



ANNUAL REPORT



2011



JET EDUCATION
SERVICES

JET Education Services



JET Education Services is an independent non-governmental organisation with its roots in the Joint Education Trust founded in 1993. JET works with government, the private sector, international development agencies, and education institutions to improve the quality of education, and the relationship between education, skills development and the world of work.

JET operates across the public education sector in South Africa, from grade R through to grade 12, and in further education and training (FET) colleges. The development and evaluation projects in which it is involved are focused in poor, marginalised and disadvantaged communities across the country. JET's main focus is on making a meaningful impact on improving the learning and teaching in schools and FET colleges so that learners receive quality education, giving them access to further opportunities.



Values

- Professional and knowledge-based
- Innovative and courageous
- Independent but accountable
- Effective and measurable
- Respectful and respected

Focus areas

- School improvement
- Education planning
- FET college improvement
- Education research
- Evaluations and assessments

Vision

Quality education for every child in South Africa.

Mission

We offer educational research and knowledge-based interventions that are innovative, cost effective, and sustainable to our clients who support disadvantaged young South Africans through education development initiatives.



Transformation through Education



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From the Chairman

The sparkle in the eyes of Odirile on the cover of this report and his palpable enthusiasm capture how schooling should be thought of and experienced. The photograph brings to mind the words of Albert Einstein, who once said, 'It is the supreme art of the teacher to awaken joy in creative expression and knowledge'. Perhaps, just as we expect teachers to inspire learners like Odirile, society as a whole should inspire and support the teachers in carrying out their crucial task.

The year 2011 was, on the whole, less eventful compared to 2010. There were no major events such as the soccer world cup or public service industrial action which stole time from education and training institutions as happened the previous year. Grade 12 pass rates improved, although critics highlighted the decline in the quality of the passes, particularly in two subjects, physical sciences and economics. The first Annual National Assessment results, on the other hand, painfully reminded us of the weakness of the foundational learning that is supposed to be taking place in our primary schools. The challenge of poor reading and numeracy skills is still with us, hence the need to focus more strongly on foundation phase education. It is not rocket science to make the link between poor foundations in reading and numeracy and the low progression rates of learners beyond grade 9, where we are currently experiencing a bottleneck nationally, into and through further education and training (FET) colleges and universities. We eagerly await the Green Paper on post-school education and training which is currently being prepared by the Department of Higher Education and Training. We hope it will present structural and resourcing strategies for improving the input and throughput of FET colleges and universities, particularly of students who come from impoverished backgrounds, and thus lack the requisite foundational skills.

JET is actively involved in supporting initiatives of both government departments responsible for education and training. Thanks to its visionary management and strong networks, JET continues to work with and be sought after by the major education sector participants: universities, government officials, funding agencies, and more recently, teacher unions. The move by management to enter into a service level agreement with the South African Democratic Teachers' Union (SADTU) was a subject of vigorous discussion among the Board members. It unearthed a new



The challenge of poor reading and numeracy skills is still with us, hence the need to focus more strongly on foundation phase education.

perspective on education improvement, in which teachers take greater responsibility for their own development. The Board is fully behind JET's resolve to support SADTU in implementing its commitment to playing an active role in teacher development and the professionalisation of the teaching force. Teacher professionalisation is surely a global challenge, and is seen differently by diverse players in the sector. As suggested by our CEO, Godwin Khosa, it should rest on three tenets: the fiduciary responsibilities of teachers as they relate to educating and safeguarding children on behalf of their parents and society as a whole; the notion of teachers as knowledge workers who continually improve their general and subject knowledge; and the state's (and broader society's) responsibility to recognise and reward teachers for the value they create. Recognising and rewarding teachers needs to go beyond the material, and include respect and honour as expressed through the provision of well-resourced teaching environments and relationships of mutual respect between teachers and parents. Teacher professionalisation is

JET — ACTIVELY INVOLVED

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indeed a multifaceted issue which requires a serious national dialogue.

The JET Board changed quite significantly during the course of the year. We said farewell to three directors, Mike Rosholt and Jeremy Ractliffe, both founding members and former chairmen, and long-serving director, Professor Nqabomzi Gawe. We also appointed three new directors: John Samuel, Maud Motanyane, and Nomavuso Mnxasana. The new directors bring with them a wealth of diverse but relevant experience, while the remaining directors continue to serve as anchors of the longstanding JET tradition of being, *inter alia*, independent, courageous, and professional.

As indicated in the table below, we received less grant funding this year compared to the previous year. The reduction in the amount of funds is largely due to the fact that JET is increasingly undertaking more contract projects than grant funded work. We have utilised R3.4 million of our own funds on internally initiated public benefit projects compared to R5.9 million the previous year. The deficit of R206 903 could have been much lower had it not been for the prevailing low interest rates on cash holdings. Management continues to work on increasing the organisation's income

generation capacity so as to completely address the deficit. The 2012 outlook suggests that we will achieve a modest surplus, having secured more large-scale contracts.

Once again, thank you to the JET management team and staff for a job well done. My gratitude also extends to my fellow directors and our partners who have demonstrated their commitment to JET's public benefit work in the service of education in our country.

Nathan Johnstone
Chairman



Teacher professionalisation is indeed a multi-faceted issue which requires a serious national dialogue.

Five year financial review						
Projects and operations	2011	2010	2009	2008	2007	Average
Funds available	32 973 542	35 244 315	34 854 250	42 265 120	60 326 389	41 132 723
Expenditure	(30 017 129)	(31 776 175)	(31 034 796)	(29 773 069)	(40 337 154)	(32 587 665)
Projects funds deferred and/or returned	(5 539 838)	(6 246 652)	(6 005 406)	(13 197 352)	(18 226 574)	(9 843 164)
Interest received	2 376 522	3 034 596	4 045 896	5 314 660	3 654 978	3 685 330
(Deficit)/surplus on operations	(206 903)	256 084	1 859 944	4 609 359	5 417 639	2 387 225

Message from the CEO

POSITIVE DEVELOPMENT

Despite the lack of evidence of consistent and comprehensive improvement in learner performance, developments in the education and training sector are positive, and carry promise for the future. This is particularly true taking into account that it takes a long time for system changes to impact the learner level of the system.

Regarding basic education, the promulgation of the government's *Action Plan Towards 2014* and the signing of the Minister's delivery targets in 2010, and the *Accord on Basic Education* entered into in 2011 mark some of the positive developments that have taken place over the last two years.

Further education and training (FET), on the other hand, was energised by changes in the FET college sector. The role of these institutions has been drastically redefined. The colleges are set to significantly increase their intake, increase employability of their graduates, and broaden their scope to include community oriented programmes.



The *Action Plan*, in particular, draws from instructive pieces of education research carried out by government itself, international organisations such as UNESCO and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), and local universities and research agencies. It uses evidence from these studies to profile South Africa's educational challenges and suggest solutions. The plan creates a common vision and language for the over 400 000 education officials, researchers, funders, and non-governmental agencies involved in education improvement, thus providing a sense of the type of education reform all should be rallying around. The improvement discourse embodied in these new developments is that of greater prescription in education and education management processes, demonstrated by the use of government provided workbooks and the envisaged annual school management cycle; improved accountability promoted through the Annual National Assessments and the principals' accountability framework under discussion; and the renewed prominence accorded to teacher development which is driving an agenda to increase the number and quality of teacher trainees, and of continuing professional development initiatives involving the teacher unions.

JET is engaged in supporting the Department of Basic Education (DBE) in various ways to implement these programmes. For instance, our research outputs such as those from the National School Effectiveness Study are informing key government decisions. We continue to provide technical assistance to strengthen the assessment system, and to other research projects that the department is implementing. In line with the DBE's strengthened focus on teacher development, JET signed a contract to provide technical support to the South African Democratic Teachers' Union (SADTU) to set up its Curtis Nkondo Professional Development Institute. The idea behind the institute is to enable SADTU teachers to play a more active role in their own professional development, and bring SADTU to the centre of professional development activities nationally. While JET and SADTU leadership acknowledge that this endeavour will not be an easy walk, we are excited at the advanced vision adopted in regard to professional development. We are particularly impressed by the Minister's foresight and commitment in this regard.

JET has been working very closely with the Department of Higher Education and Training (DHET) in its endeavours to set up and implement systems and programmes for FET college reform. We continue to support the DHET's operational planning and monitoring and evaluation processes

JET SHOWS ITS SUPPORT

- In line with the Department of Basic Education's strengthened focus on teacher development, JET signed a contract to provide technical support to the South African Democratic Teachers' Union to set up its Curtis Nkondo Professional Development Institute.
- JET has been working very closely with the Department of Higher Education and Training in its endeavours to set up and implement systems and programmes for FET college reform.
- We will also finalise the design of a six-year panel study which aims to help education planners better understand where and how learners progress through their latter years of school, and what accounts for the decisions they make.



The nature of JET's work in this area includes improving the capacity of the sections of the education system above the school level to deliver resources, offer professional support, and monitor learning and teaching effectively in order to enhance the quality of learning outcomes.

which involve the 50 colleges across the national landscape; we are implementing a three-year FET college improvement process in the Eastern Cape; and we are involved in a project to place in excess of 180 FET graduates in construction projects. All these activities are carried out with the concomitant objective of extracting lessons for the broader benefit of the FET sector. Minister Nzimande has been urging training sector players and practitioners to come up with a comprehensive national FET college turnaround strategy that is informed by evidence. JET has embraced this challenge, and both its Youth and Community Development and Education Research and Evaluation Divisions have been involved in researching, developing, and testing such a strategy. We envisage that we will soon have an evidence-based body of knowledge, tools, and support networks for FET college improvement.

Going forward, JET is planning to improve its capacity and increase its activities in education planning. Education planning is here pragmatically defined as an expertise driven process of planning and managing the efficient provision of education as a public service. The nature of JET's work in this area includes improving the capacity of the sections of the education system above the school level to deliver resources, offer professional support, and monitor learning and teaching effectively in order to enhance the quality of learning outcomes. We will continue to improve our capacity to support government in implementing large-scale education and training improvement programmes. We will also finalise the design of a six-year panel study which aims to help education planners better understand where and how learners progress through their latter years of school, and what accounts for the decisions they make.

In 2011 the organisation recovered 86% of its costs before interest (and 96% if we include funding for public benefit activities from JET reserves). The overall recovery rate was 98% after interest from the JET funds. These rates have changed from 84% and 102% respectively, year on year. We have utilised R3.4 million of our funds in education development and research projects, compared to R5.9 million in 2010. The funds invested in school improvement projects leveraged an additional R29.4 million from foundations and trusts. This is an increase of R9.6 million from last year. We will continue to engage more partners to co-fund projects, especially multi-year school improvement and research projects.

Our annual report would not be complete without thanking our key funding partners in our current multi-year projects. These include Murray and Roberts, the DG Murray Trust, the Michael & Susan Dell Foundation, the National Lotteries Board, Rand Merchant Bank, the Anglo American Chairman's Fund, and the RedCap Foundation.

Godwin Khosa
Chief Executive Officer

Mike Rosholt's farewell speech

The short address made by Mike Rosholt on the occasion of his retirement from the Board of the JET Education Services

There is a time for everything in one's life and that time has now come for me to end my lengthy and very satisfactory association with JET. The proof of this necessity lies in the fact that I cannot for the life of me recall the date of our setting up this highly successful organisation. The sage Jeremy assured me it was 18 years ago and I certainly would never dare to doubt his memory.

If there was one problem that surfaced very early on in our endeavours it was the constant gibe that the private sector had done very well for itself at the expense of the less well off. Let us face it – the black sector. This is not difficult to refute at this stage. But let me assure you it was then.

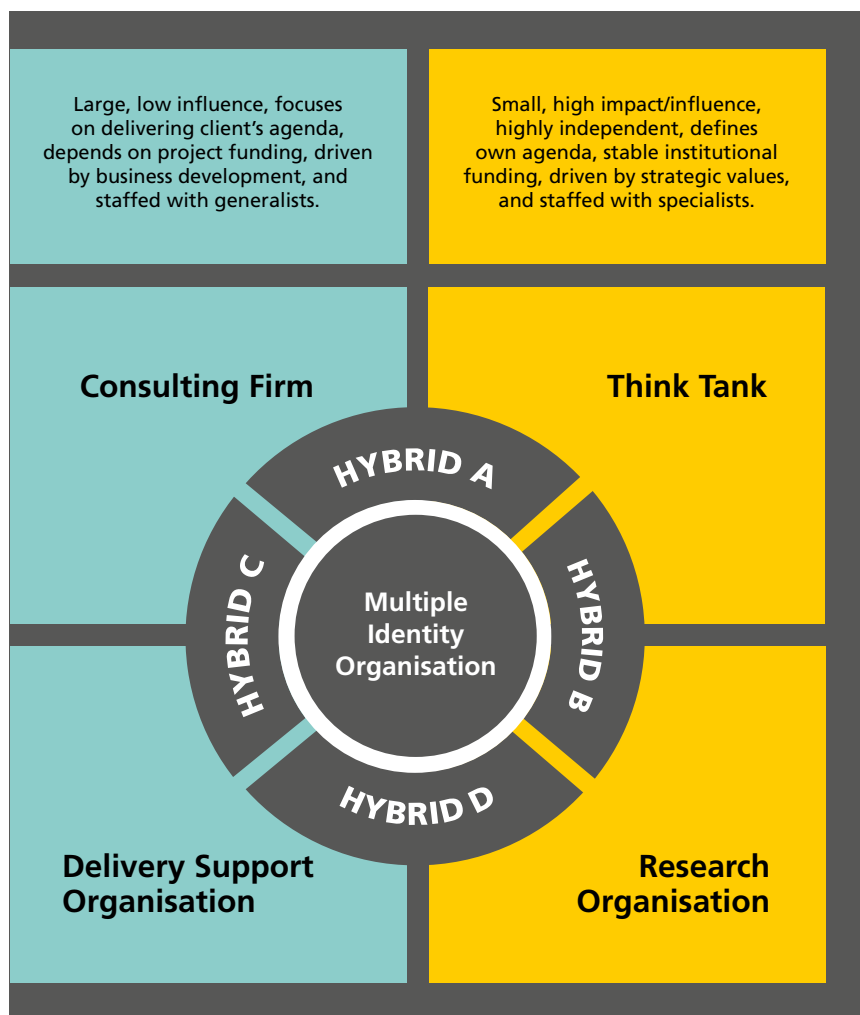
Because, speaking very generally, JET and other NGOs, in particular The Urban Foundation, played major roles in establishing and running the projects. Which means of course they had the capacity to play the major role in establishing the right and permanence of blacks in urban areas; the abolition of influx control and the pass system; the removal of group area restrictions and the right of homeland citizens to South African citizenship; home ownership in urban and rural areas; and especially in the vital area of education and training where JET has such a role to play.

Let me end by underlining how much I have enjoyed the work and association of JET and how much I shall miss the work and the associations it brought me.

JET Pursues a Delivery Support Agenda

Over the past decade and a half, the non-governmental (NGO) sector in South Africa has had to adjust to an environment of decreased funding and changing development priorities. The sector has had to rethink its role and identity, and organisations have had to reinvent themselves in order to remain both relevant and viable. In the light of this situation, JET's management has paid close attention to reflecting on the organisation's *raison d'être*, and in particular, JET's identity and role in society. We have attempted to redefine our identity, form, and shape in relation to these elements. This has resulted in a move to reorient JET as a delivery support agency to government. This move appears to be bearing fruit.

The diagram below presents a quadrant which outlines four types of organisations based on hypothetical roles that various NGOs continue to play alongside other private and public sector organisations.



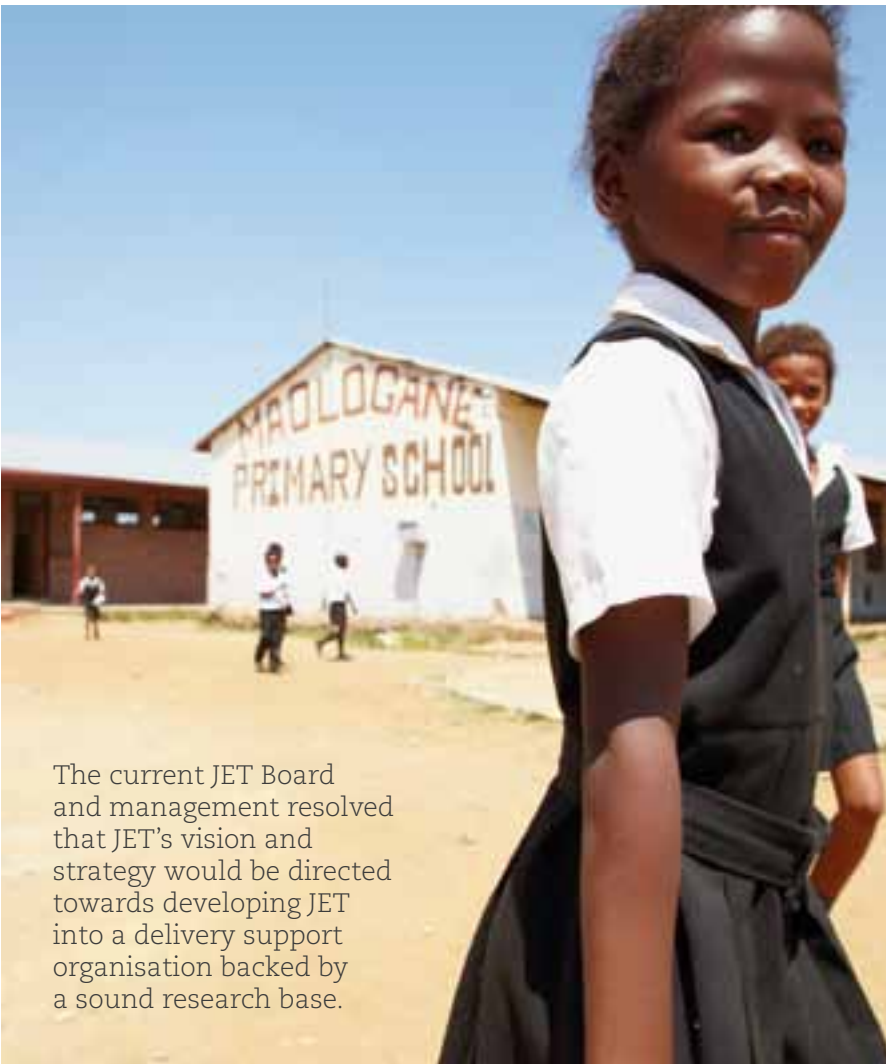
JET's self-assessment has shown that, since its inception, the organisation has played different roles in the education sector, resulting in multiple identities. While all the organisations depicted in the diagram have important roles to play, the current JET Board and management resolved that JET's vision and strategy would be directed towards developing JET into a delivery support organisation backed by a sound research base. JET will therefore pursue a hybrid identity (D in the diagram): we will thus continue to direct our efforts towards research in order to inform policy and practice, while helping government to deliver its programmes.

Our delivery support agenda is thus aimed at assisting government to implement its programmes, and thereby realise value from the public resources allocated to education. The emphasis on serving as a delivery support organisation is premised on the fact that government has significant resources and systems to drive education improvement. However, it is also a well-known fact that government requires additional planning, programming, and delivery support at the various levels of the education system in order to implement its programmes successfully. JET's resolve to follow this approach is further supported by our observation, gleaned from 18 years of experience in education development, that working with and through government is the only way of ensuring the sustainability of NGO interventions in education. In simple terms, it is the only way of making sure that education development programmes have widespread impacts that are enjoyed by their beneficiaries long after the interventions' lifespans.

Towards this end, we have increased our work with the Department of Basic



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Education and the Department of Higher Education and Training and their provincial subsidiaries in designing, programming, and managing the implementation of major education reforms. These include rolling out aspects of the 'administrations' being implemented in the Eastern Cape and Limpopo provinces.

It would indeed not be strategic of JET to expect to be able to carry out these large scale plans single-handedly. We thus continue to work hand in hand with carefully selected independent consultants, university staff, and private sector organisations (and their CSI units) to deliver or resource these activities. This requires adopting a flexible approach to bringing on board the necessary capacities as and when required to fast-track the delivery of national programmes.

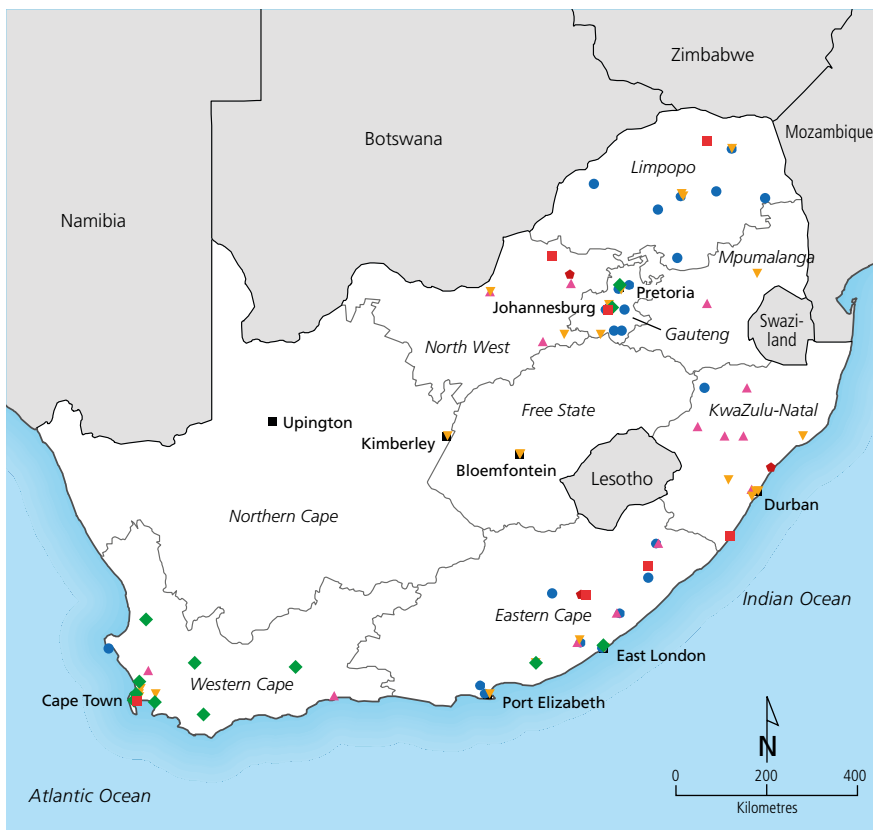
The table below summarises the services JET offers in the areas listed.

AREA	SCHOOL IMPROVEMENT	YOUTH AND COMMUNITY DEVELOPMENT	EDUCATION EVALUATION AND RESEARCH	EDUCATION PLANNING
JET's services	Designing and implementing school improvement projects with the aim of testing effective improvement strategies.	Designing and implementing FET college improvement projects focusing on strengthening the FET college institutions and their linkages to the world of work.	Carrying out key research activities on behalf of government and its partners in education and training, as well as proactively designing and implementing a research agenda of national importance.	Supporting government at various levels to properly plan and implement its education improvement projects.

JET's Activities Extend across all Provinces



As can be seen from the map below, JET has a national footprint. Its three divisions have activities in almost all of the nine provinces. The map legend indicates the number of localities in which the key activities are taking place.



JET PROJECTS	● FET Improvement (23)	▼ Research (25)
	■ Learner and Teacher Assessments (7)	◆ School Improvement (3)
	◆ Programme Evaluations (12)	
	▲ Project Management and Co-ordination (16)	

During 2011 JET was involved directly with over 300 schools, three education districts, 50 FET colleges, and seven of the nine provincial education departments.

- The activities of JET's **School Improvement Division (SID)** are concentrated in three provinces: the North West, the Eastern Cape, and KwaZulu-Natal. In these provinces, JET works with two education circuits consisting of about 28 schools each, and one cluster comprising five schools, implementing and testing comprehensive school improvement programmes.
- The **Education Evaluation and Research Division (EERD)** implements programme monitoring and evaluation projects linked to the school improvement projects in the provinces cited above, and another in the Western Cape. It also implements research projects spanning eight of the nine provinces.
- The **Youth and Community Development Division (YCD)** implements FET college support programmes nationally, meaning that it works with all fifty colleges in the country. The division is also implementing a three year FET college improvement programme in the Eastern Cape involving its eight FET colleges, and is working on plans to extend the project.

School Improvement

Improvement in learner performance, which is the ultimate goal of our school improvement projects, hinges on the expertise and knowledge that a teacher brings to the classroom, as well as on the teacher's level of competence in subject content and pedagogical knowledge.

In its attempts to seek solutions to the challenge of improving learner performance, JET's School Improvement Division (SID) implements school improvement projects in rural areas of the country. In addition, JET continues to provide administrative assistance to the Gauteng Education Development Trust.

As shown on the adjacent map, SID's activities are concentrated in the Eastern Cape, North West, Gauteng, and KwaZulu-Natal provinces.



SID PROJECTS

- ▲ Project Management and Co-ordination (4)
- ◆ School Improvement (3)

SCHOOL IMPROVEMENT HIGHLIGHTS 2011

In 2011 we continued with the implementation of our three anchor projects in the North West, the Eastern Cape, and KwaZulu-Natal. Our systemic school improvement model forms the basis for each of these projects, but is adjusted to suit local circumstances and requirements. The school improvement model consists of seven components, all of which lead to the goal of improved learner performance.

SCHOOL IMPROVEMENT MODEL COMPONENTS

1. Stakeholder mobilisation
 2. Increased district support
 3. Increased parental and community involvement in education
 4. Improved planning and organisation
 5. Improved teacher competence
 6. Improved teacher performance
 7. Research, monitoring and evaluation
- The process is supported by a seventh component

Improvement in learner performance, which is the ultimate goal of our school improvement projects, hinges on the expertise and knowledge that a teacher brings to the classroom, as well as on the teacher's level of competence in subject content and pedagogical knowledge. Teacher development (components 5 and 6 of our model) is thus integral to all our projects. We need to have specific information regarding the state of teachers' knowledge to guide our teacher development activities, ensure we address the content areas most in need, and develop more effective training and intervention programmes.

To address this imperative, JET worked hard to obtain teachers' buy-in to the process of teacher assessment. With the assistance of our Education Evaluation and Research

Division (EERD), the teachers in our project schools participated in two types of assessments:

- **Standardised:** assessments which are administered and scored in a consistent, or 'standard', manner; and
- **Developmental:** an initial rapid baseline test (RBAT) and annual diagnostic assessments.

The standardised assessments have both formative (providing feedback on how a programme can be improved) and evaluative (providing feedback on a programme's efficacy) purposes. They thus assist in programme design as well as in measuring project effectiveness.

The developmental assessments have a primarily formative purpose. They provide the



The project team, which includes consultants and teachers, recognises that while the quantity of passes is increasing, the project must focus more on improving the quality of the passes in each of these subjects.

education system, the intervention projects, the schools, and the individual teachers with benchmarks against which to measure progress over time and, more importantly, identify teachers' changing development needs: they resulted in a number of revisions to the content of workshops.

OUR PROJECTS

Bojanala Systemic School Improvement Project (BSSIP)

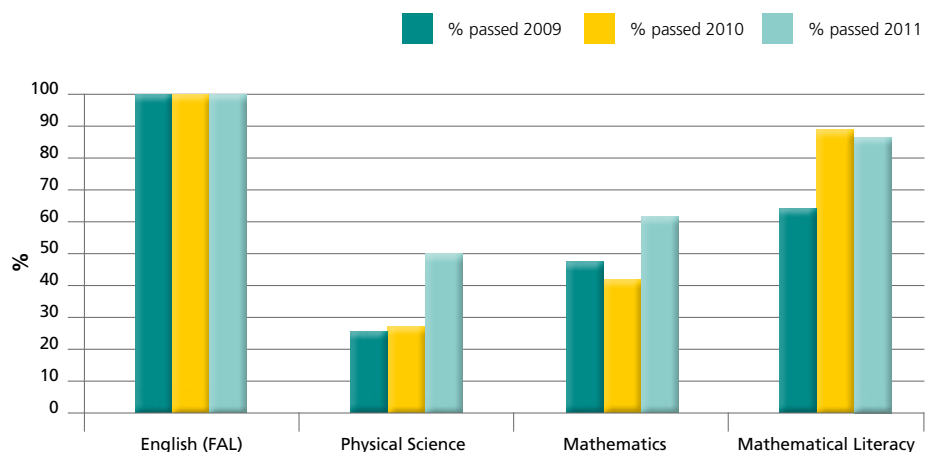
The Bojanala Systemic School Improvement Project (BSSIP) is moving into the third year of its five-year lifespan. The 2011 output to purpose review (OPR) assessed the possibility of the project achieving its targets, and awarded the project a general rating of 2 (likely to be largely achieved). This is an improvement on the 2010 rating of 3 (likely to be partly achieved).

The OPR panel observed that the project had made commendable strides by laying strong foundations, and being responsive to changes on the ground. It concluded that although there is still much to be

done in the project as a whole, the overall impression of the panel was that the project is fundamentally sound, and has put structures and practices in place to fulfil its mandate.

A number of key activities and achievements were noted for 2011. Annual learner performance in grade 12, for example, has improved since the project's inception in 2009 as evidenced in the figure below.

The year 2011 also marked the second year of the development of further education and training (FET) phase teachers' subject content and pedagogical knowledge in the targeted subjects of physical sciences, English first additional language (FAL), mathematics, and mathematical literacy. Teachers wrote two diagnostic assessments in 2011, and the average results show increases, although in some instances slight, in all subjects. Teachers' achievement



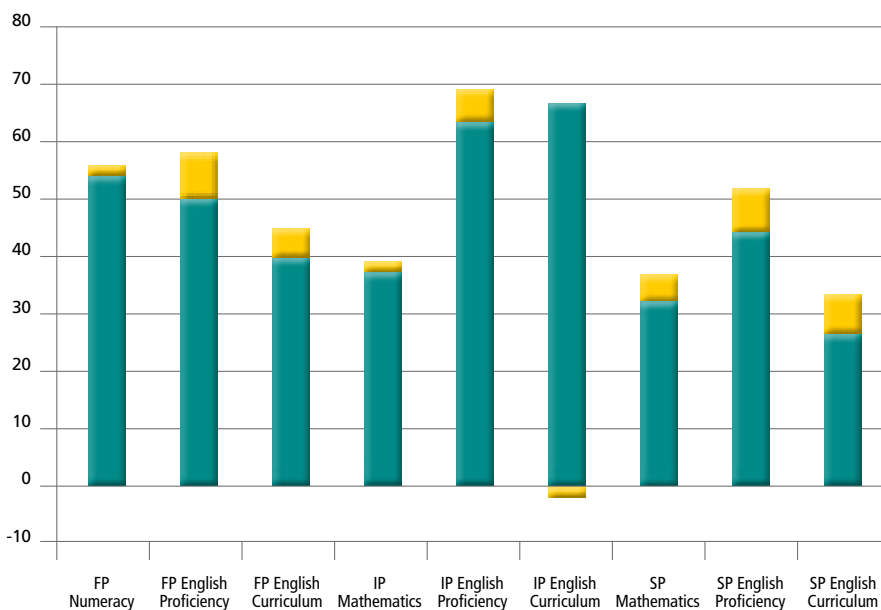
This prompted the project team to adjust the intervention design, in particular, to increase the strength of the intervention dosage, and to engage teachers more by assisting them to participate in self-directed learning.

in physical sciences increased by 23 percentage points; achievement in English (FAL) increased by one percentage point; teachers' achievements in mathematics and mathematical literacy increased minimally by one and three percentage points respectively. The reasons for the minimal improvements may be attributed to low intervention dosage and change of teachers responsible for those subjects. This prompted the project team to adjust the intervention design, in particular, to increase the strength of the intervention dosage, and to engage teachers more by assisting them to participate in self-directed learning. The change in the project's design is presented in the table below.

Pre-2012 design			New design			
Content training	Professional Development Clusters	On-site Mentorship	Content training	Professional Development Clusters	On-site Mentorship	Self-directed learning
48hrs	0	2hrs	80hrs	46	161hrs	136hrs

We have learnt from this experience that teacher development requires a strong dosage. We have also come to the conclusion that the legislated 80 hours of professional development per year is not anywhere close to sufficient to raise teacher content knowledge to acceptable levels.

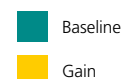
In the general education and training (GET) phase, 90 teachers of the population of 165, sat for a second round of standardised tests in English (FAL), mathematics, and natural sciences. In line with JET's principle of informed and needs based interventions, the test results have been analysed and inform the content of the teacher training sessions for this year. Despite the challenges with teacher attrition and new teachers being tested, there were some interesting changes in the achievement of teachers, as shown in the figure below:



Centres of Excellence Project (COEP)

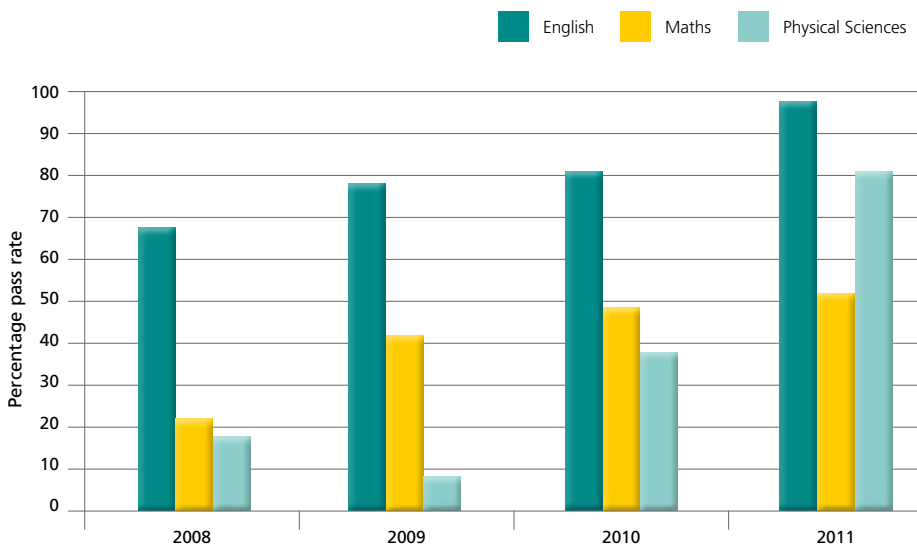
In the Centres of Excellence Project in the Mthawelanga circuit of the Cofimvaba district in the Eastern Cape, the project schools distinguished themselves among their district peers. In 2010, the average grade 12 pass rate of schools in the district was 57.0%: in comparison, the project schools' average pass rate was 62.7%. In 2011 the project schools' pass rate again exceeded that of the other schools in the district: the Mthawelanga schools achieved 82.0% compared to 75.2% achieved by the others.

We believe that the improvement in the project schools as a result of COEP is a contributing factor to the rapid improvement in the district's overall performance compared with other districts in the province. With a pass rate of 75.2%, the Cofimvaba district moved from position 14 to position 1 in the Eastern Cape in 2011. The district's pass rate also exceeded the national pass rate of 72.5%. It thus appears that both the district as a whole, and the Mthawelanga schools in particular, have increased their average pass rates.





Grade 12 learner performance in the project schools in the targeted subjects of the intervention from 2008 to 2011 is illustrated in the figure below.



The improvement in physical sciences results, from 17.5% in 2008 to an encouraging 82.0% in 2011, is particularly noteworthy.

Developmental teacher assessments formed part of the intervention in 2011.

Forty five FET phase teachers sat for two assessments in mathematics, physical sciences and English (FAL). The analysis of the assessment results shows an impressive 11% improvement in the content knowledge of physical sciences teachers, although the decreases of 2% in English and 4% in mathematics are disconcerting.

A total of 152 GET phase teachers wrote standardised assessments based on subject content and pedagogical knowledge in English (FAL), mathematics and natural sciences. The reports on these results are currently being written up.

Parents from 13 selected schools developed action plans which include activities ranging from planting food gardens to carrying out school maintenance and improving classroom libraries. Of the 13 schools which were part of the 2011 intervention, 12 have successfully implemented their action plans. Of notable success is the literacy development initiative at Daza primary

SEVERAL GOOD PRACTICES FROM COEP HAVE BEEN ADOPTED IN ALL SCHOOLS IN THE COFIMVABA DISTRICT. THESE INCLUDE:

- Replication of project high school study groups by 32 additional high schools in the district;
- Continued activities within the established subject committees for different subjects at FET level;
- District replication of the school review approach tested by JET and the CfBT Education Trust in three district schools this year;
- Extension of the parent's reading group project implemented in Daza primary school to the remaining 19 primary schools in the project. This practice has also been adopted in other schools in the district.

school: after class teachers identified eleven learners with learning barriers, five parents volunteered to hold regular reading classes after school for these learners, with positive results.

Cofimvaba district's impressive performance can also be attributed to the unwavering commitment of the district director to improve learning and teaching.

Furthermore, the district has aligned its Learner Attainment Improvement Plan (LAIP) to the JET intervention, illustrating the type of impact that such synergy can create in rural school improvement.

Since its inception in 2010, the driving energy behind the RedCap project has been the enthusiasm of the district officials and RedCap staff. This project stands out as a model of an effective private sector/government partnership.

The RedCap Schools project: Creating Centres of Excellence

The Creating Centres of Excellence project funded by the RedCap Foundation is continuing to improve school operations in the five target schools in KwaZulu-Natal.

A Quality Learning and Teaching Committee, a forum to enable parents to become involved in the education of their children, has been formed in each project school. Each committee, together with the general parent body of the individual schools, identified two action plans per school for implementation in 2012. Typical plans include community activities to maintain the schools and establish food gardens, as well as academic activities such as involving parents in the development of reading in the home, volunteering to assist teachers in teaching reading at school, and general support of children in homework activities.

Teacher assessment again played a central role in the project. Assessments were conducted to establish the level of teachers' content and pedagogical knowledge in literacy and numeracy. One hundred and twenty nine teachers sat for the standardised baseline assessments in English (FAL)/ literacy, numeracy/mathematics, natural sciences, and technology. Language teachers were assessed on both their proficiency in English and their English curriculum content knowledge.

Teachers across all three phases found the assessments challenging, scoring below what could be expected for them to teach effectively.

The assessment results present a pressing need for urgent and extensive teacher development programmes.



LESSONS LEARNT FROM THE PROJECTS

Several important lessons applicable to school improvement initiatives have been learnt during implementation of these projects.

1. Collaboration between the district and the project is a winning combination. If a district director drives improvement in learning and teaching, and works in partnership with, and in support of an implementing partner, a project's impact is more meaningful and sustainable.
2. The perception that teachers are unskilled and reluctant to embark on professional development is a myth based on generalisation. Experience in the projects has shown that, if they are treated with respect, the value and purpose of teacher assessments discussed with them, and confidentiality of the assessment results guaranteed, teachers will rise to the challenge and participate willingly in what has become the fulcrum of teacher improvement: constant assessment of teacher knowledge and skills.
3. Commitment and advocacy from all stakeholders is the mainstay of multi-year projects. Maintaining this mind-set in the face of project fatigue, heavy workloads, and under-resourced schools is a constant challenge.
4. While improved teacher content knowledge has been evident in most of the interventions at the FET level, this improvement is not yet evident in the quality of learner passes at matric level: educational change takes time to filter through the system.

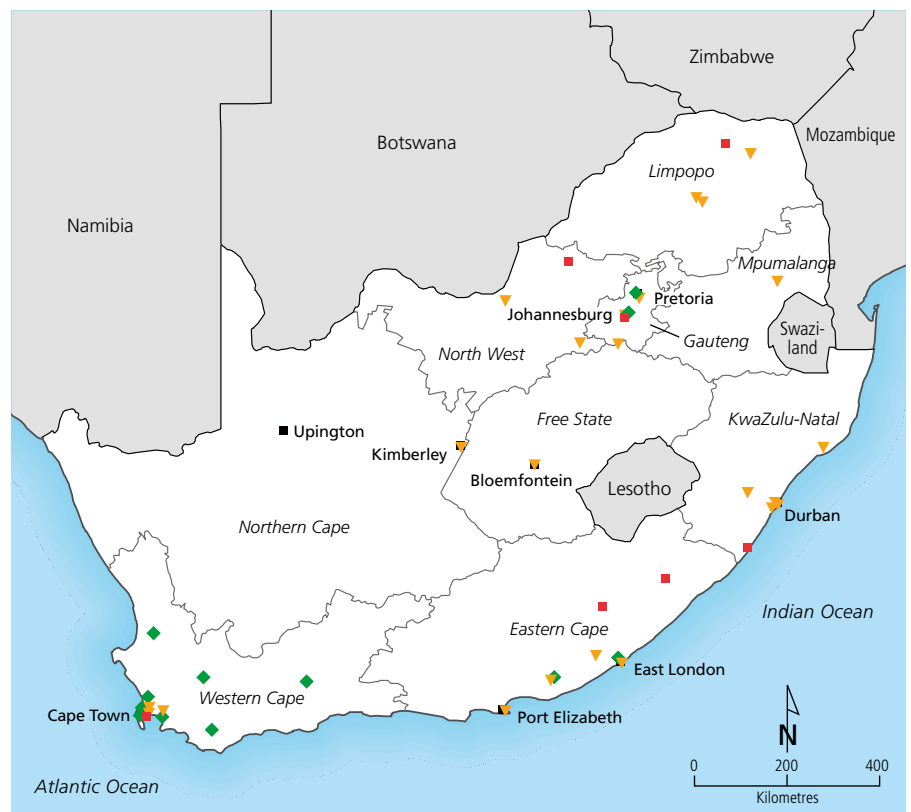
No matter how committed teachers and principals may be, there is a point at which they cannot sustain their enthusiasm if they feel that their concerns are not being addressed. Teachers and principals in the target schools indicated that systemic issues such as learner migration, lack of resources, and heavy workloads impact negatively on their enthusiasm.

Education Evaluation and Research

The Education Evaluation and Research Division (EERD) is the custodian of JET's research function. The current driving imperative of research at JET is the need to address the current state of poor education and training outcomes in South Africa. The aim of our evaluation and research is to produce research that supports education and training initiatives and the seeking of solutions to the country's current educational challenges.

Learner and teacher assessment formed a significant part of our activities in 2011: in addition to developing and conducting learner and teacher assessments, we provided technical advice to the Department of Basic Education in this area. We have continued to conduct programme evaluations, and both qualitative and quantitative research projects across the national landscape as presented in the adjacent map. As the map shows, while JET's projects are spread across the nine provinces, learner and teacher assessment and programme evaluation projects are largely concentrated in the Western Cape, Eastern Cape, KwaZulu-Natal, and Gauteng.

The aim of our evaluation and research is to produce research that supports education and training initiatives and the seeking of solutions to the country's current educational challenges.



EERD PROJECTS

- Learner and Teacher Assessments (7)
- ◆ Programme Evaluations (12)
- ▼ Research (25)

Education Evaluation and Research Highlights 2011

TEACHER ASSESSMENTS

The current South African education reform climate is demanding the introduction of standards to measure teacher quality as it relates to learner performance. Assessment of teachers is quite a controversial aspect in JET's evaluation studies, but is critical for one key reason: all too often training needs and programmes are based on the performance of the learners, but ignore the competencies of the teachers; by assessing teachers, the training service providers can identify what the exact competencies of the teachers are, and target their training and support activities to the areas which are lacking, rather than providing a one-size-fits-all training approach. Teacher assessment is thus not about punishing teachers – it is a developmental exercise. In 2010 JET developed and piloted a suite of general education and training (GET) phase assessments to evaluate the content knowledge of teachers in grades 1 to 9 in mathematics, English, physical sciences, and technology. As indicated in School Improvement Highlights on pages 9 to 13, in 2011 we assessed approximately 300 GET phase teachers using our standardised assessments in three key projects: the Bojanala Systemic School Improvement Programme (BSSIP) in the North West Province, the Centres of Excellence Project (COEP) in the Eastern Cape, and the RedCap Creating Centres of Excellence project in KwaZulu-Natal.

EVALUATION AND RESEARCH

The National School Effectiveness Study (NSES)

The NSES is a research study aimed at identifying lessons in policy and practice for government, principals, teachers, and parents. A total of 268 schools from all

provinces, with the exception of Gauteng, was drawn for the study. The NSES followed a cohort of children for three years, commencing with grade 3 in 2009 and ending with grade 5 in 2011. Around 16 000 children participated in each year of data gathering, within which a cohort of 8 383 learners was tracked over all three years. The study assessed learners on literacy and mathematics, and collected school and classroom data. Findings from this study are discussed in a soon to be published peer reviewed book.

By assessing teachers, the training service providers can identify what the exact competencies of the teachers are, and target their training and support activities to the areas which are lacking, rather than providing a one-size-fits-all training approach. Teacher assessment is thus not about punishing teachers – it is a developmental exercise.



The Initial Teacher Education (ITE) Research Project

While much is known about the very poor performance of learners at all levels of the South African school system, we have little systematic knowledge about teachers, and how properly prepared young teachers are for the world of teaching. The aim of the ITE Project is to inform the field of teacher educators, the Departments of Higher Education and Training and of Basic Education, the provincial departments of education, and teacher unions about the state of initial teacher education and early teaching experiences of new graduates.



The teacher assessment models and the support of teacher unions and teachers for the process are significant steps towards progress in teacher development.

The Western Cape Education Department (WCED) Literacy/Numeracy Intervention

During the period 2009 to 2011 the WCED's Literacy/Numeracy Intervention was implemented with an initial cohort of 250 primary schools across the Western Cape. Its primary purpose was to accelerate and strengthen the teaching and learning of reading, writing, and mathematical computation in grades 1 to 6 in the province. The service was rendered through an alliance of three service providers: READ Educational Trust and the Maths Centre offered an in-service teacher training, mentoring, and monitoring programme linked to the appropriate resource provisioning of the 250 selected primary schools, while JET conducted an external evaluation of the programme over the course of the two years. 2011 was dedicated to ascertaining progress in literacy and numeracy teaching by conducting a follow-up evaluation of the same 64 schools that participated in the baseline study.

The National Planning Commission Research Paper

In 2011 the National Planning Commission commissioned JET to gather evidence about the optimal size and shape of the education landscape in South Africa, with a view to ensuring that learners have unlimited and diversified learning opportunities. The analysis culminated in a synthesis research paper which investigated these facets across four key sub-sectors, namely pre-school, school, post-school, and higher education.

KEY ACHIEVEMENTS FOR 2011

- We developed and piloted standardised teacher assessments, assessment frameworks, and databases in mathematics, English proficiency, English curriculum, physical sciences, and technology to measure and report on the levels of teacher content knowledge in the GET phase. These assessments can be used in other contexts.
- We successfully demonstrated effective models for assessment of teachers by administering these standardised assessments to 147 teachers in the North West, 132 teachers in the Eastern Cape, and 87 teachers in KwaZulu-Natal. The teacher assessment models and the support of teacher unions and teachers for the process are significant steps towards progress in teacher development, and important contributions to the DBE's teacher development strategy.
- We developed and piloted standardised, content valid, grade 1, 2, 4, and 5 learner tests aligned with the curriculum policy statements (CAPS). These tests provide benchmarks against which to measure the performance of learners in the annual national assessment (ANA), as was done with the ANA results in the Western Cape.
- We completed a three-year longitudinal panel study which focused on identifying factors that play a significant role in effective schooling. The study culminated in JET's third peer reviewed book, to be released later in 2012.
- We contributed towards the development of instruments that tap into 15 of the DBE's key performance indicators as identified in the Minister of Education's Delivery Agreement with the President for the improved quality of basic education.
- Together with the EduSource Trust, we revived EduSource Data News, a newsletter previously distributed by The Education Foundation Trust, which aims to provide information relating to the status of educational provision at all levels, and thus contributes to knowledge production across the country's education system.

Youth and Community Development

The Youth and Community Development Division (YCD) was established at the beginning of 2011 with the primary goal of strengthening the capacity of further education and training (FET) colleges to deliver programmes that will prepare young school leavers for careers and further learning.

YCD'S STRATEGIC OBJECTIVES ARE AS FOLLOWS:

- To support the Department of Higher Education and Training (DHET) in strengthening planning and accountability in the FET college sub-system
- To strengthen FET colleges to improve their effectiveness
- To increase workplace access for FET college graduates
- To demonstrate an effective model of rural livelihoods involving skills and income generation
- To strengthen internal capacity in key specialised areas

Much of YCD's work in 2011 operated at a system level, and this allowed the division to gain critical insights into the challenges facing the post-schooling environment, and to conceptualise appropriate interventions to address reform at an institutional level. This laid the foundation for its project work going forward.

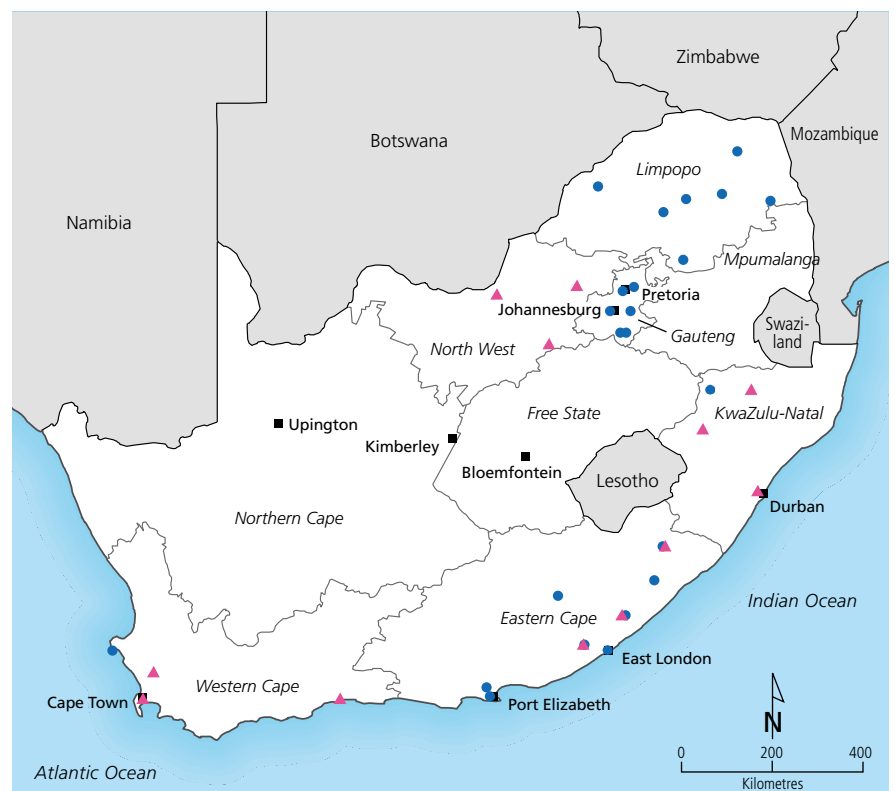
YCD has a strong working relationship with the DHET, and works closely with other non-governmental organisations to support the implementation of the DHET's emerging strategy for a coherent post-schooling system.

YCD PROJECTS

- FET Improvement (23)
- ▲ Project Management and Co-ordination (12)



As shown in the map below, YCD has activities across the national landscape. Like the other divisions, YCD is least active in the Northern Cape.



Youth and Community Development Highlights 2011

IMPROVING PLANNING, MONITORING AND EVALUATION IN THE FET COLLEGE SUB-SYSTEM

Through its partnership with the National Business Initiative (NBI), YCD continued to provide technical support to the DHET to improve planning, monitoring and evaluation systems in the FET college sub-system. This made up a major part of YCD's work during 2011 and comprised:

- Monitoring and verification of the FET college enrolment processes in early 2011.** The support team and DHET officials visited various colleges to assess the enrolment management practices, verify student numbers, and develop an understanding of the key challenges that colleges were having in this regard.
- Designing and implementing of a national FET college monitoring and evaluation (M&E) system.** Through funding provided by the Belgian Development Agency, YCD designed and tested out a framework for monitoring and evaluation in FET colleges. Drawing on international best practice, YCD worked with the DHET and the colleges to develop college-level measurement indicators. The college M&E instruments were aligned with this emerging framework. Workshops were held in all nine provinces to assist colleges to generate the necessary data reports, and set targets for improvement. This framework has now become the basis for college monitoring and reporting to the DHET. It is intended that this framework and the capacity required to implement it will be further strengthened in 2012.



- Operational planning in FET colleges.** YCD provided technical support to the development of operational plans for the 50 colleges. This included intensive support to all colleges to develop enrolment plans for 2012. These operational plans provide the basis for the allocation of college enrolment targets and budgets for the following financial year. The operational planning process was also closely aligned to the monitoring and evaluation framework, and colleges were required to set targets for improved performance in 2012.

In addition to providing support to the DHET, YCD prepared a mini Sector Skills Plan for the FET colleges on behalf of the Education, Training and Development Practices Sector Education and Training Authority (ETDPSETA), and provided support to the revision of the ETDPSETA's Sector Skills Plan as a whole. YCD also participated in the DHET's working group

on the new professional qualifications framework for FET college lecturers.

YCD provided support to positioning colleges to provide an increased contribution to artisan development. YCD was commissioned by the NBI to conduct a profiling of 22 engineering campuses across 12 FET colleges. The profiling provided the NBI with the information needed to advise some of the largest industries that rely on technical skills on the most effective way to work with colleges, so that they can ensure a sustainable supply of talent for artisan and technical occupations. The findings of the study provided data for the DHET and industry to put in place plans for national coordination of artisan skills supply. The findings also assisted in generating a model of college industry engagement that would allow college learners to gain access to workplaces.

The project seeks to address college functionality in a holistic manner, tackling management and governance, planning, human resources, finance, infrastructure, teaching and learning, student support, and management information systems.

Finally, YCD contributed to JET's report to the National Planning Commission on the state of the education and training system and the short- to medium-term projections for skills supply. YCD's contribution was to analyse the supply of graduates from FET colleges to the key sectors of the economy, and to indicate what it would take for colleges to meet the skills demands of these sectors.

Institutional development for improved teaching and learning delivery

Towards the end of 2011 the DHET requested JET to manage a 3-year turnaround strategy for the eight FET colleges in the Eastern Cape. The project seeks to address college functionality in a holistic manner, tackling management and governance, planning, human resources, finance, infrastructure, teaching and learning, student support, and management information systems. The initial phase of the project involved rapid assessments of each of these areas by technical experts, and the development of detailed intervention plans on the basis of this. A project coordinator was appointed, and a project office has been established in East London. At the end of 2011 the DHET requested JET to extend and replicate this work in Limpopo.

Strengthening student support and workplace learning for FET college learners

Danida Support to Education and Skills Development Phase III (SESD III)

During 2011 YCD was appointed to coordinate the Danida SESD III project over a three year period. The aim of the project is to strengthen student support services in 12 colleges, with a particular focus on

'exit support'. Danida and the DHET have established a Challenge Fund, and the 12 colleges are required to bid for funding to support innovative projects aimed at addressing key gaps in student support services. JET provides technical support to the colleges in the preparation of these plans, and then plays a hands-on role in monitoring their roll-out and implementation.

Workplace learning for FET college learners

Access to workplace learning is a critical output of an effective FET college. During 2011, JET, the NBI, and the Swiss South African Cooperation Initiative (SSACI) initiated a pilot project with the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA) to place 50 FET college graduates in six-month internships in engineering companies. JET and SSACI provided the seed funding for this initiative, while the MERSETA provided workplace grants to the employers and stipends for the interns. JET's role was to assist in identifying these graduates, providing work readiness training, and placing 30 of them in Arcelor-Mittal plants across Sedibeng, Newcastle, and Saldanha Bay. All 30 of these graduates have been fast-tracked into the Accelerated Artisan Training

KEY ACHIEVEMENTS FOR 2011

- YCD established a national monitoring and evaluation framework for FET colleges.
- The division supported the DHET to produce 50 FET college operational plans for 2012.
- It successfully implemented a pilot project to place 30 FET college graduates in six-month internships.

Programme. The success of this pilot has prompted the MERSETA to fund a second phase of internships in 2012 for 200 graduates, and the partners are working together with the DHET to bring other SETAs on board.

In addition, JET worked with the RedCap Foundation (Mr Price) to support the implementation of its JumpStart programme in Gauteng. Mr Price provides youth with opportunities to be exposed to its stores for practical workplace experience. Many of these youth are offered casual or full-time employment if they prove themselves during this placement period. In 2011 JET assisted RedCap to form relationships with FET colleges in Gauteng, and to place 226 college learners across its Gauteng stores.



Annual Financial Statements

for the year ended 31 December 2011

APPROVAL OF ANNUAL FINANCIAL STATEMENTS

Directors' Responsibilities and Approval

The Directors are required by the Companies Act, 2008, to maintain adequate accounting records, and are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the company as at the end of the financial year, and the results of its operations and cash flows for the period then ended, in conformity with International Financial Reporting Standards. The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with International Financial Reporting Standards, and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company, and place considerable importance on maintaining a strong control environment. This includes the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures, and adequate segregation of duties to ensure an acceptable level of risk. The company

endeavours to minimise risks by ensuring that appropriate infrastructure, controls, systems, and ethical behaviour are applied and managed within predetermined procedures and constraints.

The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

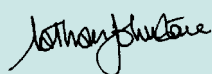
The directors have reviewed the company's budget and cash resources for the year to 31 December 2012, and in the light of this review and the current financial position, they are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently reviewing and reporting on the company's annual financial statements. The annual financial statements have been examined by the company's external auditors, and their report is presented on page 21.

The annual financial statements set out on pages 22 to 37 which have been prepared on the going concern basis were approved by the Board of Directors on 29 March 2012, and were signed on its behalf by:



Godwin Khosa
Chief Executive Officer



Nathaniel Johnstone
Chairman

Johannesburg
29 March 2012

Annual Financial Statements

JET Education Services NPC

INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF JET EDUCATION SERVICES

We have audited the annual financial statements of JET Education Services, which comprise the directors' report, the statement of financial position as at 31 December 2011, the statement of comprehensive income, the statement of changes in equity and statement of cash flows for the year then ended, a summary of significant accounting policies, and other explanatory notes as set out on pages 22 to 37.

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 in the manner required by the Companies Act of South Africa, 2008. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of annual financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibility

Our responsibility is to express an opinion on these annual 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 whether the financial statements are free from material misstatement.

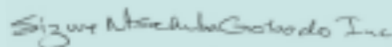
An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the annual financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the annual financial statements, whether 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 annual 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 the directors, 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 the company as at 31 December 2011, and its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards, and in the manner required by the Companies Act of South Africa, 2008.



SizweNthalubaGobodo
Registered Auditors

Per C.V. Patel
Director

Johannesburg
29 March 2012

Annual Financial Statements

for the year ended 31 December 2011

REPORT OF THE DIRECTORS

The Directors present their annual report, which forms part of the audited annual financial statements of the company for the year ended 31 December 2011.

The company was registered on 20 April 2000 as a non-profit company to carry on the mission of the Joint Education Trust. The company was formed by the PSI Joint Education Trust for this purpose.

Business and operations

The main activities of the company are to:

- Improve the quality of schooling and systems through which schools are supported and managed
- Provide entrepreneurial education and training for young people and adults
- Develop schools as institutions
- Train and develop school personnel
- Institutionalise projects by working with government and providing training of persons employed in the national, provincial, and local spheres of government for purposes of capacity building in those spheres of government and
- Provide programmes addressing needs in education provision, learning, training, teaching, curriculum support, governance, and whole school development at schools and educational institutions

Ancillary activities encompass:

- Advocacy and networking
- Fund management
- Management of grants, planning and management of projects, evaluation and research, advocacy and networking
- Investigation at schools and other education institutions to establish which delivery models work best and under what conditions and
- Performing project management, planning, facilitation, evaluation and research in respect of educational projects

Financial results

The operating results and state of affairs of the company are fully set out in the attached annual financial statements.

The company's operations recorded an operating shortfall of income over expenditure before interest of R2 583 425 (2010: R2 778 512), whilst projects recorded an overall shortfall of R3 437 000 (2010: R5 936 600). The R3.4 million shortfall by projects is accounted for by JET's contribution to project expenditure as per the Board's decision in March 2010 to co-fund some of the projects.

The financial results are set out on pages 24 to 37.

Annual Financial Statements

JET Education Services NPC

Events subsequent to the year end

There have been no facts or circumstances that have come to the attention of the directors between the accounting date and the date of this report that have had an impact on the amounts in the annual financial statements.

Tax status

The company was granted exemption from income tax by the South African Revenue Services as a Public Benefit Organisation (PBO) in terms of section 30 and 10(1)(cN) and 18A of the Income Tax Act. As a Non-Profit Company, no distribution to members is permitted.

Directors

The Directors of the company are:

Non-Executive

Mr. Nathaniel Timothy Johnstone (Chairman)^{1,2}
Mr. Jeremy Ractliffe (*Retired 25 August 2011*)
Prof. Brian De Lacy Figaji
Prof. Nqabomzi Gawe (*Retired 25 August 2011*)
Ms. Marianne MacRobert
Mr. Nigel Ian Matthews^{1,2}
Ms. Mashudu Angelinah Phaliso²
Mr. Michael Aaron Rosholt (*Retired 25 August 2011*)
Mr. James Wotherspoon¹
Mr. John Samuel (*Appointed 25 May 2011*)
Ms. Maud Rita Motanyane-Welch (*Appointed 25 May 2011*)
Ms. Nomavuso Patience Mnxasana (*Appointed 17 November 2011*)

Executive

Mr Godwin Khosa

¹ Member of Finance and Audit Committee

² Member of Remuneration and Nominations Committee

Annual Financial Statements

for the year ended 31 December 2011

STATEMENT OF FINANCIAL POSITION

as at 31 December 2011

	Note	2011 R	2010 R
ASSETS			
Non-current assets			
Plant and equipment	2	753 438	899 330
Intangible assets	3	50 380	–
Current assets			
Donor funds designated for projects	6	1 509 448	800 873
Accounts receivable	4	5 414 936	7 123 448
Cash and cash equivalents	4	47 776 270	46 661 647
Total assets		55 504 472	55 485 298
FUNDS AND LIABILITIES			
Funds			
Accumulated Funds		25 587 823	17 932 827
JET funds designated for projects	5	17 675 191	27 194 693
Long-term liabilities			
Finance lease liability	7	13 754	–
Operating lease liability	7	149 650	73 387
Current Liabilities			
Donor funds designated for projects	6	7 049 286	6 884 125
Accounts payable	7	4 316 980	2 736 205
Short-term portion of lease liability	7	4 365	–
Provisions	8	707 423	664 061
Total funds and liabilities		55 504 472	55 485 298

Annual Financial Statements

JET Education Services NPC

STATEMENT OF COMPREHENSIVE INCOME

for the year ended 31 December 2011

	Note	2011 R Projects	2011 R Operations	2010 R Projects	2010 R Operations
INCOME					
Revenue		–	16 898 796	–	14 213 529
Other income		–	2 167	–	36 876
Donor funds for designated projects			–	–	–
Other funders		24 514 579	–	23 024 187	–
National Lotteries Board		2 065 550	–	–	–
	6	26 580 129	16 900 963	23 024 187	14 250 405
EXPENDITURE		(30 017 129)	(19 484 388)	(28 960 787)	(17 028 917)
JET funds utilised on designated projects	5	(3 437 000)	–	(5 936 600)	–
Operations and administration		–	(19 484 388)	–	(17 028 917)
Donor funds for designated projects utilised	6	(26 580 129)	–	(23 024 187)	–
Shortfall of income over expenditure	11	(3 437 000)	(2 583 425)	(5 936 600)	(2 778 512)
Interest received	12	–	2 376 522	–	3 034 596
(Shortfall)/excess of income over expenditure		(3 437 000)	(206 903)	(5 936 600)	256 084
Other comprehensive income		–	–	–	–
Total comprehensive (shortfall)/excess of income over expenditure		(3 437 000)	(206 903)	(5 936 600)	256 084

Annual Financial Statements

for the year ended 31 December 2011

STATEMENT OF CHANGES IN FUNDS

for the year ended 31 December 2011

	Note	JET Designated project funds R	Accumulated funds R	Total R
Balance at 1 January 2010		33 131 293	17 676 743	50 808 036
JET funds utilised on designated projects		(5 936 600)	–	(5 936 600)
Excess of income over expenditure		–	256,084	256 084
Balance at 1 January 2011		27 194 693	17 932 827	45 127 520
Transfer from JET designated project funds		(6 082 502)	6,082,502	–
JET funds utilised on designated projects	11	(3 437 000)	1,779,397	(1 657 603)
Excess of income over expenditure		–	(206 903)	(206 903)
Balance at 31 December 2011	5	17 675 191	25 587 823	43 263 014

STATEMENT OF CASH FLOWS

for the year ended 31 December 2011

	Notes	2011 R	2010 R
Cash utilised by operating activities			
Cash receipts from customers and funders		44 644 723	43 276 865
Cash paid to suppliers and employees		(45 660 913)	(50 920 280)
Cash utilised by operations	14	(1 016 190)	(7 643 415)
Interest income		2 376 522	3 034 596
Net cash utilised in operating activities		1 360 332	(4 608 819)
Cash flows from investing activities			
Proceeds from disposal of assets		8 453	14,180
Acquisition of property and equipment and intangible assets	2,3	(348 544)	(1 022 010)
Cash flows from financing activities		94 382	–
Increase in lease liabilities		94 382	–
Net decrease in cash and cash equivalents		1 114 623	(5 616 649)
Cash and cash equivalents at the beginning of the year		46 661 647	52 278 296
Cash and cash equivalents at the end of the year	4	47 776 270	46 661 647

Annual Financial Statements

JET Education Services NPC

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 December 2011

1. ACCOUNTING POLICIES

Basis of preparation

The annual financial statements have been prepared in accordance with International Financial Reporting Standards (IFRS), and in the manner required by the Companies Act of South Africa, 2008.

The annual financial statements have been prepared on the historical cost basis, except as modified by measuring financial instruments at fair value. The principal accounting policies adopted and applied, which are set out below, are consistent in all material respects with those applied in the previous year.

1.1 Income recognition

Income comprises the fair value of the consideration received or receivable, and is accounted for as and when received.

Project funds received are deferred and recognised in the statement of income and expenses when utilised. Any unspent amounts are disclosed as current liabilities for donor funds. JET funds designated for projects are reflected under the reserves of JET. Funds designated for projects are those funds the use of which is restricted by the Board and JET for projects.

1.2 Project accounting and expense allocation

Project costs that are clearly identifiable are allocated directly against project funds in terms of its contractual obligations. Indirect and shared costs are recovered through management fees allocated to the projects in terms of the contracts.

1.3 Property, plant and equipment

Equipment for operations is stated at cost less accumulated depreciation. Depreciation is provided on the straight-line basis over the useful lives of the assets at the following rates:

Computer equipment	33.3% per annum
Office equipment and furniture	20% per annum
Motor vehicles	50% per annum
Leasehold improvements	20% per annum

Property, plant and equipment acquired for projects are written off in total in the year of acquisition in order to affect project expenditure in terms of the contract.

The carrying value of equipment is reviewed for impairment when events or changes in circumstances indicate the carrying value may not be recovered. If any such indication exists, and where the carrying values exceed the estimated recoverable amount, the assets or such cash generating units are written down to their recoverable amount.

The residual values and useful lives of all property, plant and equipment are reviewed, and adjusted if necessary at each reporting date.

1.4 Intangible assets

Intangible assets comprise computer software. Computer software is initially recognised at cost. Computer software is carried at cost less accumulated amortisation and accumulated impairment losses. Amortisation on computer software is calculated on a straight-line basis over the useful lives of the assets.

- Computer software 33.3% per annum

Annual Financial Statements

for the year ended 31 December 2011

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 December 2011

1. ACCOUNTING POLICIES (continued)

1.5 Foreign currencies

Foreign currency transactions are accounted for at the exchange rates prevailing at the date of the transactions; gains and losses resulting from the settlement of such transactions and from the translations of monetary assets and liabilities denominated in foreign currencies are recognised in the income statement. Such balances are translated at year-end exchange rates.

1.6 Financial assets

Financial assets are recognised on the statement of financial position when the company has become party to the contractual provisions of the instrument.

Financial assets recognised on the statement of financial position include:

- Trade and other receivables
- Cash and cash equivalents

The company's principal financial assets comprise the following:

Trade and other receivables

Trade and other receivables, which generally have 30 to 90 day terms, are recognised initially at fair value of consideration receivable, and subsequently measured at amortised cost using effective interest rate method, less provision for impairment. A provision for impairment of trade receivables is established when there is objective evidence that the company will not be able to collect all amounts due according to the original terms of receivables.

The amount of the provision is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate. The amount of the provision is recognised in the income statement.

Cash and cash equivalents

Cash and cash equivalents comprise cash at bank and on hand, and instruments which are readily convertible within 90 days to known amounts of cash, and are subject to an insignificant risk of change in value. For the purposes of the cash flow statement, cash and cash equivalents consist of cash and cash equivalents as defined above, net of outstanding bank overdrafts, all of which are available for the company unless otherwise stated.

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for the year ended 31 December 2011

1. ACCOUNTING POLICIES (continued)

1.7 Leases

Leases that transfer substantially all risks and rewards of ownership are classified as finance leases. All other leases are classified as operating leases.

Assets leased in terms of finance lease agreements are capitalised at amounts equal at the inception of the lease to the fair value of the leased property, or if lower, at the present value of the minimum lease payments. Capitalised leased assets are depreciated in accordance with the lease period or the accounting policy applicable to the property, plant and equipment, whichever is shorter. Obligations incurred under operating leases are charged to surplus or shortfall in equal instalments over the period of the lease.

1.8 Financial liabilities

Financial liabilities are recognised on the statement of financial position when the company has become party to the contractual provisions of the instrument.

Financial liabilities recognised on the statement of financial position include:

- Trade and other payables

Financial liabilities are initially measured at fair value, net of transaction costs. Financial liabilities are subsequently measured at amortised cost using the effective interest rate method. Amortised cost is calculated by taking into account any transaction costs and any discount or premium on settlements.

The company's principal financial liabilities comprise the following:

Trade and other payables

Trade and other payables, which generally have 30 to 90 day terms, are recognised initially at fair value of consideration payable, and subsequently measured at amortised cost using the effective interest rate method.

1.9 Provisions

Provisions are recognised when the company has a present legal or constructive obligation as a result of events for which it is probable that an outflow of economic benefit will occur, and where a reliable estimate can be made of the amount of the obligation.

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2. PLANT AND EQUIPMENT

	Computer equipment R	Office equipment R	Furniture and fittings R	Motor vehicles R	Leasehold improvements R	Total R
Cost	950 115	295 156	451 832	257 858	109 545	2 064 506
Accumulated depreciation	(553 473)	(237 716)	(300 158)	(53 746)	(20 083)	(1 165 176)
Carrying amount at 31 December 2010	396 642	57 440	151 674	204 112	89 462	899 330
Cost	911 977	215 185	452 340	257 858	144 824	1 982 184
Accumulated depreciation	(537 895)	(141 234)	(317 432)	(182 675)	(49 510)	(1 228 746)
Carrying amount at 31 December 2011	374 082	73 951	134 908	75 183	95 314	753 438

Reconciliation of assets

Carrying amount at 1 January 2010	88 430	44 950	2 695	–	–	136 076
Additions	434 468	36 033	184 106	257 858	109 545	1 022 010
Depreciation	(119 027)	(23 543)	(35 127)	(53 746)	(20 083)	(251 527)
Disposals – cost	(599 487)	–	(30 940)	–	–	(630 427)
Reclassified – accumulated depreciation	592 259	–	30 940	–	–	623 199
Carrying amount at 31 December 2010	396 642	57 440	151 674	204 112	89 462	899 330
Additions	188 675	47 751	20 443	–	35 279	292 148
Depreciation	(204 249)	(31 239)	(37 210)	(128 929)	(29 427)	(431 054)
Reclassified – cost	(33 710)	–	–	–	–	(33 710)
Reclassified – accumulated depreciation	33 710	–	–	–	–	33 710
Disposals – cost	(193 104)	(127 721)	(19 935)	–	–	(340 760)
Reclassified – accumulated depreciation	186 118	127 721	19 935	–	–	333 774
Carrying amount at 31 December 2011	374 082	73 952	134 907	75 183	95 314	753 438

Included under office equipment is a carrying amount of R17 909 (2010: R nil) in respect of assets held under finance leases.

3. INTANGIBLE ASSETS

	2011 R	2010 R
Computer software		
Cost	90 107	–
Accumulated amortisation	(35 027)	–
Carrying amount	55 080	–
Reconciliation of assets		
Carrying amount at 1 January	–	–
Additions	56 396	–
Reclassified – cost	(33 710)	–
Reclassified – depreciation	33 710	–
Amortisation	(6 016)	–
	50 380	–

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4. FINANCIAL ASSETS

	2011 R	2010 R
Current financial assets include		
Trade and other receivables	5 414 936	7 123 448
Cash and cash equivalents	47 776 270	46 661 467
Trade and other receivables		
Trade receivables	4 440 615	6 018 675
Gross amounts	4 854 549	6 379 100
Provision for doubtful debts	(413 934)	(360 425)
Value added tax	–	101 975
Interest receivable	234 618	938 611
Prepayments	98 452	–
Other receivables	641 251	64 187
	5 414 936	7 123 448
Trade receivables ageing		
0 to 30 days	1 148 192	3 652 845
31 to 60 days	1 687 392	801 908
61 to 90 days	562 889	452 093
Over 90 days	1 042 142	1 111 829
	4 440 615	6 018 675
Reconciliation of allowance account for credit losses for financial assets measured at amortised costs		
Opening balance	360 425	256 173
Additional impairment losses	53 509	104 252
Closing balance	413 934	360 425
Fair value of trade and other receivables		
Carrying amount	5 414 936	7 123 448
Fair value	5 414 936	7 123 448
For trade and other receivables with a remaining life of less than one year, the notional amount is deemed to reflect the fair value.		
Cash and cash equivalents comprise the following:		
Short-term deposits	38 537 677	31 907 682
Balances with banks and cash on hand	9 238 593	14 753 965
	47 776 270	46 661 647

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5. JET FUNDS DESIGNATED FOR PROJECTS

	2011 R	2010 R
Unutilised prior year funds	27 194 693	33 131 293
Transferred to other reserves	(6 082 502)	–
Project expenditure	(3 437 000)	(5 936 600)
	17 675 191	27 194 693

The funds of R17.7 million (2010: R27.2 million) 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 sanctioned by the Board.

6. DONOR FUNDS DESIGNATED FOR PROJECTS

Unutilised prior year funds	6 083 252	6 005 406
Funds received during the year	25 936 352	22 964 971
Interest received	100 363	137 062
Total donor project funds available	32 119 967	29 107 439
Project expenditure	(26 580 129)	(23 024 187)
	5 539 838	6 083 252
Donor funds designated for projects receivable	(1 509 448)	(800 873)
Donor funds designated for projects payable	7 049 286	6 884 125

7. FINANCIAL LIABILITIES

Non current financial liabilities

Financial liabilities measured at amortised costs:

Finance lease liability	13 754	–
Operating lease liability	149 650	73 387
	163 404	73 387

Current financial liabilities

Financial liabilities measured at amortised costs:

Trade payables	1 033 729	1 789 605
VAT payable	443 935	146 064
Accruals	2 199 041	407 078
Other payables	640 275	393 458
	4 316 980	2 736 205
Short-term portion of lease liability	4 365	–

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7. FINANCIAL LIABILITIES (continued)

Included in the financial liabilities measured at amortised costs are the following finance lease obligations:

	Up to 1 year	1 to 5 years	Total
2011			
Minimum lease payments	9 840	18 860	28 700
Finance costs	(5 475)	(5 106)	(10 581)
Present value	4 365	13 754	18 119
2010			
Minimum lease payments	–	–	–
Finance costs	–	–	–
Present value	–	–	–

8. PROVISIONS

	Retrenchment	Incentive Awards	Leave	Total
Balance at 1 January 2010	621 900	591 901	770 637	1 984 438
Charged to the income statement	–	–	317 721	317 721
Adjusted/(utilised)	(621 900)	(591 901)	(424 297)	(1 638 098)
Balance at 31 December 2010	–	–	664 061	664 061
Charged to the income statement	–	–	43 362	43 362
Balance at 31 December 2011	–	–	707 423	707 423

9. TAXATION

The company has been approved as a public benefit organisation, and the South African Revenue Services has granted the company exemption from income tax and duties in terms of Section 18A, Section 10(1)(cN) and Section 30 of the Income Tax Act and in respect of activities in the Ninth Schedule Part 1 and Part 2.

10. CONTINGENT LIABILITIES

	2011 R	2010 R
Guarantees	242 280	242 280

The bank has guaranteed an amount of R242 280 (2010:R 242 280) for rentals to the landlord in respect of the leased premises occupied by the company. The guarantees commenced on 1 January 2010 and expire on 31 March 2015.

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS

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10. CONTINGENT LIABILITIES (continued)

Legal

Litigation is in process against the company relating to a dispute with former employees who were affected by the retrenchment exercise which was finalised at the end of 2009. The former employees are seeking damages of R1 359 500. The directors and the legal experts of the company are of the opinion that the claim can be successfully defended by the company.

11. SHORTFALL OF INCOME OVER EXPENDITURE

11.1 Projects shortfall of income over expenditure

	2011 R	2010 R
JET funded projects		
Paid to third parties	1 657 603	5 936 600
Utilisation of internal resources	1 779 397	–
Donor funded projects	–	–
	3 437 000	5 936 600

JET projects were funded solely from reserves designated for project activities. There was no additional external income received during the year for JET projects. The funding is accounted for in the statement of changes in funds. Unutilised donor funds are deferred and recognised as a liability per Note 6.

11.2 Operations shortfall of income over expenditure

The shortfall of income over expenditure is stated after taking into account the following:

Profit/(loss) on disposal of assets	1 467	(6 953)
Depreciation and amortisation	437 070	251 527
Lease expenses – premises	972 253	963 636
Staff costs	14 636 476	12 717 589
Retrenchment costs	–	497 359
Audit fees	250 000	286 500

12. INTEREST RECEIVED

Short-term investments	1 415 999	1 749 035
Current and call accounts	960 523	1 285 561
	2 376 522	3 034 596

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS

for the year ended 31 December 2011

13. RELATED PARTY TRANSACTIONS

	2011 R	2010 R
Transactions with key management personnel		
Executive directors		
For salaries as directors	1 137 819	1 058 341
Non-executive directors		
For service as directors	504 033	463 932

14. RECONCILIATION OF SHORTFALL OF INCOME OVER EXPENDITURE TO CASH UTILISED BY OPERATIONS

Shortfall of income over expenditure	(1 864 506)	(5 680 516)
Projects	(3 437 000)	(5 936 600)
Use of internal resources	1 779 397	–
Operations	(206 903)	256 084
Interest received	(2 376 522)	(3 034 596)
Adjustment for non-cash items		
Profit on disposal of assets	(1 467)	(6 953)
Movement in provisions	43 362	(736 444)
Depreciation and amortisation	437 070	251 527
Operating cash outflow before working capital changes	(3 762 063)	(9 206 982)
Cash utilised on working capital	2 745 874	1 563 567
Increase/(decrease) in donor funds designated for projects	(543 413)	77 846
Decrease in receivables	1 708 512	5 931 380
Increase/(decrease) in payables	1 580 775	(4 445 659)
Net cash outflow from operating activities	(1 016 189)	(7 643 415)

15. OPERATING LEASE EXPENSE

Future commitments of the operating lease are summarised as follows:

Not later than 1 year	803 567	734 046
Later than 1 year and less than 5 years	2 090 619	2 894 186
	2 894 186	3 628 232

The company rents offices under a non-cancellable 5 year operating lease, which commenced on 1 January 2010 and expires on 31 March 2015, and which has base rentals at a fixed rate of R51 168 and operating costs at a fixed rate of R5 969.

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for the year ended 31 December 2011

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for the year ended 31 December 2011

16. CRITICAL ACCOUNTING ESTIMATES AND JUDGEMENTS

Estimates and judgements are continually evaluated, and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. The company makes estimates and assumptions concerning the future. The resulting accounting estimates will, by definition, rarely equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are outlined below.

- (a) Depreciation of property, plant and equipment
- (b) Fair value of trade and other receivables
- (c) Fair value of trade and other payables

17. FINANCIAL RISK MANAGEMENT

The company's activities expose it to a variety of financial risks. These risks include market risk (including interest rate risk), credit risk, and liquidity risk. JET Education Services' overall risk management programme focuses on the unpredictability of financial markets, and seeks to minimise potential adverse effects on the company's financial performance.

Risk management is carried out by the finance and audit committee, as well as by management. The Board identifies, evaluates, and hedges financial risks in close co-operation with the company's operating units. The Board provides principles for overall risk management, as well as policies covering specific areas, such as interest rate risk, credit risk, and investment of excess liquidity.

i) Interest rate risk

The company's interest rate risk arises from short-term investments. Financial assets with variable interest rates expose the company to cash flow interest rate risk. The company's exposure to interest rate risk is managed closely by the Finance and Audit Committee. All investments are approved by this committee to minimise such risk. The company analyses its interest rate exposure on a dynamic basis.

ii) Liquidity risk

Liquidity risk arises on financial liabilities if the company is unable to convert its financial assets into cash in order to settle its financial obligations.

Prudent liquidity risk management implies maintaining sufficient cash and marketable securities. Management monitors rolling forecasts of the company's liquidity reserve comprised of cash and cash equivalents on the basis of expected cash flows. This is generally carried out at local level in the company in accordance with practice and limits set by the Board.

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17. FINANCIAL RISK MANAGEMENT (continued)

The following are contractual maturities of financial liabilities, including estimated interest payments, and excluding the impact of netting agreements:

	Carrying amount R	Contractual cash flows R	Less than 1 year R	Between 2 and 5 years R	Over 5 years R
Liquidity Risk					
2011					
Accounts payable	4 316 980	4 316 980	4 316 980	–	–
2010					
Accounts payable	2 736 205	2 736 205	2 736 205	–	–

iii) Credit risk

Credit risk arises from cash and cash equivalents, deposits with banks and financial institutions, as well as credit exposures to outstanding receivables (excluding VAT and prepayments). For receivables, management assesses the quality of the donors taking into account their financial position, past experience, and other factors beforehand. The company, however, has no significant concentration of credit risk due to the nature of its activities.

18. COMPARATIVE FIGURES

Certain comparative figures have been reclassified.

The effects of the reclassification are as follows:

	Restated	Previously reported
Statement of financial position		
Current assets		
Donor funds designated for projects	800 873	–
Long-term liability		
Operating lease liability	73 387	–
Current liabilities		
Donor funds designated for projects	6 884 125	6 083 252
Accounts payable	2 736 205	2 809 592

Board of Directors (Non-executive)



Nathan Johnstone
Chairman



Jeremy Ractliffe
(Retired 25 August 2011)



Brian Figaji



Nqabomzi Gawe
(Retired 25 August 2011)



Marianne MacRobert



Nigel Matthews



Angie Phaliso



Mike Rosholt
(Retired 25 August 2011)



Jim Wotherspoon



Maud Motanyane-Welch

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