



JET EDUCATION SERVICES

3rd Floor

Braamfontein Centre

23 Jorissen Street

Braamfontein

Johannesburg

2001

PO Box 178

Wits - 2050

Tel: (011) 403-6401

Fax: (011) 339-7844

e-mail: info@jet.org.za

www.jet.org.za

Company Registration No: 2000/007541/08

NPO Registration No: 015-623

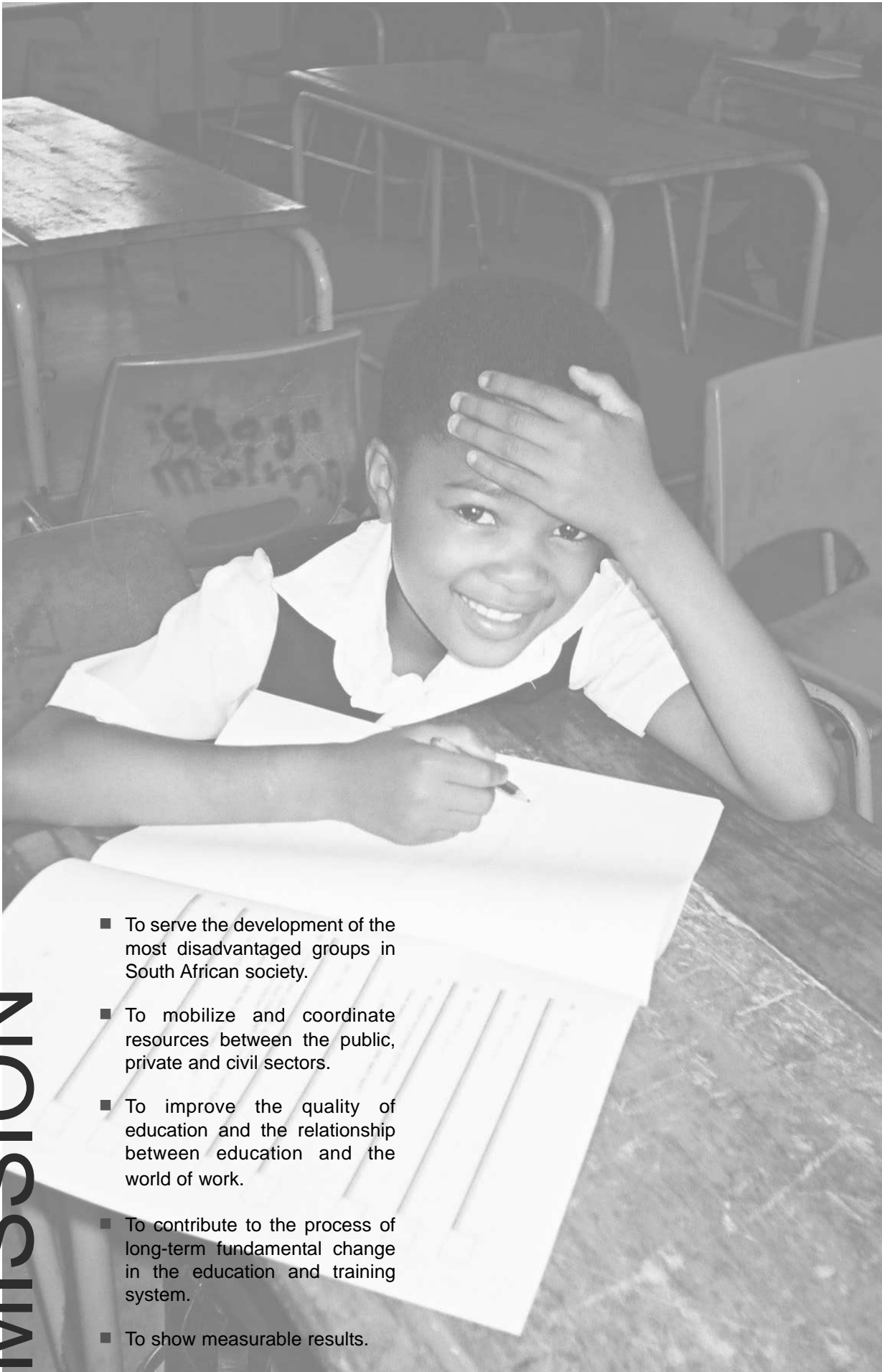


ANNUAL REPORT 2004



JET
EDUCATION
SERVICES





MISSION

- To serve the development of the most disadvantaged groups in South African society.
- To mobilize and coordinate resources between the public, private and civil sectors.
- To improve the quality of education and the relationship between education and the world of work.
- To contribute to the process of long-term fundamental change in the education and training system.
- To show measurable results.



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MESSAGE FROM THE CHAIR

JET's results for the year under review confirm that the organisation is adapting well to its new modus operandi and reflect a continuing demand for its services, from long-established clients and new clients among the international donor community and the public and the private sectors in South Africa. As a non-profit and now a registered public benefit organisation, JET has demonstrated a healthy recovery of costs in all divisions, alongside effective delivery of services across a range of more than 30 projects, each dealing with a critical aspect of education transformation.

The measurable successes of interventions managed by JET – in schools and colleges and at classroom, district and departmental levels as well as in the workplace – endorse the growing demand for its services. Evaluations carried out on specific projects, either independently or by JET's Evaluation and Research Division, present measured evidence of what works and what does not. This growing knowledge base, in turn, provides a sound reference to inform policy and implementation programmes.

The quality and integrity of JET's work in evaluation and research is well recognised and has attracted new commissions from private sector development agencies and business corporations looking to assess the impact of corporate social investment in school and further education and training projects. At the same time, government, non-governmental organisations and international donors continue to call on JET's expertise in this field.

On the workforce development front JET has pioneered new programmes to assist employers and employees with guidance on skills development appropriate to the changing world of

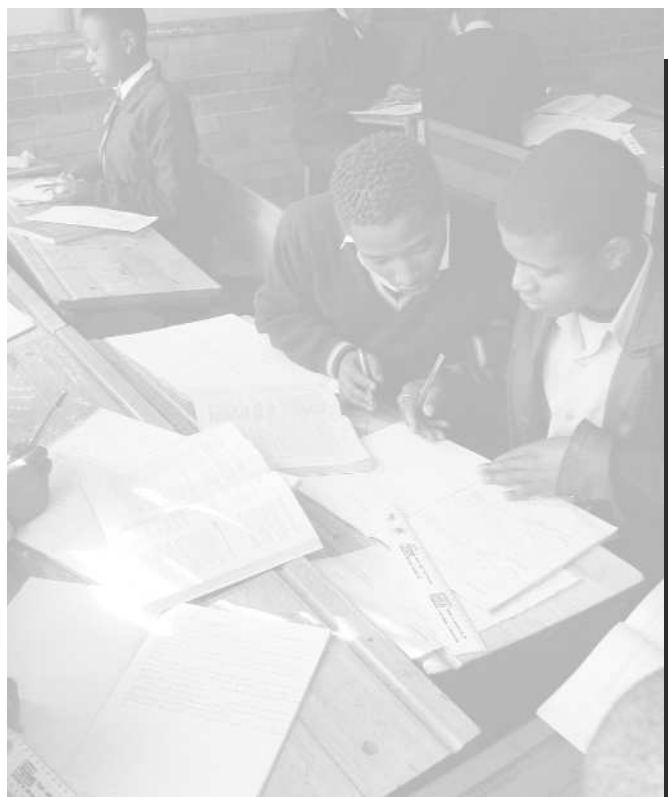
work, and to improve levels of employability and productivity amongst the workforce. These programmes are aligned with the National Qualifications Framework and the standards and competencies defined by the Education Training and Development Practices (ETDP) Seta. They are being put to use by both private and public sector organisations.

We are supported in our work by our clients and partners. I would like to thank them for the confidence they have shown in JET and for the contributions they are making to transformation in education.

I would also like to pay tribute to my colleagues on the Board at JET for their unwavering support and commitment to the organisation and the guidance they bring to its ongoing operations.

Of course it is the management and staff of the company who make it happen and I would like to acknowledge their dedication, as a team, to tackling the challenges that education transformation presents and to seeking the most effective means to improve the quality of teaching and learning in South Africa and the relationship between education and the world of work.

Thandiwe January McLean
Chairperson





MESSAGE FROM THE CEO

Non-profit organisations such as JET, working in the space between the public and private spheres, exist in a terrain characterised by constantly shifting demands, priorities and alliances. This is difficult ground, and the rapidly changing face of the NGO/non-profit sector over the last 10 years, attests to its pitfalls. However, it is also a field of great opportunity for individuals and organisations dedicated to the educational development of the poor. Within this context, three aspects of JET's work stand out as important achievements over the last year.

Perhaps the most important of these is the maturation of our Workforce Development model, by means of which thousands of adults are benefiting through the acquisition of new skills to fit them for changing circumstances. It is no mean feat for JET's Workforce Development Division to have navigated a number of pathways through the complex and largely uncharted world of skills development, thus not only benefiting workers and, in the long run, their employers, but also to have pioneered important courses for others to follow. Through these programmes JET is assisting a diverse range of individuals, from taxi drivers in Johannesburg, to retrenched auto workers in Pretoria and the Eastern Cape, to small and micro-enterprise owners affiliated to the Royal Bafokeng Economic Board in the North West province. Collectively, these projects are making a significant contribution to the country's skills revolution.

A second major achievement is signalled by the culmination of the five-year Quality Learning Project, funded since 2000 by the Business Trust. The final evaluation of the Quality Learning Project recorded significant learning gains at the secondary level as a direct result of this intervention. In contrast to so many programmes, which record 'no significant differences', or simply omit to measure learning gains at all, the QLP proved to be a very

effective instrument for improving, against the respective provincial and national means, the number of matriculation passes, the number of exemptions, and the number of both Standard and Higher Grade passes in mathematics. Through these achievements, the QLP has established an effective model of school development for disadvantaged high schools in South Africa.

The successful completion of the QLP also illustrates a third important milestone for JET during 2004. The independent evaluation of the project confirms the growing move to evidence-based accountability. Again, this is not a new development but a consolidation of work that has a long history in our organisation, underscoring our claim to be 'knowledge driven'. Work in this area is led by our Evaluation and Research Division, and is directed towards placing all JET programmes on paths established by the best knowledge available. The remarks made by the new Minister of Education, the Honourable Naledi Pandor, at our AGM last year, are testament to JET's leadership in this field.

"One of the peculiar features of our fairly developed education system is that we lack analyses of quality. Generally, we believe the privileged schools are doing well qualitatively and that the poor schools are doing badly. There is very little research on what young people are learning at different points of the system and its quality. There is no description of what quality learning means. JET has the potential to make a significant contribution in this regard as it is one of the few organisations that has developed the ability to execute systemic reviews and analyses of education."

It goes without saying that all the above achievements are founded on sound business principles, which in turn depend for their successful application on efficient financial management and administration systems. It is true to say that all our programme work depends in no small measure on the team of accountants and administrators who support our project managers and researchers. Together, the team at JET will continue to make a significant impact in improving the quality of education for the poor and previously disadvantaged in South Africa.

Nick Taylor
CEO



EMPLOYMENT EQUITY



The company continues to submit its Employment Equity Plan to the Department of Labour.

The company's employee profile, at all levels, continues to mirror the demographics of the country. This is supported and maintained by JET's established employment equity recruitment plan and by training and development of current staff to suit both the company's requirements and the growth needs of individuals.

JET Staff as at December 2004			
	MALE	FEMALE	TOTAL
AFRICAN	10	23	33
COLOURED	-	5	5
INDIAN	1	4	5
WHITE	2	6	8
TOTAL	13	38	51

Board Members			
	MALE	FEMALE	TOTAL
BLACK	2	2	4
WHITE	3	1	4
TOTAL	5	3	8



JET STAFF 2005

Back row - left to right: Debbie Mogorosi, Maureen Mosselson, Makgabela Maila, Thelma Dibakwane, Carla Pereira, Buyi Diba, Tonya Alexander, Alec Ngwenyama, Mabje Mabitla, Xenothan Hojem, Violet Chisulo, Nick Taylor, Nazneen Reddy, Leigh-Mae Moses, Letshego Mokeki, Patrick Madima, Maureen Otto, Cynthia Moeng, Deborah Hunt, Saeeda Anis-Prew, Aneesha Mayet and Hawa Hoosen.

Seated - left to right: Kathy Tracey, Ruth Magoro, Palesa Komoreng, Elizabeth Koaho, Jackie Moyana, Robyn Klein-Christoffels, Anele Davids, Tebogo Kibe and Jabu Simelane.



WORKFORCE DEVELOPMENT



RAISING THE SKILLS BASE

The Workforce Development Division was established, with funding support from the Ford Foundation and the JET Board, to deliver on two main objectives:

- to develop a working model that will serve to drive key aspects of South Africa's new skills development legislation and dispensation; and
- to support adult workers to secure and increase their employability and opportunities for productive citizenship.

The Division provides a range of services and programmes to support retrenched workers to re-enter the labour market, to assist poverty alleviation projects to become sustainable, and to promote greater professionalism and a more customer-oriented approach among Small, Medium and Micro Enterprises (SMMEs).

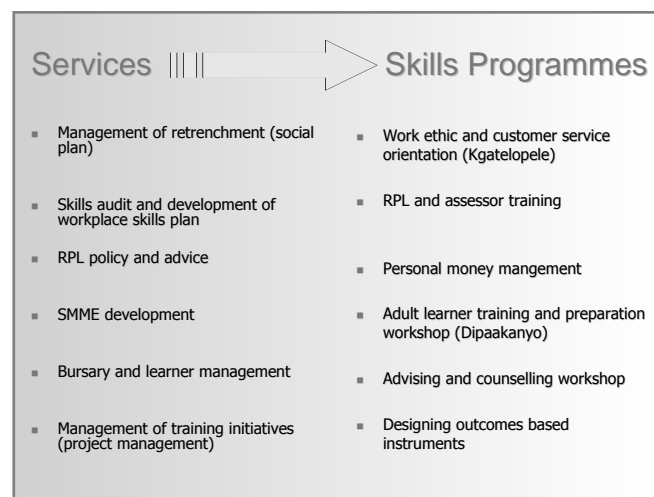
The programmes and services offered by the Division are reviewed through impact assessment studies and service improvements workshops.

Strategic partnerships are imperative in making any impact in these areas and the Division continuously engages with government and other delivery agents on projects.

During 2004 JET achieved full accreditation from ETDP SETA and established the quality management systems required by legislation governing this arena. This process is an important

milestone for JET as both a service provider and an active agent seeking lasting solutions in skills development to enhance the employability of workers in South Africa.

Additional achievements over the past year included the creation of a new SMME Development service and new programmes on Personal Money Management, Work Ethics, and Customer Service Orientation, which were put to use in various projects.



The range of services and skills programmes that the WFD Division has developed are reflected in the brief summary of projects.

Ford Motor Company – Social Plan

This project, an initiative of the Ford Motor Company of Southern Africa, seeks to assist workers affected by retrenchments to gain skills and preparation for re-entry into the labour market. Most of the project costs are covered within the overall grant from the Ford Foundation and the Auto Sector's Work Security Fund.

The project entails:

- An outreach and communication programme with all affected workers;
- Setting up and managing a data system of personal information on each of the workers;
- Offering advisory services to workers and organising workshops to prepare them for further learning;
- Individual advising sessions to help workers develop their own training and income generation plans;
- Placing workers into learning programmes; and
- Providing a referral network to support services within communities.

To optimise opportunities for re-entry into the labour market, information on market needs and projects

being planned in the area is collated from the Local Integrated Development Plan. Relevant government departments and agencies that provide support to SMMEs are also consulted.

The project is scheduled to come to an end in October 2005 and an impact assessment will then be commissioned. This will be an important step in documenting lessons and monitoring progress in the Division's ability to respond to client and beneficiary needs.

African Explosives Limited – Social Plan

In this project, JET and Workplace Innovations (WINN) – working in partnership – were tasked to develop a strategy to re-skill some 200 employees who were retrenched by African Explosives Limited (AEL). The project was initiated as a result of the efforts of both the company's management and the trade unions to ensure that retrenched workers are supported and re-skilled.

JET's approach is similar to that used at the Ford Motor Company. WINN is responsible for placing workers into learning programmes and monitoring the training to ensure quality in the service provided.

Both men and women are among the retrenched workers involved in this project. The project began in October 2003 and is scheduled to end in July 2005. It is fully funded by AEL's Development Fund.



Royal Bafokeng Economic Board

– Supporting SMMEs

This project was born out of the collaboration between the Royal Bafokeng Economic Board (RBEB) and JET and is funded primarily by the RBEB.

As part of the Bafokeng Vision 2020, which is aimed at making the Bafokeng people self-reliant and economically self-sufficient by the year 2020, the RBEB has been charged with the responsibility of addressing skills development and job creation.

Against this background, 48 SMMEs, involving 508 individuals, were identified as the target beneficiaries for the RBEB project.

The WFD Division is responsible for:

- Conducting skills audits and skills gap analyses within the SMMEs;
- Developing HR systems and policies with these business enterprises;
- Training in life skills (Dipaakanyo Workshops);
- Training in improving work ethics and customer service (KgateloPele Workshops);
- Training on corporate governance issues;
- Training of SMME managers on total quality management and other management systems and tools;
- Conducting workshops with individual companies to assist them in developing action plans to meet identified needs.

Metsweding Municipality

– Improving service delivery

In line with government's commitment to improving service delivery to the public and other stakeholders, the Metsweding District Municipality in Gauteng initiated a project to train staff on issues of work ethics, productivity and service delivery.

The Division ran a two-day Work Ethics Workshop for a group of secretaries and administrators who form part of the frontline staff and are in day-to-day contact with the Municipality's customers.

Although no formal assessment of service delivery has been undertaken, anecdotal evidence indicates improvements. Discussions are under way to roll out this training to all other staff in the Municipality.



RECOGNITION OF PRIOR LEARNING



ASSESSING EXPERIENTIAL LEARNING

The RPL Unit has focused on the design and development of assessment strategies and techniques and on developing capacity - through accredited RPL and assessor training programmes - to promote the better understanding and wider use of RPL within the national drive towards skills development. The Unit has worked with private sector companies as well as education and training institutions and government departments to develop and establish RPL systems within their organisations. The main projects with which the Unit was involved through 2004 are outlined below.

ECD – Conditional Grants Programme

The Conditional Grants Programme of upgrading Early Childhood Development (ECD) practitioner formal learning levels to NQF Level 4 has been in operation since July 2003. The RPL Unit successfully implemented RPL among 4 500 ECD practitioners and put together individual development plans for each of the practitioners so that they could either earn credits for learning already achieved or attend top-up training towards the achievement of the full qualification. The RPL Unit, with Siseko Motheo Consortium, managed the training phase of the project during 2004.

CD-Rom based RPL and Assessor Training Course

The CD-Rom based RPL and Assessor Training course for the Technikon Sector was piloted during 2003 and 2004. The course is based on the Higher Education and Training Unit Standard entitled “Design, develop and implement assessment of learning in Higher Education and Training” which offers 20 credits on the Post Graduate Certificate on Higher Education and Training. The course skills participants to practice as informed RPL assessors.

CHIETA NSF Grant RPL Project

The RPL Unit successfully bid for the Chemical Industries Education and Training Authority (CHIETA) RPL Support Project. JET was appointed to provide the necessary support to member companies intending to implement RPL. This project started in August 2004, and ends in March 2005. The key objectives are to:

- Support CHIETA member companies to prepare RPL project plans to implement RPL assessments;
- Review and provide support with RPL quality management systems; and
- Establish a referral network of accredited service providers who will be able to provide further support to individual companies outside of the RPL Support Project.

JET contacted over 60 CHIETA member companies and facilitated RPL orientation workshops for 40. This involved introducing RPL to company stakeholders, divisional/department and human resources managers, training officers and labour representatives. The support required intensive workshops with each company and guidance on how to begin the process of developing RPL project plans.

RPL and Assessor Learning Programme

During 2004 the RPL Unit began to develop a unit standard based skills programme as well as an integrated modular based RPL and Assessor Learning Programme. Both courses focus on assessments with greater emphasis on RPL. The programme will be fully developed and registered with the ETDP SETA by July 2005. The intention is for the RPL Unit to deliver the learning programme to education and training providers from all sectors from 2005 onwards.



SCHOOL DEVELOPMENT AND SUPPORT



IMPROVING LEARNING OUTCOMES

The School Development and Support Division continues its work across a range of partnership projects directed at improving the quality of education and strengthening the systems required to support and maintain a well functioning public education sector. Working in partnership with government, international development agencies, the private sector and non-governmental organisations, the School Development and Support Division focuses on the General Education and Training and Further Education and Training bands of the NQF.

The projects managed by the Division over the past year are briefly outlined below.

Learners with Special Education Needs (LSEN)

This project piloted the implementation of an inclusive education system – accommodating learners with special education needs in the mainstream schooling system – in Eastern Cape, KwaZulu-Natal and North West. The three-year LSEN project was concluded in 2003, with the final report being submitted to the Danish International Development Agency in 2004.

The final report noted the lessons learned and highlighted that the project provides a valuable source of knowledge that could assist the National Department of Education in implementing inclusive education more broadly. In fact, the DoE obtained an extension from the project funders to enable it to pursue specific activities on a national basis into 2004.

Mahlahle

Mahlahle is a XiTsonga word, which means ‘the bright morning star’. The project provided district, school and classroom support in 50 primary and 36 secondary schools in the Mopani District of Limpopo. It was implemented over a period of four years, from 2000 into 2004. The final impact evaluation report was presented to the Limpopo Department of Education in November 2004.

The main objective of Mahlahle was to improve educator practice and learner performance in mathematics/numeracy, science and language. At the system level the focus was on improving district support to schools, and, at school level, on improving management, governance and resources.

In the 86 schools targeted by the project, Mahlahle provided training and support to:

- 86 school principals;
- more than 258 members of School Management Teams and School Governing Bodies;
- 1 632 classroom educators; and
- approximately 56 000 learners.

In addition, about 60 district and circuit officials were trained in different aspects of management and administration, such as computer literacy, electronic filing systems, electronic financial management, strategic planning and conflict resolution.



A significant aspect of the Mahlahle project was the inclusion of an evaluation programme from the beginning. At inception a baseline study was conducted. This was followed by a mid-term and an end-term evaluation, with learner testing being the critical component of the evaluation process. The final impact evaluation of the project reported satisfactory improvements in educator practice and learner performance.

The instruments developed for the Mahlahle evaluation were revised and tightened over the period of the project and have been used by other projects in the country.

The Mahlahle project was funded to a total of R24,7 million, with R23 million provided by the principal funders – the JET Board of Trustees and the Limpopo Department of Education. A range of donors, including the Absa Foundation, the DG Murray Trust, Hellie Robb Trust, Somerset-Engen and Teba Bank also provided financial and in-kind support to the project.

Cooperation in Education between the Netherlands and South Africa (CENESA)

CENESA, a five-year partnership programme between the Netherlands and South Africa, was implemented via the National Department of Education, in the three provincial education departments of Limpopo, North West and KwaZulu-Natal. The programme was concluded in 2004. It was coordinated and managed by JET (in South Africa) and NUFFIC (a Netherlands-based NGO).

CENESA was a multi-faceted programme that, over its lifespan, encompassed nine different projects.

The aims of the programme were:

- To strengthen and sustain the development of human and organisational capacity in the formal education sector at national, provincial and institutional levels;
- To create opportunities for mutual learning between the two countries in the field of education; and
- To provide support for curriculum development and implementation, particularly in General Education and Training, Further Education and Training, and Higher Education.



The projects addressed a range of transitional challenges. In brief these included: curriculum development, management development for provincial and district officials, capacity development for chief executives of the newly merged FET colleges, development of RPL standards and assessment instruments for FET colleges and to assist SETAs, and quality assurance.

As well as working with provincial and district officials, school principals, universities and FET colleges, the programme also supported collaboration between the Ministries of Education in the two countries. This was facilitated through the visits of South African political leaders to the Netherlands between 2002 and 2003.

Programmes such as CENESA, designed within the system-to-system framework, have the potential to achieve a broad impact not only on the educational level, but also on political and cultural levels and in establishing cooperative alliances between South Africa and the Netherlands.

The programme was jointly funded by the Department of Development Cooperation in the Netherlands, the Royal Netherlands Embassy in South Africa, and the Dutch Ministry of Education and Culture, to a total of R48 million.

Inner-city Schools Project

In 2003, JET was approached by the Raith Foundation about a partnership project that was aimed at piloting support for inner-city secondary schools in Gauteng. JET was responsible for identifying suitable beneficiaries of the Raith Foundation grants. The research driven school selection process culminated in four secondary schools being identified as suitable beneficiaries.

Following the approval for the schools' grants, the Raith Foundation requested JET to monitor the implementation of the identified schools' projects and use of the grants. The Inner-city Schools Project was funded by the Raith Foundation in the amount of R95 000.

Khanyisa Education Support Programme

Khanyisa is planned as a seven-year programme of support to the Limpopo Department of Education (LDoE) funded by the United Kingdom's Department for International Development (DfID). The overall aim of the initiative is to improve the operational efficiency of the provincial education system at all levels. In parallel, the project aims to upgrade classroom practice and improve the quality of 750 primary and 250 secondary schools in the province, ultimately improving the quality of educational outcomes.



In 2003 JET and Cambridge Education Consultants were jointly awarded an initial three-year contract to manage the programme.

Khanyisa has adopted a programmatic approach, which differs from the more conventional project modality that has been used almost invariably by school development initiatives in South Africa to date. This has two important implications for the management and organisation of the programme. First, it is directed by senior managers in the provincial head office of the LDoE, in contrast to projects that are run by service providers, with participation by government officials. Second, instead of providing programme interventions through agencies outside of government, most of the training is performed by multifunctional teams comprising district officials within the Department. Although the programmatic approach

has led to a longer start-up time than is customary in school development projects, it is resulting in the development of long-term capacity within the LDoE to perform standard line functions more effectively.

In 2004, the second year of operation, Khanyisa moved its primary focus to school transformation. A baseline study was conducted, multifunctional teams set up and trained, and interventions began in the first cohort of 100 target schools in two education districts – Vhembe and Sekhukhune.

At the provincial level, the programme provided support to improving the educational management information system (EMIS), assisting senior managers with the necessary information and communication systems for more effective delivery.



In the FET sector, a labour market survey was begun and a curriculum and materials development process initiated for designing programmes that are responsive to the skills and training requirements of the local economy. DfID has committed R240 million to the full seven-year programme.

Support to Education and Skills Development (SESD)

The ongoing SESD Programme supports the development of FET institutions in the areas of management and governance, curriculum development, and alignment and implementation of learnerships. Implementation began in January 2003 and is planned for completion in 2005. The programme works with the National Department of Education, the National Department of Labour, and the South African Qualifications Authority, and is being implemented in the Western Cape, North West and KwaZulu-Natal.

South Africa's FET sector is critical to the development of the skills needed in the country. The programme aims to support skills development through the delivery of practical, labour-oriented education and skills training, ultimately increasing employment levels among youth and adults.

The SESD programme has targeted nine FET colleges across the three provinces in which it is operating. Each college has several campuses.

To date, SESD has assisted these colleges to set up and operationalise marketing and communications programmes, college-industry links, and student support units. The FET Act identifies these activities and services as critical to the effectiveness of any FET college in South Africa. Together they contribute to improved understanding and alignment between industry's needs and college curricula, and support students in choosing appropriate skills training courses.

The SESD Programme is funded by the Danish International Development Agency to a total of R100 million over three years.

Mveledzandivho School Support Project

The overall purpose of Mveledzandivho is to improve the quality of learning and teaching in 29 selected schools in the six provinces covered by the project – North West, Gauteng, Limpopo, Northern Cape, KwaZulu-Natal and Mpumalanga. The schools were selected by the employees of BHP Billiton (SA) which is funding the project through its Development Trust. The project began in 2004 and will be implemented over a five-year period, running through to 2008.



Mveledzandivho is an integrated school and classroom support project focused on:

- School management and governance;
- Curriculum development from Grade 1 to Grade 12, as well as support for Reception Grade and Grade 0 classes;
- Provision of learning support materials; and
- Refurbishment of physical infrastructure where needed.

2004, the first year of implementation, saw the start of programmes for school management and governance and curriculum support in the 28 'mainstream' schools.

In addition, the KaMagugu Inclusive School was assisted with the construction of a multipurpose hall, the introduction of sign language classes for parents and the community, and the acquisition of specialised materials and resources such as physiotherapy equipment.

Area or District Working Groups were set up in five of the six provinces to oversee the planning and ongoing implementation of the project.

Teba Bank Schools Grants Project

The Teba Bank Schools Grants Project benefited 91 schools in provinces where Teba Bank has branches – 25 in Limpopo, 24 in North West and 42 in the Eastern Cape. The schools were selected on the basis of their participation in JET-managed school development projects. Schools identified their needs and submitted their proposals to JET for approval by Teba Bank.

Teba Bank allocated an amount of R1 million for disbursement to schools.



STRATEGIC PARTNERSHIPS



FORGING LINKS FOR EDUCATION DEVELOPMENT AND DELIVERY

The Strategic Partnerships Division has focused on overall project management – from design through implementation and evaluation – and on forging new partnerships and expanding JET’s client base.

The Division aims to extend its established expertise in project management and public education administration, management and governance, to support a broader spectrum of government departments and non-governmental organisations working in the education sector. With its practical experience, the Division is equipped to offer technical advice at school, district and provincial level. It is also equipped to assist departments with procurement services – from learning materials to various school resources and, in future, school buildings.

During 2004 the Strategic Partnerships Division worked closely with JET’s School Development and Support Division and the Evaluation and Research Division on two major projects: the Business Trust’s Quality Learning Project and the Swedish International Development Agency’s Intsika Project in the Eastern Cape.

Intsika

This project, which commenced in 2004 supports the decentralisation strategy of the Eastern Cape Department of Education. The strategy seeks to devolve administrative decisions and functions from the provincial office to district level.



JET is managing the project in partnership with Copenhagen Development Consultants. The decentralisation model is being piloted in three districts – Idutywa, Fort Beaufort and Grahamstown.

Intsika is funded by the Swedish International Development Agency in the amount of R20 million over three years.

Quality Learning Project

The Quality Learning Project was a five-year, multi-level intervention aimed at improving learner performance in 524 of the country's poorest secondary schools. The project covered 17 districts across all nine provinces.

The QLP adopted a systemic approach which entailed improving:

- Learning outcomes in the languages of instruction and mathematics in Grades 8 to 12;
- Teaching of mathematics, reading and writing skills;
- School governance and management; and
- Management in 17 district offices to enable the district offices to strengthen their support to schools.

The project, reached:

- 524 school principals;
- 1 500 members of school governing bodies;
- 1 500 members of school management teams;
- 1 060 mathematics teachers and 2 120 language teachers; and
- approximately 393 000 learners.

The project recorded achievements at each level of intervention. These achievements were confirmed in the independent final impact study conducted by the Human Sciences Research Council which incorporated comparative findings from the earlier mid-term and baseline evaluations.

District Development Intervention

Fifteen of the 17 districts that participated in the programme have functional, electronic Education Management Information Systems. The impact study



found that district systems and support of quality education delivery have improved in many QLP supported districts.

School Support Intervention

All 524 target schools were assisted to develop school development plans.

School management systems, like financial management and record keeping, have improved. This is reflected in the fact that 86.3% of the project schools have been granted section 21 status.

In collaboration with MINDSET, the project secured television sets, satellite dishes and VCRs for 350 schools so that they have access to the learning channel lessons on TV.

Mathematics

Though still low, the number of learners enrolling for mathematics, particularly for Higher Grade mathematics, increased in the schools participating in the QLP. This could be attributed to an improvement in educators' level of content mastery and hence in their confidence to teach the subject.

Each participating school received 10 calculators and mathematics study guides to help address the shortage of learner support materials in some schools.

Language Across The Curriculum (LAC)

Improvement in the language proficiency of learners was tracked through a learner progression programme in the LAC



component. This entailed tracking the reading development of about 240 learners from each of the 17 target districts (about 4 000 learners in total) through standardised testing administered by the University of Port Elizabeth. In addition, 44 000 learners were tracked through 'non-standardised' assessment tasks administered and assessed by the educators themselves.

Learner Performance

Significant improvements were achieved in learner performance. Grade 12 results of QLP schools were examined along three dimensions: quantity, quality and efficiency, where:

- a quantitative improvement is measured in terms of the increase in the absolute number of passes;
- an improvement in quality is measured in terms of the increase in the number of exemptions, Standard Grade mathematics passes, and Higher Grade mathematics passes;

- an improvement in efficiency is measured in terms of the increase in pass rate.

As a whole QLP schools performed better than the average national improvement on all five indicators. Specifically, QLP schools exceeded the national increase in:

- the number of matric passes by 1.6 %
- the number of exemptions by 10.8 %
- the number of HG maths passes by 105.0 %
- the number of SG maths passes by 79.0 %
- the pass rate by 1.2 %.

The Business Trust funded the Quality Learning Project to a total amount of R139 million. A total of R8 million was invested directly into schools through discretionary funding from the project. Through the Hellie Robb Trust Fund and Teba Bank, Barloworld and Mindset Learning Channel, QLP schools received an additional amount exceeding one million rand.



CLIENT SERVICES AND PROGRAMMES



MEETING THE NEEDS OF THE MARKET

The Client Services and Programmes (CSP) Division is JET's marketing and communications arm – raising awareness of JET in its targeted operational sectors and, at the same time, strengthening internal systems and services to meet the market's needs. Within JET the Division plays an important role as an integrating agent, bridging links between other departments, administration services and support staff across the organisation. Externally, as well as managing a number of projects which call for its specific skills, the Division works through relationship building, networking and targeted communications to strengthen JET's profile in the complex environment in which it operates.

The CSP Division holds key skills in project design, development and analysis; financial and administrative coordination and tracking; and information management. It is also responsible for the production and distribution of JET's news bulletins and other internal and external publications.

The external projects managed and administered directly by the CSP Division during 2004 are summarised below, followed by a brief review of the internal organisational changes at JET which were initiated by the Division over the past year.

Integrated Education Programme

The Integrated Education Programme (IEP) is a sequel to the District Development and Support Project (DDSP) in which

JET was involved over a number of years. Its overall goal is to improve learner performance in language, mathematics and science in the 637 project schools. The project is funded by USAID – with a total funding budget of US\$24 million – and led by RTI International, to which JET is subcontracted. It began in April 2004 and is programmed to run through to September 2007.

Through 2004, the CSP Division played a crucial role in getting the project up and running, largely in scoping and budgeting each project component and in facilitating the subcontracting of all service providers. The Division was also instrumental in orienting new project staff and performing on-the-job training with them.

NDE-DfID Support Programme

This programme of support for the National Department of Education, funded by the British Department for International Development (DfID), has been ongoing since 2002. It is scheduled to run through to November 2006, with total funding amounting to £4.5 million provided in the form of an 'accountable' grant that is administered by JET.



Gauteng Education Development Trust

The GEDT was set up initially to assist the Gauteng Department of Education (GDE) with project financing and governance. It serves as a mechanism to channel funds from the private sector, and the GDE itself, to education development projects in the province. JET provides financial and administrative support to the GEDT, including all the necessary resources for its day-to-day functioning. This partnership has seen the implementation of stricter controls on the operations of the GEDT.

In 2004 the CSP Division signed a service level agreement, with clear performance indicators and respective responsibilities, which will serve to guide and govern the ongoing interaction between JET and the GEDT.

Internal systems and structures

During 2004, the CSP Division was instrumental in bringing crucial organisational development issues within JET to the fore. This led to a range of practical, strategic decisions, to focus JET on managing and streamlining its resources to meet the needs of its market.

Marketing and Business Development

JET's marketing strategy was re-assessed, taking into account the changing operating environment and looking at business development opportunities through which the organisation can best meet the needs of its clients.

Client Feedback

Key to understanding the market was the development of a client feedback tool which was used to gauge clients' assessments of JET's services and performance. This enabled the organisation to gain a better understanding of client needs, to identify the gaps that exist between client expectations or requirements and JET's services and level of delivery, and hence to adjust and improve our services to address these gaps.

The information obtained from clients formed the basis for the tightening and streamlining of internal systems at JET. It also prompted JET to look at the skills synergies that exist within the organisation and to find ways of enhancing these to improve the level of service to clients.

Internal Reporting Systems

A more structured process has been developed for reporting within JET, building on the organisation's existing minimum standards and aimed at improving accountability, planning and coordination across the organisation.

Internal Communication and Programme Cohesion

In parallel, a more structured communication process has been created, opening up avenues to discuss programme issues and share information and skills across the different divisions and projects.

Tenders

A new system has been established to process tenders and structure all JET bids and new contracts.

Time Keeping and Time Value

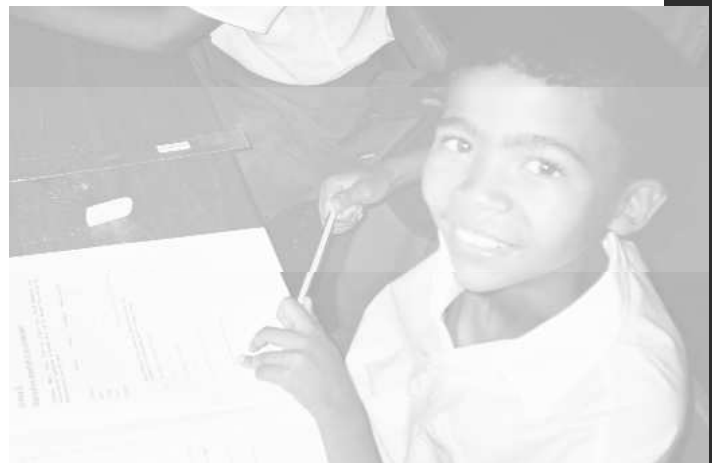
Another new development is a system of time keeping for all staff so that we can gain a better understanding of staff workloads and time spent on various projects, and assess these against time value and income.

JET's Corporate Identity

As part of its marketing programme JET is developing its Corporate Identity Manual which establishes JET's organisational identity and brings together all policies and procedures into one comprehensive document.

A client focus

JET is moving towards a stronger client focus in all its operations. Marketing and business development initiatives are taking account of the entire gamut of skills and knowledge that exists within JET to provide a cost-effective and, wherever possible, a one-stop-shop service to clients.



EVALUATION AND RESEARCH



MEASURING RESULTS

Evaluation and research are essential to understanding the present status, needs and potential of the education sector, and to monitoring the impacts of targeted education interventions. The Evaluation and Research Division (ERD) at JET works across the education sector – in school reform and development, educator development, higher education, further education and training and worker and adult education and training. The ERD provides evaluation and research services to other JET Divisions, as well as to external clients, such as donors and the national and provincial Departments of Education.

One of the ERD's services that gives it a competitive advantage in its field of operation is its testing of school learners. During 2004, the Division revised its literacy and numeracy tests to ensure that they are aligned with those administered by the National Department of Education for systemic evaluation purposes. This revision answered to the call from the new Minister of Education – Naledi Pandor – for the alignment between all tests used by external agencies and those of the Department. The ERD worked in collaboration with officials from the National DoE's Systemic Evaluation Directorate in revising the JET tests so that they now include both diagnostic and international benchmarking dimensions, as well as mirror items of Systemic Evaluation items. JET's new set of Grade 3 and Grade 6 literacy and numeracy tests was piloted successfully in November 2004. They continue to be in wide demand across the education sector.

Another significant development for the ERD in 2004 resulted from its earlier involvement, in collaboration with the School Development and Support Division, in the publication of two research-based books, namely *Getting Schools Working* (2003) and *Getting Learning Right* (1999). These books, particularly *Getting Schools Working*, opened new collaboration avenues for the ERD, both locally and abroad. Two members of the ERD are now participating in an international team of researchers documenting good teaching practices in 16 countries.

The ERD's projects are summarised below.

The Colleges Collaboration Fund

Evaluation of the Colleges Collaboration Fund (CCF) was a five-year project, commencing in 2000. The evaluation of the impact of the CCF on a sample of 23 FET colleges entailed the monitoring of project inputs and outputs, through observations, interviews and documentary reviews, as well as the compilation of case studies from each of the colleges.

This evaluation project was funded by the Business Trust in the amount of R4.5 million over the five-year period.



The FET Responsiveness Study

The FET Responsiveness Study is a tracer study measuring the factors that influence the transition of FET college graduates into the labour market. Begun in November 2002, the study will run through to February 2005.

The project encompasses an in-college survey of students enrolled in N3 and N4 engineering and business studies, at colleges in the greater metropolitan areas of Cape Town and Durban and in the provinces of Gauteng and Limpopo, with a second phase tracking the same students six months later.

This project is funded by JET and the Business Trust, through its Colleges Collaboration Fund, to a total of R1.05 million.

TVET Regional Study

This comparative study of Technical and Vocational Education and Training (TVET) in seven countries in the SADC region was begun in January 2003 and completed in June 2004. It entailed the preparation of case studies drawn from the seven countries (Botswana, Lesotho, Mauritius, Mozambique, Namibia, South Africa and Swaziland) and culminated in a regional seminar where the findings emerging from the case studies were shared and interrogated among delegates.

The British Council, the Human Sciences Research Council and JET funded the TVET Regional Study with an amount of R1.3 million.

Lesotho Schools Board

The Ministry of Education and Training of the Government of Lesotho commissioned the ERD to evaluate the training programme used by school committees at primary schools in the country. The project began in June 2003 and was completed in March 2004.

Through interviews, the ERD assessed the usefulness of existing training manuals, methods and content of training, and identified future training needs. It also assessed the impact of training on schools.

GDE Health and Wellness

As part of the Vulindlela consortium, JET participated in a short-term project commissioned by the Gauteng Department of Education (GDE) to investigate the extent and impact of health and wellness problems in the province's education sector.

Knowing and understanding how illness, disease and distress impact on schools, teaching staff and learners



is critical to the effective delivery of the curriculum. The objective of the literature review was to direct discussion on a number of issues that impede health and wellness in schools, learners and educators, paying particular attention to:

- HIV/Aids;
- STIs;
- Opportunistic diseases;
- Nutritional problems;
- Mental distress; and
- Unhealthy lifestyle.

Scrutiny of the literature review and the needs assessment on the state of health and wellness of the clients of GDE reveals several recurring aspects which impact negatively on the health and wellness of people. One finding was that 77% of teachers suffer emotional problems. As a result the Gauteng Education Department is spending millions of rands to provide counselling support to teachers for various health and wellness related issues, including stress.

GPL FET Study

In 2004, the Gauteng Provincial Legislature (GPL) commissioned the ERD to investigate the role of partnerships between Further Education and Training colleges and industry in supporting graduate employability.

The investigation comprised 10 case studies which were compiled from face-to-face and telephonic interviews with college personnel, students, industry partners and government officials from the SETAs (Sectoral Education and Training Authorities). The project identified a number of important lessons for colleges, industry, SMEs and policy makers for forging partnerships which facilitate the transition from college to the workplace.

CIE North West Numeracy Pilot Project Evaluation

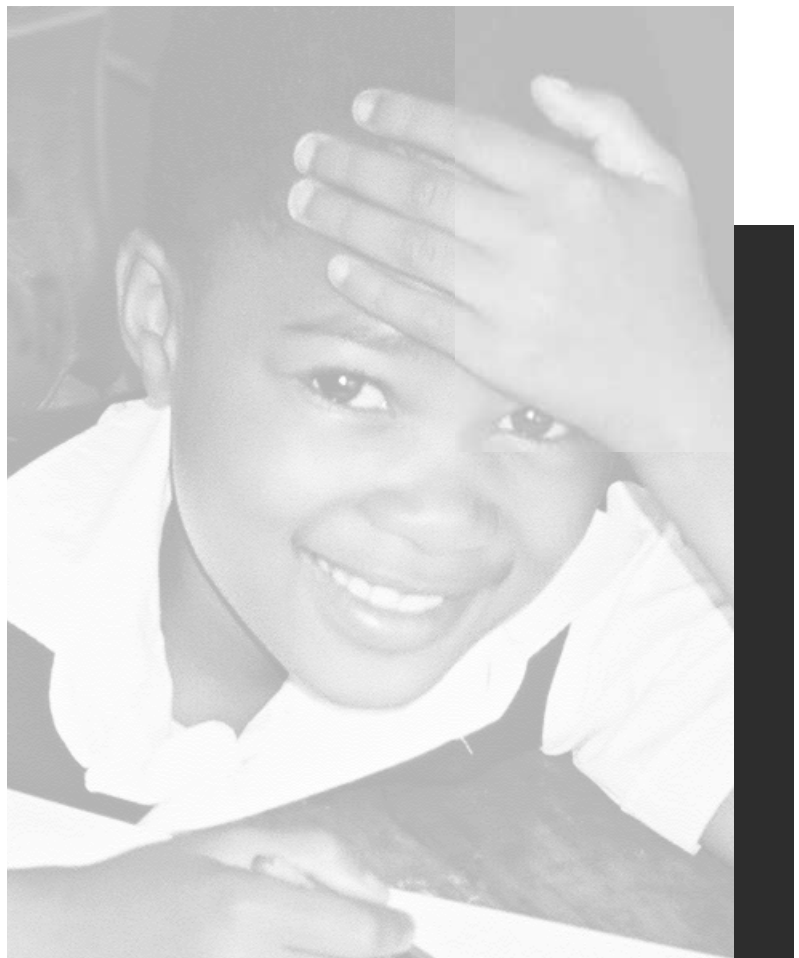
The Catholic Institute of Education's (CIE's) North West Numeracy Pilot Project is aimed at improving teaching and learning of mathematics in five CIE primary schools in the province.

The evaluation undertaken by the ERD entailed interviews with the mathematics teachers in Grade 4 classes at the schools, trained by the CIE, as well as learner testing conducted among 40 Grade 4 learners in each school.

The evaluation was completed in October, at a cost of R46 000, and the final evaluation report was presented to the CIE in November 2004.

Microsoft SA's Digital Villages

The ERD was contracted by Microsoft South Africa to undertake an evaluation of its Digital Villages (DVs). The evaluation, which was conducted during 2004, was designed to investigate how accessible the DVs are, how often are they



used, by whom, and with what benefits to the users. Further questions related to the sustainability of DVs in terms of funding, income generation, and their ability to attract volunteers.

The evaluation found that the centres serve disadvantaged members of the community with the following profile:

- 79% of the users are below the age of 35;
- African users constitute over 80% of the users and together with the Coloured users they comprise virtually all centre users;
- The majority of users are female;
- Many of the users come from families with unemployed parents and an income of less than R2 500 per month.

Supedi Evaluation

The Zenex Foundation's Supedi project is focused on 21 schools in Gauteng. Supedi aims to train teachers in the use of manipulative materials, in order to promote conceptual understanding in mathematics. The ERD was contracted to conduct an evaluation of the project.

Standard Bank Mindset Financial Literacy Programme

Another evaluation project completed by the ERD during 2004 was that for Standard Bank and the Mindset Network on their Financial Literacy Programme which targets school teachers and learners.

Mveledzandivho Baseline Study

In mid-2004, the ERD was called on to conduct a baseline assessment of learner performance in two new schools that form part of the Mveledzandivho project. The ERD managed the learner testing conducted in Grades 4, 7 and 10 in the two schools and submitted its report.



Khanyisa Baseline Evaluation

Khanyisa is a seven-year programme, funded by the British Department for International Development (DfID), and located in the Limpopo Department of Education (LDoE).

The Khanyisa Baseline Evaluation is a critical element of the programme as it will provide a reference for future evaluations to measure the programme's impact as it progresses.

The study entailed the collection of qualitative management data from a sample of 24 schools in the Sekhukhune and Vhembe Districts of Limpopo.

The evaluation will link data on socio-economic status, school management, classroom teaching, support services provided by provincial and district offices and learner performance in mathematics and language.

Pupil Progress Project

This study was commissioned by the JET Board of Trustees and the DG Murray Trust to gain a better understanding of how various factors interact in shaping the learning experiences of school children. The influencing factors to be considered in the study were specified as:

- socio-economic conditions;
- resources – such as school buildings, pupil: teacher ratios and others;
- management practices throughout the schooling system and particularly at school and district levels; and
- teaching practices in the classroom.

The research targeted a representative sample of 90 schools in three districts in the Western Cape. It was carried out between July 2003 and December 2004.

The results of the study emphasise the need to drastically increase the quantity and quality of reading and writing, both at school and at home, if the very poor quality of South African schooling is to be improved.



COMMUNITY HIGHER EDUCATION SERVICE PARTNERSHIPS



PROMOTING SERVICE-LEARNING

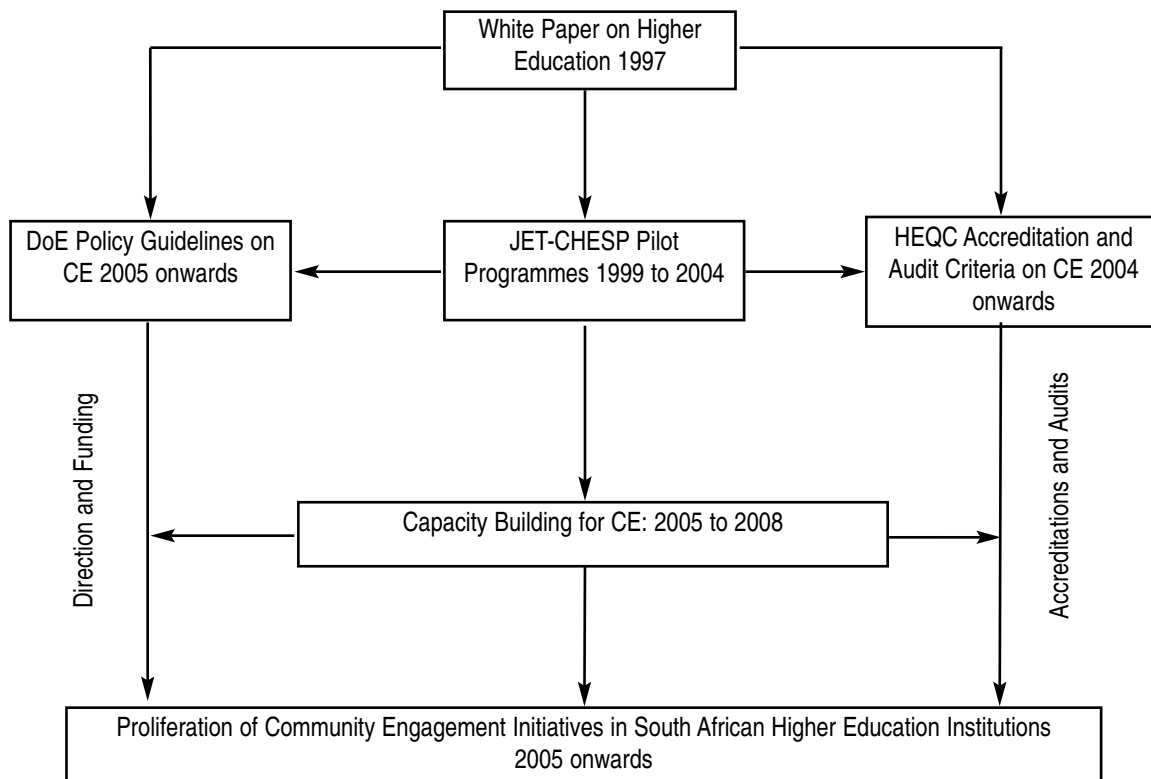
Community-Higher Education Service Partnerships - CHESP - takes its cue from the White Paper on the Transformation of Higher Education (1997) which calls on higher education institutions to "promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmes". Further, the White Paper suggests that higher education institutions "conduct feasibility studies and develop pilot programmes which explore the potential of community service in higher education".

The main focus of the CHESP initiative has been on connecting higher education curricula to local community development priorities through accredited academic programmes that include the principles and practice of service-learning, and on facilitating the creation of policies and organisational arrangements conducive to the implementation of these programmes.

CHESP was established within JET in 1999, with the aim to develop and research pilot community engagement (CE) programmes that make higher education more relevant and responsive to community needs, and to use the data generated through this process to influence higher education policy and practice at a national, institutional and programmatic level. Figure 1 illustrates the strategic positioning of CHESP within the South African higher education development context.

From 1999 to 2004 JET supported 182 accredited academic programmes, involving almost 7 000 students, across 39 different academic disciplines, in 10 higher education institutions. Development priorities addressed by these courses included, amongst others: HIV/AIDS awareness; job creation; skills development; sport and recreation; school and preschool development; nutrition; small business management; entrepreneurship; literacy; child and adolescent development; rural and local government; human rights; youth development; dealing with violence; information technology;

Figure 1: Strategic positioning of CHESP



and sustainable development. Research data generated through these courses is used to inform the Department of Education policy guidelines on community engagement and the accreditation and audit criteria used by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE).

In May 2004 the HEQC released its criteria for the audit of higher education institutions, which included criteria on community engagement and service-learning. The release of these criteria coincided well with the progress of the CHESP initiative and provided JET with the opportunity to establish a partnership with the HEQC. The focus of this partnership will be to disseminate information generated through the CHESP pilot initiative to other higher education institutions in South Africa and to build the capacity of these institutions to develop their own community engagement and service-learning programmes.

By July 2004 JET had developed a draft Guide to Good Practice for Service Learning based on research data generated through the CHESP pilot programmes. The Guide, together with a set of instruments to measure good practice at an institutional, faculty and course level, will be distributed to all higher education institutions by mid-2005, under the auspices of the HEQC. The Guide will be complemented by a publication of exemplary service-learning case studies, across a variety of academic disciplines, drawn from the pilot programmes that have been funded through JET.

Another highlight during 2004 was the CHE's invitation to JET to write a chapter on community engagement in South African higher education for the Council's report to parliament on: The State of Higher Education - Ten Years Under Democracy. The report was published in October 2004.

Building the capacity of institutions to conceptualise and implement community engagement programmes remains the most significant challenge. Information generated through JET's research, the pending DoE guidelines on community engagement, and the HEQC's community engagement criteria, provide the necessary direction and tools to take community engagement to scale. However, in themselves, these inputs do not provide the human resource capacity to conceptualise and implement a community engagement agenda. It is therefore critical that the direction and tools provided be accompanied by programmes that build the capacity of higher education institutions to implement community engagement as an integral part of their mainstream academic activities. The stage is set to move from the CHESP pilot phase to the rollout of community engagement in all South Africa's higher education institutions.



FINANCE AND ADMINISTRATION



FINANCIAL MANAGEMENT AND GOOD GOVERNANCE

The Finance and Administration Division's main areas of responsibility are internal financial management and accounting for external projects.

Internal financial management involves the preparation of: monthly management accounts, statutory financial statements, contracts for staff and service providers, company financial policies and procedures, and company budgets, forecasts and financial business plans.

In addition, the Finance and Administration Division handles the procurement of goods and services, human resources management, and office administration and management. It is also responsible for managing JET's external audit process.

Financial management for external projects involves: fund holding and management, preparation and monitoring of project budgets and related expenditure, and the production of Project Management accounts. The Division also handles the preparation of contracts

with project service providers, administration of project logistics (where necessary and as requested), the preparation of project procedure manuals, and recruitment services for projects when required. It is responsible for managing and coordinating external audits on projects where these are required.

JET operates as a non-profit organisation recouping its costs according to the services it is contracted to provide on individual projects that are funded, or specifically commissioned, by donor agencies, government, non-governmental organisations or private sector institutions. Where recoveries exceed costs, JET uses its income to invest in strengthening and growing its organisational capacity and pursuing public benefit activities.

During 2004, JET was approved by the South African Revenue Service (SARS) as a Public Benefit Organisation with Tax Exemption under section 30 and 10(1)(cN) and 18A(1)(a) of the Income Tax Act.



The Joint Education Trust has committed its original funds contributed by the Private Sector Initiative and, having successfully met its main objectives, its intention is to wind up the Trust during 2005 after settling all outstanding liabilities. Any residual Trust funds will be disbursed to an approved Public Benefit Organisation subject to the approval of the Trustees.

Projects and funding in 2004

2004 saw the completion and closure of a number of projects:

- the Inclusive Education Project for Learners with Special Education Needs (LSEN), which was funded by DANIDA. The final audit was carried out and all residual funds returned to DANIDA.
- Mahlahle, funded by JET, the DG Murray Trust, and other donors.
- CENESA, funded by the Netherlands.
- The Quality Learning Project (QLP), funded by the Business Trust. The total spend over this five-year programme amounted to 99.4% of the project budget.

Corporate Governance

The Company continues to place a strong emphasis on good corporate governance. This is evidenced by the composition of the Board of Directors which is comprised of three executive directors and eight non-executive directors, one of whom is the Chair of the Board.

The JET Board meets quarterly and retains full control over the company's business. It monitors the executive

management through a structured approach to reporting and accountability. The Board is supported by two sub-committees: the Finance and Audit Committee and the Remuneration Committee.

The Finance and Audit Committee met five times during the year. The major issues dealt with by the Audit Committee included:

- Reviewing and analysing the Annual Financial Statements and recommending them to the Board for approval;
- Driving the process and the legalities for the winding up of the Joint Education Trust;
- Presenting the Audit Committee Charter to the Board;
- Reviewing and analysing the 2005 business plans and recommending them to the Board for approval;
- Meeting external auditors, reviewing and approving their annual audit plans and fees;
- Reviewing the Risk Management Policies of the company.

Board of Directors

- Thandiwe January-McLean (Chairperson)
- Yunus Ballim (Vice Chair)
- Saeeda Anis-Prew
- Brian Figaji
- Nqabomzi Gawe
- Margie Keeton
- Jennifer Njelesani-Vergeer
- Jeremy Ractliffe
- Mike Rosholt
- Nick Taylor
- Jim Wotherspoon



REPORT OF THE INDEPENDENT AUDITORS

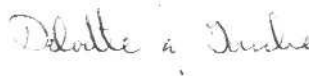
The summarised financial statements of The Private Sector Initiative Joint Education Trust set out below on this page have been derived from the annual financial statements of the Trust for the year ended 31 December 2004. We have audited the annual financial statements in accordance with statements of South African Auditing Standards.

In our report dated 25 July 2005, we expressed an unqualified opinion on the financial statements from which the summarised annual financial statements were derived.

Audit opinion

In our opinion, the accompanying summarised financial statements are consistent, in all material respects, with the annual financial statements from which they were derived.

For a better understanding of the scope of our audit and the Trust's financial position, the results of its operations and cash flows for the period, the summarised financial statements should be read in conjunction with our audit report and the annual financial statements from which the summarised financial statements were derived.



DELOITTE & TOUCHE
 Chartered Accountants (SA)
 Johannesburg
 25 July 2005

JOINT EDUCATION TRUST

ABRIDGED INCOME STATEMENT for the year ended 31 December 2004

	2004 R	2003 R
Total Income	2 358 736	4 209 601
Funding Received	-	-
Interest Received	2 358 736	4 208 834
Other Income	-	767
Total Expenditure	35 914 748	7 491 897
Disbursements on approved projects	23 000 000	4 508 463
Disbursements on internal projects	6 447 868	3 706 515
Administration and office Expenditure	6 466 880	(723 081)
Deficit for the year	(33 556 012)	(3 282 296)
Unutilised funds at the beginning of the year	41 536 318	44 818 614
Unutilised funds at the end of the year	7 980 306	41 536 318

JOINT EDUCATION TRUST

ABRIDGED BALANCE SHEET as at 31 December 2004

	2004 R	2003 R
ASSETS		
Non Current Assets	-	39 915
Current Assets	11 131 720	43 316 581
Cash Receivables	9 244 538	34 434 749
Projects Receivables	1 887 182	8 881 832
Total Assets	11 131 720	43 356 496

EQUITY AND LIABILITIES

Reserves	7 980 306	41 536 318
Special Institutions' Fund	6 966 444	33 174 993
Primary and Secondary Education Fund	1 013 862	1 013 862
General Fund	-	7 347 463
Current Liabilities	3 151 414	1 820 178
Total equity and liabilities	11 131 720	43 356 496

REPORT OF THE INDEPENDENT AUDITORS

We have audited the annual financial statements of JET Education Services for the year ended 31 December 2004, an extract is set out on this page. This extract of the annual financial statements is the responsibility of the company's directors. Our responsibility is to express an opinion on this extract of the annual financial statements based on our audit.

We confirm that this extract has been properly compiled from the annual financial statements of JET Education Services for the year ended 31 December 2004. These annual financial statements have been prepared in accordance with statements of Generally Accepted Accounting Practice, and in

the manner required by the Companies Act in South Africa. We confirm that an unqualified audit report was issued on these annual financial statements.



GOBODO INCORPORATED
Registered Accountants and Auditors
Chartered Accountants (SA)

Johannesburg
25 July 2005

JET EDUCATION SERVICES (Association Incorporated under Section 21)

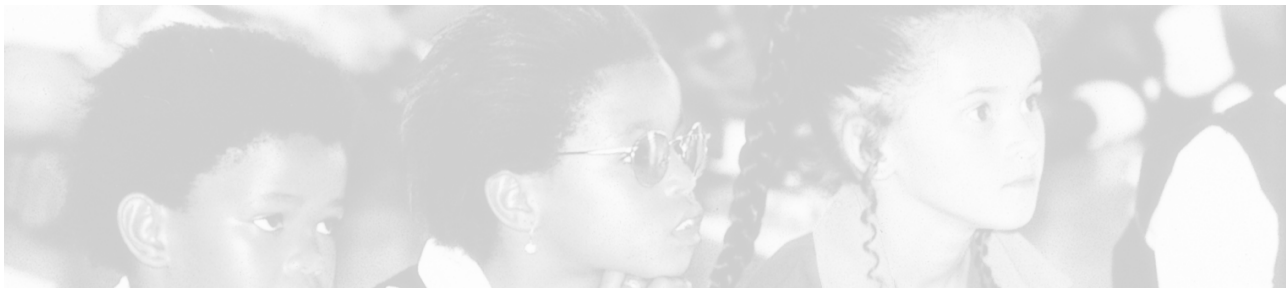
ABRIDGED INCOME STATEMENT for the year ended 31 December 2004

	2004 R	2003 R
Total Income	123 599 633	95 130 606
Funding Received	110 521 335	84 769 274
Interest Received	1 820 551	3 106 910
Management Fees	10 703 702	6 616 306
Joint Venture Profit	421 513	-
Other Income	132 532	638 116
Total Expenditure	92 931 991	87 381 510
Project Disbursements	89 573 850	82 393 417
Administration and office Expenditure	3 358 141	4 988 093
Surplus for the year	30 667 642	7 749 096
Distribution to joint venture company	-	(292 204)
Unutilised funds at the beginning of the year	23 169 023	15 712 131
Unutilised funds at the end of the year	53 836 665	23 169 023

JET EDUCATION SERVICES (Association Incorporated under Section 21)

ABRIDGED BALANCE SHEET as at 31 December 2004

	2004 R	2003 R
ASSETS		
Non Current Assets	145 672	171 722
Current Assets	64 048 574	30 133 775
Cash and Receivables	60 720 677	29 415 502
Project Receivables	3 327 897	718 273
Total Assets	64 194 246	30 305 497
EQUITY AND LIABILITIES		
Reserves	53 836 665	23 169 023
Funds held for projects	31 037 094	21 618 823
Accumulated Surplus	22 799 571	1 550 200
Current liabilities	10 357 581	7 136 474
Total equity and liabilities	64 194 246	30 305 497



<i>PROJECT FUNDS ADMINISTERED</i>	
	TOTAL PROJECT VALUE
COMMUNITY HIGHER EDUCATION SERVICE PARTNERSHIPS (CHESP) Funded by the Ford Foundation	Rand 16.0 Million
GAUTENG EDUCATION DEVELOPMENT TRUST (GEDT) Funded by the Gauteng Development Trust	Rand 65.0 Million
GAUTENG JOINT SCHOOL BUILDING TRUST Funded by Gauteng Department of Education	Rand 1.7 Million
NATIONAL DEPARTMENT OF EDUCATION SUPPORT PROGRAMME Funded by the Department for International Development	Pound Sterling 5.0 Million
QUALITY LEARNING PROJECT (QLP) Funded by the Business Trust	Rand 139.0 Million
KHANYISA EDUCATION SUPPORT PROGRAMME Funded by the Department for International Development	Pound Sterling 3.6 Million
RECOGNITION OF PRIOR LEARNING (RPL) Funded by the Ford Foundation	Rand 1.6 Million
SCHOOL EDUCATION AND SUPPORT PROGRAMME (SESD) Funded by the Danish International Development Agency (DANIDA)	D Kroner 80.0 Million
WORKFORCE DEVELOPMENT Funded by the Ford Foundation	USD 1.5 Million
EASTERN CAPE SIDA Funded by the Royal Swedish Embassy	Sek 12.0 Million
MAHLALHE PROJECT Funded by JET	Rand 25.0 Million
MVELEDZANDIVO PROJECT Funded by BHP Billiton	Rand 29.9 Million
LESOTHO SCHOOLS Funded by the Government of Lesotho	Rand 0.5 Million
PUPIL PROGRESS Funded by JET	Rand 1.8 Million
TEBA BANK Funded by Teba Bank	Rand 1.0 Million