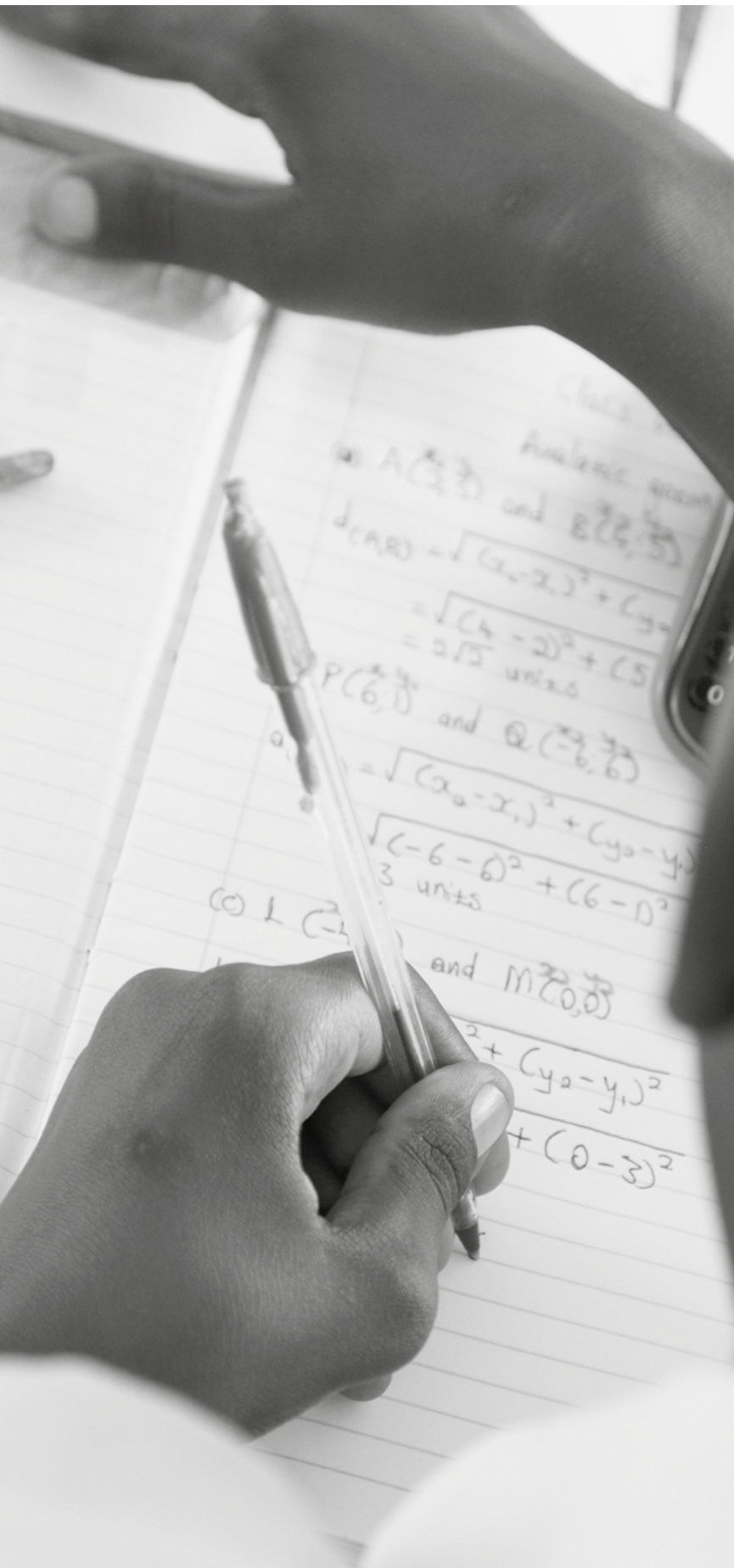




CELEBRATING
25 YEARS OF SERVICE
TO EDUCATION

JET ANNUAL REPORT 2017





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ABOUT JET

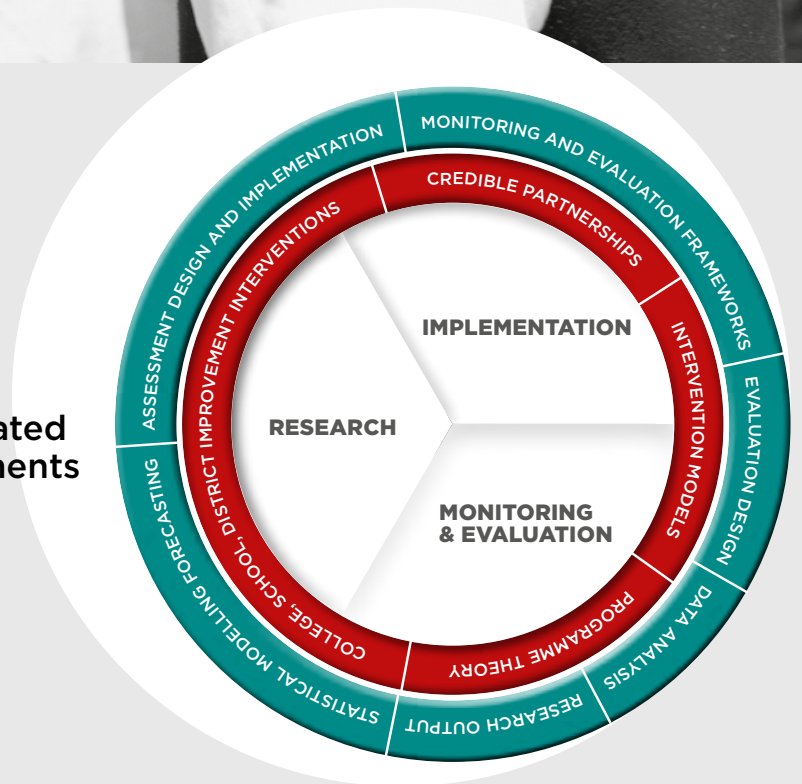
JET Education Services works with government and public sector institutions, the private sector, civil society organisations, local and international development agencies and education institutions to improve the quality of education and the relationship between education, skills development and the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



The JET
Value Chain
consists of

3

interrelated
components



JET Values



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

JET Strategy



6 OVERARCHING PRINCIPLES

- 1 Engage in more proactive and innovative research, implementation and M&E
- 2 The transformational agenda remains at the core of what JET is and does
- 3 Finding the right levers is important
- 4 Ensure greater collaboration with a broad range of education stakeholders
- 5 The co-creation approach of funders must be embraced
- 6 Pursue opportunities outside of government

JET Strategic Objectives



2016-2020

- 1 Practise good governance and management
- 2 Innovate and pursue new opportunities
- 3 Harness JET's value chain to bring about change
- 4 Provide insight, innovation and solutions to improve the quality of the education and training system

THEME 1

EARLY CHILDHOOD DEVELOPMENT

Sub-themes

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

1

THEME 2

SCHOOL IMPROVEMENT

Sub-themes

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

2

THEME 3

TEACHER EDUCATION

Sub-themes

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

3

THEME 4

POST-SCHOOL TRAINING AND EDUCATION

Sub-themes

- 4.1 Technical and Vocational Education and Training curriculum
- 4.2 Community colleges models and implementation
- 4.3 Work-integrated learning models and approaches
- 4.4 College improvement models
- 4.5 National RPL implementation and research to support a national coordinating mechanism for RPL

4

THEME 5

ICT IN EDUCATION

Sub-themes

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

5

THEME 6

UNION LEADERSHIP

Sub-themes

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

6

FROM THE CHIEF EXECUTIVE OFFICER

With the nimbleness of a non-governmental organisation, we have been able to contribute to new thinking and proof-of-concept initiatives in many areas.

The year 2017 was an important one for JET. Not only did we celebrate our 25th anniversary, but we also consolidated the progress made in 2015 and 2016 as we broadened our profile both in South Africa and Africa.

At our 25th anniversary celebration, Naledi Pandor, the then Minister of Science and Technology and current Minister of Higher Education and Training and a former JET Board member, delivered the keynote address in which she recalled the ideals that lay behind the formation of JET's forbear, the Joint Education Trust. While recapping some of the important work done by JET over the past 25 years, the Minister reminded us of the work still to be done and the need more than ever to focus on building a just and equitable education system for the benefit of South Africa, and for its most disadvantaged citizens in particular.

In my address at the celebration, I pointed out that outside the Education Hub, JET's current home, we have a plaque that reads:

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

This plaque exemplifies some of the core themes running through our work over 25 years. They include 'hard work', 'common purpose', 'commitment to transformation', 'credible', 'trusted', 'helping the poorest of the poor to become performers to escape poverty', 'speaking truth to power' and being 'expert-driven'. Doing all these things as a non-profit in the current economic environment has its challenges, but has also offered many opportunities.

Over JET's 25-year work history, we have endeavoured to be an independent and credible voice that works with government, but also before government. We have straddled the critical space between government and the higher education subsystem, between government and the technical and vocational education and training (TVET) sector and also between government and schools. With the nimbleness of a non-governmental organisation (NGO), we have been able to contribute to new thinking and proof-of-concept initiatives in many areas. We started as a fund-holder in 1992, became a non-profit organisation (NPO) in 2003 and, more recently, refocused ourselves to contribute locally and internationally through research which provides a basis for

implementation. This, in turn, requires strong monitoring and evaluation (M&E), which of course leads to the identification of areas where more research is needed. This research-implementation-M&E value chain is a unique capability that very few organisations in South Africa have.

Our view is that we have much to offer on our continent and further afield, while this work will also enable us to better contribute to our work in South Africa. In 2017, we worked in Lesotho, Malawi and the United Arab Emirates (UAE), with several other opportunities within reach.

Being evidence-based with a strong focus on knowledge is consistent across JET's 25 years and is an important thread running through our contributions. Over the years, there have been many significant initiatives influenced by JET. Early examples include: the President's Education Initiative; Getting Learning Right; and the Further Education and Training Colleges Summit of 2010. Our previous Chief Executive Officer (CEO), Nick Taylor, led the establishment of the National Education Evaluation and Development Unit (NEEDU); Roelien Herholdt was seconded to the National Institute of



Minister Naledi Pandor, a former JET Board member, addressing JET's 25th Anniversary Annual Meeting



CEOs - past and present with Minister Pandor at the 25th Anniversary Annual Meeting
From left: Nick Taylor, Godwin Khoza, Minister Pandor, James Keevy (Current CEO)



JET Board members with Minister Pandor



JET's investment in young people also continues, as is evident from our TVET learnership students, our local interns and also the steady flow of international interns from the universities of Pennsylvania and Stanford.

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

Continuing Professional Development (NICPD); Thandi Lewin was seconded to the Department of Higher Education and Training (DHET) to oversee the development of the implementation plan for post-school education and training (PSET); and, of course, we saw the establishment of the National Education Collaboration Trust (NECT) out of JET, led by Godwin Khosa, with key JET staff playing significant roles. Our substantial work on initial teacher education led by Nick Taylor as well as the development of professional teaching standards also stand out.

JET has completed three national implementation evaluations for the Department of Planning, Monitoring and Evaluation (DPME) in the last few years: the first of the Funza Lushaka Bursary Scheme for teachers; the

second of the National Schools Nutrition Programme; and, most recently, an implementation evaluation of the Curriculum and Assessment Policy Statements (CAPS). All have been approved by Cabinet and received good peer reviews.

We are happy to claim these successes and add to these our status as a UNEVOC Centre and our support for the Gauteng Education Development Trust (GEDT) and the South African Democratic Teachers Union (SADTU) over many years.

JET's investment in young people also continues, as is evident from our TVET learnership students, our local interns and also the steady flow of international interns from the universities of Pennsylvania and Stanford. We have exciting plans to strengthen this investment in the coming year.

To conclude, as a non-profit organisation, we have done what has been in the best interests of our country, but this has required significant reorganisation and reconceptualisation of our business



model. We have had to strengthen efficiencies while keeping an eye on our core purpose of reaching out to the most disadvantaged communities. This requires careful balancing, which we plan to refine further in 2018.

James Keevy
Chief Executive Officer



JET's reason for existence, exemplified in the strapline 'transformation through knowledge', has remained at its core over the 25 years.

FROM THE CHAIRPERSON

In 2017, JET celebrated its 25th anniversary. As a research-driven, non-governmental organisation (NGO), JET contributed substantially to education reform during the transition to democracy and then in the post-apartheid years. This is no small feat. Since its inception as the Joint Education Trust in 1992, JET has matured and been able to transform itself from a fund manager to a non-profit NGO based on strong business principles. Further, it has been able to hold its own, even when working, and sometimes competing, with for-profits in the education development sector.

Looking back over our 25 years, one of our accomplishments is that JET has contributed many senior government officials to the country, credible researchers to our universities and competent staff to



many of our fellow NGOs. Many of these people still work with us in different ways, including a strong group of research associates who have found a home at JET and add to JET's capacity and reputation for high-quality research.

The JET Board, together with a strong management team, has seen the organisation, like many in the NGO community, come through a difficult period. Our particularly testing period began in 2013, but I am happy to report that after much hard work and effort, the end of this period is in sight.

We are focused across our six thematic areas, ranging from early childhood development (ECD), to technical and vocational education and training (TVET) and, increasingly, also information and communications technology (ICT) in education. Our work with unions and in the area of teacher professionalisation, specifically with the South African Democratic Teachers Union (SADTU) and the South African Council for Educators (SACE), is a priority for us. We are also steadily increasing our international

footprint, working with new forms of philanthropy, including JPMorgan and the United Nations Educational, Scientific and Cultural Organization (UNESCO), but also locally with the Zenex Foundation, Tshikululu Social Investments, the Japan International Cooperation Agency (JICA), Old Mutual Alternative Investments and many others.

JET's reason for existence, exemplified in the strapline 'transformation through knowledge', has remained at its core over the 25 years. The way in which JET has been organised to deliver on this purpose has changed, to the point where, in 2017, we were structured around the research-implementation-monitoring and evaluation value chain that sets JET apart as we also look at our internal efficiencies and good-governance principles.

While our financial results for 2017 show a deficit and a negative cash flow for the year, a strong trend towards a much-improved financial performance and position is discernible. We continue to make good progress in these areas, but this is not an easy path.

I acknowledge the commitment and efforts of the JET staff, led by the Chief Executive Officer (CEO) and executive team and, on behalf of the Board, express sincere appreciation for the sterling work they continue to do.

During the year, JET underwent a review by Investors in People (IiP) and achieved accreditation, showing that JET is indeed an organisation that has the well-being of its people at heart and seeks to be a preferred and exemplary employer in the education development sector.

I am grateful to my fellow directors for the commitment and dedication to JET and express my personal appreciation for their support during the past year.

Nathan Johnston
Chairperson of the Board



JET's core value:
**PUT PEOPLE
AT THE CENTRE**

INVESTORS IN PEOPLE ACCREDITATION

Recognising that strategic objectives are realised through people as an organisation's most valuable resource, JET management in 2016 embarked on a journey to achieve Investors in People (IiP) accreditation. This was built into our Strategic Plan 2016-2020 in support of Strategic Objective 1: 'Practise good governance and management' and the related JET core value: 'Put people at the centre'.

The IiP is a community interest company based in the United Kingdom, but with a strong global footprint. The company's mission is 'to raise the standard of people management for higher performance' by assisting organisations to 'create the right culture for high performance'. Achieving IiP accreditation makes JET a member of a group of over 11 000 organisations across 75 countries that are recognised for leading, supporting and managing people well.

The IiP provides a global standard for people management proficiency. It has established a guiding framework outlining the process for an organisation to continuously improve in this sphere, with the intention of enabling employees to achieve their true potential as well as retaining and attracting the type of individuals high-performing organisations require.

The accreditation process undertaken by JET involved the benchmarking of JET's current people management processes against IiP indicators by an IiP practitioner. The assessment involved an organisational analysis achieved by means of staff participation in the IiP40 survey, interviews, observations and document analysis. The detailed assessment report provides insights into the organisation's strengths and weaknesses and, most importantly, recommendations are made for continuous improvement.

JET was benchmarked against the educational, professional, scientific and technical sectors, and, on the basis of the assessment, we were awarded Standard Accreditation - Developed Level in December 2017. This accreditation is valid for three years - accredited organisations are required to undergo regular assessments to maintain accreditation. JET management aims to work hard to move the organisation to the next level.

At the end of 2018, JET was shortlisted for the IiP 2018 Awards in the category, 'Best newcomer'.





PROJECT HIGHLIGHTS 2017



In 2017, JET was involved in some 55 projects across our value chain (research, implementation, and monitoring and evaluation and our six thematic areas (early childhood development, school improvement, teacher education, post-school education and training, information and communications technology in education, and union leadership). We continued to act as managing agent for the South African Democratic Teachers Union’s (SADTU) Curtis Nkondo Professional Development Institute (see below), to provide monitoring and quality assurance services for the National Education Collaboration Trust’s District Improvement Programme and to act as the Secretariat for the Gauteng Education Development Trust. We partnered with research associates and worked with a variety of organisations – research consortiums, international organisations, local and international funders, other non-profit organisations (NPOs) as well as government departments – and also worked on two of our own projects, the eMpela Blended Learning Teacher Development Programme and the Workplace Values in Technical and Vocational Education and Training Programme.

A selection of our work is presented on the following pages:

Research and planning

Assessing the level of learning in Future Nation Schools

JET was contracted to establish, through empirical, evidence-based research, the impact of the project-based teaching and learning programme implemented at the two Future Nation Schools opened in 2016. The project included an assessment component in the form of a longitudinal study of learner achievement as well as an evaluation component, which was a formative evaluation using a qualitative approach. JET used adapted versions of its standardised Mathematics and English CAPS-aligned tests for learner assessments in Grades 1 to 6 and developed new tests for assessing learners in the secondary schools. The first round of this three-year project started in October 2017.



PROJECT HIGHLIGHTS

2017 CONTINUED



CLIENT



THEMATIC
AREA

Research and planning

Biotherm Northern Cape situational analyses

JET conducted a situational analysis of two schools (one a primary school and one a high school) and an ECD centre in Kenhardt, Northern Cape. The project had a specific institutional focus and aimed to understand aspects of the functioning and quality of the two schools and the ECD centre. The research activity was directed towards investigating the various aspects of the schools that impact on their functioning, such as school management and leadership, teacher professionalism, teacher and parent support, learner support and challenges and learner achievement. Recommendations were provided as to how to approach improving the quality of education offered.

Low-Fee Independent Schools Project

The third round of the Low-Fee Independent Schools Project began in 2017. Learner assessment was used to measure schools' academic effectiveness against educational targets at the Grade 3, 6, 9 and 12 levels. Thirteen schools were part of the 2017-2018 round and the project is set to expand to 19 schools in the 2018-2019 round. The process consists of test verification, assessment, data analysis, reporting, and target-setting phases. For more on assessment in these schools, see *JET Bulletin* May 2018: **Standardised learner assessments in 'affordable' independent schools – perspectives from research and practice.**

New Skills for Youth (NS4Y) initiative

In collaboration with MSC Artisan Academy (MSC) and the Catholic Institute for Education (CIE) and with support from JPMC, JET is managing the implementation of a developmental project between 2017 and 2019 to upskill youth in a number of informal settlements across South Africa comprising mainly low-income households. This initiative is South Africa's first global innovation site for simulated workplace-based learning as part of the NS4Y initiative being undertaken by JPMC in a number of countries across the world. Lessons from this innovation site will be used to inform other local and international initiatives pertaining to youth employment creation.

Development of a costing model and a position paper on the role and benefit of the Quality Council for Trades and Occupations

JET undertook research on developing a costing model for the QCTO with the aim of conveying the value of the institution and its need for proper funding to the National Treasury. The research further led to a position paper on the role and benefit of the QCTO within the PSET sector in the light of various policy initiatives currently enacted.

The Primary Teacher Education (PrimTEd) Project

The PrimTEd Project is a four-year project running from 2015/2016 to 2019/2020 and is part of the DHET's Teaching and Learning Development Capacity Improvement Programme (TLDCIP) managed by the Chief Directorate for Teaching and Learning Development in the DHET and supported by the European Union. PrimTEd grew out of the JET-initiated **Initial Teacher Education Research Project (ITERP)**, which itself grew out of the concern that the country's teacher training institutions – the universities – were not teaching prospective primary school teachers how to teach reading and writing and mathematics adequately. JET is the national coordination and management body responsible for overall programme management and coordination and provides technical guidance to the project's seven working groups which are the engine of the project. The working groups enjoy the full participation of all universities offering Bachelor of Education programmes for the preparation of primary school teachers. The JET Clearing House serves as a **repository for the project's resources.**



Sevenstones 159 (RF) Proprietary Limited, Biotherm



School improvement



BASA, Meridian, Royals, Prestige and Old Mutual School and Education Investment Impact Fund of South Africa



School improvement



JPMorgan Chase (JPMC)



Post-school education and training



Quality Council for Trades and Occupations (QCTO)



Post-school education and training



Department of Higher Education and Training (DHET)



Teacher education; Post-school education and training



Research and planning

Values in Education Project

From 2016 to October 2017, JET successfully completed Phase I of the Values in Education Project. Following on a research study by an international funder on the contribution of values to education, specifically in Kenya, JET launched a South African project that seeks to explore and enhance work-based values as an important source or form of 'soft skills'. Given the massive youth unemployment problem facing South Africa, it was decided that the project's focus would be on the work-based values of technical and vocational education and training (TVET) students as 'soft skills' that are assumed to contribute to employability. The first phase of the project saw reports from engagements about values of students and graduates of TVET colleges with (a) college stakeholder groups, (b) employers and sector education and training authorities (SETAs) and (c) the Project Advisory Panel as well as the production of a literature review on work-based values: **Mapping youth work values in TVET colleges: Towards developing a work-based values curriculum approach to support employment readiness of South African TVET college graduates** (Paterson, 2017). In addition, a draft theory of change was developed. The next phase of the project entails the development and pretesting of instruments which can be used to assess students' perceptions and understanding of values.

Development of Professional Teaching Standards (PTS)

In 2016, the Zenex Foundation agreed to support SACE with the development of professional practice standards for teachers in South Africa. JET was appointed to be the implementation partner for the agreed scope of work funded by the Zenex Foundation from December 2016 to April 2018. Activities undertaken included: engaging and interacting with SACE, government and other stakeholders in order to raise awareness of and gain support for the development of the PTS; planning of the process, including purpose, focus, research and events; developing the PTS; piloting the approved draft of the PTS; and launching the final PTS. In 2017, the bulk of the background research, literature and theory of change aspects of the process had been completed. The Standards Development Working Group and subgroups were established in order to provide the implementation team involved in writing the standards with guidance and ideas. By July, a draft of the standards was ready for input from various consultation forums, and the joint standards meetings and provincial and national consultations commenced.

Survey for the Insurance Sector Education and Training Authority (INSETA) of a cohort of graduates who commenced INSETA-funded learnership programmes between 2010 and 2016

JET undertook a survey commissioned by INSETA of a cohort of graduates who commenced INSETA-funded learnership programmes between 2010 and 2016. The aim of the survey was to: track and survey the impact of the INSETA funding on a cohort of graduates; support INSETA's strategy of supporting youth to gain scarce and critical skills qualifications; and inform future professional, vocational, technical and academic learning (PIVOTAL) programmes aimed at enhancing employability and the employment and growth of the insurance sector. A report detailing the findings, together with a set of recommendations based on the findings, was delivered to INSETA.

TA Post-school education and training

C South African Council for Educators (SACE)

TA Teacher education

C INSETA

TA Post-school education and training

PROJECT HIGHLIGHTS

2017 CONTINUED



CLIENT



THEMATIC
AREA

Education Management and Implementation

MRP Foundation Red Stars Programme

JET has been a valued partner of the MRP Foundation (originally the Redcap Foundation) since the inception of the foundation's holistic school improvement programme in 2011. In 2017, the JET eMpela (E-learning) Programme, which was used to implement the programme's teacher development component, began to show positive results - teachers who participated demonstrated an improvement in their content knowledge, with an average increase of 27% in their baseline assessment result.



MRP Foundation



School improvement

Mellon Foundation Educational Programers

JET supported the Mellon Educational Programme's school improvement project in eight schools in Khayelitsha and Kuils River in the Western Cape with the introduction of the eMpela Teacher Development Programme in these schools. The Mellon staff were instrumental in ensuring that the programme was rolled out to all the schools' Mathematics, Natural Science and Foundation Phase teachers.



Mellon Educate



School improvement

Anglo Sekhukhune Project

The project's goal is to effect real and long-lasting, positive change in the education outcomes in identified schools in Limpopo province. Implementation focused on the establishment of pastoral care committees at five identified primary schools, the provision of psychosocial support and the delivery of teacher development in English and Mathematics at two high schools. JET implemented the Caring Schools Model in ten schools to improve these schools' engagement with the community and district stakeholders and worked on integrating the role of parents and community members into the school development plans through active participation.



Anglo American Chairman's Fund: Managing Agent CIE



Teacher education; School improvement

Jala Peo Initiative

JET was contracted by Tshikululu Social Investments NPC on behalf of the funder, the WesBank Fund, to be the Project Management Agent for the Jala Peo Initiative. This five-year initiative of the Department of Basic Education (DBE) seeks to improve nutrition and education by facilitating the establishment and maintenance of thriving school food gardens in identified schools. In addition, the initiative aims to improve the status of agriculture as a career, build human capital around agriculture in communities and share and replicate best practices. Implementation is by means of multi-stakeholder forums. In 2017, forums were successfully established in Limpopo (Sibasa District) and the Western Cape (West Coast District), and the Free State (Fezile Dabi District) will be prioritised in 2018.



Tshikululu Social Investments for the Wesbank Fund



School improvement

District Data Integration Project

Current research on school improvement has established that the effective flow and use of information are essential to facilitate improved learning outcomes. With this in mind, JET responded to a call for proposals from VVOB to develop a tool to integrate the disparate reporting requirements of district officials in order to improve the monitoring capacity of circuit managers and enable the free, effective and accurate flow of information between stakeholders. JET was awarded the contract based on a proposal to create an Excel tool which could automatically aggregate data from multiple schools so as to provide circuit totals. JET's work included: a desktop review of similar initiatives; a review of the needs of circuit managers; stakeholder consultations; the development of a beta tool; trial testing; revision; and final presentation.



Flemish Association for Development Cooperation and Technical Assistance (VVOB)



School improvement; ICT in education

Implementation evaluation of the Curriculum and Assessment Policy Statements (CAPS)

The implementation evaluation of the National Curriculum Statement Grade R to 12, focusing on the Curriculum and Assessment Policy Statements (CAPS) that commenced in 2016 was finalised and submitted to and approved by Cabinet in 2017. The report, along with the DBE's management response and signed performance plan, is available on the DPME's web site: [Implementation Evaluation of the National Curriculum Statement Grade R to 12](#).

C Department of Planning, Monitoring and Evaluation (DPME) and Department of Basic Education (DBE)
TA School improvement

IMPLEMENTATION EVALUATION OF THE NATIONAL CURRICULUM STATEMENT (NCS) GRADE R TO 12 FOCUSING ON THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS (CAPS)

THE NATIONAL CURRICULUM STATEMENT

Following the recommendations of a Ministerial Task Team in 2009 to investigate the challenges experienced in implementation of the school curriculum the Curriculum and Assessment Policy Statements (CAPS), were implemented in schools from 2012.

In 2016, the Department of Planning, Monitoring and Evaluation (DPME) commissioned an implementation evaluation of the NCS with a particular focus on the CAPS

in order to establish whether and to what extent the curriculum has been implemented as specified in the CAPS and how implementation may be strengthened. Following the recommendations of a Ministerial Task Team in 2009 to investigate the challenges experienced in implementation of the school curriculum the Curriculum and Assessment Policy Statements (CAPS), were implemented in schools from 2012.

EVALUATION QUESTIONS

To what extent has CAPS been implemented?

1

Do teachers understand CAPS and do they have the necessary capabilities and motivation to implement the NCS according to CAPS and associated policies?

2

Are the support systems to support CAPS implementation working?

3

Is the theory of change (TOC) working as expected? Based on how the TOC is working, are the planned outcomes of CAPS likely to be achieved?

4

Based on the likelihood of achieving the outcomes, is the conceptualisation of CAPS and the systems for implementing it relevant and appropriate for the context in which CAPS operates?

5

Are there any gaps and challenges in the CAPS design and content? If any, are they hampering implementation?

6

How should the CAPS design and the systems for implementing CAPS be strengthened?

7

DESIGN OF THE EVALUATION STUDY

The evaluation took the form of case studies in 32 Quintile 1-3 primary and 12 Quintile 1-3 high schools in 4 provinces. These were supplemented by engagements with curriculum officials at national, provincial and district levels. The small and unrepresentative nature of the sample precludes the findings from being representative of the South African teacher population. However, the findings confirm those of other many other research studies which have emerged in recent years.

KEY EVALUATION FINDINGS

CURRICULUM DESIGN CAPS is recognised as being superior to any of its predecessors in terms of the guidance offered to teachers. The design should be considered for minor revision, but the overwhelming problem lies in implementation.

TIME-MANAGEMENT (BLOCKAGE 2) While the majority of primary schools plan their timetables according to CAPS requirements, most high schools do not and adhering to the timetable is problematic. Around one-fifth of the school day in most schools is lost due to teacher absenteeism or teachers not going to class.

TEACHER KNOWLEDGE (BLOCKAGE 1 AND BLOCKAGE 4) Teachers are struggling with the fundamental basis of Mathematics and English. They do not have enough content knowledge. This is the result of poor initial teacher education and ineffective in-service training.

FORMATIVE ASSESSMENT The majority of heads of department (HODs) are not exercising adequate instructional leadership regarding assessment, and there is little coherence within most schools concerning the use of assessment to improve teaching and learning.

SUPPORT BY SUBJECT ADVISORS AND SCHOOL HEADS OF DEPARTMENT Support for teachers is not optimally provided by districts and schools. The expectation that subject advisors should visit schools and support teachers directly in their classrooms is quite unrealistic, given the large numbers of schools allocated to each subject advisor.

PROMOTION PRACTICES Current promotion practices hinder efficient curriculum delivery, since this is a process highly dependent on the expertise and motivation of educators.

PRESENCE AND USE OF LEARNING AND TEACHING SUPPORT MATERIALS DBE workbooks were available, and generally there are sufficient numbers for each child to own one and were being used in half the lessons observed. However, teachers and HODs reported a dearth of other learning and teaching support materials (LTSM) at schools throughout the sample.

LEARNER WRITING At both primary and high school level, the high variation in quantity of writing produced by schools in the same district shows weak instructional leadership with respect to writing emanating from the district. The relative neglect of certain types of writing on important topics may also be related to teacher knowledge weaknesses.

PEDAGOGY Teachers manage time and learner behaviour relatively efficiently in their classes. Learners are not set sufficient quantities of individual tasks to engage them fully, while teachers' explanations of concepts and procedures generally lack clarity and detail.

CONTINUING PROFESSIONAL DEVELOPMENT (BLOCKAGE 3) There was unanimity at national level that current approaches to educator development are not working. The CPD offered by provinces and districts is working only to a limited extent.

CONCLUSION

Significant blockages to the implementation of the NCS occur at key points in the curriculum cycle:

CAPS specifies knowledge, skills and attitudes to be learned

Effective professional development (EPD) → LTSM → Instructional Leadership → Initial teacher education

Peer review for impact assessment → Peer time management in schools → Teacher knowledge and skills → Competent teachers

Teachers don't know their subjects or how to teach them → Learning outcomes

Processes that work as intended

RECOMMENDATIONS

DBE, Department of Higher Education and Training (DHET), South African Council for Educators (SACE), and universities should develop curriculum and practice standards to guide the education and work of teachers, with a view to very significantly improving the quality of initial teacher education.

DBE must review and apply merit-based appointment and promotion policies and processes for educators.

DBE must work with universities, NGOs, and corporate partners to conduct research on effective in-service education and training for educators.

DBE, in collaboration with Provincial Departments of Education, must develop an effective programme to achieve school functionality.

DBE and Provincial Departments of Education should develop an effective programme to support school leaders and teachers in curriculum implementation.

<https://www.jet.org.za/resources/caps-evaluation.pdf/download>



External evaluation of South Africa's Public Schools Partnerships (PSP) Pilot Programme

Based on the findings and recommendations of both local (particularly the Centre for Development and Enterprise) and international research, the PSP programme was conceptualised in 2014/2015 by a group of funders to explore the possibility of piloting contract schools in South Africa. The programme aimed to introduce more diversity of provision into public schooling and improve the quality of education for disadvantaged learners in low-income communities, in keeping with a worldwide trend. Keen interest in the programme was expressed by the leadership of the Western Cape and the pilot was initiated there in 2016.

C Funder Group
TA School improvement

At the end of 2016, JET was commissioned by the Funder Group to undertake an external evaluation of the PSP Pilot Programme. The evaluation was broken down into phases and commenced with an inception and clarification phase in late 2016 and early 2017, during which a comprehensive literature review of contract schools was conducted. Thereafter, a programme clarification study was conducted using review, coding and analysis of programme documents and key stakeholder interviews to clarify and document the design, model, key features, implementation processes and expected outcomes and impacts of the PSP Programme.

Grade R Early Mathematics Project ('the R-Maths Project')

The R-Maths Project is an initiative led by the Western Cape Education Department (WCED), with mathematics content support provided to WCED Foundation Phase Subject Advisors in collaboration with the Schools Development Unit (SDU) of the University of Cape Town (UCT). JET was commissioned to undertake an evaluation to establish whether the project was achieving its goal of improving the conceptual

C ZENEX Foundation, ELMA Foundation and Maitri Trust
TA School improvement; Teacher education

understanding and mathematical skills of Grade R learners in the Western Cape, such that they will enjoy Mathematics and be successful in the Foundation Phase. The evaluation was conducted in partnership with Kelello Consulting and had the following components: an inception and clarification phase; a product and process evaluation; and an outcomes and impact evaluation. The evaluation focussed primarily on Phase 1 of the project – teacher/practitioner training in the Western Cape.



The potential of skills development and recognition for regulated labour mobility in the IGAD region: A scoping study covering Djibouti, Ethiopia, Kenya, Uganda and Somalia

JET undertook a scoping study which focused on the potential role of skills development and skills recognition for supporting and extending the impact of a regional system of regulated labour mobility within and between the member states of the Intergovernmental Authority on Development (IGAD). IGAD is the successor of the Intergovernmental Authority on Drought and Development (IGADD) created in 1986 by Djibouti, Ethiopia, Kenya, Somalia, Sudan and Uganda (Somalia was excluded from this study).

The study considered how, given that qualifications operate as a form of currency in the labour market, especially where the qualifications are of a high quality from reputable education institutions and can be trusted, migrants, and even more so refugees, are often at a severe disadvantage when they are unable to provide evidence of such achievements. Drawing on substantial work done by the ILO and other actors in this area, the study used the lens of skills recognition and focused it specifically on five IGAD countries: Ethiopia, Djibouti, Kenya, Uganda and Sudan. The country reports produced provide a brief overview of the geographical and political factors that directly influence each country's ability to provide skills development opportunities, not only for its own citizens, but also for migrants and refugees. The reports also cover the systems and processes in place to recognise the skills of non-citizens as well as a few key observations specific to each country.



THE POTENTIAL OF SKILLS DEVELOPMENT AND RECOGNITION FOR REGULATED LABOUR MOBILITY IN THE IGAD REGION

A scoping study covering Djibouti, Ethiopia, Kenya, Uganda and Sudan

RESEARCH CONDUCTED FOR THE INTERNATIONAL LABOUR ORGANIZATION

Introduction

Governance of migration is an ongoing challenge for nation states, and is exacerbated by globalisation and climate change. The Migration Policy Framework for Africa, the African Common Position on Migration and Development, and the IGAD regional Migration Policy Framework aim to mainstream migration at the national, regional and continental levels.

This scoping study focuses on the potential of skills development and skills recognition to enhance a regional system of regulated labour mobility within and between the member states of the Intergovernmental Authority on Development (IGAD). IGAD member states involved in this study are: Djibouti, Ethiopia, Kenya, Somalia, Sudan and Uganda.

The link between skills development and skills recognition

In this research it was deemed important to achieve an equitable balance in emphasis between the potential of skills development and skills recognition. The need to invest more in skills, given that skills development and training systems need to be strengthened is fundamental. Better skills systems will benefit all, whether nationals or migrants. It is also important to acknowledge the beneficial interaction between skills development and recognition that facilitate improvements to the quality of skills and functioning of the labour market.

Findings

Skills development

- Countries foresee the need to allow migrants to access skills that facilitate reintegration and to achieve this in ways that are not detrimental to nationals. This generates an inherent tension between policy and implementation.
- TVET systems in member states are under-developed and also require strategic direction to match national social and equity needs and also satisfy skills demands for economic growth.
- Robust labour migration governance architecture depends heavily on the capacity and coordination of IGAD member state government departments that are responsible for: identity and status of citizens and other persons resident; early childhood development; health; TVET and local economic development matters.

Skills recognition systems generate better information and pathways for the labour market which makes the market more effective in facilitating greater productivity, improved worker income and social mobility.

Furthermore skills recognition systems contribute to improved opportunities for work seekers in various migration contexts.

This report is part of the knowledge generation component of the ILO-IGAD project on free movement of persons and transhumance in the IGAD region financed by the EU7.

Observations from country reviews

- 1. Federal Democratic Republic of Ethiopia**
The distribution of refugees and migrants is concentrated in certain areas, so it is recommended that implementation of relevant programmes should initially concentrate on these localities. The Ethiopian government is faced with overwhelming demand for social and economic services to its citizens. Therefore, it will be important for government to work towards higher levels of cooperation and support from international governments and aid agencies.
- 2. Republic of Djibouti**
The Djibouti government adopted an open-door policy to refugees and migrants. As a result the population of indigent refugees and migrants living in the city has increased. Simultaneously, many Yemeni refugees who cannot sustain their positions in Djibouti city (due to the high cost of living) are forced to return to camps at Markazi or Obock. This research found evidence of a developing public employment services (PES) infrastructure in Djibouti that has potential to support refugees and migrants.
- 3. Republic of Kenya**
It is evident that a substantial number of ministers in Kenya dealing with migration which limits coordination amongst them. Sub-regional cooperation is visible though, and provides important lessons for IGAD.
- 4. Republic of Sudan**
Sudan's borders are porous. Several bilateral labour agreements on migration were reported but details and evidence of implementation was limited. The capacity of TVET is very low in Sudan and reform of the skills development system is crucial. In this national context there is a strong need for more coordination across international development agencies and with IGAD member.
- 5. Republic of Uganda**
Various international agencies are working with migrants and refugees in the skills development space to support the Skilling Uganda programme. Uganda is active in facilitating political cooperation amongst the countries along the migration route between the Horn of Africa and Europe.

Migration and refugee governance

- Policy development around labour migration in IGAD is moving incrementally towards more openness such as in Uganda where a more open policy regarding access and rights has been adopted.
- Practically, governance and implementation efforts are primarily focused on the perceived need to control and monitor population access to resources and statuses.
- Meaningful engagement with migrants and refugees to a lesser extent, to understand their needs, requires improvement.

Recognition of skills

- Migrants and refugees are unlikely to have documentary evidence of formally acquired skills and non-formal learning.
- Forms of recognition range from long-established approaches, to more modern ones and approaches that are only starting to gain traction.
- Found that recognition systems can be used in validating the informally learned skills of labour market participants and in confirming the skills of workers who have lost their physical certificate.
- Observes that for skills recognition systems to work optimally, they must be supported by other systems of recognition: recognition of skills certification routes (e.g. RPL) by workers and employers.
- A wide variation in progress towards well-developed and structured national qualifications systems was observed.

Multilateral cooperation

- Refugee and migration phenomena are multilateral and IGAD primarily deals with such events. Furthermore, some IGAD member states are partners in multiple RECs and respond to various protocols that create difficulties for crafting coherent policy regimes.

Skills information systems

- Across case study countries, various institutions generate information relevant to the labour market, and these databases are the foundations of a nascent national labour market information system.
- Automated identification of humans (biometric methods), including iris recognition is gaining traction in several contexts.

Situational analysis of Technical, Entrepreneurial and Vocational, Education and Training (TEVET) in Malawi

JET was commissioned by UNESCO to conduct a situational analysis which included the context, scope and features of existing formal and non-formal, pre- and in-service TEVET teacher training and programmes and the TEVET teaching profession in Malawi. More specifically, the study covered: a demographic profile – pre-service training, in-service training; the state of the profession; and the appraisal and evaluation system, including efficiency, productivity, quality, relevance, governance and management, recruitment and retention aspects. Two reports were produced in 2017, the second of which pursued an analytic approach involving taking the situational analysis into account and building on the empirical basis of that work. The analysis focused specifically on three areas: TEVET pedagogy; gender and the TEVET teaching profession; and best practices in TEVET teaching.

The role of teaching councils and teaching commissions, with a special focus on Southern Africa

JET undertook a literature review of the role of teaching councils and teaching commissions, with a special focus on Southern Africa. The purpose of the review was to assist Southern African Development Community (SADC) countries to formulate and implement Teacher Professional Standards in the interests of improving the quality of school processes and outcomes and to assist the SADC Secretariat in providing assistance to member countries. In particular, the existence, structure and functions of teacher councils and teacher commissions in the region were explored.

Curriculum audit study of Grade 1 to 7 Curriculum and Assessment Policy (CAP) in Lesotho

A consortium consisting of the international consulting company SWECO and JET conducted an audit of curriculum policy and materials for the Ministry of Education and Training, Kingdom of Lesotho. The purpose of the audit was to provide the government with an important 'dipstick' indicator as to the appropriateness of the curriculum and its materials as well as the attitudes and activities of teachers in respect of the new curriculum. The audit of materials was undertaken by 12 subject experts who examined the curriculum's 12 learning areas and made recommendations and comments, bearing in mind the intentions of the curriculum to provide school graduates with the knowledge, skills and attitudes required to set the country on a new, outward-looking economic trajectory aimed at moving from a subsistence economy to one more closely integrated into the global system.

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Post-school education and training

United Nations Educational, Scientific and Cultural Organization (UNESCO), Regional Office for Southern Africa (ROSA)

Teacher education

Ministry of Education and Training, Kingdom of Lesotho

School improvement

Recommendations



#1 Integrate migrants early

Findings from the case studies strongly corroborate international research that the sooner migrants can be integrated in the labour market in the receiving country, the sooner they can contribute meaningfully. Recommendation 1.1 argues that a comprehensive migration architecture for IGAD should include the early integration of migrants as an important strategic priority.



#2 Take stock of migrants' skills

Migrants, and more so refugees, are unlikely to have documentary evidence of their formally acquired skills and even less likely for non-formal learning. A move towards prior skills assessment, or recognition of prior learning (RPL), is in line with the African Union Commission (AUC) directive that RPL be considered for returning migrants. Recommendation 2.1 proposes the establishment of a centralised RPL facility in IGAD, working with the AUC, that is able to support other member states and provide guidance and instruments for the recognition of skills. The facility should be staffed by at least one RPL expert from the region – if possible, the facility should be based at the IGAD Secretariat. It is proposed that the RPL facility focus specifically on the recognition of work experience for employment purposes, and that the results be located within a labour market information system in a searchable format to employers specifically, and to governments more broadly.



#3 Approach skills recognition in its multiplicity

There are different forms of recognition, many of which are being used in the international context, ranging from long established approaches, to more modern ones, and approaches that are only starting to gain traction. IGAD has the opportunity to leapfrog other regions and countries by learning from these developments and contextualising the application thereof in the region. Recommendation 3.1 proposes that the feasibility, benefits and costs of a regional qualifications framework for IGAD should be explored. Recommendation 3.2 argues for a more detailed review of the innovations being introduced by credentialing agencies in other migration contexts. Recommendation 3.3 proposes that the potential role of the Addis Convention in promoting the recognition of higher education qualifications, including some skills-based qualifications, across IGAD countries should be explored by the IGAD Secretariat. The recent recommendation on the recognition of refugees' qualifications under the Lisbon Recognition Convention (European Commission 2017) for higher education is a very good example of how skills recognition can be promoted under the broader ambit of a regional convention. The IGAD Secretariat is encouraged to raise this option with the AUC and other continental bodies.



#4 Develop inclusive labour market information systems

Across the country case studies, we observed that in different configurations, various institutions in each IGAD country generate information relevant to the labour market and employment as part of their internal processes. These data and database forms could be taken to be the foundations of a nascent national labour market information environment. Recommendation 4.1 proposes that refugee and migrant information systems are developed in relation to these national initiatives. Recommendation 4.2 emphasises that information systems must be developed within a sufficient institutional base that can provide support, continuity and quality. Recommendation 4.3 adds that the strategic approach would be to include refugee and migrant data into the existing systems, as with inclusion into health and schooling systems.



#5 Use new technology to automate migrant data collection

Newly available technologies for automating identification of humans such as biometric methods, including iris recognition, are being tested in several contexts, including in Ethiopia. Recommendation 5.1 proposes that a project is initiated to learn more from the technology-driven solutions that are currently being developed internationally and how these could be used for migrants within the IGAD context. Recent UNESCO research in this area can provide a useful point of departure (UNESCO 2018).



#6 Develop tailor-made approaches for skills development for migrants

Skills development opportunities for citizens in IGAD countries are very limited. Expanding TVET systems that are inclusive of all should be the primary objective for all IGAD members. However, in order to address short-term integration needs of migrants, it is also recommended to systematically develop skills programmes for migrants



#7 Explore the benefits of more open policies on access and rights

Policy development in respect to labour migration is based on the perceived need to control and monitor population access to key resources and statuses. In this regard, Uganda is a good example where refugees are not compelled to be interned in refugee camps. Migrants are claimed to be able to integrate freely, and also have rights to buy land. Recommendation 7.1 proposes a case study focusing on the process in Uganda that would be of benefit to other IGAD countries.



#8 Prioritise the development of TVET systems in member states

Technical and Vocational Education and Training (TVET) systems in member states tend to be under-developed in relation to social needs and economic skills demands. A robust labour migration governance architecture for IGAD is very dependent on the TVET capacity in member states. While both on interventions (i.e. interventions that are largely ad hoc and do not form part of a more holistic planning process) in the region may have some short-term gains, they will ultimately not succeed. Recommendation 8.1 emphasises that IGAD member states must prioritise systematic and well-planned TVET infrastructure and capacity development.



#9 Listen to the migrant

It is not evident that any substantial effort has been made to engage migrants directly, less so refugees. While there are limitations to such a direct interaction, any intervention mechanisms will be incomplete without engagement. Recommendation 9.1 proposes that focused research using participatory methods be conducted to better understand the needs of migrants and how they can be supported. The complexities associated with different languages should be considered, including the ability of interpreters to gather reliable information.



#10 Take a broad view of the role of IGAD

Refugee and migration phenomena are multilateral; so it makes sense for affected countries that share common borders and therefore economic interests to work collaboratively. This is the fundamental premise of IGAD. Admittedly, IGAD can be put forward as the preeminent unit for dealing with migration and refugee events because these events traverse the entire region. Some IGAD member states are party to multiple RECs (e.g. Kenya and Uganda are also part of the East Africa Community) and must therefore also respond to multiple protocols, even when there might be incoherence in some cases. Recommendation 10.1 proposes the multilateral approach and coordination role of IGAD be strengthened by making use of existing migration governance architecture of IGAD as IGAD REC and RMCC and further take efforts to enhance coordination with similar structures of other RECs. Recommendation 10.2 proposes that IGAD needs to closely examine existing protocols and programs of other RECs that its member states are party to. This complexity needs to be carefully examined and managed. Lastly, Recommendation 10.3 argues for the enhancement of bilateral initiatives and programs among IGAD member states, including collaboration arrangements among member states themselves within the broader scope of regional integration and development.

Skills development and skills recognition have the potential to support and extend the impact of a regional system of regulated labour mobility within and between member states of IGAD, but only when the interrelationships between the concepts are understood and then developed and implemented in a coordinated and holistic manner. It is not enough that governments recognise skills and implement systems. Labour market actors such as employers and workers and their organisations also need to buy in and play an active role. Social dialogue and the active involvement of business associations, professional associations, workers' organisations, and training institutions is critical for skills development and recognition to be meaningful.

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While recapping some of the important work done by JET over the past 25 years, the Minister reminded us of the work still to be done and the need more than ever to focus on building a just and equitable education system for the benefit of South Africa, and for its most disadvantaged citizens in particular.

PROJECT HIGHLIGHTS

2017 CONTINUED



CLIENT



THEMATIC
AREA

International Work

Background research for the development and implementation of a system of professional standards for and licensing of K-12 teachers

The KSA is in the process of developing a system of professional standards and licensing for K-12 teachers, expected to be launched in December 2018. JET was contracted to provide expert assistance in the form of research to establish international benchmarks for the selection of assessors of teacher licensing applications, key teacher licensing guides, standard operating procedures for teacher licensing programmes and school accreditation.

Development of TVET-MIS system in sub-Saharan Africa

UNESCO's Better Education for Africa's Rise (BEAR) Project aims to increase the quality and relevance of TVET provision in five SADC countries. CSF contracted JET to assist with implementing a TVET management information system (MIS) to enable the collection of TVET data for decision-making in the countries concerned. JET reviewed the TVET-MIS system developed by UNESCO, participated in the piloting of the tools and contributed to capacity building of senior officials in the education ministries of the target countries through seminars and training workshops.

International sounding board for the Qualifications Framework (QF) Emirates

JET was part of the team of experts that reviewed progress in the development of the National Qualifications Framework in order to provide the Emirates National Qualifications Authority Board with recommendations as the *QFEmirates* is further developed.



*Government entity
in the Kingdom of
Saudi Arabia (KSA)*



Teacher education



*Community
Systems
Foundation (CSF)*



*Post-school education
and training;
ICT in education*



*Emirates National
Qualifications
Authority*



*Post-school education
and training*



ABRIDGED ANNUAL FINANCIAL STATEMENTS

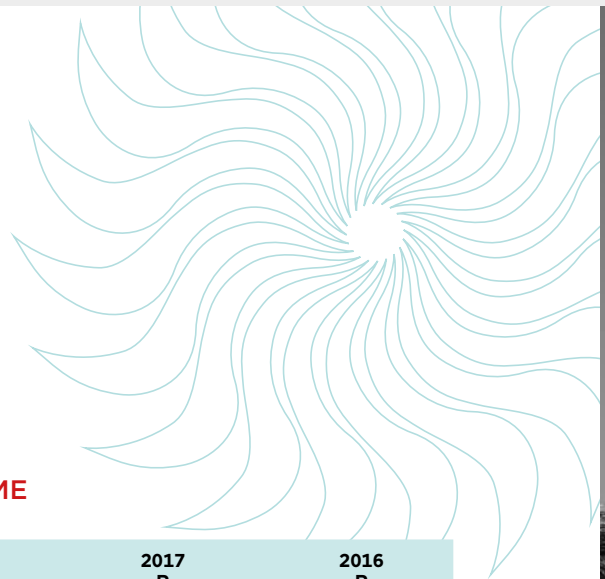
FOR THE YEAR ENDED 31 DECEMBER 2017

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

STATEMENT OF FINANCIAL POSITION

	2017 R	2016 R
Non-current assets	27 047 714	27 009 487
Property, plant and equipment	16 219 181	17 870 129
Intangible assets	96 681	155 319
Investment property	10 352 742	8 744 969
Operating lease asset	379 110	239 070
Current assets	9 578 392	15 596 839
Trade and other receivables	3 747 807	8 910 812
Cash and cash equivalents	5 830 585	6 686 027
Total Assets	36 626 106	42 606 326
FUNDS AND LIABILITIES		
Funds	15 801 847	21 368 774
Accumulated funds	15 801 847	20 004 185
JET funds designated for projects	—	1 364 589
Non-current liabilities	6 568 924	5 287 799
Finance lease liability	183 896	265 984
Secured bank loan	6 385 028	5 021 815
Current liabilities	14 255 335	15 949 753
Finance lease liability	66 166	63 221
Secured bank loan	660 572	408 555
Funds received designated for projects	4 206 474	5 160 434
Trade and other payables	7 433 991	6 940 955
Provisions	1 888 132	3 376 588
Total Funds and Liabilities	36 626 106	42 606 326

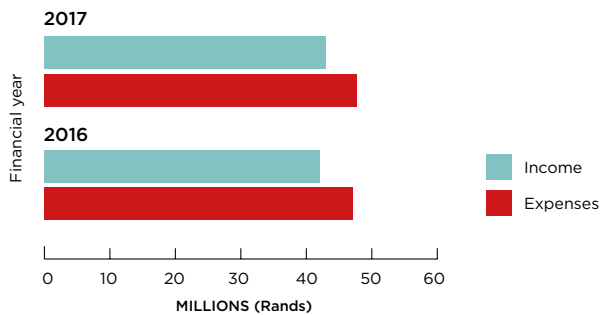
The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 22 to 23.



STATEMENT OF COMPREHENSIVE INCOME

	2017 R	2016 R
INCOME		
Programme income	40 307 523	39 815 475
Other income	2 815 815	2 357 091
	43 123 338	42 172 566
EXPENDITURE		
Administration and project indirect overheads	(13 901 203)	(14 529 628)
Programme direct expenses	(33 919 752)	(32 715 102)
	(47 820 955)	(47 244 730)
Operating deficit before interest	(4 697 617)	(5 072 164)
Finance income	57 401	98 647
Finance cost	(926 711)	(699 954)
Total comprehensive deficit for the year	(5 566 927)	(5 673 471)

INCOME AND EXPENDITURE



ABRIDGED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

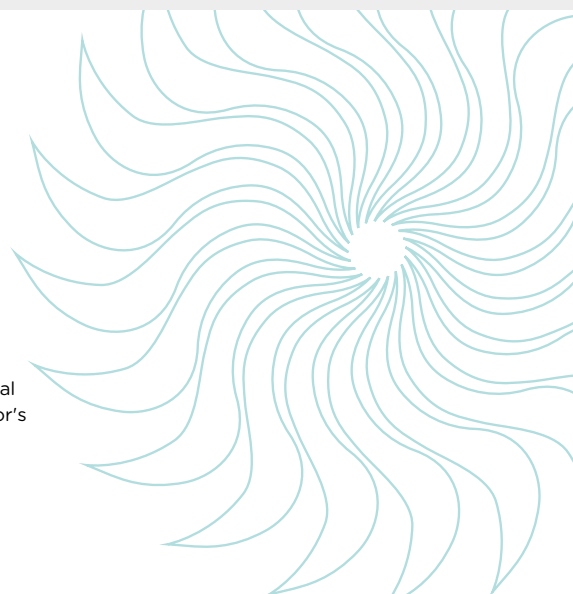
The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 22 to 23.

STATEMENT OF CHANGES IN FUNDS

	JET funds designated for projects R	Accumulated funds R	Total R
Balance at 1 January 2016	1 461 562	26 874 378	28 335 940
Correction of error	-	(1 293 695)	(1 293 695)
Restated balance at 1 January 2016	1 461 562	25 580 683	27 042 245
JET funds utilised on designated projects	(96 973)	96 973	-
Deficit for the year	-	(5 673 471)	(5 673 471)
Balance at 31 December 2016	1 364 589	20 004 185	21 368 774
JET funds designated for projects transferred	(1 364 589)	1 364 589	-
Deficit for the year	-	(5 566 927)	(5 566 927)
Balance at 31 December 2017	-	15 801 847	15 801 847

The funds of R1 364 589 from 2016 were transferred back into the general accumulated funds. These funds were 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.

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



STATEMENT OF CASHFLOWS

	2017 R	2016 R
Cash utilised by operating activities		
Cash receipts from customers and funders	47 192 343	49 620 333
Cash paid to suppliers and employees	(48 267 746)	(49 853 692)
Cash utilised by operations	(1 075 403)	(233 359)
Interest income	57 401	98 647
Interest expense	(926 711)	(699 954)
Net cash utilised by operating activities	(1 944 713)	(834 666)
Cash flows from investing activities	(446 816)	(620 261)
Acquisition of property, plant and equipment	(249 462)	(815 482)
Improvements to investment property	(199 837)	(29 871)
Proceeds on disposal of equipment	2 483	225 092
Cash flows from financing activities	1 536 086	(914 504)
Increase in finance lease obligation	(79 144)	(141 272)
Increase/(decrease) in other interest bearing borrowings	1 615 230	(773 232)
Net decrease in cash and cash equivalents	(855 443)	(2 369 431)
Cash and cash equivalents at the beginning of the year	6 686 027	9 055 458
Cash and cash equivalents at the end of the year	5 830 584	6 686 027

INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF JET EDUCATION SERVICES NPC
Report on the audit of the financial statements

Opinion

We have audited the financial statements of JET Education Services NPC set out on pages 8 to 32, which comprise the statement of financial position as at 31 December 2017, and the statement of profit or loss and other comprehensive income, statement of changes in funds and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements present fairly, in all material respects, the financial position of JET Education Services NPC as at 31 December 2017, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards and the requirements of the Companies Act of South Africa.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the company in accordance with the *Independent Regulatory Board for Auditors Code of Professional Conduct for Registered Auditors* (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the *International Ethics Standards Board for Accountants Code of Ethics for Professional Accountants* (Parts A and B). We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other information

The directors are responsible for the other information. The other information comprises the Directors' Report as required by the Companies Act of South Africa. The other information does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the directors for the financial statements

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

In preparing the financial statements the directors are responsible for assessing the company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the company or to cease operations, or have no realistic alternative but to do so.


Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAS will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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 company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

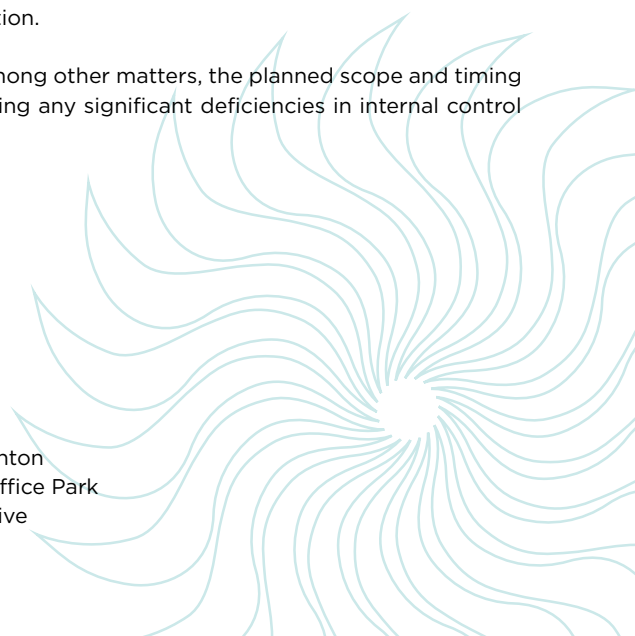


GRANT THORNTON
Registered Auditors
Practice Number 903485E

MZ Sadek
Partner
Registered Auditor
Chartered Accountant (SA)

08 May 2018

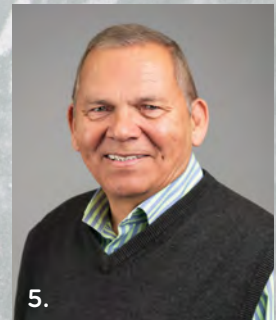
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Wanderers Office Park
52 Corlett Drive
Illovo, 2196



JET BOARD OF DIRECTORS 2017

(Non-Executive)

1. **Nathan Johnstone**
Chairperson
2. **Adrienne Egbers**
Chairperson Finance and
Audit Committee
3. **Angie Phaliso**
4. **Bongani Phakathi**
5. **Brian Figaji**
6. **Lerato Nage**
7. **Maude Motanyane-Welch**





JET STAFF 2017



JET staff at the 25th Anniversary Annual Meeting

EXECUTIVE COMMITTEE

James Keevy
Chief Executive Officer

Agness Munatsi
Chief Financial Officer

Carla Pereira
Strategic Programmes Officer

EDUCATION MANAGEMENT AND IMPLEMENTATION

Lesley Abrahams
Executive Manager: EMI

Charlene Deacon
Project Operations Director

Tsepo Duma
Project Auditor

Avrille Fonseca
Administrator

Craig Gibbs
Specialist Manager

Deva Govender
National Education
Programme Manager





Fred Gwaradzimba
Project Auditor

Asiya Hendricks
Monitoring and Quality Assurance (MQA) Coordinator

Jabulile Hlophe
Project Accountant

Tshepiso Letlhake
Administrative Intern

Deizdaria Magwiro
Monitoring and Quality Assurance (MQA) Coordinator

Ashley Manuels
Administrator

Dina Mashamaite
Programme Manager

Nombuso Mthiyane
Project Administrator

Rachel Neville
Research Intern

Kurhula Nkwinika
Data Analyst

Mpho Ramasodi
Specialist Coordinator

Luisa Roscani
Monitoring and Quality Assurance (MQA) Senior Coordinator

Kelly Shiohira
Specialist Manager

Zaahedah Vally
Research Intern

FINANCE

Elizabeth Koaho
Senior Accounts Clerk

Mothusi Sekati
Accounts Clerk

Tumi Seleke
Bookkeeper

Thamsanqa Zwane
Finance Intern



MONITORING AND EVALUATION

Miriam Chikwanda
M&E Intern

Eleanor Hazell
Executive Manager: M&E

Zenobia Petersen
Research Officer*

Benita Reddi-Williams
Specialist Manager

RESEARCH AND PLANNING

Roelien Herholdt
Specialist Manager: Assessment

Double-Hugh Marera
Statistician

Daniel Mashilo
Junior Statistician

Jennifer Shindler
Specialist Manager: Data Unit

Nick Taylor
Research Fellow

* Left during 2017



SUPPORT

Kedibone Boka
Client Relationship Manager

Thelma Dibakwane
Office and Building Manager

Tebogo Kibe
Receptionist

Pinky Magau
Programme Administrator

Sarah Maseko
Junior Programme Administrator

Motshoanetsi Masilo
Human Resources Intern

Maureen Mosselson
Knowledge Manager

Thabile Nxumalo
Intern Admin/Office Support

Nkateko Sithole
Human Resources Manager

Kathy Tracey
Strategic Support Manager

MAINTENANCE

Collin Khoenwane
Gardener

Salamina Tshirundu
Cleaner/Tea Lady



CLIENTS AND PARTNERS 2017

We acknowledge our main clients and partners for the year ended 31 December 2017

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 Catholic Institute of Education (CIE)
 Clayton Christensen Institute
 Community Systems Foundation
 CURRO Holdings
 Department of Basic Education
 Department of Higher Education and Training
 Department of Planning Monitoring & Evaluation (DPME)
 DG Murray Trust
 DNA Economics Proprietary Limited
 Education Investment Impact Fund of South Africa
 ELMA Foundation

Fibre Processing and Manufacturing Education and Training Authority (FP&M SETA)
 FirstRand Foundation
 Flemish Association for Development Cooperation and Technical Assistance (VVOB)
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 Gauteng Education Development Trust (GEDT)
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 Mellon Educate
 Meridian Operations Company NPC
 MRP Foundation NPC
 Nal'ibali Project

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 Prestige College Thornview
 Quality Council For Trades & Occupations (QCTO)
 Royals Deal Property Company
 Sci-Bono Discovery Centre
 Sevenstones 159 (RF) Proprietary Limited
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 Underhill Corporate Solutions
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 United States Agency for International Development (USAID)
 University of the Witwatersrand
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