

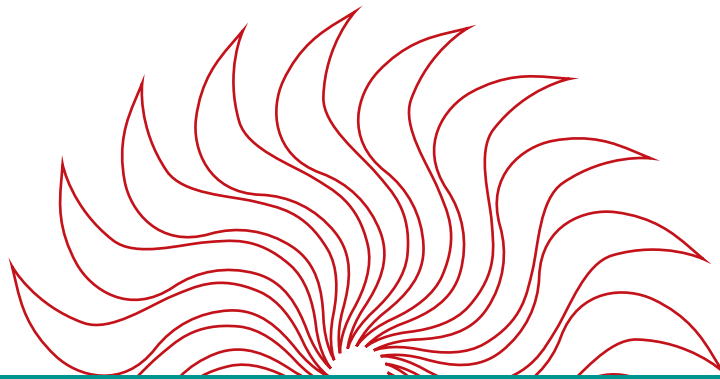
JET

Education Services



Annual Report 2014





JET's history

JET Education Services is an independent non-governmental organisation which 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. Since its inception in 1992 as the Joint Education Trust, whose main role was to manage the disbursement of R500 million raised by business in support of educational projects targeting underserved communities, JET's work has contributed significantly to creating knowledge and building the capacity of the South African education and training system.

In 2001, after successfully discharging its founding mission, JET reviewed its role and shifted focus from fund disbursement to managing education and development projects for a variety of clients, including government and multinational donor agencies.

In 2009, in the light of the changed political and economic conditions and the emerging education landscape in South Africa, JET was forced to again rethink its role and identity in order to remain both relevant and viable. JET evolved into a delivery support organisation, backed by a sound research base. Its role was to assist government to implement its programmes and thereby realise value from the public resources allocated to education.

Under the leadership of its recently appointed third CEO, JET Education Services is actively positioning itself as a credible collaborator to support the implementation of the National Development Plan, which sets out a clear plan for the improvement of the education and training system in South Africa.

We welcomed the formation of the Joint Education Trust in 1992 ... as a move inspired by patriotism and vision.

Former President Nelson Mandela, addressing the Joint Education Trust Annual General Meeting, 1996





JET's vision

To contribute to achieving quality education and training for young South Africans

JET's mission

To offer educational research and knowledge-based interventions that are innovative, cost effective, practical and sustainable

JET's values

JET strives to

- › Be professional and knowledge-orientated
- › Pursue purpose beyond profit
- › Be independent and accountable
- › Be innovative and courageous
- › Practise ethical governance
- › Put people at the centre

JET Education Services represents one of the most successful outcomes of collaboration between government and its social partners. Although its role has evolved during 21 years of operation, JET has not strayed far from its roots and founding principles and remains relevant; its values, vision and work go directly to the heart of the National Development Plan, which promotes active citizenry.

*JET Chairman,
Nathan Johnstone,
2014*

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Message from the Chairperson

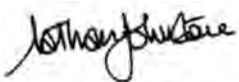
The year 2014 has been an important year of transition for the JET Board and staff. The transition began in November 2013 when Godwin Khosa, JET's CEO at the time, was seconded to the newly established National Education Collaboration Trust (NECT). Godwin's secondment ended in February 2014 when he vacated his position as JET CEO and was appointed as CEO of the NECT. This left JET without a CEO for most of 2014. I was requested by the JET Board to take on aspects of the vacant leadership role, together with the newly appointed Chief Operations Officer, Carla Pereira, who very ably took on this challenge, until the appointment of JET's third CEO, Dr James Keevy, was concluded in September 2014. Dr Keevy was appointed after an extensive recruitment process and a careful selection by the JET Board to find the right person to lead JET into the future.

Over the last few months Dr Keevy has confirmed the confidence placed in him by the JET Board. With an initial focus on improving governance and efficiencies, he has started to build a strong foundation for the new phase that lies ahead for JET. JET's management and staff have responded positively to his leadership and the new strategic imperatives that he has started to outline. A new five-year strategy is in the making and will provide JET with key beacons as it continues to position itself as a credible collaborator in the education and training sector. As chairman I certainly look forward to working with Dr Keevy and his team as this new phase of JET becomes a reality.

The purchase of JET's own building, The Education Hub, in Parktown in November 2014 and our subsequent occupation of the building in March 2015 is a clear signal that JET is consolidating its position as a long-term contributor. The purchase, which was decided by the JET Board as early as 2013, has acted as an important catalyst for JET as an organisation. Greater attention must now to be placed on sustainability, governance and efficiencies. The JET management team under Dr Keevy's leadership has taken on this challenge and has made important strides in the right direction.

JET's financial outlook remains good, but careful attention will be paid to ensuring sustainability, as the purchase of the new property has impacted on JET's surplus funds built up over many years. Improved efficiencies and new business development will remain important foci.

I recognise the important contribution of my fellow directors on the JET Board. As a collective we have been able to steer the organisation towards a new phase that is now starting to become a reality. There is hard work ahead, but with a strong Board and an effective management team in place we are up to the task. Working together with local and international partners, including government, other NGOs and research institutions, we look forward to the challenge.



Nathan Johnstone



JET's ability to make a difference through innovation has stood the test of time. The next few years will be no exception. JET will continue to develop its capacity in the area of monitoring and evaluation because government has signalled that the review of many of the strategies and systems put in place at the advent of democracy is now necessary. JET will also further develop its ability to be a meaningful contributor in the vocational and continuing education and training sector, while consolidating its ongoing role in school and district improvement as well as large-scale research.



Message from the CEO

During 2012 and going into 2013, JET identified the need for a national compact to deliver large-scale systemic national interventions in education. In fulfilment of this need and with support from government, JET oversaw the establishment of the National Education Collaboration Trust (NECT). The then CEO of JET, Godwin Khosa, relocated to the NECT, while the JET Board of Directors started a process to appoint a new CEO for JET. I was appointed in September 2014 as JET's third CEO, following in the footsteps of Dr Nick Taylor (1994 to 2009) and Godwin Khosa (2009 to 2014). After working at the South African Qualifications Authority in research, policy development and international liaison capacities for more than ten years, I found myself ready to take on a new challenge and through the trust placed in me by the JET Board of Directors and the JET staff, I have seized the opportunity. In 2014, in my new position as JET CEO, I started to reposition JET as a 'credible collaborator' in improving education. I initially focused on improving governance and efficiencies by examining and reaffirming JET's values.



With JET's values in mind, the organisation will continue to work closely with government to support innovation and build capacity in a sector that is continually over-stretched due to huge demands, in part the result of the need to address the ever present legacy of the apartheid system's neglect of the majority of the South African population in schools, colleges and universities. Much has been done in this area over the last twenty years, although not always well planned or managed and so the challenges remain. Non-governmental organisations (NGOs) such as JET continue to play an important role in strengthening the public provision of education. While some NGOs have taken a more critical approach to force government to respond better to the needs in the system, JET has remained true to its founding mission – to improve the quality of education and the relationship between education and the world of work by working closely with business, government, labour and civil society. The over-dependence on government contracts has, however, been identified as a key risk to JET's sustainability and to counter this we plan to diversify our work in the years to come. It must be noted that this important shift will not proceed at the expense of JET's ability to continue to support government.

When I took over at JET I was gently reminded by a longstanding friend and colleague that 'you will be standing on the shoulders of giants'. There is no doubt that many committed and influential people, including the current JET Board under the leadership of Nathan Johnstone, have contributed to making JET the well regarded organisation it is today. From the founding chairperson, Mike Rosholt, early Board members and staff, such as Cheryl Carolus, Naledi Pandor and Penny Vinjevold, to the former CEOs mentioned above, JET certainly has a proud history.

Looking back over 2014, it is evident that the organisation is poised to enter a new phase. JET remains well positioned to provide the innovation that continues to make a difference to education and training in South Africa; JET also has the capacity, built up over the last 22 years, to contribute in ways that the large, less flexible government system cannot. With its strong foundation, looking forward over the next five to ten years, JET sees itself continuing to work closely with government and also with local and international partners as a credible collaborator whose long-term vision is to improve the quality of education for all South Africans.



James Keevy



Today JET continues to play a significant role in education research and evaluation, school and district interventions, youth and community development and ongoing research, with a strong focus on the conceptualisation and delivery of innovative projects that can be taken to scale. The year 2014 was no exception. Working across five strategic focus areas, JET has been able to make a difference in a number of ways described in the following section, *Realising the Vision*.

Realising the

Support government in the implementation of its programmes

JET has been actively involved in supporting government programmes in a number of ways: JET managed the College Improvement Programme (CIP) conceptualised by the Department of Higher Education and Training (DHET); JET acts as managing agent for the NECT; Dr Nick Taylor was seconded to head up the National Education Evaluation Development Unit (NEEDU) of the Department of Basic Education (DBE); Roelien Herholdt, JET's assessment specialist, was seconded to the National Institute for Curriculum and Professional Development (NICPD); and JET has been involved in large scale monitoring and evaluation of government projects such as the Funza Lushaka bursary scheme and, more recently, began initial work on evaluating the National Schools Nutrition Programme (NSNP).



Contribute more actively at the social compact level of the education system

In 2014 JET continued its work in the key area of initial teacher education (ITE) through the Initial Teacher Education Research Project, a JET initiative in collaboration with the Education Deans' Forum, the Department of Higher Education and Training and the Department of Basic Education. The research is intended to inform the debate about the quality of ITE and whether it is preparing teachers adequately to address the challenges of schooling in South Africa today. This research will be taken to scale in 2015 with the return of Dr Taylor to JET on completion of his secondment to NEEDU.

Demonstrate systemic education change models that can be replicated by government

JET continues to implement the management function of the South African Democratic Teacher Union's Curtis Nkondo Professional Development Institute (SCNPDI) until the institute is ready to run on its own. The SCNPDI represents an important shift in the approach of South African unions towards a greater emphasis on professional aspects of teaching through the support of the Department of Basic Education (DBE). JET will continue to support this model in its work with SADTU, but also with other teacher unions and the DBE. JET achieved some good outcomes in the CIP – some of JET's work has been taken up at a national level and JET has begun to explore possible ways to expand this project into other provinces.



Vision in 2014

Make meaningful contributions to the education knowledge base and find solutions to national education challenges

The process of writing a book on the transformation of the Technical and Vocational Education and Training sector (edited by Dr Andre Kraak and Dr Anthony Gewer) has proceeded well and will be completed in 2015. Several contributions to the education and training knowledge base were made (including the presentation of several papers at conferences and the publication of peer reviewed articles). As a recognised UNESCO international centre for technical and vocational education and training, JET took part in the UNEVOC network conference from 13 to 17 October 2014 in Bonn Germany; the conference ushered JET in as a UNEVOC Centre and more developments in this area will take place in 2015.



Strengthen internal efficiencies in order to improve the sustainability of the organisation

The strengthening of internal efficiencies, a key focus during 2014, will be further developed in 2015. New internal and external auditors were appointed in 2015. JET received an unqualified audit for 2014 and will continue to practise good governance principles going forward. The current business model will be reviewed to ensure that the organisation remains sustainable in the changing education and training environment. Importantly, JET purchased a building in Parktown as a cost saving mechanism. The building, branded as 'The Education Hub', will not only house JET, but also like-minded organisations working in the education sector. The purchase signifies JET's intention to be a long-term contributor to the improvement of the quality of education and the relationship between education and the world of work.



Research and Planning Division (R&P)

JET's Research and Planning Division continues to conduct research projects that support national education development initiatives, seek solutions to current educational challenges and inform educational planning.

During 2014 the division consolidated its work on the Initial Teacher Education Research Project reported on in the 2103 Annual Report. Further research outputs were finalised and are available on the JET website.

The division's Assessment Unit, in partnership with UNICEF, continued to support the Department of Education (DBE) in its project to train teachers to use error analysis of the Annual National Assessments (ANAs) to improve teaching and learning outcomes. The project culminated in the production of error analysis materials for teachers of Grades 3, 6 and 9.

How to transform the quality of schooling?

One of the most important lessons learnt from our research over the past decade of school improvement initiatives is the central role of district offices, which are often the only contact that schools have with outside agencies. Combined with this, recent developments aimed at transforming the quality of schooling, particularly for poor children, are reviving the idea that school-level heads of department (HODs) are key to this enterprise. District-based subject advisors work with school heads of departments (HODs) and teachers, while HODs, who share the lived realities of their schools with teachers and interact with them daily, are best placed to identify the specific strengths and weaknesses of each teacher and to mobilise the collective resources of the school to optimal effect in classrooms.

The '1 + 4 Programme' introduced recently by the DBE relies heavily on these above assumptions. The programme is specifically targeted at improving the subject content and pedagogical knowledge of teachers responsible for mathematics in Grades 8 and 9 and has ambitious goals, aiming to improve Grade 9 maths scores in the ANAs by 300% in one year, which would raise them from 13% in 2014 to 52% in 2015.

The model depends on the functioning of professional learning communities (PLCs), an echo of the use of PLCs for teacher development by JET's School and District Improvement Division in the Mr P Project (see pages 10 and 11).


There is no magic bullet or 'game changer': the road to successful reform in classroom instruction is incremental and systematic and continuously builds on lessons learned.

How to track transformation and improvement?

Evaluation of South African schooling by the National Education Evaluation and Development Unit (NEEDU) headed by Nick Taylor, JET Research Fellow seconded to the DBE, has revealed a serious bottleneck hindering the realisation of an improved education system. Over the past three years NEEDU reports have argued that in identifying curriculum leaders, expertise competes with other criteria, including expectations of seniority and the interference of cabals, often union-based, operating in organised ways to secure promotions and protection for their members. As a result, curriculum leadership, more often than not, is observed more in form than substance: HODs 'monitor' teachers' work, but the most cursory observation of learners' exercise books will show that the standard of work completed in class is several grade levels below that specified by the curriculum.

Given the necessity of quality curriculum leadership to lead the PLCs to assist teachers to reach curricular expectations, it becomes more important than ever to institute a more efficient system for selecting educators for promotion posts. It is also important to minimise corrupt practices. It is vital that projects such as 1 + 4 be subjected to the most rigorous evaluation studies in order to advance the public knowledge base regarding teacher development and ensure that the interventions are, in fact, having the desired effect. There is no magic bullet or 'game changer': the road to successful reform in classroom instruction is incremental and systematic and continuously builds on lessons learned. From this perspective, short-term horizons, over-ambitious targets, staff churn – particularly at higher levels of leadership – and the absence of an evaluation culture are the enemies of systemic reform.

Evaluation saves money

Considering that government spent only 42% of the R1.1 billion budget allocated for in-service teacher education and training (INSET) in 2014, the argument that no money exists for programme evaluation is not valid. Ultimately, money invested in evaluation is likely to leverage savings in terms of more effective programmes and the elimination of those that serve no purpose other than to waste the time of participants and the hard-earned rand of the South African taxpayer. It is hoped that JET's newly established Monitoring and Evaluation Division (see pages 14 and 15), which grew out of Research and Planning's early M&E activities, will contribute to building a culture of rigorous evaluation in the years to come. 

The PLCs in the '1 + 4 Programme' will be constituted by teachers from clusters of schools across the country meeting every Monday and working through the curriculum to be taught over the rest of the week. At the start of the meeting teachers will write a pre-test to assess their level of content knowledge of the relevant section of the curriculum and at the end they will write a post-test to assess how well they have grasped the content delivered during the course of the day. Those obtaining less than 80% for the post-test will receive special support visits from subject advisors and will also be placed in support teams made up of lead teachers and others who have demonstrated better understanding of the concepts. HODs, deputy principals and principals in the schools are expected to play a critical role in supporting these teachers.

School and District Improvement Division (SDID)



In 2014 the SDID successfully concluded two of its projects, the Centres of Excellence Project and the Impala Bafokeng Trust Project. Two new projects were conceptualised and are being rolled out in 2015.

The first of these is the Teacher Union Leadership Programme that resonates with the call articulated in the National Development Plan for building professional expertise among union leaders.

The second is the Assessment for Learning Programme which is being delivered in partnership with JET's Monitoring & Evaluation Division and the Department of Basic Education (DBE). This programme aims to build the capacity of educators to make effective use of data from the Annual National Assessment (ANA) to improve teaching and learning. JET, and the SDID in particular, served and continue to serve as the Managing Agent for the District Improvement Programme, the largest

programme of the National Education Collaboration Trust (NECT).

One of the divisions' ongoing systemic school improvement projects is the MRP Foundation School Improvement Project (Mr P Project), formerly known as the RedCap School Improvement Project.¹ The project is notable for the development of an innovative approach to teacher development.



The aim of the Mr P Project is to increase learner achievement in five primary schools in the Ilembe District of KwaZulu-Natal (KZN). The project commenced in January 2011 and was scheduled to come to an end in

December 2015, but is likely to receive a two-year funding extension to enable putting in place measures that will enhance the sustainability of the good practices generated.

Over the years of implementing systemic school improvement projects, JET's teacher development programmes have been based on a model that is conceptualised as a multifaceted needs-driven battery of interventions that combine various approaches to teacher development in interesting ways. The model resonates with the principles of teacher professional development as its emphasis is on enhancing both teachers' subject knowledge and knowledge of classroom practice.

The approach of the Mr P Project has been three-pronged.

- The first element focuses on improving management and leadership to enhance school functionality.
- The second focus area is increasing parental and community involvement in order to improve the level of involvement of parents and school community members in teaching and learning.
- The third focus area and the main component of the project is teacher development for the purpose of improving learning outcomes, particularly in the three priority or gateway subjects, namely, mathematics, science and English first additional language (EFAL).

¹ The project's funder, the RedCap Foundation, changed its name to the MRP Foundation.

The range of interventions include:

- › Teacher testing;
- › Content training workshops;
- › Classroom mentoring and support;
- › Self-directed learning;
- › Professional learning clusters (PLCs), training in multigrade teaching; and
- › Assessment for learning.

These interventions have separate but inter-dependent objectives, intended outcomes, intensities and frequencies. The conceptual model of the teacher development intervention is illustrated in the figure alongside.

The current teacher development intervention underway in the Mr P Project is based on the concept of establishing PLCs for teachers in the district by means of the provision of structured tutorials and an emphasis on mentoring. The PLC intervention is designed to build capacity among teachers so that they are able to effectively and efficiently utilise data to drive learner performance and the school improvement process.

The intervention is characterised by a systematic process of collaboration in which teachers who belong together by virtue of teaching the same subject, the same phase or the same grade critically engage with the curriculum and work together to analyse and improve their pedagogical content knowledge. Teachers engage in an



ongoing cycle of engagement that promotes deep team learning and a reflection on their practice.


PLC meetings take place outside of teaching time in order to maximise the available time and to minimise disruption of the normal school timetable.

The Mr P Project model of PLCs is unique in this regard.

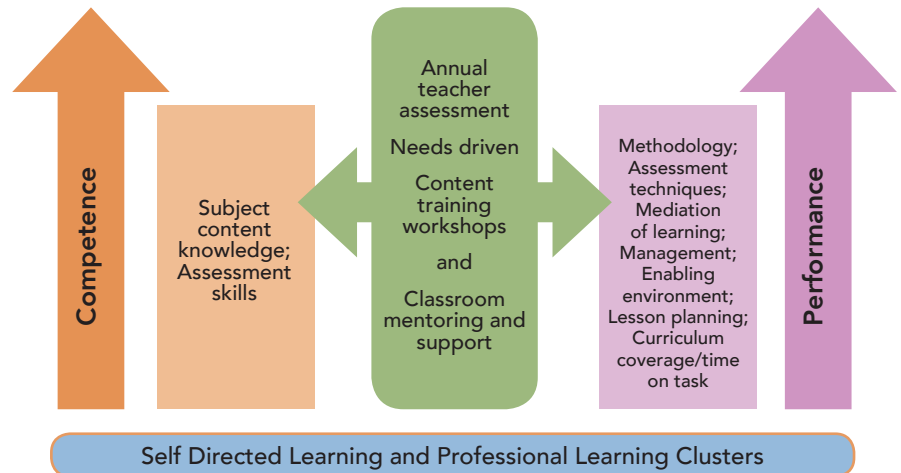
In the absence of a funded monitoring and evaluation process, the ANA tests have been used as a benchmark to measure the performance of the project schools in the priority subjects (although it is acknowledged that there are some shortcomings regarding the ANAs). In 2014, the average performance rates of learners in the Mr P Project schools were compared to the average performance rates of learners at the national and provincial (KZN) levels. All the schools followed the national trend, achieving higher averages in the foundation

phase. A slightly reduced average was registered in Grade 4, while an upward curve was registered in Grade 5 and Grade 6. However, the averages of the five Mr P Project schools for mathematics in Grades 1 to 6 were 15% to 27% higher than those achieved at national and provincial levels.

The overall averages for the Mr P Project schools have also improved since the inception of the ANA and within the implementation period of the project. Learners' performance in Grade 3 has improved from 59% to 73%. In Grade 6 learners' performance has increased from 37% to 68%. EFAL, which is assessed for the first time in Grade 4, has shown a smaller overall margin of increase, that is, from 3% to 9%. A study tracking a cohort of learners across the four years of the project has also revealed a steady increase in learners' average performance in mathematics, from 55% in 2011 to 75% in 2014.

However, learners' performance in Grades 7, 8 and 9 remains a serious concern which the project plans to address by providing direct learner support in 2015. 

JET's Teacher Development Conceptual Model



Youth and Community Development Division (YCD)

Student support services in TVET colleges

The White Paper on Post School Education and Training (2013) states that strengthening and expanding technical and vocational education and training (TVET) colleges and turning them into attractive institutions of choice for school leavers is a priority of the Department of Higher Education and Training (DHET). The White Paper identifies a number of objectives essential to strengthening the colleges. These include improving the colleges' management and governance, quality of teaching and learning, responsiveness to labour markets, infrastructure and student support services (SSS).

For this reason the YCD Division elected to work with TVET colleges to improve their student support services by:

- Assisting colleges to make informed policy decisions regarding the development of student support services and the provision of work-based experience (WBE)/work-integrated learning (WIL);
- Strengthening colleges' capacity to provide support to students at pre-entry, on-course and exit phases;
- Strengthening the internal capacity of colleges in the key specialised areas of WBE/WIL and career guidance.

The DHET introduced a Student Support Services Framework in 2008 and an accompanying manual in 2009 aimed at providing clear guidance to colleges on how to provide effective support throughout a student's college career, from pre-entry to exit.

The SSS Framework emphasises academic support, with career guidance and WBE forming part of the pre-entry and exit support; however the provision of counselling services, financial support, career guidance, academic support and opportunities for WBE as well as tracking of alumni are all incorporated in SSS.

JET was appointed to both facilitate the development of the National Framework for Providing Student Work-Based Experience at TVET Colleges and review the DHET's Student Support Services Framework and Manual.



DANIDA SESD III

In addition, in 2012, the DHET appointed JET as the project coordinator of the DANIDA SESD III project.² This project sought to enhance the capacity of 12 selected TVET colleges in four provinces to implement and sustain integrated student support services, resulting in meaningful employment outcomes for college learners. Field studies conducted during the formulation of SESD III showed that colleges were not fully engaged in providing entry, academic and exit support to their students. The aim of SESD III was thus to assist selected TVET colleges to strengthen their ability to prepare students for the world-of-work or further studies and to share the lessons learnt with the college sector as a whole.

The project started off by establishing a Student Support Services Challenge Fund. The 12 participating colleges were required to submit bids for funding to implement innovative student support programmes.

² A three-year project of the Danish Aid Agency and which built on the foundations laid by DANIDA's Support to Education and Skills Development (SESD) programmes I and II.

SESD III: Thematic focus areas

Technology-based SSS

The technology-based projects sought to augment traditional remediation approaches with technology-based innovations. In a global information and communications technology (ICT) culture, the importance and benefits of technology in education cannot be overemphasised and the use of ICT for teaching in the TVET colleges had three important effects: students being able to learn at their own pace; a clarification of the curriculum; and an increase in attendance. In addition, the level of facilitation by lecturers improved. There were, however, challenges experienced due to the shortcomings in ICT infrastructure and connectivity faced by many colleges, particularly in rural areas.

On-course peer tutoring and remediation

These projects focused on providing senior students with academic assistance in the classroom. Peer tutoring is a proven and highly effective way of improving student success. This aspect of the project was fairly successful as it was classroom-based and implemented during the formal timetable. It directly involved senior students and lecturers, who themselves were up-skilled in the process, since they were obliged to engage in lesson planning, pre-training and providing oversight. The student tutors became role models for their peers and augmented the capacity of the lecturers. A range of support material was developed which will be useful for the sector going forward.

Work-based experience (WBE) and exit support

The WBE projects focused on creating opportunities for students to access the workplace and gain work experience or exposure. The provision of work-integrated learning (WIL), which incorporates WBE, is one of the DHET's priorities. WBE is defined as a period of workplace learning and experience in a real workspace that forms part of a larger institution-based programme of study. The way in which a college makes provision for WBE depends on where it is located and its ability to form relationships with the employers (often a limited number) in the area. Colleges display high levels of commitment and innovation in trying to secure work placements for students, despite the small employer base in their immediate surroundings. These efforts have generated useful outputs and lessons for the sector.

Observations from SESD III

The intervention focused mainly on Level 2 students, while in order to succeed, students should receive support throughout their academic lives, beginning with pre-entry. It was observed during implementation of the projects that students entering TVET colleges are usually underprepared and at a high risk of dropping out. While environmental and social problems contribute to high dropout rates, the absence of a well-coordinated and integrated career guidance programme exacerbates the situation. Within this context, YCD sought to assist colleges to improve their retention and throughput rates and identified the provision of career guidance as a tool that could enhance student success.

It must be noted that TVET colleges are currently in the process of integrating the provision of academic support into the teaching timetable. It became clear while implementing SESD III that academic support in the form of extra classes that are part of formal college activities is crucial to improving student achievement. It also became clear that the provision of WBE, due to its importance in preparing learners for the world of work, should be a college-wide responsibility and not confined to student support services staff. TVET colleges are at various levels of implementing WBE and some need to be assisted with creating industry relationships and maintaining them. 🌟





Monitoring and Evaluation Division (M&E)

Internationally there is urgency in the education field to generate evidence of interventions which work and a growing interest from donors and multilateral organisations in impact evaluation. Similarly, in South Africa there is a particularly urgent need to demonstrate the impact of education programmes and generate evidence of initiatives that work in the South African context.

At the policy level, the Department of Planning, Monitoring and Evaluation (DPME), initially established in 2009 as the department of Performance Monitoring and Evaluation, has opened up the space for evaluation providers to support government in evaluating its own programmes. The DPME has prepared a suite of policy and strategy documents to guide the practice of M&E and promote good quality and systematic evaluation of government programmes.

Working in the relatively young field of education monitoring and evaluation presents JET's M&E Division with opportunities to contribute to new methods and thinking in the field. A recent review of JET's evaluation work revealed that in the past few years JET has developed substantial experience in formative evaluation as well as gained experience in evaluating programme designs and conducting summative and (to a lesser extent) impact evaluations. The division's work in 2014 was wide-ranging, supporting other JET divisions with monitoring and internal evaluation of existing projects as well as conducting independent evaluations for external clients.

Bojanala Systemic School Improvement Programme

The BSSIP is one of JET's long standing school improvement programmes. In 2014 the programme targeted 24 schools in 15 villages in the North West Province with the aim of enhancing overall school functionality by improving school planning and organisation in relation to curriculum management and by increasing parental and community involvement in teaching and learning.

The M&E Division conducted a summative evaluation at the close-out of the programme in August 2014 to assess the extent to which the aforementioned goals had been achieved. A qualitative design using a case study methodology was used. Findings suggest that while the programme had a positive effect on the involvement of parents and community members in education, achieving the goals of the planning and management component was largely hindered by difficulties resulting from programme design as well as school-level challenges.

The evaluation highlighted some best practices that could be replicated in future JET projects and provided significant insight into some of the complexities experienced in the implementation of systemic school improvement projects.





College Improvement Project (CIP) evaluation

The division conducted a close-out evaluation of the CIP, a Department of Higher Education and Training project implemented by JET, which ran from 2011 to 2014 and which aimed to improve the functionality and capacity of technical and vocational education and training (TVET) colleges in the Eastern Cape and Limpopo.

The evaluation involved tracking the status of four strategic objectives, administering perception surveys at different stages among students, lecturers and managers to assess change over time, conducting interviews with programme stakeholders and carrying out in-depth case studies in selected colleges.

The summative evaluation report reflects on the achievements, strengths, weaknesses and overall success of the project in relation to targets set at the outset and describes changes (positive and negative) that occurred – and the extent to which the project is believed to have contributed to these changes. The report also discusses challenges which impeded progress, the extent

to which achievements are likely to be sustained beyond the lifespan of the project and what else may be required to achieve long-term improvements. The project underwent considerable change over its lifespan as documented in the theory of change. Importantly, the evaluation also reflects on the lessons learnt, what is possible and plausible for a college support project to achieve and what needs to be in place for the success of such a project.

The Funza Lushaka Bursary Programme

In 2014, JET started its first (still to be finalised) evaluation for the DPME, namely, an implementation evaluation for the DPME and the Department of Basic Education of the Funza Lushaka Bursary Programme (FLBP).

The FLBP is an initial teacher education bursary programme that was started in 2007 in response to the low numbers of young people entering the teaching profession at that time. Since its inception, the programme has funded well over 20 000 students and current commitments to the FLBP are in the region of R1bn per year. Public investment in this bursary has been

high and therefore the interest in its performance is significant.


There are four overarching questions the evaluation sought to illuminate:

1. Is the programme design relevant?
2. What are the measurable results of the programme?
3. How effective and efficient is the programme?
4. What is the future sustainability of the programme?

The conceptual framework of the evaluation was developed in line with the OECD DAC³ criteria for evaluating development programmes and a range of evaluation methods were used to provide a comprehensive picture of the programme's performance from inception to date.

A key aspect of the evaluation methodology was the use of a participatory process during an intensive two-day workshop with over 60 stakeholders to establish the programme's theory of change. The resulting theory of change and log frame serve as a future tool for the programme's development and evaluation.

The National Education Collaboration Trust

The division's work for the NECT involved developing monitoring systems and plans and creating a Monitoring and Evaluation Framework incorporating the Education Collaboration Framework which guides the NECT's work, in particular its District Improvement Programme. 

³ Organisation for Economic Co-operation and Development: Development Co-operation Directorate

Abridged Annual Financial Statements for the year ended 31 December 2014

The financial information that follows is derived from the annual audited financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 20 to 21.



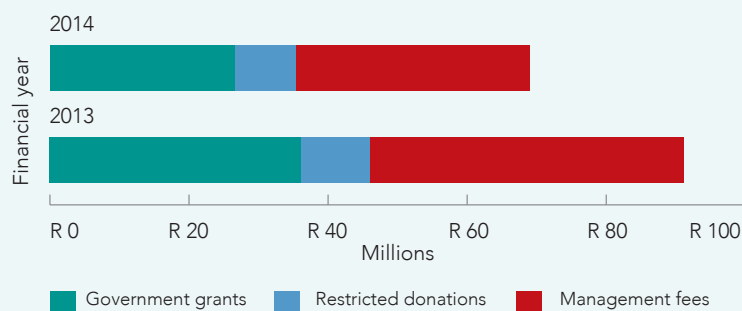
STATEMENT OF FINANCIAL POSITION

	2014 R	2013 R
ASSETS		
Non current Assets	22 516 462	1 559 417
Property, plant & equipment	22 277 638	1 418 606
Intangible assets	238 824	140 811
Current Assets	38 442 985	80 789 891
Trade and other receivables	28 640 912	21 897 597
Cash and cash equivalents	9 802 073	58 892 294
Total Assets	60 959 447	82 349 308
FUNDS AND LIABILITIES		
Funds	43 651 859	49 222 663
Accumulated Funds	38 810 975	42 265 092
JET funds designated for projects	4 840 884	6 957 571
Non Current Liabilities	118 866	210 713
Finance lease liability	118 866	86 364
Operating lease liability	0	124 349
Current Liabilities	17 188 722	32 915 932
Finance lease liability	108 321	520 784
Operating lease liability	0	25 407
Donor funds designated for projects	4 522 562	6 986 714
Deferred government grants	0	1 021 220
Trade and other payables	11 225 782	20 297 101
Provisions	1 332 057	4 064 706
Total Funds and Liabilities	60 959 447	82 349 308

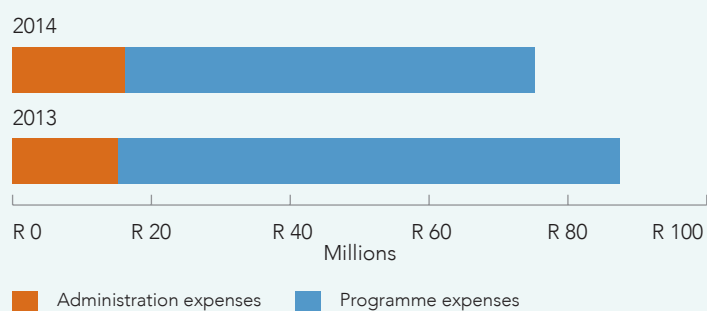
STATEMENT OF COMPREHENSIVE INCOME

	2014	2013
	R	R
INCOME		
Government grants	26 559 492	36 126 164
Restricted donations	8 787 920	9 911 807
Management fees	33 623 700	45 025 720
	68 971 112	91 063 691
EXPENDITURE		
Administration expenses	(16 164 726)	(15 221 912)
Programme expenses	(59 047 188)	(72 305 071)
	(75 211 914)	(87 526 983)
Operating (deficit)/surplus	(6 240 802)	3 536 708
Finance income	1 580 088	1 484 511
Finance cost	(910 090)	(64 546)
(Deficit)/surplus for the year	(5 570 804)	4 956 673
Other comprehensive income	0	0
Total comprehensive (deficit)/surplus for the year	(5 570 804)	4 956 673

CONTRIBUTION TO INCOME



EXPENDITURE



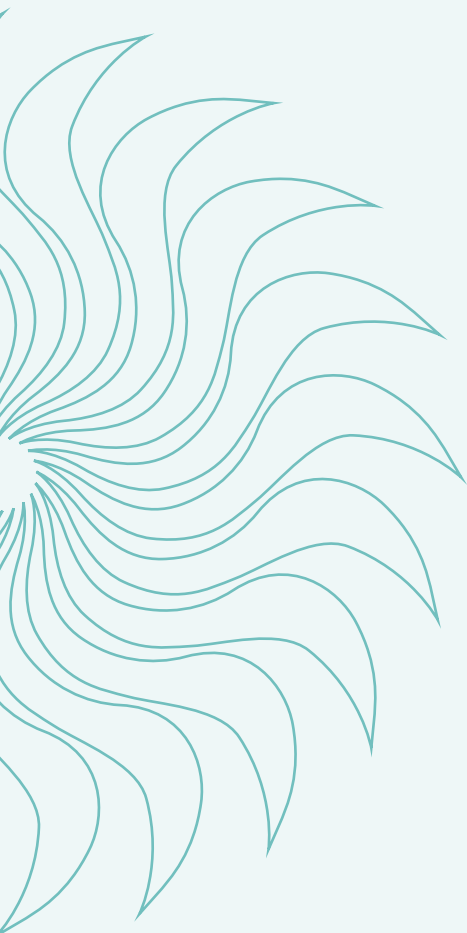
Abridged Annual Financial Statements for the year ended 31 December 2014

The financial information that follows is derived from the annual audited financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 20 to 21.

STATEMENT OF CHANGES IN FUNDS

	Funds designated for projects	Accumulated funds	Total
	R	R	R
Balance at 1 January 2013	13 760 181	30 505 809	44 265 990
Funds designated for projects completed returned	(4 897 469)	4 897 469	-
JET funds utilised on designated projects	(1 905 141)	1 905 141	-
Surplus for the year	-	4 956 673	4 956 673
Balance at 31 December 2013	6 957 571	42 265 092	49 222 663
JET funds utilised on designated projects	(2 116 687)	2 116 687	-
Deficit for the year	-	(5 570 804)	(5 570 804)
Balance at 31 December 2014	4 840 884	38 810 975	43 651 859

The funds of R4 840 884 (2013: R6 957 571) 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.



STATEMENT OF CASHFLOWS

	2014	2013
	R	R
Cash utilised by operating activities		
Cash receipts from customers and funders	58 742 425	107 301 274
Cash paid to suppliers and employees	(87 075 517)	(108 053 822)
Cash utilised by operations	(28 333 092)	(752 548)
Interest income	1 580 088	1 484 511
Interest expense	(910 090)	(64 546)
Net cash (utilised)/ generated by operating activities	(27 663 094)	667 417
Cash flows from investing activities	(21 047 166)	(789 932)
Acquisition of property, plant and equipment – normal operations	(20 927 197)	(743 130)
Acquisition of intangible assets – normal operations	(119 969)	(46 802)
Cash flows from financing activities	(379 961)	(104 956)
Decrease in finance lease obligation	(379 961)	(104 956)
Net decrease in cash and cash equivalents	(49 090 221)	(227 471)
Cash and cash equivalents at the beginning of the year	58 892 294	59 119 765
Cash and cash equivalents at the end of the year	9 802 073	58 892 294

Independent Auditor's Report to the Directors of JET Education Services*

We have audited the financial statements of JET Education Services NPC, as set out on pages 8 to 29, which comprise the statement of financial position as at 31 December 2014, and the statement of comprehensive income, statement of changes in funds and statement of cash flows for the year then ended, and the notes, comprising a summary of significant accounting policies and other explanatory information.

Directors' responsibility for the financial statements

The company's directors are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards and 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 misstatements, whether due to fraud or error.

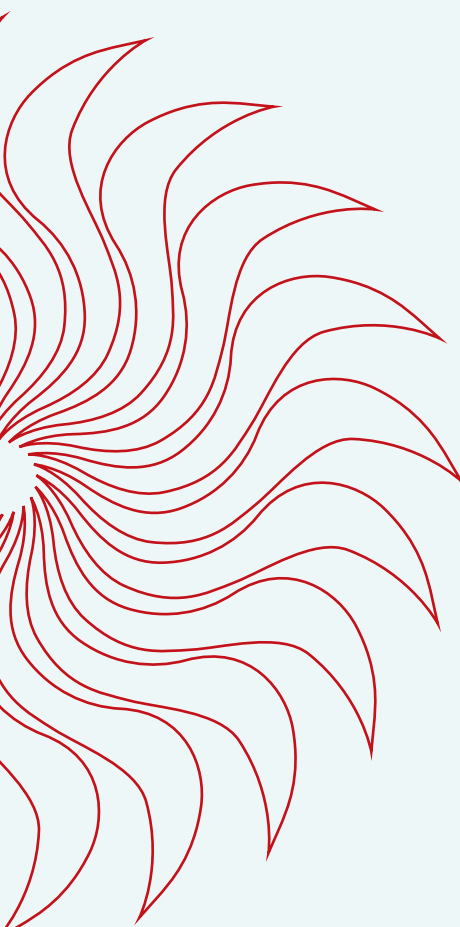
Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

* Extract from the full Annual Financial Statements



Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of JET Education Services NPC as at 31 December 2014, 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.

Other reports required by the Companies Act

As part of our audit of the financial statements for the year ended 31 December 2014, we have read the Directors' Report for the purpose of identifying whether there are material inconsistencies between this report and the audited financial statements. The Directors' Report is the responsibility of the directors. Based on reading the Directors' Report we have not identified material inconsistencies between this report and the audited financial statements. However, we have not audited the Directors' Report and accordingly do not express an opinion thereon.



GRANT THORNTON

Chartered Accountants (SA)
Registered Auditors

MZ Sadek

Partner
Chartered Accountant (SA)
Registered Auditor

16 April 2015

@Grant Thornton
52 Corlett Drive
Wanderers Office Park
Illovo 2196

Jet Staff 2014

Board members (non-executive)



Nathan Johnstone
Chairman



Adrienne Egbers
(appointed 1 July 2014)



Angie Phaliso



Bohani Shibambu



Bongani Phakathi



Brian Figaji



Jim Wotherspoon
(resigned 13 July 2014)



John Samuel



Lerato Nage
(appointed 1 July 2014)



Maude Motanyane-Welch

Executive committee (Exco)



James Keivy
Chief Executive Officer
(appointed September 2014)



Carla Pereira
Chief Operating Officer and
Executive Manager Research
and Planning Division



Agness Munatsi
Chief Financial Officer



Nkateko Sithole
Human Resources Manager



Anthony Gewer*
Executive Manager Youth and
Community Development
Division



Deva Govender
Executive Manager School
and District Improvement
Division



Kedibone Boka
Acting Executive Manager
Youth and Community
Development Division



Thandi Lewin
Executive Manager
Monitoring and Evaluation
Division

* resigned during 2014

Jet Staff 2014 continued

Research and Planning Division (R&P)



Nick Taylor
Research Fellow



Aneasha Mayet
Senior Research Manager:
Research



Jennifer Shindler
Senior Research Manager:
Data and Statistics



Double-Hugh Marera
Statistician



Roelien Herholdt
Senior Research Manager:
Assessment



Nozipho Motolo
Research Officer



Binaben Akoobhai*
Specialist Manager:
Institutional Planning &
Monitoring & EMIS



Kathy Tracey
Project Manager: Special
Projects and JET Marketing
Coordinator



Mpho Ramasodi
Specialist Planning
and Quality Assurance
Coordinator



Ali Denewade*
Data Analyst



Pinky Magau
Executive Administrator:
Research and Planning and
Monitoring and Evaluation



Ziyanda Khumalo*
Executive Administrator

School and District Improvement Division (SDID)



Lesley Abrahams
Specialist Manager



Craig Gibbs
Specialist Manager:
School Management and
Governance



Richard Twala
Specialist Manager: Teacher
Development



Chimwemwe Kamanga
Specialist Coordinator:
Teacher Development



Patience Voller
Specialist Coordinator:
Teacher Development



Dina Mashamaite
Programme Manager BSSIP



Koleka Ntantiso
Education Development
Officer COEP



Nombuso Mthiyane
Education Development
Officer Red Cap



Phumzile Dlamini
Executive Administrator



Lerato Kgswane*
Administrator SCNPDI



Irene Sejake
Administrator SCNPDI

* resigned during 2014

Jet Staff 2014 continued

Youth and Community Development Division (YCD)



Amanuel Garza*
Specialist Manager FET
Colleges



Alice Msibi*
Specialist Coordinator
Teaching and Learning
Programmes



Cynthia Moeng
Project Manager



Sarah Maseko
Executive Administrator



Seome Maowasha*
Project Officer

CIP Eastern Cape Team (project closed December 2014)

Angela Pan Project Administrator
Fred Barron Project Co-ordinator
Jacob Mugabe Curriculum Specialist
John Bennett Senior EMIS Specialist
Khaya Tyatya Assistant Project Co-ordinator
Mzolisi Vonqongo Curriculum Specialist
Mzukisi Mpahlwa Stakeholder Management Specialist
Vuyokazi Nikelo WBE Specialist

CIP Limpopo Team (project closed December 2014)

Mdu Thwala Technical Advisor
Mike Dirane Student support
Owen Cloete Technical Advisor
Selaelo Lekoloane Provincial Co-ordinator
Shadrack Mahapa Technical Advisor
Turcia Busakwe Technical Advisor

Monitoring and Evaluation Division (M&E)



Eleanor Hazell
Specialist Manager:
Monitoring and Evaluation



Hazel Mugo
Researcher: Monitoring and
Evaluation



Benita Reddi
Specialist Coordinator:
Monitoring and Evaluation

Support staff



Maureen Mosselson
Knowledge Manager



Thelma Dibakwane
Office Manager and Assistant
to HR Manager



Fundiswa Mossie
Personal Assistant to the CEO
and COO



Asher Chelopo*
Human Resources
Administrator



Debbie Mogorosi
Receptionist



Zibuyisile Dube
Office Assistant and Relief
Receptionist



Salamina Tshirundu
Cleaner

* resigned during 2014

Finance Division



Hungatani Baloyi
Accountant



Siphamandla Mkhize*
Operations Bookkeeper



Jabulile Hlophe
Project Bookkeeper



Musawakhe Ndlovu
Project Bookkeeper



Elizabeth Koaho
Accounts Clerk



Thoko Jali
Accounts Clerk



Mothusi Sekati
Accounts Clerk

* resigned during 2014

Interns

JET is proud to be contributing to building the capacity of young researchers in South Africa through its intern programme.

Interns in 2014

Research and Planning Division

Deidre Davids

Dorcas Malahlela

Youth and Community Development Division

Nomfundo Mdletshe

Pfano Mashau

Lebohang Mohale

Funders and Partners 2015

JET acknowledges our main funders and partners for the year ended 31 December 2014.
Thank you!

Anglo American Chairman's Fund

BASA Tutorial Institute

Centre for Education Policy Development

Centre for Education Practice Research, University of Johannesburg

Commonwealth Secretariat

Curro Holdings

Department for International Development Uganda

Department of Basic Education (RSA)

Department of Higher Education and Training (RSA)

Department of Performance Evaluation and Monitoring, Office of the Presidency (RSA)

Gauteng Department of Economic Development

Gauteng Education Development Trust

Human Resources Development Council of South Africa

Impala Royal Bafokeng Trust

Japan International Cooperation Agency

National Education Collaboration Trust

National Lotteries Board

Pearson Holdings

Rand Merchant Bank Fund

RedCap Foundation (MRP Foundation)

Royals Deal Operations Company

SADTU Curtis Nkondo Professional Development Institute

Services Sector Education and Training Authority Eastern Cape

South African Qualifications Authority

United Nations Children's Fund

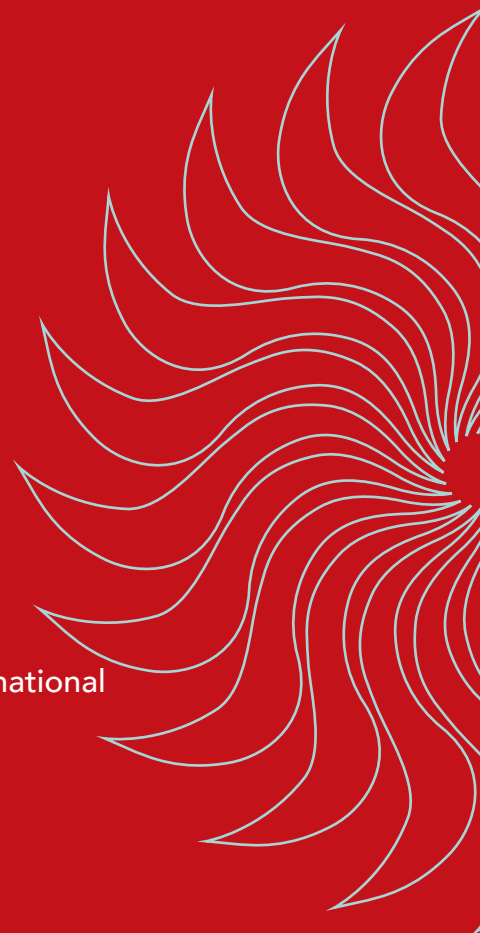
United Nations Educational, Scientific and Cultural Organisation International
Centre for Technical and Vocational Education and Training

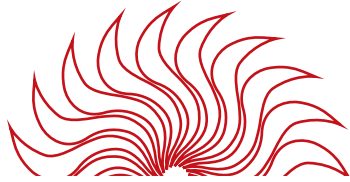
University of Fort Hare

University of Johannesburg

University of the Witwatersrand

W. K. Kellogg Foundation





JET Education Services represents one of the most successful outcomes of collaboration between government and its social partners. Although its role has evolved during 21 years of operation, JET has not strayed far from its roots and founding principles and remains relevant; its values, vision and work go directly to the heart of the National Development Plan which promotes active citizenry.

*JET Chairman,
Nathan Johnstone,
2014*



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2050, South Africa