



**CELEBRATING
25 YEARS OF SERVICE
TO EDUCATION**

**JET
ANNUAL
REPORT
2016**





JET CONTENTS

PAGE 2

About JET

PAGE 4

From the Chairperson

PAGE 6

From the Chief Executive Officer

PAGE 8

25 years on: Reflecting on the past and looking to the future

2016 JET ANNUAL REPORT

PAGE 13

2016 project highlights

PAGE 17

JET's status and reach

PAGE 18

Abridged annual financial statements

PAGE 22

Independent auditor's report

PAGE 24

Board and staff

PAGE 27

Clients and funders

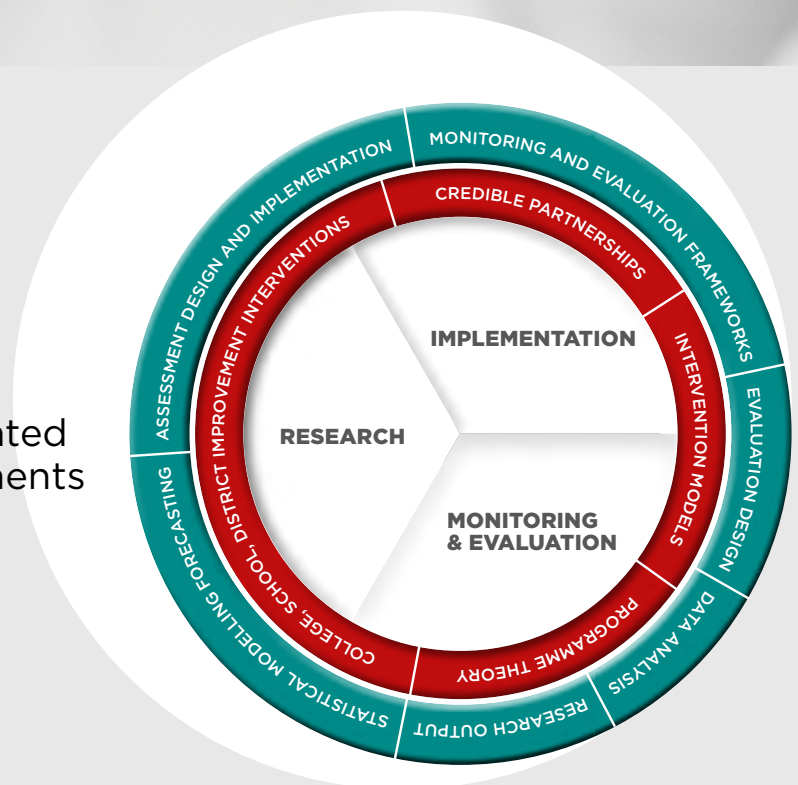
ABOUT JET

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 CHAIRPERSON



Good governance remains a priority for JET, with management giving significant attention to internal financial governance in order to improve efficiencies.

As Chairperson of the JET Board of Directors, it is my pleasure to present you with the annual report for 2016, the first year of implementation of the JET DNA strategy approved by the Board in 2015.

One of the necessary first tasks required to implement the new strategy was extensive cost reduction across the organisation, which included the retrenchment of a number of members of staff in the first quarter of the year. The efforts of management and all JET staff to identify areas of efficiency for the procurement of goods and services resulted in the number

of retrenchments being kept to a minimum. JET was fortunately able to offer a number of the affected members of staff contract positions during the course of the year. The Board appreciates the courageous leadership of JET's management in carefully guiding the organisation through what is always a painful exercise.

Good governance remains a priority for JET, with management giving significant attention to internal financial governance in order to improve efficiencies. The directors participated in a self-evaluation of organisational governance, which included a discussion between the chairman and individual directors and was completed in the first quarter of 2017. The evaluation was administered by JET management and the reporting process included management's assessment of the Board's performance. A review of the skills matrix of the JET Board commenced during the year and will be completed in 2017. JET directors are fortunate to have membership of the Institute of Directors in Southern Africa for their continuing professional development. JET's commitment to good corporate governance is evident in the unqualified external audit opinion for the 2016 financial year.

JET's strategic contribution in an ever-changing South African context remains a priority. We have contributed to the development of the implementation plan for post-school education and training through the secondment of one of our key staff members to the Department of Higher Education and Training (DHET), while our involvement in technical and vocational education and training (TVET) and the schooling sector has also continued. The current review by JET of the implementation of the Curriculum Assessment and Policy Statements (CAPS) for the Department of Planning, Monitoring and Evaluation (DPME) and support to the DHET to facilitate the establishment of sector education and training authority (SETA) offices at TVET colleges are cases in point.

JET is privileged to have members of staff who are committed to the organisation's vision and mission



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and who have given their best in challenging circumstances. The Board appreciates the dedication and commitment of staff. It would be remiss of me not to convey my sincere appreciation to the CEO, Dr James Keevy, for his leadership and the good relationship he maintains with the Board.

I recognise the contribution of my fellow directors and the sacrifices made during 2016. In particular, the CEO, management team and staff have been well supported during a difficult year that included the implementation of cost-cutting measures. Nonetheless, 2016 was also an exciting year, as JET started to diversify its income streams and also undertook more international work.

Last but not least, I look forward to celebrating 25 years of JET's contribution to education in South Africa with the JET staff, our funding and implementation partners, our clients and associates, and the many friends who have walked with JET over the years.

A handwritten signature in black ink that reads "Nathan Johnston". The signature is fluid and cursive.

Nathan Johnston
Chairperson of the Board



FROM THE CHIEF EXECUTIVE OFFICER

The year 2016 was an important one for JET in many ways. With the guidance of the JET Board of Directors, the management team and staff were able to achieve key strategic objectives that we had set out for ourselves. While JET remains true to its roots, specifically its focus on knowledge and the use of knowledge to contribute to transformation, we made a strategic shift towards diversifying our income streams and building new partnerships, both locally and internationally. This annual report bears testimony to these changes, as the section reporting on our 2016 projects reflects these new opportunities and the extent to which JET has embraced each one.

In recent years, questions have been raised about the role and contribution of non-governmental organisations (NGOs) working in education in South Africa. Since these questions affect not only our organisation, we have become closely involved in the Forum of NGOs in Education initiative. The forum grew from an NGO leadership summit hosted by the National Education Collaboration Trust (NECT) in April 2016 and includes the majority of the NGOs working in the education sector. The Forum is managed by a secretariat comprising leaders from no fewer than 20 NGOs and several activities were undertaken, while others are planned for 2017.

The use of information and communication technology for education (ICT4E) is a critical area that has gained prominence in recent years. JET has recognised ICT's potential to transform education and has worked with a few key



JET's research, implementation and monitoring and evaluation (M&E) capacity remains strongly focused on education in South Africa.

partners to develop a proof of concept that can be used to support learners, teachers, schools and also districts in lower quintiles. The intention is to make the ICT platform available as an open education resource. A critical component of developing our ICT programme has entailed drawing on available research to structure the programme's content and inform its pedagogy. JET's collaboration with UNICEF in 2014/15, using error analysis, provided a rich source for our work in this important area. We acknowledge the contribution of the Mr Price Group in particular,

for working with us over a period of more than five years in this regard.

JET's research, implementation and monitoring and evaluation (M&E) capacity remains strongly focused on education in South Africa, although we have increasingly started to work in Africa and further afield. Examples include activities in Malawi, the United Arab Emirates and also Asia. JET's role as a UNESCO-UNEVOC¹ hub has also been utilised to support technical and vocational education and training (TVET) in the Southern African Development Community (SADC) region.



Our close engagement with government remains a priority. In 2016 this included working with the Quality Council for Trades and Occupations on a funding model for the development and quality assurance of occupational qualifications, as well as earlier work with the South African Qualifications Authority (SAQA) on the potential of an education and training ombud in South Africa. Support to the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) has continued, as well as specific work with the South African Council for Educators on professional standards for teaching and the implementation evaluation of the Curriculum Assessment Policy Statements (CAPS) conducted for the Department of Planning Monitoring & Evaluation (DPME) and the DBE. Many other examples are described in this report.

JET made an important transition during 2016, going into 2017. Our work remains critical for South Africa, as we contribute in several areas. Sustainability does, however, remain a key concern, not only for JET, but for the sector as a whole. While we have made significant improvements, enhanced efficiencies and also diversified our income streams, the role of NGOs has become diffuse in the local context. With a strong non-profit motive, NGOs increasingly need to function more as consultancies, competing with for-profit companies, while remaining true to the social transformative agenda. The engagement of government with the NGO community is critical to ensure that this sector remains vibrant and able to support national initiatives. JET remains committed to this agenda and the NGOs in Education Forum is an important platform through which to engage as a collective.

At JET we believe in the importance of providing opportunities to young people and developing the next generation of researchers in the education sector. In 2016 we engaged two interns, one South African and one international. We also welcomed three learnership candidates from the Southwest Gauteng TVET College to our support staff.



As we reflect in this report on not only the past year but also the 25 years since JET's inception, we must make mention of new JET initiatives to look out for in 2017. These include setting up a clearinghouse of educational knowledge in South Africa, deepening our work on values in the TVET sector and taking our ICT4E proof of concept to scale.

We recognise the contributions of our partners, including government and the private sector, as well as local and international funders.

James Keevy
Chief Executive Officer



We believe in the importance of providing opportunities to young people and developing the next generation of researchers.

¹ International Centre for Technical and Vocational Education and Training of the United Nations Educational, Scientific and Cultural Organization.



25 YEARS ON

Reflecting on the past and looking to the future

Carla Pereira, Strategic Programmes Officer and **Nick Taylor**, Research Fellow

JET opened its doors in 1992 and 25 years on we are still here ... doing what we intended to do: *driving Transformation through Knowledge.*

Since the founding of the Joint Education Trust in 1992, JET has made important contributions to the transformation of the education and training system in South Africa. Over the years, we have successfully reinvented ourselves from our initial role of *disbursing funds* to *managing education and development projects* for a variety of clients, including government and multinational donor agencies.

In 2009, JET, like many non-governmental organisations, was forced by changed political and economic conditions and the emerging education landscape in South Africa to

rethink its role and identity in order to remain both relevant and viable. Even though this changed environment compelled JET to shift focus to delivery support, assisting government to implement its programmes and realise value from the public resources allocated to education, we remained on the forefront in improving the quality of education for the poor, with the emphasis on research and knowledge-based interventions, a strategic imperative that has driven us for the past 25 years.

Recognising the importance of developing a skilled youth workforce, from 2010 on JET made significant

contributions to the technical vocational education and training (TVET) sector. Notable projects include the complex, multi-year Colleges Improvement Programme for the Department of Higher Education and Training (DHET), which aimed to establish a more stable, integrated, operational platform on which colleges could build and grow. Aligned with this was the JET-managed DANIDA SESD II¹ funded project on Student

At the centre of [JET] is good leadership which has translated into good planning as well as monitoring on an ongoing basis

¹ Danish International Development Agency Support to Education and Skills Development

... over the years, JET stands out as being one of the key proponents of M&E and being evidence-based about the work we've done

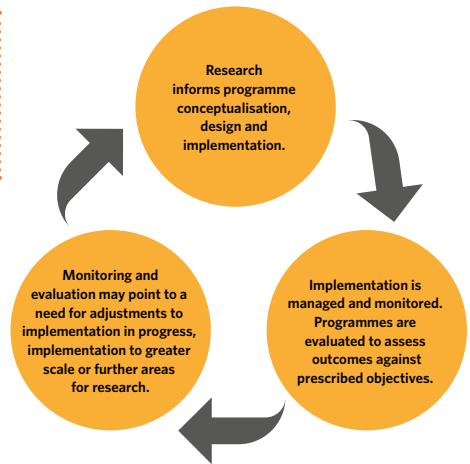
Support Services, concluded in 2015, and which sought to enhance TVET colleges' provision of integrated student support services. Much of JET's work in this sector has involved improving the employment prospects of young people by improving opportunities for and the quality of work-integrated or work-based learning. Our current youth development work, most notably the JP Morgan New Skills for Youth Programme, focuses on this empowering concept.

During 2012, and going into 2013, the need for a national compact to deliver large-scale systemic national interventions was identified and our strategic focus was on combining academic rigour with a commitment to social entrepreneurship. This led to the formation of the National Education Collaboration Trust, which is now implementing many of the JET learnings in its District Improvement Programme.

JET's Value Chain, which was adopted in 2015 as part of our 2016-2020 Strategic Plan, is based on three core inter-related components: Research; Implementation; and Monitoring

and Evaluation (RIME). While each element can stand on its own, they are interlinked in that one informs the others to create a circle of knowledge.

JET's work over the last quarter of a century has covered a wide spectrum of sub-sectors in the education and training system, including school improvement, teacher capacity development, initial teacher education and technical and vocational education. What holds this ensemble of activities together is a central concern with providing young South Africans from poor homes with education and skills which equip them to lead productive and self-fulfilling



lives. But what we have learned is that there are no easy solutions to addressing the problems in education: what is required is a careful research-and-development approach which monitors and evaluates programmes and accumulates the lessons of successful initiatives.



KEY REFLECTIONS AND LEARNINGS

For example, through our involvement in many school improvement programmes since 1992, we have identified two principal causes of the poor performance of many schools. On one hand, many teachers are not in class often enough to get through the curriculum, even if they applied the best pedagogy in the world. This requires a systemic change in the culture of management and accountability in our schools. The second reason is that teachers simply do not possess the subject and pedagogical knowledge required to teach the curriculum. This is the responsibility of the initial teacher education (ITE) system. While it is true that the content knowledge of

South African teachers has improved significantly since ITE was placed in the universities more than ten years ago, JET's research indicates that it remains far from satisfactory. For example, the **Initial Teacher Education Research Project (ITERP)** concluded that teachers specialising in the Intermediate Phase (Grades 4–6) are not being prepared to teach reading, even though the Progress in International Reading Literacy Study (PIRLS) tells us that some three-quarters of the country's Grade 4 and 5 learners fail to register on the lowest international reading benchmark. The good news in this regard is that, following these and related research findings, the DHET has initiated the **Primary Teacher Education (PrimTEd) Project** aimed at developing ITE curricula which will better equip primary school teachers to address the challenges they will face as newly qualified teachers. JET is coordinating PrimTEd.

While the effects of PrimTEd will take many years to have a significant impact on the quality of teaching in schools, the question arises as to what to do to raise the capacity of the more than 350 000 teachers already in the system. Government budgets more than R1bn annually for their continuous professional development (CPD) and the non-government sector allocates an even larger amount; yet little is known about the impact of this investment. Although most programmes – public and private – continue to measure their progress through inputs (money spent, learners enrolled) here too the signs of an emerging concern with impact are encouraging. In recent years the Department of Basic Education (DBE) has significantly boosted its research capacity, while the universities and NGOs are partnering with government and donors to evaluate the effects of CPD initiatives.

An example of such research is provided by the government-to-government programme of the DBE and JICA (Japan International Cooperation Agency), the **Mathematics Primary Education Improvement Project (MPEIP)**. MPEIP is aimed at improving teachers' problem-solving skills

Snapshot of teachers in SA schools

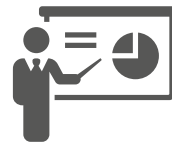
416 093



Total number of teachers in South African public schools (2015)

(School Realities, 2015)

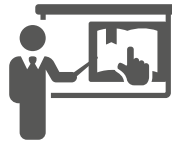
97.7%



Teachers that are qualified (2014)

(SA Survey 2014/2015 includes those that received RPL)

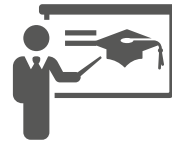
94 237



B.Ed & PGCE Enrolment 2012

(CDE Technical Report on Teacher Supply and Demand)

7 641



New graduates entering the teaching profession (2014)

(SA Survey, 2014/2015)

in mathematics. After an initial pilot, the second phase of the project was implemented in 192 schools across eight districts in the North West and Eastern Cape Provinces from June 2015. This phase added a focus on monitoring and support to teachers by school management teams and collaboration between teachers. The intention was ultimately to improve learners' general problem-solving skills in four basic operations involving money, measurement, fractions and number lines.

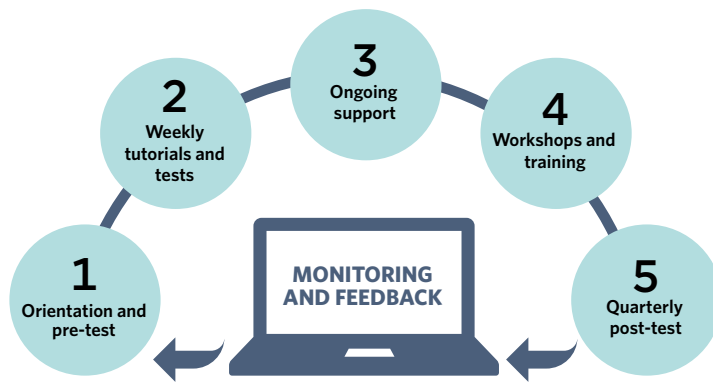
JET's evaluation assigned the 192 project schools randomly to one of three MPEIP treatment groups: Group A received materials, training workshops and monitoring; Group B received materials and training; while Group C received only materials. A pre-test-intervention-post-test

evaluation design revealed that all three groups showed significant gains in learner scores at Grade 4 level. While Groups A and B both performed better than Group C, there was no difference between Groups A and B. These results support the hypothesis that training workshops and materials are more effective in improving teaching and learning than materials on their own. The fact that differences between Groups A and B were not statistically significant suggests that the contribution of in-school monitoring over and above materials and workshops was limited. In the light of these findings, the evaluation concludes that the intervention is effective in improving the teaching of problem-solving strategies and that school management teams and district-level curriculum advisors should provide increased support to teachers in order to further enhance these effects.

JET's most important thing was that it looked very carefully at whether the money being spent made a difference for the children who really needed quality education. Everything is data-driven these days and JET lead the field very early on ...

JET's Blended E-Learning Programme provides a second example of a CPD intervention which, by means of a rigorous longitudinal evaluation, is enhancing our understanding of how to raise educator and learner capacity in the field of mathematics. The intervention is unique among CPD programmes in three respects: it is responsive to the particular needs of beneficiaries, identifying gaps in their knowledge by means of a pre-test; remediating these gaps through interactive engagement; and then assessing the extent to which learning has occurred with a post-test.

JET's Blended E-Learning Programme



We have much to be proud of: over 500 projects, five books, chapter contributions, numerous journal articles, bulletins, standardised learner and teacher tests, learning and teaching materials and much, much more.

But one thing lies at the heart of all this great work: our people. And we have seen many of our 'JETsetters' move into important leadership positions because of the work we do and how it encourages critical thinking and courageous leadership. Examples include Penny Vinevold (former Head of the Education Department in the Western Cape), Mashwahle Diphofa (Director-general in the Department of Public Service and Administration) and Dr Thabo Mabogoane (Outcomes Facilitator in the Department of Planning, Monitoring and Evaluation).

[JET] has established a hugely credible record. When JET has done things, whether it's funding exercises, whether it's commissioned research or projects or some sort of intervention programme, it has, without doubt, done them well.



WHERE TO FROM HERE?

Today, JET continues to play a significant role in education research and evaluation, in addition to its delivery and planning support work. We are proud to say that our core purpose over the last 25 years has remained unchanged: to create credible knowledge in order to facilitate transformation in education, particularly for the most disadvantaged in our society.

We will continue to make sure that the funding we receive is utilised in areas where it can make a difference and to share our expertise in research, project management, implementation, and monitoring and evaluation for improving the quality of education and the relationship between education, skills development and the world of work.

We see our work growing into Africa and beyond and advancing JET's credentials as a world-class institution for education research, interventions and M&E.

The JET of the future will continue to take bold steps in our journey to achieve transformation through knowledge, building the capacity of young minds and building courageous leaders and thought leaders along the way. We hope that you will be with us.



Good leadership [has been]
key to the success of JET



PROJECT HIGHLIGHTS

C CLIENT
TA THEMATIC AREA

Education Management and implementation

The ABSA Ready to Work Programme

This programme provides training in essential 'soft skills' such as entrepreneurship, money and people skills to young people nationally. To date we have reached 6 859 learners in the Free State, Limpopo and North-West, KwaZulu Natal, Eastern Cape, Northern Cape and Mpumalanga.

C Barclays Africa
 ABSA
TA Post-school
 Training and
 Education

NECT District Intervention

JET continued to support the NECT as it started to scale-up its District Improvement Programme and expand its Learning Programme to all the schools in the targeted districts of Vhembe, Waterberg, Mt Frere, Libode, Bojanala and Bohlabela. JET provided M&E and management services to NECT during this period.

C National Education
 Collaboration Trust (NECT)
TA School
 Improvement

MRP Foundation School Improvement Programme

The programme includes an e-learning component, focusing on mathematics and science. Post-test results in 2016 indicated that for every hour a teacher spent engaging with the programme's CAPS aligned e-tutorials, their content knowledge improved by 1.6%. On average, there was a 20% increase each term.

C MRP Foundation
TA School
 Improvement;
 ICT in Education

Anglo Sekhukhune School Improvement Project

Led by the Catholic Institute for Education (CIE), with JET and BRIDGE as implementing partners, interventions include Teacher Development for Mathematics and English (implemented in 2 secondary schools) and Psycho-social Support and Parent Involvement (in the 2 secondary as well as 3 primary schools).

C Anglo American
 (Tshikululu funded)
TA School
 Improvement;
 Teacher Education
 and Training

Limpopo Anglo Platinum School Improvement Project (LASIP)

A project implemented in 2 schools in the Sekhukhune District of Limpopo. Teacher development workshops and classroom mentoring and support sessions for English first additional language, mathematics and physical science have been conducted. As part of the Parent and Community Involvement component, meetings were conducted at each of the schools to develop a school strategy for establishing a Parent and Community Action Committee to drive the programme.

C Anglo Platinum
TA School
 Improvement;
 Teacher Education
 and Training

South African Democratic Teachers Union (SADTU) Curtis Nkondo Professional Development Institute (SCNPDI) Managing Agent Programme

Professional development programmes since 2011 have benefited 96 532 teachers. During 2016, programmes included Resource Development for Foundation Phase (FP) and Intermediate Phase (IP) teachers. FP training reached 8 858 teachers in three provinces (Eastern Cape, Free State and KwaZulu-Natal) and IP teacher training an additional 1 032 teachers.

C South African
 Democratic Teachers
 Union (SADTU)
TA Teacher Education
 and Training

Union Leadership Governance and Ethics

The Wits School of Governance and JET developed a governance programme at Certificate of Competence Level 7 that will enable school-based union leaders to explore and develop their roles in schools. The delivery of the programme on an e-learning platform has been explored.

TA Union Leadership

Analytical Review of Level Descriptors

JET conducted an analytical review of the level descriptors of the SADC Regional Qualifications Framework (SADC RQF). The report will be used to inform the development of the SADC RQF and the referencing of National Qualifications Frameworks in the SADC region.

- C** Southern African Development Community (SADC) Secretariat
- TA** Post-school Training and Education

MARKO-D South Africa

The South African MARKO-D test, an adaptation of the original test developed in Germany, was developed by the CEPR research team, which included JET. The SA version was launched in October 2016 and will provide a valuable tool to assist in identifying and addressing early mathematical learning problems.

- C** Centre for Education Practice Research (CEPR) at the University of Johannesburg (UJ)
- TA** Early Childhood Development; School Improvement

Low-fee Private Schools Learner Assessment Testing to Benchmark Progress

Old Mutual's Education Investment Impact Fund finances infrastructure and education-related services at low-fee private schools. The Fund's four school operators appointed JET to independently mark the Curro-developed, JET-verified learner achievement mathematics and English tests for Grades 3, 6 and 9 to establish the levels of learners' academic achievement in 2015 and set reasonable expectations (targets) for these schools in 2016.

- C** Meridian, Royals, BASA and Prestige in association with Old Mutual Alternative Investments, Education Investment Impact Fund
- TA** School Improvement

Mathematics Primary Education Improvement Project Phase II

This project, implemented by JICA, aims to strengthen and improve curriculum monitoring and mathematical problem-solving skills of foundation and intermediate phase mathematics teachers. JET's role is to assist JICA to identify the best of three teacher training models used to achieve this aim. To this end, JET designed, administered and analysed learner assessments to determine the change in learner achievement in Grade 4 mathematical problem-solving in relation to the different teacher training models.

- C** Japanese International Cooperation Agency (JICA)
- TA** School Improvement (mathematics education); Teacher Education and Training

Initial Teacher Education Research Project (ITERP)

ITERP was completed in 2016, with a report on the seminar held for newly qualified teachers and a final report which integrated the four components of the programme. The logical successor to ITERP is the Primary Teacher Education (PrimTEd) project, which is part of the Teaching and Learning Development Capacity Improvement Programme (T&LDCIP) led by the DHET, supported by the European Union and the Zenex Foundation and coordinated by JET.

- C** A JET initiative in collaboration with the Education Deans' Forum, the Department of Higher Education and Training (DHET) and the Department of Basic Education (DBE)
- TA** Teacher Education and Training

Induction Programme for the Gauteng Department of Education

JET conducted an in-depth literature review on local and international models of induction programmes. Legislation and policies were reviewed and criteria for selecting and appointing mentors considered.

- C** Matthew Goniwe School of Leadership and Governance
- TA** Teacher Education and Training

Professional Standards for Teachers

Following 12 months of preparatory work, the project was launched in December 2016. A Standards Development Working Group has been established and started the development of teaching professional practice standards.

- C** South African Council for Educators
- TA** Teacher Education and Training

Alternative Pathways for Initial Teacher Education

A literature review was completed and a fact sheet has been developed as a basis for further dialogue in this area.

- C** Centre for Development and Enterprise
- TA** Teacher Education and Training

Review of the Transnational Qualifications Framework Guidelines Developed by the Commonwealth of Learning

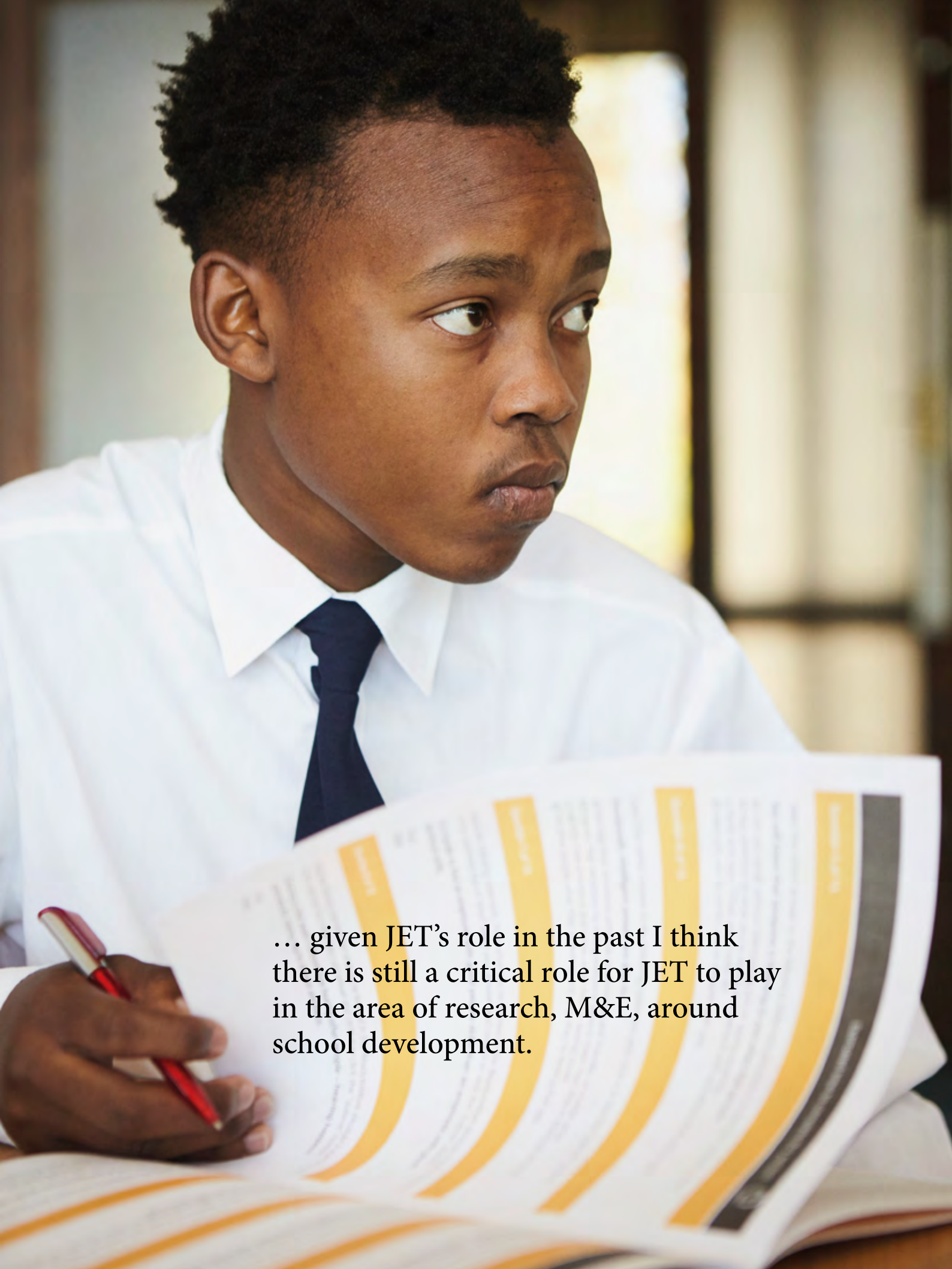
JET conducted a review of the Transnational Qualifications Framework (TQF) of the Virtual University of Small States of the Commonwealth (VUSSC). The TQF was developed to serve as an instrument whereby qualification frameworks can be compared and related, thus creating an impetus for the transfer of courses, qualifications and learners between the 32 VUSSC member states.

- C** Commonwealth of Learning
- TA** Post-school Training and Education

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

JET conducted an implementation evaluation of the National Curriculum Statement Grade R to 12, focusing on the CAPS. The first draft of the report was submitted to the DPME/DBE steering committee on 17 November 2016 for their review.

- C** Department of Planning Monitoring & Evaluation (DPME) and Department of Basic Education (DBE)
- TA** School Improvement (curriculum)



... given JET's role in the past I think there is still a critical role for JET to play in the area of research, M&E, around school development.



Implementation Evaluation of the M&E Systems and Capabilities of the M&E Unit in the Mpumalanga Provincial Government

JET carried out an implementation evaluation with a strong formative element to determine whether the M&E Unit in the Office of the Premier was ‘fit for purpose’ in respect of its functions and able to support evidence-based decision-making and enhance programme performance.

- C** Mpumalanga Office of the Premier
- TA** Post-school Training and Education

Sci-Bono Organisational Review

JET undertook an objective evaluation study of the Sci-Bono organisation to provide information for decision-making for the future. In addition, following on from the 2015 Data Usage project, JET co-facilitated training of 158 teachers for Sci-Bono.

- C** Sci-Bono Discovery Centre
- TA** Teacher Education and Training

Clarificatory, Implementation and Impact Evaluation of a Grade R Mathematics Project Implemented in the Western Cape

In partnership with Kelello Consulting, JET engaged in an evaluation of the R-Maths project, an intervention being implemented at scale in the Western Cape by the Western Cape Education Department and the Schools Development Unit at the University of Cape Town. The project aims to improve Grade R learners’ conceptual understanding and mathematical skills so that they will succeed in the Foundation Phase.

- C** Zenex Foundation, ELMA Foundation, Maitri Trust, Investec Private Charitable Trust
- TA** Early Childhood Development

Impact Evaluation of the Structured Agricultural Education and Training Programme (SAET), Sub-Programme: Higher Education and Training (HET), for the Period 2009 to 2014

JET conducted a design and impact evaluation to establish the socio- and agro-economic returns on investment in the programmes offered at Elsenburg Agricultural Training Institute (EATI) over a 10 year period, 1 January 2009 until 31 December 2014.

- C** Western Cape Department of Agriculture
- TA** Post-school Training and Education

Implementation Evaluation of the National School Nutrition Programme (NSNP)

JET undertook an implementation evaluation of the NSNP, which aims to enhance learning capacity and improve access to education by providing a nutritious meal daily to learners at school. The DBE has developed a management response and improvement plan in response to the evaluation which will be tabled for discussion by the Social Cluster and Cabinet before the report is released.

- C** Department of Planning Monitoring and Evaluation (DPME) and Department of Basic Education (DBE)
- TA** School Improvement (Learner welfare)

Implementation Evaluation of the Funza Lushaka Bursary Programme (FLBP)

JET undertook the first ever evaluation of the FLBP which has been in existence since 2007, awards over 14,000 bursaries for student teachers annually and was allocated a budget of R948 million in 2014/2015. The evaluation report was finalised and approved in 2016 and tabled for discussion by the Social Cluster and Cabinet. The evaluation received a high quality score of 3.7 out of 5 (good quality) and can be found in the DPME’s evaluation repository <http://evaluations.dpme.gov.za/>.

- C** Department of Planning Monitoring and Evaluation (DPME) and Department of Basic Education (DBE)
- TA** Teacher Education and Training

JET'S STATUS & REACH

JET offers its partners and clients in the business, government and development sectors its expertise in research, implementation and monitoring and evaluation.

Section 18A status

JET Education Services is registered with the South African Revenue Service (SARS) as a Non-profit Organisation (NPO Number: 015-623 NPO) and holds Section 18A status in terms of the Income Tax Act. This means that organisations that donate funding to JET for its work in education development can deduct the sum of the funding from their annual taxable income.



B-BBEE status

JET also offers its clients the benefits of its B-BBEE status.



As a non-profit public benefit organisation, JET holds a competitive B-BBEE status in terms of the Revised Codes of Good Practice in B-BBEE. This enables our clients to optimise their own B-BBEE scores in terms of their procurement expenditure.



INVESTORS
IN PEOPLE

Investors in People

JET Education Services has embarked on a journey towards being accredited as an Investors in People organisation.

Since 1991 Investors in People has set the standard for people management, one that defines what it takes to lead, support and manage people well for sustainable results. The framework reflects the latest workplace trends, leading practices and employee conditions required to create exceptional teams.

Local and international internship positions



JET employs research, implementation and M&E interns on a regular basis. This contributes to their in-field experience and also allows for learnings to be shared with young professionals, specifically young black researchers.

Dissemination and exposure

JET actively engages in social media to communicate with its broad stakeholder base. This presence can be used similarly to promote and disseminate research and information for clients.



International footprint

We started expanding our international footprint in 2015 with research that we conducted for the United Nations Educational, Scientific and Cultural Organization (UNESCO). More recently, we conducted a Situational Analysis of the Technical and Vocational Education and

Training (TVET) system in Malawi, funded by UNESCO. From this research, JET will be developing a national plan for developing TVET lecturers in Malawi. From June 2017, JET will be reviewing Lesotho's curricula in a number of subjects. Our work in the United Arab Emirates region has also borne some fruit, with short-term, consultancy-based work.

Additional elements of JET's internationalisation strategy are exchange programmes and internships, which are proving to be quite successful. PennState and Stanford are two US-based universities with whom JET has memoranda of agreements for such work. Both JET and the students coming to JET benefit from these arrangements, which we intend pursuing, but within the ambit of a good mentoring programme and co-building the capacity of local young minds in our country.



Using Google apps to enhance operations

JET was the first public benefit organisation in South Africa to qualify to use the Google Apps platform. This platform provides unlimited data storage in the cloud, as well as the use of word processing and various other applications. The most important benefit is that it enables different parties in different geographic locations to work collaboratively on documents. JET will work with key Google partners in taking this functionality to disadvantaged communities, including schools and colleges.

ABRIDGED ANNUAL FINANCIAL STATEMENTS

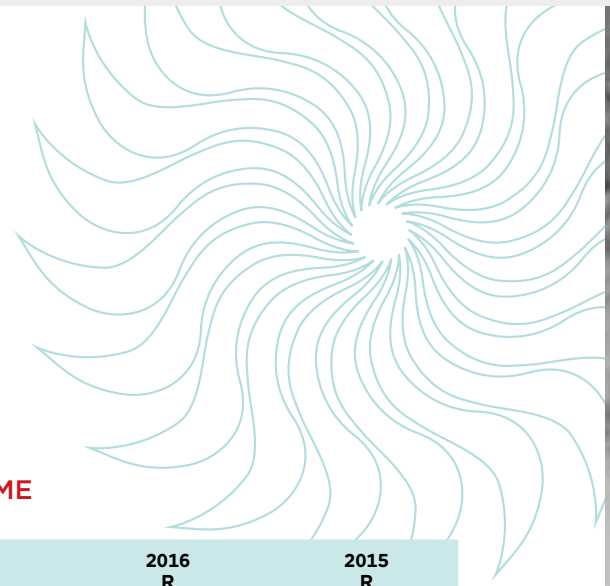
FOR THE YEAR ENDED 31 DECEMBER 2016

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

	2016 R	2015 R
Non Current Assets	27 009 487	26 931 044
Property, plant & equipment	17 870 129	18 129 222
Intangible assets	155 319	209 589
Investment property	8 744 969	8 592 233
Operating lease asset	239 070	-
Current Assets	16 890 534	24 168 879
Trade and other receivables	10 204 507	15 113 421
Cash and cash equivalents	6 686 027	9 055 458
Total Assets	43 900 021	51 099 923
FUNDS AND LIABILITIES		
Funds	22 662 469	28 335 940
Accumulated funds	21 297 880	26 874 378
JET funds designated for projects	1 364 589	1 461 562
Non Current Liabilities	5 287 799	6 145 577
Finance lease liability	265 984	327 548
Secured bank loan	5 021 815	5 818 029
Current Liabilities	15 949 753	16 618 406
Finance lease liability	63 221	142 930
Secured bank loan	408 555	385 573
Funds received designated for projects	5 160 434	2 621 581
Trade and other payables	6 940 955	9 950 063
Provisions	3 376 588	3 518 259
Total Funds and Liabilities	43 900 021	51 099 923

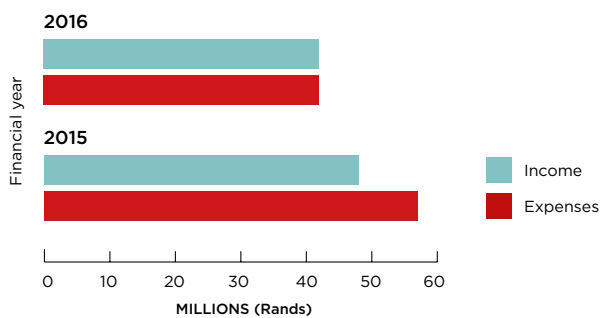
The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 22 to 23.



STATEMENT OF COMPREHENSIVE INCOME

	2016 R	2015 R
INCOME		
Programme income	39 815 475	40 779 915
Other income	2 357 091	1 015 404
	42 172 566	41 795 319
EXPENDITURE		
Administration and indirect overheads	(14 529 628)	(19 787 912)
Programme direct expenses	(32 715 102)	(35 975 047)
	(47 244 730)	(55 762 959)
Operating deficit	(5 072 164)	(13 967 640)
Finance income	98 647	146 635
Finance cost	(699 954)	(1 494 914)
Total comprehensive deficit for the year	(5 673 471)	(15 315 919)

INCOME AND EXPENDITURE



ABRIDGED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

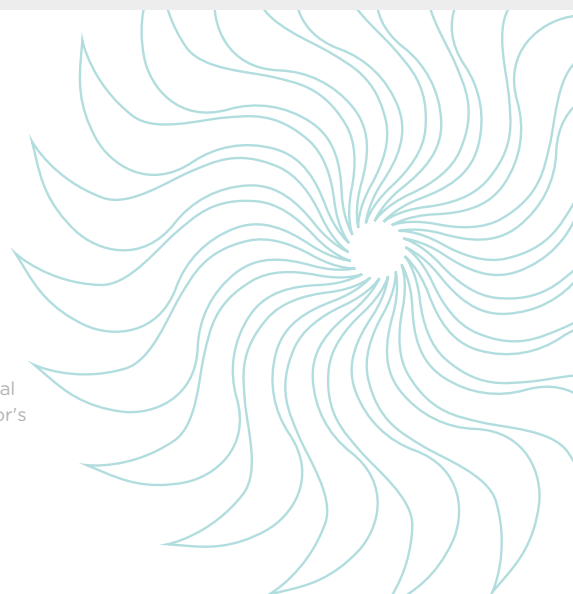
The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 22 to 23.

STATEMENT OF CHANGES IN FUNDS

	JET funds designated for projects R	Accumulated funds R	Total R
Balance at 1 January 2015	4 840 884	38 810 975	43 651 859
JET funds utilised on designated projects	(231 621)	231 621	-
JET funds designated for projects	(3 147 701)	3 147 701	-
Deficit for the year	-	(15 315 919)	(15 315 919)
Balance at 31 December 2015	1 461 562	26 874 378	28 335 940
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	21 297 880	22 662 469

The funds of R1 364 589 (2015: R1 461 562) are under the control of the directors for use in JET's own projects and/or in projects funded jointly with partners whose projects are in line with the mandate of JET. These projects are approved by the Board.

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



STATEMENT OF CASHFLOWS

	2016 R	2015 R
Cash utilised by operating activities		
Cash receipts from customers and funders	49 620 333	53 354 106
Cash paid to suppliers and employees	(49 853 692)	(52 266 728)
Cash (utilised)/generated by operations	(233 359)	1 087 378
Interest income	98 647	146 635
Interest expense	(699 954)	(1 494 914)
Net cash utilised by operating activities	(834 666)	(260 901)
Cash flows from investing activities	(620 261)	(6 932 606)
Acquisition of property, plant and equipment	(815 482)	(5 996 141)
Improvements to investment property	(29 871)	(917 862)
Acquisition of intangible assets	-	(79 075)
Proceeds on disposal of equipment	225 092	60 472
Cash flows from financing activities	(914 504)	6 446 892
(Decrease)/increase in finance lease obligation	(141 272)	243 290
(Decrease)/increase in other interest bearing borrowings	(773 232)	6 203 602
Net decrease in cash and cash equivalents	(2 369 431)	(746 615)
Cash and cash equivalents at the beginning of the year	9 055 458	9 802 073
Cash and cash equivalents at the end of the year	6 686 027	9 055 458

INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF JET EDUCATION SERVICES NPC

Opinion

We have audited the financial statements of JET Education Services NPC set out on pages 8 to 30, which comprise the statement of financial position as at 31 December 2016, 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 2016 and its financial performance and cash flows for the year then ended in accordance with the 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 the International Financial Reporting Standards and the requirements of the Companies Act of South Africa, and for such internal control as the directors determine is necessary



to enable the preparation of financial statements that are free from material 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
Registered Auditor
Chartered Accountant (SA)

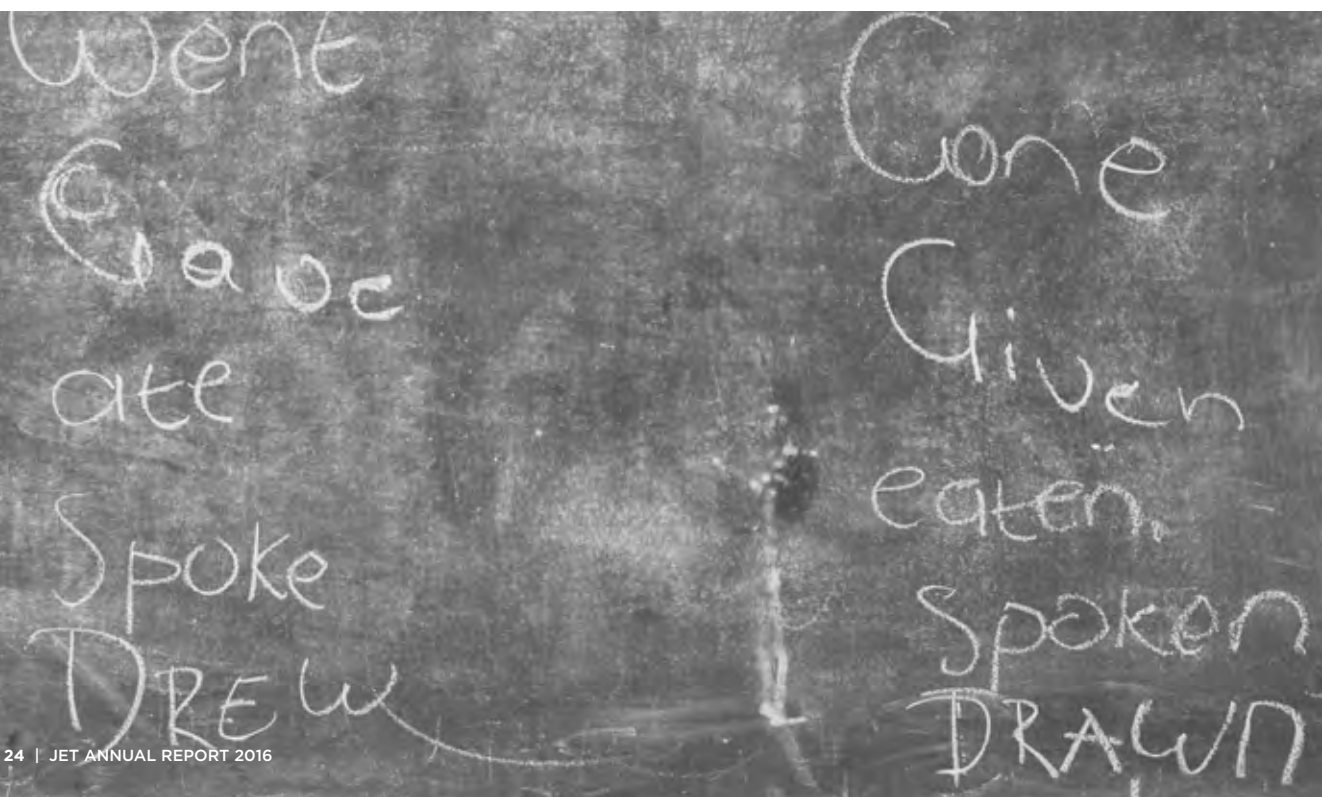
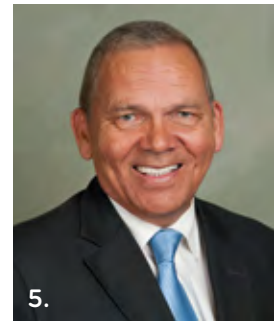
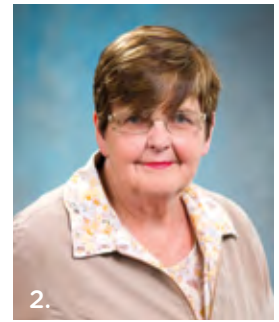
30 March 2017

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

JET BOARD OF DIRECTORS 2016

(Non-Executive)

1. **Nathan Johnstone**
Chairperson
2. **Adrienne Egbers**
Chairperson Finance and
Audit Committee
3. **Angie Phaliso**
4. **Bongani Phakathi**
5. **Brian Figaji**
6. **John Samuel**
(Resigned November 2016)
7. **Lerato Nage**
8. **Maude Motanyane-Welch**





JET STAFF 2016

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

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

When I think of JET, I think of the word ‘purpose’. Not only is JET fulfilling its purpose in the community, but also me, discovering my purpose here at JET.

Contributing to the development of young minds.

EDUCATION MANAGEMENT AND IMPLEMENTATION

Lesley Abrahams
Executive Manager

Craig Gibbs
National Project Manager

Deva Govender
NECT Lead Programme Manager

Chimweme Kamanga*
Specialist Coordinator

Maropeng Dina Mashamaite
Specialist Manager

Cynthia Moeng*
Specialist Manager

Mpho Ramasodi
Specialist Coordinator

Richard Thwala*
Specialist Manager

Patience Voller*
Specialist Coordinator

Phumzile Dlamini*
Executive Administrator

FINANCE

Agness Munatsi
Chief Financial Officer

Jabulile Hlophe
Accountant

Thoko Jali*
Accounts Clerk

Elizabeth Koaho
Senior Accounts Clerk

Mothusi Sekati
Accounts Clerk

Tumi Seleke
Senior Accounts Clerk

Thamsanqa Zwane
Intern

MONITORING AND EVALUATION

Eleanor Hazell
Executive Manager

Zenobia Peterson
Research Officer

Benita Reddi-Williams
Specialist Manager

RESEARCH AND PLANNING

Andrew Paterson*
Executive Manager

Exciting and innovative research

Promoting educational excellence

JET is courageous and JET is innovative

JET is pushing boundaries

I see JET as a curator and producer of knowledge in the Education Sector



Roelien Herholdt
Specialist Manager Assessments

Hugh Marera
Statistician

Raymond Matlala*
Research Officer

Aneesha Mayet*
Specialist Manager Qualitative Research

Nozipho Motolo*
Research Officer

Hazel Mugo*
Research Officer

Jennifer Shindler
Specialist Manager Data

Nick Taylor
Research Fellow

Lwazi Morake*
Intern



JET has made the largest footprint in improving the quality of education

Investing in the youth of the country

JET is a thought-leader and a credible partner

Optimistic and Involved

SUPPORT

Kedibone Boka
Customer Relationship Manager

Buyi Diba*
Office Assistance

Thelma Dibakwane
Office Manager

Tebogo Kibe
Receptionist

Pinky Magau
Senior Programme Administrator

Ashley Manuels
Administrator

Sarah Maseko
Junior Programme Administrator

Maureen Mosselson
Knowledge Manager

Nkateko Sithole
Human Resources Manager

Kathy Tracy
Strategic Support Manager

Motsoanetsi Masilo
Human Resources Intern

Thabile Nxumalo
Office Management Intern

PROJECT STAFF

Kholofelo Metwane
Junior Data Analyst

Nomfundo Mseleku*
Finance Intern

Nomfundo Mdletshe
ABSA Facilitator-Administrator

Irene Sejake
ABSA Facilitator-Administrator

Charlene Deacon
NECT Operations Director

Asiya Hendricks
NECT Project, MQA Specialist

Deizdaria Magwiro
NECT Project, MQA Specialist

Kholeka Ntantiso*
NECT Project, MQA Specialist

Ntsakisi Baloyi*
NECT Project Administrator

Fred Gwaradzimba
NECT Project Bookkeeper

Nombuso Mthiyane
RED-CAP Administrator

Phutumile Dumisani*
SADTU Project Manager

Godfrey Nkondo*
SADTU Project Manager

Thami Joyini*
SADTU Administrator

MAINTENANCE

Collin Khoenwane
Garden and Maintenance

Salamina Tshirundu
Tea Provider/Office Cleaner

*left during 2016



CLIENTS AND PARTNERS 2016

We acknowledge our main clients and partners for the year ended 31 December 2016

ABSA Bank Limited

AECOM International Development Europe

Anglo Operations Proprietary Limited

ApexHi

BASA Schools Institute

Bridge Innovation in Learning Organisation

Campus and Property Management Company (PTY) LTD

Centre for Development and Enterprise

Commonwealth of Learning Virtual University of Small States of the Commonwealth

Department of Planning, Monitoring and Evaluation

DNA Economics Proprietary Limited

Fibre Processing and Manufacturing Sector Education and Training Authority

FirstRand Foundation

Gauteng Education Development Trust

Japanese International Cooperation Agency

JP Morgan Chase Bank

Matthew Goniwe School of Governance and Leadership

Meridian Operations Company NPC

Mpumalanga Provincial Government

MRP Foundation NPC

National Education Collaboration Trust

Nelson Mandela Institute

Old Mutual Alternative Investments

Prestige College Thornview (Soshanguve)

Quality Council for Trades and Occupations

Royals Deal Property Company

SANTS Private Higher Education Institution

Sci-Bono Discovery Centre

South African Democratic Teachers Union Curtis Nkondo Teacher Professional Development Institute

South African Qualifications Authority

Southern African Development Community

United Nations Educational, Scientific and Cultural Organization Southern African Regional Office

University of Johannesburg Centre for Education Practice Research

University of the Witwatersrand School of Education

Western Cape Department of Agriculture

Zenex Foundation Trust

One of the early [projects] we undertook was simply called **Getting Learning Right** ... It involved lots of researchers across the country going to class rooms, trying to understand what's going on in our schools ... **we drew some very useful conclusions** ... And that really, I think, made a huge impact on some of our thinking around education.



Recruitment and selection process



ReadytoWork

Creating a CV
you can be proud of



JET EDUCATION SERVICES

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Fax: 086 550 0115
info@jet.org.za
www.jet.org.za

 www.facebook.com/JETEdServices
 @JETEdServices

Physical address:
The Education Hub
6 Blackwood Avenue
Parktown
Johannesburg

Postal address:
PO Box 178, WITS,
2050, South Africa

