



JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.



JET Education Services
Annual Report 2023

**WORKING
TOWARDS
IMPACT**





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Acronyms and abbreviations

AASA	Anglo American South Africa
ACQF	African Continental Qualifications Framework
AI	artificial intelligence
Blend	Blended Learning for Educators in a (Global) Network for Development
DBE	Department of Education
DHET	Department of Higher Education and Training
EATI	Elsenburg Agricultural Training Institute
ECD	early childhood development
EAC	Education Advisory Committee
Ei	Education Initiative Private Ltd
ELOM	Early Learning Outcomes Measure
GDE	Gauteng Department of Education
GEDT	Gauteng Education Development Trust
I&I	Implementation and Innovation
ICT	information and communications technology
ILO	International Labour Organization
ITE	initial teacher education
IT	information technology
M&E	Monitoring and Evaluation
NASCEE	National Association of Social Change Entities in Education
NECT	National Education Collaboration Trust
NGO	non-governmental organisation
NQFs	national qualifications frameworks
OECD	Organization for Economic Co-operation and Development
PILO	Programme for Improvement of Learning Outcomes
PSET	post-school education and training
PSET CLOUD	Post-School Education and Training Collaboration and Learning Opportunities and Utilisation of Data
R&DE	Research and Data Ecosystems
SADTU	South African Democratic Teachers Union
SILN	Systemic Improvement in Language and Numeracy
TICZA	Teacher Internship Collaboration South Africa
TVET	technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	UNESCO International Centre for Technical and Vocational Education and Training Network
UNICEF	United Nations Children's Fund
UNISA	University of South Africa
VVOB	Flemish Association for Development Cooperation and Technical Assistance
YUM	JET Young and Upcoming Manager

About JET

JET Education Services (JET) began in 1992 as the Joint Education Trust, a fund-holding non-governmental organisation (NGO) established by leaders from South Africa's corporate world, major political parties, trade unions and representative organisations of black business. Driven by the belief that quality education is central to the goal of ending extreme poverty, JET transformed over the years from a grant maker into a vibrant delivery support organisation and pioneering social change agent in education. With a 30-year track record, JET has been a catalyst for innovation and progress in the education sector and has evolved into an '(dis) intermediary organisation', able to manage the implementation and evaluation of education interventions, both locally and internationally, particularly on the African continent.

Vision

To be Africa's leading educational think-do tank.

Mission

To positively impact education policy and implementation in South Africa and Africa through rethinking current education systems and engaging in evidence-based research.

Value proposition

JET is able to optimise innovation and evidence-based solutions towards quality education through independent and credible research, M&E and implementation.

Values

- Championing social justice in education
- People-centred
- Knowledge-driven
- Innovative

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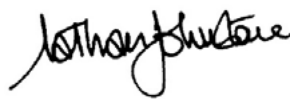
Message from the Chairperson of the Board

'There is no doubt that 2023 was an exceptionally good year for JET. Turnover increased significantly, while the organisation continued to stay focused on its culture and its people.'

There is no doubt that 2023 was an exceptionally good year for JET. Turnover increased significantly, while the organisation continued to stay focused on its culture and its people. The re-accreditation of JET in 2023 by Investors in People at a silver level is proof of this, and it is no mean feat. The JET Young And Upcoming Manager (YUM) programme remains a firm favourite of the JET Board and has propelled a number of young staff into more senior roles within the organisation.

As we move forward in 2024, I would like to welcome our three new Board members: Thandi Lewin (Associate Professor at the University of Johannesburg), Edison Mazibuko (a seasoned technologist and cybersecurity expert, with a career spanning over a decade in the ICT sector) and Zeyn Angamia (with more than 20 years of experience in private equity and venture capital investing and corporate finance advisory). Thandi re-joins the organisation, having been the Executive Manager of our Monitoring and Evaluation division up to 2015. We will also be seeing two current Board members retire in 2024: Adrienne Egbers, after 10 years, currently the chairperson of the Finance and Audit Committee, and Angie Phaliso, after no less than 19 years, having served on various Board structures. We will also be taking leave of Bongani Phakathi, who has been a member of the Board for nearly 11 years and who chairs the Remuneration and Nominations Committee. My sincere thanks go to my colleagues on the Board for their commitment and support.

I would like to express my appreciation to James Keevy (CEO), Nathalie Vereen (COO) and Mororiseng Maapola (CFO), who have formed a formidable team at the forefront of the organisation. A diverse team like this, with really deep expertise in their respective areas, bodes well for JET in the future. Thanks also to all the staff for doing what you do best. JET is what it is as a result of our people. This will not change any time soon.



Nathan Johnston, Chairman



Message from the Chief Executive Officer

JET is always a busy place, just ask any staff member, current or past. JET is also an employer of choice. Looking at 2023, it is not difficult to see the incredible energy put into the significant volume of work that JET undertook for local and international clients. It is also evident that our staff are at the core of what makes us an organisation that punches well above our weight. Notwithstanding some projects that skewed our income for 2023, it is important to note that as a not-for-profit organisation, JET's revenue for the last two years exceeded a quarter of a billion rand. This is no small thing and places JET as a leader among its peers, as a result not only of the turnover, but also its position in the sector as a go-to education research, implementation, and monitoring and evaluation agency.

We can only build on this foundation as we move forward in 2024. To maintain the momentum, remain stable and also future-proof JET, we have embarked on a process based on the broader framework provided by spiral dynamics. Our intention is to make the dream of a 'teal JET'¹ more concrete and actionable for our staff, our Board and our partners. We are not in any way planning to 'fix things that are not broken', but we are certainly moving our team out of their comfort zones.

Examples include:

- Following the pandemic, property values have declined, rental spaces have become more affordable, less office space is required as people work in a more hybrid manner, and student accommodation is in great demand. As JET, we have decided to sell the Education Hub in Parktown, and we will soon be announcing our new base, likely in the Rosebank area. Our base is important to us, but our core work is in education, not property. Hopefully, we will be able to recreate some of the benefits of the shared space at the Education Hub as we transition.
- Our Board, with many committed and longstanding members, is going through a renewal process. Three new members joined us in January 2024, while a few stalwarts will be stepping down this year – see tributes on page 9 to 12. These changes are difficult but also create the space for new people to join and contribute to the longevity of JET.
- Drawing on the strategy review process in 2024, we are planning to move the organisation to a more modern, functional structure that is flatter and more agile. The concept of holacracy has inspired us to think out of the box, and we hope to land with something new and exciting by the end of 2024, setting the stage for a new phase of JET from 2025.

As CEO, I can only express my deepest gratitude to staff, managers and the JET Board for a good 2023. We have grown our own 'timber', and the fruits are starting to show. We remain singly focused on improving the quality of education through evidence-based research, implementation, and monitoring and evaluation.



James Keevy, CEO

'It is also evident that our staff are at the core of what makes us an organisation that punches well above our weight.'



Message from the Chief Operations Officer

'JET has an excellent number of partners – funders, technical and strategic – who share our passion for developmental change and entrust us with being creative and innovative.'

2023 was a tough year, and a good one! Tough due to socio-economic challenges that, as a country, we cannot address and fix comprehensively, and to being immersed in the education sector that requires structural support and investment over a period of time – time that is becoming less affordable.

The upside of tough is that partnerships are valued and explored for their full potential. JET has an excellent number of partners – funders, technical and strategic – who share our passion for developmental change and entrust us with being creative and innovative. The consistency and longevity of these partnerships and collaborations are tangible in our 2023 project list, divisional updates and our sentiments of appreciation.

Our strength is our people. We hosted an interesting conversation with GenZs in October 2023, and a key acknowledgement is that the generational divide is much smaller than we thought; we share similar needs and wants, we all value organisational culture and everybody loves to be associated with successful organisations and teams. The differences that emerged are that the new generation is more focused on personal wellbeing and is assertive about their actions and their impact on our planet.

JETSetters work in a hybrid manner, and whilst the COVID-19 pandemic leapfrogged the application, the fit works well for us. Our teams are disciplined and committed to their craft; senior and executive managers go the extra mile to support; and at the end of the day, all of us remain accountable for quality, outcomes and impact. We have to remain mindful of the spontaneous disconnectedness and indifference to organisational culture and collective needs that can be the other side of this approach.

Our imperatives for the future are to improve our carbon footprint in all that we generate and implement, improve educational outcomes for learners and our youth (a key target) and improve teacher training towards quality teaching in South Africa. As we embark on a new strategic journey in 2024, we travel light and fast, and as a collective, we are invested in longitudinal change.

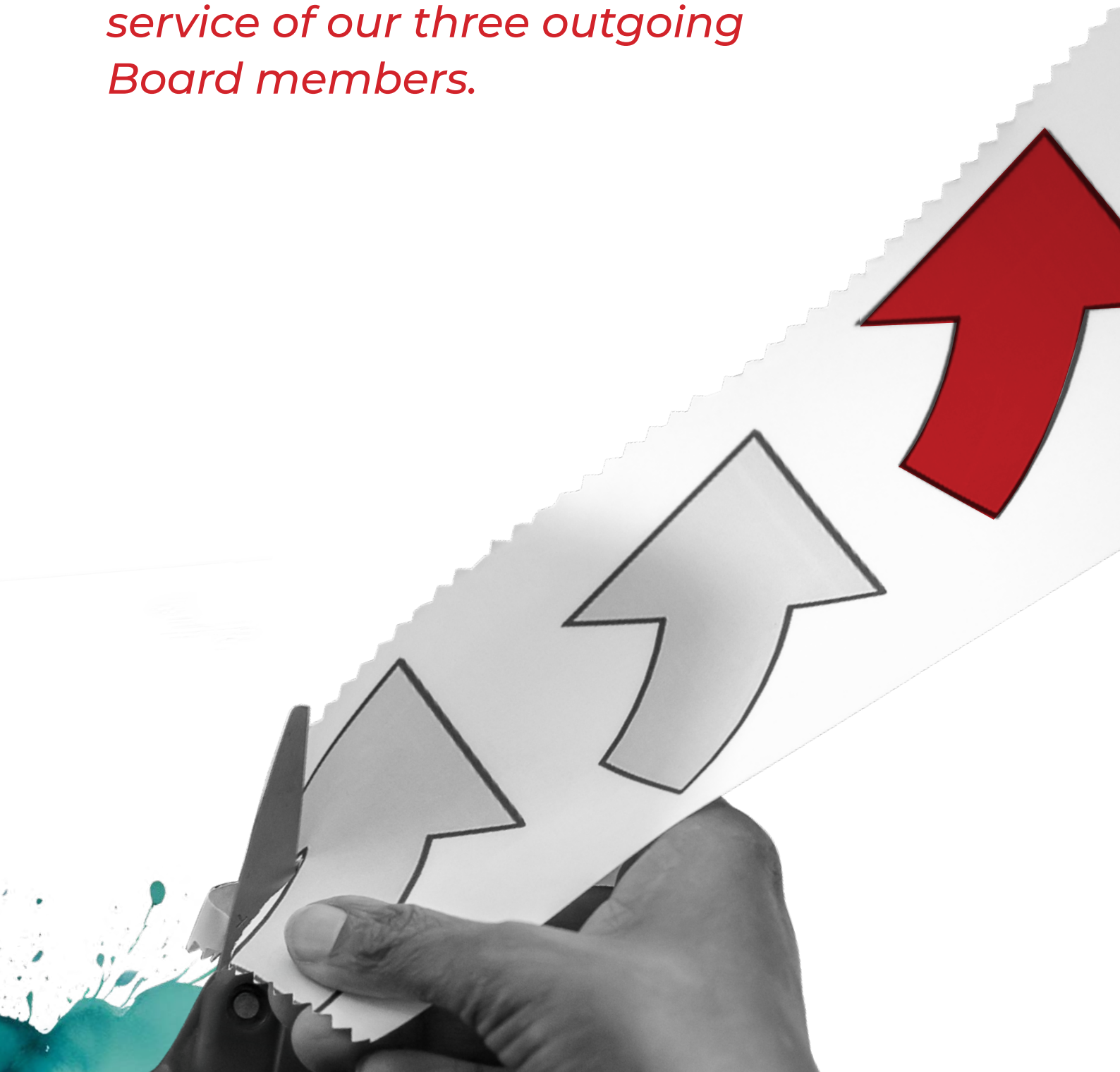


Nathalie Vereen, COO



Tributes to outgoing **Board members**

JET expresses our heartfelt gratitude for the dedicated service of our three outgoing Board members.



‘Appreciate those who come in to collaborate with them ... to ensure that the education of a disadvantaged child is done appropriately.’

Rev Mashudu Angelina Phaliso

Tribute by Patrick Molokwane

Rev Angie Phaliso, who has served on multiple boards since 1995, found her way into JET’s sphere of influence through her work with the Gauteng Education Development Trust (GEDT). In 2005, the then-CEO, Nick Taylor, invited her to join the JET Board. We pay tribute to her here as one of the longest serving Board members and acknowledge her 19 years of support for JET as well as her contribution to the education sector at large.

Angie’s story is one of overcoming adversity and being driven by a passion for education. Born in Sophiatown in 1948, Angie experienced the trauma and turmoil of life in apartheid South Africa from an early age, beginning with the forced removal of her family from Sophiatown to Tladi in Soweto. From there, the family moved to Thohoyandou, where life was also difficult. Cared for by her grandmother who was ‘not enthusiastic about education’, Angie started school at the age of 12, attending school sporadically as she was preoccupied with her farming responsibilities.

Angie’s path is filled with lifelong learning – after completing Grade 9, Angie had to find work and, in spite of not having completed her schooling, started work as a private teacher at a primary school. She successfully pursued a secretarial course and achieved her junior certificate whilst working.

At this point in her life, working as a secretary, Angie married and had children. She persevered with her studies in spite of the demands of family life, eventually passing her matric examination. She continued her studies and successfully completed a bookkeeping course and then a project management course at the University of the Witwatersrand. Around 1995, having worked in the finance department of a mining house for nine years, she was headhunted by Absa to drive a new countrywide second-chance matric programme that involved learning via satellite. The programme also focused on computer literacy and was a game-changer for the participants. After serving the Absa Foundation for many years, Angie joined Rand Water in 2003 and established a brand new foundation, which she ran until her retirement in 2011.

Retirement certainly did not slow Angie down, and she enrolled at UNISA to study theology and was ordained as a minister. She retired from her ministry at the age of 70 and remains involved in development and volunteering her expertise. She continued to pursue a Master’s degree in Theology, and although this plan was curtailed by ill health, she plans to resume her studies soon.

Angie has worked alongside all three JET CEOs, and being part of the JET Board enabled her to become more entrenched in education. She sees the Board’s role as being ‘to keep management on their toes and to identify the needs and find partners to work with to address these’. Angie’s message to JET for the next phase is to focus more strongly on strengthening teachers to deliver quality education for all children. She exhorts JET to, at all times, ‘appreciate those who come in to collaborate with them ... to ensure that the education of a disadvantaged child is done appropriately’. She urges JET to continue setting a research agenda that ensures improved and appropriate responses for quality education provision to children from disadvantaged communities.



Adrienne Egbers

Tribute by Zaahedah Vally

Adrienne Egbers's career trajectory, board memberships and advocacy for educational excellence underscore her significant contributions to the professional and educational sectors in South Africa. Her accounting career spanned an impressive 47 years across three countries.

Born in Dublin, Ireland, Adrienne immigrated to South Africa at the age of four with her parents and two siblings after her paternal grandfather encouraged this move. While her paternal grandfather held a doctorate in language studies, her father did not have the opportunity to further his studies and began working under an apprenticeship. When his own children began their schooling careers, he was intrinsically involved and constantly communicated with the school regarding their progress.

During high school, Adrienne developed a love for accounting and mathematics. After matriculating, she returned to her home-town of Welkom and began working in 1962 as an articled clerk for Alex, Aiken and Carter, now known as KPMG. Adrienne enjoyed strong and consistent support from her father, and, at the age of 21, passed the board exam whilst still serving articles. The support she experienced greatly influenced her commitment to parental involvement in education.

Despite Alex, Aiken and Carter being a fairly small firm, Adrienne was articled to a very hands-on partner who invested in her skills and competencies. This mentorship enabled her to secure a new job as a financial controller at Boart International for many years.

Adrienne married and, with her husband, moved to and worked in New Zealand as well as London. She lost her husband in 1982 and had to look after and provide for her children alone.

A pivotal moment in Adrienne's career was when she co-founded a club exclusively for businesswomen at a time when many women weren't given an equal opportunity to participate in the business world. The club gave businesswomen a voice and a platform to interact with others.

Adrienne's interest in education and involvement in the sector began when her five children attended Sacred Heart College in Observatory, Johannesburg. The principal, Dr Neil McGurk, whom Adrienne described as one of the best educators, encouraged her to join the school Board as it needed a finance person. She was later asked to serve on the Board of the Catholic Institute of Education, where she met Nathan Johnstone, the JET Board Chairperson, who recommended her to the JET Board. She served on the JET Board from 2014 and was the Chairperson of the Finance and Audit Committee up to 2023. She has had a significant and strong influence on the financial governance of JET.

Adrienne commended the JET Board for always being prepared and adding tremendous value in the education sector. She admires JET's impact in the sector, noting that 'JET is not big, but our footprint is big. We're making a difference. There's amazing things happening. You have to have heart and soul – JET has heart and soul.'

Adrienne's advice for JET going forward is to further influence funders to invest more in education and to implement and create positive change at scale.

'JET is not big, but our footprint is big. We're making a difference. There's amazing things happening. You have to have heart and soul – JET has heart and soul.'



‘Through these relationships, JET can effectively shape outcomes and foster positive transformations in the education sector.’



Bongani Phakathi

Tribute by Nkhensani Baloyi

In 2024, Bongani Phakathi will end a remarkable 11-year tenure on the JET Board. During this time he has made significant contributions to the advancement of the organisation, its strategic direction and evolution.

Bongani has chosen to prioritise investment in education as a means of making a positive impact. He contributes to at least two school Boards and is actively involved in mining communities across various regions, including the Northern Cape, Limpopo and KwaZulu-Natal.

Bongani recognises JET’s impactful work in mining communities and emphasises the importance of sharing this work through the lens of communities of practice. He advocates for a shift away from dependency on mines, urging service providers to foster a mindset at the schools they work with that extends beyond immediate needs. Bongani underscores the significance of sustainability, including environmental health and safety, and emphasises the role of education in driving these initiatives, encompassing areas such as renewables and recycling.

Bongani’s family life had a profound impact on his journey through the South African education system. Describing himself as a son and a brother, he is grateful for being raised by both parents. At 86 years old, his mother remains a cherished presence in his life, while his father passed away five years ago at the age of 80. Bongani credits his parents with shaping his career trajectory, noting that his experiences at an all-boys boarding school further influenced his life path in understanding the challenges experienced with parental involvement in South Africa.

Raised in an all-boys household, he is the happy and content father of two girls. He adores his marriage of 25 years and cherishes his experiences and time spent with his daughters and family.

Bongani’s educational journey saw the inception of a tertiary education preparatory programme aimed at mentoring Grade 12 learners in both career and life skills related to their aspirations. Those who have benefited from this programme and are now in universities are encouraged to give back to their communities by mentoring Grade 12 learners pursuing similar career paths. In 2024, Bongani and his team completed the construction of a technical college in Potchefstroom, North West Province, accredited to offer nine different trades. With an investment of approximately R100 million, this facility enables individuals from local communities to acquire trade skills, addressing the significant need for skills in the country.

A key insight Bongani offers is that while JET’s efforts in education are commendable, the desired impact is yet to be realised. He underscores the importance of leveraging influence to drive meaningful change. Establishing robust relationships with entities such as the Department of Basic Education and other education stakeholders through communities of practice is crucial. Through these relationships, JET can effectively shape outcomes and foster positive transformations in the education sector.

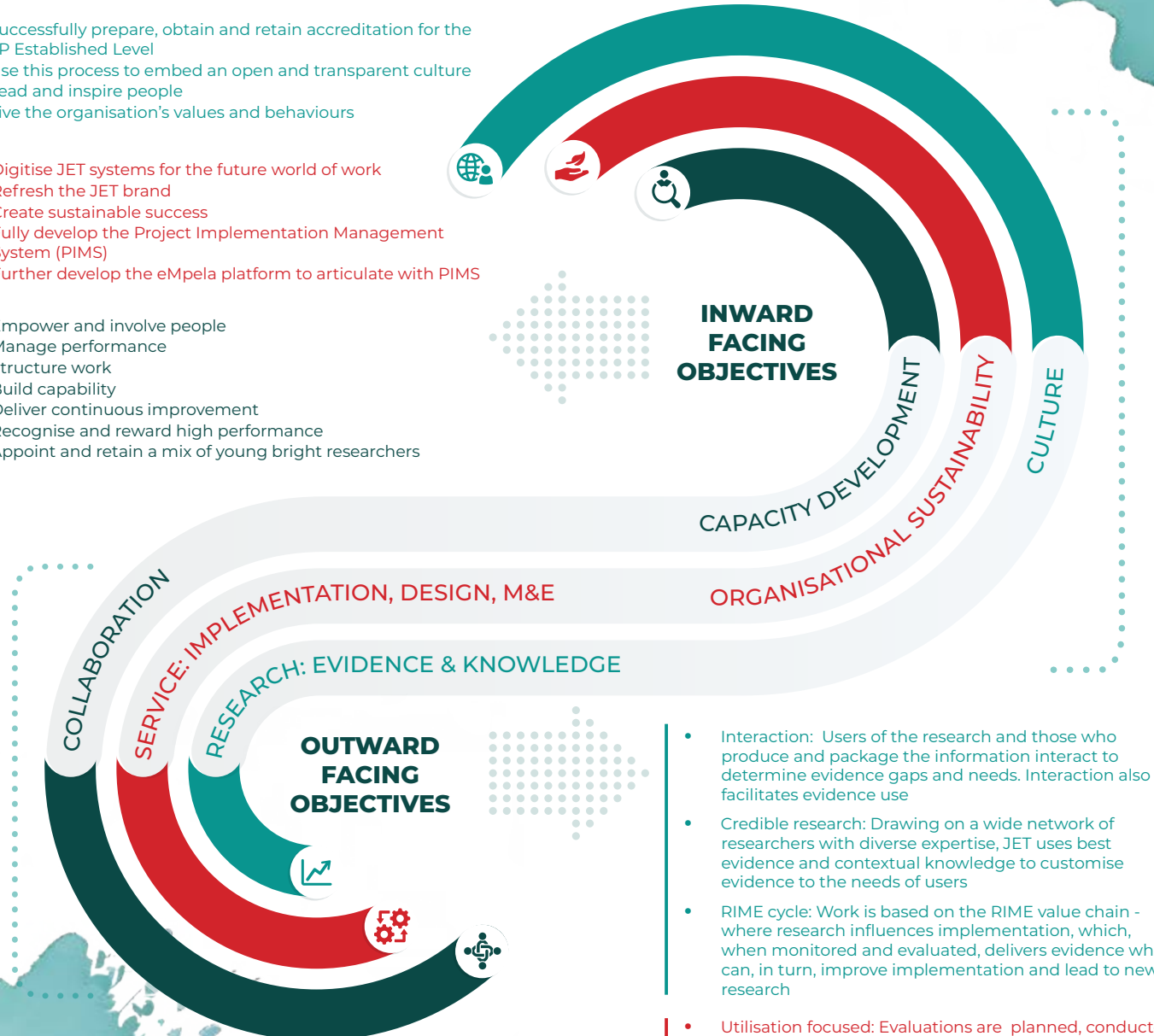
How does JET work?

JET draws on a variety of theoretical frameworks, with a common pro-poor focus, to inform how the organisation collaborates, delivers its services and conducts its research.

Through evidence-based knowledge interventions, collaboration with the public and private sectors, and the use of technological infrastructure, JET aims to turn challenges into solutions, resulting in improved education quality, particularly for disadvantaged school communities.

The illustration below from our Infinity and Beyond Strategy 2020 to 2025 shows the strategic goals and objectives that have driven our work so far.

- Successfully prepare, obtain and retain accreditation for the IIP Established Level
 - Use this process to embed an open and transparent culture
 - Lead and inspire people
 - Live the organisation's values and behaviours
- Digitise JET systems for the future world of work
 - Refresh the JET brand
 - Create sustainable success
 - Fully develop the Project Implementation Management System (PIMS)
 - Further develop the eMpela platform to articulate with PIMS
- Empower and involve people
 - Manage performance
 - Structure work
 - Build capability
 - Deliver continuous improvement
 - Recognise and reward high performance
 - Appoint and retain a mix of young bright researchers



- Interaction: Users of the research and those who produce and package the information interact to determine evidence gaps and needs. Interaction also facilitates evidence use
- Credible research: Drawing on a wide network of researchers with diverse expertise, JET uses best evidence and contextual knowledge to customise evidence to the needs of users
- RIME cycle: Work is based on the RIME value chain - where research influences implementation, which, when monitored and evaluated, delivers evidence which can, in turn, improve implementation and lead to new research
- Utilisation focused: Evaluations are planned, conducted and judged based on their usefulness to primary intended users
- Evidence informed: The best available evidence is used to inform decisions about intervention design and implementation
- Contextually relevant: Implementation is evaluated for fit with context and adapted if necessary
- Deep collaboration to drive deep change: Shared visions are co-created and recognise the needs of the various user levels. Where alignment is not achieved, communicate clearly and with trust

Our work in 2023

As we work on the new updated strategy to take JET into the next three years, we reflect on how we have realised the aims of Infinity and Beyond.

JET's critical operational strategies are directed towards achieving the impact of meaningful change that will result in improved education quality, particularly for disadvantaged communities. The strategies revolve around turning challenges into solutions by engaging in evidence-based knowledge interventions, collaborating with the public and private sectors, and making use of appropriate, cutting-edge technology.

As shown in the illustration on page 13, our strategy has both inward and outward facing objectives. If we consider the inward facing objectives of capacity development, organisational sustainability and culture, which largely speak to the people who work at JET, our retention of Silver Accreditation with Investors in People is a significant achievement (see details on page 29). The financial report from page 33 to 39 indicates that our work in 2023 served to consolidate our sustainability.

Our information and communications technology (ICT) systems are the backbone of how JET works and deals with the research data we collect. In 2023, we made use of technology to collaborate with partners far and wide, and ever aware of the risks of cybersecurity, we put an updated IT disaster management policy in place.

Turning to our outward facing objectives to achieve the desired impact of improved education across all levels of the education system, the work of our three divisions operationalised the RIME value chain – where research influences implementation, which, when monitored and evaluated, delivers evidence which can, in turn, improve implementation and lead to new research. We worked across our five thematic areas – Early childhood development (ECD), specifically Grade R teacher development; School improvement; Teacher education; Post-school education and training (PSET); Interoperability and data ecosystems; and Innovative funding models for education – with much of our work cutting across several thematic areas at once. A snapshot of JET's projects for 2023 can be found from page 20 to 23. Collaboration was deeply embedded in all our work.





The Research and Data Ecosystems (R&DE) division promotes evidence-driven practices in education through a focus on robust quantitative and qualitative data collection and analysis and dissemination of findings across the education system. The division also develops and refines data monitoring systems for internal and external projects, with a focus on interoperability and immediate feedback loops.

R&DE standout projects in 2023

Research on micro-credentials (April 2023–April 2024)

This project, commissioned by UNICEF, forms part of a larger project to investigate current micro-credential projects and initiatives in Burundi, South Africa and Uganda. The research aims to contribute towards the formulation and design of country-relevant micro-credential models based on practice-focused, actionable, scalable evidence in order to increase the recognition of non-formal skills and thus facilitate transitions of unemployed youth into the labour market.

The research entailed assessing the recognition and value of micro-credentials among employers, informal workers and job seekers and the effectiveness of micro-credentials in aiding young people's entry and progress within the job market. The implementation of transferable skills credentialing to meet employer demands (which are often for job-specific, technical skills) was also explored as a way to enhance the attractiveness of such credentials.

The three case study countries were found to acknowledge that learning takes place not only formally, but non-formally and informally, and that there is a need to recognise these types of learning and bridge the gap between traditional education and the ever-changing demands of the labour market. Micro-credentials are seen as a means to achieve this and to benefit the out-of-school and unemployed youth trying to transition into the formal labour market.

Towards a performance management framework for TVET lecturers in South Africa

The mission of technical and vocational education and training (TVET) colleges as institutions under the Department of Higher Education and Training (DHET) is to actively 'develop capable, well-educated and skilled citizens'. In South Africa, there is much debate about the performance of the TVET colleges across the country.

JET was commissioned to conduct a research study focusing on enhancing the relationship between performance appraisal and continuing professional development within the wider performance management of South African TVET lecturers. This research aims to address the country's challenges in job creation and skills development by contributing to a well-aligned performance management and continual professional development system. Emphasising the importance of TVET lecturers in national human resource development, the research underscores the critical role of lecturers in shaping skilled graduates, thus contributing to economic growth, and advocates for a fair accountability process through performance appraisal in TVET colleges' performance management systems.

The research positioned the development of a performance management framework for TVET lecturers in South Africa within a national human resource development perspective, making it clear from the outset that well-performing TVET lecturers, and by implication TVET colleges, are an integral component of national economic growth and development.

The **Implementation and Innovation (I&I) division** is responsible for leading medium- and large-scale projects and contributing to innovation across JET's work, with a specific focus on the implementation of educational programmes across all levels of the education sector. In pursuit of JET's commitment to improve the quality of education and training, JET has been involved in managing the implementation of a variety of projects and initiatives designed to achieve this goal.

I&I standout projects in 2023

Anglo American South Africa (AASA) & JET Education Programme, Phase 2 (2022–2026)

JET is the managing agent for the second phase of the Anglo American South Africa (AASA) Education Programme (2022–2026). The funders that support 85 new schools are Kumba Iron Ore, De Beers and Anglo American Platinum, and the investment in education is strategically designed and implemented to facilitate a significant and positive impact on the educational outcomes of children in the communities local to the mining operations.

JET collaborates with multiple stakeholders and implementing partners to provide ECD interventions; the AASA programme now includes a comprehensive Grade R mathematics and home language improvement component, and methodologies and approaches have been refined to support Foundation Phase and Intermediary Phase teachers. The implementation partners include The Unlimited Child and Early Care Foundation; Wordworks and Red Ink; Class Act and the Catholic Institute for Education (CIE); and the Maths Centre Incorporating Sciences, among others. These partnerships provide a value-chain that is evidence-based and can be measured for change towards positive outcomes.

While we have formidable implementing partners and key expertise dedicated to the AASA Programme, our JETSetters – business managers and coordinators – work directly at the coalface on a daily basis with school management teams and district officials who are the champions of change. They work alongside the Institute for Instructional Leadership to improve leadership and governance in participating schools.

AASA businesses have invested significantly in rolling out ICT devices and Wi-Fi infrastructure in all selected schools to date. JET is piloting innovative models of context-sensitive hybrid learning and teaching with a few AI-inspired and e-education organisations. Whilst all the Phase 2 schools are categorised as Quintile 1 to 3 schools, we are inspired to collaborate and work with the Anglo businesses that support a long-term view of educational support towards impact.



Grade R Maths and Language Improvement Programme

The vision of the Gauteng Department of Education (GDE) and the convening and strategic power of the Gauteng Education Development Trust (GEDT) translates into a significant developmental programme for Grade R and the improvement of school readiness. This flagship programme is a tangible case of innovative financing, with the United States Agency for International Development (USAID), Maitri Trust and the Zenex Foundation having been primary collaborators and funders since 2020. This funding powerhouse, which includes the GDE, has funded the development of a dynamic set of classroom materials for teachers and learners in all 11 South African languages as well as teacher training materials for continuous upskilling, learning and improvement.

In line with JET's commitment to the design and implementation of evidence-based education solutions and methodologies, the design of the Grade R programme was influenced by an impact evaluation conducted by JET and Kelello of a Grade R Maths project implemented by the University of Cape Town's School Development Unit (SDU) in the Western Cape (2017–2018). The collaborative design process involving JET, the GDE, the GEDT and the Funder Group promoted the addition of a language component to provide a comprehensive early learning and play-based curriculum.

JET has worked collaboratively with key experts from Wordworks and the SDU to develop and version materials and train teachers in early language and mathematics, respectively. The open source materials (term guides, classroom materials, additional videos for teachers, etc.) are Curriculum and Assessment Policy Statements (CAPS) aligned, and the programme approach and all content are fully owned by the GDE. The Grade R programme is now embedded in all public ordinary schools in Gauteng. The complete set of Grade R materials, in all home languages, is available for other provinces and districts to access and use. Currently, they can be requested via the [JET website](#).

As the independent evaluator for the programme, Kelello's reports will be used to inform programme refinement and be available to researchers, practitioners and provinces. For instance, the language materials have been assessed and recommendations made have been implemented. Similarly, the mathematics component will be reviewed in 2024 to make further improvements and to assess changes in Grade R learners' school readiness.

For more information, read the [JET Learning Exchange](#) on this programme.



The **Monitoring and Evaluation (M&E) division** has significantly contributed internally to JET's operations and externally through evaluations and support to clients and partners. Monitoring and evaluation is a key component of the JET value chain, being informed by relevant research and implementation realities including the context, challenges and lessons learned. We support implementation by providing evidence for accountability, learning and decision making.

M&E standout projects in 2023

Evaluation of the suitability of the Nal'ibali story materials

Nal'ibali was established in 2012 as a reading-for-enjoyment campaign that aims to spark children's potential through storytelling and reading and build a culture of reading for enjoyment in South Africa, in all the official languages of the country. Nal'ibali's goal is to contribute to reading outcomes that support academic achievement and eventual employment as well as other positive social and personal benefits such as improved health and better social cohesion.

JET has conducted several evaluations for Nal'ibali, and in 2023, undertook an evaluation to gauge whether the materials it supplies align with user preferences and needs. JET adopted a utilisation-focused mixed-methods approach to evaluate Nal'ibali's current database of stories and the reading preferences of its target audience of children and their caretakers. The approach allowed Nal'ibali to guide decisions about how the evaluation should be conducted and thereby make use of the evaluation findings for results-oriented programme management and improvement. The evaluation provided Nal'ibali with information on children's perspectives on reading, the reading preference of children and their caregivers, where they prefer to obtain their reading materials, their language preferences, the profile of Nal'ibali's existing story repository in terms of length, themes and language complexity, how well Nal'ibali aligns with user needs and what the uptake of Nal'ibali materials is.

The evaluation included a cost analysis to quantify the expenses associated with the intervention. Recommendations were put forward based on the findings to assist Nal'ibali to make evidence-informed decisions about improving and sustaining the organisation's work.

Evaluation of the PILO embedding process

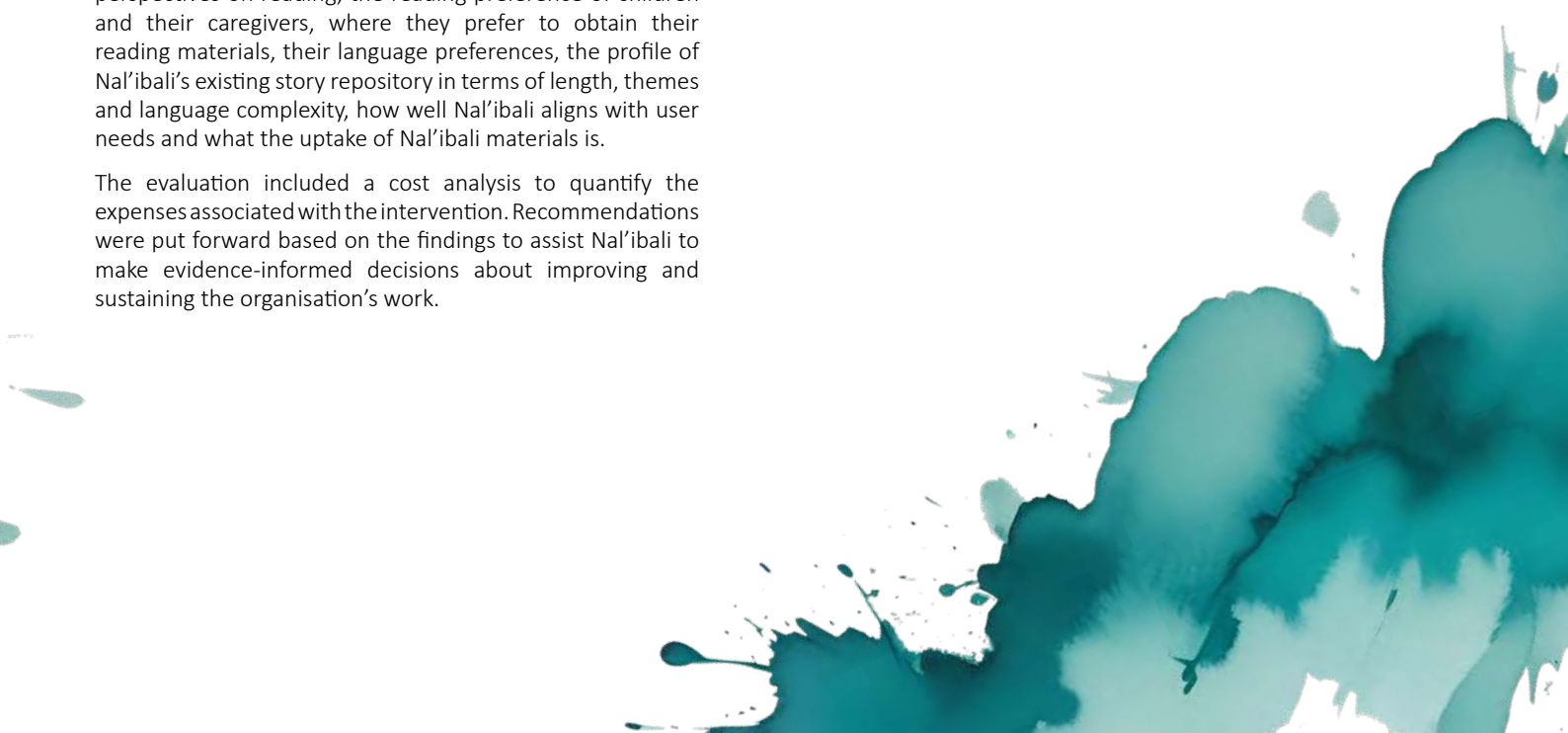
The Programme for the Improvement of Learning Outcomes (PILO) has been implementing the Jika iMfundo (JiM) campaign – which aims to improve learning outcomes by improving curriculum coverage in schools – in KwaZulu-Natal since 2015. After an initial district-level focus, a provincialisation strategy was introduced in 2019, and commencing in March 2021, PILO began implementing a specific embedding initiative that aims to ensure that JiM is integrated into the KwaZulu-Natal Department of Education's processes, routines and structures.

JET Education Services (JET) was appointed by the Zenex Foundation to document and evaluate the embedding initiative, which occurred as a formative evaluation in 2022 and a summative evaluation in 2023. The evaluation design was a non-experimental case study that allowed for the in-depth examination of embedding processes across different levels of the education system (provincial, district and school).

JET developed an updated theory of change for this evaluation, in collaboration with PILO, which posits that if all the activities are executed as planned and the expected/intended outcomes are achieved, then teachers will make better decisions on how to cover the curriculum, curriculum coverage and learning will improve, and, ultimately learning outcomes will be enhanced in all grades and subjects in KwaZulu-Natal.

The evaluation looked at the extent of embedding outcomes achieved at the different levels of the KZN public education system, elements of the change programme activities and processes adopted and adapted by different levels of the education system, factors that enabled or constrained 'stickiness' and barriers to adopting elements of the change programme, the appropriateness and adequacy of embedding activities to achieve the embedding outcomes, and indicators and measurement tools found to be most appropriate for measuring embeddedness.

The evaluation findings gave rise to recommendations for PILO to ensure the success of the embedding process and the uptake of the JiM methodology by the KwaZulu-Natal Department of Education.



Snapshot of other projects in 2023



Early childhood development (ECD), specifically Grade R teacher development



School improvement



Teacher education



Post-school education and training (PSET)



















Interoperability and data ecosystems


















Innovative funding models for education



Project	Funders/Partners	Thematic area of impact
<p>African Continental Qualifications Framework (ACQF): Delivery of technical advice on M&E of NQFs to other interested countries.</p> <p>01/09/2023–30/08/2024</p>	<p>African Continental Qualifications Framework</p>	 
<p>AI competency framework for school students and teachers</p> <p>01/06/2023–30/09/2023</p>	<p>UNESCO</p>	 
<p>Bridging the Gap</p> <p>03/01/2022–22/12/2023</p>	<p>Save the Children</p>	 
<p>Collaborative school improvement model pilot project in the John Taolo Gaetsewe district to test and refine the model.</p> <p>01/09/2022–30/12/2023</p>	<p>National Association of Social Change Entities in Education</p>	 
<p>ECD policy and landscape mapping</p> <p>03/06/2022–30/06/2023</p>	<p>UNICEF, Equal Education Law Centre</p>	
<p>Enhancing digital transformation through technical and vocational education and training in developing countries (DX/T)</p> <p>22/10/2022 – 30/06/2023</p>	<p>UNESCO</p>	 
<p>Evaluation of the employability of graduates of Elsenburg Agricultural Training Institute (EATI) covering the period 2016–2020</p> <p>11/05/2022–30/04/2023</p>	<p>Western Cape Department of Agriculture</p>	
<p>Funda Wandé baseline assessment</p> <p>01/04/2023–01/08/2023</p>	<p>Funda Wandé</p>	

Project	Funders/Partners	Thematic area of impact
Future of Education and Skills 2023 10/03/2023–31/12/2023	Organisation for Economic Co-operation and Development	
Guiding framework on technology-enabled open schools 15/08/2023–31/12/2023	UNESCO	 
Holistic evaluation of education interventions: cases of evaluating qualification frameworks 18/07/2022–18/07/2023	Political Economy of Education Research (PEER) Network	
Jakes Gerwel Fellowship impact evaluation 01/08/2021–31/12/2025	Jakes Gerwel Fellowship	 
Lego Play 2.0 01/01/2023–31/12/2025	Lego Foundation, The Unlimited Child, RTI International, New York University,	
Mindspark maths programme in 6 primary schools in Mitchell's Plain in the Western Cape. 01/01/2022–30/12/2024	Mindspark and DBE	 
Monitoring, Evaluation and Learning (MEL) Framework 01/06/2023–31/12/2023	One World Network of Schools	
National Education Collaboration Trust (NECT) District improvement programme 10/06/2021–30/04/2023	NECT	
Potential of micro-credentials in Southern Africa (PoMISA) 01/09/2023–30/06/2025	European Commission, University of Johannesburg	 

Project	Funders/Partners	Thematic area of impact	
<p>Research programme on technical and vocational education and training (TVET): TVET lecturer professionalisation</p> <p>01/01/2021–30/04/2023</p>	<p>DHET and University of the Western Cape</p>		
<p>Review of the Seychelles National Qualifications Framework</p> <p>01/06/2023–31/12/2023</p>	<p>Seychelles Qualifications Authority</p>	 	
<p>Sesotho and isiZulu Reading Project (SIRP)</p> <p>01/01/2022–31/12/2024</p>	<p>DHET, Nedbank Foundation Nedbank, Old mutual and Zenex</p>		
<p>Strengthening digital and technology training in the post-school education and training system</p> <p>04/10/2022–23/02/2023</p>	<p>International Youth Foundation (IYF)</p>	 	
<p>Support to Sanlam Foundation</p> <p>04/07/2022–31/03/2023</p>	<p>Sanlam Foundation</p>	 	
<p>Systemic Improvement in Language and Numeracy (SILN) programme process, outcomes and impact evaluation</p> <p>21/09/2020–31/03/2023</p>	<p>Zenex Foundation and DBE</p>	 	
<p>Teacher Choices in Action</p> <p>23/06/2020–29/12/2023</p>	<p>University of the Witwatersrand School of Education</p>	 	
<p>Teacher Internship Collaboration South Africa (TICZA)</p> <p>01/0/2021–09/12/2025</p>	<p>Bertha Centre at the University of Cape Town, Bridge Innovation, Trialogue, Global Teachers Institute, Absa, the Standard Bank Tutuwa Community Foundation and the Zenex Foundation</p>	 	
<p>VVOB Blend: Blended learning for educators</p> <p>27/05/2022–31/03/2023</p>	<p>Flemish Association for Development Cooperation and Technical Assistance (VVOB)</p>		



Measuring JET's impact through outcome harvesting

JET's primary aim is to positively impact education policy and implementation in South Africa and Africa through rethinking current education systems and engaging in evidence-based research.

In pursuit of this aim, JET has worked with the government, the public sector, civil society organisations, local and international development agencies and educational institutions for over 30 years. In 2023, JET embarked on an outcome harvesting activity to better understand to what extent this aim is being realised and what the organisation's achievements have been over this time in terms of the impacts it has had on education policy and implementation. The exercise will also determine the status of the organisation's desired outcomes.

What is outcome harvesting?

Outcome harvesting is a participatory evaluation methodology where change is monitored by collecting evidence of what has occurred (the 'outcomes') and then working backwards to assess how a programme or intervention contributed to the changes. Outcome harvesting entails the following steps:

Step 1: Design the outcome harvest

This first step involves defining the scope of the harvest, formulating questions to guide the process, defining the roles of people who will engage in the process, which includes establishing a reference group to oversee the evaluation, and identifying sources of information and data collection methods.

Step 2: Harvest outcomes

After the outcome harvest has been designed, harvesting takes place. This entails gathering data via a document review, interviews with key informants and a 'most significant change survey'.

Outcome harvesting project milestones

JET's outcome harvesting project has achieved a number of milestones.

Firstly, outcomes were harvested using five different sources. These sources included: JET annual reports 2011–2022, which were reviewed by JET researchers and analysed using AILYZE, an artificial intelligence application designed for qualitative research; an internal survey conducted with JET staff; an external survey conducted with JET partners; project team engagements with the AASA Education Programme service providers, TICZA and Jala Peo; and an outcome harvesting workshop with the JET Board in January 2024.

As a first time endeavour for the M&E team, the outcome harvesting project is also a capacity-building journey undertaken by the team under the guidance of international outcome harvesting consultant, Barbara Klugman. As part of this process, an organisation-wide steering group was established to have line of sight of the outcome harvesting exercise and assist in ensuring the usefulness to and use of the findings by the organisation. Moreover, the process enabled the members of JET's M&E division to expand their skills sets and cultivate a deeper understanding of the outcome harvesting methodology, laying a good foundation for building outcome harvesting into JET's monitoring and learning systems and future evaluations.

Findings

The outcome harvesting process has revealed evidence of changes in behaviour, relationships, actions, policies and practices among JET clients and partners, influenced by JET's efforts over the past 12 years. Here are some of the ways in which JET has had a broader impact:

- An impact evaluation of the Grade R Maths project in the Western Cape (2017–2018), undertaken by JET in partnership with Kelello, identified that the project was successful in improving numeracy outcomes at scale working via the education system. The evaluation was instrumental in the Grade R Maths project being one of six mathematics programmes worldwide profiled in the Learning at Scale (LaS) Study, implemented by RTI International. The study aimed to identify the levers of change and common elements of success in large-scale, early-grade education programmes, thereby understanding how and why successful programmes work.
- Following completion of the Elsenburg Agricultural Training Institute (EATI) employability evaluation (2022–2023) conducted by JET and a presentation of the findings, EATI adopted one of the evaluation recommendations – that an alumni association for graduates to aid graduate work seekers should be instituted. The alumni association was established and had its first meeting in July 2023.
- JET developed a Guideline and Training Manual on M&E in the context of national qualification frameworks and the African Continental Qualifications Framework (2021–2022). Following this, JET was contracted in 2023 by the European Training Foundation to provide M&E support to member states. Based on the guideline, the Kenya National Qualifications Authority developed a national M&E Framework, which has been reviewed by JET and will be submitted to the Kenyan Ministry of Education for review, approval and sharing.

Over 200 outcomes were harvested through the outcome harvesting process. A few more examples, both internal and external, and JET's contribution to their achievement are provided below.

External outcomes

JET invited external stakeholders to reflect on their experiences with JET by sharing up to three most significant changes that they believe JET has contributed to in the work that they do.

Outcome		JET's contribution
<p>The Cofimvaba District adopted the Centres of Excellence Project (COEP) practices in all its schools. The district replicated the project's high school study groups in 32 additional high schools, continued activities with the subject committees established for different subjects at the Further Education and Training level and extended the parent's reading group project to 19 remaining primary schools in the project.</p>	2011	<p>JET continued the implementation of the COEP school improvement programme in the Cofimvaba district and made adjustments to strengthen the intervention by including developmental teacher assessment in the district's Mthawelanga Circuit.</p>
<p>The National Education Collaboration Trust (NECT) was founded and gained traction by implementing district improvement programmes based on the educational insights of JET's prior work in schools and district improvement.</p>	2012	<p>JET developed its Systemic School Improvement Model and began implementing Systemic School Improvement Projects in schools in three districts in three provinces in 2009.</p>
<p>The South African Democratic Teachers Union (SADTU) incubated and launched its Curtis Nkondo Professional Development Institute (SCNPDI).</p>	2013	<p>JET established organisational structures and systems that were not present before, supporting the launch of the SCNPDI and building SADTU's capacity to manage the institute.</p>
<p>The research produced by the Initial Teacher Education Research Project (ITERP) prompted the DHET to design a national Teaching and Learning Development Capacity Improvement Programme (T&LDCIP) aimed at enhancing teacher education for primary school teachers-in-training.</p>	2015	<p>JET's long term investment in the seven-year-long ITERP project led to a new consensus about the state of ITE in South Africa while allowing the transition into the new T&LDCIP.</p>
<p>The National Association for Social Change Entities in Education (NASCEE) was born.</p>	2018	<p>JET provided seed funding and facilitated the collaboration and establishment of NASCEE to bring together the voices of NGOs working in education.</p>
<p>The African Union published the African Continental Qualification Framework (ACQF) mapping study towards the development of a qualifications framework aligned to the <i>African Union Agenda 2063: The Africa we want</i>.</p>	2020	<p>JET was appointed to conduct the ACQF mapping study, which was completed in 2020.</p>
<p>The South African Monitoring and Evaluation Association used an online bootcamp methodology to conduct an evaluation hackathon.</p>	2021	<p>JET piloted and successfully implemented the online research bootcamp methodology. 'Bootcamps' were collaborative efforts premised on an action research approach and underpinned by the work of young volunteers including university students, newly qualified teachers and others, working under the guidance of established researchers and peer reviewers from universities and government and several international experts. The bootcamps were conceptualised and overseen by JET and organised across thematic workstreams.</p>

Outcome

Anglo American South Africa (AASA) invested R510 million to support an additional cohort of 84 schools and about 80 early childhood development centres in Limpopo, the Northern Cape and the North West over five years and reappointed JET as the manager of the programme.



JET's contribution

JET served as the managing agent of the AASA Education Programme between 2018 and 2023.

Internal outcomes

Internal outcomes refer to how JET's human resources approach and internal capacity-building activities are leading staff and the organisation to do things differently.

Outcome

JET has built a set of assessments and instruments that are valid and reliable according to international standards. This allows JET to draw inferences from data with confidence.



JET's contribution

JET invested R1 million in the development of the learner and teacher tests. Funding for test development is also sourced from project budgets to constantly update and improve on the tests and assessments.

JET split the M&E division from the Education Research and Evaluation division, making a new division dedicated to monitoring and evaluation.



With the creation of an M&E division in 2014 (though planning for it had begun earlier), JET strategically emphasised the importance of M&E to the organisation and its commitment to results-based and outcome-focused evaluations.

JET received the best newcomer award from the Investors in People organisation.



JET had decided in 2014 to put people at the centre of its work and specified this as one of the JET values in the new DNA strategy 2015–2020.

In 2020, some of the JETStreamer alumni were employed on permanent or contract bases by JET and the host organisations.



In 2019, JET began planning the JETStreamers internships project with the aim of building young black research specialist capacity in the education sector and self-driven, continuously learning, social justice change agents in education research in South Africa.

Future direction

Looking ahead to 2024 and JET's next strategic plan, the M&E division intends to leverage and build on the outcome harvesting project currently underway to strengthen JET's organisational monitoring and learning processes and build and strengthen the capacity of the JET M&E team. The team will continue to undertake quality evaluations and assist partners and clients to improve and strengthen their M&E systems and processes. To enhance impact, the M&E division aims to develop a body of quality work in new and emerging areas and areas growing in importance, including rapid evaluation, using qualitative methods to assess impact, and economic evaluation.

Working differently



Peace Corps partnership

Peace Corps South Africa, a branch of the United States Peace Corps, contributes volunteers who work alongside local communities to address various challenges, including education, health and economic development. Peace Corps Response is piloting work in the education sector in a new relationship with JET. The partnership between JET and Peace Corps South Africa is a collaborative effort aimed at enhancing education and community development initiatives in the country. Together, JET and Peace Corps South Africa aim to leverage their respective strengths to implement impactful interventions in underserved communities. These interventions include teacher training programmes, literacy initiatives, technology integration projects and community outreach efforts. By combining resources, expertise and grassroots engagement, the partnership aims to foster positive change and empower individuals in South Africa to realise their full potential.

Peace Corps Response sends experienced professionals to undertake short-term, high-impact service assignments in communities around the world. Response Volunteers need to meet the identified needs of the host organisation and Peace Corps South Africa's goals during service.

Mark Forsberg joined JET as a Peace Corps Response Volunteer in January 2023. Mark has a Master's degree in International Training and Education from the American University in Washington, DC. He also has an undergraduate Bachelor's degree from St Olaf College in Minnesota – with a triple major in History, Sociology/Anthropology and American Studies. Mark worked alongside the JETSetters and made a meaningful contribution to JET's daily work. He was a part of the Knowledge Management team and was involved in assisting with editing reports and managing the library system and website. He also contributed by writing a learning brief and social media posts. Mark's background in international education and work in education organisations enhanced his work at JET.

The Peace Corps Response Manager, Tatenda Vanessa Tagutanazvo, said, 'JET has been a great host organisation and echoes that placing a Response Volunteer – Mark Forsberg – with an education entity as a pilot has been rewarding'. Tatenda said the partnership with JET had been worthwhile, and the Peace Corps looked forward to more placements at JET in the near future. 'Thank you, JET Education Services, for opening the door to partnership with Peace Corps South Africa.'

GenZs

The Education Advisory Committee (EAC), which is made up of the JET management team and experts in the education field, was established to ensure that JET's mission is clearly expressed and pursued in an effective and appropriate fashion through its work. The EAC meets annually, with each meeting focusing on a specific issue. With a view to moving JET into the future, the purpose of the 2023 EAC meeting was to (1) better understand the impact of the changing nature of work on NGOs in South Africa; and (2) consider specific options for how NGOs like JET can be positioned proactively to create a work environment for GenZs.

Experts presented some global perspectives on the future of work and the meeting featured a dynamic panel of GenZ youth from JET who shared their perspectives on workplace conditions, challenges, organisational culture and their vision for the future of an ideal work environment. The articulate voices of the GenZs shed light on their experiences and paved the way for a meaningful dialogue on shaping a more inclusive and forward-thinking workplace environment. Key points that emerged during the discussions included:

- Collaboration and teamwork are essential to deal with diverse situations and problems.
- Stereotypes need to be challenged, as age is not always indicative of capabilities.
- GenZs are more adaptable to job changes and require flexible contracting options, including remote work and part-time study.
- Organisational culture, including the integration of new technologies like AI, significantly impacts GenZs' work experience.
- Mentorship programmes are essential for GenZs' development, with a focus on learning rather than traditional studying.
- Productivity is important, but GenZs' also prioritise wellbeing and are open to compromises for mutual success.

Investors in People – JET retains a Silver rating!

The Investors in People accreditation process assesses how organisations perform against the ‘We invest in people framework’. The Investors in People survey is a protected space where staff can freely express their views and make recommendations for improvement

In the 2023 assessment, JET retained Silver accreditation status, which is a demonstration of JET’s commitment to maintain high standards in employee engagement and development. Silver accreditation indicates that the right principles are in place at JET, but more than that, it also reflects proactive initiatives from both individuals and leaders to uphold consistency and ensure that every member of the organisation experiences the benefits of JET’s people-centred approach, in line with our inward facing objectives (see page 13).

‘In continuing to achieve Silver, you have demonstrated the effectiveness of your practices in place, as well as producing active engagement from your staff.’ (Investors in People report, p. 3)

JET, like Investors in People, believes that the success of any organisation is rooted in its people. JET continued to cultivate the growth and development of its people by consistently inspiring, engaging, involving and empowering them. JET has invested in some initiatives and practices that demonstrate a commitment to the wellbeing of staff. These include:

- Flexible working conditions.
- Structured performance management frameworks to effectively monitor, evaluate and enhance employees’ performance.
- Implementation of an Employee Recognition and Rewards policy, through which JET has cultivated a culture of appreciation, motivation and excellence.
- Ongoing learning and development opportunities for career advancement and professional growth through training and development initiatives, study bursaries and study leave. In 2023, JET awarded eight bursaries to employees to further their studies at South African tertiary institutions.
- The introduction of the Young and Upcoming Manager programme to give young staff members the opportunity to participate in the management of JET.
- Appointment of young researchers to support JET’s work and to grow the education research community.

‘The quality of your people and their passion for their job is a remarkable asset. People speak about their pride in delivering a first-class service, about being able to connect nationally and internationally with other professionals to constantly look for the best solutions and resolve problems.’ (Investors in People report, p. 5)

In the words of our CEO, James Keevy:

‘We believe that the culture change we aimed to achieve in 2016 is now in place, and that Investors in People can help us to sustain this and think ahead to avoid becoming complacent.’

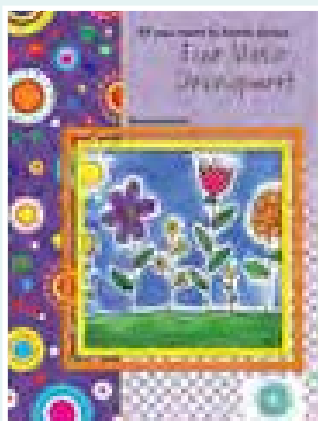
JET staff described JET as:

A word cloud of terms used by JET staff to describe their organization. The words are in various sizes, colors (teal and red), and orientations (vertical and horizontal). The words include: flexible, stressful, caring, grateful, growth, freedom, innovative, transparent, relevant, crazy, creative, exciting, empathetic, Agile, motivating, development, fulfilling, challenging, dynamic, learning, reflective, peace, and growth.

Sharing knowledge in 2023 to boost impact

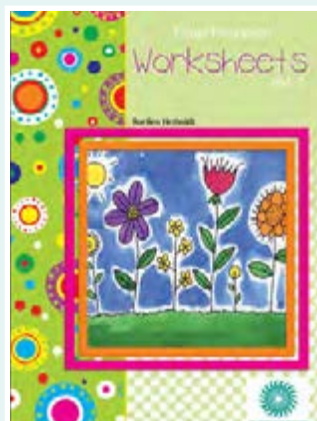
Publications

JET staff authored and/or contributed to these publications in 2023.

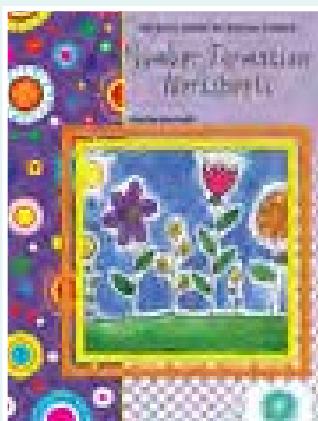


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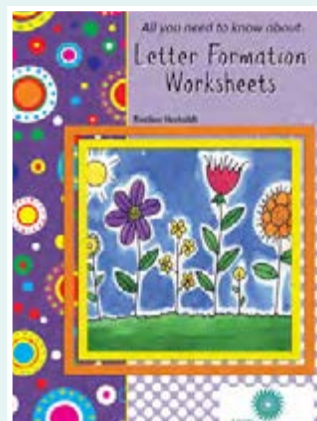
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[Visual perception worksheet Vol. 2.](#)



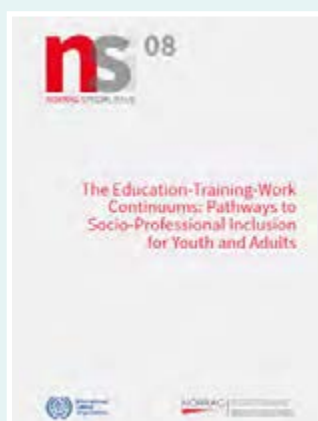
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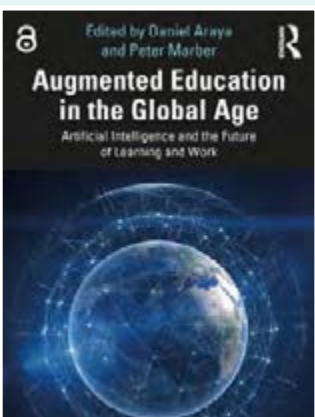
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In 2023, JETsetters shared their expertise in person and online at various local and international conferences, webinars and roundtable discussions.

Conferences

- Comparative and International Education Society (CIES) 67th Annual Meeting: Improving Education for a More Equitable World, Washington, DC, USA, February.
- [UNESCO Digital Learning Week 2023, Paris, France, September.](#)
- [Annual Research on Socioeconomic Policy \(RESEP\) Conference on Quantitative Education Research, Stellenbosch, September.](#)
- UKFIET (United Kingdom Forum for International Education and Training) Conference 2023, Education For Social And Environmental Justice: Diversity, Sustainability, Responsibility, Oxford, UK, September.
- National Seminar on Reading Literacy (Department of Basic Education), Pretoria, May.
- Literacy Association of South Africa (LITASA) Conference: Literacy in Practice: Possibilities for Praxis, Gqeberha, September.
- UNSECO-UNEVOC Bridging Innovation and Learning in TVET (BILT) Project learning forum: Striving for Excellence: Shaping Skills Development and Strengthening Global Collaboration, Bonn, Germany, October.
- Independent Philanthropy Association of South Africa (IPASA) Annual Philanthropy Symposium, Cape Town, November.
- Department of Higher Education and Training Research Colloquium 2023: Making Technical and Vocational Education and Training Colleges Institutions of Choice, Johannesburg, November.
- Department of Planning, Monitoring & Evaluation and Twende Mbele 2023 National Evaluation Seminar: Rising to Challenges of Limited Resources, Inequality and Climate Change, Boksburg, November.

Webinars

- The SAFE Benchmarks Webinar Series
- Competencies for a Changing World in the South African Context
- [Teachers' Conversations Webinars](#)

Other engagements

- Umlambo Foundation ECD Roundtable
- [Bertha Centre Podcast episode 'Investing in Public Education Solutions'](#)
- [Launch of the Sanlam Foundation Education Programme](#)

Training sessions and workshops

JET staff shared their expertise in various training sessions and workshops delivered for and with clients and partners:

- [Teacher Internship Collaboration South Africa \(TICZA\) Strategic Planning Workshop](#)
- Seychelles National Qualification Framework Stakeholder Engagement
- [Grade R Mathematics and Language Improvement Programme's Training of Trainers](#)
- The Early Learning Outcomes Measure (ELOM) 6 & 7 Training
- Lego 2.0 Workshop
- Anglo-American South Africa (AASA) Education Programme: Phase 2 Induction Workshop
- [Bridging the Gap World Cafe](#)
- Learning Through Play Early Childhood Development (ECD) Training
- Junior Achievement South Africa Company of the Year (COY) Competition
- GenAI and NQFs at the ACQF II Conference
- Lego Play 2.0 Measurement Pilot Training





Summary financial statements



Independent Auditor's Report

To the Directors of
JET Education Services NPC

Opinion

The summary financial statements set out on pages 35 to 39, which comprise the summary statement of financial position as at 31 December 2023, the summary statement of profit or loss and other comprehensive income, summary statement of changes in equity and summary cash flow statement for the year then ended, and related notes, are derived from the audited financial statements of JET Education Services NPC for the year ended 31 December 2023.

In our opinion, the accompanying summary financial statements are consistent, in all material respects, with (or a fair summary of) the audited financial statements, in accordance with the established criteria set out on page 37.

Summary Financial Statements

The summary financial statements do not contain all the disclosures required by International Financial Reporting Standards. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements and the auditor's report thereon. The summary financial statements and the audited financial statements do not reflect the effects of events that occurred subsequent to the date of our report on the audited financial statements.

The Audited Financial Statements and Our Report Thereon

We expressed an unmodified audit opinion on the audited financial statements in our report dated 4 April 2024.

Directors Responsibility for the Summary Financial Statements

The directors are responsible for the preparation of the summary financial statements in accordance with the established criteria set out on page 37.

Auditor's Responsibility

Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with (or are a fair summary of) the audited financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA) 810 (Revised), Engagements to Report on Summary Financial Statements.

BDO South Africa Inc.

BDO South Africa Incorporated
Registered Auditors

Yugen Pillay
Director
Registered Auditor

10 June 2024

Wanderers Office Park
52 Corlett Drive
Illovo, 2196

BDO South Africa Incorporated
Registration number: 1995/002310/21
Practice number: 905526
VAT number: 4910148685199

Chief Executive Officer: LD Mokoena

A full list of all company directors is available on www.bdo.co.za.

The company's principal place of business is at The Wanderers Office Park, 52 Corlett Drive, Illovo, Johannesburg where a list of directors' names is available for inspection. BDO South Africa Incorporated, a South African personal liability company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms.

Summary financial statements

JET Education Services NPC

Summary Statement of financial position as at 31 December 2023

	Notes	2023 R	2022 R
ASSETS			
Non current Assets		902 958	22 836 129
Current Assets		61 901 404	68 639 024
Trade and other receivables		27 204 340	26 285 326
Cash and cash equivalents	1	34 697 064	42 353 698
Non-current assets held for sale	2	21 366 836	-
Total Assets		84 171 198	91 475 153
FUNDS AND LIABILITIES			
Funds		16 812 704	21 886 026
Accumulated funds		16 812 704	21 886 026
Liabilities		67 358 494	69 589 127
Secured bank access facility	3	6 505 220	3 520 372
Funds received designated for projects	4	49 705 550	34 994 309
Other liabilities		11 147 724	31 074 446
Total Funds and Liabilities		84 171 198	91 475 153

Summary Statement of comprehensive income for the year ended 31 December 2023

	Notes	2023 R	2022 R
Revenue	5	89 732 313	231 021 936
Other income		2 013 418	2 246 448
		91 745 731	233 268 384
EXPENDITURE			
Programme direct expenses		(74 965 316)	(209 214 693)
Administration costs		(22 245 229)	(21 493 402)
		(97 210 545)	(230 708 095)
Operating (deficit)/surplus before interest and tax	6	(5 464 814)	2 560 289
Total comprehensive (deficit)/surplus for the year		(5 073 322)	2 695 388

Summary Statement of changes in funds for the year ended 31 December 2023

	Accumulated funds R
Balance at 1 January 2022	18 957 823
Surplus for the year	2 928 203
Balance at 1 January 2023	21 886 026
Deficit for the year	(5 073 322)
Balance at 31 December 2023	16 812 704

Summary Statement of cash flows for the year ended 31 December 2023

	Notes	2023 R	2022 R
-			
Cash generated by operating activities			
Cash receipts from customers and funders		106 152 971	249 801 984
Cash paid to suppliers and employees		(116 499 597)	(212 681 312)
Cash generated by operations		(10 346 626)	37 120 672
Net interest income		391 492	99 076
Net cash generated by operating activities		(9 955 134)	37 219 748
Cash flows from investing activities		(558 737)	(780 013)
Cash flows from financing activities		2 857 237	1 601 989
Increase in other interest bearing borrowings		2 984 848	1 636 566
(Decrease) in other interest bearing borrowings		(127 611)	(34 577)
Net increase in cash and cash equivalents		(7 656 634)	38 041 724
Cash and cash equivalents at the beginning of the year		42 353 698	4 311 974
Cash and cash equivalents at the end of the year	2	34 697 064	42 353 698

Basis of preparation of summary Annual Financial Statements

A non-profit company that works with government, the private sector, international development agencies and education institutions to improve the quality of education and the relationship between education, skills development and the world of work.

The summary set of audited financial statements included in the Annual Report aligned to the objective of presenting concise information, in a cost-effective manner, that focuses on the needs of users of our financial statements, being our funders both in public and private sectors. The statements and notes have been selected for inclusion in the Annual Report to enhance user understanding of the financial statements for the year ended 31 December 2023.

Our stakeholders both in the public and private sectors, use the financial statements to view JET's operational performance and how we use resources at our disposal (mainly from donations type) responsibly and how we use these resources on project expenditure as intended and the extent to which we cover admin costs. It is also important for our users to understand whether the organisation has any financial exposures, has sufficient cash resources at year end to fund obligations when they fall due and that it at least breaks even as a non-profit organisation.

The statements aggregates all non-current assets (mainly property), and the finance lease, trade payables and provisions, aggregated as other liabilities. The user's focus is on the main activity drivers in the organisation which is the nature of income and how it is utilised and other liabilities as the NPC is not in the property business. The Non-current asset has been separately disclosed. The Board of Directors took a decision on 23 November 2023 to sell the property.

The statements also aggregate interest income and expenses as net interest income, and the cash flows from investing activities - consistent with aggregation of non-current assets.

The following statements will be presented:

- summary statement of financial position
- summary statement of profit or loss and other comprehensive income
- summary statement of changes in accumulated funds
- summary statement of cash flows
- selected notes that enhances users understanding of the financials:
 - Cash and cash equivalents
 - Non-current asset held for sale
 - Secured bank access facility
 - Funds received designated for projects
 - Revenue
 - Operating surplus for the year
 - Events after period end

The full set of audited financial statements can be obtained directly from the JET CEO at james@jet.org.za and JET CFO at mororiseng@jet.org.za

Selected notes to summary financial statements

The following notes were selected for inclusion with summary financial statements, to enhance user understanding of the financial statements for the year ended 31 December 2023.

	2023 R	2022 R
1. Cash and cash equivalents		
Short-term deposits	5 119 946	2 145 073
Balances with banks and cash on hand	29 577 118	40 208 625
	34 697 064	42 353 698

Cash at banks earns interest at floating rates based on daily bank deposit rates. Short-term deposits are made for varying periods of between one day and three months, depending on the immediate cash requirements of the company, and earn interest at the respective short-term deposit rates.

2. Non-current asset held for sale

The company has decided to sell its property described as remaining extent of ERF 111, Parktown Township. The property is situated at number 6 Blackwood Avenue, Parktown, Johannesburg, held under deed of transfer number T46930/2014. The land and buildings and investment property with a total carrying amount of R21 366 836 (2022: R21 366 836) are subject to a first charge to secure the company's bank loan (refer to note 3- Secured bank access facility).

The Board of Directors took a decision to sell the property on 23 November 2023. The property value as at 31 December 2023 was reclassified to Non-current asset held for sale. The rental income from leased out portion of the property counts for less than 10% of company income, therefore no disclosures are made with regards to discontinued operations from rental income.

The following assets were reclassified to non-current asset held for sale

Land and buildings	13 293 450
Investment Property	8 073 386
	21 366 836

3. Secured bank access facility

Non current interest bearing borrowings	Interest rate	Maturity		
Secured bank access facility	11,75%	2029	5 556 737	2 208 966
			5 556 737	2 208 966
Current interest bearing borrowings				
Secured bank access facility	11,75%	2024	948 483	1 311 406
			948 483	1 311 406

Secured bank access facility

The company has a borrowing facility with First National Bank for an amount of R6.5 million as at 31 December 2023. The facility, expiring 1 May 2029, is secured by a first charge over the company's land and buildings and investment property (both held for sale as at 31 December 2023) with a total carrying value of R21 366 836 (2022: R21 366 836), reclassified as Non current asset held for sale at year end. The company can draw down as well as make prepayments into the facility as and when required. An additional R3.947 million was accessed during the 2023 financial year. The initial access facility was for R12 million, granted on 27 February 2015 with a loan period of 120 months.

4. Funds received designated for projects

The funds of R49 705 550 (2022: R34 994 309) were received, in advance, during the year for specific project activities which will be completed in the following financial year. The balance represents two major funders of our flagship programmes.

5. Revenue

The organisation has recognised the following amounts relating to revenue in the statement of profit or loss:

2022 was significantly higher as a result of full implementation of Grade R project and the start of phase two of the whole school improvement programme, in the same year phase one was in progress.

Revenue from contracts with customers	89 732 313	231 021 936
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The revenue, disaggregated by pattern of revenue recognition, is as follows:

Services transferred over time:

Restricted funds	49 578 770	197 352 375
Management fees	40 153 543	33 669 561
Total revenue from services transferred over time	89 732 313	231 021 936

6. Operating surplus for the year

The surplus for the year is stated after taking into account the following:

Depreciation	578 200	542 438
Amortisation	160 399	316 651
Impairment of property	-	4 766 863
Employee benefits:		
- Key management remuneration	8 533 274	6 032 699
- Staff costs	17 438 945	16 396 525
External audit fees	708 850	478 938

7. Events subsequent to the period end

As at 31 December 2023, the company had a legal dispute with one of its funders due to early termination of the contract. The total claim by the company against the funder is R19 million. The legal opinion on the matter is that prospects of success for the company are good. JET is waiting for the Gauteng Local Division of the High Court to allocate a date to hear and argue the case.

Looking to 2024 and beyond

Embracing our neXt

To remain responsive to the fast changing external environment, JET will undergo a strategic review process in 2024, with the aim of concluding a new three-year strategy for the period 2025–2027. The process will use the JET theory of change as a starting point as it provides a broader systemic perspective of our business model and our spheres of interest, influence and control, both externally and internally.

Externally, our spheres of influence, interest and control include:

- The changing nature of work, accelerated by the global pandemic.
- Political shifts nationally and also globally – including the South African election in 2024 which will undoubtedly lead to changes in policy and leadership roles in the education and training sector.
- Increased risk exposure when working with the government in South Africa.
- Increased risk of revenue opportunities due to the economic outlook domestically and internationally.
- Risk of geopolitics on our collaboration and mobility.

Internally, our sphere of control includes:

- Re-accreditation of JET as an Investors in People Silver Level organisation for 2024–2027.
- The decision to sell the Education Hub in Parktown and relocate towards the end of 2024 or early in 2025.
- Completion of an outcomes harvesting process looking at JET's work over the period 2013-2023.
- Strengthening and rejuvenating our Board with new appointments, commencing in January 2024.
- Integration and greater automation of our business systems, starting in 2024.

JET has embarked on the 'Embracing our neXt' strategic review process using spiral dynamics as a framework. We are privileged to work with Dr Rica Viljoen, a highly respected expert in the area of spiral dynamics, during this process.



Staff

JET congratulates new Executive Manager: Implementation and Innovation, Craig Gibbs (photograph below).

Craig Gibbs was appointed as Executive Manager: Implementation and Innovation at JET as of 1 March 2023. Craig has 25 years of experience as an educator in South Africa and in England, where he founded and was a principal of a primary school for over 10 years.

Craig, who has been with JET for 10 years, previously held the position of Specialist Manager, Leadership and Management in the Implementation and Innovation division. His academic qualifications include a Master's of Science degree in Research (with distinction) from the University of Portsmouth, and he is about to complete his doctorate on the impact of e-learning on teacher development with the same university.

Craig has managed a wide range of projects throughout South Africa in his work for JET. He has been deeply involved in designing, developing and implementing Leadership and Management and Teacher, Learner and Community programmes linked to provincial, district and school development in Mpumalanga, the North West, Limpopo, the Eastern Cape, Western Cape, Free State and KwaZulu-Natal. He has also been instrumental in developing and delivering JET's e-learning programme in over 100 schools throughout South Africa as well as designing the Parent, Community Involvement and Leadership programme as part of the Anglo American South Africa school programme. He has a deep passion for South Africa and for engaging with the school communities in the rural areas in which JET works, striving to find ways of overcoming the challenges that exist in education and providing access to quality programmes that will make a difference to the youth of our country.

Craig has written concept papers and many successful competitive proposals that have provided the opportunity to implement a variety of intervention programmes across South Africa. A particular focus of his work is the conceptualisation and design of innovative programmes which have the potential to positively impact education delivery and assist in exploring changes to policy and practice in order to meet the challenges of the Fourth Industrial Revolution.

In addition to all this, Craig is an enthusiastic cyclist and has completed eight Cape Town Cycle tours. He is based in Kommetjie in the Western Cape. JET wishes him all the luck in his new role and looks forward to the great things that he will accomplish.

To meet the rest of the JET team, see the [JET Board](#) and [JET Staff](#).



Clients and partners

We acknowledge our main clients and partners for the year ended 31 December 2023

	Anglo Corporate Services South Africa (Pty) Ltd			
				
				
				
				
				
				
				





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