

JET ANNUAL REPORT 2018



JET EDUCATION
SERVICES



CONTENTS

JET

PAGE **2**

About JET

PAGE **3**

From the Chairperson

PAGE **4**

From the Chief Executive Officer

PAGE **5**

Investors in People

PAGE **6**

Investing in Youth

PAGE **7**

Project highlights 2018

PAGE **14**

Abridged annual financial statements

PAGE **18**

Independent auditor's report

PAGE **20**

Board and staff

PAGE **23**

Clients and partners

ABOUT JET

JET Education Services, established in 2000 as the successor to the Joint Education Trust founded in 1992, is an independent, non-profit organisation that works with government, the private sector, international development agencies and education institutions to improve the quality of education and the relationship between education, skills development and the world of work, particularly for disadvantaged communities in South Africa and Africa.

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



Looking back at 2018, one can only say that it was an incredibly busy and productive year for the JET team. Management and staff have taken JET into several new and existing spaces, building on JET's 26-year history of working in the education sector. We have pioneered several new ideas in the technology space, including cutting-edge research into digital credentials, interoperability and even exploring the application in refugee contexts as far afield as the Kakuma camp in northern Kenya. Our work in building teacher capacity with multiple partners across government and universities, to name but a few, expanded to include a direct focus on indigenous languages. We also rekindled a relationship with Anglo American South Africa (AASA), one of the founding organisations of JET in 1992, as we took on the role of managing agent for the AASA Education Programme, again working with multiple partners, including the Kagiso Shanduka Trust.

The management team, led by James Keevy together with Carla Pereira and Agness Munatsi, has been stable and confident, drawing a strong group of experts around them. This has included several young staff members through internships and new positions created to enable capacity building of young researchers.

The JET Board was expanded with the appointment of Ms Zonia Adams, a chartered accountant with wide experience in the sector. We also initiated a mid-term strategic review

FROM THE CHAIRPERSON

process. The review proved very insightful and has provided JET with some key new avenues that will be pursued in 2019. Critically, the review found that JET is building its reputation as a go-to agency in the education sector and is recognised for robust research and evidence that both continue to guide decision-making in education projects. The key findings of the review were that JET should focus on foregrounding the social justice aspect of its work and build on its already strong reputation to broaden its impact. Working with FCB International, we reviewed our communication strategy in line with this recommendation.

Our international profile has been growing steadily and we now count many international agencies as partners in our work, for example, in numerous parts of Africa and the Caribbean.

In 2018, I will have been on the JET Board for 12 years. I have seen the organisation weather many storms and grow stronger from this. I am sincerely grateful for the privilege to serve and be part of this remarkable organisation. I thank my fellow directors for their support, guidance and dedication to JET.



The non-profit sector in South Africa is critically important to the country and the region but is not an easy sector to work in. The corruption challenges and weakened economy in our country have directly affected the availability of funding for the NGO sector at a time when we could least afford it. There is, however, light at the end of this tunnel as we draw on the collective activism from this sector to resist unlawfulness and speak truth to power when necessary. The education sector, in particular, can least afford a loss of focus on what is a long-term and difficult process to improve the quality of our schools, colleges and universities.

JET has done its part and will continue to do so.

Nathan Johnstone
Chairperson of the Board

The year 2018 was an important year for JET in many ways. As noted in our mid-term review, 'JET has changed from a classical NGO in the way it is doing business and is gravitating towards establishing itself as a social enterprise'. While South Africa does not yet cater for the hybrid models that are increasingly being developed in the United States and United Kingdom, JET and a few other NGOs in the sector are increasingly challenging the narrow definition that has applied for many years. Our social ambition is at the core of what we do - we are purpose-driven - and while we have a strong non-profit motive, we realise that long-term sustainability requires investment in our people and systems.

As part of this strategy, JET has diversified its revenue streams and flattened its organisational structure. We are moving to an increasingly flexible work environment as many of our people work remotely from different parts of the country and, in some cases, from abroad. We have developed cross-cutting functions and now have teams working across 30 or more projects at any given time. Our managers are experts in their own right and lead technical fields ranging across schooling, monitoring and evaluation, assessment, and skills recognition. Receiving the international best newcomer award from Investors in People, combined with the wide reach of our research and implementation projects, exemplifies the type of organisation we are. We punch well above our weight and have a very wide network of impact spreading across government and the private sector in South Africa and beyond.

FROM THE CHIEF EXECUTIVE OFFICER



A handwritten signature in black ink that reads "James Keevy".

James Keevy
Chief Executive Officer

We have developed cross-cutting functions and now have teams working across 30 or more projects at any given time.

I am deeply appreciative of the management team and all JETSetters. Their dedication and many long hours of work can only be described as a sacrifice for a broader purpose beyond what a 'day job' could ever offer. The support from our families is critical in all of this and we recognise the many hours they sacrifice with us. As a

new breed of activists, we are utterly consumed by our work. Together with the Board and many long-standing partner organisations and funders, we are relentless in our pursuit of improving the quality of education for the neediest in our country and our continent. There is still much to be done.

INVESTORS IN PEOPLE

The Investors in People Awards JET WINS AN 'OSCAR'



AN EYE-WITNESS ACCOUNT

Investors in People (IiP) is an international non-profit organisation that has developed a framework and standard for assessing how a company or organisation values its people, recognising that people are a company's most important assets. In 2017, in line with one of our core values, to 'Put people at the centre' and our strategic objective to 'Practise good governance and management', JET embarked on a journey to IiP accreditation.

The accreditation process entailed JET employees completing a series of questionnaires and the IiP40 survey, and participating in observations and interviews. At the end of the process, JET was awarded accreditation until 2020, a sign JET has a clear commitment to employee sustainability and wellbeing. What does IiP accreditation mean for JET? Of course, as the name suggests, it means investing in our people - our JETSetters.

We brought back the award, which is dedicated to ALL JET employees, from the maintenance team all the way through to the CEO and Board members.

In November 2018, JET succeeded in being nominated to participate in the annual IiP awards in the category, Best Newcomer (2 – 4 999 employees). Three eager and excited JETSetters - Ashley Manuals, Sarah Maseko and Carla Pereira - representing both JET staff and management, flew to London to attend the awards ceremony, and their experience exceeded all their expectations.

The IiP Award evening was filled with glitz, glamour and opulence as the who's who of the sector were there. The night opened up with some wonderful music, dancing and champagne (truth be told, the JET representatives only had one glass each). The food was also amazing as well as the ambience in the room. There was definitely an air of support and celebration as the award ceremony started. As the category 'Best Newcomer' was announced, all three of us sent up a quick prayer, while acknowledging that whatever would happen, we would be happy with the outcome as it was a privilege just to be nominated and recognised internationally. The big moment arrived, and JET's name was announced as the winner. Sounds of ululation filled the venue - we were true to our African roots. What a proud moment. Yes, we did it!

We brought back the award, which is dedicated to ALL JET employees, from the maintenance team all the way through to the CEO and Board members.

JET is a place where, if you really want to or need to, you can find purpose. The education sector in South Africa is buzzing with energy and excitement as the era of the Fourth Industrial Revolution (4IR) dawns. JET is at the forefront of this, introducing and looking at ways of implementing artificial intelligence (AI) in the classroom and at the systems level. Yet, on the other side of the coin is a system riddled with anger, resentment, frustration and despair. This is where, as an individual or as a collective, you can make a difference. JET gives its employees that opportunity. While our actions might seem small or somewhat insignificant, they form part of the greater good.

-Ashley Manuals with Carla Pereira and Sarah Maseko



Carla Pereira



Ashley Manuals and Sarah Maseko

One day someone asked me why I am always so positive about my slight contribution to the education system, and I responded by saying that someday, somewhere and somehow, we shall see the fruits of our labour, but the key is to persevere.

And that is why we won the coveted, internationally recognised IiP award for Best Newcomer 2018. It's because, apart from being committed to playing our part in the education sector and building a solid company culture, we persevere. Here's to many more awards for JET.

-Ashley Manuals

INVESTING IN YOUTH

watch
this space!

During our strategic review in October 2018, it was found that JET could gain considerable advantage and, at the same time, contribute to building much-needed research capacity in the education sector by utilising JET's core strengths to develop and implement a training and work immersion programme for young, upcoming researchers.

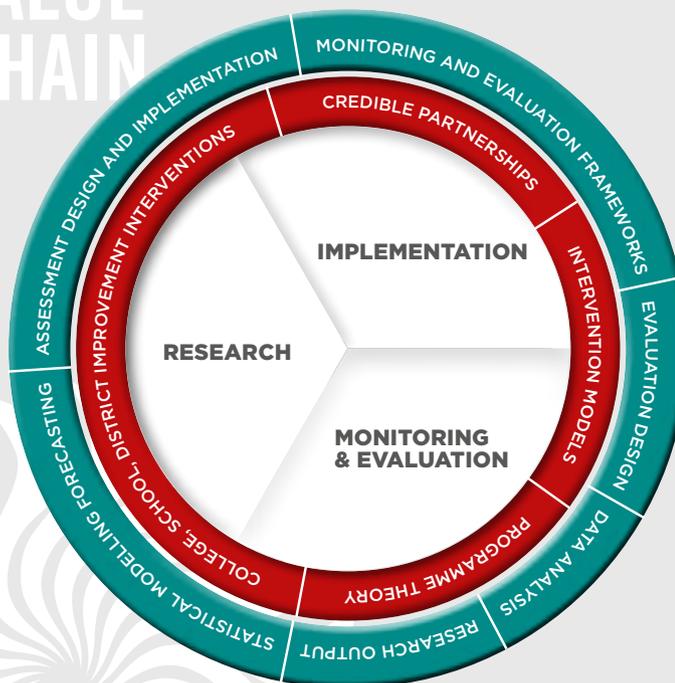
And so in November 2018, JETStreaming was born. The programme was conceptualised and then presented to various stakeholders and funders who jumped at the chance to become part of the JETStream. We look forward to 2019 when the real work will begin to fine-tune the programme and recruit potential JETStreamers. Watch this space!

PROJECT HIGHLIGHTS 2018

In 2018, JET again undertook over 40 projects. All our work reflected one or more aspects of the JET value chain.

Our work also covered our six focus areas, to a greater or lesser degree.

VALUE CHAIN



FOCUS AREAS

THEME 1

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

THEME 2

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

THEME 3

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

THEME 4

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

THEME 5

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

THEME 6

6

UNION LEADERSHIP

Sub-themes

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



PROJECT HIGHLIGHTS 2018

As in previous years, we continued to act as managing agent for the SADTU Curtis Nkondo Professional Development Institute; to provide project management, monitoring and quality assurance services for the National Education Collaboration Trust's (NECT) District Improvement Programme; and to act as the secretariat for the Gauteng Education Development Trust (GEDT).

JET's assessment unit was involved in developing teacher and learner assessments for a number of projects. It also conducted a detailed review of the Zenex Foundation's Mathematics and English tests for high school learners that were developed by Zenex for use in one of its projects. We provided seed funding for and facilitated setting up the National Association for Social Change Entities in Education (NASCEE). This included contracting a project manager and hosting the steering committee meetings. We developed a draft concept document on teacher induction for the Flemish Association for Development Cooperation and Technical Assistance (VVOB) and the Department of Basic Education (DBE).

In an exciting development, the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) entered into an agreement with JET to fund a project called 'Post School Education and Training Collaboration and Learning Opportunities and Utilisation of Data' (PSET CLOUD). This project aims to establish an integrated digital ecosystem for the PSET sector in an effort to strengthen integration, coordination and collaboration to improve efficiencies, governance and management of the PSET ecosystem. This ecosystem is currently characterised by fragmentation and inefficiencies. The project is envisaged to run until 2023.

Several projects from the previous year progressed to the next phase or were finalised. These include, amongst others: the Grade R Early Mathematics Project; the South African Council for Educators (SACE) Standards Development Project; the continuation of the five-year, multi-stakeholder Jala Peo initiative which seeks to improve nutrition and education; and the three-year Future Nations Schools' evaluation.

We continued to further our international reputation with work for organisations such as the Varkey Foundation, the Botswana Qualifications Authority, the African Skills Portal for Youth Employment and Entrepreneurship, and UNESCO.

Further details on a selection of JET's 2018 projects can be found on the following pages.

PROJECT HIGHLIGHTS

2018 CONTINUED



CLIENT



THEMATIC AREA

Implementation

Anglo American South Africa Education Programme

The **Anglo American South Africa (AASA) Education Programme** is a major education programme in partnership with the Department of Basic Education (DBE) to improve learners' educational outcomes in 100 early childhood development (ECD) sites and 100 primary and secondary schools in communities local to AASA's operations in South Africa. The programme was launched in 2018 and activities began in Mpumalanga, Limpopo and the Northern Cape.

JET was commissioned as the managing service provider and is accountable for ensuring the quality, effectiveness and efficiency of delivery of the programme. The programme focuses on both early childhood learning and a whole school development (WSD) approach to facilitate a significant positive impact on the educational outcomes of children in the selected ECD sites and schools. The methodology particularly emphasises those aspects of school development believed to have the greatest impact on children's educational/academic outcomes. It therefore includes capacity building of school leadership; strengthening school management teams; and training, coaching and mentoring 2 000 primary and secondary school educators to improve, inter alia, literacy, numeracy, mathematics, science and language teaching. In addition, priority infrastructure is provided, for example, school sanitation to replace pit toilets and the infrastructure necessary for an environment conducive to learning.

MRP Foundation Schools

JET has been a valued partner of the **MRP Foundation** (originally the Redcap Foundation) since the inception of the Foundation's school improvement programme in 2011. The programme focussed on four key areas - parent and community involvement; school management and leadership; learner development; and educator development. In 2017, the Foundation decided to expand its holistic school programme from the initial five primary schools in the Ilembe district of KwaZulu-Natal to a further 100 primary schools in five new districts in KwaZulu-Natal, the Free State, Gauteng and the Western Cape. The initial involvement in the 12 schools in Ilembe came to a close at the end of 2018, and the JET eMpela (E-learning) programme developed during the course of the project was found to have had a positive effect on teachers' content knowledge: participating teachers demonstrated a 27% increase from their baseline assessment results. In 2018, JET conducted a situational analysis in all the new schools with the findings being used to develop plans to support the schools according to their needs. From January 2019, JET will be implementing the Teacher Development and Parental Support programmes in addition to the Leadership and Management component which was introduced in January 2018.



Anglo American South Africa



*School improvement;
Teacher education;
Early childhood development*



MRP Foundation



School improvement

Research

The Primary Teacher Education Project (PrimTEd)

The Teaching and Learning Development Capacity Improvement Programme (TLDCIP) is a Department of Higher Education and Training (DHET) initiative aimed at strengthening university capacity for the preparation of educators across all levels of the education system. The **Primary Teacher Education Project (PrimTEd)** is a component of the TLDCIP dealing with strengthening the capacity of universities to educate prospective primary school teachers. The project, which is coordinated by JET, is being managed by the Chief-Directorate for Teaching and Learning Development, located in the University Education branch of the DHET and is driven by seven working groups.



Department of Higher Education and Training



Teacher education

PROJECT HIGHLIGHTS

2018 CONTINUED



Research

Collectively, the working groups will produce knowledge and practice competency standards, curriculum frameworks, comprehensive courses and materials that support the delivery of the language/literacy and mathematics components of initial teacher education (ITE) programmes for primary school teachers, including the work-integrated learning component of the programmes.

PrimTEd was exceptionally productive in 2018, with all working groups making significant progress in delivering the products listed above as well as engaging academics from the 24 participating universities. Deliverables near completion have been posted on the ITE programme's PrimTEd website along with an abundance of other resources.

A national workshop was held on 17 April at which the working groups presented their standards for discussion with a wider stakeholder group which included SACE, teacher unions, academics from private higher education institutions and officials from provincial departments of education and the DBE.

New Skills for Youth

Beginning in 2017, JET, in collaboration with MSC Artisan Academy (MSC) and the Catholic Institute for Education (CIE) and with support from JPMorgan Chase (JPMC) Bank, implemented a developmental project to upskill youth in settlements across South Africa that comprise mainly low-income households. This initiative was South Africa's first global innovation site for simulated workplace-based learning as part of the New Skills for Youth initiative (NS4Y) being undertaken by JPMC in a number of countries across the world. It was the intention that lessons from this innovation site would be used to inform other local and international youth employment creation initiatives.

In support of NS4Y's objective of addressing career readiness and employability amongst youth, JET embarked on a research programme to make sense of **the context for successful transitions** to employment for youth in Orange Farm, Gauteng. During 2018, JET conducted research using a grounded theory approach which seeks to understand the ecosystem within which Orange Farm youth operate. The research team gathered the necessary quantitative and qualitative data that enabled them to develop an integrated model to guide interventions that will most likely support youth to make successful transitions to employment.

Support for Work Seekers and Enterprise Development

The **Jobs Fund** appointed JET to undertake a three-year longitudinal tracer study of beneficiaries of 10 projects funded under the Fund's Enterprise Development (ED) and Support for Work Seekers (SFW) funding windows. The main purpose of the study is to assess the successes and challenges of the funded initiatives, as manifested through the outcomes experienced by the beneficiaries.

The research conducted in 2018 covered the following topics: selection of participants; the suitability of programme components (training, mentoring, coaching, networking, placement, work experience and post-project support) for meeting the needs of the beneficiaries and what beneficiaries valued most in terms of content and delivery mechanisms; the relevance of programme components and skills gained to industry and employers; the added value (if any) of an experiential component; whether the programmes succeeded in placing beneficiaries in jobs and how long beneficiaries retained those jobs; and finally, the extent to which the projects built the agency and resilience of beneficiaries.

C Department of Higher Education and Training

TA Teacher education

C JPMorgan Chase

TA Youth development

C Jobs Fund

TA Post-school training and education

Secondary Education in Africa: Preparing Youth for the Future of Work

The Mastercard Foundation, supported by a number of donors, coordinated a research project, **Secondary Education in Africa: Preparing Youth for the Future of Work**, to examine the role of secondary education in preparing African youth for the future of work. The project was divided into four research themes, with Theme 2 being: Ensuring relevant knowledge and skills: What changes are needed in teaching and curricula to help transform learning and skills development in Africa?

JET was contracted by the Varkey Foundation, one of the project's strategic partners, to conduct research under this theme, looking specifically at secondary level teacher education in sub-Saharan Africa (SSA), teacher preparation and support. JET's research included a literature review of the field of teacher education for secondary schooling, both internationally and within the SSA region; a market scan of secondary teacher education in 48 SSA countries; and four country case studies (Senegal, Uganda, Rwanda and South Africa) on the education of secondary teachers. The consolidated report was one of 13 background papers which contributed to the comprehensive study.

Continuing Professional Development for Technical and Vocational Education and Training College Lecturers

In South Africa, there is a critical need for continuing professional development (CPD) for the current corps of technical and vocational education and training (TVET) lecturers to ensure that they have the content knowledge, pedagogical and professional skills and values, as well as sufficient work exposure to teach effectively in TVET colleges. In response, the Department of Higher Education and Training (DHET) has launched several initiatives to develop a framework for CPD for college lecturers. The DHET commissioned the University of the Western Cape to appoint a research provider with significant expertise and knowledge of the South African TVET sector and CPD to conduct strategic research that will inform the DHET's implementation of a CPD framework for TVET colleges.

JET was appointed to fulfil this role and in 2017 undertook the required research which included: collating publicly available South African research and government policies concerning CPD in the TVET college sector; a desktop review of the international literature on CPD strategies within vocational settings; consulting with international organisations such as the International Labour Organisation (ILO) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) on best practices for CPD in the TVET sector; and consulting with the South African Council for Educators (SACE) to identify potential synergies between the existing continuing professional teacher development (CPTD) framework for school teachers and a new framework for the TVET college sector. The research also entailed targeted interviews with key stakeholders and the consultative design of a strategic intervention process for stakeholder implementation of a CPD framework for the TVET college sector.

Strategic Review for Nedbank Private Wealth Foundations

The Nedbank Private Wealth Foundations (NPWF), comprising the Nedbank Private Wealth Educational Foundation and the Private Wealth Charitable Foundation, approached JET to conduct a strategic review in order to provide quality information to inform NPWF's strategic direction.

JET was specifically requested to propose a solution in respect of mathematics and science support and literacy and skills development. The review was concluded in the last four months of 2018 and will be presented to the management and trustees of NPWF in early 2019.

Support for the Botswana Qualifications Authority

JET entered into an agreement with the Botswana Qualifications Authority (BQA) to provide training and consulting services on the implementation of the Botswana National Credit and Qualifications Framework (NCQF).

The specific goals and objectives of this project were for JET to train the BQA's staff and experts for the validation of qualifications and guide the process as lead experts.

C Varkey Foundation

TA Teacher education

C University of the Western Cape

TA Teacher education; Post-school training and education

C Nedbank Private Wealth Foundations

TA School improvement

C Botswana Qualifications Authority

TA Post-school training and education

PROJECT HIGHLIGHTS

2018 CONTINUED



Research

African Skills Portal for Youth Employment and Entrepreneurship

Despite recognising the importance of technical and vocational education and training (TVET) for addressing youth unemployment, many African countries have weak TVET sectors. The **African Skills Portal for Youth Employment and Entrepreneurship** (ASPYEE) was established by the African Union (AU) and the German Federal Ministry of Economic Cooperation and Development (BMZ) working through New Partnership for Africa's Development (NEPAD). ASPYEE was conceived as a tool to support a coordinated regional approach to skills development by being, amongst other things, a knowledge repository to enable sharing and replication of tried-and-tested African innovations and approaches throughout the continent.

JET was appointed to conduct a study on the role of ASPYEE within the ecosystem of skills development. The research included a review of a selection of African and international electronic initiatives that attempt to coordinate, consolidate and/or present skills development initiatives, specifically those that focus on serving practitioners. The review concluded with recommendations on what steps can be taken to make ASPYEE the go-to knowledge-sharing portal for policymakers and practitioners of skills development for youth employment in Africa.

The Role of Teaching Councils and Teaching Commissions with a Special Focus on Southern Africa: Literature Review

JET was commissioned by the UNESCO Regional Office for Southern Africa (ROSA) to undertake a literature review to assist the Southern African Development Community (SADC) countries to formulate and implement professional standards for teachers in order to improve the quality of school processes and outcomes, and to help the SADC secretariat provide assistance to member countries. In particular, the existence, structure and functions of teacher councils and teacher commissions in the region were explored. The review provided a set of recommendations to the SADC secretariat and member states regarding the finalisation and implementation of national and regional standards. The operationalisation of standards was outlined in regard to initial teacher education (ITE), internship and licensing, continuing professional development (CPD), performance management, re-licensing and promotion.

C *New Partnership for Africa's Development*

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

C *UNESCO Regional Office for Southern Africa*

TA *Teacher education; School improvement*

Monitoring & Evaluation

Baseline Evaluation of the Public Schools Partnership Pilot Project

JET was commissioned at the end of 2016 to conduct an external evaluation of the Public Schools Partnership (PSP) Pilot Project (also called the **Collaboration Schools Pilot Project**), which uses an innovative legislative framework to pursue school improvement through public-private partnerships by pairing a not-for-profit school operating partner (SOP) with new and existing poorly-performing schools. The initiative, a collaboration between several funders, is expected to result in radical educational transformation for learners in disadvantaged communities through the provision of skills and resources related to school governance, leadership development and teacher and learner development.

Following an inception and clarification phase, JET was appointed in 2017 to conduct an initial 'deep dive' evaluation of five schools participating in the pilot project, the school operating partners (SOPs), and the governance and oversight levels of the pilot. The evaluation involved stakeholder interviews (including government officials, funders, SOPs, the pilot support office and other programme supports), surveys and school observations. A baseline report was prepared during 2018 with a trend analysis of Grade 3, 6 and 9 learner performance results scheduled for 2019.

C *Funder Group*

TA *School improvement*

Department of Higher Education and Training Monitoring and Evaluation Framework

In response to growing national and international calls for greater transparency and accountability in the use of public funds to achieve results, the Department of Higher Education and Training (DHET) sought to strengthen both its monitoring and evaluation (M&E) systems as well as the utilisation of information from M&E in order to address those factors hindering service delivery and to take advantage of opportunities for further growth and development.

Underhill Corporate Solutions was contracted for this work and JET was subcontracted by Underhill, at the request of the DHET, to assist with the development of its M&E framework. JET developed a logic model, a set of indicators and a framework for this purpose.

Lead Sector Education and Training Authority: Technical and Vocational Education and Training Colleges Research Project Phase 2

In 2012, the Department of Higher Education and Training (DHET) designated certain Sector Education and Training Authorities (SETAs) to act as 'lead' SETAs with designated Technical and Vocational Education and Training (TVET) colleges in each province. This was to enhance workplace access for students in the colleges by making SETAs more accessible, improving their service provision to communities and creating synergies between colleges, SETAs and employers. Previous research had determined that most lead SETA offices (LSOs) established by SETAs and TVET colleges were, at best, underperforming and constrained by major weaknesses in their design, implementation, and management.

In 2018, JET was requested to undertake an implementation evaluation of the state of the coordinating SETA-TVET office (CSTO) project in nine selected pilot colleges to ascertain the status and quality of relationships between the SETAs and the colleges. The evaluation found that LSOs continued to experience many problems resulting in dissatisfaction for both the SETAs and TVET colleges and frustration with the limited benefits accruing to students, communities, and employers. The findings will be used to inform the guidelines for establishing collaborations that can be of mutual value to both the SETAs and TVET colleges as well as provide a mechanism through which the collaboration can be managed and monitored by the DHET. The project is the sixth phase of an initiative that has been underway since 2012.

Kagiso Shanduka Trust Evaluation

In 2013, the Cyril Ramaphosa Foundation (CRF) and the Kagiso Trust (KT) jointly as the **Kagiso Shanduka Trust** (KST) initiated a partnership with the Free State Department of Education (FSDoE) to address systemic challenges in the education system. They developed an integrated district whole school development (DWSD) model, addressing infrastructure development, curriculum support, social development and leadership, which has been rolled out in 247 schools in two districts in the Free State.

JET was appointed to conduct a mid-term review of the programme to assess the extent to which the partnership and project have resulted in cost-effective, qualitative and efficient delivery of the model. Learning, critical reflection and improvements in the model and its implementation are expected to be key outcomes of the evaluation.

Evaluating the Effectiveness of the Nal'ibali Reading-for-Enjoyment Supplements

Nal'ibali is a national reading-for-enjoyment campaign which aims to establish a culture of reading for enjoyment and promote appreciation of reading in mother tongue languages. Reading supplements, including read-aloud and cut-out-and-keep stories, are produced in six languages and distributed to reading clubs and schools and via newspapers.

In November 2017, JET was appointed to evaluate the appropriateness, messaging, targeting, quality, use and cost-effectiveness of Nal'ibali's bilingual reading-for-enjoyment supplements. Data collection instruments for the evaluation were developed, piloted and approved by the client and the survey instrument was translated into Afrikaans, isiXhosa, isiZulu and Sepedi. Fieldwork commenced with survey fieldwork (face-to-face and telephonic) being undertaken by ikapadata, a fieldwork company which specialises in fieldwork using mobile devices.

C Department of Higher Education and Training

TA Post-school training and education; ICT in education

C Department of Higher Education and Training

TA Post-school training and education

C Kagiso Shanduka Trust

TA School improvement

C Kagiso Shanduka Trust

TA School improvement

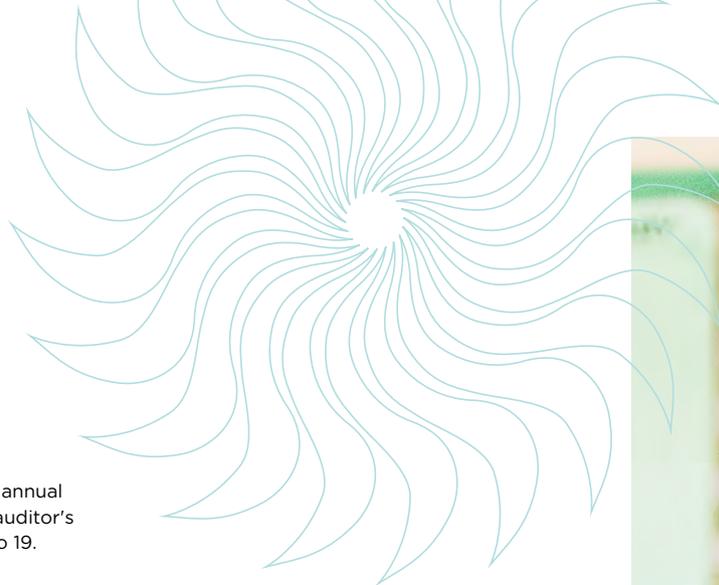
ABRIDGED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2018

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 18 to 19.

STATEMENT OF FINANCIAL POSITION

	2018 R	2017 R
Non-current assets	27 175 597	27 047 714
Property, plant and equipment	16 703 003	16 219 181
Intangible assets	88 784	96 681
Investment property	10 093 515	10 352 742
Operating lease asset	290 295	379 110
Current assets	7 387 124	9 578 392
Trade and other receivables	6 113 860	3 747 807
Cash and cash equivalents	1 273 264	5 830 585
Total Assets	34 562 721	36 626 106
FUNDS AND LIABILITIES		
Funds	16 055 943	15 801 847
Accumulated funds	16 055 943	15 801 847
Non-current liabilities	6 843 138	6 568 924
Finance lease liability	77 771	183 896
Secured bank loan	6 765 367	6 385 028
Current liabilities	11 663 640	14 255 335
Finance lease liability	70 661	66 166
Secured bank loan	854 710	660 572
Funds received designated for projects	1 418 843	4 206 474
Trade and other payables	7 600 078	7 433 991
Provisions	1 719 348	1 888 132
Total Funds and Liabilities	34 562 721	36 626 106

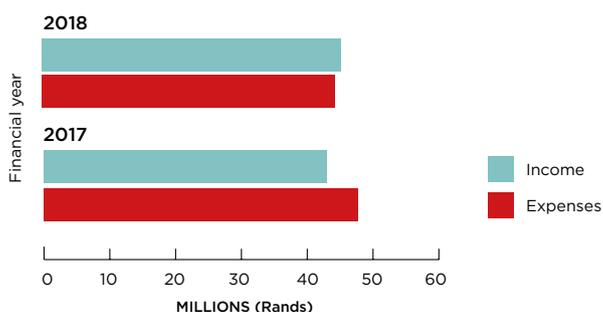


The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 18 to 19.

STATEMENT OF COMPREHENSIVE INCOME

	2018 R	2017 R
INCOME		
Programme income	42 345 850	40 307 523
Other income	2 926 377	2 815 815
	45 272 227	43 123 338
EXPENDITURE		
Administration and project indirect overheads	(13 497 565)	(13 901 203)
Programme direct expenses	(30 801 265)	(33 919 752)
	(44 298 830)	(47 820 955)
Operating surplus/(deficit) before interest	973 397	(4 697 617)
Finance income	57 575	57 401
Finance cost	(776 876)	(926 711)
Total comprehensive surplus/(deficit) for the year	254 096	(5 566 927)

INCOME AND EXPENDITURE



ABRIDGED ANNUAL FINANCIAL STATEMENTS

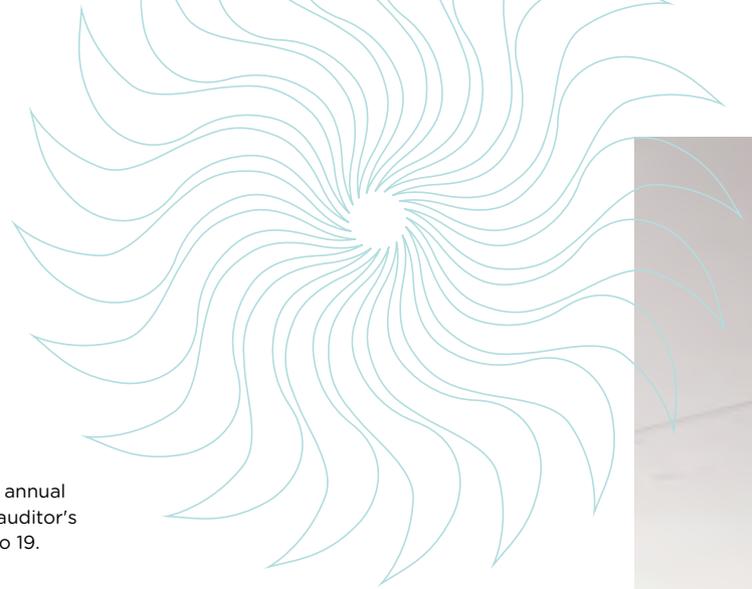
FOR THE YEAR ENDED 31 DECEMBER 2018

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 18 to 19.

STATEMENT OF CHANGES IN FUNDS

	JET funds designated for projects R	Accumulated funds R	Total R
Balance at 1 January 2017	1 364 589	20 004 185	21 368 774
JET funds utilised on projects transferred	(1 364 589)	1 364 589	-
Deficit for the year	-	(5 566 927)	(5 566 927)
Balance at 31 December 2017	-	15 801 847	15 801 847
Surplus for the year	-	254 096	254 096
Balance at 31 December 2018	-	16 055 943	16 055 943

The funds of R1 364 589 were transferred back into the general accumulated funds in 2017. These funds were under the control of the directors for use in JET's own projects and/or in projects funded jointly with partners whose projects are in line with the mandate of JET.



The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 18 to 19.

STATEMENT OF CASHFLOWS

	2018 R	2017 R
Cash utilised by operating activities		
Cash receipts from customers and funders	40 207 359	47 192 343
Cash paid to suppliers and employees	(43 806 531)	(48 267 746)
Cash utilised by operations	(3 599 172)	(1 075 403)
Interest income	57 575	57 401
Interest expense	(776 876)	(926 711)
Net cash utilised by operating activities	(4 318 473)	(1 944 713)
Cash flows from investing activities	(711 694)	(446 816)
Acquisition of property, plant and equipment	(619 348)	(249 462)
Improvements to investment property	(107 689)	(199 837)
Proceeds on disposal of equipment	15 343	2 483
Cash flows from financing activities	472 847	1 536 086
Decrease in finance lease obligation	(101 630)	(79 144)
Increase in other interest bearing borrowings	574 477	1 615 230
Net decrease in cash and cash equivalents	(4 557 320)	(855 443)
Cash and cash equivalents at the beginning of the year	5 830 584	6 686 027
Cash and cash equivalents at the end of the year	1 273 264	5 830 584



INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF JET EDUCATION SERVICES NPC

Report on the audit of the financial statements

Opinion

We have audited the financial statements of JET Education Services NPC set out on pages 8 to 31, which comprise the statement of financial position as at 31 December 2018, 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 2018, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards and the requirements of the Companies Act of South Africa.

Basis for opinion

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

Other information

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

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

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

Responsibilities of the directors for the financial statements

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



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

Auditor's responsibilities for the audit of the financial statements

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

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

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

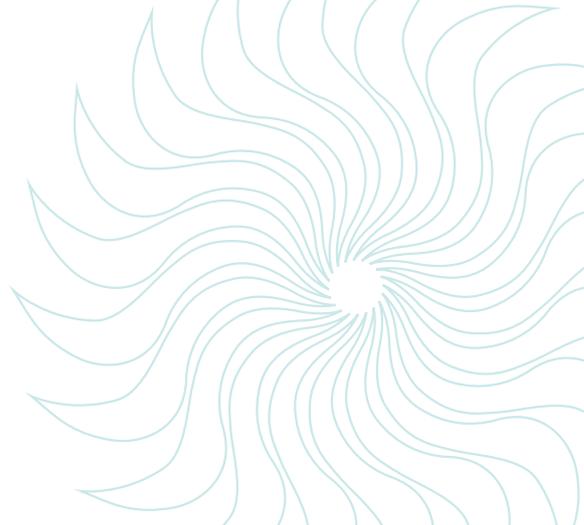
We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

BDO South Africa Inc.

BDO South Africa Incorporated
Registered Auditors

MZ Sadek
Director
Registered Auditor

28 March 2019



JET BOARD OF DIRECTORS 2018

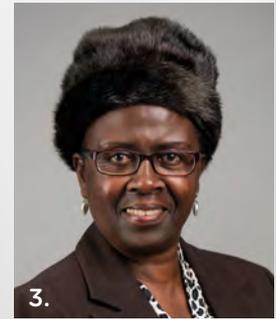
(Non-Executive)



1.



2.



3.



4.



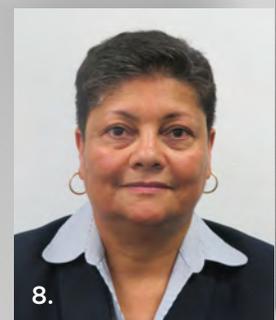
5.



6.



7.



8.

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

JET STAFF 2018



EXECUTIVE COMMITTEE

James Keevy
Chief Executive Officer

Agness Munatsi
Chief Financial Officer

Carla Pereira
Strategic Programmes Officer

RESEARCH AND PLANNING

Andrew Paterson
Senior Researcher

Avrille Fonseca
Research Officer

Daniel Mashilo
Junior Statistician

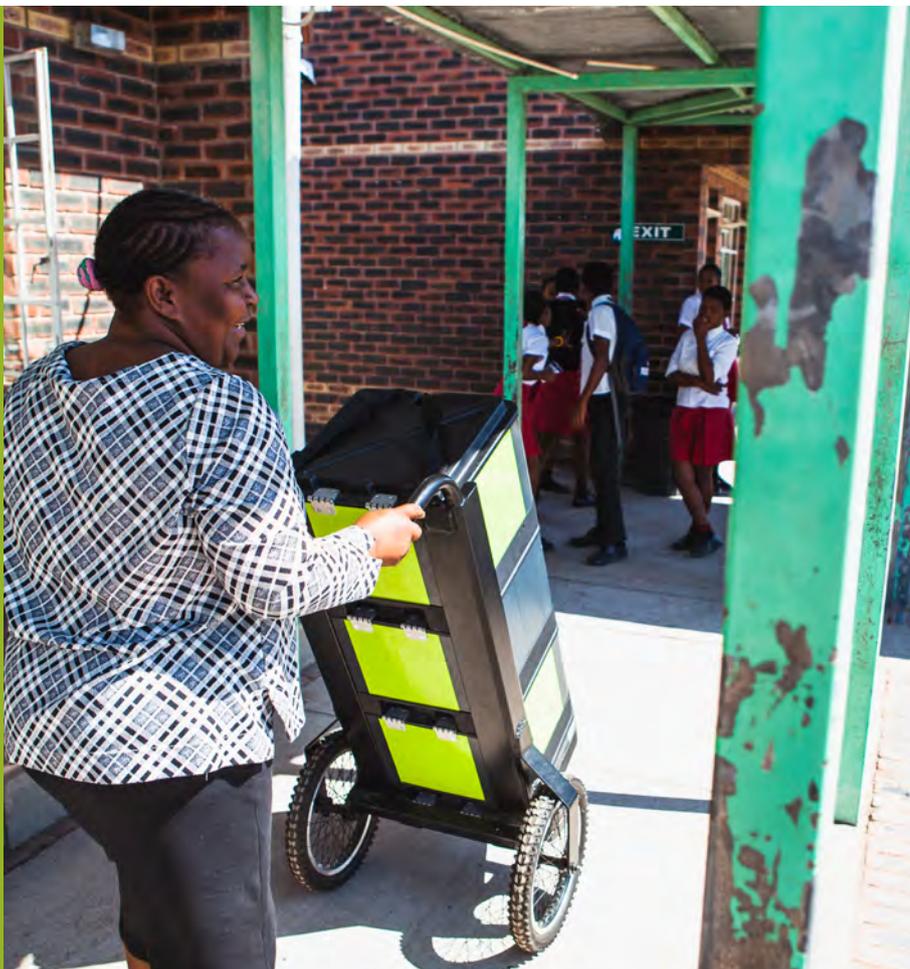
Double-Hugh Marera
Senior Statistician

Jennifer Shindler
Specialist Manager: Data Unit

Kurhula Nkwini
Data Analyst, NECT

Nick Taylor
Senior Research Fellow





Rachel Neville
Research Officer

Roelien Herholdt
Specialist Manager: Assessment Unit

Zaahedah Vally
Research Intern

EDUCATION MANAGEMENT AND IMPLEMENTATION (EMI)

Lesley Abrahams*
Executive Manager: EMI

Ashley Manuels
Administrator

Craig Gibbs
Specialist Manager, School Governance and Leadership

Deva Govender**
Lead Programme Manager, NECT

Dina Mashamaite
Programme Manager, NECT

Kelly Shiohira
Specialist Consultant

Mpho Ramasodi*
Specialist Coordinator, NECT

Nathi Chonco*
Programme Manager, NECT

Nelly Mashilo
Project Coordinator, Jala Peo

Ronald Mudimeli
Project Coordinator, Jala Peo

Sunnet Anderson
Project Coordinator, Jala Peo

Tshepiso Letlhake
Administrative Intern, NECT

Vumisa Mayisela***
Project Manager, AASA

MONITORING AND EVALUATION

Eleanor Hazell
Executive Manager, M&E

Asiya Hendricks
Monitoring and Quality Assurance (MQA) Coordinator, NECT

Benita Reddi-Williams
Specialist Manager

Deizdaria Magwiro
Monitoring and Quality Assurance (MQA) Coordinator, NECT

Fatima Mathivha*
M&E Officer

Hilde Heyns
M&E Intern

Luisa Roscani
Monitoring and Quality Assurance (MQA) Senior Coordinator, NECT

Miriam Chikwanda*
M&E Intern

FINANCE

Elizabeth Koaho
Senior Accounts Clerk

Mothusi Sekati*
Accounts Clerk

Thamsanqa Zwane
Accounts Clerk

Tumi Seleke
Book keeper

SUPPORT

Cleopatra Morudu
Marketing Intern

Kathy Tracey
Strategic Support Manager

Kedibone Boka
Client Relationship Manager*

Maureen Mosselson
Knowledge Manager

Motshoanetsi Masilo
Human Resources Intern

Nkateko Sithole*
Human Resource Manager

Pinky Magau
Programme Administrator

Salamina Tshirundu
Cleaner/Tea Lady

Sarah Maseko
Junior Programme Administrator

Tebogo Kibe
Receptionist

Thabile Nxumalo
Intern Admin/Office support

Thelma Dibakwane
Office and Building Manager

MAINTENANCE

Mashudu Negondeni
Gardener

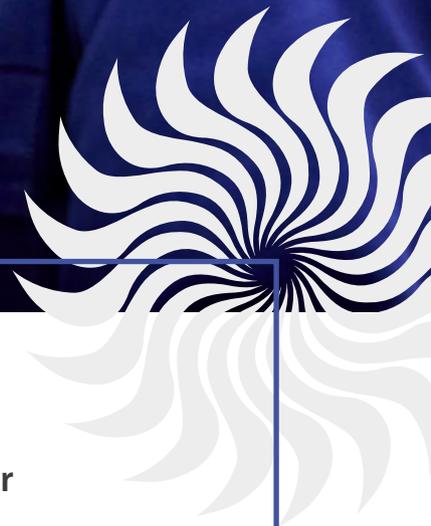
* Left during 2018

** National Collaboration Trust District Improvement Programme

*** Anglo American South Africa Education Programme

INTERNATIONAL RESEARCH INTERNS HOSTED BY JET IN 2018

Aynur Sahin
Susan Stine
Tadiwanashe Murahwi



CLIENTS AND PARTNERS 2018

We acknowledge our main clients and partners for the year ended 31 December 2018

AllAfrica Global Media
 Anglo American South Africa
 Anglo American Chairman's Fund
 BASA Schools Institute
 BioTherm Energy
 Botswana Qualifications Authority (BQA)
 Columba Leadership
 CURRO Holdings
 Department for International Development (DfID) United Kingdom
 DG Murray Trust
 European Union
 FEM Education Foundation
 Fibre Processing and Manufacturing Education and Training Authority (FP&M SETA)
 Flemish Association for Development Cooperation and Technical Development (VVOB)
 Future Nation Schools

Gauteng Education Development Trust (GEDT)
 Gesellschaft for International e Zusammenarbeit (GIZ)
 Injini
 International Institute for Capacity Building in Africa (IICBA)
 International Labour Organization (ILO)
 Jobs Fund
 JPMorgan Chase
 Kagiso Shanduka Trust (KST)
 Luiss University
 Manufacturing ,Engineering and Related Services Seta (MerSETA)
 MindSet
 MRP Foundation
 Nal'ibali Project
 National Education Collaboration Trust (NECT)
 Nedbank Private Wealth
 New Leaders Foundation

Old Mutual Alternative Investments
 Prestige College Thornview
 Royals Deal Property Company
 Save the Children South Africa
 Sifiso Learning Group
 South African Council for Educators (SACE)
 Student Sponsorship Programme (SSP)
 Sweco
 Tshikululu Social Investments
 Tshwane University of Technology (TUT)
 Underhill Corporate Solutions
 United Nations Educational, Scientific and Cultural Organization (UNESCO) Regional Office for Southern Africa (ROSA)
 University of West Indies (UWI)
 University of Western Cape (UWC)
 Varkey Foundation
 Zenex Foundation Trust

JET EDUCATION SERVICES

Tel: +27 11 403 6401
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



