

The Education Hub
is dedicated to the people
who continue to work tirelessly
to improve the quality
of education and training
in South Africa

August 2015



JET ANNUAL REPORT 2015



JET EDUCATION
SERVICES

JET CONTENTS



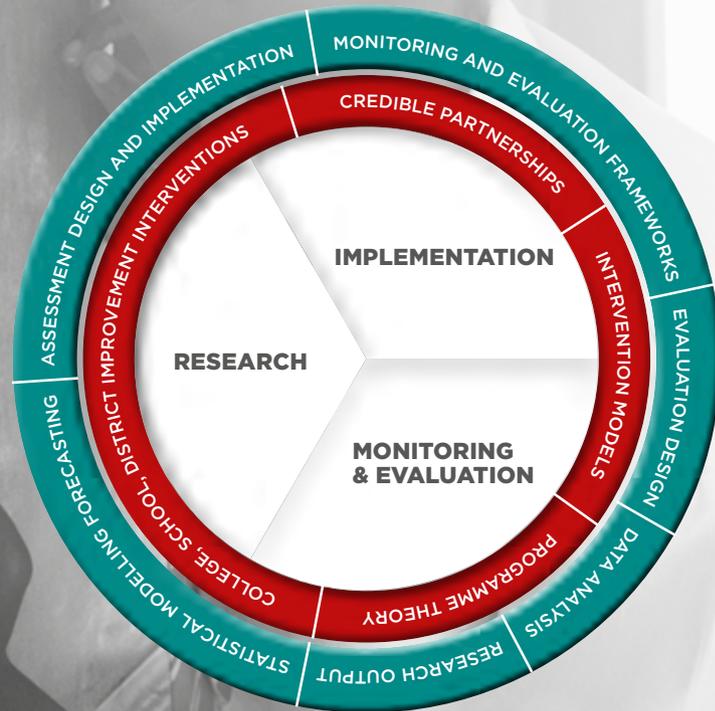
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ABOUT JET

THE JET DNA

JET Education Services works with government and public sector institutions, the private sector, civil society organisations, local and international development agencies and education institutions to improve the quality of education and the relationship between education, skills development and the world of work.

The JET Value Chain consists of three interrelated components:



THE JET STORY



JET acted as a grantmaker and introduced the use of scientific evaluation methods and rigorous quality control to make sure grant money was well spent.

In 1992, concerned about the effects of apartheid on the state of education in South Africa, 21 organisations, led by big business and including civil society entities, political parties and trade unions, united to form the Joint Education Trust. An initial donation of R500 million was made to fund educational projects run by non-governmental organisations (NGOs) in disadvantaged communities.

JET acted as a grantmaker and introduced the use of scientific evaluation methods and rigorous quality control to make sure grant money was well spent. Over the next decade, evaluation and research became JET's major strengths.

With the winding up of the Trust in 2001, the organisation, rebranded as JET Education Services, strengthened its position as a support to the new democratic government to bring about systemic educational change and adopted a new role as a service NGO that assisted government, business entities and multinational funders involved in education development activities.

The changing NGO environment in the following years saw JET consolidate its role as a self-sufficient delivery support organisation backed by a sound research base.

In 2011, JET's strategic focus was refined to include a new commitment to social entrepreneurship combined with academic rigour. This approach led JET in 2013 to oversee, with support from government, the establishment of the National Education Collaboration Trust, a national compact to deliver large-scale systemic national interventions in pursuit of the education goals of the National Development Plan.

The National Development Plan sets out a clear plan for the improvement of the education and training system in South Africa and in 2015, JET - under the leadership of its third CEO, James Keevy - actively positioned itself as a credible collaborator to support the implementation of this plan.



JET IN 2016



The focus on improving the quality of education for the poor, with an emphasis on research and knowledge-based interventions, runs through all JET's work.

At the end of 2015, a new strategic plan based on the concept of the JET value chain was developed and six thematic areas identified to guide our work.

JET currently employs 29 full-time staff based in The Education Hub in Parktown, Johannesburg and our field office in Cape Town and makes use of a network of consultants and contracted fieldworkers for particular projects as and when necessary.

JET Values

1. Champion social justice
2. Be professional and knowledge-orientated
3. Be independent and accountable
4. Be innovative and courageous
5. Practise ethical governance
6. Put people at the centre



THEMATIC FOCUS AREAS

THEME ONE

EARLY CHILDHOOD DEVELOPMENT (ECD)

Subthemes

- 1.1 ECD approaches
- 1.2 Qualifications of ECD teachers
- 1.3 Knowledge-based interventions in ECD
- 1.4 Integrating government services in ECD

THEME TWO

SCHOOL IMPROVEMENT

Subthemes

- 2.1 Systemic school improvement models
- 2.2 Large-scale monitoring and evaluation of mechanisms for change
- 2.3 District support and interventions
- 2.4 Managing and monitoring of the National Education Collaboration Trust programme
- 2.5 Systematic assessments

THEME THREE

TEACHER EDUCATION

Subthemes

- 3.1 Initial teacher education
- 3.2 Professional standards for teachers
- 3.3 Continuing professional development of teachers
- 3.4 Teacher induction and mentoring
- 3.5 Teacher assessments

THEME FOUR

POST-SCHOOL TRAINING AND EDUCATION

Subthemes

- 4.1 Technical and vocational education and training curriculum
- 4.2 Community colleges models and implementation
- 4.3 Work-integrated learning models and approaches
- 4.4 College improvement models
- 4.5 National recognition of prior learning (RPL) implementation and research to support a national coordinating mechanism for RPL

THEME FIVE

ICT IN EDUCATION

Subthemes

- 5.1 Research to support ICT interventions
- 5.2 Mentoring in schools and colleges
- 5.3 Understanding the conditions that enable ICT interventions

THEME SIX

UNION LEADERSHIP

Subthemes

- 6.1 Union leadership approaches
- 6.2 Professionalisation of unions and their leaders

FROM THE CHAIRPERSON

The JET DNA strategy is aimed at ensuring that the organisation remains insightful, responsive, innovative, solution-oriented and sustainable ...



JET embarked on a strategic planning process led by the executive team and involving extensive and intense consultation during 2015. The resulting JET DNA Strategy 2016-2020 confirms JET's vision, mission and values and outlines the six thematic areas to be pursued across the JET value chain. The value chain, comprising research, implementation, and monitoring and evaluation gives expression to JET's integrated approach to delivering services of a high standard to clients and stakeholders. The JET DNA strategy is aimed at ensuring that the organisation remains insightful, responsive, innovative, solution-oriented and sustainable in its contribution to improving the quality of education and training and the relationship between education, skills development and the world of work. It would be remiss of me to not express the appreciation of the Board for the quality of leadership demonstrated by the JET management and staff in execution of the strategic planning process and to assure them of the full support of the Board in implementing the new strategy. The contribution of our external stakeholders to the development of the new strategy is also sincerely appreciated.

The implementation of the JET strategy is based on an innovative business model that combines the traditional non-profit organisation approach of strong reliance on a few main funders with an approach that seeks to offer differentiated solutions and services to meet the needs of stakeholders, funders and

clients. Integral to this approach is the recognition that reliance on a few main funders, mainly government departments, for large projects is not sustainable and that greater focus has to be given to diversifying our funding sources, tapping into corporate social investment and international sources while maintaining and growing our base of core funders.

From a financial perspective, 2015 was a very difficult year for JET as we grappled with a number of large multi-year projects coming to an end in addition to the impact of the challenging local and global economic climate, manifesting in significantly longer project lead times and more effort being required to secure sustainable new contracts. Notwithstanding these challenges, 2015 also saw JET move towards increased sustainability following the acquisition of 'The Education Hub' in late 2014, enabling the creation of a critically needed space for collaboration between key players in education and training. The collaborative approach is a crucial aspect of JET's new business model which acknowledges the power of collective social action to bring about meaningful transformation.

JET has responded to the financial challenges of 2015 by focusing on ways in which to operate more efficiently, including more collaborative and cross-functional

work across business divisions, a review of the revenue model and the use of technology to reduce overhead costs and improve internal collaboration. In order to place JET on a more sustainable footing based on the new business model, it was unfortunately necessary to review and reduce all costs, including personnel costs, during the first quarter of 2016. The CEO and his team managed this difficult process sensitively through a fair and transparent consultative process with all staff in a manner that was consistent with JET's values. It is notable that most of the members of staff affected by the cross-cutting measures continue to be involved with JET in other capacities. This is to the credit of the quality of leadership demonstrated by the Chief Executive Officer, Dr James Keevy, and the JET managers.

The JET Board of Directors has continued to pursue effective leadership and oversight by ensuring, amongst others, adherence to the organisational values, commitment to transparency and accountability, the exercise of effective financial oversight and the optimisation of resources in pursuit of sustainability without losing sight of JET's purpose as a public benefit organisation. The Board collectively was fully committed to the development of the new JET strategy and played an integral role in the transition process - for this I express my

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sincere appreciation. I wish to single out Bohani Shibambu, who resigned as a director in November 2015 due to work commitments and thank him for his contribution to JET as a director and chairperson of the Finance and Audit Committee.

JET is all about its people and would not be able to achieve its objectives without them. On behalf of the Board, I thank the JET management

and staff for their continued commitment and dedication.

JET, as in the past, has been able to reinvent itself at a key point in its history. The period ahead is important as the new business model takes shape, with some results already being realised. I look forward to working with my fellow directors, the management team and staff and the many

people who have links to JET in various ways to ensure that JET remains a vital and valued player in the South African education and training system for many years to come.

Nathan Johnston
Chairperson

FROM THE CHIEF EXECUTIVE OFFICER

Our transition has been proactive and strategic, but has also been unavoidable due to a changing landscape



2015 was an important year for JET in many ways. Most critically, it was a year of transition as JET repositioned itself in a changing local and international context. It was also a year in which JET had to reflect on its transformational role in education and training as it developed a new five-year strategy and reinvented itself as a 'preferred independent education support and service agency' with a focus on the development of new insights based on a solid knowledge foundation, on innovation and on offering solutions to our clients. As a non-profit organisation these changes, voluntary and internal as well as imposed and external, have impacted on our business model. We have moved away from the traditional 'NGO model' to becoming a more nimble and responsive agency that remains committed to transformation in education through improved knowledge and understanding. Our key products are now clearly

delineated and communicated to our clients and stakeholders through a value chain comprised of three key elements:

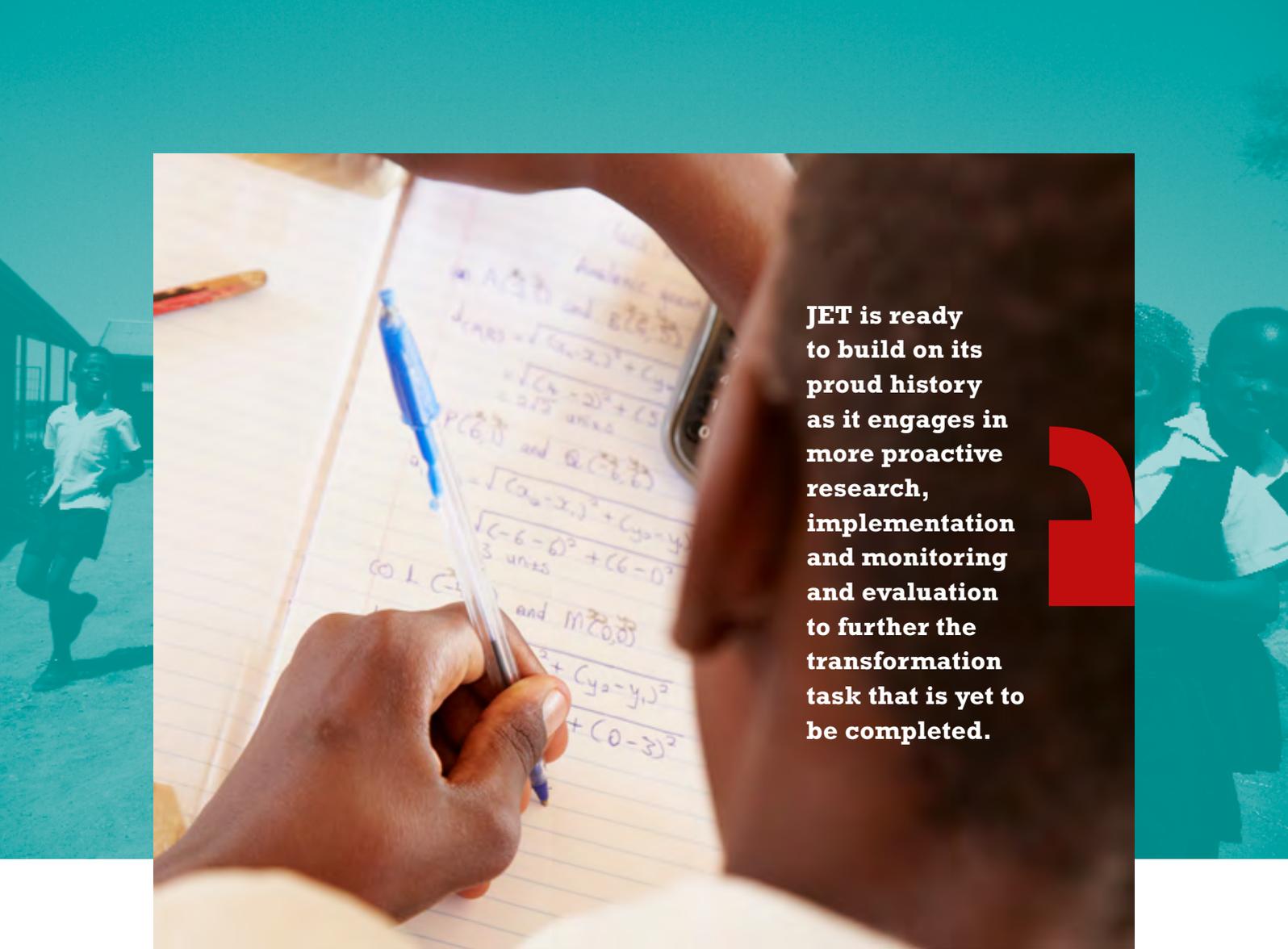
- » Research remains at the core of JET. This has been the case for the last 24 years and will continue to be the case. We employ professional researchers with different specialisations, ranging from assessment, quantitative and qualitative analysis, to curriculum and quality assurance.
- » Implementation is an important competence that JET has offered across the country and increasingly in Southern Africa. Large-scale education projects that require multi-skilled teams and strong project management skills are integral to JET's business model. Importantly, implementation is always based on credible research and provides a fertile ground for ongoing reflective and practice-based approaches.
- » Monitoring and evaluation is the third element of the JET value chain. We have built strong capacity to evaluate both our own implementation and, increasingly, third-party interventions that require independent views on the returns of multi-year local and foreign investments in education.

Our transition has been proactive and strategic, but has also been unavoidable due to a changing landscape. While our external audit was unqualified for 2015, as it has

been throughout JET's history, the financial constraints experienced were most acute during the past year. Our new business model requires lower overheads and increased flexibility, which in turn, necessitated the undertaking of a right-sizing process in early 2016. Such processes are often viewed as foreign to the non-profit sector, but are nonetheless important if organisations like JET are to remain relevant, vibrant and sustainable.

I acknowledge the important contribution of the JET Board of Directors during this year of transition, most notably the steady and confident leadership of Nathan Johnston, the chairperson of the Board. The role of the JET Education Advisory Committee that includes longstanding JET associates, such as André Kraak and Anil Kanjee and in 2015 included inputs from Muavia Gallie, John Kruger, Marie-Louise Samuels and Carol Maila, is also important to mention.

The JET management team that is geared to deliver the new business model has also settled in and I recognise the oversight role of Carla Pereira and the management of the Monitoring and Evaluation Portfolio by Eleanor Hazell, of the Implementation Portfolio by Lesley Abrahams and of the Research Portfolio by Andrew Paterson. The newly appointed Client Relationship Manager, Kedibone Boka, is also making a significant impact. Thandi Lewin, Executive Manager of the Monitoring and Evaluation Division, was seconded to the Department



JET is ready to build on its proud history as it engages in more proactive research, implementation and monitoring and evaluation to further the transformation task that is yet to be completed.

of Higher Education and Training to oversee the development of the Implementation Plan for Post-School Education and Training. JET is privileged to have such a dedicated team, assisted by a range of professional and support staff.

Lastly, it is important to recognise our clients and stakeholders. In 2015 we continued large-scale monitoring and evaluation work with the Department of Planning, Monitoring and Evaluation, while the National Education Collaboration Trust (NECT) remains one of JET's most strategic implementation projects. With respect to research, our ongoing work in initial teacher education remains important and is increasingly being recognised as a basis for further work by all involved, including the Departments

of Higher Education and Training and of Basic Education. New work with the South African Qualifications Authority and the United Nations Educational, Scientific and Cultural Organization has broadened our scope of work as we have started to integrate more international work into our profile. JET's collaboration with the South African Council for Educators is also an important new endeavour that will assist to accelerate important strategic interventions in South Africa. Our work with the South African Democratic Teachers Union and union leadership remains just as important, as well as new work with provincial departments.

At the time of the preparation of this annual report, we were well into 2016 and the changes to JET's business model can be seen

to be paying off as the organisation renews its focus across six thematic areas, including early childhood development, school improvement, teacher education, post-school education and training, information and communication technology in education and union leadership. JET is ready to build on its proud history as it engages in more proactive research, implementation and monitoring and evaluation to further the transformation task that is yet to be completed. Insight, innovation and solutions will be three threads that run through all JET's activities as we go forward.

James Keevy
Chief Executive Officer

FROM THE CHIEF OPERATING OFFICER

TRANSFORMATION THROUGH KNOWLEDGE

Education and training and innovation are central to South Africa's long-term development. They are core elements in eliminating poverty and reducing inequality, and the foundations of an equal society. 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 Vision for 2030: 261

In spite of some noticeable changes in our education system, the current rhetoric around education in South Africa is still rather negative. Just pick up a newspaper or listen to the coffee shop banter and you will hear something along the following lines: 'Our children are being failed by unprofessional teachers and leaders who lack any form of commitment and dedication to the future of our country.' 'A whole generation of unemployable youth are being produced, not because they are incapable but because they are not being nurtured by professionalism in the classroom and the leaders who employed these teachers.'

And to some extent, this is true. There has been growing recognition over the past 10 years that many learners in South Africa are one or more years below the acceptable achievement levels, particularly in key subjects like English first additional language (EFAL) and mathematics. Learners who are academically behind in the foundation phase are likely to fall further and further behind their peers as they progress through the school system. And to exacerbate

the problem, a significant number of learners drop out of school before they reach matric.

Many interventions over the past 10 years have been implemented and have had varying successes, but few have resulted in lasting change. What is more, we seem, as a country, to have made very limited progress. We know what the problems, the symptoms of our ailing education system, are. And we are ready to assign blame – we blame government, for not doing enough; teachers, for not knowing enough; principals, for being too lenient; parents, for not giving their children enough time. The question is: What do we do about the problems? Simply criticising will not change anything and pointing fingers is the easy way out. We should perhaps rather be asking: Are we, as education policy-makers, researchers and programme managers, learning from our past mistakes and successes? Are we building a knowledge base to better guide development? Are we designing effective programmes that draw on past experience and scientific evidence?



JET's work during 2015 was exactly about this: leading, participating in, researching and evaluating projects so as to build our knowledge base and avoid recycling ideas that have not been effective in the past. Simply put, in 2015 we concentrated our efforts to search for lessons, consciously focusing on knowledge building and a return to our guiding vision:

Transformation through knowledge

An example of this work is our flagship research project, the Initial Teacher Education Research Project (ITERP). The efforts of the research team, led by Dr Nick Taylor and supported by Aneesha Mayet and Raymond Matlala, deserve mention. The project set out to raise awareness of the problems in initial teacher education, with particular regard to how student teachers are being equipped to address the demands of South African primary schools. We succeeded in not only promoting debate on this important issue, but also in stimulating a national initiative aimed at fixing some of the problems identified in our research. This seven-year project comes to an end in 2016, during which time the team will be integrating reports of the various components into a final report which we aim to present at the South African Education

Research Association Conference in October. Encouragingly, the next phase of the project, the Teaching and Learning Development Capacity Improvement Programme (T&LDCIP), with generous funding from the European Union, is due to take off in 2016 in collaboration with the Department of Higher Education and Training (DHET), the Zenex Foundation and South Africa's higher education institutions.

Another example of JET's participation in innovative research studies with the potential to inspire teaching and the professional development of teachers is the second phase of the Mathematics Primary Education Improvement Project for the Japanese International Cooperation Agency (JICA) and the Department of Basic Education (DBE). The mathematical problem solving techniques of teachers in South African schools are still limited to a few techniques teachers have been trained to use in their pre-service training. Consequently, learners are typically not exposed to a variety of techniques to solve mathematical problems. The project is an attempt to address this shortcoming by exposing teachers to a wide variety of methods in the hope that they, in turn, will expose their learners to these techniques. The project is designed to strengthen curriculum monitoring and provide curriculum implementation support to teachers working in the foundation and intermediate phases. JET, on behalf of JICA and the DBE, undertook a quasi-experimental study in 192 schools in two provinces. The study sought to ascertain learner achievement in mathematical problem-solving among Grade 4 learners whose teachers were exposed to three different training models. The project team, led by Roelien Herholdt and supported by Nozipho Motolo and Carla Pereira, successfully developed a Grade 4 mathematics test and conducted a baseline assessment that focused on the JICA teaching methodology.

The project is due to end in 2016 when the findings will determine which of the three approaches being implemented by JICA yielded the best results over an eight-month period.

We expanded our international footprint in 2015 with research that we conducted for the United Nations Educational, Scientific and Cultural Organization

Furthermore, we expanded our international footprint in 2015 with research that we conducted for the United Nations Educational, Scientific and Cultural Organization (UNESCO). The first project was on the status of qualifications in the Southern African Development Community (SADC). This research provides a basis for regional and international comparisons of national qualifications frameworks in the region. The second was a literature review on Global Citizenship Education, with particular reference to Africa. JET also participated in the Commonwealth Secretariat's project on developing a Pan-Commonwealth Standards Framework for Teachers and School Leaders, producing a validation report which was presented at a participatory workshop in November 2015.

The low level of learning in public schools serving the poor is undoubtedly the greatest problem faced by our education system and improving learning in these schools is one of JET's core focus areas. This was the impetus that directed much of the work in 2015 in the School and District Improvement Division (SDID), JET's implementation arm. SDID continued to implement systemic projects aimed at improving public schools serving the poor. Examples include managing the South African

Democratic Teachers' Union Curtis Nkondo Professional Development Institute (SCNPDI) and the District Improvement Project of the National Education Collaboration Trust (NECT). Lesley Abrahams, Deva Govender, Charlene Deacon and their teams have worked tirelessly in these projects, reaching impressive numbers of teachers and learners. But JET's work in the MRP Foundation Project (previously known as the RedCap Project) is an example of taking a project to the next level - where knowledge gained from our research on teacher development is being used in a novel way to inspire teachers and advance teacher development. Craig Gibbs used his curriculum knowledge and awareness of what teachers were grappling with to develop an e-learning programme for Mathematics, Science, EFAL and Accountancy teachers. This programme, initially an add-on in the MRP Foundation Project, became a fully-fledged project that was piloted in five schools. This is a data-driven, ICT-based, needs-based and adaptive approach to teacher development and one which is already showing measurable improvements in teachers' knowledge retention. This success may be attributable to teachers being inspired through the programme to take responsibility for their own learning and development.

An example of taking JET's research into action is the Data Usage Project, wherein JET developed materials and a training programme on error analysis using the Annual National Assessments (ANA) as an example. This project is expected to make a contribution to improving learner performance in Mathematics in Grades 3, 6 and 9 by developing the capacity of subject advisors and teachers to analyse learners' responses and results and use the resulting data to select the appropriate remedial strategies.

In 2013 we formally established a division dedicated to systematic utilisation-focused monitoring and evaluation (M&E). Over 2015, under the direction of Thandi Lewin and Eleanor Hazell, the M&E team was responsible for undertaking systematic external evaluations of two important national and longitudinal government-directed programmes, the Funza Lushaka Bursary Programme (FLBP) and the National School Nutrition Programme (NSNP).

tion evaluation of the FLBP included four major areas: the design aspects of the programme, the implementation of the programme, the effect of the programme on bursary recipients themselves and the effects on the broader education sector. Within this conceptual framework, JET undertook a comprehensive utilisation-focused evaluation, incorporating 10 evaluation activities.

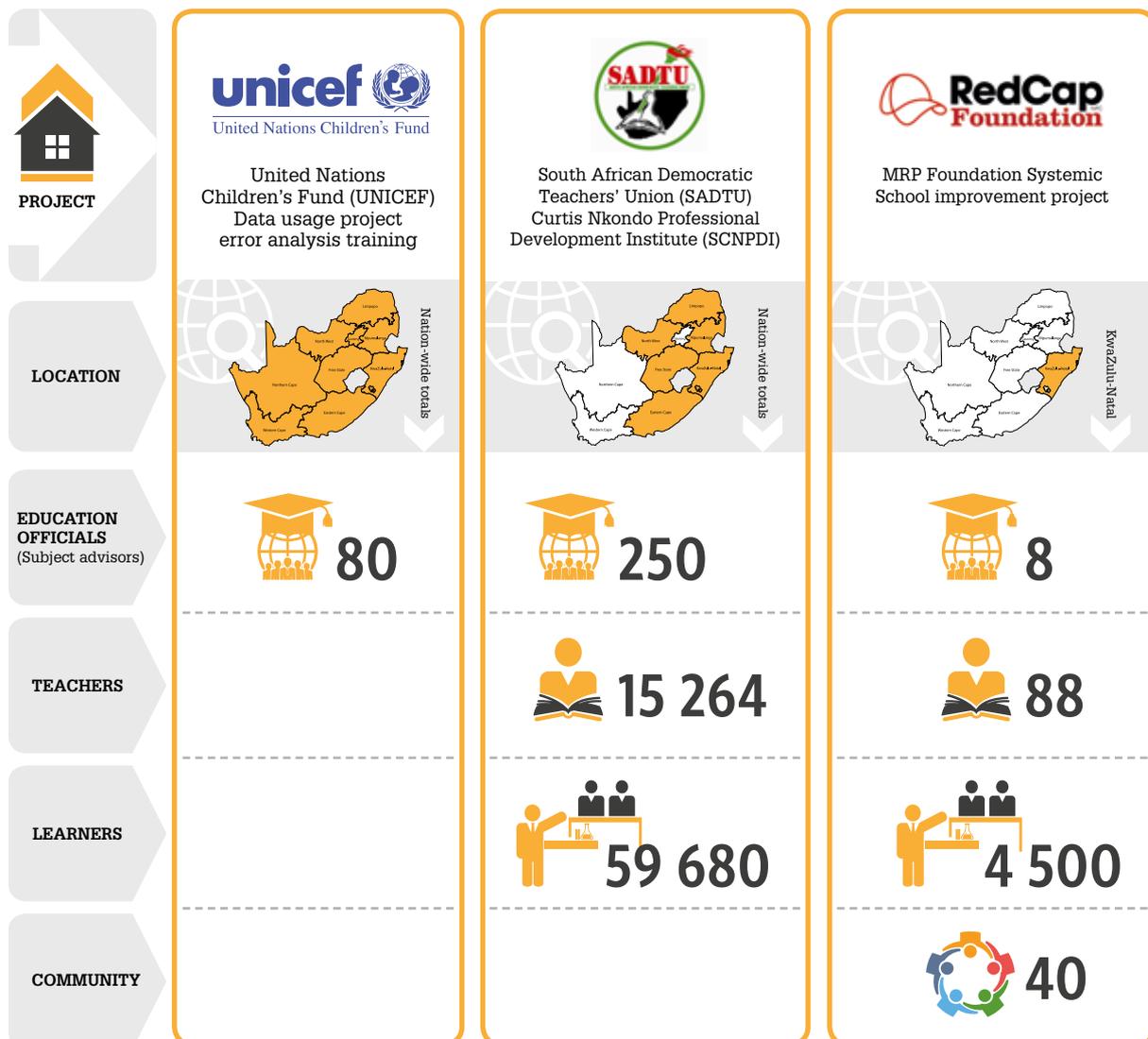
the programme was being implemented as planned, the quality of the programme delivery and whether the intended beneficiaries were being reached. The evaluation was a mixed-methods study involving intensive research in 30 schools per province and interviews with national, provincial and district managers as well as a limited number of stakeholders.

» JET’s proposed conceptual framework for the implementa-

» The scope of the NSNP evaluation included an examination of whether

In the post-schooling area, JET’s work entailed finalising the three-year long Colleges

Estimated number of project beneficiaries





Improvement Project for the DHET, the aim of which was to improve the capacity, functionality and performance of 15 technical and vocational education and training (TVET) colleges in the Eastern Cape and Limpopo. While addressing specific challenges within the colleges, the initiative also spoke to the national challenge of high levels of youth unemployment and the related concern of equipping college students with skills aligned to the needs of industry and a growing economy so that, as graduates, they will be employable and ready to enter the world of work. The external evaluation of the project commissioned by the DHET found that the CIP had positive effects and has valuable lessons for the sector as a whole. These lessons have been written up for publication in a book, with contributions from renowned researchers in the TVET field. The book, *Change management in TVET colleges: Lessons learnt from the field of practice* edited by Andre Kraak, Andrew Paterson and Kedibone Boka, is due for release at the end of June 2016. Although, sadly, JET's dedicated Youth & Community Development Division was closed towards the end of 2015, our work in post-schooling and youth development will continue to be a strong thematic area within our Research and Planning, Monitoring and Evaluation and Education

Management and Implementation Divisions in 2016 and beyond.

More information about our projects can be found on pages 13 to 17.

One of JET's strategic imperatives during 2015 was to build young black researchers. This gratifying initiative was a great success. The appointment of Lwazi Morake, Statistics Intern and Raymond Matlala and Zenobia Petersen, Junior Researchers in the Research and Planning and Monitoring and Evaluation Divisions respectively were key achievements in this regard. In addition, we entered into a partnership with the University of the Witwatersrand School of Education to jointly run an internship programme. Over 2015, a total of eight interns received short-term placements at JET and positive feedback was received all round. The Internship Programme is certainly one that will be pursued into the future as it provides unemployed graduates with valuable work experience and skills to enhance their employability, even if their internship does not result in an employment relationship within our organisation.

And, all our work notwithstanding, JET found itself a new home. On 1 April 2015, JET opened the doors of The Education Hub at 6 Blackwood Avenue in Parktown, Johannesburg. JET and three of

our tenants - Bridge, The Zenex Foundation and The Global Campaign for Education - are organisations striving towards a common goal: to improve the lives of young South Africans by providing quality education for all.

As JET's Chief Operating Officer (COO), I must acknowledge that JET's achievements over 2015 would not have been possible without our JETSetters who have given their all to ensure that transformation through knowledge happens by innovating, inspiring, learning on a daily basis and working really hard. Thank you! The past year was certainly not easy, especially given the transition JET faced to reposition itself as a 'preferred independent education support and service agency'. But under the leadership of our new CEO, Dr James Keevy, I am confident that JET will be taken to new heights. I believe 2016 will be better, a year in which we intensify our work to provide insights and innovations and strive, collaboratively with our partners (stakeholders and clients), to create solutions to address our education challenges - together, responsibly and optimistically, taking research to action.

Carla Pereira
Chief Operating Officer

PROJECT HIGHLIGHTS

IMPLEMENTATION	
<p>Colleges Improvement Project (CIP)</p> <p>Client <i>Department of Higher Education and Training</i></p> <p>Thematic area <i>Post-school education and training</i></p>	<p>The CIP, finalised in 2015, was implemented in 15 technical and vocational education and training (TVET) colleges in the Eastern Cape and Limpopo provinces between 2011 and 2014 to bring about a turnaround in the participating colleges' performance. An initial assessment of the colleges in 2012 had revealed substantive weaknesses in several functional areas and turning the colleges around would require a 'comprehensive' strategy across a wide spectrum of functional domains, including: Strategic and Operational Planning; Management and Governance; Teaching and Learning; Human Resource Management and Development; Finance and Risk Management; the Education Management Information System (EMIS); Student Support Services (SSS); and Physical Infrastructure and Facilities. The CIP interventions addressed the different functional areas in relation to the imperative of teaching and learning. The team commissioned to conduct an output to purpose review of the project found evidence of improvements in the capacity, functionality and performance of the project colleges and further found evidence that the changes were being institutionalised at all levels of the system, even in colleges with serious structural weaknesses. The project's beneficiaries included: 52 campuses across the 15 colleges, 52 campus managers, 15 EMIS managers, 45 SSS managers or officers, 2 210 lecturers and, directly or indirectly, the students, in 2012, a total of 108 000 students were enrolled in the project colleges.</p>
<p>Danish International Development Agency (DANIDA) Support to Education and Skills Development (SESD) III</p> <p>Student Support Services Project</p> <p>Client <i>Department of Higher Education and Training (DHET)</i></p> <p>Thematic area <i>Post-school education and training</i></p>	<p>During implementation of a large-scale project to improve the functioning of South Africa's 50 technical and vocational education and training (TVET) colleges, it had been established that student support services in the colleges were fragmented and ineffective. At the same time, students entering TVET colleges were ill-prepared for post-school education and in great need of support.</p> <p>In 2012, the DHET appointed JET to manage the DANIDA-funded Student Support Services Project designed to assist 12 colleges to deliver all-inclusive support to students, covering the pre-entry, on-course and exit phases of their college careers. The project was extended into 2015 and JET assisted the colleges to implement a variety of technology-based programmes for assessing and monitoring students and for bridging students' learning gaps as well as peer tutoring and remediation programmes. Assistance was provided to colleges in the sphere of work-based experience for students so that more students were exposed to the workplace and to work-preparedness training during their studies. It was anticipated that enhancing student support services would benefit students by enabling them to improve their academic performance and ultimately their employability in the labour market.</p>
<p>Managing Agent for the National Education Collaboration Trust (NECT)</p> <p>Client <i>National Education Collaboration Trust</i></p> <p>Thematic area <i>School improvement (School and district improvement)</i></p>	<p>JET is the managing agent for NECT's District Improvement Programme (DIP), an intervention unique among school improvement programmes in South Africa in that it targets eight school districts that are most in need of remediation. The project directly involves departmental and district officials in order to build their capacity and has a holistic approach to school improvement, reflected in its five thematic areas: School Management, Learner Welfare, Parental and Community Involvement in Schooling, District Development, and Teacher Development and Professionalisation.</p> <p>In 2015, JET, jointly with the NECT, oversaw the development of school support tools and teaching and learning materials and undertook subject training for teachers and training for school management teams and district officials.</p>

IMPLEMENTATION/continued

<p>Managing Agent for the National Education Collaboration Trust (NECT) ... continued</p>	<p>In 2015, over 19 398 Mathematics, Science and Language teachers across five provinces were trained to apply standard routines in the implementation of the Curriculum and Assessment Policy Statements (CAPS) in their respective subject areas and over 317 district officials were trained in curriculum management and tracking.</p> <p>JET's role as managing agent includes monitoring and quality assurance (MQA) of implementation of the DIP. The MQA team has developed a range of instruments for MQA activities and key findings and recommendations are fed back rapidly to programme teams to assist in improving implementation.</p> <p>JET has also provided strategic support to the NECT in the development of its monitoring and evaluation (M&E) processes and frameworks.</p>
<p>Management and Support of the South African Democratic Teachers' Union (SADTU) Curtis Nkondo Professional Development Institute (SCNPDI)</p>	<p>As managing agent for SADTU's teacher development institute, JET implemented interventions to strengthen teacher professional development and promote teacher learning. The interventions focused on empowering teachers to identify their needs and advance their knowledge and skills. The institute trained educators in the areas of school management development, growing a learning organisation and instilling professional values. Training models designed to suit the environments in which South African teachers find themselves were used. In 2015, in response to teachers' needs, training programmes on school and curriculum management and on developing resources for the foundation phase were conducted. A notable innovation was the introduction of Professional Learning Communities (PLCs) for teachers. All the programmes run by the SCNPDI were closely monitored by JET's M&E Division.</p> <p>The SCNPDI has contributed considerably to the development of teachers in South Africa.</p>
<p>Client <i>South African Democratic Teachers' Union (SADTU)</i></p> <p>Thematic area <i>Teacher development</i></p>	
<p>MRP Foundation Systemic School Improvement Project</p>	<p>The MRP Foundation Project is a systemic school improvement project focusing on five schools in the KwaDukuza/iLembe district of KwaZulu-Natal and uses a holistic approach to assist the schools to improve their learner performance. The project has been running since January 2011, but its recent focus has been on teacher development through mentoring and peer group learning. In October 2015, an e-learning tutorial pilot programme was introduced to a selected group of Grade 6 and 9 Mathematics teachers from five of the project schools. In addition to the electronic resources, the programme included workshops, pre- and post-assessments, self-study and feedback sessions. Results from the post-training teacher assessment are encouraging.</p>
<p>Client <i>MRP Foundation</i></p> <p>Thematic area <i>School improvement</i></p>	

MONITORING & EVALUATION

<p>Evaluation of the Work-Integrated Learning (WIL) Component of the SANTS Bachelor of Education (BEd) Programme</p>	<p>JET was contracted to conduct an evaluation to ascertain the extent to which SANTS student teachers - mid-way through their third year of a four-year Bachelor of Education (BEd) programme and engaged in work integrated learning - were utilising the skills and techniques taught during the programme in their teaching practice.</p> <p>The evaluation provided SANTS with information about whether students' classroom performance was at the expected level for the outcomes of both the SANTS BEd Programme and the national Minimum Requirements for Teacher Education Qualifications (MRTEQ) and with feedback on how student teachers were coping with the challenges associated with teaching in schools located in rural and poor areas. Possible areas in which the programme could be improved were identified.</p>
<p>Client <i>SANTS Private Higher Education Institution</i></p> <p>Thematic area <i>Teacher education</i></p>	

MONITORING & EVALUATION/continued

Implementation Evaluation of the Funza Lushaka Bursary Programme (FLBP)	JET undertook the first ever evaluation of the FLBP, which has been in existence since 2007. Over 14 000 bursaries are awarded annually and budget allocated for the programme in 2014/2015 was R948 million.
Client <i>Department of Performance Monitoring and Evaluation, and Department of Basic Education</i> Thematic area <i>Teacher education</i>	<p>The key evaluation questions sought to analyse the extent to which the programme has been effective in achieving its goals, objectives and intended outcomes. Important aspects examined included: the measurable results with regard to supply and placement of sponsored teachers; effectiveness of recruitment strategies; appropriateness and consistency of the programme design in relation to education sector priorities and policies. The evaluation also looked at the administrative and management efficiency of the programme as well as its sustainability and potential for being up-scaled.</p> <p>The FLBP evaluation reports have been accepted by the Evaluation Steering Committee and will be tabled for discussion by Cabinet in Parliament. Based on the findings, the DBE will develop both a management response and an improvement plan.</p>
Implementation Evaluation of the National School Nutrition Programme (NSNP)	JET also undertook an implementation evaluation of the NSNP which aims to enhance learning capacity and improve access to education by providing a nutritious meal daily to learners at school. The programme is of great strategic importance: it relies on a range of stakeholders, involves a large financial commitment from government (R5.3 billion per annum) and reached 9 465 276 learners in the 2014/15 financial year.
Client <i>Department of Performance Monitoring and Evaluation and Department of Basic Education</i> Thematic area <i>School improvement (Learner welfare)</i>	<p>The evaluation sought to establish whether the programme was being implemented consistently and as planned; whether delivery of food was efficient and timely; whether the intended beneficiaries were being reached; and the quality of the meals provided. The evaluation also looked for evidence that the NSNP has enhanced learning behaviour and explored the desirability of up-scaling the programme and what spin-offs it has had. Improvements to the programme were suggested based on the evaluation findings. The draft reports have been submitted and final amendments will be completed over 2016.</p>

RESEARCH & PLANNING

Data Usage Project	In early 2015, the JET research team finalised the development of resource materials for Grade 3, 6 and 9 Mathematics teachers based on data from an error analysis of learners' responses to mathematics questions in the 2013 and 2014 Annual National Assessments. The data was also used to identify teaching strategies to address the mistakes and misconceptions revealed in the analysis. Both the error analysis and teaching strategies in the resource books can be applied to other assessments and used in the normal course of teaching and teachers are encouraged to add their own examples to those given. The first phase of training in the use of the resources was rolled out to 84 subject advisors nationally in May 2015 as a precursor to a planned national roll-out in the nine provinces over 2016.
Client <i>Department of Basic Education and United Nations Children's Fund (UNICEF)</i> Thematic area <i>Teacher development</i>	
Global Citizenship Education (GCED) in Southern Africa	This project was a commissioned desktop review of the understandings and applications of GCED in nine Southern African United Nations member states: Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. The review is based on UNESCO's work in GCED which describes competencies related to GCED and describes the key attributes envisaged to be gained by an individual as a result of GCED in terms of learning outcomes. This research is a first step towards an understanding of GCED in Southern Africa and will be used to inform the planning of the UNESCO subregional meeting on GCED in the first quarter of 2016.
Client <i>United Nations Educational, Scientific and Cultural Organization (UNESCO)</i>	

RESEARCH & PLANNING/continued

<p>Initial Teacher Education Research Project (ITERP)</p> <p>Client <i>A JET initiative in collaboration with the Education Deans' Forum (EDF), the Department of Higher Education and Training (DHET) and the Department of Basic Education (DBE)</i></p> <p>Thematic area <i>Teacher development</i></p>	<p>Improving the quality of initial teacher education (ITE) is key to raising the quality of schooling, particularly for poor children. With this in mind, JET designed this project which has been funded by a variety of donors with an interest in ITE. The project aimed to provide credible information on the quality of ITE and, on the basis of this information, promote a debate about reforming ITE to better meet the teaching needs of South African schools. In its initial stage, the project analysed the content of teacher education programmes at five higher education institutions and conducted a survey of 3 465 final-year student teachers. Numerous reports, conference presentations and published papers have been produced, most of which are available on the JET website. The most important outcome of the project is that the DHET has used the research findings to design the country-wide Teaching and Learning Development Capacity Improvement Programme (T&LDCIP), which aims to develop programmes for primary school teachers-in-training on teaching reading, writing and Mathematics. JET will play a key role in coordinating the T&LDCIP.</p>
<p>Lead Sector Education and Training Authority (SETA) Technical and Vocational Education and Training (TVET) College Collaboration Project</p> <p>Client <i>Department of Higher Education and Training (DHET)</i></p> <p>Thematic area <i>Post-school education and training</i></p>	<p>JET undertook research for the DHET into the implementation of a DHET project to foster partnerships between SETAs and TVET colleges.</p> <p>The aim of the project was to bridge the gap and enhance the relationship between employers and TVET colleges in order to improve the employment prospects of college graduates. It was envisaged that collaboration between SETAs and TVET colleges would result in workplace learning taking its place in the college curriculum as a necessary supplement to institutional learning. The model developed by the DHET entailed establishing the presence of SETAs on college campuses in rural areas or townships by opening Lead SETA Offices (LSOs) on selected campuses. Using a qualitative research approach which incorporated document reviews, on-site inspections of the LSOs and focused interviews with key SETA, LSO and TVET college personnel, JET undertook an investigation to establish the efficacy of the existing LSOs and to develop guidelines for setting up additional SETA offices on campuses.</p>
<p>Low-Fee Schools Project</p> <p>Client <i>Old Mutual Alternative Investments</i></p> <p>Thematic area <i>School improvement</i></p>	<p>Old Mutual Alternative Investments, through its Education Investment Impact Fund South Africa, finances the provision of infrastructure and education-related services for low-fee paying schools. The aim of the initiative is to support the delivery of quality education and improve the choice of schooling for less affluent communities, while at the same time ensuring a commercially acceptable return. Currently, there are four school operators with a combined total of ten schools funded for this purpose. JET was appointed by each of these school operators to independently mark the Curro-developed and JET-verified learner achievement Mathematics and English tests for Grades 3, 6 and 9. The purpose of the tests was to establish the levels of learners' academic achievement in Mathematics and English in 2015 and to set reasonable expectations (targets) for achievement by these schools in 2016. JET captured the test data, reported on the test results and proposed performance targets based on the learner achievement in each school.</p>
<p>MARKO-D South Africa</p> <p>Client <i>Centre for Education Practice Research (CEPR) at the University of Johannesburg (UJ)</i></p> <p>Thematic area <i>School improvement (Learner assessment)</i></p>	<p>This project was motivated by the idea that a diagnostic test based on a validated developmental model would promote the identification of and support for children with difficulties in acquiring early number sense. In South Africa there are few such tests available for use in the 4-8-year-old age group or in languages other than English. The MARKO-D test developed in Germany is an interview-based, individually administered diagnostic test to measure number concepts and arithmetic skills of children aged 4 to 8 years. The CEPR research team, of which JET formed a part, sought to standardise this test for use in South Africa in four language groups, namely, Afrikaans, English, isiZulu and Sesotho. Test piloting was completed in 2015 and the test was normed in the four language groups across five school quintile groups. Along with a training programme based on the developmental model underlying it, the South African MARKO-D will be a valuable tool to assist in identifying and addressing early mathematical learning problems.</p>

RESEARCH & PLANNING/continued

<p>Mathematics Primary Education Improvement Project Phase II</p> <p>Client <i>Japanese International Cooperation Agency (JICA)</i></p> <p>Thematic area <i>Teacher development and School improvement (Mathematics education)</i></p>	<p>This project, which is being implemented by JICA, aims to strengthen and improve curriculum monitoring and mathematical problem-solving skills of foundation and intermediate phase Mathematics teachers. JET's role is to assist JICA to identify the best of three teacher training models used to achieve this aim.</p> <p>To this end, JET designed, administered and analysed learner assessments to determine the change in learner achievement in Grade 4 mathematical problem-solving in relation to the different teacher training models.</p> <p>JET has to date developed a theory of change for the project, conducted baseline (5 044 learners) and end-line (4 750 learners) testing of learners, and teacher (220 teachers) and stakeholder surveys.</p>
<p>Review of the Implementation of the Pan-Commonwealth Standards Framework for Teachers and School Leaders</p> <p>Client <i>South African Qualifications Authority (SAQA)</i></p> <p>Focus <i>Teacher development</i></p>	<p>The Pan-Commonwealth Standards Framework for Teachers and School Leaders was the outcome of a consultative and participatory process started by the Commonwealth Secretariat in 2011. The process guided countries in defining the basic requirements related to knowledge, pedagogical skills and personal attributes of teachers and school leaders. An exercise to validate the framework was undertaken by SAQA and the findings were written up by JET. The countries covered in the research were Samoa, Mauritius, South Africa, Maldives, Swaziland, Botswana and Lesotho, with Jamaica serving as a control country. The findings confirmed that the framework has the potential to be useful for countries developing national standards for teachers and school leaders, but needs to be further improved, refined and contextualised.</p>
<p>Status of Qualifications Frameworks in the Southern African Development Community (SADC)</p> <p>Client <i>United Nations Educational, Scientific and Cultural Organization (UNESCO)</i></p> <p>Thematic area <i>Post-school education and training</i></p>	<p>This project entailed researching and preparing a publication on the status of the national qualifications frameworks of SADC member states. Activities included updating five-country case studies (Botswana, Mauritius, Namibia, Seychelles and South Africa) and developing 10 new case studies (Angola, Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mozambique, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe) not covered by the Global Inventory of Regional and National Qualifications. The research also ascertained the links the case study countries have established with respect to formal, informal and non-formal qualifications; the recognition of prior learning; and technical and vocational education and training. A draft report was submitted to UNESCO.</p>
<p>Technical and Vocational Education and Training (TVET) College Tracer Study</p> <p>Client <i>Joint project of the Swiss-South Africa Co-operative Initiative (SSACI), JET, and the National Business Initiative (NBI)</i></p> <p>Thematic area <i>Post-school education and training</i></p>	<p>This study began in 2010 with an in-college survey of 18 131 students studying at TVET colleges for the National Certificate (Vocational).</p> <p>In 2015, a follow-up survey was conducted among 3 113 of these young people to examine their experiences on leaving TVET colleges and attempting to enter the labour market. This part of the study aims to contribute to the public policy discourse about post-school options for young people by collecting data about employment and income levels of TVET graduates; the appetite of employers for TVET graduates; and the effectiveness of the TVET colleges. It is hoped that this information will lead to a better understanding of education and labour market linkages related to the important intermediate-level skills that the TVET colleges are responsible for producing and that this knowledge will influence the national plan on post-school education and training that is in the process of being formulated.</p> <p>A preliminary report was produced and the findings have been presented at various seminars.</p>

ABRIDGED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2015

The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 22 to 23.

STATEMENT OF FINANCIAL POSITION

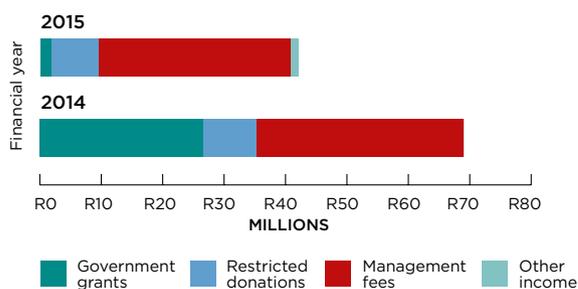
	2015 R	2014 R
Non Current Assets	26 931 044	22 516 462
Property, plant & equipment	18 129 222	22 277 638
Intangible assets	209 589	238 824
Investment property	8 592 233	-
Current Assets	24 168 879	38 442 985
Trade and other receivables	15 113 421	28 640 912
Cash and cash equivalents	9 055 458	9 802 073
Total Assets	51 099 923	60 959 447
FUNDS AND LIABILITIES		
Funds	28 335 940	43 651 859
Accumulated Funds	26 874 378	38 810 975
JET funds designated for projects	1 461 562	4 840 884
Non Current Liabilities	6 145 577	118 866
Finance lease liability	327 548	118 866
Secured bank loan	5 818 029	-
Current Liabilities	16 618 406	17 188 722
Finance lease liability	142 930	108 321
Secured bank loan	385 573	-
Funds received designated for projects	2 621 581	4 522 562
Trade and other payables	9 950 063	11 225 782
Provisions	3 518 259	1 332 057
Total Funds and Liabilities	51 099 923	60 959 447

The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 22 to 23.

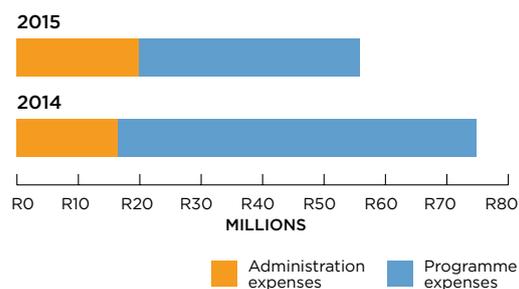
STATEMENT OF COMPREHENSIVE INCOME

	2015 R	2014 R
INCOME		
Government grants	1 729 288	26 559 492
Restricted donations	7 513 621	8 787 920
Management fees	31 537 006	33 623 700
Other income	1 015 404	-
	41 795 319	68 971 112
EXPENDITURE		
Administration expenses	(19 787 912)	(16 164 726)
Programme expenses	(35 975 047)	(59 047 188)
	(55 762 959)	(75 211 914)
Operating deficit	(13 967 640)	(6 240 802)
Finance income	146 635	1 580 088
Finance cost	(1 494 914)	(910 090)
Deficit for the year	(15 315 919)	(5 570 804)
Other comprehensive income	-	-
Total comprehensive deficit for the year	(15 315 919)	(5 570 804)

CONTRIBUTION TO INCOME



EXPENDITURE



ABRIDGED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2015

The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 22 to 23.

STATEMENT OF CHANGES IN FUNDS

	JET funds designated for projects R	Accumulated funds R	Total R
Balance at 1 January 2014	6 957 571	42 265 092	49 222 663
JET funds utilised on designated projects	(2 116 687)	2 116 687	-
Deficit for the year	-	(5 570 804)	(5 570 804)
Balance at 31 December 2014	4 840 884	38 810 975	43 651 859
JET funds utilised on designated projects	(231 621)	231 621	-
JET funds designated for projects	(3 147 701)	3 147 701	-
Deficit for the year	-	(15 315 919)	(15 315 919)
Balance at 31 December 2015	1 461 562	26 874 378	28 335 940

The funds of R1 461 562 (2014: R4 840 884) are under the control of the directors for use in JET's own projects and/or in projects funded jointly with partners whose projects are in line with the mandate of JET. These projects are approved by the Board.

The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 22 to 23.

STATEMENT OF CASHFLOWS

	2015 R	2014 R
Cash utilised by operating activities		
Cash receipts from customers and funders	53 354 106	58 742 425
Cash paid to suppliers and employees	(52 266 728)	(87 075 517)
Cash generated/(utilised) by operations	1 087 378	(28 333 092)
Interest income	146 635	1 580 088
Interest expense	(1 494 914)	(910 090)
Net cash utilised by operating activities	(260 901)	(27 663 094)
Cash flows from investing activities	(6 932 606)	(21 047 166)
Acquisition of property, plant and equipment	(5 996 141)	(20 927 197)
Improvements to investment property	(917 862)	-
Acquisition of intangible assets	(79 075)	(119 969)
Proceeds on disposal	60 472	-
Cash flows from financing activities	6 446 892	(379 961)
Increase in finance lease obligation	243 290	(379 961)
Increase in other interest bearing borrowings	6 203 602	-
Net decrease in cash and cash equivalents	(746 615)	(49 090 221)
Cash and cash equivalents at the beginning of the year	9 802 073	58 892 294
Cash and cash equivalents at the end of the year	9 055 458	9 802 073

INDEPENDENT AUDITOR'S REPORT

TO THE DIRECTORS OF JET EDUCATION SERVICES

We have audited the financial statements of JET Education Services NPC set out on pages 8 to 32, which comprise the statement of financial position as at 31 December 2015, and the statement of comprehensive income, statement of changes in funds and statement of cash flows for the year then ended, and the notes, comprising a summary of significant accounting policies and other explanatory information.

Directors' responsibility for the financial statements

The company's directors are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards and the requirements of the Companies Act of South Africa and for such internal control as the directors determine is necessary to enable the preparation of financial statements that are free from material misstatements, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of JET Education Services NPC as at 31 December 2015, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards, and the requirements of the Companies Act of South Africa.

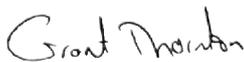
Other reports required by the Companies Act

As part of our audit of the financial statements for the year ended 31 December 2015, we have read the Directors' Report for the purpose of identifying whether there are material inconsistencies between this report and the audited financial statements. The Directors' Report is the responsibility of the directors. Based on reading the Directors' Report we have not identified material inconsistencies between this report and the audited financial statements.

However, we have not audited the Directors' Report and accordingly do not express an opinion thereon.

Report on other legal and regulatory requirements

In terms of the IRBA Rule published in Government Gazette 39475 dated 04 December 2015, we report that Grant Thornton Johannesburg Partnership has been the auditor of JET Education Services NPC for two years.

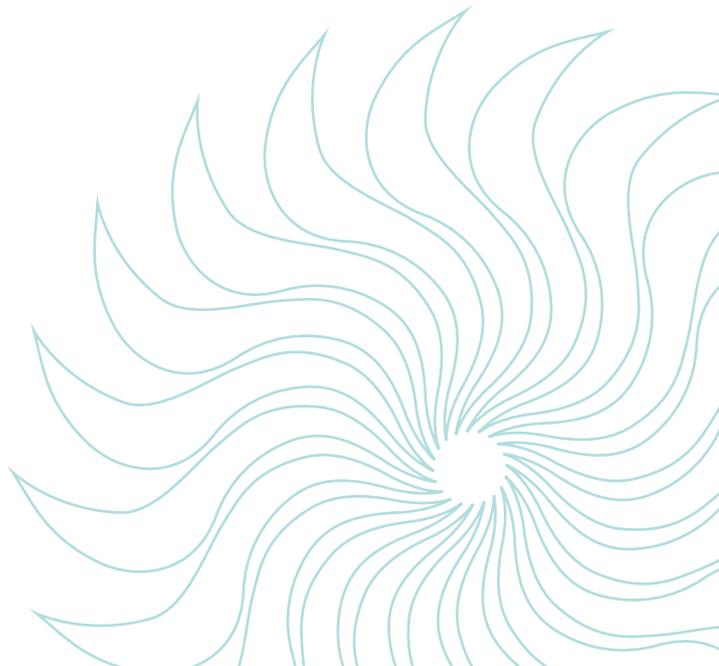
The logo for Grant Thornton, featuring the company name in a stylized, handwritten-style font.

Grant Thornton Johannesburg Partnership
Registered Auditors

MZ Sadek
Partner Registered Auditor
Chartered Accountant (SA)

30 May 2016

@Grant Thornton
Wanderers Office Park
52 Corlett Drive
Illovo, 2196





JET STAFF

Board of Directors
(Non-Executive)





6.



7.



8.



9.

1. **Nathan Johnstone**
Chairperson
2. **Adrienne Egbers**
Chairperson Finance and
Audit Committee
3. **Angie Phaliso**
4. **Bohani Shibambu**
Resigned 25 November 2015
5. **Bongani Phakathi**
6. **Brian Figaji**
7. **John Samuel**
8. **Lerato Nage**
9. **Maude Motanyane-Welch**

JET STAFF 2015

James Keevy
james@jet.org.za
Chief Executive Officer (CEO)

Carla Pereira
carla@jet.org.za
Chief Operating Officer (COO)



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Roelien Herholdt	rherhodt@jet.org.za	Specialist Manager: Assessment and Quantitative Research
Lwazi Morake*		Statistics Intern
Nozipho Motolo*		Research Officer

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Tumi Seleke	tseleke@jet.org.za	Bookkeeper: Operations
Hungatani Baloyi*		Accountant

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Zibuyisile Diba		Office Assistant
Debbie Mogorosi*		Receptionist
Fundiswa Mossie*		Personal assistant to the CEO and COO

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Maggie Makopa*		Administrator (SCNPDI)
Nomfundo Mseleku*		Intern (NECT)
Phutumile Dumisa*		Project Manager (SCNPDI)
Richard Thwala*		Specialist Manager: Teacher Development
Thandy Mathebula*		Administrator (SCNPDI)

MONITORING AND EVALUATION

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Zenobia Petersen	zenobia@jet.org.za	Junior Monitoring and Evaluation Officer
Hazel Mugo*		Junior Monitoring and Evaluation Officer
Memi Mofokeng*		Intern

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Sarah Maseko	smaseko@jet.org.za	Executive Administrator
Alice Msibi		Teaching & Learning Specialist Co-ordinator*

MAINTENANCE SERVICES

Collin Khoenwane	Gardener
Salamina Tshirundu	Office Cleaner

* left during 2015
 ** SADTU Curtis Nkondo Professional Development Institute Project
 *** National Education Collaboration Trust Project
 **** Education, Training and Development Practices SETA Project



FUNDERS AND PARTNERS 2015

JET acknowledges our main **funders** and **partners** for the year ended 31 December 2015

Thank you!

Anglo American Chairman's Fund
ApexHi
Astfin Gauteng (PTY) LTD
BASA Schools Institute
Big Fish School of Digital Film-making
Bluestream Education
Bridge Innovation in Learning Organisation
Campus and Property Management Company (PTY) LTD
Centre for Development and Enterprise
Centre for Education Policy Development
Council on Higher Education
Danish International Development Agency
Department of Basic Education
Department of Higher Education and Training
Department of Planning, Monitoring and Evaluation
Education, Training and Development Practices Sector Education and Training Authority
Fibre Processing and Manufacturing Sector Education and Training Authority
First Rand Foundation
Gauteng Department of Education
Gauteng Education Development Trust
Japanese International Cooperation Agency
Meridian Operations Company NPC

MRP Foundation NPC
National Education Collaboration Trust
National Skills Fund
Nelson Mandela Institute
Old Mutual Alternative Investments
Pearson Holdings South Africa
Rand Merchant Bank
Royals Deal Property Company
SANTS Private Higher Education Institution
Sci-Bono Discovery Centre
Services Sector Education and Training Authority
South African Council for Educators
South African Democratic Teachers Union
Curtis Nkondo Teacher Professional Develop Institute
South African Institute of Chartered Accountants
South African Qualifications Authority
South African Representative Solon Foundation (Switzerland)
Suid-Afrikaanse Onderwysersunie
Tshikululu Social Investments
United Nations Children's Fund
United Nations Educational, Scientific and Cultural Organization Southern African Regional Office
University of Cape Town Schools Development Unit
University of Johannesburg Centre for Education Practice Research
University of the Witwatersrand School of Education
Western Cape Department of Agriculture
Zenex Foundation Trust

JET EDUCATION SERVICES

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