SIAS Policy] changed my attitude ... I am an agent of change.”

Deputy Principal
Nkangala Primary School
Mpumalanga, South Africa
Inclusive Education in Action, Uthukela

Inclusive Education in Action was an international project in which MIET Africa partnered with the Africa action/Deutschland e.V. (aa/D) to pilot inclusive school development to improve education access, retention and progression for all children and youth. The other countries involved in the project were Burkina Faso, Ghana and India. Funded by the German Federal Ministry for Economic Cooperation and Development (BMZ), the project commenced in October 2012 and ended in July 2016.

The South African component of Inclusive Education in Action was located in the Uthukela District of KwaZulu-Natal. One of its primary objectives was to research the continuum of support across the three types of schools—i.e. a mainstream school, a full-service school and a special school as resource centre (SSRC). In July, shortly before the project ended, the district convened a national Sharing Meeting, at which representatives from the international partner, aa/D, the national Department of Basic Education, the KZN Department of Education and project schools discussed the district model that had been developed.

At a local level, both the full-service school and the SSRC have demonstrated their enhanced capacity as nodes of support, and have led capacity-building programmes for twelve neighbouring schools on screening and identifying learners with additional support needs: over 300 teachers were trained and more than 4 000 learners were identified. All twelve of these schools have now established school-based support teams. The three project schools have formed a professional learning community that meets regularly to share best practices in inclusive education and discuss how the schools can support each other to address learning barriers. Through a school–community asset mapping exercise, the three schools have each developed a directory of child-support agencies to identify and harness local resources in helping to address barriers faced by learners. This has resulted in learners accessing eye-testing, glasses, assistive devices and social services grants.

“In serving the best interests of children, we serve the best interests of all humanity.”

Carol Bellamy
**Education: My Right! My Future!**

*Education: My Right! My Future!* is a three-year partnership project between the Department of Basic Education, the National Education Collaboration Trust (NECT) and MIET Africa. Implemented in four South African provinces, it seeks to locate 30,000 out-of-school children in specific districts and enrol them in school, and then to ensure that they attend school regularly and complete primary schooling.

Funded by the **Educate a Child Foundation**, with the **NECT** as counterpart funding partner, the programme runs from August 2016 to July 2019.

MIET Africa is implementing Education: My Right! My Future! in partnership with the NECT in specific districts in the Eastern Cape, Limpopo, Mpumalanga and North West Provinces. Our role includes:

i) Providing capacity-building of district and school officials to identify and support learners with poor attendance and who are at risk of dropping out of school;

ii) Strengthening Screening, Identification, Assessment and Support (known as SIAS) policy implementation;

iii) Working with parent–community volunteers to bring out-of-school learners back to school;

iv) Promoting the coordination and delivery of support interventions; and

v) Running study skills workshops and homework clubs to enable learners to manage their own learning.

With the start-up phase completed, implementation is planned for 2017.

“Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging.”

*Early Childhood Forum*
**ReACH**

The ReACH Project seeks to increase the number of orphans and vulnerable children, particularly adolescent girls, who receive a comprehensive package of age-appropriate services that mitigate the impact of HIV&AIDS. The project runs from 1 October 2016 to 30 September 2017, and is funded by FHI 360. NACOSA (the Networking HIV&AIDS Community of Southern Africa) is the principal grant recipient, with MIET Africa as its implementing partner.

MIET Africa is implementing ReACH in 133 Quintile 1–3 (i.e. the poorest) schools in the Ugu, King Cetshwayo and Harry Gwala Districts in KwaZulu-Natal, South Africa. ReACH provides a variety of services mitigating the impact of HIV&AIDS on orphans and vulnerable children.

These include:

i) The delivery of age-appropriate services (such as sexual and reproductive health and rights education, psychosocial support and curricular support) to the beneficiaries;

ii) HIV testing and support services, through partnerships with clinics and local NGO partners; and

iii) Capacity-building training for educators on the Screening, Identification, Assessment and Support policy. The project also seeks to increase the capacity of caregivers to support their children by addressing issues such as risky sexual behaviour, and the prevention of neglect, violence and exploitation.

Services are delivered using a two-pronged approach: learners are reached through schools, while linkages are created to households through community engagement and household visits.

With the start-up phase complete, implementation will proceed in 2017.

“No man stands so tall as when he stoops to help a child.”

Abraham Lincoln
"The best teachers are those who show you where to look but don’t tell you what to see."

Alexandra K Trenfor
Enhancing the Quality of Education

FNB Primary Education Projects

The Primary Education Programme was a holistic school improvement programme supported by First National Bank (FNB) Foundation. Commencing in January 2015 and ending in December 2016, the programme was implemented in two districts in each of the South African provinces of KwaZulu-Natal and the Free State. The aim of improving education access, retention and performance for all learners in the pilot schools was achieved by addressing the management capacity in the schools and the barriers to learning experienced by learners.

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

In 2016, the projects in both provinces hosted well-attended service delivery events in clusters of schools. Many child support organizations participated, and hundreds of learners and their families accessed direct support from multisectoral partners.

“I have never seen so many district education staff, teachers and community members come out on a Saturday to ensure that vulnerable children get help. Some district staff prepared food, others ushered parents and their children to the rooms where services were being given, and yet others helped the different departments in admin tasks. It touched my heart.”

SGB Member
Fezile Dabi Service Delivery Event (Free State)

In KwaZulu-Natal, multisectoral collaboration was facilitated through local support networks connected to Operation Sukhuma Sakhe (the provincial Premier’s poverty alleviation programme). Through the collaborative efforts initiated by the school-based support teams, an increased number of learners with barriers accessed a range of support, such as IDs, child support grants, uniforms, health screening and support, and assistive devices.

To address subject-specific learning difficulties, 25 language teachers from the Umgungundlovu District were trained in the Reading to Learn programme during the school holidays. An exciting development was the participation of three programme schools in the international Innovative Learning Environment Programme. Here, a technology-based programme was introduced, targeting learners experiencing difficulties in reading and number work. In two of the schools in particular (Nichols and Edendale), the intervention resulted in improved learner attendance, better social skills, and greater self-confidence in reading and number work.

“Learners enjoy the process, enjoy this RTL [Reading to Learn] method—they have developed a love of reading and telling stories.”

Participating Teacher

“There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace.”

Kofi Annan
In the **Free State**, both district officials and schools expressed commitment to continuing to host service delivery events, which augurs well for the sustainability of interventions after project completion.

Capacity-building programmes for teachers, district officials and caregivers were implemented at school, district and community levels. School management, teachers, caregivers, the SGBs and district officials participated fully in training on including activities into district and school plans that promote the wellbeing of children in a sustainable way. Other highlights during the year include the training of 80 Maths teachers on identifying learning difficulties specific to the subject and on related support strategies. Furthermore, principals highlighted increased involvement in school activities by learners who participated in leadership training.

This programme has contributed to the development of knowledge within the Inclusive Education field through implementing school-based strategies that address learning barriers. Importantly, it demonstrated the value of partnering across sectors: Business (the FNB Foundation and Tshikululu), Government (the national Department of Basic Education and the two Provincial Education Departments), and NGOs (MIET Africa, CASME and PMDP).

“When we started this project we thought that the children cared about how much we (teachers) know. Now the children know how much we care.”

Principal, at the Final Reflection Meeting
November 2016
PLC Training

Based on MIET Africa’s track record in the provision of professional development programmes, the Flemish Association for Development Cooperation and Technical Assistance (VVOB) contracted MIET Africa to provide training in six provinces in South Africa as part of a countrywide programme to strengthen the capacity of education officials to establish school-level Professional Learning Communities (PLCs). The training was conducted between January and October 2016.

The training programme comprised two three-day contact sessions, with a focus on assisting education officials to establish, sustain and monitor PLCs at school level. Course materials were developed by VVOB in partnership with the Department of Basic Education.

In total, 542 education officials were trained, comprising provincial and district teacher development officials (including subject advisors) drawn from various units within the provincial departments, as well as representatives from the South African Council for Educators (SACE) and teacher unions.

MIET Africa was pleased to have been part of the PLC establishment training, as PLCs support the national strategy of collaborative learning between teachers, thereby enhancing the provision of quality education.

“I realized that there is a difference between teaching and facilitating. As a PLC facilitator, one has to lead by example as a lifelong learner, and inspire others to improve their practice.”

Teacher Union Representative at the PLC Training
Teaching for All

Teaching for All is a teacher development project that aims to equip pre- and in-service teachers with skills, knowledge, values, attitudes and related competencies to teach inclusively in South Africa’s diverse classrooms and school communities.

The project is being implemented by three consortium partners, the British Council (managing agent), University of South Africa (UNISA) and MIET Africa, with the national Department of Basic Education (DBE) as an associate partner.

Funded by the European Union in support of the Department of Higher Education and Training, the project runs from September 2016 to August 2019.

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

Desmond Tutu

Teaching for All expects to make an important contribution toward mainstreaming inclusion within South Africa’s schooling system. UNISA, which trains over 40% of all pre-service teachers in the country, will incorporate the module into its core curriculum for all pre-service teachers. Collaboration with other higher education institutions during materials development, as well as the provision of small grants to facilitate module adoption within their core curricula, will further extend reach and impact. The courses will be repackaged and SACE-endorsed for the DBE’s and Provincial Education Departments’ continued professional development activities, thereby reaching in-service teachers as well.

Currently in the research phase to inform module design and content, programme activities are focused on: gathering statistics on the number of children being excluded from education due to learning difficulties and other barriers such as poverty, gender and HIV&AIDS; identifying existing inclusive policies, tools, materials and programmes; understanding pre- and in-service teachers’ attitudes towards inclusion, and their training and development needs.

Module development will commence in mid-2017.

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

Desmond Tutu
Towards the end of 2015, the Sugar Industries Trust Fund for Education (SITFE) contracted MIET Africa to conduct research about the education support needs of schools and communities in its main areas of operation: Education scan in the sugar growing areas in KZN and Mpumalanga.

On completion of the research, the MIET Africa team presented the draft report to SITFE in February 2016. In addition to establishing the social conditions prevailing in the sugar growing areas, important findings included priorities in education provision across various levels—including early childhood development, school and TVET (Technical and Vocational Education and Training)—with a common thread being support for teachers’ content knowledge, and resourcing of schools with science and maths equipment. MIET Africa presented the research recommendations and facilitated a discussion on the strategic direction that SITFE should take in identifying and prioritizing education development projects.

“This is a very important area of work which has been overlooked in the past. We thank SITFE and MIET Africa for coming together to add to the body of knowledge on education development in our province.”

Dr N Sishi, Former Head of Department
Kwazulu-Natal Department of Education

―Research is to see what everybody else has seen, and to think what nobody else has thought.‖

Albert Szent-Gyorgyi
Global Education Leaders’ Partnership

The Global Education Leaders’ Partnership (GELP) initiative is a partnership of thought-leaders from world-class organizations, collaborating in a global community with teams of key education leaders who are committed to transforming education in practice and developing the personal skills they need to lead the changes required.

GELP, which is funded by the Anglo American Chairman’s Fund and the FirstRand Empowerment Foundation, commenced in January 2013 and ended in December 2016.

In South Africa, GELP partnered with the National Education Collaboration Trust (NECT) to drive an innovation agenda for the country’s education sector. Following the recommendations emanating from an “innovation in education” study conducted by MIET Africa’s CEO, GELP assisted the NECT to conceptualize and establish an Innovation Unit dedicated to promoting innovation in the basic education sector. By the end of the grant period, the innovation unit had been established with plans to operationalize it in 2017.

Another component of the GELP work in South Africa is the Organisation for Economic and Cultural Development’s (OECD’s) Innovative Learning Environment (ILE) study. Comprising three “learning laboratories of change”, a new approach was explored to addressing barriers to learning, facilitated through the use of iPads for learners with additional support needs. The ILE study ended with promising findings and recommendations.

“The world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life ... It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century.”

UN Secretary-General’s Global Initiative on Education

“Creating a better world requires teamwork, partnerships, and collaboration ...”

Simon Mainwaring
“A society that cuts off from its youth severs its lifeline.”

Kofi Annan
Keeping Girls in School

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. Education has been identified as a clear protective factor against HIV infection, with each year of schooling offering greater protective benefits. With this in mind, in 2013 the Department of Basic Education launched its Keeping Girls in School (KGS) programme. KGS is funded by the Global Fund. NACOSA (the Networking HIV&AIDS Community of South Africa) is the principal recipient, while MIET Africa, as a sub-recipient, has been responsible for implementation in various provinces in Phase 1 (October 2013 to March 2016) and Phase 2 (April 2016 to March 2019).

PHASE 1
MIET Africa implemented Phase 1 in eight districts in the Eastern Cape, KwaZulu-Natal and Mpumalanga. The programme aimed to offer an HIV combination prevention package to 40,000 girls in Grades 7 to 9. This target was reached by October 2015, and by the end of the phase, the programme had reached 51,668 girl learners. In all three provinces, learners and teachers reported a decrease in the number of pregnancies in their schools, which they attributed directly to the impact of the programme. Data collected by district officials in 125 of the project schools confirmed a 35% decrease in the pregnancy rate over the period of the grant. Furthermore, dropout decreased by 33%, despite an increase in enrolment.

“Before, being pregnant was taken as fashion, but now it has decreased.”
Eastern Cape Learner

PHASE 2
Following the successful conclusion of Phase 1, MIET Africa was contracted to implement a second phase of the programme. Phase 2 strengthened Phase 1 components with the provision of health screening services, including HIV testing, through mobile units that visit schools and surrounding communities. The strengthened model will be implemented in targeted districts in KwaZulu-Natal, Limpopo and Mpumalanga.

Advocacy was a key activity during the early months of this phase, and school advocacy events ensured buy-in from and ownership by key stakeholders. The three provinces have pledged their commitment to the success of the programme, and we have moved into the implementation phase with committed provincial leadership teams who understand the importance of retaining girls in schools and their roles in achieving this. By the end of 2016, 17,470 girls had already been reached with training in at least one health education topic.

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

Falling under the umbrella of the SADC CSTL programme model, Reducing HIV in Adolescents (RHIVA) was 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 was funded by the Embassy of the Kingdom of the Netherlands.

Having been piloted with promising results in KwaZulu-Natal, South Africa, from 2010 to 2012, MIET Africa, in partnership with the SADC Secretariat’s Social and Human Development and Special Programmes Directorate and the Ministries of Education, tested the replicability of the RHIVA programme in Mozambique, Namibia and Zambia.

The regional pilot was conducted over three years (2013–15), targeting learners in 21 selected schools in each of these three Member States. Due to the lengthy set-up processes for the electronic payment of learner incentives, the programme was extended in Mozambique until mid-2016.

Despite the inevitable challenges presented by a countrywide, multi-lingual programme, positive behaviour change amongst participants was evident. Highly significant was the uptake of HIV counselling and testing (HCT), with nearly 95% of RHIVA participants testing at least once during the programme. RHIVA’s effectiveness in encouraging a stronger academic focus among adolescents was confirmed by learners who reported that the incentives had motivated them to act responsibly and to study harder.

“I decided to participate [in RHIVA] because HIV is a part of my life and not just other people’s lives ... RHIVA will also give me the courage to encourage others. Because if you don’t continue to protect yourself no one else can do it for you.”

RHIVA Learner

“Good habits formed at youth make all the difference.”

Aristotle
Learn to Earn

Learn to Earn is a ten-session career development course developed by MIET Africa that helps participants to explore career options, study routes, starting a business, getting a job and succeeding at work. It targets learners in Grades 9 to 11, but has also been used in TVET (Technical and Vocational Education and Training) colleges.

Learn to Earn was funded by the ABSA Foundation and ran from January 2014 until November 2016, when it was succeeded by the ReadytoWork Project.

Initially implemented in the KwaZulu-Natal and Western Cape Provinces of South Africa, and then introduced to the Eastern Cape and Free State Provinces, Learn to Earn offered participants the chance to explore their own interests and strengths in relation to careers. A strong emphasis on self-motivation, goal-setting and lifelong learning were key elements in the programme.

Principals, teachers and parents attributed the positive attitudinal change of learners towards their academic studies and future prospects to the project. Many Grade 9 learners, for example, reported how Learn to Earn helped them make better subject choices for the Further Education and Training Phase they would be entering in Grade 10, while Grade 11 and 12 learners cited gaining direction in terms of future study and/or careers as one of the benefits of the project.

“This is the best project an organization has ever implemented in our schools.”
Ms May Mkhize, KwaZulu-Natal Department of Education official

Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace. If, however, they are left on society’s margins, all of us will be impoverished.”

Kofi Annan

The project offered new collaboration opportunities for MIET Africa. For example, we worked with the Swartland Municipality in the Western Cape for the first time, collaborating to reach out-of-school youth. By November 2016, Learn to Earn had reached 4,220 learners in schools and community-based organizations, exceeding its initial target of 3,200 learners.

“While learning we earn profits for our hard work
While learning we earn profits of our creative minds
While learning we earn the joys of what awaits us in the world
While learning we earn money from our small ideas
While learning we earn big profits from MABSA”*

Sibusiso Zikode, written and recited on the Certificate Award Day in the Eastern Cape

* MIET Africa and ABSA
**ReadytoWork Programme**

MIET Africa facilitated the **ReadytoWork** programme in four provinces (Eastern Cape, Free State, KwaZulu-Natal and Western Cape), with school learners, Technical and Vocational Education and Training (TVET) students and out-of-school youth.

Funded by the **Barclays Africa Group Ltd**, the programme was implemented between June 2016 and March 2017.

ReadytoWork uses blended learning solutions, incorporating digital online and face-to-face training, to enable young people to build critical skills for the transition from education into the world of work. The course comprises four modules (Work, People, Money and Entrepreneurial Skills), with participants requiring three to successfully complete the course. Many participants completed all four modules.

By December 2016, almost 14 000 participants had completed ReadytoWork, with rollout to the remaining 1 600 scheduled for the first quarter of 2017.

“**ReadytoWork, ready to conquer the world.**

Remembrance Dlamini, Grade 12 Learner
Kwamakhutha High

“**We want to make a difference. We want a chance to work. We want to prove ourselves.**”

Unknown
“There are some things we can’t do on our own. We know that there are some things we do better together.”

Barack Obama
Financial Statements 2016

Financial Statements for the year ending 31 December 2016

**Auditors:** BDO South Africa Incorporated

### STATEMENT OF FINANCIAL POSITION AT 31 DECEMBER 2016

<table>
<thead>
<tr>
<th></th>
<th>2016 R</th>
<th>2015 R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td>3 477 359</td>
<td>3 405 187</td>
</tr>
<tr>
<td>Current assets</td>
<td>10 028 917</td>
<td>11 463 598</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>2 334 890</td>
<td>1 428 782</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>7 694 027</td>
<td>10 034 816</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>13 506 276</td>
<td>14 868 785</td>
</tr>
<tr>
<td><strong>EQUITY AND LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital and reserves</td>
<td>3 220 980</td>
<td>3 128 139</td>
</tr>
<tr>
<td>Trust capital</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>3 220 880</td>
<td>3 128 039</td>
</tr>
<tr>
<td><strong>Non-current liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowings</td>
<td>834 432</td>
<td>910 061</td>
</tr>
<tr>
<td><strong>Current liabilities</strong></td>
<td>9 450 864</td>
<td>10 830 585</td>
</tr>
<tr>
<td>Borrowings</td>
<td>97 767</td>
<td>89 996</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>4 368 953</td>
<td>2 674 124</td>
</tr>
<tr>
<td>Deferred contributions</td>
<td>4 984 144</td>
<td>8 066 465</td>
</tr>
<tr>
<td><strong>Total Equity and Liabilities</strong></td>
<td>13 506 276</td>
<td>14 868 785</td>
</tr>
</tbody>
</table>
## INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2016

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Donations and interest received and expended</td>
<td>58 862 017</td>
<td>58 008 432</td>
</tr>
<tr>
<td>Recoveries</td>
<td>437 296</td>
<td>1 245 086</td>
</tr>
<tr>
<td>Other revenue</td>
<td>30 830</td>
<td>173 837</td>
</tr>
<tr>
<td>Profit on realization of investment</td>
<td>27 413</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>59 357 556</strong></td>
<td><strong>59 427 355</strong></td>
</tr>
<tr>
<td>Expenditure</td>
<td><strong>-59 548 418</strong></td>
<td><strong>-59 724 384</strong></td>
</tr>
<tr>
<td>Profit on disposal of property and equipment</td>
<td>-190 862</td>
<td>-297 029</td>
</tr>
<tr>
<td>Distribution received from MIET Africa Mthandeni Trust</td>
<td>4 125</td>
<td>19 097</td>
</tr>
<tr>
<td>Interest received</td>
<td>279 578</td>
<td>57 726</td>
</tr>
<tr>
<td></td>
<td><strong>92 841</strong></td>
<td><strong>462 894</strong></td>
</tr>
</tbody>
</table>

**Surplus for the year**
### STATEMENT OF CHANGES IN TRUST CAPITAL AND RESERVES FOR THE YEAR ENDED 31 DECEMBER 2016

<table>
<thead>
<tr>
<th></th>
<th>Trust Capital</th>
<th>Accumulated Surplus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Balance at 1 January 2015</td>
<td>100</td>
<td>2 665 145</td>
<td>2 665 245</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>–</td>
<td>462 894</td>
<td>462 894</td>
</tr>
<tr>
<td>Balance at 1 January 2016</td>
<td>100</td>
<td>3 128 039</td>
<td>3 128 139</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>–</td>
<td>92 841</td>
<td>92 841</td>
</tr>
<tr>
<td>Balance at 31 December 2016</td>
<td>100</td>
<td>3 220 880</td>
<td>3 220 980</td>
</tr>
</tbody>
</table>
**CASH FLOW STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2016**

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash flows from operating activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash received from donors</td>
<td>-2 095 870</td>
<td>-2 977 294</td>
</tr>
<tr>
<td>Cash paid to suppliers and employees</td>
<td>-64 578 424</td>
<td>-63 845 758</td>
</tr>
<tr>
<td>Cash utilized</td>
<td>-2 350 982</td>
<td>-3 348 022</td>
</tr>
<tr>
<td>Interest received</td>
<td>292 321</td>
<td>397 534</td>
</tr>
<tr>
<td>Interest paid</td>
<td>-37 209</td>
<td>-26 806</td>
</tr>
<tr>
<td><strong>Cash flows from investing activities</strong></td>
<td>-177 061</td>
<td>822 120</td>
</tr>
<tr>
<td>Acquisition of property and equipment</td>
<td>-209 024</td>
<td>-141 840</td>
</tr>
<tr>
<td>Proceeds of disposal of property and equipment</td>
<td>4 550</td>
<td>58 960</td>
</tr>
<tr>
<td>Realization of investment</td>
<td>27 413</td>
<td>–</td>
</tr>
<tr>
<td>Distribution received from MIET Africa Mthandeni Trust</td>
<td>–</td>
<td>683 100</td>
</tr>
<tr>
<td>Movement in loan to related entity</td>
<td>–</td>
<td>221 900</td>
</tr>
<tr>
<td><strong>Cash flows from financing activities</strong></td>
<td>-67 858</td>
<td>103 494</td>
</tr>
<tr>
<td><strong>Net decrease in cash and cash equivalents</strong></td>
<td>-2 340 789</td>
<td>-2 051 680</td>
</tr>
<tr>
<td>Cash and cash equivalents at beginning of the year</td>
<td>10 034 816</td>
<td>12 086 496</td>
</tr>
<tr>
<td><strong>Cash and cash equivalents at end of the year</strong></td>
<td>7 694 027</td>
<td>10 034 816</td>
</tr>
</tbody>
</table>
Audit Committee Report 2016

We are pleased to report for the financial year ended 31 December 2016.

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 Non-profit 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 effectively fulfil 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>D Hesqua *</td>
<td>24/11/2016</td>
<td>CA(SA)</td>
<td>1</td>
</tr>
<tr>
<td>JD Volmink *</td>
<td>2/12/2008</td>
<td>PhD (Mathematics)</td>
<td>2</td>
</tr>
<tr>
<td>L van der Elst †</td>
<td>Non-member §</td>
<td>DipEd; HDE</td>
<td>2</td>
</tr>
</tbody>
</table>

* Non-executive  † Executive ‡ Current § CEO, standing invitation
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 BDO South Africa, Incorporated and the audit partner Ms S Juckes to be independent of the Trust and are accepted and nominated by the Board for appointment as the Trust auditors for the 2017 year
• Determined the fees to be paid to BDO
• Determined the terms of engagement for BDO
• Believes that the appointment of BDO complies with the Charter
• Pre-approved all non-audit service contracts with BDO

The nature and extent of these services have been reviewed to ensure that the fees for these services are not so 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 any 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
• Concurred that the adoption of the going concern premise in the preparation of the financial statements is appropriate

Risk management

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

The Audit Committee has:

• Received assurance that the process and procedures followed by the Trustees are adequate to ensure that financial risks are identified and monitored
• Satisfied itself that the following areas have been appropriately addressed:
  – Financial reporting risks
  – Internal financial controls
  – Fraud risks as they relate to financial reporting
  – IT risks as they relate to financial reporting
• Reviewed tax and technology risks, in particular how they are managed
• 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 auditors
• 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 senior management 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 herself when her 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 sub-committee of the Board of Trustees. The Chairperson of the Audit Committee is a member of the Investment Sub-Committee to advise and assist in all investment decisions. Ad hoc proposals and recommendations to the Board are made as required.
External audit
Based on processes followed and assurances received, we have no concerns regarding the external auditor’s independence, diligence and professional scepticism. The Audit Committee, in consultation with executive management, agreed to the engagement letter, terms, audit plan and audit fees for the financial year ended 31 December 2016.

Based on our satisfaction with the results of the activities outlined below, we have recommended the appointment of BDO 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>289 803</td>
<td>76</td>
</tr>
<tr>
<td>Other services</td>
<td>90 178</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>379 981</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 Financial Officer (CFO) and external audit to bring material matters and deficiencies to its attention for further consideration.

Finance function
We believe that Ms M Cramer, the CFO, 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 CFO. 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 principle 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 regard 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 2017