



ANNUAL REPORT

2017



MIETAFRICA
Improving the lives of children and youth



MIET AFRICA - Improving the lives of children and youth

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

For more than 20 years, MIET AFRICA has been committed to serving the most impoverished and vulnerable school communities. Through strong partnerships with government and other development partners, our pioneering work influences policy and effects systems change.



CONTENTS

1

About Us

7

Our Work

21

Financial Statements

**OUR PIONEERING
WORK INFLUENCES
POLICY AND EFFECTS
SYSTEMS CHANGE**

Photo credit: Les Anderson

ABBREVIATIONS

AACF	Anglo American Chairman's Funds
CAPS	Curriculum Assessment Policy Statements
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
ESA	East and Southern Africa (region)
FET	Further Education and Training
FoRCESA	Frontiers of Resistance-championing children's rights across Eastern and Southern Africa
GELP	Global Education Leaders' Partnership
ICT	Information Communications Technology
ISHP	Integrated School Health Programme
KGS	Keeping Girls in School
LSA	Learner Support Agent
MDE	Mpumalanga Department of Education
NACOSA	Networking HIV&AIDS Community of Southern Africa
NGO	Non-Governmental Organization
SADC	Southern African Development Community
SDC	Swiss Agency for Development and Cooperation
SGB	School Governing Body
Sida	Swedish International Development Cooperation Agency
SRHR	Sexual and Reproductive Health and Rights
UNISA	University of South Africa
WASH	Water, Sanitation and Hygiene



Dube

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tu

Asanda

Septemba 2018



kugwele



Msomi

e i o u
je ji jo ju



Izimpawu Zchubulo

+ chukhlangunne 3+1=4

- chukhunza 5-2=3

X chukhlapabombi 2x2=4

÷ chukhukhala 4÷2=2

= kultengwa

a e i o u
me ba be ni
mo bo bu no nu
mu be be nu
= kultengwa

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

kuapu eximbo la ga
kuse kubili le ge
kutathu lu go
kare kuhlu da de
ustupho ushumbisa di
esugwabu esugwabu du

ABOUT US

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 socio-economic and health development – all aimed towards improving the lives of children and youth.

To realize our purpose and to achieve our vision and mission, 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.



ABOUT US

In pursuit of quality teaching and learning, we have developed a comprehensive approach to effecting positive change in the education ecosystem.

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

Who we are

MIET AFRICA is a team of passionate, committed and professional individuals. We are governed by our Board of Trustees, under the leadership of the Chairperson, Dr John Volmink. The Board drafts policy and 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.

IN PURSUIT OF QUALITY TEACHING AND LEARNING, WE HAVE DEVELOPED A COMPREHENSIVE APPROACH TO EFFECTING POSITIVE CHANGE IN THE EDUCATION ECOSYSTEM.

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 a Chief Executive Officer and the Chief Financial Officer, who are supported by managers who lead the project teams and office staff.

As at December 2017, the staff comprised 242 skilled and committed employees, of whom approximately 85.5% were female and 91.7% were black. As the need arises, we also use the services of a pool of highly experienced and competent consultants.

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. ■

CHAIRPERSON'S REPORT

During 2017 MIET AFRICA remained committed to its mandate of improving the lives of children and youth in South Africa and in the SADC Region. It has been able to do so, in the first place, through the ongoing support of existing partners while at the same time being able to count on the expertise of competent and passionate staff.

The MIET AFRICA team was led during the year by Lynn van der Elst who is an exceptional leader, fiercely and passionately committed to the vision and mission of the organization. Once again she was willing to provide the time to ensure that MIET AFRICA was able to navigate the turbulent waters in which NGOs are operating in South Africa. We salute her as someone who took MIET AFRICA from its humble beginnings and helped it grow into the significant organization it is today.

The future of MIET AFRICA will also critically depend on strong and competent leadership. We are delighted with the appointment of Beverley Dyason in 2018 as the new CEO of MIET AFRICA. We are looking forward to watching her take the organization to the next level.

One of the assets of MIET AFRICA is the leadership provided by a wonderfully committed Board who all have a passion for the organizational vision and mission. The Board is made up of members from different SADC countries and continues to fulfil its role by providing guiding ideas on how best MIET AFRICA could contribute to the holistic development of all children and youth.

NGOs are facing tremendous challenges to create the conditions for their people to do their work and MIET AFRICA is no exception. The funding climate has changed significantly and has placed great pressure on our resources, resulting in a deficit for the year. We therefore deeply appreciate the strong partnerships we enjoy with our funders and our relationships with governments.

A hallmark of our approach is to use our technical expertise that has been developed over the past two decades to continue the

pioneering work of influencing policy. A flagship project in this regard is the Swiss-funded project known as Care and Support for Teaching and Learning (CSTL). CSTL during 2017 assisted SADC Member States to operationalize and strengthen several key impact levers. Through this project, MIET AFRICA has been able to provide technical expertise in the SADC Region and to significantly influence policy that will improve the wellbeing of children and youth in these countries.

As can be seen from the CEO's Report, MIET AFRICA at any one time manages several projects which continue to impact on education outcomes in the region. During 2017, several of the programmes implemented fall within the framework of CSTL. These included: a project which supports out-of-school children to enrol in school, attend school regularly and complete primary schooling; a project which offers an HIV combination prevention package to vulnerable adolescent girls; and another which provides orphans and vulnerable children, particularly adolescent girls, with a comprehensive package of age-appropriate services that mitigate the impact of HIV&AIDS.

MIET AFRICA also embarked on an exciting new partnership intervention with Save the Children International. Our research indicates that strengthening meaningful children's participation requires a fundamental transformation of the underlying governance systems, and that one area where best practices have been piloted and practised is the education system.

Also, through UNICEF, MIET AFRICA has developed a comprehensive school-level intervention in five intervention areas that will see 26 handwashing stations built during 2018.

It is an honour for me as Chairperson of the Board to be part of an organization that is showing us how to change the world for the better. Although we face many challenges as we move into 2018, our belief in the importance of improving the lives of children and youth makes everything else worthwhile.

Dr John D Volmink

A MESSAGE FROM THE CEO

"You can do anything as long as you have the passion, the drive, the focus, and the support."—Sabrina Bryan

Passion. Purpose. Perseverance. For MIET AFRICA, these three ingredients have stood the test of time. From the outset, it is passion that has driven MIET AFRICA's staff towards improving the lives of children and youth; it is this unwavering purpose that has provided the organization with a strong focus and a clear direction; and during turbulent and challenging times, it is the dedicated perseverance and gritty determination that has steered the organization forward.

In my final year as CEO, I am pleased to report that 2017 was no exception. The organization's passion for, and commitment to, the holistic development of all children and youth in the SADC Region, has been as strong as ever. A team of professional and competent staff, the counsel and leadership of a diverse and committed Board, and the support of its many valued partners—government, funding, business and civil society—has enabled MIET AFRICA to positively impact education systems across the region for yet another year.

As a rights-based organization, MIET AFRICA subscribes to the internationally and regionally recognized right of children to participate in all decisions that affect them. In support of this right, MIET AFRICA embarked on an exciting new partnership intervention with Save the Children International that aims to create a world where children are engaged as citizens in democratic, inclusive, child-sensitive governance that shape decisions that affect them. The findings of a study conducted by MIET AFRICA on child participation during the year indicate that strengthening meaningful children's participation requires a fundamental transformation of the underlying governance

systems, and that one area where best practices have been piloted and practised is the education system. This supports the vision of Teaching for All—a partnership intervention involving the British Council, UNISA, MIET AFRICA and South Africa's Department of Basic Education—of an inclusive, equitable and quality-driven education system.

Poor learner performance in Maths remains a challenge, and through partnerships with Sanlam and the Anglo American Chairman's Fund, MIET AFRICA has continued to provide Maths support to South African learners and teachers. A highlight of 2017 was the Maths 4 All Olympiad, encouraging and exciting young learners to engage with a subject that is too often perceived to be difficult.

Over the years, MIET AFRICA has developed extensive expertise in addressing barriers to teaching and learning. Through the regional programme, CSTL, the organization has facilitated a comprehensive systemic response to the many challenges that threaten the development of children and youth in the SADC Region. Funded by the Swiss Agency for Development and Cooperation (SDC), a focus of CSTL during 2017 was assisting the SADC Member States to operationalize and strengthen several key impact levers including: the SADC Policy Framework on CSTL, adopted by the SADC Ministers of Education in 2016; context-specific CSTL National Models for mainstreaming care and support; multi-sectoral structures at all levels, for coordinated delivery of services through schools; school-level support structures and systems for the identification, referral and support of vulnerable learners; life skills and comprehensive sexuality education, for improved competencies in HIV and sexual and reproductive health and rights (SRHR).



AS A RIGHTS-BASED ORGANIZATION, MIET AFRICA SUBSCRIBES TO THE INTERNATIONALLY AND REGIONALLY RECOGNIZED RIGHT OF CHILDREN TO PARTICIPATE IN ALL DECISIONS THAT AFFECT THEM.

Photo credit: Avel Chuklanov

Two new areas requiring attention were identified through CSTL during 2017. These are: (1) the importance of supporting the specific needs of vulnerable boys, and (2) mitigating the negative impact of climate change on vulnerable school communities. Plans are in place to address these in 2018.

Several programmes implemented during 2017 fall within the framework of CSTL. These include: Education: My Right! My Future!, a partnership programme between the Educate A Child Foundation, the National Education Collaboration Trust and MIET AFRICA, which supports out-of-school children to enrol in school, attend school regularly and complete primary schooling; Keeping Girls in School, an initiative funded by the Global Fund and managed by the Networking HIV&AIDS Community of Southern Africa (NACOSA), which offers an HIV combination prevention package to vulnerable adolescent girls, so that they are able to remain in and complete school; a pilot in the Mpumalanga province of South Africa's CSTL National Model, funded by UNICEF; ReACH, a USAID-funded community-based programme, which provides orphans and vulnerable children, particularly adolescent girls, with a comprehensive package of age-appropriate services that mitigate the impact of HIV&AIDS.

The appointment at the end of 2016 of Beverley Dyason as the CEO-designate provided the organization with the opportunity to adequately prepare for new leadership. Special thanks go to SDC and the First Rand Empowerment Fund for providing financial assistance in 2017 for the implementation of a mentoring programme for Beverley and the management team. This has ensured that the organization enters 2018 with strong and competent leadership.

As I hand over the reins to the new leadership I am confident that, with the continued support of the Board and the organization's many partners, MIET AFRICA will continue to make a significant contribution to the lives of the children and youth in the SADC Region. I wish the new leadership team strength, courage and wisdom as they lead this wonderful organization into the future.

Lynn van der Elst

OUR WORK

Our purpose is to improve the lives of children and youth. To that end, our work falls within three main focus areas: addressing barriers to learning and development, enhancing the quality of education, and youth empowerment.

With a history of innovation and a successful track record of implementing comprehensive and pioneering interventions to address the educational and related socio-economic and health needs of children and youth, we command a wealth of experience and knowledge and are well placed to work with partners to tackle these challenges across the region.

Photo credit: **Benny Jackson**



OUR WORK





... IT IS EVIDENT
THAT GOVERNMENTS
HAVE ACCEPTED FULL
RESPONSIBILITY FOR
MAINSTREAMING CARE
AND SUPPORT FOR
TEACHING AND
LEARNING.

Photo credit: Annie Spratt

CSTL SADC

Care and Support for Teaching and Learning (CSTL) assists the education ministries in SADC Member States to respond to the multiple vulnerabilities that compromise the education rights of young people. The primary funding partner is the **Swiss Agency for Development and Cooperation (SDC)**, with co-funding from **Member States** and other development partners. SDC funding for CSTL commenced in 2008 and will end in 2018.

Children in the SADC Region face numerous political, social, economic and environmental challenges that make them vulnerable. While Member States are achieving reductions in the numbers of new infections, Sub-Saharan Africa continues to account for the highest proportion of HIV prevalence in the world (71% of global prevalence). In the past year, there have been several critical political, environmental and social situations that threaten the wellbeing of children and youth in the region. Unemployment is high in many of the Member States, and economic instability exacerbates high levels of poverty. Much of the region has also experienced environmental disasters, such as prolonged drought, flash flooding and cyclones, which have displaced households, disrupted schooling and aggravated the food insecurity faced by millions of households.

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, SRHR, 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.

CSTL was developed as a comprehensive systemic response to these and many other challenges that threaten the development of children and youth in the SADC Region.

As 2017 was the penultimate year of SDC funding for CSTL, the focus was on ensuring that Member States are mainstreaming CSTL for continued sustainability at the national level, and to strengthen sustainability of CSTL as a SADC-wide initiative. At the national level, the results demonstrate clear progress in strengthening national systems, with all seven supported Member States having developed national CSTL models for addressing barriers to learning in their countries. Guided by the CSTL Policy Framework, they are engaging in policy harmonization processes and approaches to scale up implementation. The development of tertiary CSTL modules for pre-service teacher training in South Africa, eSwatini (formerly Swaziland) and Zambia is another important achievement of systems strengthening, as these Member States are ensuring that future generations of teachers will be equipped with the competencies to offer effective care and support for teaching and learning.

Most importantly, the effects of the mainstreaming work are evident at the school level, where learners are being supported directly by strengthened systems within schools and communities. Most schools in the seven supported CSTL Member States provide a range of services and support, such as SRHR education, nutrition, and safety and protection, with over 26 million learners reached during the course of this year. Further, many school communities have taken ownership of CSTL and are self-driven in addressing the challenges their learners face through establishing and strengthening partnerships and local resource networks.

Among the key achievements, the 2017 CSTL Sharing Meeting stands out as a reflection of the positive effects CSTL is having on education policy and systems. Attended by all SADC Member States, it is evident that governments have accepted full responsibility for mainstreaming care and support for teaching and learning. The strong commitment communicated by the

South African Minister of Education in her opening statement underscored the importance of political will in CSTL's success. The Sharing Meeting was preceded by an inaugural CSTL partners' meeting, attended by a wide variety of regional development partner organizations involved in CSTL-related work. The active participation of the partners at this meeting is evidence of the value placed on CSTL in addressing the holistic development of the region's learners. An exchange field trip, during which representatives from Malawi, Zimbabwe and the DRC visited South Africa's Mpumalanga Department of Education, provided a valuable learning opportunity for all participants. ■

In Malawi, several CSTL schools have prioritized supporting girl learners to stay in school, or to return to school if they dropped out due to unintended pregnancy or early marriage. School-based support structures, including Mother Groups, consult with girls and caregivers to identify ways of making the school more conducive and stigma-free for the re-admitted girls. Changes to the environment that encourage girl learners to remain and achieve at school include an arrangement for teen mothers to breastfeed their babies during break times, provision of menstrual pads, as well as guidance and counselling.

CSTL Mpumalanga

Care and Support for Teaching and Learning (CSTL)

is the Department of Basic Education's (DBE) coordinating mechanism for school-based care and support activities, which aims to realize the education rights of all children and youth through schools becoming inclusive centres of learning, care and support.

MIET AFRICA is working with UNICEF, the DBE and the Mpumalanga Department of Education (MDE) to implement and test an expanded CSTL model that aims to increase the number of schools that meet national quality standards in order to improve learning outcomes. The programme is being implemented in 393 schools comprising 101 Maths, Science and Technology Academy (MSTA) high schools and 292 feeder primary schools in all four education districts.

The lessons from the work in the province will inform national scale-up by the DBE to all schools in South Africa. CSTL Mpumalanga is funded by **UNICEF** and runs from March 2016 to August 2018.

Water, sanitation and hygiene (WASH) is a key component of the CSTL approach and includes a comprehensive school-level intervention in five intervention areas: audit existing facilities and practices; develop advocacy and training material; conduct advocacy and capacity-building in school communities; supply facilities for handwashing in selected schools; supply and manage products (toothpaste, toothbrushes and soap) secured by UNICEF to promote an enabling school environment for WASH.

Instead of tippy taps, an innovative group handwashing station was piloted in two schools and a patent-free design finalized, for use throughout SA. Twenty-six additional stations will be built during 2018. With 16 learners able to wash their hands simultaneously, the station makes it easier for teachers to incorporate handwashing and toothbrushing into daily routines and to monitor the learners' technique.



The WASH materials include components not previously documented in a single manual: roles and responsibilities of all school community stakeholders; guidelines for general assistants on keeping facilities clean; links between WASH, the Integrated School Health Programme (ISHP) mandate and Curriculum and Assessment Policy Statement (CAPS) Life Skills. First expression was given to the prioritized messaging of the newly adopted Department of Health National Handwashing Behaviour Change Strategy 2016–2020, thereby promoting partnerships and ensuring consistent and nationally aligned messaging.

Learner Support Agents (LSAs) received facilitation skills and WASH training, and offered additional capacity in schools to monitor and support delivery and implementation, entrench habits and advocate for WASH. For example, their initiatives led to the building of SGB-funded and installed group handwashing stations.

General assistants were an important target audience for training. Since being included in the training, a general assistant spoke of improved knowledge of WASH and its importance and increased pride in his work.

As a result of private-public partnerships, soap, toothbrushes and toothpaste were supplied to 99 000 Grade R–2 learners. ■

CSTL Maths 4 All

CSTL Maths 4 All is a two-year programme to improve the teaching and learning of Maths in Grades 4–6. The programme targets 50 primary schools in the Mkhondo Municipality, Gert Sibande District in Mpumalanga. An initiative of MIET AFRICA and the MDE, and funded by the **Anglo American Chairman's Funds (AACF)**, Maths 4 All commenced in January 2017 and will end in December 2018.

The objectives of the Maths 4 All Programme are to:

- Develop the content knowledge and curriculum understanding of Intermediate Phase teachers in Maths at the 50 intervention schools
- Address the diverse learning needs of all learners by skilling teachers in the 50 intervention schools in curriculum differentiation methodology, with a specific focus on Maths
- Improve teaching and learning of Maths through the formation of clusters
- Enhance the capacity of relevant MDE education officials to support teachers
- Measure the impact of the Maths 4 All intervention on learners' progress in Maths and the value-add of the intervention within the CSTL Framework
- Investigate the use of ICT tools, and their potential to enhance teaching and learning in Maths and across the curriculum
- Enable teachers to use technology to supplement their traditional teaching methods, thereby enhancing Maths learning

Since teacher workshops commenced in June 2017, schools have reported improvements in learner attitudes and performance in Maths. Curriculum differentiation workshops held in Terms 3 and

4 were well attended by teachers, who were then supported in the implementation of curriculum differentiation methodology in their Maths teaching. Teachers who attended the workshops reported that they gained valuable knowledge and skills and now feel more confident in their Maths teaching.

A four-day Intermediate and Senior Phase Maths, Natural Sciences and Technology workshop was held for curriculum implementers. The workshop focused on the integration of ICT into the teaching of Maths, Natural Sciences and Technology. Twenty curriculum implementers were targeted, and 42 attended, and are receiving ongoing support. ICT tools developed to assist with curriculum implementation include an item analysis spreadsheet and a cognitive demand calculator.

CSTL Maths 4 All Olympiads assisted in promoting Maths education by stimulating learners' enthusiasm for Maths and fostering their mathematical creativity and ability. Analysis of the results showed that learners' ability to apply mathematical concepts has improved significantly, indicating that teachers are effectively implementing the strategies and skills they have gained from the programme.

The teacher workshops have resulted in a steady improvement in teachers' content knowledge and Maths teaching skills, and plans for 2018 include further work in existing schools as well as cascading the model to other districts. ■



Education: My Right! My Future!

Education: My Right! My Future! is a three-year partnership project between the DBE, the National Education Collaboration Trust (NECT) and MIET AFRICA.

Implemented in the Eastern Cape, Limpopo, Mpumalanga and North West Provinces, the project seeks to identify 30 000 out-of-school children in specific districts and ensure that they are

enrolled in school, attend school regularly and complete primary schooling. Out-of-school children include those who have never been to school, those who are frequently absent and those who have dropped out. Funded by the **Educate a Child Foundation**, with the **NECT** as co-funding partner, the programme runs from August 2016 to July 2019.





SUPPORT TEAMS WERE TRAINED IN THE SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT OF VULNERABLE CHILDREN.

Photo credit: Bailey Torres

MIET AFRICA's role includes:

- 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
- Strengthening Screening, Identification, Assessment and Support (SIAS) Policy implementation
- Working with parent-community volunteers to bring out-of-school learners back to school
- Promoting the coordination and delivery of support interventions
- Running study skills workshops and homework clubs to enable learners to manage their own learning

Between March and December 2017, over 120 schools were reached and data was collected on 8 250 out-of-school learners, who were enrolled into the programme. The project team was supported by teams of parent volunteers who conducted follow-up home visits to frequently absent children and dropouts.

In the same period, teachers and over 200 members of the School-Based Support Teams were trained in the screening, identification, assessment and support of vulnerable children.

By the end of 2017, training manuals and guidelines on the SIAS process had been shared with over 120 schools.

During October and November 2017, four districts (Libode and Mt Frere in the Eastern Cape, Bojanala in the North West and Bohlabela in Mpumalanga) held integrated service delivery events, which provided opportunities for vulnerable children and their families to access support services from government departments such as Social Development, Home Affairs and Health, which help children attend school regularly, stay in school and complete their schooling.

Learner homework and study groups and parent homework support groups were started in 44 schools, and are being supported and monitored by the MIET AFRICA team. ■

FoRCESA

The **Frontiers of Resistance-championing children's rights across Eastern and Southern Africa (FoRCESA)** programme is a partnership project between Save the Children International and MIET AFRICA, funded by **Sida**. The vision is that children of the East and Southern Africa (ESA) Region are engaged as citizens in democratic, inclusive, child-sensitive governance that shapes decisions affecting them. The project will be implemented over a three-year period (2017–2019).

Children have an internationally and regionally recognized right to participate in all decisions affecting them. This right in turn depends on the protection and realization of a full range of children's civil and political rights, from the recognition of children as rights-bearing citizens through the right to a name and nationality, to the right to be active citizens in public life through the exercise of the rights to be heard, freedom of expression and the ability to protest public decisions and actions that affect them.

The project aims to strengthen children's civic and political rights in the ESA Region through:

- 1) Conducting a study in the region, to understand how three key platforms—the media, child-led organizations and elections—are used to realize the civil and political rights of children to enable their meaningful participation in matters affecting them
- 2) Establishing in 2018 a web-based community of practice (regional children's news agency and other regulatory platforms) that promotes children's rights and participation

The study, which was conducted by MIET AFRICA in 2017, reviewed the three platforms against the legal, developmental and evidence-based principles and practices of meaningful child participation. The findings indicated that strengthening meaningful children's participation requires a fundamental



transformation of underlying governance systems. This involves embedding children's civil and political rights in the "adult" procedures and structures that make decisions affecting children.

The study also found that one area where best practices have been piloted and practised is the education system: a number of organizations have achieved more effective children's participation through school structures. The success of school-based initiatives suggests that inclusive education systems provide a potentially viable platform for strengthening meaningful children's participation in the ESA region. These include:

- The reach of the education system
- The fact that all decisions made in education impact on children
- The emerging responsibility to democratize education to ensure children's rights and sustainable development, through engaged and capacitated citizens

Based on the study findings, an investigation into the feasibility of 21st century learning as a potential platform for enhancing children's participation will be conducted in 2018, with the aim of developing a Children's Participation Framework for the ESA Region. ■



The Global Education Leaders' Partnership

For over 10 years the **Global Education Leaders' Partnership (GELP)** has created a powerful alliance of global education leaders committed to transforming learning systems to meet the needs of all learners.

GELP includes participation from Finland, South Korea, Australia, Brazil, Costa Rica, South Africa, the USA, Canada, Spain, the UK, China, India and New Zealand. It brings together education leaders, social entrepreneurs, business leaders, politicians and members of civil society, and works with international organizations, such as the OECD's Centre for Education Research and Innovation, the Brookings Institute (Washington DC), the World Innovation Summit on Education (Qatar), the Asia Society and the Global Cities Education Network (New York), and the Global Education Futures (Russia).

Since its inception, GELP has convened in several countries, including Brazil, India, New Zealand, South Africa, the USA and, most recently, Russia. The 14th international GELP meeting took place in Moscow between 31 October and 3 November 2017. Education leaders from more than 12 countries and five international education agencies attended, and enjoyed the opportunity to engage with like-minded individuals and organizations committed to education transformation and the sharing of resources.

GELP 2017 focused on the rise of the "Complex Person" and the emerging and future competencies required of all our young

people to thrive in a constantly changing global society. The conference took place over three days, with a different theme for each day:

- Day One: The WHAT of education in a complex world, which addressed the competencies required of learners in today's world and their assessment/certification
- Day Two: The HOW of education in a complex world, which addressed the optimum enabling learning environments required for the development of these competencies, the growth of learning ecosystems, and the required shifts in the roles of stakeholders (both existing and new)
- Day Three: The HOW TO GET THERE in a complex world, which addressed the role of government in creating the required enabling environment, as well as enhancing the voices of learners, educators, and parents

Each day started with a scene-setting plenary presentation by experts in the field, followed by parallel interactive panel discussions on related sub-themes. MIET AFRICA facilitated the panel discussion on "Learning systems and the goal of equity".

The South African delegation plans to meet in March 2018 to discuss ways forward, implications and lessons for South Africa. ■

Keeping Girls in School

Education has been identified as a protective factor against HIV infection, with each year of schooling offering greater protective benefits. Gender inequality is a key structural driver of the HIV epidemic in South Africa, with young women between 15 and 24 four times more likely to be HIV positive than young men of the same age. With this in mind, in 2013, the Department of Basic Education launched the **Keeping Girls in School** (KGS) programme.

Funded by the **Global Fund**, KGS offers an HIV combination prevention package to vulnerable adolescent girls, to enable them to remain at school until they pass matric. NACOSA is the principal recipient, with MIET AFRICA a sub-recipient, responsible for implementation in various provinces. Following the successful conclusion of Phase 1 (October 2013 to March 2016), MIET

AFRICA was awarded a second phase of the programme, from April 2016 to March 2019. In addition to the prevention package offered in Phase 1, health screening services, including HIV testing, are provided through mobile units that visit schools and surrounding communities. This strengthened model is being implemented in targeted districts in KwaZulu-Natal, Limpopo and Mpumalanga.

In 2017, the KGS programme continued to reach thousands of vulnerable girls. Strong partnerships, combined with incentivized performance management of programme staff, yielded positive results—with increasing numbers of girls receiving layering of services such as HIV counselling and testing, home visits, homework support, and both health and peer education on SRHR, knowledge and services.

Multiple strategies were used to reach girls and provide them with health screening services, including incentives such as branded merchandise and airtime. This approach proved effective and resulted in a significant increase in the number of girls tested. By the end of 2017, 17 842 girls (14–18 years) had been reached through the Health Education component of the programme and 18 529 girls (10–24 years) were tested for HIV and now know their status.

During 2018, MIET AFRICA will continue to work in partnership with the national and provincial education and health departments, schools and parents, to meet programme goals. ■





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ReACH

The **ReACH Project** is a community-based programme that provides orphans and vulnerable children, particularly adolescent girls, with a comprehensive package of age-appropriate services that mitigate the impact of HIV&AIDS. The project is funded by **FHI 360**, with NACOSA as the principal grant recipient, and **MIET AFRICA** as implementing partner. The project runs from 1 October 2016 to 30 September 2018.

Implemented in the districts of Ugu, Harry Gwala and King Cetshwayo in KwaZulu-Natal, it provides vulnerable youth with:

- Age-appropriate SRHR education (Vhutshilo, Let's Talk)
- WASH and nutritional services
- HIV testing and psychological support services, through partnerships with clinics and local NGO testing partners

In June 2017 the focus of ReACH was amended, from a school-based to a community-based approach. Leveraging the benefits of community engagement and household visits required the recruitment of additional staff.

By the end of 2017, over 23 000 children and youth and over 9 000 caregivers had received HIV screening and awareness education. In addition, two groups of youth attended Vhutshilo, a series of SRHR sessions for adolescents, and a group of caregivers attended Let's Talk sessions, aimed at empowering them with knowledge and information to prevent neglect, violence and exploitation and strategies to address sensitive issues with their children, such as risky sexual behaviour.

The South African delegation plans to meet in March 2018 to discuss ways forward, implications and lessons for South Africa. ■



The Sanlam Blue Ladder Schools Maths Improvement Programme

Sanlam Blue Ladder Schools Maths Improvement Programme, which commenced in January 2017, is supported by the **Sanlam Foundation**. Seven primary schools and four secondary schools were selected by Sanlam and targeted for development and support in teaching and learning of Maths.

The overall goal of the project is improved learner performance in Maths through enhancement of quality teaching, learning and support, and objectives towards the realization of this goal are:

- Support teachers in the effective delivery of the Foundation Phase Maths learning programme through a learner-centred holistic approach

- Enhance the capacity of Intermediate Phase Maths teachers to address learning difficulties through improved teacher content knowledge and teaching skills
- Strengthen teaching and learning of Maths in the Senior Phase, through relevant training and mentoring of Maths teachers
- Improve Maths results of Further Education and Training (FET) Phase learners through learner and teacher support programmes at the Sanlam Blue Ladder schools

Teacher development workshops covered content knowledge, pedagogy, and the use of learning resources and were conducted after school, on Saturdays and during school holidays.

Maths teachers from primary schools (Grade R-7) participated in training and development programmes including one-on-one mentoring sessions. A total of 65 teachers from each of the three school phases were trained in developing and using a range of custom-made resources, as prescribed in the CAPS, which were distributed to all seven primary schools. Teachers found that these learning tools helped them to address the diverse learning needs in their classes and to support learners experiencing difficulties in Maths.

In the secondary schools, teacher development workshops reached over 30 teachers (Grades 8-12) and included training in the use of technology to improve their own content knowledge by accessing an online interactive learning programme. The secondary school teachers found the workshops highly beneficial because new areas of content, such as probability and analytical geometry, were addressed. Teachers reported that they felt more confident in teaching these sections to their learners. ■

Teaching for All

Inclusive Education in South Africa is underpinned by a human rights and strengths-based approach with the philosophy of ubuntu at its core. Recognizing the pivotal role played by teachers in addressing the multiple barriers preventing children from realizing their right to quality education, **Teaching for All** develops the capacity of student and in-service teachers to implement a more inclusive education system, where all children are supported to learn and achieve optimally. Teaching for All, funded by the **European Union**, is a three-year collaborative initiative of three consortium partners—the British Council (managing agent), UNISA and MIET AFRICA, with the Department of Basic Education as an associate partner.

To achieve its goal of contributing to a more inclusive education system, Teaching for All develops and integrates face-to-face and distance education training modules and materials into the teacher training curricula of South African universities and provincial education departments. MIET AFRICA is specifically responsible for the materials development component.

Following research conducted by UNISA with higher education institutions, student and in-service teachers, and an intensive collaborative curriculum development process, writers from different South African educational institutions were contracted during the latter part of 2017, to develop draft units for the module.

During 2018, these drafts will be reviewed by a panel of inclusive education experts. Additionally, six pilot booklets, developed from the draft units, will be field-tested. These review processes will ensure the currency, accuracy and appropriateness of the content for student teachers and the findings will inform the further development of the materials.

The 2018 plan includes the finalization of materials, including the development of artwork, audio and audio-visual components. Ongoing consultation with higher education institutions, provincial education departments, and student and in-service teachers will ensure that the final products are relevant and fit-for-purpose. ■



FINANCIAL STATEMENTS

Financial Statements for the year ending 31 December 2017

Auditors: BDO South Africa Incorporated



FINANCIALS



STATEMENT OF FINANCIAL POSITION

	2017	2016
ASSETS		
Non-current assets		
Property and Equipment	3 458 706	3 477 359
Current assets	8 583 798	10 028 917
Accounts receivable	3 499 941	2 334 890
Cash and cash equivalents	5 083 857	7 694 027
Total Assets	12 042 504	13 506 276
 EQUITY AND LIABILITIES		
Capital and reserves	2 621 096	3 220 980
Trust capital	100	100
Accumulated surplus	2 620 996	3 220 880
Non-Current liabilities		
Borrowings	1 867 766	834 432
Current liabilities	7 553 642	9 450 864
Borrowings	258 917	97 767
Accounts payable	906 683	4 368 953
Deferred contributions	6 388 042	4 984 144
Total equity and liabilities	12 042 504	13 506 276

INCOME STATEMENT

	2017	2016
Donations and interest received and expended	56 839 059	58 862 017
Recoveries	763 954	437 296
Other Revenue	167 981	34 955
Profit on realization of investment	27 413	
 Operating Income	57 770 994	59 361 681
Expenditure	-58 407 863	-59 511 209
Finance Costs	-99 792	-37 209
 Operating Surplus before interest income	-736 661	-186 737
Interest Received	136 777	279 578
 (Loss) / Surplus for the year	-599 884	92 841

STATEMENT OF CHANGES IN TRUST CAPITAL AND RESERVES

	Trust Capital	Accumulated Surplus	Total
Balance at 01 January 2016	100	3 128 039	3 128 139
Surplus for the year	0	92 841	92 841
Balance at 01 January 2017	100	3 220 880	3 220 980
Loss for the year	0	-599 884	-599 884
Balance at 31 December 2017	100	2 620 996	2 621 096

CASH FLOW STATEMENT

	2017	2016
Cash flows from operating activities	-3 461 817	-2 095 870
Cash receipts from donors	56 496 130	62 227 442
Cash paid to suppliers and employees	-60 104 745	-64 578 424
Cash utilized	-3 608 615	-2 350 982
Interest received	246 590	292 321
Interest paid	-99 792	-37 209
Cash flows from investing activities		
Acquisition of property and equipment	-342 837	-177 061
Proceeds of disposal of property and equipment	-342 837	-209 024
Realization of Investment	-	4 550
Cash flows from financing activities		
Advance/repayment in mortgage loan	1 194 484	-67 858
Net decrease in cash and cash equivalents	-2 610 170	-2 340 789
Cash and cash equivalents at beginning of year	7 694 027	10 034 816
Cash and cash equivalents at end of year	5 083 857	7 694 027

AUDIT COMMITTEE REPORT 2017

We are pleased to report for the financial year ended 31 December 2017.

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 its responsibilities effectively, 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.

Name	Date of appointment	Qualifications	Meetings attended
SJ Nothnagel *	29/04/2014	CA (SA)	3
MJ Brand *	2/12/2008	CA (SA)	2
N Copley *	2/12/2008	BA LLB; LLM (Tax)	3
M Cramer †	2/12/2008	ICSA ‡	3
D Hesqua *	24/11/2016	CA (SA)	3
JD Volmink *	2/12/2008	PhD (Mathematics)	2
B Dyason §†	Non-member §	BA (Hons) HDE	2

* 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 Juckles to be independent of the Trust and are accepted and nominated by the Board for appointment as the Trust auditors for the 2018 year
- Determined the fees to be paid to BDO South Africa
- Determined the terms of engagement for BDO South Africa
- Believes that the appointment of BDO complies with the Charter
- Pre-approved all non-audit service contracts with BDO South Africa

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 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 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

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.

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 2017.

Based on our satisfaction with the results of the activities outlined below, we have recommended the appointment of BDO to the Board.

Description of fees

	R	% of Total
Audit services	259 577	68
Other services	124 840	32
	384 417	100

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 financial management of the organization. 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 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 2018**



MIETAFRICA

Improving the lives of children and youth

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