



JET EDUCATION SERVICES



Annual Review 2002



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MESSAGE FROM THE CHAIRPERSON

The year under review was the first in which JET began to operate under the legal authority of JET Education Services, a Section 21 (not-for-profit) company.

This was a successful year for the organisation, with a number of new programmes coming on stream in both of JET's main areas of activity: School Development and Workforce Development.

Financially, a solid performance was recorded with the organisation achieving an operating surplus of R26 000.

The end of 2002 saw JET well positioned to embark on a number of important initiatives, which hold much promise for the expansion of our services into new areas of activity, and the consolidation of the organisation's traditional niche activities.

THANDIWE JANUARY McLEAN
CHAIRPERSON

Launch of JET Education Services

From left to right: Thandiwe January-McLean Chairperson, JET Education Services, Mike Rosholt, Board Member, JET Education Services, Cheryl Carolus, ex-Board Member, Joint Education Trust, Brian Figaji, Board Member, JET Education Services, Jeremy Ractliffe, Board Member JET Education Services and Chabani Manganyi, ex-Executive Director of Joint Education Trust



GOVERNANCE

MISSION AND STRATEGY

- To serve the development of the most disadvantaged groups in South African society.
- To mobilise and coordinate resources between the public, private and civil sectors.
- To improve the quality of education and the relationship between education and the world of work.
- To contribute to the process of long-term fundamental change in the education and training system.
- To show measurable results.

SERVICES

- Project Management
- Financial Management and Fund-holding
- Evaluation
- Research
- Workforce Advising

SECTORS

- School Reform
- Teacher Development
- Higher Education
- Further Education and Training
- Worker and Adult Education

BOARD OF DIRECTORS

Thandiwe January-McLean (*Chairperson*)
Glenn Abrahams
Yunus Ballim
Brian Figaji
Margie Keeton
Jeremy Ractliffe
Mike Rosholt
Nick Taylor
Jim Wotherspoon
Sindi Zilwa



SCHOOL DEVELOPMENT AND SUPPORT

It is widely acknowledged that, despite very high levels of expenditure on schooling, both the quality of learning and the efficiency of the system in South Africa – a middle income country – are very low when compared with some of the poorest countries in Africa. In order to improve the performance of the schooling system government, donors and non-governmental organisations (NGOs) have committed significant resources to school reform initiatives over the last decade and more. It is estimated, for example, that at present something of the order of R1 billion of non-government funding is spent on such programmes annually.



A maths workshop



Borehole and tank at a Mahlale school



Second hand furniture supplied by DG Murray Trust

JET is a major player in this terrain, being centrally involved in the management of the following programmes:

Mahlahle

An 86 school development project in Limpopo Province. The project budget is R22 million, funded mainly from the Joint Education Trust, with contributions from the DG Murray Trust, Somerset-Engen and the Hellie Robb Trust.

The Quality Learning Project (QLP)

Working with 524 secondary schools in all nine provinces over five years, with a total budget of R139 million funded by the Business Trust.

The District Development and Support Project (DDSP)

Working in 439 primary schools in four provinces. The programme is managed by Research Triangle International, with support from JET, and is funded in the extent of \$20 million by United States Agency for International Development (USAID).

Learners with Special Educational Needs (LSEN) Inclusive Education Project

The purpose of this Danish International Development Agency (DANIDA) funded project is to pilot the implementation of an inclusive education system in three Provinces. The three-year budget is R13 million.

Cooperation in Education between the Netherlands and South Africa (CENESA)

This is a five-year programme, with a budget of R48 million funded by the Royal Netherlands Embassy, Pretoria. The purpose is to strengthen the development of human and organisational capacity at the General and Further Education levels in four provinces.

Siyathuthuka Initiative

A school development project of the KwaZulu-Natal (KZN) Department of Education and Culture in partnership with the Royal Netherlands Embassy, Pretoria. The project provides support to 75 primary schools spread across 15 circuits in the Vryheid region, with a budget of over R10 million.

Support to Education and Skills Development (SESD) Programme

This is another DANIDA funded initiative with a value of R100 million. The overall objective of the programme is "to increase the employability of the male and female youth and adults, through supporting the delivery of practical and labour market oriented education and skills training, provided mainly within the FET band". It is working in three provinces.

FOCUS: *The Quality Learning Project*



"We salute the partnership between government and the business community represented on the Business Trust. This is a massive development initiative undertaken by the private sector, where 145 companies have collectively pledged R1 billion for human capacity development and job creation over a five-year period. ... this partnership goes way beyond narrow self-interest. It is part of the ongoing commitment of the business sector to join hands with government in the development of our country."

*Professor Kader Asmal
Minister of Education
3 July 2003*

The QLP is a prime example of a public/private partnership. It is a project of the Business Trust, a formal collaboration between government and business at the highest levels. The Business Trust contracted JET to manage the project.

A total of eight major organisations in the NGO and commercial sectors provide services in the form of systems development and training for district officials, school management teams, and teachers. The QLP is one of the first examples of a systemic reform initiative in South Africa, working at the three levels of the schooling system which lie closest to learning. Direct beneficiaries are 17 districts and all the high schools in each district - a total of 524 - across all nine provinces.

The QLP is premised on the belief that schools respond best to a combination of accountability measures – setting standards and monitoring these – and support, through training and mentoring. Success of the model depends on the alignment of government and non-government initiatives. The deployment of accountability measures is the prerogative of the state, while the NGO and business sectors best provide support.

FOCUS: *The Quality Learning Project*



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The project is having a significant impact on the performance of schools. In the 2002 matriculation examination, QLP schools outperformed the mean improvement in their respective provinces on four indicators:

- **Quantity:** increase in the absolute number of passes
(mean national increase: 10.5%, QLP average increase: 13.8%)
- **Quality:** increase in the numbers of:
 - University exemptions (national: +10.9%, QLP: +19.0%)
 - HG maths passes (national: +15%, QLP: +35.8%)
 - SG maths passes (national: +67.3%, QLP: +86.7%)
- **Efficiency:** increase in pass rate
(national: +7.2%, QLP: +11.1%)



QLP Schools



"I think it is important to note that QLP schools generally represent the poorest schools in each province. Therefore the achievements of these districts and schools are particularly commendable, coming as they do under conditions not only of desperate poverty but also after decades of neglect and deprivation. You are the true heroes of our schooling system and we salute you..."

*Professor Kader Asmal
Minister of Education
3 July 2002*



EVALUATION AND RESEARCH

Assessment

Over the last three years JET has developed - with assistance from some of the best international agencies - literacy and numeracy tests at different levels of the schooling system. The purpose of these tests is to enable donors, programme managers, and participants in school reform initiatives to identify areas requiring development and support, and to monitor progress in achieving programme goals. To date these instruments have been administered to over 43 000 pupils in 933 schools drawn from all nine provinces.

On the strength of this experience, JET was awarded a tender from the Western Cape Education Department (WCED) to develop, pilot and administer new Grade 3 tests in all 1100 primary schools in the province. The unique design of these tests enabled the WCED to ascertain the standards being achieved in each school, and to identify problem areas. In 2003 the province will embark on a concerted effort to improve the performance of all schools, against the benchmark set in the 2002 test results.

Research on Schooling

The main products of this project to date include an overview of the international literature on school reform, research on effective districts, ten case studies of school reform programmes in South Africa and an overview of the findings, an investigation of the Gauteng Department of Education's Education Action Zones, an analysis of the

socio-economic correlates of learner performance in the QLP, a grant of R1million to the Centre for Development and Enterprise for research into the factors which contribute to school success in maths and science, and a national conference on school reform held jointly with the Department of Education on 29 January 2003. One hundred and Eighty delegates from national and provincial Departments of Education, the three teacher unions, the corporate sector and international donors, and NGOs attended.

The products of all the above components have been collated and analysed, and will appear in book form under the title, *Getting Schools Working 2003*.

At the close of 2002 negotiations were underway with the WCED to establish a major research project aimed at understanding how four categories of factors interact in shaping the learning experiences of children:

- Socio-economic conditions
- Resources (school buildings, pupil: teacher ratios, etc.)
- Management practices at various levels of the schooling system
- Teaching practices in the classroom

The WCED is keen for this study to be the first phase of a longitudinal research programme carried out over a number of years. This will assist the Department to track progress made in improving the quality of schooling in the province.

Skills Development

The Evaluation and Research Division is involved in a number of activities aimed at improving understanding of the Skills Development sector, particularly in the area of Further Education and Training. These include:

Technical Colleges Responsiveness Project

JET and the Human Sciences Research Council (HSRC) have embarked on a tracer study of Technical College graduates in order to get a picture of employment patterns, and the extent to which skills programmes meet the needs of the market.

TVET Regional Study

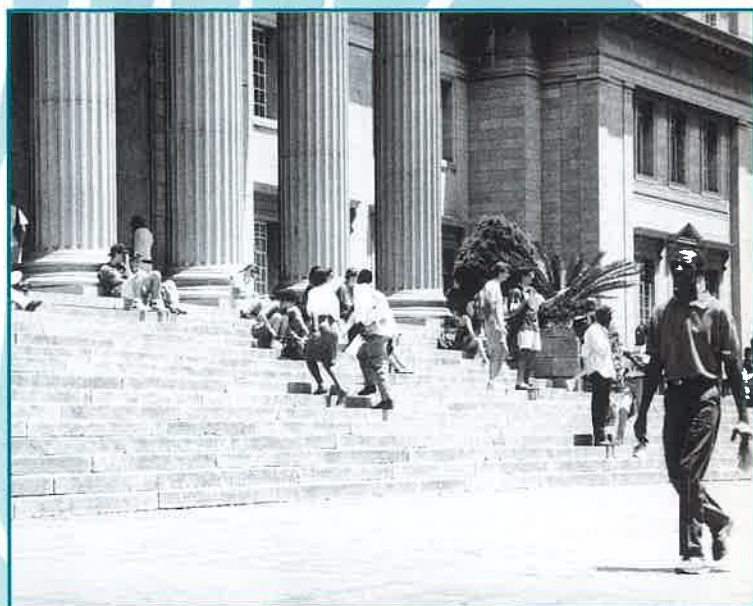
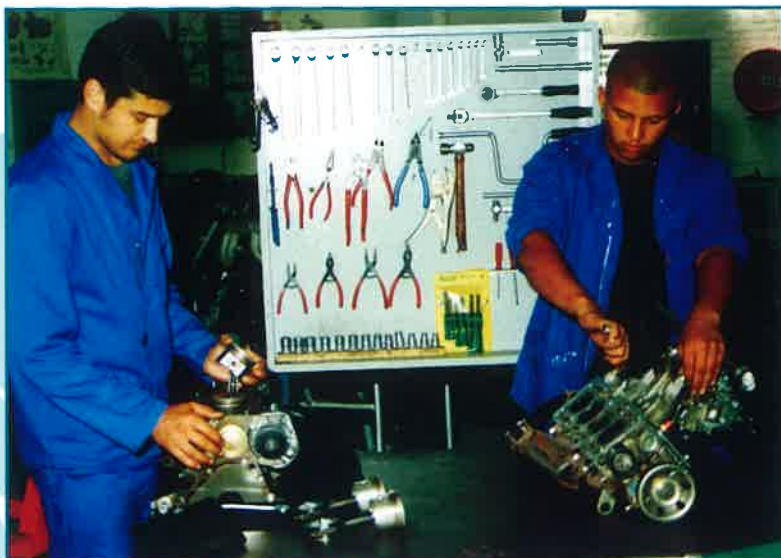
This is a partnership between JET, the British Council and the HSRC. It is a comparative study of technical and vocational education and training systems across seven Southern African Development Community (SADC) countries.

Evaluation of the Colleges Collaboration Fund

Now in its fourth year, this major study of the Business Trust funded, Colleges Collaboration Fund (CCF) is directed towards providing formative information to the donors, and to the National Business Initiative (NBI), managers of the programme.

Forestry Industries SETA SMME Survey

The Forestry Industries Sector Education and Training Authority (FIETA) has initiated a large-scale project to introduce learnerships and skills programmes for small, medium and micro enterprises (SMMEs) in the Furniture Manufacturing industry. JET, together with CASE and Manto Management, conducted a survey of the current capacity and future needs of these SMMEs across seven geographic regions and developed a strategy for FIETA to engage with the SMMEs around this project.



WORKFORCE DEVELOPMENT

The Workforce Development Division was established in 2001 to provide an array of innovative learning options for South African workers. The financial support for building the infrastructure of this division comes from the Joint Education Trust and the Ford Foundation.

The JET workforce development programmes and services have been adapted from a comprehensive learning systems model developed by the Council for Adult and Experiential Learning (CAEL), a Chicago-based educational association. The model is built on the premise that career and education advising and counselling are essential components in any successful adult learning venture.

JET clients include:

- Ford Motor Company – Pretoria
- Ford Motor Company – Port Elizabeth
- Nissan – Rosslyn
- AES Kelvin Power
- First National Bank
- National Productivity Institute
- EDTP SETA
- Raintree Productions
- Gautrans
- Computershare

JET WORKFORCE DEVELOPMENT SERVICES

■ *Skills Audit and Preparation of Workplace Skills Plans*

JET conducts skills audits and assists employers with the preparation of their workplace skills plans, as required by the Skills Development Act.

■ *Preparation for Skills Training*

The Dipaakanyo Workshop, a three-day group counseling workshop, prepares employees for career planning, goal setting and achieving these goals through skills training.

The purpose of the workshop is to help participants to:

- Understand change in their own lives within a broad social context.
- Develop skills in goal setting and decision making.
- Build confidence and self-esteem.
- Identify their educational and vocational strengths, interests and challenges.
- Articulate their own preferred direction.
- Make sound personal development plans based on genuine opportunities for education, work and social activity.

■ *Individual Advising and Counseling Sessions*

Following the Dipaakanyo Workshop, the individual sessions provide the opportunity for each employee to examine his/her personal career goals and learning agenda. During these sessions, the employee creates a personal development plan.

■ *Managing Skills Investment*

JET assists employers with the implementation of their skills development plans through a variety of services, including the identification of suitable training providers, and working with providers to customise curricula to meet worker needs.

■ *The JET Skills Enabler – An Internet Tracking and Reporting System*

JET has partnered with LeadTrain, a Johannesburg company, to develop a Learning Management System. This web-based information and accounting system has detailed reporting capabilities and assists employers in the management of their learning programmes.

■ *Evaluation*

A systematic evaluation of the impact of programmes enables our clients to quantify their return on investment in education and training and to measure the effectiveness of the methods deployed.

■ *Recognition of Prior Learning (RPL) Assessor Training*

Workshops and an on-line assessor training course are available to employers and SETAs for training workplace assessors.

FOCUS: *Retrenched Auto Workers form a Painting Business*

During 2002 JET's Workforce Development Division managed a project which assisted 189 retrenched Nissan employees in their preparation for new learning and their enrolment in skills training programmes that would lead to new careers.

Several hundred workers were retrenched from the Nissan Auto manufacturing plant in Rosslyn at the end of December, 2001. Utilising funds from the Ford Foundation and the Automobile Manufacturing Association /National Union of Metalworkers of South Africa (NUMSA) Work Security Fund, the Nissan human resources staff and union shop stewards contracted JET to conduct Dipaakanyo workshops for the workers.

The workshops were followed by individual advising sessions during which the participants selected the training programme through which they would pursue their individual personal development plans. The range of training programmes selected by workers included: poultry farming, nursing, computer repairs, furniture making, cooking, domestic appliance repair, hair care, driving, small business management, drapery making, plumbing, motor mechanics, panel beating, and painting.

Graduates of a skills training programme



A Training Success Story

Through a programme administered by JET, nine retrenched auto workers completed a course in Basic Business Management at Nais Consulting and have formed a Closed Corporation - 5M&SB PROJECT.

Their services include:

- Cleaning and garden Services
- Vehicle repairs and maintenance
- Welding services
- Building construction and maintenance

They are located at:

Neo Plaza Office
1st Floor Suite # 104
Ga-Rankuwa
0208

Telephone: 012-7001819
Cell: 0847572518 (Chris)
or 0835287241



Proud participants at the painting class graduation ceremony.
Back row - left to right: Johan Snyman, MD Skills Academy; Gerrit Pretorius, Chair of Board of Skills Academy; Andre Williams, Financial Manager, Skills Academy
Front row - left to right: Jimmy Makhafola, Learner/Graduate class representative; Carina Sivell, Programme Manager, Skills Academy

Another Success Story

A group of 31 workers completed a 12-week training programme in painting building exteriors. In addition to acquiring skills in painting buildings, they learned basic business skills, such as estimating how much paint will be required for specific jobs, negotiating discounts with suppliers, and pricing or bidding for contracts.

These learners, most between 40 and 50 years of age, have low levels of literacy, and none had completed formal schooling. In July, 2002, 31 learners were honoured at a ceremony celebrating the completion of their training course.

Prior to selecting which skills training programme they would pursue, these learners



Part of the building at the Pretoria Show grounds that was painted by the workers from Thlanganani

means, "Together we are strong". They wrote their own code of conduct. The company was contracted to paint the exteriors of several buildings at the Pretoria Show grounds. For this work, they were paid a total of R50 000 which they decided to divide evenly amongst the group members.

These learners did more than develop new skills. With the assistance of JET, the training provider, their former employer (Nissan Auto Company), and the local economic development committee consisting of NUMSA, the Departments of Labour, and Trade and Industry, the Automotive Industry Development Centre, and the Entrepreneurial Centre, these learners were able to secure their own business.

Their former employer, Nissan, has indicated several ways in which the company will support this new business, including advertising on the Nissan South Africa website, and awarding Thlanganani a contract to paint the buildings at the auto factory.

We wish these workers continued success with Thlanganani, which can be contacted at 0835287241.



Skills training graduates with their families

attended a three-day Dipaakanyo workshop to prepare for their learning experience. Each person then received two hours of individual education and career advising and developed a personal learning plan. While engaged in the training programme, the learners also had practical on-the-job experience. They formed a company — "THLANGANANI", which

RECOGNITION OF PRIOR LEARNING

Policy formulation

During 2001, JET was contracted by the South African Qualifications Authority (SAQA) to assist in developing a draft Recognition of Prior Learning (RPL) policy document. This work included a review of RPL practices internationally, particularly around issues of equity and redress, different approaches to RPL, and quality assurance. In March 2002, the draft policy was gazetted for public comment, with the final version being adopted by the SAQA Board in June 2002. This policy has sparked much international interest, with other countries beginning to look to the models being developed in South Africa.

In 2002 JET started working with the Education, Training and Development Practices (ETDP) SETA to assist in the development of an RPL policy, a set of guidelines for providers, an advocacy and provider development programme, and a strategic implementation plan for RPL.

JET has also assisted both the Department of Education and the ETDP SETA in the delivery of the National Professional Diploma in Education for underqualified teachers.

Programme development

After the completion of a contract in 2001 with the Committee of Technikon Principals (CTP) for the formulation of RPL policy for the sector, JET continued to work with the CTP in 2002. The object of this exercise was to develop a sector-wide plan, and the capacity to implement RPL on all technikon campuses. A major element of this strategy is the development of an RPL and Assessment course for lecturing staff. Delivery of the course will commence in 2003, and will be accredited by participating institutions.

Research

During 2002, two research projects were funded. The first is being undertaken by the Education Policy Unit (EPU) at the University of the Western Cape (UWC). This research is a survey of RPL practices across all the public higher education institutions in South Africa, and builds on the survey jointly funded by JET and the Council on Higher Education (CHE) in 2000.

The second research project is being undertaken jointly by the Workers' College, Durban and the University of Natal. The focus of this work is the articulation agreement between the institutions whereby successful College diplomates are able to access the degree programme in Industrial and Working Life, without the usual admissions requirements.

COMMUNITY HIGHER EDUCATION SERVICE PARTNERSHIPS

The *White Paper on the Transformation of Higher Education* (1997) calls on higher education institutions to “promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmes”. It calls on higher education institutions “to conduct feasibility studies and develop pilot programmes which explore the potential of community service in higher education”.

The aim of the Community Higher Education Service Partnerships (CHESP) is to develop and research pilot academic programmes that meet these goals. During 2002 the major focus of CHESP was to assist participating institutions to operationalise the service-learning policy and strategy developed in 2000/01 through accredited academic programmes. In all, 71 service-learning courses across 39 academic disciplines

involving more than 3 000 students on eight campuses were supported.

All courses participated in an extensive monitoring, evaluation and research programme, the purpose of which was to generate data to inform higher education policy and practice at a programmatic, institutional and national level.

JET also worked closely with the Department of Education on developing a national policy framework for service-learning, and with the Higher Education Quality Committee (HEQC) of the CHE to develop criteria for the accreditation and quality assurance of service-learning. The fruits of this collaboration are shown in the inclusion of service-learning in the proposed criteria for the HEQC’s first cycle of institutional audits to be released in March 2003.

These programmes are supported by the Ford Foundation and the Joint Education Trust.



Jungle Gym designed and made by architecture students

**University of
Natal, Durban:
School of
Psychology
third Year
HIV/AIDS course**

"..this course forced me into an uncomfortable place where I had to be aware of my attitudes and stereotypes and challenge them. I questioned my motive or intention of doing good. What does it really mean to help? What does it mean to empower? I had to critically question myself, and my dream to become a psychologist in South Africa" (Student).

"Service-learning projects are easy to criticise and disregard when seen in this light... I think that our theoretical preparation was invaluable to the success of our project and that our project was mutually beneficial to all involved" (Student).



"this is curriculum development par-excellence"
Professor Eleanor Preston-Whyte

University of the Witwatersrand School of Architecture and Planning Furniture design course for second year students

Furniture making has traditionally formed part of the curriculum employed in training students of architecture at the University of the Witwatersrand. This year's course initiated an important departure in that 22 second year students each had to design and produce an appropriate end product for a real client. In this case our clients were the teachers and children of ten 'illegal' crèches in downtown Hillbrow, Johannesburg.



Multi-purpose bookcase

University of the Western Cape Botany course for honours students - herbal medicine gardens

The scientific development of herbal medicine gardens is an important component of primary healthcare in South Africa.

The South African Herbal Science and Medicine Institute at the UWC is dedicated to the development of these indigenous gardens, as a source of natural medicine for communities. To this end, the postgraduate module on Traditional Plant Use was

adapted to include a service-learning module that has been the basis of the link between UWC, the community and the service-providing clinic.

Since the beginning of the project, some 20 postgraduate researchers and academics, together with around 100 patients, community members and clinic healthcare professionals, have participated in this pioneering project.

Students cultivating indigenous medicinal herbs



SPECIAL PROJECTS DIVISION

The Special Projects Division specialises in the provision of services to the national and Gauteng provincial Departments of Education. The largest of these projects are:

Gauteng Education Development Trust

The Gauteng Education Development Trust (GEDT) is a partnership between the private sector and the Gauteng Department of Education and was set up to fast track delivery of innovative projects. JET has been appointed as the administrator of the Trust and as such, performs fund-holding and financial management as well as some project management.

Possibly the most exciting of the numerous projects under the direction of the GEDT is the Sci-Bono initiative, which is in the process of establishing a Science Edutainment Centre as

part of the rejuvenation of Newtown in downtown Johannesburg.

Gauteng Provincial Government Bursary Fund

This Fund was established to provide bursaries to deserving students at tertiary institutions, and after graduating these students may apply for positions in provincial government departments. JET has been appointed as fund-holder and bursary manager.

National Department of Education

This support programme is a five-year project funded by the British Department for International Development (DFID) in the extent of R70 million. It supports various projects of the national Department of Education. JET has been contracted as fund-holder, and to carry out project management activities to support the Department.



GEDT staff members, Board representatives and business partners at the Trust's annual get-together

FINANCE AND ADMINISTRATION

JET Education Services continued to expand its operations during 2002 as the Joint Education Trust handed over control to the Directors of the Section 21 company.

The company has made application to the South African Revenue Services (SARS) for exemption from income tax as a Public Benefit Organisation under section 30 and 10(1) of the Income Tax Act.

Subject to the success of this application, the Trust will seek to wind up, having disbursed or transferred its residual funds.

It is the intention that JET Education Services will continue with the mission of the Trust of:

- Enhancing the educational opportunities of disadvantaged South Africans.
- Improving the relationship between education and training and the world of work.
- Promoting partnerships between business, labour, government and the community.

The main activities of JET Education Services during 2002 covered:

- Quality Learning Project (QLP), a R139 million project funded by the Business Trust over five years.
- School Quality Improvement Programme (SQIP), also funded by the Business Trust in the amount of R5.5 million over two years.
- Workforce Development, a project funded by the Ford Foundation and the Joint Education Trust to the value of R30 million over three years.
- Recognition of Prior Learning (RPL), a project funded by the Ford Foundation.

- National Department of Education Support project funded by the Department for International Development (DFID).
- Community Higher Education Services Partnerships (CHESP), funded by the Ford Foundation and the Joint Education Trust.
- The company manages the bursary and project funds for the Gauteng Department of Education Trust (GEDT).
- In addition to the above the company earned R1.4 million in fees from financial and evaluation services in respect of educational projects.

The Trust also disbursed R7.2 million to approved projects during the year and R3.7 million to internal projects. In addition, the Trust disbursed R837 000 to primary schools through its Primary and Secondary Fund on behalf of EQUIP, a project managed by the National Business Initiative.

Operating costs continued to be closely controlled and the net operating costs for the combined operations for 2002 reflected a surplus of R26 000 as our cost recoveries continue to reduce the overall administration costs.

The division continued to contribute to cost recoveries of the overall organisation through external fund management and financial management of projects.

The division also continued to support the other divisions: RPL, School Development and Support, Evaluation and Research and our new division, Special Projects. Support to our major projects of QLP and Workforce Development was also provided during the year.

Business plans have been prepared for the period 2003/2004 and continue to indicate successful operations for the future of the company.

The Board of Trustees of the Joint Education Trust has approved a capitalisation fund for the new company of R16 million. This will enable JET Education Services to move forward with some level of long-term security. R4 million of

these funds has been ring-fenced for specific areas.

JET Education Services is also registered in terms of the Nonprofit Organisation Act 1997. (Registration No 015-623 NPO)

CORPORATE GOVERNANCE

The organisation continues to place a strong emphasis on good corporate governance, which is highlighted by the composition of our Board of Directors consisting of two executive Directors and eight non-executive Directors. It should be noted that the organisation also has a non-executive Chairperson.

All Directors receive regular information about the company in order to allow them to participate actively in Board meetings.

The Board meets quarterly and retains full and effective control over the company's business, and monitors the executive management through a structured approach to reporting and accountability. The non-executive Directors bring an independent approach to issues of strategy, performance and resources.

The company has approved the setting up of an Audit Committee and this is being implemented during 2003.

INFORMATION TECHNOLOGY

A new HP server was purchased during the year as the existing server was eight years old and prone to break-downs.

There was no other major capital expenditure during 2002 other than to replace PCs and sundry office furniture.

The introduction of a direct 64KB leased line from Telkom, routed through Internet Solutions, has substantially improved our e-mail service.

Our network has standardised on the Windows 98 operating system and Office 2000 as the current industry standard, although new PCs and laptops include Windows 2000XP.

We have upgraded our desktop publishing facilities and have produced some high quality publications, including the present Annual Review.

Funds have been ring-fenced to provide for future investment in our Information Technology requirements as the time approaches for the need for major replacements/upgrades to the system.

EXTERNAL PROJECTS AND FUNDS ADMINISTERED DURING 2002

| | |
|--|--------------|
| COMMUNITY HIGHER EDUCATION SERVICE PARTNERSHIP (CHESP) Funded by the Ford Foundation | R16 million |
| DEVELOPMENT COOPERATION IN INCLUSIVE EDUCATION Funded by the Danish International Development Agency(DANIDA) | R13 million |
| DISTRICT DEVELOPMENT AND SUPPORT PROGRAMME (DDSP) Funded by United States Agency for International Development | \$20 million |
| GAUTENG DEPARTMENT OF EDUCATION TRUST (GEDT) | R145 million |
| GAUTENG DEPARTMENT OF EDUCATION - BURSARIES | R1 million |
| HELLIE ROBB | R0.5 million |
| IMBEWU TRANSITIONAL PHASE Funded by the Department for International Development (DFID) | R4.3 million |
| NDE SUPPORT PROGRAMME Funded by the Department for International Development (DFID) | R70 million |
| QUALITY LEARNING PROJECT(QLP) Funded by the Business Trust | R139 million |
| RECOGNITION OF PRIOR LEARNING (RPL) Funded by the Ford Foundation | R1.6 million |
| SIYATHUTHUKA PROJECT Funded by the Royal Netherlands Embassy, Pretoria | R10 million |
| SUB SECTORAL SUPPORT FOR FET POLICY Funded by the Royal Netherlands Embassy, Pretoria | R1.5 million |
| SCHOOL QUALITY IMPROVEMENT PROGRAMME (SQIP) Funded by the Business Trust | R5.5 million |

REPORT OF THE INDEPENDENT AUDITORS

We have audited the annual financial statements of JET Education Services for the year ended 31 December 2002, an extract is set out on this page. This extract of 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.

We confirm that this extract has been properly compiled from the annual financial statements of JET Education Services for the year ended 31 December 2002. These annual financial statements have been prepared in accordance with

the Statements of Generally Accepted Accounting Practice and in the manner required by the Companies Act in South Africa. We confirm that an unqualified audit opinion was issued on these annual financial statements.

Gobodo Incorporated
Registered Accountants and Auditors
Chartered Accountants (SA)
Johannesburg
27 March 2003

ABRIDGED INCOME STATEMENT for the year ended 31 December 2002

| | <u>2002</u> R | <u>2001</u> R |
|--|-------------------|-------------------|
| Funding received | 58 151 025 | 40 115 246 |
| Interest received | 1 769 748 | 657 702 |
| Management fees | 1 343 773 | 1 378 812 |
| Other income | 1 287 | 4 235 |
| Total income | 61 265 833 | 42 155 995 |
| Total expenditure | 57 771 797 | 32 954 098 |
| Project disbursements | 56 056 051 | 31 488 444 |
| Administration expenditure | 1 715 746 | 1 465 654 |
| Surplus for the year | 3 494 036 | 9 201 897 |
| Unutilised funds at the beginning of year | 11 251 876 | 2 049 979 |
| Unutilised funds at the end of year | 14 745 912 | 11 251 876 |

ABRIDGED BALANCE SHEET 31 December 2002

| | <u>2002</u> R | <u>2001</u> R |
|------------------------------------|-------------------|-------------------|
| ASSETS | | |
| Non-current assets | 137 238 | 99 519 |
| Current assets | 17 910 136 | 12 527 891 |
| Cash receivables | 16 943 916 | 11 378 960 |
| Projects receivables | 966 220 | 1 148 931 |
| Total Assets | 18 047 374 | 12 627 410 |
| EQUITY AND LIABILITIES | | |
| Reserves | 15 712 132 | 12 400 806 |
| Funds held for projects | 15 715 677 | 12 404 222 |
| Accumulated deficit | (3 545) | (3 416) |
| Current liabilities | 2 335 242 | 226 604 |
| Total funds and liabilities | 18 047 374 | 12 627 410 |

REPORT OF THE INDEPENDENT AUDITORS

We have audited the annual financial statements of the Sector Initiative Joint Education Trust, an entity of which is set out on this page. This extract of the annual financial statements is the responsibility of the Trustees. Our responsibility is to report on this extract of the annual financial statements based on our

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

In addition, at the request of the Trustees, the disbursements on approved projects were subject to a high degree of audit verification and we confirm that no exceptions were noted.

Deloitte & Touche

Deloitte & Touche
Chartered Accountants (SA)
Johannesburg
6 June 2003

We confirm that this extract has been properly compiled from the annual financial statements of the Sector Initiative Joint Education Trust for the year ended 31 December 2002. These annual financial statements have been prepared in accordance with South African Accounting Standards and the requirements of Generally Accepted Accounting Practice.

CONDENSED INCOME STATEMENT

for the year ended 31 December 2002

| | <u>2002</u> R | <u>2001</u> R |
|---|-------------------|-------------------|
| Contributions received | 8 961 351 | 50 086 769 |
| Interest on funds received | 4 358 715 | 1 120 100 |
| Dividends received | - | 75 000 |
| Other income | 11 619 | 10 000 |
| Total income | <u>13 331 685</u> | <u>51 291 869</u> |
| Disbursements on approved projects | 7 288 861 | 12 376 319 |
| Disbursements - internal projects | 3 693 159 | 4 740 638 |
| Administration expenses | (26 457) | 2 200 215 |
| Total expenditure | <u>10 955 563</u> | <u>19 317 172</u> |
| Surplus for the year | 2 376 122 | 31 974 697 |
| Accumulated surplus at beginning of the year | 42 442 492 | 10 467 795 |
| Accumulated surplus at end of the year | <u>44 818 614</u> | <u>42 442 492</u> |

CONDENSED BALANCE SHEET

as at 31 December 2002

| | | |
|---------------------------------------|-------------------|-------------------|
| ASSETS | | |
| Non-current assets | 84 697 | 103 727 |
| Current assets | 45 674 821 | 43 822 525 |
| Total Assets | <u>45 759 518</u> | <u>43 926 252</u> |
| EQUITY AND LIABILITIES | | |
| Reserves | | |
| Social Institutions' Fund | 36 964 294 | 34 847 336 |
| Primary and Secondary Education Fund | 1 013 454 | 1 222 291 |
| General Fund | 6 840 866 | 6 372 865 |
| Total reserves | <u>44 818 614</u> | <u>42 442 492</u> |
| Current liabilities | 940 904 | 1 483 760 |
| Total reserves and liabilities | <u>45 759 518</u> | <u>43 926 252</u> |

JET EDUCATION SERVICES ORGANOGRAM

Board of Directors



CEO: Nick Taylor



Jim Wotherspoon
Divisional Manager
Finance and Administration

Position
vacant

Workforce
Development Division



Anele Dlamini
Divisional Manager
Quality Learning



Amaral Soma
Accountant



Hawa Hoosen
HR/Office Manager



Dasi Moodley
Business Development
Manager



Letshego Mokeki
Project Manager



Daphne Els
Business Development
Manager



Aneasha Mayet
RPL Unit Head



Jack National



Maureen Otto
Accounts Supervisor



Patrick Madima
Accounts Supervisor



Nazneen Reddy
Accounts Supervisor



Violet Chisulo
Project Officer
RPL/WFD

Photo
not available

Boitumelo Seboloa
Site Coordinator



QLP Provincial coordinators



Elizabeth Koaho
Accounts Clerk



Tonya Alexander
Accounts Clerk



Thoko Jali
Accounts Clerk



Debbie Mgorosi
Receptionist



Xenothan Hojem
JET Skills Enabler



Thembisa Mdlalo
Administrator



Buyi Diba
Records Clerk

Management Committee



Kathy Tracey
PR Manager



Saeeda Anis
Grants Manager
DDSP



Kholofelo Sedibe
Divisional Manager
School Development and Support



Hemant Waghmarae
Divisional Manager
Special Projects



Jennifer Roberts
Unit Head



Thabiso Nyabanyaba
Project Manager



Sindi Nyoka
Project Manager



Eric Matshomane
Mahlahle Project Coordinator



Leigh-Mae Moses
Project Officer



Thelma Dibakwane
Administrator



Ruth Magoro
QLP Data Capturer



Thuli Nkosi
Administrator



Jabu Simelane
Administrator



Robyn Klein
Administrator



QLP Provincial Administrators

EMPLOYMENT EQUITY

TOTAL STAFF COMPLEMENT (Excluding Board Members)

| Race | Male | Female | Total |
|-------|------|--------|-------|
| Black | 19 | 38 | 57 |
| White | 3 | 5 | 8 |
| Total | 22 | 43 | 65 |

SENIOR MANAGEMENT

| Race | Male | Female | Total |
|-------|------|--------|-------|
| Black | 3 | 2 | 5 |
| White | 2 | 0 | 2 |
| Total | 5 | 2 | 7 |

PROFESSIONAL

| Race | Male | Female | Total |
|-------|------|--------|-------|
| Black | 13 | 11 | 24 |
| White | 0 | 4 | 4 |
| Total | 13 | 15 | 28 |

SUPPORT STAFF

| Race | Male | Female | Total |
|-------|------|--------|-------|
| Black | 3 | 25 | 28 |
| White | 1 | 1 | 2 |
| Total | 4 | 26 | 30 |

BOARD MEMBERS

(Excluding Executive Directors)

| Race | Male | Female | Total |
|-------|------|--------|-------|
| Black | 3 | 2 | 5 |
| White | 2 | 1 | 3 |
| Total | 5 | 3 | 8 |



JET EDUCATION SERVICES

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Braamfontein
Johannesburg - 2001

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NPO Registration No: 015-623

