Midlands Community College

ANNUAL REPORT 2017

DEDICATED TO IMPROVING LIVES BY UNLOCKING EACH INDIVIDUAL'S TRUE POTENTIAL

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NPO Registration Number 002 361 NPO

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ICDL

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The college is amazing! It opened a door that I had lost all hope in. I am grateful for what the staff,the management and the teachers did for us. The college takes care of you even after you've left. There is no upgrade programme that can help you reach your goals better than MCC.

- Thenjiwe Mkhwanazi

TO IMPROVING LIVES
CKING EACH INDIVIDUAL'S
TRUE POTENTIAL

CHAIRPERSON'S REPORT

Bishop Tsietsi Seleoane

Introduction

It is once again my pleasure to present the Annual Report of Midlands Community College for the Financial Year ended 31 March 2017. The last year has seen growth in our programmes and capacity as we are privileged to serve a greater number of beneficiaries through both our Maths and Science and Early Childhood Development Programmes.

The National Education Context

The educational terrain in our country and higher education in particular, continues to be characterised by significant challenges and uncertainty. The question of access for the poor remains a pressing national priority. According to the Minister of Higher Education and Training, Dr Blade Nzimande, "while significant additional amounts of funding have been injected into NSFAS (the National Student Financial Aid Scheme), there is still insufficient funding to support all students who require financial aid and who meet the requisite academic requirements at universities".[1] Accessing NSFAS can also pose challenges for poor families.

We remain committed to providing access to lifelong quality education

Given the above context, as Midlands Community College, we see it as part of our responsibility to better prepare students for life after the College, building both their academic and personal resilience. This is what we endeavour to do through our Grade 12 Mathematics, Science and Technology Upgrade Programme which has in 2017 grown to assist 120 students to access tertiary education.

The College continues to respond to the gap in providing adequate Early Childhood Care and Education within socio-economically challenged communities in the Midlands. "A million children aged 3 – 5 still do not attend group learning programmes. These children (most of whom are in Quintile 1 – 3) are missing out on a critical window of opportunity for promoting healthy development, at a time when the brain is most receptive to learning and when neural connections are being laid down for life".[2]

> A growing number of children as well as their caregivers are being reached through our Non-Centre Based ECD project which takes early learning opportunities to the homes of young children.

We are humbled by the opportunity we are afforded to make a contribution to improved access to Early Childhood Development which is key to achieving "better school enrolment rates, retention and academic performance".[3] The Minister of Basic Education furthermore shared that "A 20-year study released in 2014 showed that children from disadvantaged households who received high-quality stimulation at a young age grew into adults who earned an average of 25% more than those who did not receive these interventions.And yet, worldwide we continue to spend less than 2% of our education budgets on early childhood learning programmes. We must change this phenomenon".[4] As the College, we wholeheartedly agree with this sentiment!

I wish to take this opportunity to thank my fellow Board Members, the Director and staff of the College and the communities that allow us to serve their educational needs and aspirations.

My gratitude also goes to our many donors and supporters whose generosity enables us to change lives. We seek to deepen and strengthen our relationships and partnerships as we endeavour to extend our reach and further improve the quality of the work we do.

In a nutshell, the African proverbs says, "Umuntu, umuntu ngabantu!" or "Motho ke motho ka batho".

The biblical equivalent is what Jesus said when speaking about the service to others, "The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me' (Matthew 25:40)."

1. Dr Blade Nzimande, Budget Vote Speech in the National Assembly on 16 May 2017
2. South African Early Childhood Review 2016
3. Address by the Minister of Basic Education, Mrs Angie Motshekga, on the occasion of the Early Childhood Development Summit, held at the O.R. Tambo District Municipality, Mthatha, 27 March 2017
4. Ibid

Board Members

Midlands Community College Association Not For Gain

Bishop T. Seleoane (Chairperson), LTh, BTh (Hons)
Mr G. Stewart (Treasurer), CA (SA), MBL
Mrs C. Van Zyl, Diploma in Nursing and Midwifery
Mr A. Robertshaw, BSc Eng, PGDip. Eng (Civil & Environmental), MBA

Midlands Community College Non-Profit Company

Bishop T. Seleoane (Chairperson), LTh, BTh (Hons)
Mr. D. St Clair (Chairperson: Risk & Finance Committee), BCompt (Honours)
Mr G. Stewart (Treasurer), CA (SA), MBL
Mr N. Ndlovu, BA, HED, BEd
Mrs C Van Zyl, Diploma in Nursing and Midwifery
Mr A Robertshaw, BSc Eng, PGDip. Eng (Civil & Environmental), MBA
Ms C. Goodlad, BA, LLB, HED
Ms R. Wakeford, B.Com.

Midlands Community College

DIRECTOR'S REPORT

Candy Goodlad

Introduction

The College has, over the years, fine-tuned its operations in response to societal need, social investment opportunities and its commitment to delivering quality education. Two Centres of Excellence, namely, the Mathematics, Science and Technology Programme and the Early Childhood Development (ECD) Programme form the strategic core of the College's operations.

Staffing

As a result of the rapid growth in our programmes our staff complement has increased significantly, bringing the total number of staff employed to more than 70. This includes full-time and part-time staff as well as volunteers. We strive to continuously improve the quality of our programmes and projects and have made a concerted effort to employ the right person for each job.

We welcome the following staff members to our team:

- Margaret Johnson (MA - Gender Studies) who has taken over the role of Business Relations Manager
- Colleen Larkin (B.Ed Honours) who has 29 years of experience in ECD coordination, management and administration including developing curriculum for ECD learning programmes/ qualifications and facilitating the learning of ECD Practitioners and Teacher Educators (Trainers) has joined the College as Head of the ECD Department
- Sihle Mofokeng (B.Com (Honours) – Management Studies) who joins our fundraising department as a Development Officer
- Fundiswa Mbelu (Bachelor of Community Development Studies) who joins our programmes department as Project Administrator
- Serisha Naicker (ICB Diploma - Technical Financial Accounting and National Certificate in Bookkeeping) as our new Operations Officer
- Mbu Mkhabela (CompTIA and studying towards a Diploma in Information Technology) joined us last year as our Computer Facilitator and Technician
- Karen Baker who has close to 40 years' experience working in various financial positions including as Senior Bookkeeper and Bursar, recently took up the position of Finance and Administration Manager

We are pleased to announce that Rebecca Wakeford (B.Com and studying towards an Honours Degree in Community and Health Psychology), our Programme Manager, has recently been promoted to the position of Deputy Director.

We also welcome Philile Zuma, Tesesa Hoppie and Londiwe Nkabinde to our ECD Department and Caroline Zulu who joins us as Receptionist. We congratulate Sifiso Zulu (Head Laboratory Technician) and Thandanani Mdakane (Laboratory Technician) for their promotion to the position of Maths and Science Teaching Assistants. Both are studying towards their Bachelor of Education Degree majoring in maths and physical science, respectively. Both are also graduates of our Grade 12 Maths, Science and Technology Upgrade Programme.

Fundraising and Sustainability

All programmes delivered by the College are either completely or substantially subsidised. This enables educational and development opportunities to be accessed by individuals and communities who, through socio-economic circumstance, have barriers to participating in such programmes. The College has a strong fundraising department and a comprehensive and carefully planned fundraising strategy, aligned to the strategic plan, which takes cognisance of the need to maintain a balanced and diversified mix of funding. A current donor base of more than 35 donors support various programmes and projects. There is a core group of reliable donors who have consistently funded the College over the last 10 years. This trend illustrates that our donors have increased the size of their donations over the years, indicating satisfaction with programme quality.

Institutional Values

We endeavour to educate, encourage and nurture our students with the drive and willingness to achieve greatness. One of our most prized attributes is the personal care and individual attention we offer our students. There is a welcoming ethos, paired with a secure atmosphere and a strong focus on learning. Our goal is to ensure that we build a community, where no one student is better than another and where each student understands the benefits of assisting and respecting each other. The on-campus residence instils discipline and a strong sense of togetherness. This spirit of community brings about an inherent unity amongst our students.

The Future

The College has experienced **significant growth** over the last **seven years.** This is attributed to the alignment of its strategic objectives to the objectives in the National Development Plan, and in turn, to corporate social investment strategies. In **2010** the turnover was **R2 125 115**. This increased to **R10 582 927** in the **2017** financial year and the projected expenditure for **2018** is **R12 050 655.**

MCC is presently operating at its maximum physical capacity, limited to **150 full-time students**. The aging infrastructure is unable to cope with the ever-growing demand for the educational opportunities we provide. A significant number of eligible students are turned away each year because of our limited boarding facilities.

Following on from a strategic planning and evaluation process in **2014** a master planning exercise and feasibility study was conducted to increase the number of full-time students who can be accommodated on-site. A comprehensive business and operational plan was developed to guide our growth. The master plan was identified by COGTA as a catalytic business venture. This year we have made a concerted effort to revitalise the drive to fundraise for the master plan. A new strategic plan has been devised which takes into account that, despite our infrastructural limitations, we have accomplished what we had originally set out to achieve. A fundraising strategy is in place which includes an audit of the current operational fundraising effectiveness and establishing funders' appetite for funding aspects of the expansion.

Conclusion

"COLLABORATION IS STRENGTH... WHERE THERE IS TEAMWORK AND COLLABORATION, WONDERFUL THINGS CAN BE ACHIEVED."

MATTIE STEPANEK

We are proud of our accomplishments this year and we are grateful for the support of our Board of Directors, staff, partners and valued donors. Their commitment encourages us to strive even harder to achieve our vision for the College. We remain committed to our brand essence:

DEDICATED TO IMPROVING LIVES BY UNLOCKING EACH INDIVIDUAL'S TRUE POTENTIAL

OUR STRUCTURE AND STAFF COMPLEMENT

Midlands Community College is a non-profit educational centre situated in Nottingham Road in the KwaZulu-Natal Midlands. The College was founded in 1981 by local resident and activist Mrs Pauline Greene who was motivated by her belief that education provides a path out of poverty and that every adult, young person and child should be afforded access to quality education. The legacy left by Mrs Greene has grown into a flourishing education centre with both residential and outreach programmes and an annual footprint of approximately 9000 beneficiaries in the Early Childhood Development sector and the Maths, Science and Technology sector.

The College is accredited by the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) and is registered with the Department of Social Development as a non-profit organisation, NPO number 002361. It is also registered with SARS as a Public Benefit Organisation with Section 18A tax exemption approval in terms of the Income Tax Act.

The College consists of two legal entities, namely, the MCC Association Not For Gain which owns the land and holds the assets and the MCC Non-Profit Company which is the implementing agent responsible for the day-to-day running of the organisation. Donations from the private sector are relied upon to fund operational expenditure and, at present, MCC has an operating capital reserve of 12 -18 months which supports the sustainable nature of the organisation. Seventy one staff members are currently employed. These include 27 permanent staff, 10 part-time staff and 34 volunteers.

OUR TWO CENTRES OF EXCELLENCE

- **The Maths, Science and Technology Programme**
- **Early Childhood Development Programme**

Programmes **Report**

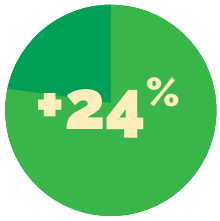
GRADE 12 MATHEMATICS, SCIENCE AND TECHNOLOGY UPGRADE PROGRAMME

"Education empowers people to define their identity, take control of their lives, raise healthy families, take part confidently in developing a just society, and play an effective role in the politics and governance of their communities." - *National Development Plan, pg. 261*

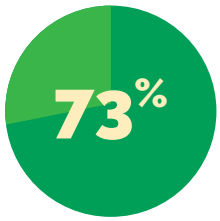
Since 1999 the College has been providing a second-chance to Grade 12 students who wish to upgrade their results in Maths, Physical Science, English First Additional Language or Life Science. The objective is for students to achieve significant academic improvement in order to gain access to degrees or diploma courses at tertiary level the following year. Learners receive intensive tuition and support through a unique residential programme which enables extended teaching and learning time, peer learning and various enrichment activities.

Class of 2016 - Average improvement in Maths = 11%

Most improved in Maths: + 24%
from 44% to 68%

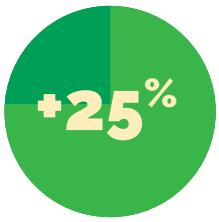


Top Students in Maths:
Thabo Radebe
Aphile Ndawonde



Class of 2016 - Average improvement in Physics = 11%

Most improved in Physics: +25%
from 39% to 64%



Top Students in Physics:
Dineo Madonsela
Gcinciwe Mnkwanazi

Overall

8 Students came in to the programme with 30 APS points – **34 students left with more than 30 APS Points**

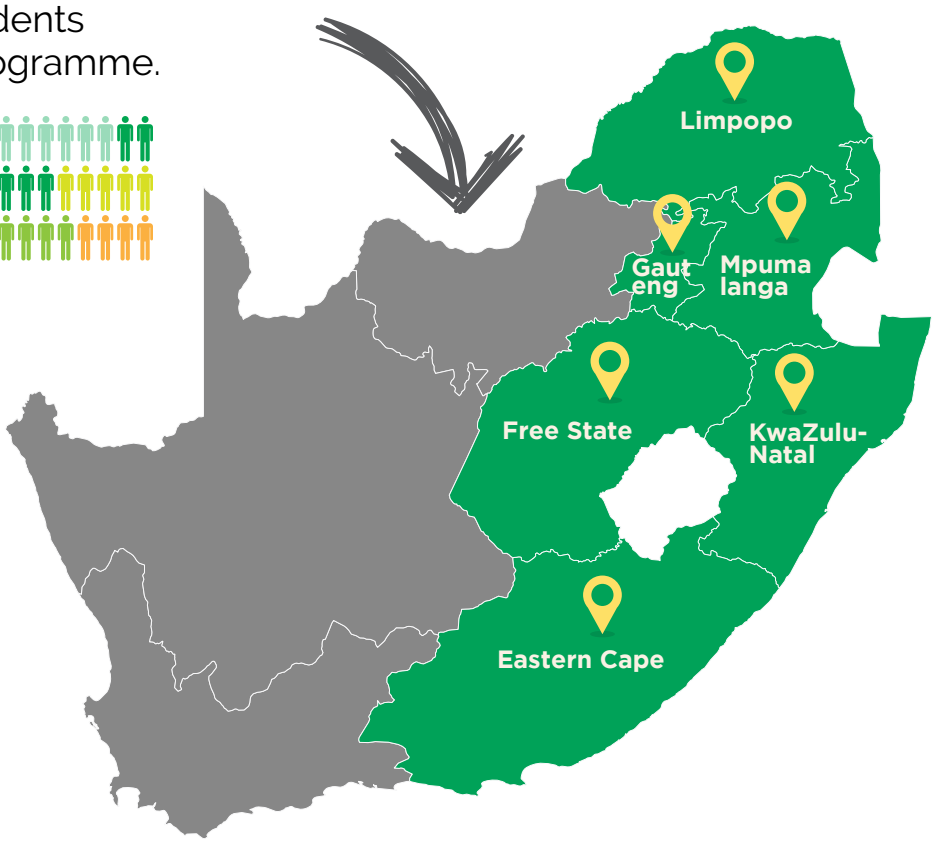
Students who improved by 6 APS points:

- **Zamani Memela**
- **Nkosikhona Ngubane**
- **Mpilo Xulu**

WHAT'S NEW IN 2017?

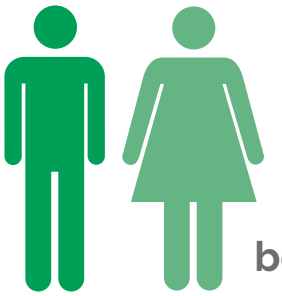
Growth:
60 → 120 students
in the MST programme.

Footprint of students:



Grade 12 Mathematics and Accounting Upgrade Project

2016 saw the end of a three year pilot programme.

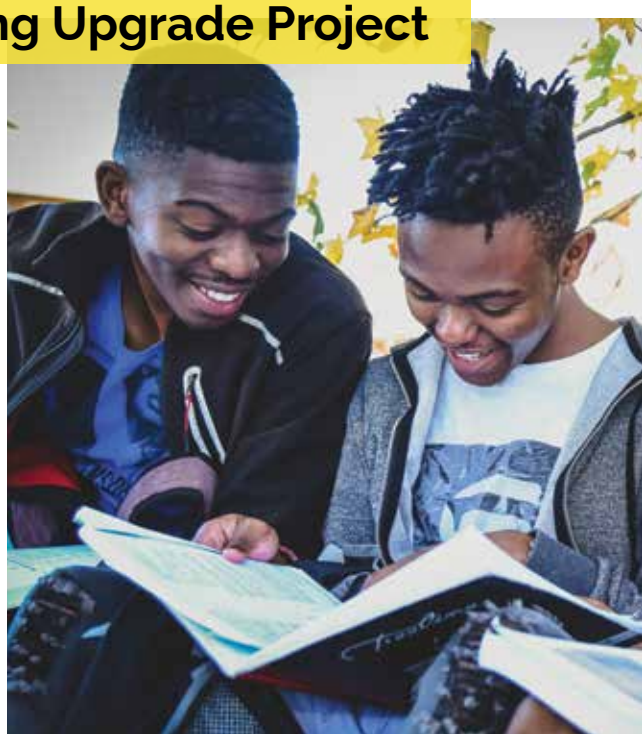


90
beneficiary students

84% enrolled in tertiary institutions

65% increased their APS score by 3 points

15% increased their APS score by 4 points



Our Working Alumni

Sanele Msibi

attended Midlands Community College in 2006 and is now a qualified Civil Engineer.

I attended MCC in 2006 after a cousin of mine, who went to MCC in 2005, told me about the centre and the work they do. I entered MCC with an E in Physics (Higher Grade) and a D in Mathematics (Standard Grade). At the end of 2006 I had achieved an A (82%) in Physics and C (67%) in Mathematics, both on Higher Grade. This allowed me to enter university.

After completing the year at MCC I went into the UNITE programme (an access programme for engineering that was brought to our attention by MCC) at the University of KwaZulu-Natal and later completed my B.Sc in Civil Engineering Degree. I am currently working as a civil engineer for Bosch Projects in Durban.

Being at MCC brought a lot of positive changes to my life. Firstly, the core reason for being there is academic, and the manner in which it was delivered to us was exceptional. Then there's the social aspect that has allowed us to gel with people of all origins. Civil Engineering provides a lot of social challenges that have to be addressed during a project and the communal experience I had at MCC and later at UKZN has equipped me with the right tools to tackle such issues.

When I came to MCC there were approximately 60 students. If I remember correctly I was housed in B4, one of the male dormitories, with 9 other guys. The excitement of leaving home for the first time quickly faded when I realised that I will be sharing a room with so many people who I did not know. I later adjusted to the situation and then one starts talking to people and they start revealing who they are. To meet people who couldn't afford to pay R50 for transport in order to go home during the holidays, or to buy essentials such as bath soap really humbles a person. To live with someone who is scared to ask for money at home because he knows that it might take a meal away from his siblings brought me down to earth fast. The determination that those guys had to succeed because of their situations rubbed off on me and gave me that hunger to work hard and make a success of my life. The communal living experience that MCC brought has assisted me.

There is no quick fix, no shortcut and no skipping of any stage if you want a specific career. It will take a lot of hard work, a lot of sleepless nights and situations you have no control over will come and mess things up for you. The idea is to keep pushing, keep hustling, get up and start again every time you fail and understand that there is success at the end. Make sure that you understand the career path, understand what it's about and check if it appeals to you because being passionate about what you are doing goes a long way!

The success of MCC and the constant growth of MCC will help a lot of young people to succeed. There are a lot of underprivileged people who will look back and say MCC got me where I am today.

Staff Member Profile

Aunt Thembo

When I joined Midlands Community College's kitchen staff in 1994, the College was very different from what it is now. We used to cook smaller volumes of food and much more sophisticated dishes because of the nature of the work the College was doing then.

Over the years, we changed to accommodate bigger and bigger groups which has come with its own challenges. This has meant having to change here and there to accommodate the people we are cooking for and opportunities to learn about changes and how the society is also constantly changing.

When I was employed, I did a short course in cooking, but for me cooking is really a talent. I love cooking but mostly I love cooking for the students at MCC who really appreciate our work. I get a lot of compliments from them and that really makes me proud of what I do and what I have been doing over the years. Every year I build new relationships. I meet new people with new behaviours and attitudes. The students have become my friends and some, my kids. We even engage on a personal level. I guess food does that generally. These relationship stay on for years.

I have also noticed over the years, at the introductory meeting at the beginning of the year, we get a lot of cheer and clapping from students when the kitchen staff is being introduced. It's either that they have heard from past students about the work we do or they know the importance of my job.

We get students who tell us how they will miss the food they have been eating at the College because, at home, they are not getting so much food. We cook in abundance and really good food for these kids. We see them sometimes coming for more or asking for their preferences and we try to give it to them because they are kids. They are my kids and I always go out of my way to be helpful to them. I used to be very short-tempered but, over the years, the kids have grown on me and I have benefited a lot in terms of my personality. I have gained patience and more love for people because of them.

Where are t

Lungisani Dladla
MCC - 2010
BSc Engineering in Agricultural Science - UKZN
Currently: Shareholder and Director at
Sabalala Consulting Africa,

Mlamuli Vilakazi
MCC - 2012
N.Dip Electrical Engineering
Currently: In-service training, CSIR Pretoria

Thenjiwe Mkwanazi
MCC - 2016
Currently: MBChB
University of
Free State

Samkelile Dladla
MCC - 2012
Bachelor of Clinical Medical Practice (BCMP)
The University of the Witwatersrand
Currently: Bachelor of Pharmacy (Bpharm)
Sefako Makgatho University

Smangele Hlongwane
MCC - 2014
DUT Land Surveying B.Tech
Currently:
Works for Eskom as Land Surveyor

hey now?

Midlands Community College

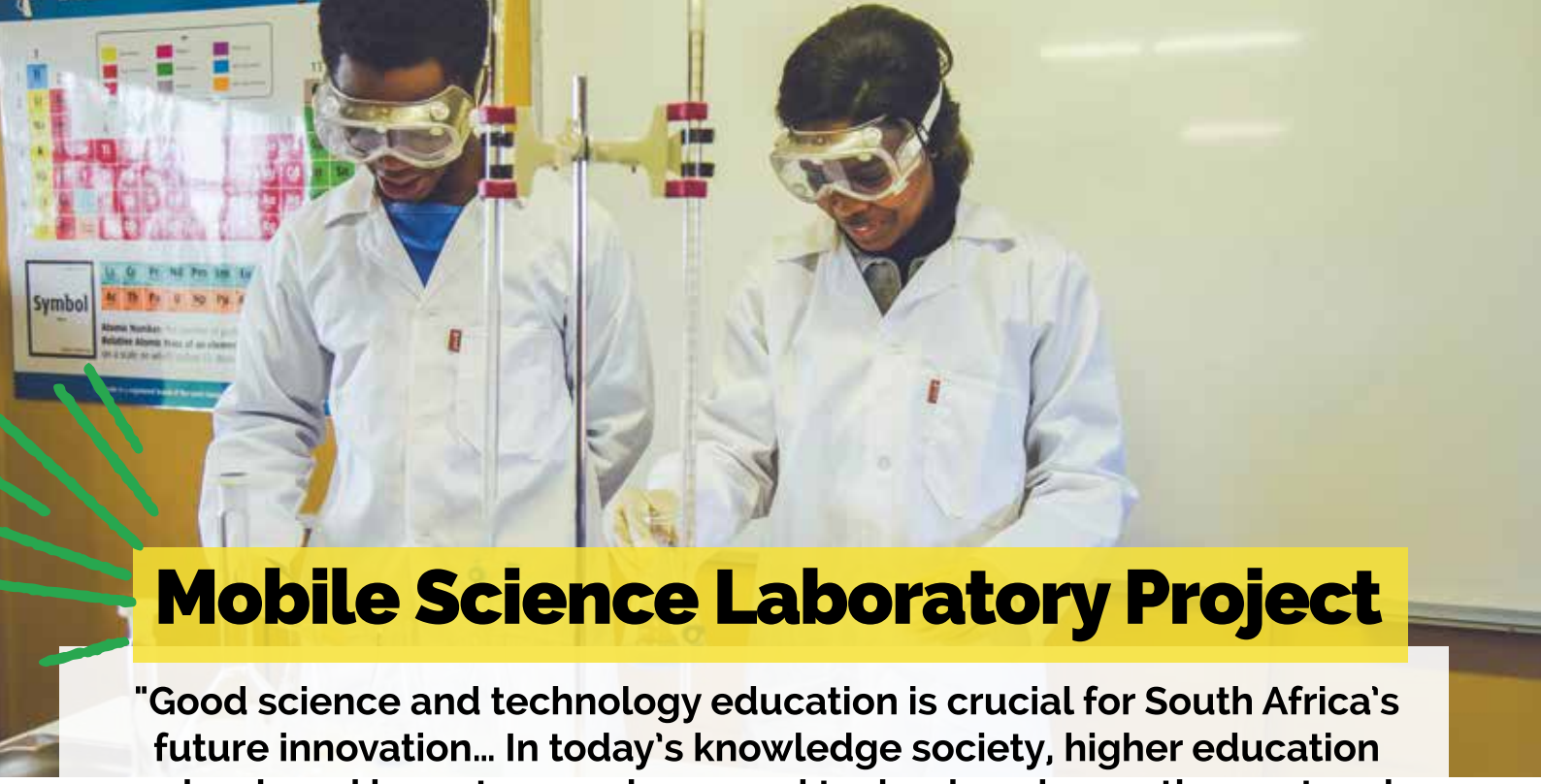
Thembeka Mvelase
MCC - 2010
Honours Ecological Science - UKZN
Currently: Masters in Ecological Science UKZN

Nontobeko Ntombela
MCC - 2014
Civil Engineering - DUT
Currently: In-service Training
Umngeni Local Municipality

Sanele Ntini
MCC - 2012
Office Technology Mangosuthu
Internship KZN Office of the Premier

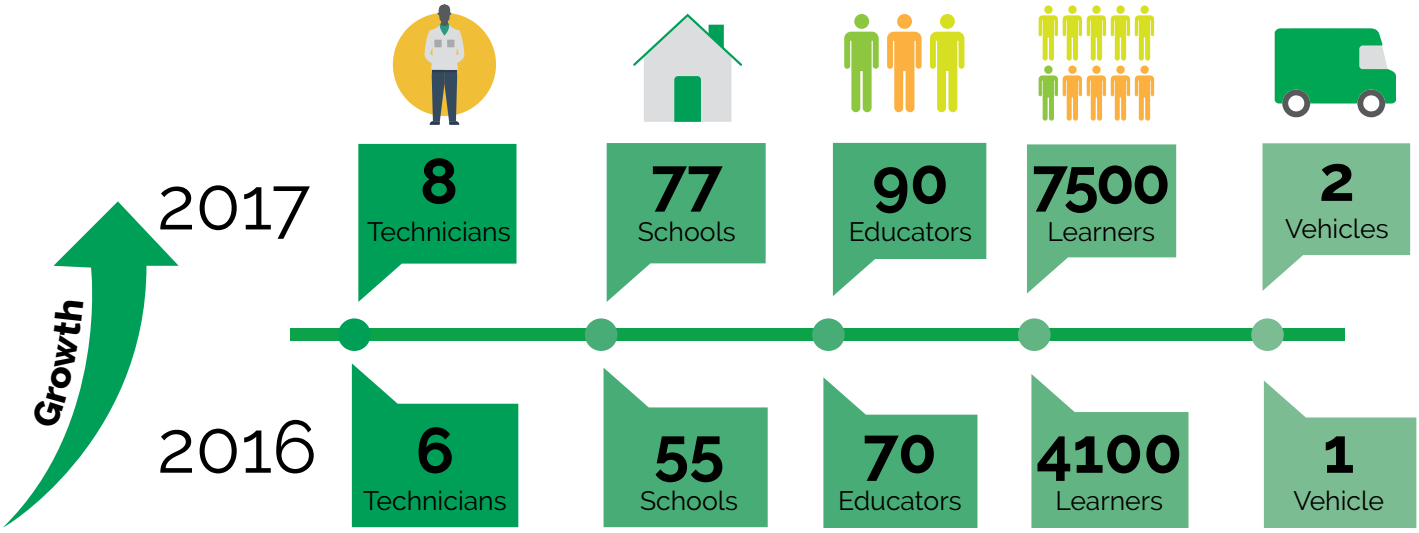
Zinhle Sibiya
MCC - 2013
BA Psychology UKZN
Currently: Honours Psychology

Silindile Zamisa
MCC - 2004
Degree in Geography and Environmental Management
Masters Geographical Information Science and Systems



Mobile Science Laboratory Project

"Good science and technology education is crucial for South Africa's future innovation... In today's knowledge society, higher education underpinned by a strong science and technology innovation system is increasingly important in opening up people's opportunities." *- National Develop Plan, pg. 262*



Educators express appreciation for the work of the College's Mobile Science Laboratory Project

"We are grateful for the assistance that you have given us over the years. The matric class of 2016 performed very well. A big improvement in the learners' performance was observed in Physical Science with a number of learners obtaining distinctions. Some learners have applied for remarking because their marks were very close to 80%. This shows the confidence that our learners gained in this subject through your intervention."
Mrs Zakithi Madlala (HOD – Sciences, Mpophomeni High School)

"The above mentioned school wishes to thank you for your positive support through matric results which accelerated from 33% to 88% in Physical Science. This is the first time that our school achieved 80% and above in Physical science. We felt, that as a school, your contribution towards practical experiments is a positive contribution."
Mr D. L Zwane (Physical Science Educator, Celukuphiwa Combined School)

Mobile Science Laboratory Project – Meet our technicians

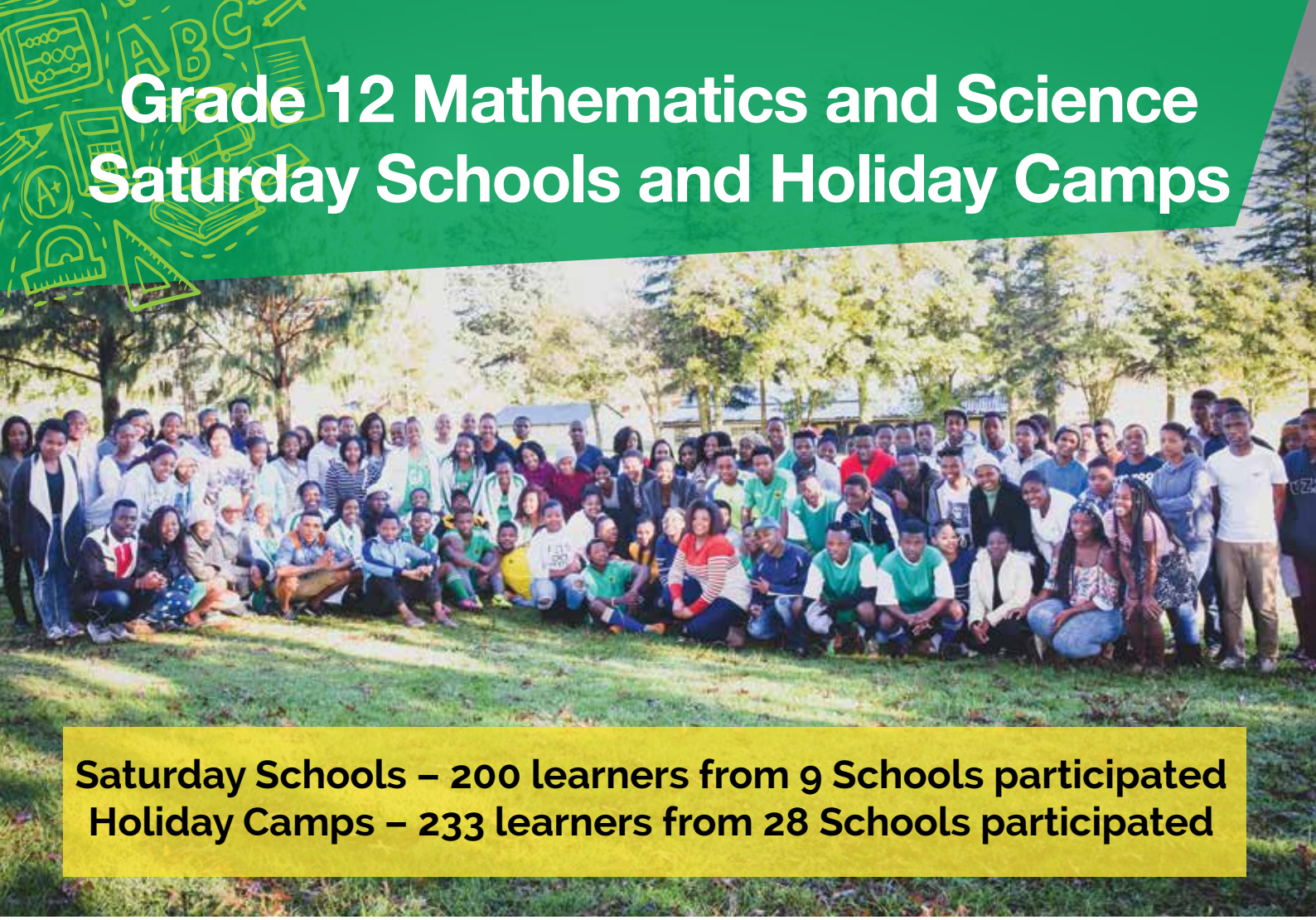
The project continues to respond positively to increased demand and additional staff have been appointed to accommodate the project's expansion. There are always schools on a waiting list for assistance. At the end of 2016, the College promoted two technicians, Sifiso Zulu and Thandanani Mdakane to the position of Teaching Assistants. Both are also furthering their studies in B.Ed (FET Phase) specialising in Maths and Science respectively. Two technicians resigned after being accepted into tertiary studies.

As a result of the changes, Sboniso Ntombela, who has been a technician for five years, was promoted to Head Technician in 2017. Sphamandla Makhaye remained with the team.
The following new technicians have joined the project:

- Sbonelo Chonco obtained 100% for mathematics in Grade 12 in 2010. He was accepted to study Applied Mathematics at UKZN but unfortunately had to drop out. He had been tutoring learners at Siphelele High in Umlazi.
- Mbali Mbele has completed her N6 in Chemical Engineering.
- Thokozani Shezi who was a Grade 12 learner at one of the project schools, Bonokuhle High. He completed his Grade 12 in 2010 and has been assisting students in maths and science in his community of Loskop.
- Phumlani Zondi is completing his B.Ed (FET Phase - Science) in 2017.
- Bongumusa Banda has completed his N6 in Chemical Engineering.
- Senzo Zondi completed his National Diploma in Analytical Chemistry (DUT) after he upgraded his Grade 12 results at the College in 2011.

Front row from left – Phumlani Zondi, Phumlani Makhaye, Sbonelo Chonco, Mbali Mbele, Bongumusa Banda
Back row from left - Thokozani Shezi, Senzo Zondi, Sboniso Ntombela

Grade 12 Mathematics and Science Saturday Schools and Holiday Camps



Saturday Schools – 200 learners from 9 Schools participated
Holiday Camps – 233 learners from 28 Schools participated

INTERNATIONAL COMPUTER DRIVING LICENCE - ICDL

Our two fully equipped computer laboratories provide a modern learning centre for computer studies

All MST learners are required to complete the ICDL certificate which comprises of four core modules, namely: Computer Essentials, Microsoft Word, Microsoft Excel and Online Essentials. This course equips our learners with the skills to be able to conduct research and to process online applications for Tertiary Studies.

This course is also open to the public for the purpose of skills development.

Early Childhood Development Programme

"TO ACTUALLY DO WITHOUT ECD, WE'RE MISSING THE RICHEST PART OF A HUMAN'S LEARNING CAPACITY AND LEARNING ABILITY. IF THE CHILDREN CANNOT COME TO THE CLASSROOM, WE'RE GETTING OUT TO THE CHILDREN IN THEIR HOMES AND THEIR COMMUNITIES."

- Colleen Larkin
Head of ECD Programmes,
Midlands Community College

IMPACT

33 staff

2188 children

394 caregivers

308 ECD practitioners

- Accredited Training - Level 4
- Parent Groups and Creating Learning Resources
- Short Courses
- Non-Centre Project
- Mobile Toy Library

The Children's Act (2005) defines early childhood development as the process of children developing their emotional, cognitive, sensory, spiritual, moral, physical, social and communication capabilities from birth to school-going age.

Khanyisa and Sizanothando Non-Centre Based Early Childhood Development Programmes

The concept of Non-Centre Based ECD allows for the inclusion of disadvantaged children into the pre-schooling system through a programme that brings ECD activities into their homes. Through the work of 34 hardworking community volunteers, both children and caregivers benefit from stimulating educational activities, care and assistance.

2017 Figures

28	Family Community Motivators	**2**	Co-ordinators
2	Toy Librarians & Play Facilitators	**13**	FCMs currently registered on the Level 4 Certificate in ECD

Growth

2016 Figures

24	Family Community Motivators	**2**	Co-ordinators
2	Toy Librarians	**9**	FCMs who completed Level 4 Certificate in ECD

Impact

311 children reached in 2015

384 children reached in 2017

340 children visit Mpophomeni Toy Library each month

264 caregivers reached

300 children visit Bruntville Toy Library each month

"We need to ensure all children can access and benefit from a high quality education. This requires a range of early childhood development services and programmes that support the holistic development of young children. These services need to be flexible, so that they can be responsive to the needs of children, families and communities. Some services will need to be targeted directly at children, others will provide support to their primary caregivers." *- National Develop Plan, pg. 264*

OUR UNIQUE RESIDENTIAL MODEL

Our Theory of Change – Maths, Science and Technology Programme

This year we have reflected on what we want to accomplish with our residential upgrading model. What is our theory of change for our MST programme? Our model is unique in that students are given the opportunity to immerse themselves in a community of like-minded peers, away from the challenges imposed by home life stressors and distractors. Students build academic resilience and learn to take responsibility for their learning in order to achieve success.

The College provides a safe, comfortable and supportive environment where students can focus on academic achievement. A culture of practice develops through evening tutorial and support sessions where students believe that the more you do the better you will become. Students live and learn together for twenty four hours a day, seven days a week. They work in groups late into the night and over weekends and this fosters a cohesive spirit.

The overriding outcome of the model is that, students, once selected for their preferred tertiary choice, are better equipped to deal with adverse situations, and therefore enabled to manage the challenges of the tertiary education system.

The uniqueness of our upgrading model

"The environment provided by Midlands Community College, seems to foster a culture of academic effort. The students live in an environment where there are no distractions, and for most, they live in this environment 24 hours a day, seven days a week." - Jeanne Philips (Physical Science Educator)

"There is a culture of peer support that is integral to the model. Students study significantly in groups that form naturally as a result of their living circumstances and shared experiences." - Sifiso Zulu (Mathematics Teaching Assistant)

The residential nature of our education matters in Early Childhood Development too

The ECD practitioners who attend training at the College are predominately female from rural or peri-urban communities within KwaZulu-Natal and the Midlands. Our courses are aimed at equipping practitioners with basic, practical skills to enrich the lives of the young children in their daily care. By running our programmes as residential courses, the participants are relieved of the burden of travel costs, travel time and life stressors that impact on participation. They are able to support each other with evening activities and assignments. A cohesiveness and competiveness develops between the participants, and often the classroom lights are on way into the evening as toys and learning resources are designed, refined and completed.

The academic focus of the Level 4 certificate programme is supported through the residential nature by increasing available contact time for learning, and allowing for evening participation in completing assignments and group support in achieving learning outcomes.

> **Education** is the **key** to **unlock** the **golden door** of **freedom**
>
> - George Washington Carver

Our Future

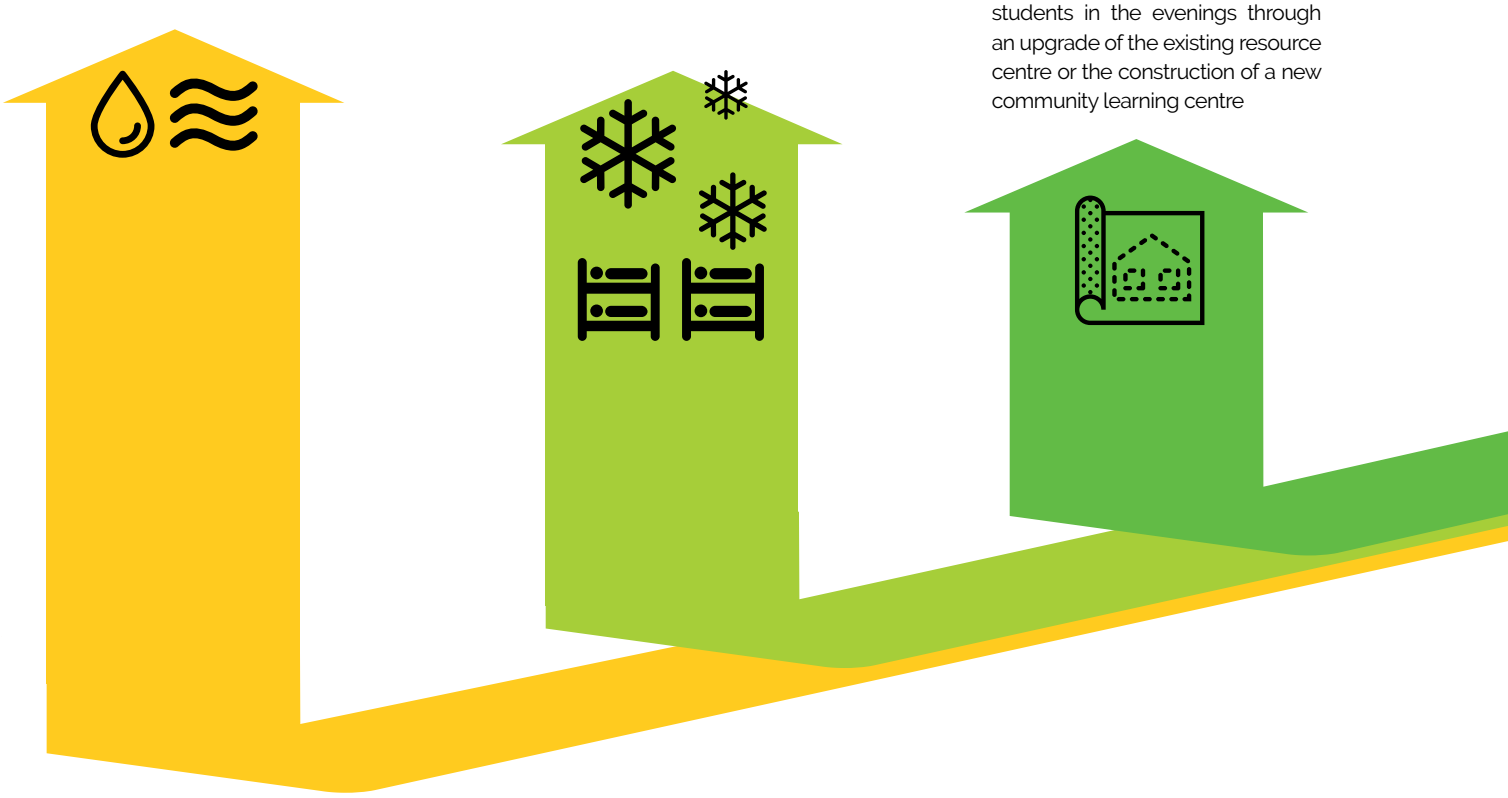
Midlands Community College is privileged to be situated in the beautiful Midlands Region of KwaZulu-Natal. Our unique location brings certain benefits as well as challenges. The relative seclusion of the College has been appreciated by many students only after they leave the College. They realise that its location meant that they could focus exclusively on their studies while at the College as there are few distractions in the surrounding area.

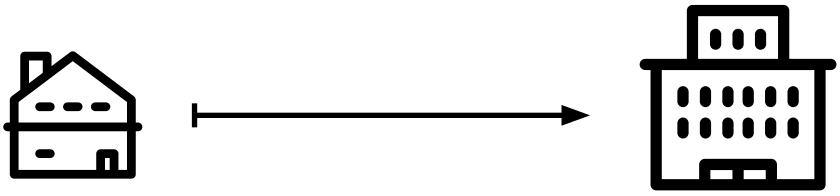
The peri-urban location however brings various challenges such as limited municipal infrastructure meaning that the College is reliant on boreholes and septic tanks. We are compelled to look at the long-term sustainability of our infrastructure and as well as the responsible use of available resources.

While we appreciate the absolute beauty of our surroundings, it is also very cold during winter and we are challenged to provide sufficient hot water for all our students. We seek to upgrade these facilities as well as the dining hall, dormitories and classrooms to be warm and comfortable during the chilly winter months.

Our immediate attention is on the most urgent infrastructural upgrades that are required, namely:

- A new on-site water treatment plant
- A new on-site sewerage treatment plant
- Additional student accommodation
- Additional classrooms that can also provide quiet study space for students in the evenings through an upgrade of the existing resource centre or the construction of a new community learning centre





We plan to upgrade and expand our physical capacity to house a total of 300 students in future and also develop a model ECD teaching and learning centre that will enable care and education for disadvantaged young children as well as a registered centre where accredited practitioner training can be practically observed and assessed.

The expansion in the College's off-site projects is having an impact on the administration and staffing requirements, necessitating expansion of on-site infrastructure, including accommodation for the Schools' Mobile Science Laboratory Technicians and training facilities for the volunteers who work in the off-site ECD projects. As the College is responsive to the ever growing number of requests for assistance, we anticipate further growth in all our projects in future.

FINANCIALS

MIDLANDS COMMUNITY COLLEGE NPC

Revenue

Relationships between the Midlands Community College and our local and international partners remain strong. Despite continued local and global challenges, the Midlands Community College's revenue increased by 48.31 % over the last three years.

Donation income:

9 565 885

Student fees:

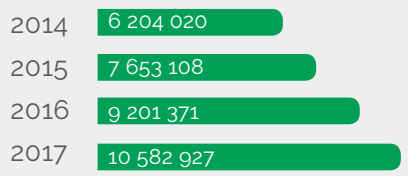
910 054

Other income:

106 988

TOTAL REVENUE:

10 582 927



70.58%

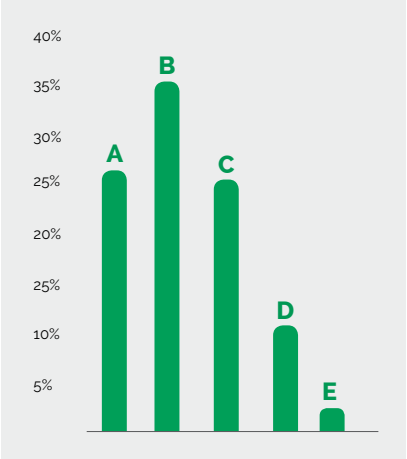
INCREASED REVENUE

ANALYSIS OF INCOME FOR THE 2017 FINANCIAL YEAR

	Income Type	Amount	%
A	Private Social Investment	1 868 534	18%
B	Corporate Social Investment	5 529 950	52%
C	Bequests	180 000	2%
D	International donations	216 820	2%
E	State owned enterprises	1 770 581	17%
F	Student fees	910 054	8%
G	Other incomes	106 988	1%
	TOTAL	**10 582 927**	

PROJECT SPECIFIC EXPENDITURE

	Expense	Amount	%
A	Early Childhood Development	2 568 267	26%
B	Maths, Science & Technology Project	3 557 745	35%
C	Mobile Laboratory, Holiday & Saturday School	2 473 131	25%
D	Maths and Accounting Project	1 109 806	11%
E	Computer Studies	292 659	3%
	TOTAL EXPENDITURE: 10 001608 + 39308 +566964 =	**106 07880**	



COMPARISON INCOME AND EXPENDITURE 2016 AND 2017

Expense	Income	Expenditure	Profit/Loss
Early Childhood Development	2 513 204	2 568 267	(55 063)
Maths, Science and Technology Project	3 549 174	3 557 745	(8 571)
Maths and Accounting Project	1 031 533	1 109 806	(78 273)
Mobile laboratory, Holiday and Saturday School	2 542 713	2 473 131	69 582
Computers	299 724	292 659	7 065
Recovery Income - Computers	0	0	
Other Income	106 988		106 988
Indirect Expenses		39 308	(39 308)
Board and lodging	539 591	566 964	(27 373)
TOTAL	**10 582 927**	**10 607 880**	**(24 953)**

Midlands Community College Centre for Further Education and Training NPC

(The schedules below represent an abridged version of the annual financial statements.
For a full set of audited annual financial statements, go to www.midlandscommunitycollege.co.za)

STATEMENT OF FINANCIAL POSITION AT 31 MARCH 2017

Assets	2017	2016
Non Current Assets	1 531 135	1 071 676
Plant and equipment	1 531 135	1 071 676
Current Assets	708 911	867 725
Trade and other receivables	470 794	776 196
Prepayments	50 144	67 688
Bank, cash and cash equivalents	187 973	23 841
Total Assets	**2 240 046**	**1 939 401**

Equity and liabilities	2017	2016
Equity	1 496 932	1 521 885
Capital Donations Fund	793 321	793 321
Retained earnings	703 611	728 564
Non-current liabilities	261 851	113 577
Group loan payable	261 851	113 577
Current liabilities	481 263	303 939
Trade and other payables	481 263	303 939
Total equity and liabilities	**2 240 046**	**1 939 401**

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 MARCH 2017

Income	2017 R	2016 R
Revenue	10 475 939	9 002 171
Other income	106 988	199 200
Total Income	10 582 927	9 201 371
Expenses		
Operating expenses	(10 607 880)	(8 754 462)
Finance expenses	-	(1 698)
Net surplus for the year	**(24 953)**	**445 209**

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 MARCH 2017

	Capital Donations Fund R	Retained earnings R	Total R
Balance at 31 March 2015	793 321	283 355	1 076 676
Net surplus for the year	-	445 209	445 209
Balance at 31 March 2016	793 321	728 564	1 521 885
Net surpluse for the year	-	(24 953)	(24 953)
Balance at 31 March 2017	**793 321**	**703 611**	**1 496 932**

Midlands Community College Association

(The schedules below represent an abridged version of the annual financial statements.
For a full set of audited annual financial statements, go to www.midlandscommunitycollege.co.za)

STATEMENT OF FINANCIAL POSITION AT 31 MARCH 2017

Assets	2017	2016
Non Current Assets	12 129 681	13 308 531
Property	3 920 005	3 356 822
Investments	8 209 676	9 951 709
Current Assets	3 792 434	2 583 605
Loan to related party	261 851	113 577
Trade and other receivables	4 745	-
Investments	2 822 994	2 200 218
Cash and cash equivalents	702 844	264 623
Loans receivable	-	5 187
Total assets	**15 922 115**	**15 892 136**

Equity and liabilities	2017	2016
Equity	12 289 682	12 975 096
Reserves	11 120 918	12 359 578
Retained income	1 168 764	615 518
Liabilities		
Current liabilities	3 632 433	2 917 040
Trade and other payables	3 632 433	2 917 040
Total equity and liabilities	**15 922 115**	**15 892 136**

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 MARCH 2017

Income	2017 R	2016 R
Revenue	655 735	840 000
Other income		
Sundry income	7 501	2 700
Subscriptions	-	100
Interest received	14 098	15 748
Total Income	677 334	858 548
Operating expenses		
Accounting fees - current year	(15 000)	(15 000)

Auditors remuneration	(45 707)	(39 744)
Bad debts	-	(5 625)
Bank charges	(22 521)	(26 207)
Charity events	(18 120)	-
Donations	(17 072)	-
Equipment	-	(26 517)
Learner resources	-	(9 940)
Penalties and interest	-	(194)
Rates	-	(6 877)
Repairs and maintenance	(3 540)	(51 015)
Travel-local	(2 128)	(1 317)
	(124 088)	(182 436)
Net surplus for the year	**553 246**	**676 112**

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 MARCH 2017

	2017 R	2016 R
Cash flows from operating activities	1 263 894	1 065 051
Cash generated from operationss	1 249 796	1 049 303
Interest received	14 098	15 748
Cash flows from investing activities	412 987	(310 091)
Purchase of property	(563 183)	(1 088 069)
Loans advanced to group companies	(148 274)	(90 531)
Sale of financial assets	1 119 257	873 696
Purchase of loans receivable	-	(5 187)
Sale of laons receivable	5 187	-
Cash flows from financing activities	(1 238 660)	(831 068)
Donations capitalised	(1 238 660)	(831 068)
Total cash movement for the year	438 221	(76 108)
Cash at the beginning of the year	264 623	340 731
Total cash at the end of the year	702 844	264 623

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 MARCH 2017

	Maths and science fund - Rand Merchant Bank Fund	Lady Usher and Peter Brown Fund	Health Care Fund	Capital Donation Fund	Maths and Science Fund - Phillip and Chris Cross Fund	Total reserves	Retained income	Total Equity
Balance at 01 April 2015	750 000	4 637 054	3 224 474	2 046 850	2 532 269	13 190 647	(60 594)	13 130 053
Surplus for the year	-	-	-	-	-	-	676 112	676 112
Net fund movement	(102 638)	(59 949)	(36 871)	(298 992)	(332 619)	(831 069)	-	(831 069)
Total changes	(102 638)	(59 949)	(36 871)	(298 992)	(332 619)	(831 069)	-	(831 069)
Balance at 01 April 2015	647 362	4 577 105	3 187 603	1 747 858	2 199 650	12 359 578	615 518	12 975 096
Surplus for the year	-	-	-	-	-	-	553 246	553 246
Net fund movement	-	(570 548)	(425 156)	-	(242 956)	(1 238 660)	-	(1 238 660)
Total changes	-	(570 548)	(425 156)	-	(242 956)	(1 238 660)	-	(1 238 660)
Balance at 31 March 2017	**647 362**	**4 006 557**	**2 762 447**	**1 747 858**	**1 956 694**	**11 120 918**	**1 168 764**	**12 289 682**

MIDLANDS COMMUNITY COLLEGE

- Established in 1981 -

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marketing@midlandscommuntiycollege.co.za | finance@midlandscommunitycollege.co.za

YOUR GENEROSITY ENABLES US TO CHANGE LIVES, NOW AND INTO THE FUTURE. THANK YOU.

Abe Bailey Trust
AECI Community Education and Development Trust
Anglo-American Chairman's Fund
Eskom Development Foundation
First Rand Foundation
Fulton Trust
Grindrod Family Centenary Trust
HCI Foundation
Hulamin Ltd
Investec Bank Limited
JDA Windeler Family Trust
Lady Usher Midlands Development Trust
Mrs P J Brown
Nedbank Private Wealth Education Foundation
N3 Toll Concession (RF) Proprietary Limited
Oppenheimer Memorial Trust
P and C Cross Bequest
Rand Merchant Bank Fund
R B Hagart Trust
Shell SA Refining
Siyakha Education Trust
Solon Foundation (Switzerland)
The Timothy Hancock Charitable Trust
Zenex Foundation

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Registered in terms of Section 18A of the Income Tax Act
NPO Registration Number 002 361 NPO

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