

JET Education
Services

ANNUAL REPORT 2021

Persevering in 2021



JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

“Infinity and Beyond”

STRATEGY

∞ > 21-25



JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

JET is an “(dis)intermediary organisation” able to manage the implementation and evaluation of education interventions

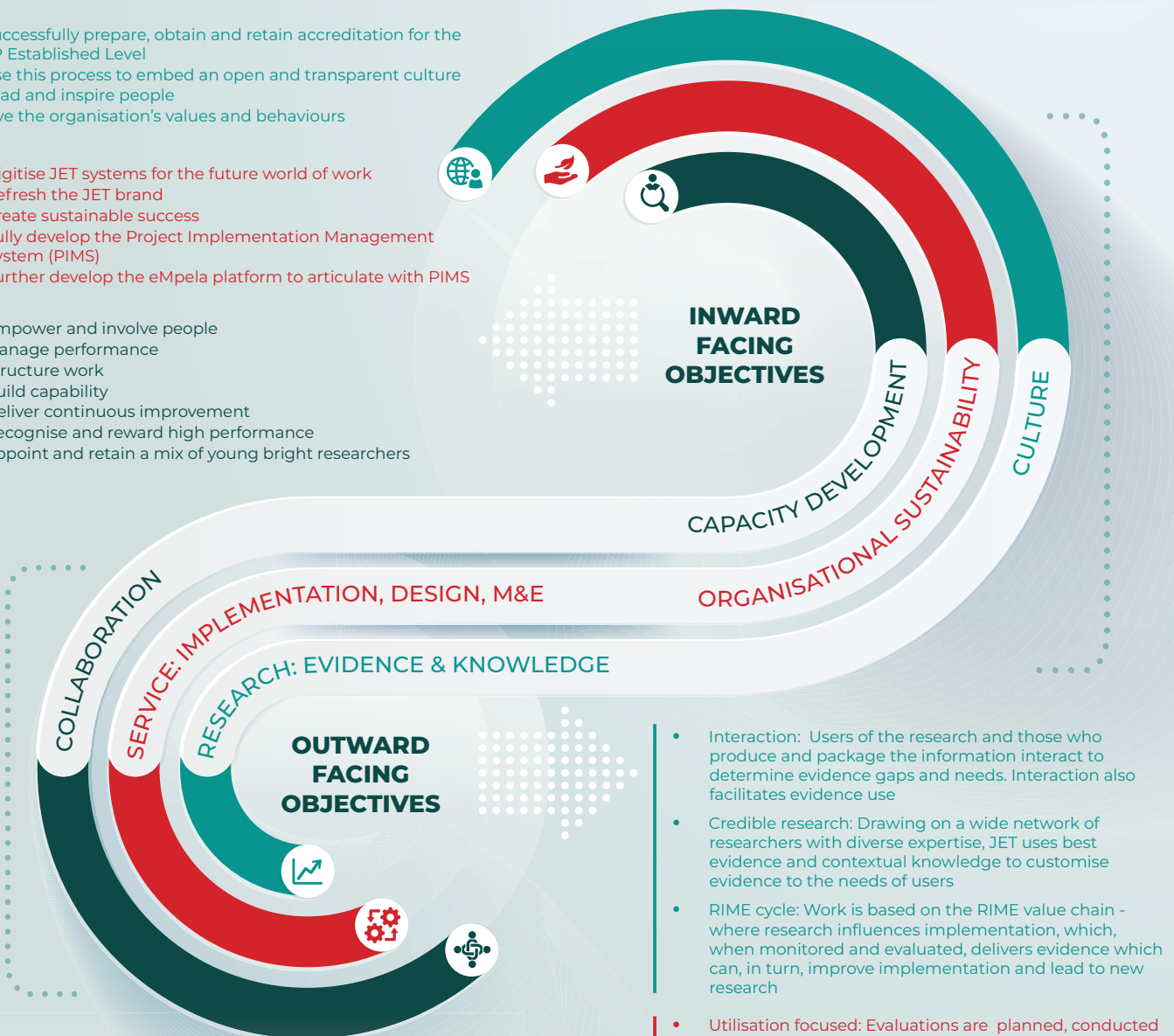
How does JET see itself?

The way in which JET does its work influences whether the desired behaviour change will be realised with JET’s different boundary partners. JET draws on a variety of theoretical frameworks with a common pro-poor focus to inform how the organisation collaborates, delivers its services and conducts its research

- Successfully prepare, obtain and retain accreditation for the IiP Established Level
- Use this process to embed an open and transparent culture
- Lead and inspire people
- Live the organisation’s values and behaviours

- Digitise JET systems for the future world of work
- Refresh the JET brand
- Create sustainable success
- Fully develop the Project Implementation Management System (PIMS)
- Further develop the eMpela platform to articulate with PIMS

- Empower and involve people
- Manage performance
- Structure work
- Build capability
- Deliver continuous improvement
- Recognise and reward high performance
- Appoint and retain a mix of young bright researchers



How does JET want to affect others?

Through evidence-based knowledge interventions, collaboration with the public and private sectors, and the use of technological infrastructure, turn challenges into solutions, resulting in improved education quality, particularly for disadvantaged communities

- Interaction: Users of the research and those who produce and package the information interact to determine evidence gaps and needs. Interaction also facilitates evidence use
- Credible research: Drawing on a wide network of researchers with diverse expertise, JET uses best evidence and contextual knowledge to customise evidence to the needs of users
- RIME cycle: Work is based on the RIME value chain - where research influences implementation, which, when monitored and evaluated, delivers evidence which can, in turn, improve implementation and lead to new research
- Utilisation focused: Evaluations are planned, conducted and judged based on their usefulness to primary intended users
- Evidence informed: The best available evidence is used to inform decisions about intervention design and implementation
- Contextually relevant: Implementation is evaluated for fit with context and adapted if necessary
- Deep collaboration to drive deep change: Shared visions are co-created and recognise the needs of the various user levels. Where alignment is not achieved, communicate clearly and with trust

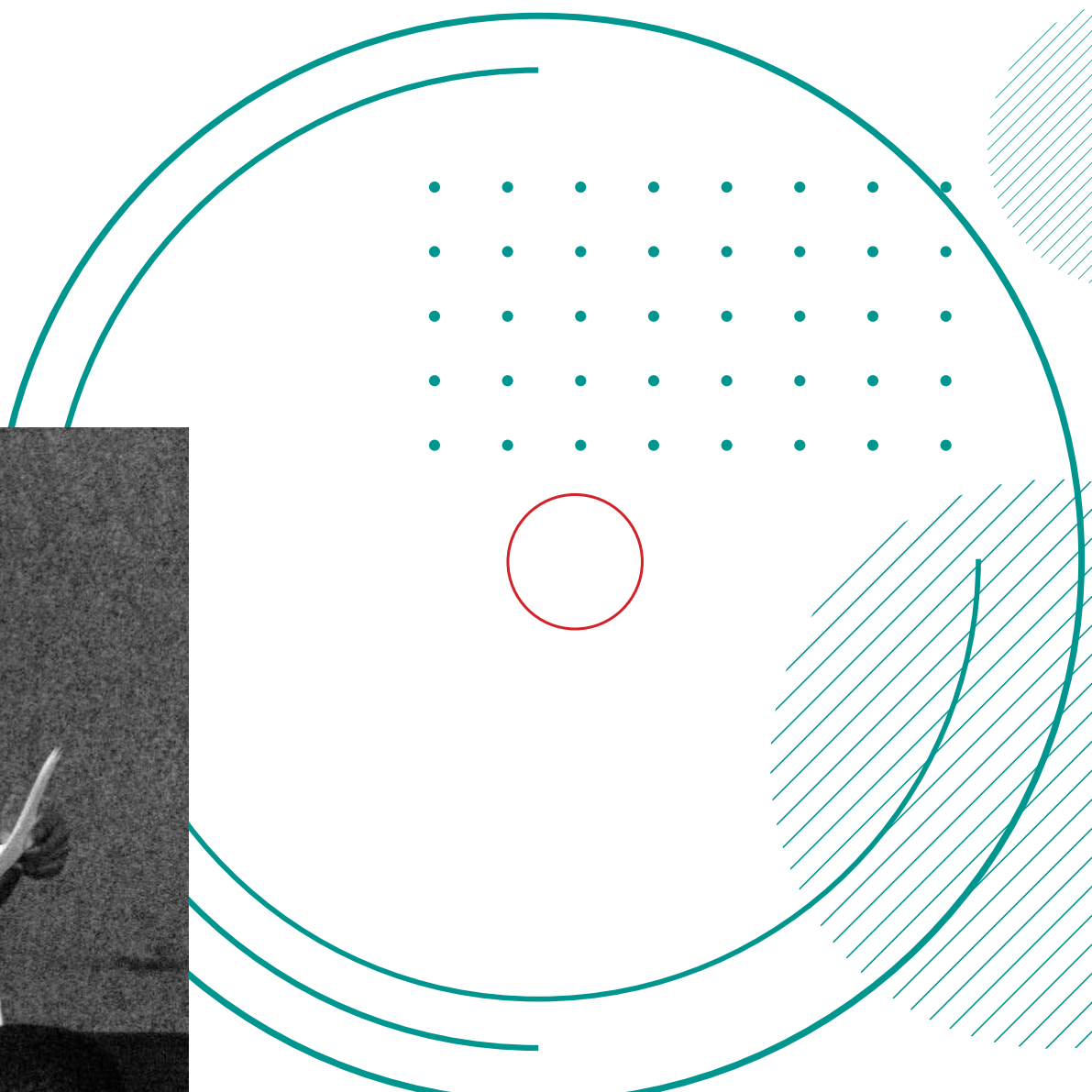
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01

INTRODUCTION





This publication serves a dual purpose: Being published in 2022, the 30th anniversary of JET's founding, it briefly looks back over JET's past three decades. It also presents the annual report for 2021, with echoes of the COVID-19 pandemic still reflected.



From the Chairperson of the Board

In human years, turning 30 years old is often seen as a transition to maturity. In democratic development years, specifically in post-apartheid South Africa fast nearing this milestone, three decades would typically be accompanied by important markers of progress. In the context of non-governmental organisations (NGOs) such as JET, being in existence for thirty years is no small feat. As chairperson of the JET Board since 2011, and as a committed South African, I am proud to be associated with JET and the footprint it continues to grow in South Africa and on the African continent.

The last 30 years has seen JET evolve from being a fund-holding NGO, the Joint Education Trust, set up by a partnership between political parties, business and organised labour in 1992, to a delivery support organisation with a particular focus on improving the quality of education for the poor and with an emphasis on research and knowledge-based interventions. In recent years, building on this foundation, JET has developed into a social change entity that is able to initiate and coordinate large ecosystem collaborations in education.

JET has matured well despite facing some serious headwinds. Our democracy has matured less well. Our education system continues to underperform as it struggles to unlock itself from the apartheid legacy, while reforms over the last thirty years have been less impactful than we all would have hoped. A key priority remains the strengthening of the capacity of government entities to serve the public education and training system. This is something JET remains committed to supporting.

I would like to thank my fellow Board members, the JET leadership team and JET staff for the hard work and dedication demonstrated during 2021. Despite the many contextual challenges, including the COVID-19 pandemic and mid-year unrest in South Africa, JET grew substantially during this period. As we celebrate 30-years of existence in 2022, I can confidently say that JET remains committed to its founding mission “the restructuring of the country’s education system...[that at the time, was] rife with the inequalities imposed by the apartheid government”.

Nathan Johnstone

Chairperson

From the Chief Executive Officer



JET's founding in 1992 was unique in the remarkable partnership that it constituted. This list of founding members is worth mentioning:

1. AECI Limited
2. Anglo American Corporation (with De Beers Consolidated Mines and E Oppenheimer & Son)
3. Barlow Rand Limited (now Barloworld)
4. Caltex Oil (SA) Limited
5. First National Bank of South Africa Limited (now FirstRand)
6. Gencor Limited (now BHP Billiton)
7. Johannesburg Consolidated Investment Company Limited (now Johnnic Limited)
8. Sankorp Limited
9. Sanlam
10. Sasol Limited
11. Shell South Africa
12. South African Breweries Limited
13. Southern Life Association Limited (now amalgamated into FirstRand)
14. Standard Bank of South Africa Limited
15. African National Congress (ANC)
16. Azanian People's Organisation (AZAPO)
17. Inkatha Freedom Party (IFP)
18. Pan Africanist Congress (PAC)
19. Congress of South African Trade Unions (COSATU)
20. National Congress of Trade Unions (NACTU)
21. South African Democratic Teachers Union (SADTU)
22. Black Business Association
23. Foundation for African Business and Consumer Services (FABCOS)
24. National African Federated Chamber of Commerce (NAFCOC)
25. National Education Coordinating Committee (NECC)

Due to corporate restructuring, this list was subsequently enlarged with the inclusion of Amplats Limited, AngloGold, CG Smith Limited and Reunert Limited. The NECC disbanded in 1995.

Over the last 30 years, and also during 2021, JET has maintained and grown many of the relationships with its founding members. The list is too long to mention here, but suffice to say that the organisation has demonstrated its commitment to improving education and training over the years, and always in collaboration with government, organised labour and the private sector.

JET went on to incubate the National Education Collaboration Trust (NECT) in 2013 and played a similar role as a founding member of the National Association of Social Change Entities in Education (NASCEE). JET is also an active member of the Independent Philanthropy Association of South Africa (IPASA). A longstanding UNESCO-UNEVOC Centre, we expanded our international linkages to include the Groningen Declaration Network (GDN) and the EdSafe AI Alliance. We also significantly expanded work on the African continent through the African Continental Qualifications Framework (ACQF) and extensive skills research initiatives with the International Labour Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children’s Fund (UNICEF), and the United Nations High Commissioner for Refugees (UNHCR) to support migrants and refugees.

A key strategic imperative for JET going forward is to coordinate and facilitate national ecosystem initiatives that have systemic impact. This is an important and unique role that is tied to JET’s founding principles and continues to be demonstrated through initiatives such as the Primary Teacher Education Project (PrimTEd), the Post-school Education and Training Collaboration and Learning Opportunities and Utilisation of Data (PSET CLOUD) Programme, the Teacher Internship Collaboration South Africa (TICZA) and several other examples.

I would like to thank the JET Board for its ongoing support to myself and our team. In particular, I would like to acknowledge a deep appreciation to Prof Brian Figaji who will retire this year after 22 years of service on the JET Board. Brian has always kept us on the straight and narrow of good governance with a clear mandate. He will be sorely missed by the management team, staff and fellow Board members. Thank you also to Nathalie Vereen, who joined us as COO in 2020, the rest of the management team at JET and fellow JETSetters.

James Keevy



Chief Executive Officer



From the Chief Operating Officer



The year 2021 required the global community to refine plans for managing and coping with the COVID-19 pandemic. We had to face the loss of lives and socio-economic livelihoods; we had to come to terms with the longevity of the virus; we experienced the erosion of public trust and goods; and at a micro level, most companies and organisations fought for survival. We were persevering together.

As an organisation, JET's values emphasise people-centredness and innovation. It is no small feat that JET staff, our colleagues, consultants and associates kept the work, and the quality thereof, relevant and up-to-the-minute, and we were able to deliver on point.

The first two incumbents of our Young and Upcoming Managers (YUM) capacity building programme – Zaahedah Vally and Daniel Mashilo – set an incredibly high standard for the continuous growth of JET and its leadership with their passion and commitment.

Our most vulnerable staff members remain those who work on the ground in the provinces and districts and at the school level. And whilst vaccinations only became available in February 2021 in our country, our staff remained committed to servicing school communities at the coalface.

Steve Maraboli, motivational speaker and recipient of the United Nations Award for Philanthropy, said: "Life doesn't get easier or more forgiving, we get stronger and more resilient".

We experienced our share of turmoil within JET during 2021- it can be described as an 'all-sorts' year - and the power of constructive participation and collective goodwill remained key to our wellbeing and connectedness. Key decisions that we had to take included, amongst others, whether or not to make vaccinations compulsory for the workplace. We trusted that people would make the appropriate choices for themselves and their families and also for their work environment, and our Board supported this route. JETSetters had to provide for families and friends in dire straits due to the pandemic, and we had to find innovative ways to look after our staff whilst remaining sustainable.

We became more efficient with the hybrid way of working and invested in remaining connected and only 'physically distanced'.

Reflecting on what we overcame and achieved, we are setting our compass to steer clear of the 'old normal' and are committed to a sustainable, fit-for-purpose organisation with the relevant expertise and skills set – watch this space.

Nathalie Vereen

Chief Operating Officer



Brian Figaji tribute

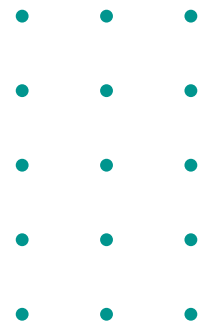
Prof Brian De Lacy Figaji served as a JET Board member from 2000. His retirement from the Board in 2022 presents us with an opportune moment to pay tribute to his life in education, which included 22 years as an active JETSetter.

Prof Figaji played and continues to play an active role in many organisations at the local and international level. For example, he was a Director of the Youth Development Trust of South Africa, President of the National Scout Board and South Africa's representative on the UNESCO Executive Board; he is currently Chairperson of the Jakes Gerwel Foundation and of the Suidoosterfees. While his contribution to public life is eclectic, it is his role as a JET Board member that is acknowledged in this tribute.

Prof Figaji is a fellow of the South African Institution of Civil Engineers, the South African Society for Professional Engineers, the South African Academy of Engineering and a member of the Academy of Science of South Africa. He served on the Council of Higher Education and has held (and still holds) many directorships in both the corporate world and the non-profit sector. His degrees include a Master's degree from Harvard University as well as several honorary doctorates.

Prof Figaji's educational trajectory attests to the importance of access to basic education and of parental involvement. Prof Figaji recalls that his grandmothers provided the grounding for both his father and mother to become teachers. By the time Prof Figaji had to enter primary school, he and his family had been forcibly displaced from Observatory in Cape Town to Elsies River on the Cape Flats. He and his five siblings completed primary school at the Holy Trinity Primary School (Elsies River) and St Augustines Primary School (Parow). The family moved to Belville South, and Prof Figaji attended the celebrated Harold Cressey High School in Cape Town, necessitating a long commute there and back by train and on foot 'in rain or snow'. Prof Figaji attributes his attendance there to his father's knowledge, as a teacher at a school for the blind, of the school's reputation.

Prof Figaji completed a Bachelor of Science degree at the University of the Western Cape in the same year that the institution celebrated its first decade of existence, and, after completing his postgraduate tertiary education diploma, became a mathematics teacher. As a young teacher, he became disillusioned with the 'inspectors' in schools at the time, so he took up a position in a civil engineering construction firm. As the recipient of a bursary intended for white students only, he went on to complete an engineering qualification at the University of Cape Town. In his words, it was 'an accident' that he became a civil engineer.



Prof Figaji was coaxed back into lecturing in the engineering faculty at the Peninsula Technikon (Pen Tech). From there, he rose through the ranks to become the vice chancellor of the Peninsula Technikon. In 2005, in line with government policy, the Peninsula Technikon merged with the Cape Technikon to become the Cape Peninsula University of Technology (CPUT).

Leading a higher education institution, according to Prof Figaji, requires ‘energy and focus’ that is often underestimated. Prof Figaji explains that he was able to lead Pen Tech during the turbulent late 1980s and early 1990s by focusing on relationships: relationships with students, lecturers and other stakeholders in the institution, and being present: students ‘need to see you on a regular basis’. Active participation is Prof Figaji’s recipe for leading in the best and worst of times: ‘when students have activities and they invite you and, whether it is Monday or Sunday, you must go!’

Prof Figaji contends that Pen Tech never experienced any destruction of infrastructure as other colleges did because of the relationships he had built before the ‘war’; one cannot, he says ‘build a relationship during the war’. That did not, of course, mean that lines were not drawn: Prof Figaji also says that he has the ‘dubious’ reputation of expelling three Student Representative Council (SRC) presidents, ‘not without stress’, he adds.

The difficulties he foresaw in building relationships and an institutional culture in the context of a larger, merged higher education institution was one of the reasons he opposed the merger so vigorously and ultimately left the institution. He argues that, in the context of first-generation higher education students, smaller is preferable due the support that is required to ensure their success, a claim that is borne out in continuous throughput challenges within the current higher education landscape in South Africa.

Prof Figaji’s journey and experiences no doubt stood JET in good stead during the 22 years he served on the Board. He watched over the terms of JET’s three CEOs and had a firm hand in guiding JET’s transition from grantmaker to social change agent in education.

Acknowledging that JET faced many challenges along the way, Prof Figaji contends that each of the three CEOs brought the strengths necessary to overcome those challenges.

Prof Figaji will be missed at JET for his wisdom, his guidance and his unwavering support of a just education system.



30 YEARS OF IMPACT

Established in 1992, the Joint Education Trust evolved from a fund-holding NGO to a vibrant delivery support organisation and social change agent in education, pioneering change in the education sector. JET believes that ensuring quality education is central to the goal of ending extreme poverty. The organisation's 30-year history shows that it has been a nexus for innovation and change, a national hub for educational enquiry and knowledge-based interventions. As we head into our next 30 years, JET will continue to shape lives and the future of education. Take a look back at our impact, while keeping an eye on the future. Here's to 30 more impactful years!

New relationships strengthened

Networks, partnerships, links, cross country learning, international partnerships

Inter-organisational collaboration

Leading research projects

Programme and project implementation

Project management

RESEARCH COLLABORATIONS



LEADERSHIP AND MANAGEMENT



RESEARCH METHODS

Qualitative and quantitative research, literature reviews, assessments, field surveys, action research



KNOWLEDGE AND EXPERIENCE



RESEARCH UPTAKE



SKILLS



Training and mentoring

Qualitative research, quantitative research, data analysis, monitoring and evaluation, internships, upcoming young managers programme

Value chain

Research, implementation, monitoring and evaluation

CURRENT RESEARCH AREAS

Early childhood development (ECD), school improvement, teacher education, post-school education and training (PSET), interoperability and data ecosystems, innovative funding models for education

Improved understanding

State of education, policy landscape, intersectionality, online communities, digital landscape, gender, feminist approaches

Relationship building

Policy makers, partners, education practitioners, education managers, NGOs, private sector, international development entities, academia

Increasing research visibility

Social media networking, website content, webinars, research reports, blogs, knowledge sharing, training and support, JET Exchanges, dialogues with policymakers, dialogues with practitioners, dialogues with academia

Research dissemination

Research reports, journal articles, books and chapters, JET exchanges, webinars, blogs, conference presentations

03

IMPORTANT MILESTONES FROM 1992 TO 2022



1992
2009

(CEO: Prof Chabani Manganye; Nick Taylor)

- Birth of Joint Education Trust (JET) in January 1992
 - Partnership between over 20 organisations representing business, civil society organisations, political parties and trade unions. Its mission is to support the reconstruction of education in South Africa
 - Prof Chabani Manganye appointed first CEO
- R500m raised to support non-profit organisations (NPOs). Former Barlow Rand Chairman, Mike Rosholt, pivotal in raising R500m for the Trust to disburse to non-profit organisations (NPOs) in the following sectors: early childhood development (ECD), adult basic education and training (ABET), vocational and further education, in-service teacher training and development (INSET), youth development
- 1994: Nick Taylor appointed CEO
- Advances monitoring and evaluation as a practice in South Africa
 - Establishes the practice of programme evaluation as early as 1994. Interest in monitoring and evaluation (M&E) stems directly from the need to provide evidence-based feedback to Board members, funders and other stakeholders
 - Conducts National Audit of Teacher Education
 - Organises the first evaluation conference on INSET, titled *Quality and Validity in INSET Evaluations*
- Provides support to the new democratically elected government in improving the quality of education
 - Phase 1 of the President's Education Initiative: The purpose was to collate and analyse research information to provide input on teaching in large classes and multigrade classes in a multilingual environment
- Research outputs
 - Getting Learning Right: Report to the President's Education Initiative, edited by Nick Taylor and Penny Vinjevoold published
 - Followed by publication of Getting schools working: Research and systemic school reform in South Africa by Nick Taylor, Johan Muller, Penny Vinjevoold
- In 2000 the Trust is wound up. JET Education Services NPC registered
- Expands role as a delivery support organisation using evidence-based research to improve education

2009
2014

(CEO: Godwin Khosa)

- Repositioning of JET Education Services
 - Becomes a service NGO that supports the government, multinational funders, and business entities with interest in education improvement
- Provides fundholding, project management, research, monitoring and evaluation, and the development facilitation services to organisations in the education and training sector
- Extends brief to support the government in improving the quality of education and implementing government education programmes
- Continues policy influence role by managing large-scale school improvement projects. Systemic School Improvement Interventions in South Africa: Some Practical Lessons from Development Practitioners edited by Godwin Khosa published.
- Increased focus on:
 - Research and knowledge-based education improvement interventions: Coordinates the National School Effectiveness Study: Publication of *Creating Effective Schools* authored by Nick Taylor, Servaas van der Berg and Thabo Mabogoane
 - Technical and Vocational Education and Training and youth development: Publication of *Change Management in TVET Colleges: Lessons Learnt from the Field of Practice* edited by Andre Kraak, Andrew Paterson and Kedibone Boka
- Becomes a UNEVOC Centre in 2013
- Instrumental in establishing the National Education Collaboration Trust (NECT) in 2013, in accelerating the pace of national development and achievement of the education targets set out in the National Development Plan (NDP)
- Moves to the Education Hub in 2014

2014
PRESENT

(CEO: James Keevy)

- Mission: to optimise innovation and evidence-based solutions towards quality education through independent and credible research, monitoring and evaluation, and implementation
- Focus on strengthening the organisational culture
 - Achieves Investors of People Accreditation and wins Best Newcomer prize
- Expands global footprint with work in Africa and further afield
 - African Qualifications Framework published
- Boosts interest in monitoring and evaluation (M&E) services offering results-orientated, utilisation-focused M&E, contributing to improved education outcomes
- Strengthens focus on post-school education and training such as qualifications frameworks, skills development, labour migration
- Launches the Post-School Education and Training Collaboration and Learning Opportunities and Utilisation of Data (PSET CLOUD) PSET CLOUD project in collaboration with merSETA. *Interoperable Data Ecosystems: An international review to inform a South African innovation*, by Kelly Shiohira and Barbara Dale-Jones published.
- Founding member of the National Association of Social Change Entities in Education (NASCEE)
- Initiates the #OpenupYourThinking COVID-19 research response in South Africa, also taken up by Southern African Development Community (SADC) and Commonwealth countries
- More significant focus on innovation and technology-based solutions to become Africa's leading educational think-do-tank

A FINANCIAL REVIEW OF JET EDUCATION SERVICES NPC

The Joint Education Trust (JET) was established in 1992 as a partnership between 25 of South Africa's largest businesses (the "initial donors") and representatives from recently unbanned political parties, trade unions, black business associations and the National Education Coordinating Committee¹. The business partners contributed R500 million to be invested in educational projects. The Board was composed of equal numbers of business and community partners, who cooperated in allocating funds to projects aimed at raising the quality of education for poor South Africans and strengthening the relationship between education and the world of work.

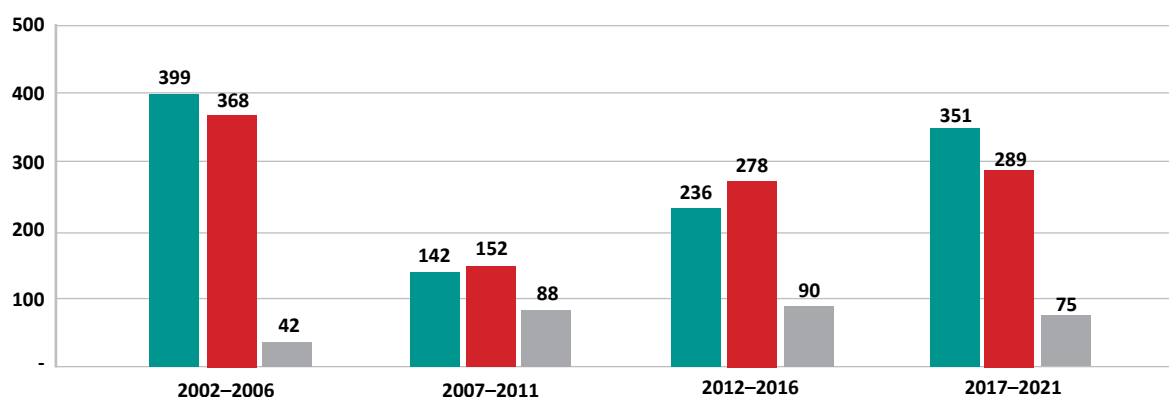
As a donor organisation, the JET secretariat was not expected to generate its own funds but was paid to disburse the money provided by the business partners. This they did very effectively. By the end of 1994, they had already allocated over R100 million, and by the end of the decade, the R500 million had been committed as intended. However, from the earliest days, the secretariat had begun to get involved in undertaking work for the government and a range of local and international donors and by 2000 was close to self-sufficiency in meeting its costs. It was logical, therefore, that the Trust was closed and a new vehicle, JET Education Services NPC, was established to continue the work of the secretariat.

The trends below track the financial performance of JET as a non-profit organisation (NPO) over the operational years 2002-2021:

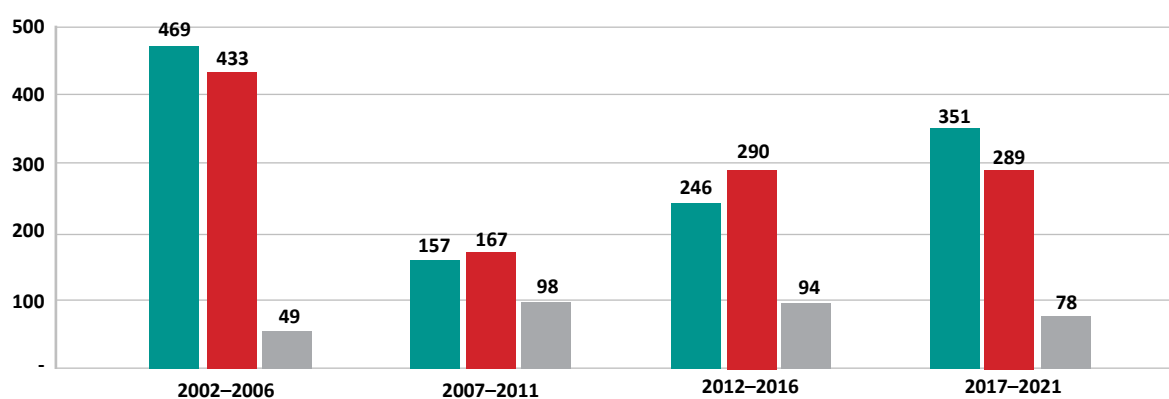


¹ The National Education Coordinating Committee, formerly the National Education Crisis Committee, was established in 1990 to co-ordinate opposition to the apartheid government's education policies and to formulate alternative policies. The NECC was disbanded in 1995.

5-year interval financial performance (Rm)



Inflation-adjusted 5-year interval financial performance (Rm)



■ Project revenue (Rm)
 ■ Project direct expenses (Rm)
 ■ Administration and project indirect overheads (Rm)

Highlights:

- In the early years of JET as an NPO, the remaining grant funds from the Trust were transferred into the new entity and provided JET with a solid start towards financial independence. Financial sustainability has always been a key focus in JET's vision and strategy, which is evident from the average growth in project revenues of 37% from the mid-2000s through to 2021. This can be attributed to JET securing some flagship projects, notably the management of the Anglo American Education Programme, with a committed budget of R510 million for Phase 2 of the project life (2022-2026), and the merSETA PSET CLOUD and Phetogo Programmes (2018-2024), with a budget of R145 million.
- The overall project revenue of R586 million over the last 10 years is indicative of both the investment and commitment towards improving the quality of education in South Africa.
- JET as an NPO has, over the years, managed to control the costs incurred towards administrative expenses due to the implementation of austerity measures, with costs as a percentage of project revenue reduced from an average high of 65% in the late 2000s to an average of 25% in the last five years.
- JET has maintained an unqualified audit opinion through the period 2002 to 2022, and this highlights the strong governance and financial control environment that JET continues to pride itself in.
- JET has maintained a strong solvency ratio over the years under review against the target of 1.5, with accumulated funds as at the end of 31 December 2021 of R18.9 million.

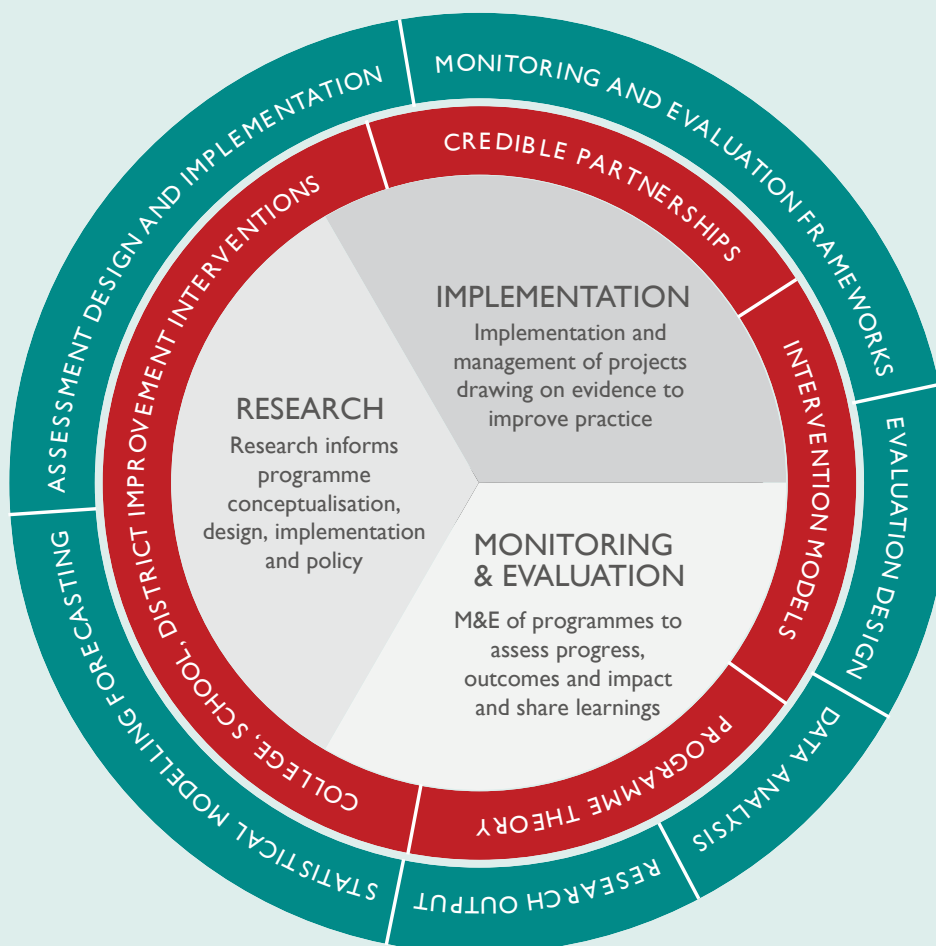
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PROJECT HIGHLIGHTS IN 2021



Value chain: INTRODUCTION

JET offers our clients and partners a value chain of research, implementation and management, and monitoring and evaluation, with each element in the chain reinforcing the other.



Within the JET value chain, we focus on the following key thematic areas:

- Early childhood development (ECD), specifically Gr R teacher development
- School improvement
- Teacher education
- Post-school education and training (PSET)
- Interoperability and data ecosystems
- Innovative funding models for education

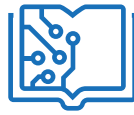
The following section presents some of the project highlights of 2021 and includes some of our ongoing, multi-year projects.



School improvement



Post-school education and training



Interoperability and data ecosystems

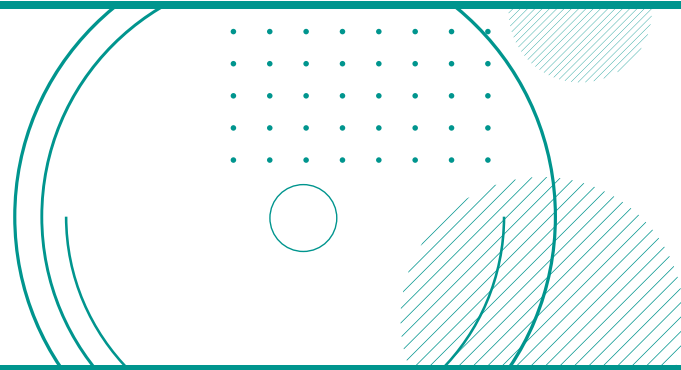


Early childhood development



Teacher education and training

Value chain: IMPLEMENTATION



Anglo American South Africa (AASA) Education Programme

CLIENTS/PARTNERS:

Anglo American South Africa (AASA)

FOCUS AREA:



Early childhood development



School improvement



Teacher education

An initiative of the Anglo American Sustainability Strategy, the complex, multi-year, large-scale AASA Education Programme was launched in 2018, with JET appointed as the overall managing service provider. The programme has three interlinked components: 1). Early Childhood Development (ECD) 2). Whole School Development (WSD) for Primary Schools; and 3). WSD for Secondary Schools. It aims to facilitate a significant positive impact on the educational outcomes of children in at least 100 ECD sites, 70 primary schools and 30 secondary schools local to the Anglo American operations in Mpumalanga, Limpopo and the Northern Cape.

The ECD and WSD components, including infrastructure development, are well under way and on track.

Embedding monitoring and evaluation (M&E) from the start and throughout the programme so that interventions can be refined where needed in order to meet the programme aims is one of JET's key roles. JET has developed an overarching M&E framework for the programme as a whole as well as one for the ECD component. Assessment is a key part of the M&E process, and learner and teacher assessments in the schools have been completed. The results were expected to be available in February 2022. JET has been preparing for the Early Learning Outcomes Measure (ELOM) assessments to be conducted in 2022, in collaboration with Innovation Edge.

Also, in 2021, JET developed a Parental, Community Involvement Learner and Leadership (PCIL) component, for roll out up to 2023. An ICT component driven by the Anglo lead with JET and an addition to the current programme was piloted and phased in.

The JET team worked actively on planning for 2022, which entailed budget planning, revision and renewal of services contracts, and dealing with specific performance matters which pose a risk to the programme. Phase 2 of this programme will commence from 2022 up to 2026.

Grade R Language and Mathematics Improvement Programme

CLIENTS/PARTNERS:

Gauteng Education Development Trust (GEDT), Maitri Trust, USAID, Zenex Foundation

JET THEMATIC AREA:



School improvement



Teacher education

The GEDT, in collaboration with the Gauteng Department of Education (GDE), initiated the Grade R Teacher Development Project, with JET as managing agent.

The focus of the programme is early learning in home language, and it is designed to benefit teachers and learners at classroom level.

Implementation of the programme was delayed due to COVID-19, and 2021 was therefore used to fast-track the development of materials, specifically the versioning of concept guides and training materials for training of trainers and teachers. Master language trainers were engaged and trained.

Also due to COVID-19, the project was redesigned to accommodate an online platform for the provision of a hybrid implementation model where necessary.

Other activities included developing an advocacy strategy and materials and planning for the orientation and training of Grade R teachers.

Jala Peo Food Gardens Project

CLIENTS/PARTNERS:

Tshikululu Social Investments, WesBank, FirstRand Foundation

JET THEMATIC AREA:



School improvement

The multi-stakeholder pilot project to improve nutrition and education by facilitating the establishment and maintenance of thriving school food gardens in identified schools and improve the status of agriculture, build human capital around agriculture in communities and share and replicate best practices concluded at the end of June. While internal metrics indicate overall positive outcomes in schools and communities, an external evaluation has been undertaken and areas for improvement highlighted for consideration since the project has potential for replicability in other districts or as an attachment to other projects.

With funding from the FirstRand Foundation, the pilot was extended for an additional year (July 2021 - June 2022), with a greater emphasis on sustainability and sustainable livelihoods in communities.

MRP Foundation School Improvement Programme

CLIENTS/PARTNERS:

MRP Foundation

JET THEMATIC AREA:



School improvement



Teacher education

Co-funded by the Liberty Community Trust, the programme has been implemented since 2019 in 98 primary schools in KwaZulu-Natal, the Western Cape, Gauteng and the Free State. The holistic project's key focus areas are: School Management and Leadership; Educator Development; Learner Development; Parental Involvement. A notable feature is the use of the eMpela e-learning programme developed by JET and Conda Technologies for teacher development.

In 2021, implementation was delayed by restricted access to schools, still in place as a result of the COVID-19 pandemic. Equally, teachers were under a lot of pressure due to the "platooning" of learners required to comply with social distancing measures. The programme had to be continually readjusted in order to respond to the challenges, and only 50% of the Grade 3 and Grade 6 learners were able to participate in the planned annual mathematics assessment. The adapted mode of contact using electronic and social media platforms that principals had been trained to use by JET served the project well. At the beginning of Term 4, JET teams were conducting more regular weekly sessions with individual schools and more traditional workshops were possible for clusters of school management teams from different schools.

In terms of the e-learning teacher training programme, by the end of Term 2, the system had recorded a total of 2 255 individual log ins from Grade 1-7 English first additional language (EFAL), mathematics and natural science teachers, with an average of 33 minutes spent on the programme each week. The results of the Term 1 and 2 pre/post assessments involving 958 EFAL and maths teachers indicated that the teachers were benefiting from participating in the programme.

In the Foundation Phase, the teachers received support from a coach and were supplied with sets of Curriculum and Assessment Policy Statement (CAPS) aligned resources and materials. They received videos and infographics weekly showing them how to use the resources as part of their teaching. Feedback indicated that the teachers have grasped the concept of using practical games and activities in the classroom, with a WhatsApp group of 235 educators who requested resources. A positive development was that teachers began to adapt and make their own resources for their classrooms. The project has resulted in the building of a substantial resource base for the participating schools.

Plans and a budget for the roll out of the sustainability programme for 2022 were developed and submitted, with the emphasis on consolidating all aspects of the programme and ensuring that the schools are in a position to adopt the practices of the implementation once the programme comes to an end in December 2022.

Post-school Education and Training Collaboration and Learning Opportunities and Utilisation of Data (PSET CLOUD) Programme

CLIENTS/PARTNERS:

JET Education Services,
Manufacturing, Engineering and
Related Services Sector Education and
Training Authority (merSETA)

JET THEMATIC AREA:



Post-school education
and training (PSET)



Interoperability and
data ecosystems

The PSET CLOUD project initiated by JET in collaboration with the merSETA in 2019 has grown steadily and is now one of the largest projects JET is managing. The project aims to promote the interoperability of data and systems, including the adoption of new technologies such as artificial intelligence, blockchain and big data capabilities in solving complex problems. March 2021 saw the commencement of the third year of the project, during which activities included procurement of service providers, setting up the PSET CLOUD website, a scenario planning exercise facilitated by Reos Partners, work on the development of a minimum viable product (MVP) and a governance note on the organisational form of the PSET CLOUD. In addition, direct engagements with key government agencies took place.

Workstreams included: business process optimisation, data governance and data systems analyses; a change management process undertaken by the merSETA to foster ownership of and a sense of pride in the initiative; governance; and technology and enterprise architecture development. While driving delivery across the six workstreams, a concerted effort was made to align the work with the merSETA's Organisational Transformation programme as well as the collation of data/information to inform the requirements for the National Skills Development Management System (NSDMS) 2.0.

JET provided ongoing support to the PSET CLOUD team to ensure integration and alignment of activities between the two workstreams. See: <http://psetcloud.org.za/>

Sesotho and isiZulu Reading Project

CLIENTS/PARTNERS:

Department of Higher Education and Training, Nedbank

JET THEMATIC AREA:



Teacher
education

The Sesotho and IsiZulu Reading Project (SIRP) was conceived by the Literacy Working Group of the Primary Teacher Education Project (PrimTEd). The project, housed at the Centre for African Language Teaching (CALT@UJ) at the University of Johannesburg, a DHET-funded initiative to support African language teaching in South Africa is managed by JET. The project entails developing reading courses aimed at teaching student teachers how to teach reading in Sesotho and isiZulu. The courses will each include six modules of the different aspects of reading pedagogy, teaching materials and sets of terminology. The modules are first being developed in English, making them available for versioning into all African languages, and will first be versioned into the two target languages. By the end of 2021, a reading programme consisting of 7 modules in English, Sesotho and isiZulu for use in Bachelor of Education courses for primary school teachers was completed.

Teacher Choices in Action

CLIENTS/PARTNERS:

University of the Witwatersrand, Department of Higher Education and Training (DHET)

JET THEMATIC AREA:



Teacher
education

JET provided governance and data services to support the design, development, deployment, maintenance and management of teaching practice modalities to provide quality supplementary teaching practice experiences for students in initial teacher education necessitated by the COVID-19 pandemic and the national lockdown. Development of the programme was led by Prof Lee Rusznyak of Wits and has been approved by the DHET.



Value chain: MONITORING AND EVALUATION (M&E)

Commonwealth of Learning (COL) Cost benefit analysis

CLIENTS/PARTNERS:

Commonwealth of Learning (COL)

JET THEMATIC AREA:



School
improvement

JET was appointed to conduct an analysis of the value for money (VfM) achieved by COL interventions to support the establishment of open schooling (OS) programmes in selected countries. Between 2012 and 2015, COL financed a series of such interventions in Vanuatu and Belize. Following an external mid-term review, in 2018, a new model of working directly with Ministries to promote OS using digital resources and platforms was introduced in Belize and Vanuatu as well as in Mozambique, Malawi, Trinidad and Tobago and Zambia, and the interventions were planned to run until 2021. At the end of this six-year period, COL sought to assess the impact of its support in these countries and to compare the costs and outcomes of the two models/approaches. JET conducted a Social Return on Investment (SROI) Analysis of support from COL for the Open and Innovative Schooling Model. The report was well received and COL and JET hosted a successful webinar at which the findings were presented. COL's contribution to the OIS programme is perceived to have significantly contributed to the success noted so far in the five countries under study, justifying a case for continued funding.

Midterm Evaluation of the Columba Leadership Project

CLIENTS/PARTNERS:

Columba Leadership

JET THEMATIC AREA:



School
improvement

The Columba Leadership Project is designed to bring about change at the school level by improving school culture and leadership among learners. JET is conducting a mid-term evaluation of the implementation of the Columba Leadership model in ten schools in the Western Cape, KwaZulu-Natal and Gauteng. The evaluation is designed to assess the continued relevance of the intervention and progress made towards developing work readiness skills, enhancing employability and developing other 21st century skills and highlight areas of improvement.

In 2021, the project inception report was prepared and signed off, and evaluation instruments were reviewed and accepted by the Columba team. School level fieldwork, data collection and data analysis were also under way.

Monitoring and Impact Evaluation of Jakes Gerwel Foundation (JGF) Fellowship Programme

CLIENTS/PARTNERS:

Clients/Partners: Jakes Gerwel Fellowship (JGF)

JET THEMATIC AREA:



Post-school
education and
training (PSET)



Teacher
education

The evaluation is a five-year longitudinal study (2021-2026) of the impact of the Jakes Gerwel Fellowship Programme, a programme that awards university scholarships to high-caliber prospective teaching students. The Foundation supports the recipients of the scholarships (Fellows) and enables their development. The first phase of project activities in 2021 included: observation of the scholarship selection processes, a review of the Newly Qualified Teacher Competency Framework and a theory of change workshop.

National Education Collaboration Trust District Improvement Programme (DIP) Monitoring and Evaluation Framework

CLIENTS/PARTNERS:

National Education Collaboration Trust (NECT)

JET THEMATIC AREA:



School improvement

The DIP, Programme 1 of the NECT, aims to improve the quality of teaching, learning and management of schools as well as the effectiveness of support and monitoring provided to schools by districts.

JET has been working on developing the DIP's M&E framework.

Theories of change were developed for three workstreams (reading & literacy, curriculum recovery, and research & development) as well as logic models for eight programmes. Draft logic models were developed for three other work streams (learner wellbeing, institutionalisation and union collaboration) and workshops were held to refine the Theories of Change..

National Education Collaboration Trust Monitoring and Quality Assurance (MQA)

CLIENTS/PARTNERS:

National Education Collaboration Trust (NECT)

JET THEMATIC AREA:



School improvement

MQA falls under Programme 8 of the NECT's eight programmes, which is designed to provide the NECT with information that drives performance and accountability. The dedicated JET MQA team was involved in the Teaching Mathematics with Understanding Programme, targeting Grades 1 to 3 and Grades 4 and 5, piloted in the Eastern Cape, Limpopo, and KwaZulu Natal in 6 districts identified by the DBE.

The MQA team also supported the DBE's Second Additional Language (SAL) rollout. Schools were identified where a second additional language was being taught at Intermediate Phase level, with the focus in 2021 on Grade 4. A sample of schools was drawn for a baseline, and an Early Grade Assessment was conducted to assess how learners were progressing.

In addition, the MQA team supported the DBE's roll out of the Remote Digital Learning Campaign, focusing on the WOZA MATRICS programme for Grade 12 learners and the Tswelopele campaign for learners in the General Education and Training and Further Education and Training Phases. Surveys were conducted amongst Foundation Phase teachers and parents as well as among Grade 9 and 11 learners and teachers.

Pilot of the Installation, Repair and Maintenance (IRM) Programme

CLIENTS/PARTNERS:

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), National Business Initiative (NBI), Nedbank

JET THEMATIC AREA:



Post-school education and training (PSET)

JET began conducting a developmental evaluation for the IRM initiative in 2020. This initiative seeks to address the mismatch between supply and demand for entry into technical pathways by creating new and expanded pathways into various jobs, especially in Small- and Medium-sized Enterprises (SMEs), and expand opportunities for unemployed youth to improve their employability and career pathways.

In 2021, the focus was on developing an M&E framework for the programme.

Programme for Improvement of Learning Outcomes (PILO) Embedding Process

CLIENTS/PARTNERS:

PILO

JET THEMATIC AREA:



Teacher education

PILO has been implementing a programme to improve learning outcomes through improved curriculum coverage and curriculum management in KwaZulu-Natal since 2015. In 2021, PILO began implementing a specific embedding initiative to ensure that the programme is integrated into the KwaZulu-Natal Department of Education's processes, structures and routines. JET is the evaluation partner for the two-year evaluation of the embedding initiative.

Sanlam Foundation Education Strategy Project

CLIENTS/PARTNERS:

Sanlam Foundation

JET THEMATIC AREA:



Early childhood development



School improvement

The Sanlam Foundation approached JET to design an evidence-based strategy for their corporate responsibility investment/grant work in education. JET developed a strategy with a pipeline focus on early childhood development, Grade R, and primary and secondary school. We also developed an expression of interest (EOI) framework and document to invite potential implementing partners to register with Sanlam. Further, JET reviewed the project's M&E learning tools and made recommendations for changes and refinements. JET is providing ongoing support in the implementation of Sanlam's grant selection and induction processes and is assisting with refining and quality assuring Sanlam's M&E work.

Systemic Improvement in Language and Numeracy (SILN) Programme

CLIENTS/PARTNERS:

Department of Basic Education (DBE) and the ZENEX Foundation

JET THEMATIC AREA:



School improvement

JET was appointed to undertake a process, outcomes and impact evaluation of the SILN programme being implemented in the Ehlanzeni and Nkangala districts of Mpumalanga over the period 2020-2022. The main objective of the evaluation is to establish the efficacy of the programme in improving teacher pedagogy, school management team and subject advisor support for teachers, and learner outcomes.

The evaluation is also intended to develop a deep understanding of how the model used in this programme (i.e. district wide initiative with multiple intervention streams) works, and how it influences teaching and learning processes and outcomes.

Implementation of the evaluation in 2020 was severely delayed by COVID-19 and various administrative issues. Given the delays, the implementation period was moved to 2021-2023. Implementation began with the following data collection activities: A survey to confirm the schools' biographical information such as school facilities, teacher information and language of learning and teaching (LoLT); a sample of Grade 1 home language, English first additional language (EFAL) and mathematics learner books per teacher was collected for analysis; a sample of Grade 2 learners was randomly selected to participate in the Early Grade Reading Assessment (EGRA) or the Early Grade Mathematics Assessment (EGMA) in preparation for the baseline in January/February 2022.

Tracer Study of Beneficiaries of 10 Projects Funded Under the Jobs Fund Enterprise Development (ED) and Support for Work Seekers (SFW) Funding Windows

CLIENTS/PARTNERS:

Government Technical Advisory Committee (GTAC); Jobs Fund

JET THEMATIC AREA:



Post-school education and training (PSET)

In April 2018, the Jobs Fund appointed JET to undertake a three-year longitudinal tracer study of beneficiaries of 10 projects funded under the Enterprise Development (ED) and Support for Work Seekers (SFW) Funding Windows. The study, one of JET's flagship projects, aimed to identify the characteristics of funded projects and job creation models that were effective and had the potential for replication and scalability. The study also assessed the cost effectiveness of the different project models relative to the outcomes enjoyed by beneficiaries with respect to employment and job creation. Wave 1 was finalised in January 2020, and Wave 2 in 2021. The third and final wave of data collection was also completed, with a total of 591 ED beneficiary surveys, 1 131 SFW beneficiary surveys and 13 qualitative interviews being conducted between 26 July and 1 September 2021. The Wave 3 report reflects the three years of data collection and provides insights into employment, work seeking, entrepreneurial activity and small business development over the three-year period and also considers the impact of COVID-19 on these activities.

Value chain: RESEARCH



African Continental Qualifications Framework

CLIENTS/PARTNERS:

African Union (AU), European Union (EU), European Training Foundation (ETF), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

JET THEMATIC AREA:



Post-school education and training (PSET)

In 2019, JET began working on the mapping study of qualifications frameworks in Africa aligned to the African Union's "Agenda 2063: The Africa We Want".

The country reports and the final consolidated mapping study report were completed at the end of 2020. The documents were finalised for publication in 2021 and published in English, French and Portuguese. They can be found on the ACQF website at: <https://acqf.africa/resources/mapping-study>

The project has positioned JET very well internationally, and in 2021, JET was asked to work on taking this work forward through supporting African countries to engage meaningfully with the ACQF. JET began work on developing training modules for supporting the dissemination and application of the ten ACQF Guidelines.

African School Curriculum Survey

CLIENTS/PARTNERS:

African Union Commission (AUC), African Continental Qualifications Framework (ACQF), African Curriculum Association (ACA), Continental Education Strategy for Africa (CESA) Curriculum Cluster, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

JET THEMATIC AREA:



Early childhood development



School improvement



Post-school education and training (PSET)

JET developed a curriculum mapping report for the *African School Curriculum Survey: Frameworks and Practices in Africa: Creating Baseline Evidence*. This project was initiated by the AUC and the ACA, the coordinator of CESA. The project's main objective is to take stock of and update evidence on the current curriculum frameworks and practices. The mapping study sought to map the status of and developments in school curricula, identify the different curriculum policies and practices in terms of application, trends, similarities and divergences and delineate the interactions of the curricula with national qualifications frameworks of African Union Member States

The research encompassed aspects of Early Childhood Care and Development & Education (ECCDE), School Education and Technical and Vocational Education and Training (TVET). The conclusions and findings are intended to inform the design of an African Continental Curriculum Framework to serve as a basis for the harmonisation of curricula across AU Member States.

This joint initiative between the CESA Curriculum Cluster and the ACQF project confirms the common interest in better aligning and informing curriculum development and content, with the overall objective being to improve the quality and relevance of all levels of the education systems in AU Member States.

Barriers To Effective Labour Mobility in the African Leather Industry

CLIENTS/PARTNERS:

International Labour Organization (ILO)

JET THEMATIC AREA:



Post-school education and training (PSET)

The ILO and its partners commissioned this project to investigate the potential role of the recognition of prior learning (RPL) and skills in facilitating migrant work seekers' access to employment opportunities, specifically in leather sector occupations. Leather sector occupations were selected for this project because the African leather sector has been identified as an important contributor to future expansion of the African manufacturing sector based on strategic advantages such as local access to plentiful supply of quality hides that can be benefited on the continent. In this context, RPL is taken to be of potential value in facilitating mobility as well as migration of leather workers.

The fieldwork was undertaken by local experts in six African countries: Ethiopia, Ghana, South Africa, Kenya, Ivory Coast and Rwanda. The research took place during the COVID-19 pandemic, which placed some limitations on the fieldwork. This, coupled with the paucity of data on the movement of migrants in the leather sector in Africa, required the research team to carefully consider the most appropriate research design.

The findings of the study suggest that RPL can only play a minor role in enabling access to employment opportunities in the leather industry in Africa. Familial connections and kinship networks were found to be the most important factors for employment. Further, an enabling continental policy environment would go a long way to building a system of skills recognition for Africa. The final report is to be published by the ILO.

Bridging Innovation and Learning in Technical and Vocational Education and Training (BILT)

CLIENTS/PARTNERS:

UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC)

JET THEMATIC AREA:



Post-school education and training (PSET)

JET was the lead expert (micro-level) of a group of selected participants from the TVET community tasked with addressing the needs and interests of TVET schools, companies and other TVET stakeholders with regard to new qualifications and competencies as part of this project. The research work was completed in 2021 and the reports published. JET's contribution to the three-volume report was: Volume 3 titled : *TVET Delivery: Providing Innovative Solutions*. See: <https://unevoc.unesco.org/bilt/BILT+Library/lang=en/akt=detail/qs=6570>

Building Better TVET Systems: From Principles to Practice

CLIENTS/PARTNERS:

World Bank, International Labour Organization (ILO), UNESCO

JET THEMATIC AREA:

This project is a collaboration between the World Bank, ILO, and UNESCO to support improved performance of TVET systems in low- and middle-income countries. Thematic areas of work include technology, teachers, skill needs, apprenticeships and assessment and qualifications. JET, working closely with experts responsible for the other thematic areas, undertook work on improving the assessment and certification of competences in TVET. A literature review, expert consultations through virtual focus group interviews, undertaking country case studies and conducting workshops were some of the activities undertaken. A report with recommendations for future policy options and TVET reforms was submitted.

International Standard Classification of Teacher Training Programmes ISCED-T 2021

CLIENTS/PARTNERS:

UNESCO Institute for Statistics (UIS)

JET THEMATIC AREA:



Teacher
education

The purpose of ISCED-T is to establish internationally agreed categories for the production of cross-nationally comparable statistics on teacher training. In April 2021, UIS contracted JET to review the work to date on ISCED-T 2021 in preparation for presentation to and consideration of the document by the 2021 UNESCO General Conference.

Teacher Internship Collaboration South Africa (TICZA)

CLIENTS/PARTNERS:

Zenex Foundation, Maitri Trust, Tutuwa, Absa Group

JET THEMATIC AREA:

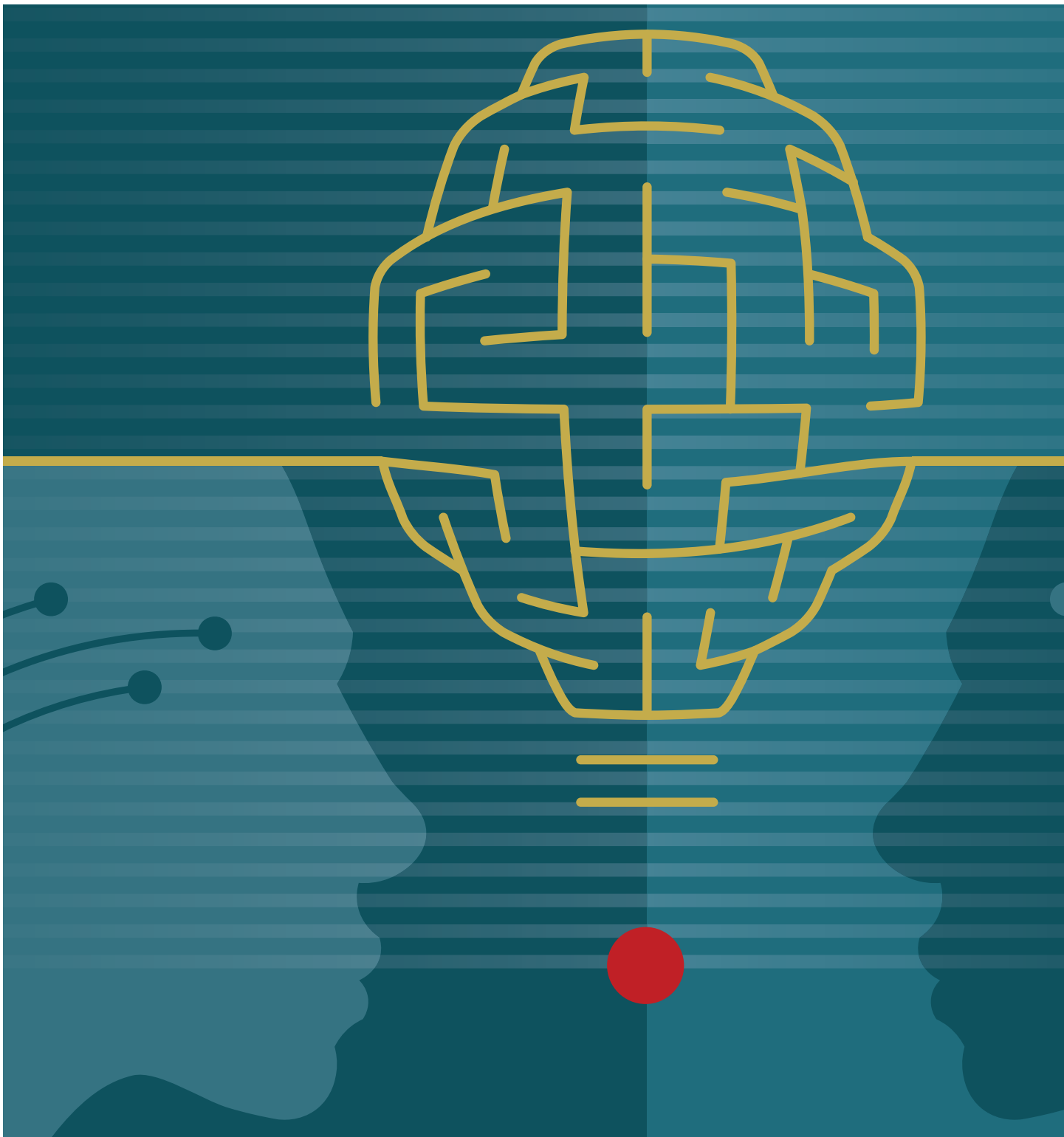


Teacher
education

TICZA was conceived as a collaboration between government, academia, the private sector and implementers to drive innovation and continuous improvement in teacher education. The collaboration aims to improve the quality and scale of internship-based initial teacher education programmes through refining, implementing and evaluating four internship-based teacher education models at scale. The 2021 inception year focused on setting up the necessary structures, systems and networks. JET has been working in collaboration with Trialogue and the Bertha Centre for Social Innovation and Entrepreneurship at the University of Cape Town to convene and deliver this important project. Meetings have included representatives from the DBE, DHET, South African Council for Educators (SACE), unions and teacher internship implementers as well as funders. Work has begun on a sector mapping and M&E Framework and setting up communities of practice for implementers, and an initial literature review was completed.



SHARING OUR KNOWLEDGE IN 2021



Webinars and seminars

Staff participated in the following webinars and seminars in 2021.

- ACQF 12th Peer Learning Webinar: James Keevy and Zaheedah Vally presented preliminary findings from the School Curriculum Mapping Study.
<https://acqf.africa/capacity-development-programme/webinars/acqf-12th-peer-learning-webinar>
- British Council TVET Toolbox Conference: James Keevy chaired a panel on: Safeguarding the interests of learners
- National Association of Social Change Entities in Education (NASCEE) Breakthrough Conference 2021: James Keevy presented closing remarks as outgoing chairman.
<https://nascee.org.za/news-events/nascees-the-breakthrough-event-summary-report-1>
- 2nd Bridging Innovation and Learning in TVET conference, co-hosted by the UNESCO-UNEVOC BILT team and the University of Cape Coast, Ghana: Kelly Shiohira moderated a session on Implementing new qualifications and competencies through new teaching and training approaches and participated in the panel Connecting the three I's: main learnings from the breakout sessions.
<https://unevoc.unesco.org/bilt/Bridging+africa+and+Europe+June+2021>
- JET hosted an online evaluation hackathon, a collaborative learning event, on behalf of the South African Monitoring and Evaluation Association (SAMEA) in partnership with United Nations Children's Fund (UNICEF), National Association of Social Change Entities in Education (NASCEE) and the Department of Planning, Monitoring and Evaluation (DPME). The themes addressed were: Monitoring and evaluation in times of crisis and Addressing the systemic crises facing South Africa. Reports can be found on the SAMEA website.
<https://www.samea.org.za/evaluation-hackathon-reports>
- JET Education Services, in cooperation with and supported by the UNESCO Regional Office for Southern Africa (UNESCO ROSA), the SARChI Chair in Global Change and Social Learning Systems' Transforming Education for Sustainable Futures (TESF) project at Rhodes University and the Open Society Foundation hosted a webinar on Education for Sustainable Development (ESD) and COVID-19 in Southern Africa. The topic of the discussion was Intersecting perspectives on why water, food, and livelihoods matter in transforming education for sustainable futures. The webinar provided an opportunity to discuss, debate, and engage with the key challenges underpinning ESD as an integral element of quality education within the SADC Region.
<https://tesf.network/webinar-education-for-sustainable-development-and-covid-19-in-southern-africa/>
- The Commonwealth of Learning and JET hosted a webinar on Social Return on Investment Analysis of Support from the Commonwealth of Learning for the Open and Innovative Schooling Model.
<https://youtu.be/lyInTG3H6WI>

Published reports and papers

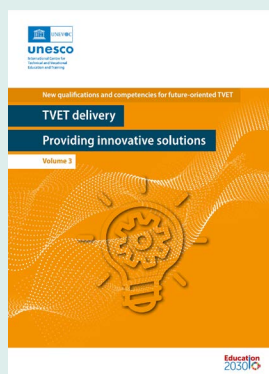
As part of a knowledge building organisation, JET staff contributed to or authored the following publications.



Brey, Z, Brownell, K, Motala, N. (2021). *Centres of Specialisation (CoS) Programme midterm evaluation*. DHET TVET Research Programme.

Evaluation report presenting the outcome of the evaluation conducted by JET in partnership with Trialogue of the DHET's Centres of Excellence Programme being implemented in TVET colleges, a strategic and important programme designed to contribute to improving skills in South Africa.

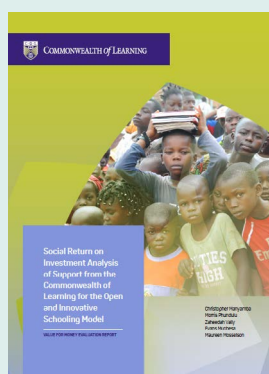
[https://www.dhet.gov.za/ResearchNew/TVET%20Research%20Programme/Centres%20of%20Specialisation%20\(CoS\)%20Programme%20Midterm%20Evaluation.pdf](https://www.dhet.gov.za/ResearchNew/TVET%20Research%20Programme/Centres%20of%20Specialisation%20(CoS)%20Programme%20Midterm%20Evaluation.pdf)



Keevy, J, Shiohira, K, with Matlala, R & Molokwane, P. (2021). *New qualifications and competencies for future-oriented TVET: TVET delivery. Volume 3: Providing innovative solutions*. Germany: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

Report for the UNEVOC Bridging Innovation and Learning in Technical and Vocational Education and Training (BILT) project.

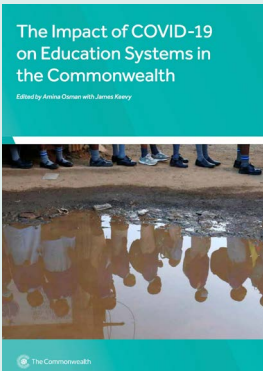
https://unevoc.unesco.org/pub/new_qualifications_and_competencies_for_future-oriented_tvete_-_vol_3.pdf



Manyamba, C., Phundulu, M., Vally, Z., Muchesa, E., & Mosselson, M. (2021). *Social return on investment analysis of support from the Commonwealth of Learning for the Open and Innovative Schooling model. Value for money evaluation report*. Commonwealth of Learning.

Report prepared by JET on the evaluation of the impact of the Commonwealth of Learning's interventions in open and innovative schooling (OIS) in the period 2018-2021. The evaluation entailed an online quantitative study conducted in Belize, Malawi, Mozambique, Trinidad and Tobago, and Zambia, followed by a contextual cost-benefit analysis and a social return on investment (SROI) analysis.

<https://oasis.col.org/handle/11599/3934>



The Impact of COVID-19 on Education Systems in the Commonwealth

Edited by Amelia Osman with James Keevy



Osman, A & Keevy, J (eds). (2021). *The impact of COVID-19 on education systems in the Commonwealth*. London: Commonwealth Secretariat.

The Commonwealth Secretariat adopted JET's COVID-19 research response initiated in 2020 to engage and mentor young researchers during lockdown and contribute to thinking about the implications of the COVID-19 pandemic for the education sector. The resulting publication reflects the eleven studies commissioned, with each chapter providing some background and context to the research, study methodology, and summarised findings. Recommended solutions are offered to offset the pressures and challenges caused by the pandemic.

https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/The%20Impact%20of%20COVID-19_UPDF.pdf



Research in a time of COVID-19: Lessons from Southern Africa

Synthesis Report of the #Openupyourthinking Researchers' Challenge

Cathy Pereira, Pat Sullivan and Umar Kapari
June 2021

Pereira, C, Sullivan, P & Kayari, U. (2021). *Research in a time of COVID-19: Lessons from Southern Africa: Synthesis report of the #Openupyourthinking Researchers' Challenge*.

The SADC Researchers' Challenge project that began during the COVID-19 lockdown in 2020 ended in April 2021 when the last of the 6 theme reports was finalised and released at a UNESCO Regional Office for Southern Africa webinar. JET compiled a synthesis report that consolidated the acquired knowledge generated. The report was published with the support of the UNESCO Regional Centre for Southern Africa.

<https://www.jet.org.za/resources/sadc-research-in-a-time-of-covid-19-synthesis-report-finalv2-1.pdf/view>



PSET SCENARIOS 2021-2030

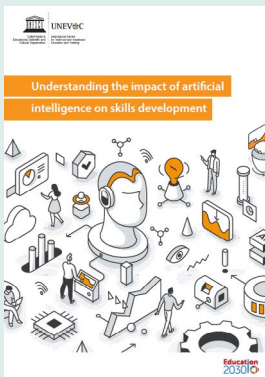
A guide on using scenarios to align skills supply & demand through interoperable data platforms

Produced by Reos Partners in partnership with JET Education Services and merSETA | April 2021

Reos Partners, JET Education Services & merSETA. (2021). *PSET SCENARIOS 2021-2030: A guide on using scenarios to align skills supply & demand through interoperable data platforms*. Johannesburg: Reos Partners, JET Education Services & merSETA.

A scenario planning guide developed by Reos Partners to design and facilitate an exercise of co-creating scenarios with stakeholders in the PSET CLOUD project. The purpose was to foster inclusivity, partnerships and consultation and to build greater transparency, trust and credibility within the PSET ecosystem and the PSET CLOUD initiative.

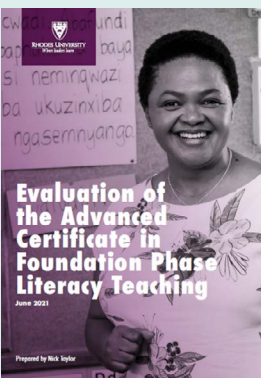
https://www.jet.org.za/resources/jet-scenario_final_web-1.pdf/download



Shiohira, K with Keevy J. (2021). *Understanding the impact of artificial intelligence on skills development*. UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.

A synthesis of research by members of the UNEVOC Network on current trends, programmes, policies and uses of artificial intelligence (AI) in technical and vocational education and training. It covers developing and developed contexts across six continents and is intended to be a resource on the future of intermediate-level workers and TVET for lecturers, students, administrators, policymakers, programme implementers and lifelong learners interested in examining the opportunities and challenges presented by AI.

https://unevoc.unesco.org/pub/understanding_the_impact_of_ai_on_skills_development.pdf



Taylor, N. (2021). *Evaluation of the Advanced Certificate in Foundation Phase Literacy Teaching*. Rhodes University.

This reports on the evaluation of the Advanced Certificate in Foundation Phase Literacy Teaching (AdvCert), a 120 credit, two-year, part-time course at Level 6 on the NQF. The evaluation study recommends the continuation of the programme, which was developed by the Centre for Social Development at Rhodes University and Funda Wandu, and its inclusion into B Ed programmes for full-time student teachers intending to teach in primary schools.

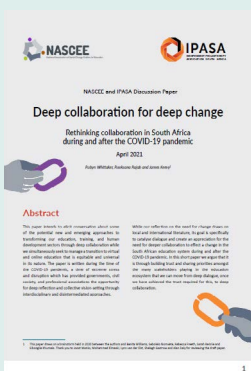
https://fundawande.org/img/cms/news/Rhodes_Evaluation%20of%20the%20Advanced%20Certificate%20in%20Foundation%20Phase%20Literacy%20Teaching.pdf



West, P.G. & Beukes, C.J. (2021). *Digital governance advisory note*. Johannesburg: JET Education Services and merSETA.

Governance note discussing and offering recommendations on the institutional form and governance considerations for the establishment of the PSET CLOUD as an entity as we look towards the realisation of the PSET CLOUD vision by 2024.

https://www.jet.org.za/resources/pset_cloud_web-final.pdf/download



Whittaker, R., Rajab, R., & Keevy, J. (2021). *Deep collaboration for deep change: Rethinking collaboration in South Africa during and after the COVID-19 pandemic*. NASCEE and IPASA Discussion paper.

A paper to elicit conversation about new and emerging approaches to transforming our education, training and human development sectors through deep collaboration. The authors argue that building trust and sharing priorities amongst stakeholders in the education ecosystem will enable deep dialogue and a shift to deep collaboration.

https://nascee.org.za/resources/nascee-and-ipasa_deep-collaboration-for-deep-change.pdf

Journal articles

Chidi, B.L., Khoza, H. C., & Matlala, L.S. (2021). Do we need 'triggers' to embrace online teaching and learning in higher education?. *African Perspectives of Research in Teaching and Learning*, 5, 20-26

The article argues that South African higher education institutions have adopted online teaching and learning in response to 'triggers' such as the #FeesMustFall student protests and the COVID-19 pandemic resulting in "a pseudoembrace of technological advancements". It further argues that these instances should be seen as "opportunities to learn, plan for, and mitigate the impact of future triggers or circumstances".

Paterson, A., Herholdt, R., Keevy, J., & Akoobhai, B. (2021). Assessing work-based values: The missing link in improving youth employability. *Journal of Vocational, Adult and Continuing Education and Training*, 4(1), 21-21.

The article focuses on the assessment instrument designed to measure the effects of a programme piloted in South Africa and Kenya for TVET college students designed to improve students' understanding of and insight into their own values and how these inform their behaviour in the workplace.

Taylor, N. (2021). The dream of Sisyphus: Mathematics education in South Africa. *South African Journal of Childhood Education*, 11(1), 1-12.

The paper attempts to understand the reasons for poor performance of learners in mathematics in South Africa and to explore avenues for improvement.

JET Exchanges

JET publishes JET Exchanges to share some of the knowledge and insights gained through our work and to share new ideas and new learnings on a chosen topic.

1/2021: **How can PISA for Schools be of use to South Africa?** By Nick Taylor.

<https://www.jet.org.za/resources/how-can-pisa-for-schools-be-of-use-to-south-africa-final.pdf/view>

2/2021: **Access to internet connectivity – the rights of learners in the post-COVID era in South Africa.** By Tadiwanashe Murahwi and Simphiwe Ntuli.

https://www.jet.org.za/resources/jet-exchange_digital-rights_final_web-1-2.pdf/download

3/2021: **Parental involvement for school improvement: A South African perspective.**

By Craig Gibbs, Aynur Sahin and Amkelwa Mapatwana.

https://www.jet.org.za/resources/jet-exchange_parental-involvement-for-school-improvement_final.pdf/download

4/2021: **Effects of the COVID-19 pandemic on children: Learning and other losses.** By Zahraa MacDonald and Nick Taylor.

https://www.jet.org.za/resources/jet-exchanges-learning-and-other-losses-due-to-covid-19_final.pdf/download

Book chapters

Dale-Jones B and Keevy J. (2021). Digital credentials: Discussions on fluency, data privacy and the recognition of learning in higher education beyond COVID-19. Chapter 9 in Venter, M & Hattingh, S (eds). *Learning for a Better Future: Perspectives on Higher Education, Cities, Business & Civil Society*. Centre for Local Economic Development. AOSIS Publishing.

<https://books.aosis.co.za/index.php/ob/catalog/book/214>

The advent of COVID-19 and recent development in technology and education have brought digital credentials to the fore as being useful and even necessary for global citizenship and mobility. This chapter examines data privacy and the concept of self-sovereign identity in education in the new digital age.

ABRIDGED ANNUAL FINANCIAL STATEMENTS



Abridged financial statements

JET Education Services received an unqualified audit opinion for the 31 December 2021 financial year. The financial information that follows is derived from the fully audited set of financial statements which is available on request.

Abridged statement of financial position as at 31 December 2021

	2021 R	2020 Restated * R
ASSETS		
Non-Current Assets		
Property, plant and equipment	18 957 398	18 937 845
Intangible assets	637 656	96 088
Investment property	8 073 386	8 073 386
Lease smoothing asset	18 561	18 561
	27 687 001	27 125 880
Current Assets		
Trade and other receivables	25 835 315	10 756 752
Cash and cash equivalents	4 311 975	8 745 208
	30 147 290	19 501 960
TOTAL ASSETS	57 834 291	46 627 840
Funds and Liabilities		
Funds		
Accumulated funds	18 957 823	18 351 195
Liabilities		
Non-Current Liabilities		
Finance lease liability	250 935	250 935
Secured bank access facility	423 389	-
	674 324	250 935
Current Liabilities		
Finance lease liability	32 530	108 255
Secured bank access facility	1 460 417	-
Funds received designated for projects	13 957 591	14 468 052
Trade and other payables	20 343 987	10 810 283
Provisions	2 407 619	2 639 120
	38 202 144	28 025 710
Total Liabilities	38 876 468	28 276 645
Total Funds and Liabilities	57 834 291	46 627 840

* Refer to full set of audited annual financial statements.

Abridged statement of comprehensive income as at 31 December 2021

	2021 R	2020 Restated * R
Revenue	138 612 245	69 014 601
Other income	2 534 744	2 469 164
	141 146 989	71 483 765
Expenditure		
Programme direct expenses	(123 986 301)	(52 699 843)
Administration and project indirect overheads	(16 708 118)	(15 377 881)
	452 570	3 406 041
Operating surplus before interest and tax		
Finance income	233 525	122 895
Finance cost	(79 467)	(289 036)
	606 628	3 239 900
Surplus before taxation		
Taxation	-	(537 675)
	606 628	2 702 225
Surplus for the year		
Other comprehensive income	-	-
Total comprehensive income for the year	606 628	2 702 225

* Refer to full set of audited annual financial statements.

Abridged statement of changes in funds

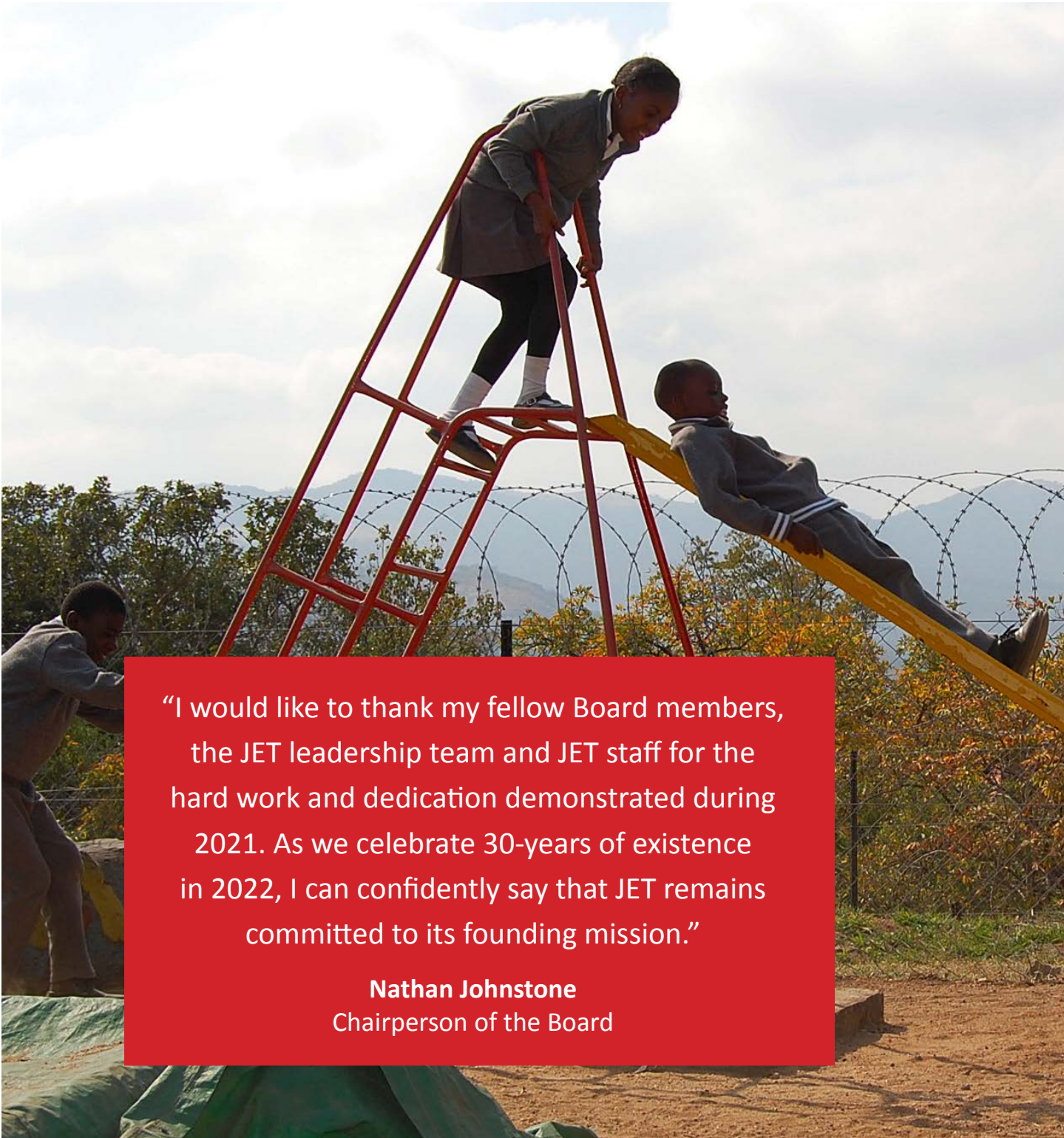
	Accumulated funds R
Balance at 01 January 2020	15 648 970
Restated* surplus for the year	2 702 225
	18 351 195
Balance at 01 January 2021	
Surplus for the year	606 628
	18 957 823
Balance at 31 December 2021	

* Refer to full set of audited annual financial statements.

Abridged statement of cash flows as at 31 December 2021

	2021 R	2020 Restated * R
Cash flows from operating activities		
Cash receipts from customers and funders	128 930 455	78 642 950
Cash paid to suppliers and employees	(133 976 169)	(64 824 680)
Cash (used in)/generated from operations	(5 045 714)	13 818 270
Interest income	233 525	122 895
Finance cost	(79 467)	(289 036)
Income tax expense	-	(537 675)
Net cash from operating activities	(4 891 656)	13 114 454
Cash flows from investing activities		
Acquisition of property, plant and equipment	(639 198)	(410 964)
Purchase of other intangible assets	(723 070)	-
Sale of other intangible assets	12 610	-
Net cash from investing activities	(1 349 658)	(410 964)
Cash flows from financing activities		
Increase/(decrease) in other interest bearing borrowings	1 883 806	(7 371 404)
(Decrease) in finance lease obligation	(75 725)	(76 022)
Net cash from financing activities	1 808 081	(7 447 426)
Total cash movement for the year	(4 433 233)	5 256 064
Cash at the beginning of the year	8 745 208	3 489 144
Total cash at end of the year	4 311 975	8 745 208

* Refer to full set of audited annual financial statements.



“I would like to thank my fellow Board members, the JET leadership team and JET staff for the hard work and dedication demonstrated during 2021. As we celebrate 30-years of existence in 2022, I can confidently say that JET remains committed to its founding mission.”

Nathan Johnstone
Chairperson of the Board

JET Board of Directors 2021



Nathan Johnstone
(Chairperson of the Board and of the Remuneration and Nominations Committee)



Adrienne Egbers
(Chairperson Finance and Audit Committee)



Brian Figaji



Maud Motanyane-Welch



Lerato Nage



Bongani Phakathi



Angie Phaliso



Zonia Adams



Antony Hlungwane

JET staff 2021

SENIOR MANAGEMENT



James Keivy
Chief Executive Officer



Agness Munatsi
Chief Financial Officer



Nathalie Vereen
Chief Operating Officer

RESEARCH

Jennifer Shindler Specialist Manager: Data Unit
Roelien Herholdt Specialist Manager: Assessment
Andrew Paterson Research Associate
Christopher Manyamba Senior Statistician
Daniel Mashilo Statistician
Nick Taylor Research Fellow
Rachel Neville Researcher: ECD Specialist
Raymond Matlala* Researcher
Zaahedah Vally Researcher
Morris Phundulu Data Analyst
Nkhensani Baloyi ECD Research Intern
Lethabo Moremi Data Analyst Intern
Lorraine Lusinga Data Analyst Intern

IMPLEMENTATION AND INNOVATION

Vumisa Mayisela* Executive Manager:
Implementation and Innovation
Ashley Manuels Project Coordinator
Avrille Fonseca Research Project Coordinator
Craig Gibbs Specialist Manager: School Management
& Governance
Dina Mashamaite Specialist Manager: Programme Manager
Grade R Mathematics and Language Improvement Project
Harold Strauss Programme manager
Kelly Shiohira Specialist Manager
Patrick Molokwane Technology Research Officer

MONITORING AND EVALUATION (M&E)

Eleanor Hazell Executive Manager: M&E
Amkelwa Mapatwana* M&E Research Officer
Benita Reddi-Williams Specialist Manager: M&E
Lesedi Matlala M&E Researcher
Milisa Janda M&E Researcher
Carmen Louw Specialist Manager: M&E
Tshepo Baloyi M&E Research Officer

FINANCE

Elizabeth Koaho Senior Accounts Clerk
Thamsanqa Zwane Accounts Clerk
Clement Zwane Finance Intern
Tumi Seleke Bookkeeper
Phiroane Maganyela Project Accountant

SUPPORT

Cleopatra Morudu Human Resources Officer
Kathy Tracey Strategic Support Manager
Lesley Abrahams Client Relationship Manager
Maureen Mosselson Knowledge Manager
Thato Meje Human Resources Intern
Pinky Magau Programme Administrator
Sarah Maseko Programme Administrator
Tebogo Kibe* Receptionist
Thabile Nxumalo Programme Administrator
Thelma Dibakwane Office and Building Manager
Zukiswa Mashigo Communications Coordinator

PROJECT STAFF

ANGLO AMERICAN SOUTH AFRICA (AASA) EDUCATION PROGRAMME

Azwindini Masia AASA Provincial Coordinator
Frans Malepa* Data Monitor
June Nkosi AASA Provincial Coordinator
Lindokuhle Sibeko Data Monitor
Martha Makgae* AASA Provincial Coordinator
Mpho Ramogale Data Monitor
Nicolene Baffets AASA Provincial Coordinator
Ntakadhzeni Munzhedzi Data Monitor
Tapiwa Chekure Programme Manager
Teboho Lekwene Data Monitor
Kasonde Khawula* Finance Clerk

MINDSPARK

Lisa Dyers Technical Administrator
Lennon Saal Technical Administrator

JALA PEO FOOD GARDEN PROGRAMME

Nelly Komape Free State Programme Coordinator

Ronald Mudimele Limpopo Programme Coordinator

Sunet Anderson Western Cape Programme Coordinator

MERSETA PSET CLOUD PROJECT

Rooksana Rajab JET Associate: Lead Consultant, Programme Manager

Boitumelo Manci Programme Administrator

Khutso Moledi Programme Management Expert

Linda Nomkala Project Administrator

Madimetja Mokgawa MIS Support

Mpho Kotane Change Management Expert

Pitso Tladi Business Process Analyst

Simphiwe Ntuli Technical Research Officer

Tsietso Mokolokoto MIS Support

Tumelo Moshe MIS Support

MRP FOUNDATION LIBERTY COMMUNITY TRUST SCHOOL IMPROVEMENT PROGRAMME

Admire Maketero Subject Specialist

Emily Solomon Subject Specialist

Ivor Nober Subject Specialist

Jean Slingers Leadership & Management Mentor

Kwetsa Thene IT Support

Lekhoee Letsie Subject Specialist

Lunga Sibande Subject Specialist

Mapula Shabalala Administrator

Nathi Chonco Leadership & Management Mentor

Nduduzo Ntombela IT Support

Perumal Naicker Leadership & Management Mentor

Pheziwe Sogoni Administrator & IT Support

Refilwe Masiloane Administrator & IT Support

Reginald Mchunu Subject Specialist

Shewn Shumba* Subject Specialist

Skhumbuzo Khumalo Leadership & Management Mentor

Stanley Lunga Facilitator and IT Support

Sophie Moiketsi Subject Specialist

Vuyane Tshabane IT Support

Winston Moloi Leadership & Management Mentor

NATIONAL EDUCATION COLLABORATION TRUST

Asiya Hendricks Monitoring and Quality Assurance (MQA) Coordinator

Deizdaria Magwiro Monitoring and Quality Assurance (MQA) Coordinator

Kurhula Nkwinika Data Analyst

Luisa Roscani Monitoring and Quality Assurance (MQA) Senior Coordinator

Nokuthabo Miya Data Analyst

Tshepiso Letlhake Administrative Assistance

MAINTENANCE

Mashudu Negondeni Gardener

Salamina Tshirundu Cleaner/Tea Lady

* Left during 2021



PARTNERS AND FUNDERS

We acknowledge our main clients and partners for the year ended 31 December 2021.



Absa
Anglo American Chairman's Fund
Anglo Corporate Services South Africa (Pty) Ltd
Columba
Commonwealth of Learning
Commonwealth Secretariat
Department of Basic Education (DBE)
Department of Higher Education and Training (DHET)
European Training Foundation (ETF)
FEM Education Foundation (FEMEF)
FirstRand
FirstRand Empowerment Foundation (FREF)
Flemish Association for Development Cooperation and Technical Assistance (VVOB)
Foreign, Commonwealth & Development Office (formerly Department for International Development, DfID)
Gauteng Education Development Trust (GEDT)
Gesellschaft für Internationale Zusammenarbeit (GIZ)
GFA Consulting Group
Government Technical Advisory Centre (GTAC) Jobs Fund
Halls Mindspark
Human Dynamics
Installation, Repair and Maintenance (IRM) Initiative
International Labour Organization (ILO)
Jakes Gerwel Foundation
Liberty Community Trust
Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA)
Mr Price Foundation
National Association of Social Change Entities in Education (NASCEE)
National Business Initiative for Growth Development and Democracy (NBI)
National Education Collaboration Trust (NECT)
National Skills Fund
Old Mutual
Old Mutual Life Assurance Company (South Africa) Limited (OMLACSA)
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Sanlam Foundation
Save the Children
Sishen Iron Ore (SIOC)-Community Development Trust (CDT)
South African Democratic Teachers Union Curtis Nkondo Professional Development Institute
South African Monitoring and Evaluation Association (SAMEA)
Southern African Development Community (SADC)
Tshikululu Social Investments
UNESCO
UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC)
UNESCO Regional Office for Southern Africa (ROSA)
University of the Witwatersrand (WITS)
University of Western Cape (UWC)
World Bank
Zenex Foundation



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