

JET EDUCATION SERVICES

3rd Floor
Braamfontein Centre
23 Jorissen Street
Braamfontein
Johannesburg
2001
PO Box 178
Wits - 2050

Tel: (011) 403-6401
Fax: (011) 339-7844
e-mail: info@jet.org.za
www.jet.org.za

Company Registration No:
2000/007541/08
NPO Registration No: 015-623

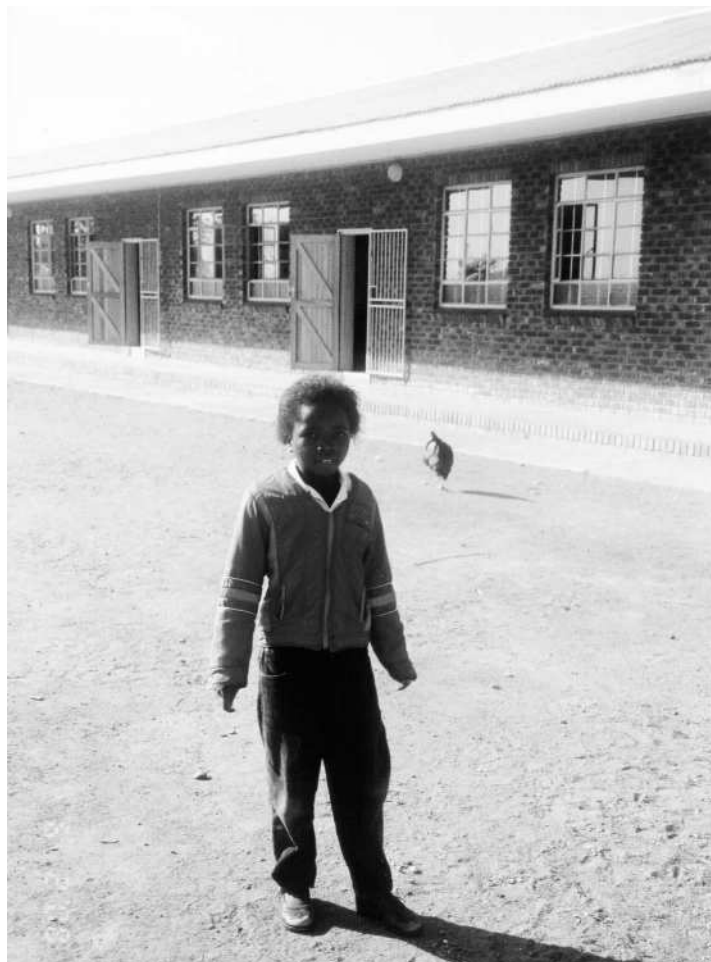




ANNUAL REPORT 2005

MISSION

- To provide market driven and knowledge-based education and training programmes of a high standard in research and evaluation, project management and capacity building of people and organisations most in need.



CONTENTS

Mission.....	1
Message from the Acting Chair.....	2
Message from the CEO.....	3
School Development and Support.....	4
Workforce Development.....	7
Community-Higher Education Service Partnerships.....	10
Evaluation and Research.....	14
Finance and Administration.....	17
Abridged Annual Financial Statements for the Joint Education Trust.....	20
Abridged Annual Financial Statements for JET Education Services.....	21

MESSAGE FROM THE ACTING CHAIR

I am pleased to report that the year ended December 2005 proved to be another successful year for JET Education Services. The organisation continues to influence transformation across the education sector through the implementation of a range of significant projects – from schools to further education and training colleges, other higher education institutions and in workforce development.

On the research and evaluation front too, which has always been one of JET's keenest strengths, it continues to draw together valuable lessons to support ongoing and future projects. JET's expertise in programme evaluation is also being recognised by a growing number of private sector foundations who have called on the organisation to assess their own corporate social responsibility programmes in the education arena.

Essential to the project design, implementation and management work that JET undertakes in association with a range of international donors, private sector development agencies and the national and provincial Departments of Education, is a strict programme of regular reporting, project accounting and financial management. This is a key element of JET's success that has gone a long way to supporting the reputation the organisation maintains internationally and locally in its focused areas of operation.

Since its inception, JET's operations have been underpinned by an ethos of sound corporate governance. This is supported by the reporting structures and procedures within the organisation and by the separation of executive and non-executive duties. On the Board of 12 directors, only three are executive directors. The Board-appointed Finance and Audit Committee meets quarterly, or more often if the need arises, to review project accounts and management reports, among other items.

I would like to extend my appreciation to my colleagues on the Board for their continuing dedication to JET and for the valuable range of perspectives that they bring to bear on the organisation's operations and direction.

It was with regret that we bade farewell to our Chairperson, Thandiwe January-McLean, at the end of 2004. Thandiwe left South Africa to take up her posting in Lisbon as South Africa's ambassador to Portugal. We wish her every success in this new challenge.

Newly appointed to the Board is Angie Phaliso. As a former community activist and currently Chair of the Corporate Governance Committee at the Gauteng Education Development Trust, she is sure to strengthen JET's own corporate governance systems further.

My thanks also go to the management and staff at JET who, in the face of the enormous challenges confronting our education system, continue undaunted in their commitment to make a real difference in the lives of some of South Africa's poorest citizens. With our colleagues and partners, we can continue to learn from and build on the successes we have achieved to date.

Yunus Ballim
Acting Chair



As the South African economy is beginning to grow at levels last seen decades ago, it is clear that a lack of skills is exerting a brake on both national development and the social mobility of poor South Africans. JET brings a 14-year track record to bear on this problem, continuing its work in two broad sectors: improving the quality of South Africa's poorest schools, and providing skills training to adults in the workplace.

Schooling is key to the quality of skills in every sphere of social and economic life. Thus, a sound foundation in reading, writing and calculating is as important to workers' ability to absorb training on the factory floor as it is to prospective engineers entering university; it is as important to a junior constable taking a statement from a rape victim as it is to a citizen attempting to make sense of party manifestos in preparation for voting.

Around the world schools are under two kinds of social demands: the pressure for increased access to schooling, and the demand that schools produce graduates with ever more sophisticated cognitive skills. Tradeoffs between these two pressures may be required under conditions of rapid expansion, and this certainly seems to have been the case in South Africa. While the country has done very well in providing school places to close to 100% of children of primary school age and an increasing proportion of children of high school age, there is also evidence that we have done far less well on the quality dimension. Although the lack of jobs can't be blamed directly on the poor quality of schooling, the latter is responsible for the low numbers and skewed racial profile of graduates in high level professions, low levels of trainability of many workers, and the inefficiency of employees in every sector.

JET has sought to address this problem through school development programmes which target the poorest schools in the country. Since JET's inception in 1992 the organisation has been involved in programmes which have affected over 5000 schools. Rigorous evaluations constitute an essential element of this work. A number of these multi-level evaluation studies have come to fruition over the last year and the results are very informative, providing insightful lessons for improving the quality of schooling.

The first, very positive lesson to emerge from these studies is that non-government programmes can and do have a positive effect on increasing educational opportunities for poor children. Thus, for example, the Quality Learning Project,



funded by the South African Business Trust, achieved far greater improvements than a control group of schools in the numbers of children passing matric, achieving Higher Grade Mathematics and qualifying to enter university. A second, more sobering lesson is that the bulk of this improvement was achieved by only one third of the 524 schools participating in the QLP: the remainder lack the fundamental management conditions which would enable them to absorb the interventions. In short, the majority of the country's schools cannot benefit from non-government training programmes. International experience indicates that these schools require a different kind of intervention in the form of a government-led organisational development and restructuring initiatives.

In the field of adult skills, JET's Workforce Development Division has established itself as a serious contender since its establishment in 2002. Particularly noteworthy is the work the Division has been doing with a growing number of municipalities around the country. As South Africa's democracy matures the municipal level of government is increasing in importance. Yet, as President Mbeki and other members of the cabinet have remarked on a number of occasions in the last year, a lack of capacity at this level is placing a damper on the delivery of basic services. Focusing on corporate governance, work ethics, basic office management and a systematic, career-oriented approach to individual development, JET has begun to make significant inroads into this daunting task.

With operating costs of over R15 million for the year, total turnover of R86 million and reserves of nearly R23 million, JET remains one of the largest players in the Public Benefit sector, contributing to the deepening of our democracy and the slow but steady development of South Africa's poorest citizens. The fact that this was achieved with an operating surplus of just R104 776, indicates the slim margins to which we have become accustomed in the development world.

Nick Taylor
CEO

SCHOOL DEVELOPMENT AND SUPPORT

The School Development and Support (SDS) Division saw the continuation of a number of internationally and locally funded projects through 2005 and the start of a new pilot project, Sisonke, in the field of Inclusive Education. At the end of 2005, all school related projects in JET's portfolio – including the Integrated Education Programme (IEP) funded by USAID, the Support Programme for the National Department of Education funded by the British Department for International Development, Intsika funded by the Swedish International Development Agency, and the administrative support services for the Gauteng Education Development Trust (GEDT) – were brought under the management of the SDS Division.

SDS acts as a developmental change agent to improve the management, administration, overall functionality and, ultimately, the quality of education in public schools, FET Colleges and other learning institutions and organisations. It focuses on developing the capacity and skills of office and classroom-based education officials, managers and governing bodies. The division works closely and in partnership with government, international development agencies, the private sector and non-governmental organisations, mainly in poor and developing communities.

Khanyisa Education Support Programme

2005 began the third year of JET's initial three-year joint contract with Cambridge Education Consultants to manage the DfID funded Khanyisa Education Support Programme in Limpopo. Khanyisa is planned as a seven-year programme of support to the Limpopo Department of Education, with funding of some R240 million committed by the United Kingdom's Department for International Development (DfID) over the full term. The initial management contract is currently being extended.

The overall aim of the programme is to improve the operational efficiency and service delivery of the provincial education system at all levels: from Province and District to the schools (primary and secondary) and FET Colleges.

At the conception of the Khanyisa Programme in 2002, its goal was spelt out as: to 'increase the learning outcomes and life opportunities for young people and marginalised groups' and its purpose: as 'to support the Limpopo Department of education to improve service delivery across the education system'. During 2005 the Programme pursued this goal in the best ways possible. In addition to its School Transformation Programmes it is envisaged that Khanyisa will continue to support the Department in the implementation of the following activities during the next programme period:

- College recapitalisation by assisting in the set up of the project management systems. The Department is facing a risk of significant under-expenditure if proper systems are not in place.
- Implementation learnerships including continued support in the implementation of the motor mechanic learnership as a pilot from which all colleges can learn.
- Support the department in the development of learner support systems and programmes, including a strategy for dealing with HIV/AIDS at FET colleges, as well as assisting in the development and implementation of a monitoring and evaluation strategy for FET colleges.

Support to Education and Skills Development (SESD)

The SESD Programme, funded by the Danish International Development Agency (DANIDA) to a total of R100 million, was planned as a three-year programme. Begun in January 2003, it entered its third year of implementation in 2005. At year-end, the contract was extended to June 2006 and indications are that the project will continue for a further three years.

SESD is focused on the development of FET institutions, providing support in the areas of management and governance, curriculum development, and alignment and implementation of learnerships. It seeks to contribute to increasing employment levels among youth and adults by supporting the delivery of relevant, practical, labour-oriented education and skills training in the FET sector. The programme works with the National Department of Education, the National Department of Labour and the South African Qualifications Authority. It is being implemented at nine FET Colleges, each with several campuses, in Western Cape, North West and KwaZulu-Natal.



Through 2005 the SESD Programme continued to assist the colleges in setting up and maintaining college-industry links, marketing and communications programmes and student support units. These interventions contribute to an improved understanding and alignment between industry's needs and college curricula – particularly in relation to local economic development – and support students in choosing appropriate skills training courses that will enable them to earn an income and become economically active members of society.

Mveledzandivho School Support Project

Mveledzandivho is a project of the Department of Education (DoE) and is funded by BHP Billiton through its Development Trust in the amount of approximately R30 million over a five-year period, 2004 to 2008. The project aims to improve the quality of learning and teaching in 29 schools that were selected by the employees of BHP Billiton (SA) in six provinces: North West, Gauteng, Limpopo, Northern Cape, KwaZulu-Natal and Mpumalanga.

Mveledzandivho is an integrated school support project addressing: management and governance; curriculum development from Grade 1 to Grade 12; support for Grade R classes where they are available at project schools; provision of educational resources; and refurbishment of schools' physical infrastructure where required. In 2005 the project also introduced a youth and social development component.

Implementation of the school management and governance programmes and the curriculum support work begun in 2004 continued through 2005 in the 28 'mainstream' schools. KaMagugu Inclusive School was supported in the ongoing presentation of sign language classes for parents and the community and ramps at the school were repaired and refurbished.

The youth and social development component was kick started in two provinces, KwaZulu-Natal and Gauteng.

An Early Childhood Development (ECD) service provider was contracted in September and recognition of prior learning (RPL) assessments were conducted among ECD practitioners in all provinces. ECD practitioners have been placed according to their levels of qualification. ECD training began in some of the provinces and will be intensified across all the project provinces through 2006.

Following on from the establishment of Area Working Groups in five of the six provinces in 2004, an Area Working Group was set up in Limpopo in 2005, to oversee the planning and ongoing implementation of the project. Area Working Group meetings were held in all the provinces as planned.

In addition, educational resources were supplied to all schools and refurbishment work was carried out on school buildings and facilities at all needy schools.

Feedback from Beneficiaries indicates that Mveledzandivho is already making a positive impact

Mr Nsele, the Circuit Manager for Mahlabathini Circuit in KwaZulu-Natal reported that the project has benefited all schools in Mahlabathini Circuit with the refurbishment of classrooms and provision of chalkboards creating environments that are conducive to learning and supportive of both learners and educators. Educators have been skilled to prepare lessons and assessment tasks properly, thus enabling learners to receive well-planned lessons and assessment tasks. Educational resources provided to the schools make teaching and learning much easier and more effective. Special attention is also being given to a new Technology programme – a new learning area that was previously problematic to learners and educators.

Mr Wechoemang, the Institutional Support Officer for Mothibistad District in Northern Cape, reported that the attitude of the learners towards education in general is gradually beginning to change as they are now beginning to value education and to view it as a positive aspect of their lives. Educators are beginning to approach their teaching with more confidence. For example, Akanyang educators appear to be ahead with regard to the National Curriculum Statements and assessment is handled more professionally. The supply of science equipment is beginning to bear fruit as the subject matter becomes more meaningful, practical and interesting for both learners and educators. It is also easier to achieve the teaching objectives when experiments are performed and the results are observed by learners, rather than their just being taught the theoretical concepts, as was the case previously.

Sisonke Inclusive Education Pilot Project

During 2005, SDS won the tender for the management of an Inclusive Education pilot project for the National Department of Education. The purpose of the project is to prepare a human resources development strategy for Inclusive Education (White Paper 6). It entails research and training in identified districts and schools over a two-year period and is being managed by JET in partnership with a consortium of 12 specialist organisations. Through 2005 the focus was on the initial research component and development of training materials.

Intsika

Intsika is one of the four projects (reported below) that were brought under the wing of the SDS Division at the end of 2005. It is a three-year project, begun in 2004, which is piloting a decentralisation model in three districts of the Eastern Cape Department of Education – Idutywa, Fort Beaufort and Grahamstown. The Department is aiming to devolve administrative decisions and functions from the provincial office to district level and Intsika was set up, with funding of R20 million from the Swedish International Development Agency (SIDA), to support this strategy. Intsika is jointly managed by JET in partnership with Copenhagen Development Consultants. JET's involvement in the project also entails providing long- and short-term Technical Assistants.

Integrated Education Programme

The Integrated Education Programme (IEP), which began in 2004, is a continuation of the District Development Support Programme and is planned as a four-year programme aimed at improving learner performance in language, mathematics and science. It works in the provinces of Limpopo, Northern Cape, Eastern Cape and KwaZulu-Natal, targeting 551 schools in its first year, 760 schools in the second year (2005), 736 schools in year three and 732 schools in year four. The IEP is funded by USAID with a sum of US \$24 million committed over the full term of the project. It is led by RTI International and JET is subcontracted to RTI to deliver project management and monitoring and evaluation services.

The main components of the project include:

- Teacher development through a sustainable model of training;
- Development of School Governing Bodies and School Management Teams;
- Teacher upgrading and further education in maths and science;
- Testing of Grade 3 and Grade 6 IEP learners in Maths, Language and Science / Science & Technology.

NDoE / DfID Support Programme

Ongoing since 2002, this programme of support for the National Department of Education is funded by the British Department for International Development (DfID) with an amount £4,5 million provided in the form of an 'accountable' grant that is administered by JET. The programme is planned to run through to November 2006.

The project assists with a range of interventions in the life skills sector, Council for Higher Education, Higher Education and Further Education and Training sectors, the development of learning and teaching materials, whole school evaluation, values and race and evaluation.

Gauteng Education Development Trust

The GEDT is a partnership between the Gauteng Department of Education, National Department of Education and a number of South African private sector funding agencies. It was set up as a mechanism to channel funds from the private sector and the GDE to education development projects in the province. Since 1999 JET has provided accounting and administrative services to the GEDT. This contract is managed under a service level agreement which is renewable annually by negotiation.



WORKFORCE DEVELOPMENT

During 2005 the Workforce Development Division (WFD), established in 2001 with dedicated funding from the Ford Foundation, was incorporated as an operational division into JET Education Services.

WFD was set up originally to provide the South African workforce with innovative learning options, the main objectives being to:

- Facilitate access to quality learning opportunities;
- Contribute to sustainable livelihoods for workers and their communities by providing relevant advising and counselling programmes;
- Assist in building adult workers' self-confidence and skills to manage the challenges of returning to formal schooling; and
- Use education and training as part of a comprehensive plan to support sustainable income generation and give full effect to their citizenship.

In line with these objectives WFD offers a range of services: to the retrenched worker, these include life skills and technical skills and a comprehensive plan for income generation; to the self-help/poverty alleviation projects, strategies for dealing with challenges of sustainability. Training of small business on how to develop a professional and customer-oriented approach to business and a sound and productive work ethic in the company is also a key service JET delivers through this division.

WFD delivers its services and programmes through an active network of consultants across the country. These consultants are skilled and experienced in sectors such as skills development, project management, human resources, policy development, small business management, and management of learnerships.

WFD SERVICES

Management of Retrenchments (Social Plan)
Skills Audits and Workplace Skills Plans
RPL Policy and Advice
SMME Development
Bursary and Learnership Management
Project Management of Training Initiatives

WFD SKILLS PROGRAMMES

Work Ethics and Customer Service Orientation (KgateloPele)
RPL and Assessor Training
Personal Money Management
An adult learner induction and preparation workshop (Dipaakanyo)
Workplace Readiness – an induction course
Developing and designing outcomes-based instruments

Within JET, WFD has championed the development and maintenance of quality management systems and protocols which are important for operating within the new skills development dispensation and required of all accredited training providers.



2005 marked a turning point for the Community-Higher Education Service Partnerships (CHESP) initiative, extending the lessons learned from pilot programmes undertaken since the project began in 1999 to a wider field of higher education institutions and academic staff.

The CHESP initiative was created within JET in 1999, with funding from the Ford Foundation, in response to government's White Paper on the Transformation of Higher Education (1997), which called for pilot programmes and feasibility studies on the potential of community engagement in higher education. CHESP's initial focus was:

- to support the development of pilot university-community engagement programmes;
- to monitor, evaluate and research these programmes; and
- to use the data generated through this process to influence higher education policy and practice at a national, institutional and programmatic level.

Over the past six years JET has worked closely with the National Department of Education (DoE) and the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) to advance community engagement in South African higher education.

The Founding Document (2001) of the HEQC identified "knowledge based community service" as one of three areas – along with teaching and learning, and research – to be taken into account in the accreditation and quality assurance of higher education. Following the publication of its Founding Document, the HEQC requested that the results generated through the CHESP initiative be used to inform the development of criteria for the accreditation and quality assurance of higher education in terms of community engagement. Subsequently, the HEQC incorporated community engagement and its service-learning component into its national

quality assurance systems. In June 2004 the HEQC released its Criteria for Institutional Audits, including criteria on service-learning (Criterion 7) and community engagement (Criterion 18). In November 2004 the HEQC released its Criteria for Programme Accreditation, including minimum requirements for service-learning (Criterion 1).

Since the release of the HEQC Audit and Programme Accreditation Criteria the focus of the CHESP initiative has shifted from a pilot initiative, exploring the feasibility of community engagement in higher education, to:

- consolidating the lessons learnt since the inception of the initiative;
- disseminating this information to Higher Education Institutions (HEIs) throughout South Africa; and
- building the capacity of HEIs for community engagement and service-learning.

During 2005 much of this work was undertaken through a strong collaborative partnership with the Quality Promotion Unit of the HEQC. Key activities during 2005 are summarised below.

Regional Workshops on Community Engagement and Service-Learning

The HEQC and JET-CHESP co-hosted four regional workshops on Community Engagement and Service-Learning. These were held at the University of the Witwatersrand, University of Pretoria, University of KwaZulu-Natal and the University of Stellenbosch. The aims of the workshops were: (i) to introduce HEIs to the concept of community engagement and service-learning; (ii) to explore strategies for the institutionalisation of service-learning; and (iii) to introduce HEIs to and invite feedback on the draft HEQC/JET Good Practice Guide for Service-Learning and its potential use to manage the quality of service-learning.

A Good Practice Guide for Service-Learning

The HEQC and JET-CHESP released a draft Good Practice Guide and self-assessment instruments to manage the quality of service-learning for comment. The Guide is based on data generated through the monitoring and evaluation of CHESP pilot service-learning courses between 2001 and 2004. Most HEIs participating in the HEQC/JET regional workshops welcomed the Guide as a potentially useful resource to assist



them with the setting up of quality management systems for service-learning. The Good Practice Guide is due to be published by the HEQC and JET in May 2006.

Publication on Exemplar Service-Learning Case Studies

During the HEQC/JET regional workshops on Community Engagement and Service-Learning, numerous HEIs requested the development of a publication that would illustrate the implementation of the criteria for good practice identified in the HEQC/JET Good Practice Guide for Service-Learning. Consequently, JET commissioned several academics across a range of disciplines to write up their service-learning courses as case studies to be published in an HEQC/JET publication on Service-Learning in the Disciplines: Lessons from the Field. The case studies are in: Architecture (WITS); Botany (UWC); Education (WITS); Geographic and Environmental Sciences (UCT); Industrial Psychology (UFS); Law (WITS); Library Science (UWC); Medicine (UFS); Nursing (UFS); Pharmacy (UWC); Political Science (UKZN); Psychology (UFS & UKZN); and Social Work (UKZN). The publication will be designed to accommodate additional case studies from other disciplines. It is due to be published by June 2006.

Service-Learning in the Curriculum:

A Resource for Academic Staff

During 2005 JET-CHESP formed a Task Group to develop a service-learning resource book for academic staff. The aim is to provide academic staff with a resource that will tell them everything they need to know about service-learning and its incorporation into the curriculum. In addition, the book could be used by people responsible for building capacity of academic staff to include service-learning in the curriculum. Chapters included in the book are:

- National Policies on Community Engagement and Service-Learning
- A Theoretical and Conceptual Framework for Service-Learning
- Service-Learning in the Curriculum
- Developing Partnerships for Service-Learning
- Risk Management and Agreements for Service-Learning
- Service-Learning in Practice
- Institutionalisation of Service-Learning

- Quality Management and Enhancement of Service-Learning

It is anticipated that the book will be published in June 2006 and will include a PowerPoint presentation on each chapter for use by HEIs.

A national conference on Community Engagement in Higher Education

Over the past year the HEQC and JET-CHESP began planning a national conference on community engagement in higher education. The conference is planned for September 2006 and a number of local and international scholars in the field have already confirmed their participation.

Support for Institutionalised Service-Learning Capacity Building Programmes

In 2005 JET-CHESP hosted two national workshops designed to assist HEIs to develop semester-long service-learning capacity building programmes (SLCBPs) for academic staff wanting to include service-learning into their curricula. In March and July 2005 JET-CHESP issued a Request for Proposals for SLCBPs. As a result, JET supported five SLCBPs during 2005. These programmes were implemented at the Central University of Technology, the University of the Free State, the University of Pretoria, the University of Stellenbosch, and the University of the Western Cape.

Support for the development of Service-Learning Courses

Over the past 5 years JET-CHESP has supported the conceptualization, implementation, monitoring and evaluation of 218 accredited academic courses (Table 1) across 39 different academic disciplines involving 6 930 students ranging from 1st year to Masters level (Table 2) in 11 HEIs. All courses embraced the principles and practice of service-learning, linking teaching and research to local community development priorities.

During 2005 JET supported the development of 36 new courses. With the exception of courses offered at UCT, all courses were subject to a semester-long planning process, facilitated through the SLCBPs supported by JET-CHESP. All courses are subject to a monitoring and evaluation process.



Table 1: Service-learning courses supported by JET-CHESP per HEI and year

HEI	YEAR					
	2001	2002	2003	2004	2005	TOTAL
Central University of Technology				7	8	15
Cape Peninsula University of Technology				7		7
University of Johannesburg				5		5
University of Cape Town				6	6	12
University of the Free State	12	18	4	8		42
University of KwaZulu Natal	17	21	2	1		41
University of Pretoria					8	8
University of Stellenbosch					9	9
University of the Western Cape	2	6	9	7	5	29
University of the Witwatersrand	5	15	6	2		28
Walter Sisulu University	4	7	6	5		22
TOTAL	40	67	27	48	36	218

Table 2: Service-learning courses supported by JET per HEI and student level

HEI	STUDENT LEVEL					
	1st year	2nd year	3rd year	4th year	Masters	TOTAL
Central University of Technology	25	8	109	10		152
Cape Peninsula University of Technology	175	140	60	61		436
University of Johannesburg				542		542
University of Cape Town			120	259	101	480
University of the Free State	864	432	256	449	232	2233
University of KwaZulu Natal	196	182	477	106	32	993
University of the Western Cape			51	567	18	636
University of the Witwatersrand	76	187	204	93	40	600
Walter Sisulu University	241	144	322	151		858
TOTAL	1 577	1 093	1 599	2 238	423	6 930

NOTE: University of Pretoria and University of Stellenbosch will only be implementing the courses in 2006.

Development of a Community Engagement (CE) and Service-Learning (SL) Consulting Group

Until the beginning of 2005 South African universities were almost totally reliant on consultants from abroad to assist with the development of community engagement and service-learning programmes. Through the work of CHESP over the past five years, numerous individuals within universities where CHESP has been active have acquired the necessary knowledge and skills to assist other universities that have not benefited from the CHESP initiative to date. These people have been invited to be part of the JET-CHESP Community Engagement and Service Learning Consulting Group. During 2005 several members of this group assisted programmatic activities at the University of Stellenbosch, the University of the Western Cape, Walter Sisulu University, and at regional workshops organised by the HEQC.

In summary, the release of the HEQC Audit and Programme Accreditation Criteria in 2004 made community engagement

and service-learning an imperative for all South African HEIs and paved the way for extending the lessons learned through the CHESP pilot phase to HEIs throughout the country. The work of CHESP from 1999 to 2004, the publications initiated in 2005, and the range of programmes and expertise developed during this period have set the stage for taking community engagement and service-learning to scale in SA higher education.

Looking ahead to 2006, the focus of activities will be on:

- the dissemination of lessons learnt during the CHESP pilot phase with the finalisation of publications initiated in 2005;
- the development of recommendations for the implementation of community engagement in SA higher education through the HEQC/JET conference on community engagement; and
- building the capacity of HEIs throughout SA to implement community engagement and service-learning.



2005 was a busy year for the Evaluation and Research Division (ERD) at JET, handling a range of ongoing projects as well as new commissions.

The Division renders evaluation, research and learner testing services to clients internal to JET Education Services – the Workforce Development Division and the School Development and Support Division – as well as to external clients such as the national and provincial Departments of Education and donors involved in educational reform social responsibility programmes. It operates across the education spectrum, handling evaluation and research in the school reform, educator development, higher education, further education and training, and worker and adult education sectors. The ERD undertakes projects in South Africa and other African countries, in the SADC region and beyond.

One of the Division's key achievements in 2005 was the finalisation of its revised Grades 3 and 6 Literacy and Numeracy/Mathematics Tests. Revisions began during 2004, in consultation with officials from the National Department of Education's Systemic Evaluation Directorate, to ensure that the JET tests are aligned with those administered by the Department. This alignment gives JET a key advantage in literacy and numeracy testing. Following the piloting of the revised tests at the end of 2004 and an assessment of the findings of the pilot study early in 2005, the Literacy and Numeracy Tests were used for the first time in March 2005 in the Integrated Education Programme (IEP) and the Khanyisa Education Support Programme.

Another ERD initiative in 2005 saw the establishment of a Research Consortium which was set up as a discussion forum to consider the design of evaluation and research instruments, share research experiences and identify key criteria for best practice in the research field. The idea for this forum arose out of the ERD's ongoing participation in an international team of researchers who are involved in documenting good teaching practices in 16 countries.

A summary of the projects undertaken in 2005 is reported below.

WFD Skills Audit Analysis

This project entails analysis of data from WFD completed instruments, report writing, as well as presentation of the report to WFD

Microsoft SA's Digital Villages: Case Studies

As a follow up to the evaluation of Microsoft South Africa's Digital Villages which was conducted by JET in 2004, the company commissioned a series of case studies of four of its Digital Villages. The case studies looked at Chiawelo Community Centre and Tokologo Digital Village in Gauteng, Koinonia Community Centre in the Western Cape, and Kwa-Dukuza Resource Centre in KwaZulu-Natal. Each case study included an evaluation of the project's impact.

Fieldwork was carried from April 2005 and the report was completed and presented to Microsoft SA in November 2005.

COUNT Impact Evaluation: Uitenhage

Count is one of the school improvement projects funded by the Zenex Foundation. In 2005, ERD was commissioned by the Zenex Foundation to conduct an impact evaluation of the Count project in eight schools in the Uitenhage area. The evaluation comprised a baseline study, conducted in March, and an impact study, conducted in October. Analysis and reporting of the evaluation was completed by the year-end.

Supedi Impact Evaluation: Gauteng

Supedi is another Zenex Foundation funded school improvement project. In Gauteng it reaches 21 schools. The impact evaluation was conducted by JET over a two-year period, with the baseline study completed in August 2004 and the impact study in September 2005. Analysis and reporting of the impact evaluation was delivered to the Zenex Foundation as scheduled before the end of 2005.



Supedi Impact Evaluation: Northern Cape

The ERD was also commissioned to conduct an impact evaluation of the Supedi project in the Northern Cape. The evaluation focused on Grades 3 and 6 in six schools in the province. It was carried out between February and December 2005, with the report completed and submitted to the Zenex Foundation.

Telkom Foundation Evaluation

During 2005 the Telkom Foundation commissioned the ERD to undertake an evaluation of its seven education projects. The projects are focused on improving mathematics and science teaching and learning at secondary school level.

The evaluation entailed fieldwork, data analysis and reporting and was completed between April and July 2005, with a final report submitted to the Telkom Foundation.

EduSolutions Evaluation

EduSolutions commissioned JET's ERD to evaluate its own internal monitoring and evaluation data on the procurement of LTSM (Learning and Teaching Support Materials) in Gauteng. This evaluation was carried out by the ERD in a sample of 42 schools across the 12 education districts in Gauteng. The report was completed and submitted to EduSolutions.

Center for Development Enterprise (CDE) Maths and Science intervention strategy

This was an unusual commission for the ERD. CDE approached the Division to develop a concept paper for a new intervention strategy to improve learner performance in mathematics and science. ERD prepared the concept paper between July and October 2005 and submitted it to CDE.

BESPOR: Learner Testing Framework, Gambia

On the international front the ERD was commissioned by DfID (the UK Department for International Development) to assist in its programme of support for the government of Gambia with the development of learner assessment tests. The ERD developed a framework of literacy and numeracy testing instruments and submitted this framework to DfID in July 2005.

Evaluation of NSBS

The Royal Netherlands Embassy has been funding the National Department of Education through the Netherlands Sectoral Budget Support Programme for the past three years. The NSBS came to an end in March 2004. The Embassy intends to renew the programme, but first commissioned an evaluation in order to derive lessons from

the first phase in order to inform the next phase. JET and Cambridge Education tendered for the project and won the contract to undertake the evaluation jointly.

Mveledzandivho Indicator Development

Mveledzandivho is a Department of Education project funded by the BHP Billiton Development Trust and is managed by the School Development and Support Division (SDS) in JET. SDS resourced the Evaluation and Research Division to develop evaluation indicators, targets and means of verification for the project, and to set up a monitoring database for the project. ERD completed this within the first half of 2005 and assisted SDS with training of the district officials – who are responsible for the 29 project schools in different provinces – to maintain the database.

Khanyisa Baseline Study

Khanyisa is a programme of support for the Department of Education in Limpopo, funded by DfID, and is also one of the projects managed by JET's School Development and Support Division. In 2005, the ERD was involved in the project in conducting a sequence of Grades 3 and 6 Learner Testing Baseline Studies. The Baseline Studies were conducted in 50 schools in each of the Sekhukhune and Vhembe Districts. Reports on the studies were completed during the year.

Integrated Education Programme: Learner Results Measurement Study

JET's work with RTI on the USAID funded Integrated Education Programme (IEP) has spawned a number of testing and evaluation projects.

Through February and March 2005, the ERD conducted learner testing in Grades 3 and 6, using the JET Literacy and Numeracy Tests, in a sample of 67 project schools in four provinces – Limpopo, Eastern Cape, KwaZulu-Natal and Northern Cape. The test results provided a baseline reference for measuring IEP's impact on learners' performance. In September and October 2005, learner testing was again conducted across the same sample of schools. The results of both rounds of testing were written up and reported by the ERD and the findings of this measurement study were presented to the IEP inter-provincial meetings.

Integrated Education Programme: Teacher Testing

The baseline learner testing results were also used in the IEP Teacher Testing. RTI approached the ERD to conduct testing of their master teachers in the same sample of schools and to correlate the results of the teacher testing with learners' scores recorded in the baseline study.

Teacher testing fieldwork, data capturing, analysis and reporting were completed in two of the four targeted provinces in 2005. Teacher testing in the remaining two provinces will continue through 2006.

Integrated Education Programme:

RTI Master Teachers Analysis

Another IEP research project entailed the analysis and writing up of a consolidated report on baseline data collected by RTI on all their master teachers participating in the IEP. It was undertaken by the ERD through August and September 2005 and the final report was submitted to RTI.

FET Tracer Study: Students' Choices

Why do graduates make decisions the way they do? This was the focus of the FET Tracer Study commissioned within JET and conducted from 2003 to 2005. It was conceived as a follow up to the 2001 JET/HSRC FET Tracer Study which had sought to gain a more in-depth understanding of graduate employability.

The project encompassed a sample of 23 FET Colleges (those colleges that had participated in the Colleges Collaboration Fund Project) and entailed in-college surveys, reported on a national and college-specific basis, as well as a literature review.

Pupil Progress Project

The Pupil Progress Project has been ongoing since June 2003. It was commissioned by the JET Board of Trustees and the DG Murray Trust with the aim of gaining a better understanding of how various factors interact in shaping the learning experiences and learning results of school children.

Four categories of factors were considered in study:

- socio-economic conditions;

- resources, such as school buildings, pupil: teacher ratios and others;
- management practices throughout the schooling system and particularly at school and district levels; and
- teaching practices in the classroom.

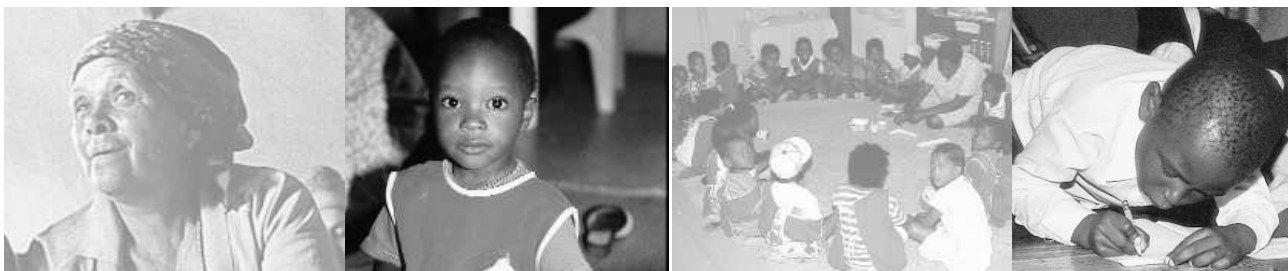
The study focused on a representative sample of 90 schools in three districts in the Western Cape. The ERD was responsible for devising the instruments for collecting relevant data; collecting the data; analysing it and correlating the data against the results of Literacy and Numeracy Tests conducted at Grade 6 level. A further component of the project entailed disaggregating the influences of the different factors on pupil learning and synthesizing an understanding of the relationships between them.

The project was completed in 2005 and the findings are to be presented to the Western Cape Department of Education.

Accelerated Programme for Language, Literacy and Communication

MaLlele PeTje, Head of Department at the Gauteng Department of Education (GDE), announced the APLLC at JET's Annual Report Back Meeting in October 2005. It is an ambitious seven-year programme conceived as a partnership between the GDE, READ and JET, to improve reading, writing and literacy skills in all public schools in Gauteng. JET's role in the partnership will be to conduct an external evaluation of the programme, starting with a literacy profile for every school, continuing with annual monitoring and assessments over the duration of the project, and closing with a final evaluation.

Towards the end of 2005 a Memorandum of Understanding was prepared as a framework for the project partnership and agreement on the roles and responsibilities of the respective parties was concluded. The JET Education Services Board approved a R3 million contribution for the baseline study.



The Finance and Administration Division's main areas of responsibility are internal financial management and accounting for external projects. The Division works with all other JET divisions. It is therefore involved in every project managed by JET Education Services and deals with all donors that work with JET.

In the second half of 2005, the Workforce Development Division, which was set up originally in 2001 as an independent unit within JET with dedicated funding from the Ford Foundation, was incorporated as an operational division into JET.

Internal Financial Management

In terms of internal financial management, the Finance and Administration Division's duties include the preparation of: monthly management accounts, statutory financial statements, contracts for staff and service providers, company financial policies and procedures, and company budgets, forecasts and financial business plans.

In addition, the Division handles the procurement of goods and services, human resources management, office administration and management. It is also responsible for managing JET's external audit process.

Financial Management for External Projects

Financial management for external projects involves: fund holding and management, preparation and monitoring of project budgets and related expenditure, and the production of Project Management accounts. The Division also handles the preparation of contracts with project service providers, administration of project logistics (where necessary and as requested), the preparation of project procedure manuals, and recruitment services for projects when required. It is responsible for managing and coordinating external audits on projects where these are required.

A Public Benefit Organisation

JET Education Services is approved by the South African Revenue Service (SARS) as a Public Benefit Organisation

with Tax Exemption under section 30 and 10(1)(cN) and 18A(1)(a) of the Income Tax Act.

JET operates as a non-profit organisation recouping its costs according to the services it is contracted to provide on individual projects that are funded, or specifically commissioned, by donor agencies, government, non-governmental organisations or private sector institutions. Where recoveries exceed costs, JET uses its income to invest in strengthening and growing its organisational capacity and pursuing public benefit activities.

The Operations of the organisation as a whole recorded a surplus of R105 000 in 2005. There is a distinct difference between Projects and Operations. Projects relate to specific donor funded projects and Operations refers to the organisation's activities.

A summary of project funds administered by JET is presented on page 19.

The Joint Education Trust

The Joint Education Trust, the agency that was set up by the Private Sector Initiative (PSI) in 1992 and that led to the formation of JET Education Services, is to be wound up during 2006. Having committed the original funds contributed to it by the PSI and having successfully met its main objectives, the Trust is to be wound up after settling all outstanding liabilities. The residual Trust funds will be disbursed to JET Education Services to administer maths, science and literacy projects.

Projects completed in 2005

2005 saw the completion and closure of a number of projects:

- The Quality Learning Project (QLP), funded by The Business Trust
- The Vryheid Resources Project, funded by The Netherlands Government
- The RBEB Project which was implemented by the Workforce Development Division for the Royal Bafokeng Economic Board
- The original three-year contract for the Support to Education and Skills Development (SESD) Programme, funded by DANIDA, came to a close on



31 December 2005 but has been extended to 30 June 2006. The Programme is to be extended for a further three years.

Corporate Governance

The Company continues to place a strong emphasis on good corporate governance. This is evidenced by the composition of the Board of Directors which is comprised of three executive directors and nine non-executive directors, one of whom is the Chair of the Board.

The JET Board meets quarterly and retains full control over the company's business. It monitors the executive management through a structured approach to reporting and accountability.

Board of Directors

- Thandiwe January-McLean (Chair)
- Yunus Ballim (Acting-Chair)
- Saeeda Anis-Prew
- Brian Figaji
- Nqabomzi Gawe
- Margie Keeton
- Jennifer Njelesani-Vergeer (resigned 31 July 2005)
- Jeremy Ractliffe
- Mike Rosholt
- Nick Taylor (Chief Executive Officer)
- Jim Wotherspoon
- Angie Phaliso

The Board is supported by two sub-committees: the Finance and Audit Committee and the Remuneration Committee.

Finance and Audit Committee

The Finance and Audit Committee met five times during the year. The major issues dealt with by the Committee included:

- Reviewing and analysing the Annual Financial Statements and recommending them to the Board for approval;
- Driving the process and the legalities for the winding up of the Joint Education Trust;
- Reviewing and analysing the 2006 business plans and recommending them to the Board for approval;
- Meeting external auditors, reviewing and approving their annual audit plans and fees;
- Reviewing the Risk Management Policies of the company.

Remuneration Committee

The Remuneration Committee, appointed by the Board, met once during the year with a charter to:

- Review annual remuneration increases in line with market trends;
- Review the level of the merit and bonus award structure;
- Review the Performance Management System.

The reviews were presented to the Finance and Audit Committee for recommendation to the Board.

Employment Equity

The employee profile of JET Education Services, at all levels, continues to reflect the demographics of the country. This achievement is supported and maintained by JET's established employment equity recruitment plan and by training and development of current staff to suit both the company's requirements and the growth needs of individuals.

JET has submitted its Employment Equity Plan to the Department of Labour.

In 2005, the company's staff profile reflected an employment equity ratio of 84 : 16 and a ratio of male to female employees at 25 : 75. At Board level, 50% of the directors are Black and the ratio of male to female directors is 62 : 38.



<i>PROJECT FUNDS ADMINISTERED</i>	
	TOTAL PROJECT VALUE
COMMUNITY HIGHER EDUCATION SERVICE PARTNERSHIPS (CHESP) Funded by the Ford Foundation	Rand 16.0 Million
GAUTENG EDUCATION DEVELOPMENT TRUST (GEDT) Funded by the Gauteng Development Trust	Rand 65.0 Million
GAUTENG JOINT SCHOOL BUILDING TRUST Funded by Gauteng Department of Education	Rand 1.7 Million
NATIONAL DEPARTMENT OF EDUCATION SUPPORT PROGRAMME Funded by the Department for International Development	Pound Sterling 4.5 Million
INTEGRATED EDUCATION PROGRAMME (IEP) Funded by USAID	US Dollars 24.0 Million
KHANYISA EDUCATION SUPPORT PROGRAMME Funded by the Department for International Development	Pound Sterling 3.6 Million
RECOGNITION OF PRIOR LEARNING (RPL) Funded by the Ford Foundation	Rand 1.6 Million
SCHOOL EDUCATION AND SUPPORT PROGRAMME (SESD) Funded by the Danish International Development Agency (DANIDA)	D Kroner 80.0 Million
WORKFORCE DEVELOPMENT Funded by the Ford Foundation	USD 1.5 Million
EASTERN CAPE SIDA Funded by the Royal Swedish Embassy	Sek 12.0 Million
MUNICIPAL SUPPORT PROJECT Funded by the Ford Foundation	Rand 1.9 Million
MVELEDZANDIVO PROJECT Funded by BHP Billiton	Rand 29.9 Million
SISONKE INCLUSIVE EDUCATION PILOT PROJECT Funded by the National Department of Education	Rand 24.0 Million
PUPIL PROGRESS PROJECT Funded by JET	Rand 1.8 Million




REPORT OF THE INDEPENDENT AUDITORS

We have audited the financial statements of The Private Sector Initiative Joint Education Trust for the year ended 31 December 2005, from which the summarized financial statements were derived, in accordance with International Standards on Auditing. In our report dated 26 May 2006 we expressed an unqualified opinion on the financial statements from which the summarized financial statements were derived.

In our opinion, the accompanying summarized financial statements are consistent, in all material respects, with the financial statements from which they were derived.

For a better understanding of the Trust's financial position and the results of its operations for the period and of the scope of

our audit, the summarized financial statements should be read in conjunction with the financial statements from which the summarized financial statements were derived and our audit report thereon.



Deloitte & Touche
 Registered Auditors
 Audit - Johannesburg
 Buildings 1 and 2, Deloitte Place
 The Woodlands
 Woodmead, Sandton
 Docex 10 Johannesburg

26 May 2006

JOINT EDUCATION TRUST

ABRIDGED INCOME STATEMENT for the year ended 31 December 2005

	2005 R	2004 R
INCOME		
Interest on funds invested	395 617	2 358 736
Total Income	<u>395 617</u>	<u>2 358 736</u>
EXPENDITURE		
Disbursements on approved projects		
- JET Education Services	-	23 000 000
Disbursements on JET projects	-	6 447 868
Administration expenses net of recoveries	-	6 466 880
Total Expenditure	<u>-</u>	<u>35 914 748</u>
Surplus (deficit) for the year	395 617	(33 556 012)
Accumulated surplus at the beginning of the year	7 980 306	41 536 318
Accumulated surplus at the end of the year	<u>8 375 923</u>	<u>7 980 306</u>
Represented by		
Special Institution Funds	7 362 061	6 966 444
Primary and Secondary Education Fund	1 013 862	1 013 862
	<u>8 375 923</u>	<u>7 980 306</u>

JOINT EDUCATION TRUST

ABRIDGED BALANCE SHEET 31 December 2005

	2005 R	2004 R
ASSETS		
Non Current Assets		
Plant and equipment	-	-
Current Assets		
Funds on call at the bank	8 371 215	9 244 538
Trade and other receivable	4 708	1 887 182
Total Assets	<u>8 375 923</u>	<u>11 131 720</u>
RESERVES AND LIABILITIES		
Reserves		
Special Institutions Fund	7 362 061	6 966 444
Primary and Secondary Education Fund	1 013 862	1 013 862
	<u>8 375 923</u>	<u>7 980 306</u>
Current Liabilities		
Trade and other payables	-	3 151 414
	<u>8 375 923</u>	<u>11 131 720</u>

REPORT OF THE INDEPENDENT AUDITORS

We have audited the annual financial statements of JET Education Services for the year ended 31 December 2005, an extract is set out on this page. This extract of the annual financial statements is the responsibility of the company's directors. Our responsibility is to express an opinion on this extract of the annual financial statements based on our audit.

confirm that an unqualified audit report was issued on these annual financial statements.



We confirm that this extract has been properly compiled from the annual financial statements of Jet Education Services for the year ended 31 December 2005. These annual financial statements have been prepared in accordance with statements of Generally Accepted Accounting Practice, and in the manner required by the Companies Act in South Africa. We

GOBODO INCORPORATED 23 May 2006
Registered Accountants and Auditors
Chartered Accountants (SA)
1st Floor, Block B
Empire Park, 55 Empire Road
Parktown, Johannesburg, 2001

JET EDUCATION SERVICES

(Association incorporated under Section 21)

ABRIDGED INCOME STATEMENT

For the year ended 31 December 2005

	2005			2004		
	<u>R</u> Projects	<u>R</u> Operations	<u>R</u> Total	<u>R</u> Projects	<u>R</u> Operations	<u>R</u> Total
Income	70 792 594	15 239 162	86 031 756	112 227 270	11 372 363	123 599 633
Funds Received	69 628 457	-	69 628 457	110 521 335	-	110 521 335
Interest Received	1 136 878	1 681 654	2 818 532	1 573 403	247 149	1 820 552
Management Fees	-	12 658 115	12 658 115	-	10 703 702	10 703 702
Share of Profits - (Joint Venture)	-	899 393	899 393	-	421 513	421 513
Other Income	27 259	-	27 259	132 532	-	132 532
Expenditure	72 833 304	15 163 112	87 996 416	89 615 348	3 316 641	92 931 989
Project Disbursements	72 040 619	-	72 040 619	89 573 848	-	89 573 848
Administration and Office Expenditure	792 685	15 163 112	15 955 797	41 500	3 316 641	3 358 141
Total unutilised funds for the year	(2 040 710)	76 050	(1 964 660)	22 611 922	8 055 722	30 667 644
Unutilised funds for the year (Projects)	(2 040 710)	-	(2 040 710)	22 611 922	-	22 611 922
Net Surplus for the year (Operations)	-	76 050	76 050	-	8 055 722	8 055 722
Transfer to operations/ refund to donor	(450 604)	28 726	(421 878)	(13 193 649)	13 193 649	-
Surplus (Deficit) for the year	(2 491 314)	104 776	(2 386 538)	9 418 273	21 249 371	30 667 644

JET EDUCATION SERVICES
(Association incorporated under Section 21)
**ABRIDGED BALANCE SHEET
at 31 December 2005**

	2005			2004		
	<u>R</u> Projects	<u>R</u> Operations	<u>R</u> Total	<u>R</u> Projects	<u>R</u> Operations	<u>R</u> Total
ASSETS						
Non current asset						
Property plant & equipment	-	156 199	156 199	-	145 672	145 672
Current Assets	38 995 539	28 332 722	67 328 261	37 017 815	27 030 759	64 048 574
Cash & cash equivalent	31 299 428	19 603 070	50 902 498	33 689 918	21 002 692	54 692 610
Accounts/Project Receivables	7 696 111	8 729 652	16 425 763	3 327 897	6 028 067	9 355 964
Total Assets	38 995 539	28 488 921	67 484 460	37 017 815	27 176 431	64 194 246
EQUITY & LIABILITIES						
Reserves	28 545 780	22 904 347	51 450 127	31 037 094	22 799 571	53 836 665
Funds held for projects	28 545 780	-	28 545 780	31 037 094	-	31 037 094
Accumulated funds	-	22 904 347	22 904 347	-	22 799 571	22 799 571
Current liabilities						
Accounts payable	10 449 759	5 584 574	16 034 333	5 980 721	4 376 860	10 357 581
	38 995 539	28 488 921	67 484 460	37 017 815	27 176 431	64 194 246

JET HEAD OFFICE STAFF



Tebogo Kibe
Accounts Clerk



Maureen Mosselson
Librarian



Nkululeko Dube
Bookkeeper



Saeeda Anis-Prew
Programme Director



Denise Barry
Senior Project Manager



Violet Chisulo
Project Officer



Thelma Dibakwane
Administrator



Buyi Diba
Records Clerk



Xenothan Hojem
Project Officer



Thoko Jali
Accounts Clerk



Ruth Magoro
Administrator



Dina Mashamaite
Divisional Manager



Debbie Mogorosi
Receptionist



Elizabeth Koaho
Accounts Clerk



Leigh-Mae Moses
Data Manager



Letshego Mokeki
Divisional Manager



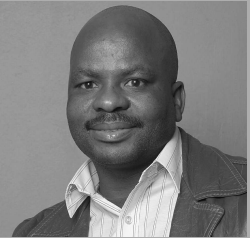
Cynthia Moeng
Project Officer



Alec Ngwenyama
Accountant



Aneesha Mayet
Project Manager



Aubrey Mabitla
Project Manager



Jackie Moyana
Divisional Manager



Maureen Otto
Project Accountant



Carla Pereira
Project Manager



Deon Smith
Finance Director



Nevina Smith
Project Manager



Nick Taylor
CEO



Kathy Tracey
PR Manager



Hawa Hoosen
HR Manager

“

JET is acknowledged as one of the leading NGO's who provide a range of specialist educational services. Among your founding objectives we note with appreciation that you stand for quality access to education, inclusivity, the promotion of sound learning outcomes and programmes for employment security which are central to guiding the organization's purpose. The JET menu of services includes the production of leading-edge research, the ability to manage and implement large scale projects and programmes, training for workforce development, policy advocacy and fund holding. My department is a proud beneficiary of these services.

”

MaLlele PeTje
CEO

Gauteng Department of Education
JET AGM 2005

“

The genesis of JET in the early 1990s was a groundbreaking initiative by the non-governmental sector and it has made an enormous contribution to generating attention to informed innovation and quality performance in education. This is an unusual characteristic for an organisation that came into being under the cloud of apartheid. Few organisations in the early 1990s paid attention to issues of quality research, performance criteria for NGOs and the development of responsive and implementable solutions in education.

”

*Minister Naledi Pandor
Minister of Education*