ANNUAL REPORT 2013

JET EDUCATION SERVICES

Introduction to JET

JET Education Services is an independent non-governmental organisation with its roots in the Joint Education Trust founded in 1992. JET 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.

vision

Quality education for every child in South Africa

mission

We offer educational research and knowledge-based interventions that are innovative, cost effective and sustainable to our clients who support disadvantaged young South Africans through education development initiatives.

values

- Professional and knowledge-based
- Innovative and courageous
- Independent but accountable
- Effective and measurable
- Respectful and respected

focus areas

- Education Research and Planning
- Monitoring and Evaluation
- School and District Improvement
- Youth and Community Involvement

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JET EDUCATION SERVICES

Transformation through Education

CHAIRMAN'S MESSAGE

Given that education already receives the largest share of government and corporate social investment spending, the obvious question is: "What more can we do to improve the quality of education?"

As our country prepares to celebrate 20 years of democracy since the first democratic elections in 1994, the education of our children and young people continues to be a key lever for bringing about meaningful social and economic development. The words of the late Nelson Mandela, our first democratically elected President, that "Education is the most powerful weapon which you can use to change the world" remain as true today as when he first spoke them.

Mandela's words and the ideals to which he committed his life and work should inspire us to reflect on what we have done and should do to make our world a better place for our children through our efforts to ensure that every child in South Africa experiences education of a high quality that enables them to realise their full potential as human beings.

The national budget for education in 2014/15 amounts to R243.2 billion or 19.5% of government's total expenditure of R1.25 trillion. Of the total expenditure, basic education receives R177.6 billion (14.2%), vocational and continuing education and training R29.9 billion (2.39%), university education R23.4 billion (1.87%) and education administration R12.3 billion (0.98%). Research reported in the 16th edition of the Trialogue CSI Handbook estimates total nominal corporate social investment expenditure at R7.9 billion for 2012/13, with education receiving just over 40% of that spend.

Given that education already receives the largest share of government and corporate social investment spending, the obvious question is: "What more can we do to improve the quality of education?" Collaboration in support of education is not a new phenomenon in South Africa. JET is itself a product of a collaborative response to Nelson Mandela's call in the early 1990s for a partnership to fund and support the reconstruction of education.

Twenty years after our first democratic elections we have another opportunity to acknowledge that education is a societal issue and that the education of our children affects us all. We can and should do more to establish deep and enduring partnerships between government, business, civil society, educational leaders and teacher unions to strengthen our education system by pooling resources and efforts in structured and strategic ways. JET's response in November 2013 was to agree to the secondment of Godwin Khosa, our Chief Executive Officer, to the newly established National Education Collaboration Trust to serve as its first CEO. We are deeply appreciative of the leadership Godwin provided to JET from his appointment as CEO in October 2009 and assure him of our support in his new role.

As indicated in the table below, while funds available for projects and operations were relatively static in 2013 compared with 2012, expenditure increased significantly as initiatives in support of government efforts to improve the delivery of education gained momentum. The operating surplus of R6 334 710 achieved in 2013 puts JET in a strong position to continue the pursuit of its vision of "Quality education for every child in South Africa".

I would like to extend my gratitude and congratulations to the JET management and staff for a job well done and to my fellow directors for their commitment to JET. I also thank our partners who continue to support JET's public benefit work in the service of education. In conclusion, I bid farewell to Nigel Matthews who retired from the JET Board at the end of 2013 after seven years of dedicated service as a director.

Nathan Johnstone
Chairman

FIVE YEAR FINANCIAL REVIEW

Projects and operations	2013	2012	2011	2010	2009	Average
Funds available	**98 199 524**	98 633 627	32 973 542	35 244 315	24 854 250	**47 926 434**
Expenditure	**(91 063 691)**	(73 929 055)	(30 017 129)	(31 776 175)	(31 034 796)	**(51 564 169)**
Project funds deferred and/or returned	**7 135 833**	(24 704 572)	(5 539 838)	(6 246 652)	6 005 406	**(7 621 414)**
Interest received	**1 484 511**	2 210 317	2 376 522	3 034 596	4 045 896	**2 630 368**
Surplus/(deficit) on operations	**6 334 710**	2 954 472	(206 903)	256 084	1 859 944	**2 239 661**

MESSAGE FROM THE FORMER CEO

My history at JET tells more than a personal story. It tells a story of the role, governance and future of education NGOs on the one hand and of education development broadly on the other.

A Journey with JET

It feels like yesterday that I assumed the role of Chief Executive Officer of JET Education Services. I have a vivid memory of my predecessor, Nick Taylor, approaching me concerning the discussion he had had with the Board about asking me to succeed him.

While it was unfamiliar terrain the Board was inviting me into, my nature is such that I don't shy away from leadership positions. However, I always carried an anxiety about my ability to maintain and further grow the JET brand. At the job interview, the Board asked me direct questions about what I would do to make JET a world class organisation, to which I answered, "Work on the identity and capacity of JET". Four years later, JET's recovery rate increased to 128% from a 2009 base of 84% and JET grew from a R16 million to a R34 million entity. Funds available for operations and projects grew from R34.9 million in 2009 to R98.2 million in 2013.

My history at JET tells more than a personal story. It tells a story of the role, governance and future of education NGOs on the one hand and of education development broadly on the other. Most of the education NGOs established pre- and immediately post-1994 served as either policy or training organisations. From a total of 12 NGOs founded during this period, half were large in size with a significant footprint nationally. All 12 were steered by White CEOs for a period exceeding 10 years. Half, including JET, subsequently appointed Black CEOs. Of those six, one is defunct, two are struggling operationally and one failed to retain the Black CEO. If one includes the Education Policy Units a similar pattern is evident. A number of possibilities may have produced this pattern – absence of succession planning, ineffective transition plans and the growing unattractiveness, or indeed gradual disappearance, of the third sector spring to mind.

Fortunately, I can confidently relate that JET, which has always been a hands-on, large scale NGO involved in diverse aspects of education, had all the necessary conditions for succession in place – hence my relative success. JET was blessed with a dynamic and excellently constituted Board. The Board always had representation of governance, financial and educational expertise and maintained a healthy balance between private and development sector representatives chosen carefully to match JET's unique business ethos. JET's ability to successfully weather transitions in the country's political dispensation and in the funding environment can be squarely associated with good governance. When the need to find a successor to Nick became apparent, the Board moved swiftly and decisively to interview and appoint a replacement and put a solid support plan in place. The then Chairman, Mr Jeremy Ractliffe, spent an enormous amount of time supporting me and the Board itself created an environment which enabled me to grow into the position. Nick, who stayed on as a Research Associate, kept a modest distance.

It would of course be incorrect to conclude that the sustainability of education NGOs is dependent only on the governance of the NGOs themselves. As I have observed over the past five years, interest of the younger generation in working in the NGO sector appears to have waned; young entrants quickly exit the sector, making it difficult to groom future leaders. The younger generation prefers government and the private sector, largely because of the competitive salaries, job security and perhaps exciting work environments they offer. This is particularly true in the case of Black job entrants. During my tenure at JET I took part in seminars involving middle to senior NGO and CSI managers where an overwhelming majority of the participants were White. I also heard several clients complain about the underrepresentation of Black professionals, particularly in the areas of research, assessment and monitoring and evaluation. This pattern surely calls for more awareness of the importance of civil society and begs for some serious consideration from government, private funders and the NGOs themselves to plan, resource and report on social cohesion.

My reflection would be incomplete without noting the success of JET as a public-private partnership model. Initially a partnership fully funded by business and international donors and currently a self-funded NGO, JET has added tremendous social value to South Africa by way of developing policy analysis and

MESSAGE FROM THE FORMER CEO …/CONT

implementation capacity. While JET's growth and transformation epitomises a successful developmental NGO model, the big question that remains is "What will the NGO model of the future look like, particularly given that international hand outs have long dried up and government does not have a special dispensation for NGOs?"

My wish is for a sustained, vibrant NGO sector that understands the needs of our schools and education system nationally and has what it takes to support government as it works to improve education.

I am confident that JET will continue to provide strategic and practical evidence-based solutions to learning challenges. I trust that the Board and management will maintain JET as an agile and adaptable organisation that plays a perceptive, imaginative and entrepreneurial role in the social space.

Godwin Khosa
Former CEO, October 2009–February 2014

SOME HIGHLIGHTS OF 2013

EERD

SID

EPD

YCD

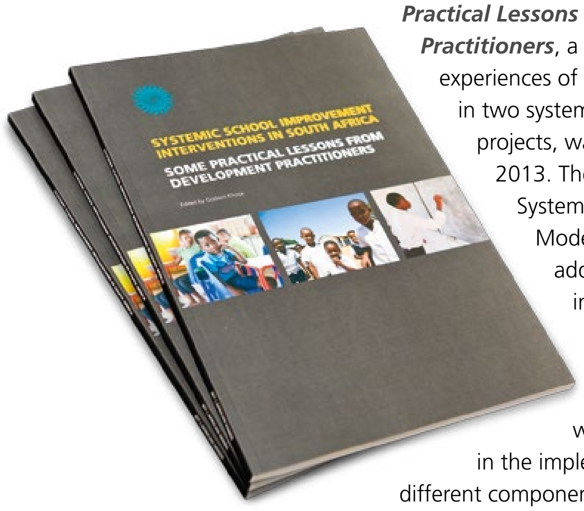
Education Evaluation and Research Division

(see page 10 to 14)

- ***Creating Effective Schools*** edited by Nick Taylor, Servaas van der Berg and Thabo Mabogoane was published in September 2013 and was the culmination of the National School Effectiveness Study, a longitudinal research programme aimed at identifying lessons for education policy and practice for government, principals, teachers and parents in South Africa. The book covers topics ranging from language and writing in schools to learner age and performance. It carries useful lessons for every stakeholder in the education sector and all those interested in the field of education.
- **The Assessment Unit** undertook to advocate for the more effective use of Annual National Assessment data by the Department of Basic Education and teachers. The unit submitted abstracts to several strategic meetings and an article on error analysis was accepted for publication in the South African Journal of Early Childhood Education.
- The unit worked with the Centre for Education Practice Research at the University of Johannesburg and two leading European universities on developing the first ever test of mathematical cognition standardised for use in South Africa in five languages and based on a specific theory of mathematical cognition. This project led to the first pilot of a culturally sensitive standardised intelligence test (the Culture Fair Test) for South Africa.
- The unit developed two sets of grade R teacher training materials based on learners' scores in tests of perception. These materials again speak to the developmental use of test scores.

School Improvement Division

(see page 15 to 17)



Systemic School Improvement Interventions in South Africa: Some Practical Lessons from Development Practitioners, a book capturing the experiences of JET practitioners involved in two systemic school improvement projects, was published in December 2013. The book describes the Systemic School Improvement Model developed by JET to address an identified range of interconnected challenges at district, school, classroom and household level. In reflecting on what worked and what did not in the implementation of the model's different components, the writers set out some of the practical lessons learnt. Many of the lessons in this field remain under-recorded and this book endeavours to address the gap and offer other development practitioners working to improve the quality of education in South African schools an understanding of some of the real practical and logistical challenges that arise in such projects.

A Ground Breaking Initiative for Unionism in South Africa: The SADTU Curtis Nkondo Professional Development Institute (SCNPDI), with support from JET, was successfully launched on 4 May 2013 in Polokwane by the Deputy President of South Africa. Clearly, the South African Democratic Teachers' Union (SADTU), being the largest teacher union in the country, has the challenge, responsibility and potential to raise the quality of education in general and teaching and learning in particular. The Institute is the instrument established for this purpose. JET played a crucial role during the Institute's incubation period and will hand over management to SADTU at an appropriate point, once the required organisational structures and systems are in place.

SOME HIGHLIGHTS OF 2013 …/CONT

Education Planning Division

(see page 18 to 20)

Strategic assistance to the Department of Basic Education in addressing school infrastructure provision resulted in a significant number of projects in the retention stage being completed, the development and implementation of a management plan for completing more than 674 incomplete projects, measures being proposed to strengthen monitoring and improve expenditure reporting and the first draft of a long term Comprehensive Infrastructure Investment Plan for the Education Sector.

Youth and Community Development Division

(see page 21 to 24)

The UNSECO-UNEVOC Network is an exclusive global platform for Technical and Vocational Education and Training (TVET) coordinated by the UNESCO-UNEVOC International Centre. It is made up of regional UNEVOC Centres which serve as focal points for the sharing of TVET information in member countries. **JET was appointed as a UNEVOC Centre in October 2013** and plans to use the Centre to foster collaboration between stakeholders working in TVET in South Africa. The Centre, which can be accessed on JET's web site, will provide a platform for sharing information on current TVET activities in South Africa and will display links to UNEVOC publications and messages and to local TVET research papers, reports, publications and events.

The School Infrastructure and Youth Employment Creation Programme funded by the Department of Higher Education and Training through the National Skills Fund started in 2012 and aims to provide youth from local rural communities in the North West and Eastern Cape with an integrated package of appropriate construction skills, life skills and business skills. The programme was designed to increase the employability and ability of youth to earn an income in their own communities. JET provided support to the colleges in training the participants in theoretical and practical construction skills and was responsible for the provision of work exposure and youth livelihood training. The final phase of the programme entails placement of youth on construction sites such as school buildings in communities surrounding the colleges. This programme demonstrates the emergence of a model of sustainable youth development involving livelihoods training, skills development, income generation and community benefit. In addition, the colleges have a much better understanding of what integrated training entails which will assist them to better prepare learners for the world of work.

LOOKING BACK AND MOVING FORWARD

The biggest concern is not with the matric year, but with the preceding school years. In the 2013 Annual National Assessment (ANA) only 2% of grade 9 learners achieved more than 50% in mathematics and only 17% achieved more than 50% in an additional language.

Although almost 20 years have passed since the post-apartheid government started a turnaround of the education system and has done much to improve it, it is clear that South Africa is still struggling to fix numerous problems.

While the improved matric pass rate of 17.6% makes the 2013 matric class the best since 1994, the required pass mark of around 33% means that although many more learners have passed, they have done so off a relatively low benchmark. The implication is that the majority of our learners are not adequately prepared to go on to university. This said, the number of bachelor passes increased from 20.1% in 2008 to 30.6% in 2013 – a significant increase that should be commended. But much more needs to be done.

The biggest concern is not with the matric year, but with the preceding school years. In the 2013 Annual National Assessment (ANA) only 2% of grade 9 learners achieved more than 50% in mathematics and only 17% achieved more than 50% in an additional language. While our results in the Trends in International Mathematics and Science Study show improvement, our performance is still far from what it should be. And although the national matric pass rates for maths and science increased, the fact of the matter is we don't have enough maths and physical science teachers, particularly in poorer communities.

Twenty years into democracy the divide between rich and poor schools, still largely based on race and class, is growing. Black schools tend to be under-resourced and perform poorly, while many formerly White schools, mostly well-resourced, do fairly well. Rural and township schools still suffer backlogs in infrastructure provision and the delivery of learning materials. A class size of >1:60 is not conducive to learning, yet is common in rural schools. Based on preliminary research by JET, about 1% of learners in grade 8 in the poorer schools will pass matric and obtain 60% or higher for maths and science, while in the wealthier schools 10 times as many will reach this level. Providing more resources is not the whole answer. Enhancing existing strengths and working with the schools to fill the gaps is required and this needs strong leadership.

Teachers, those already in the system and newly qualified, are poorly prepared and the professionalisation of teaching is a concern. For many years the interventions we designed focused on in-service teacher training in the hope of closing the gap in teacher content and

LOOKING BACK AND MOVING FORWARD .../CONT

The responsibility of fixing the system lies squarely with government. JET's mandate is to work with and support government to deliver quality education to every child in South Africa.

pedagogical knowledge, while neglecting the critical pre-service area. The extent to which young teachers are being adequately prepared to teach subjects like mathematics, science and language remains a question and JET is undertaking research in this important area.

District offices, which fall under Provincial Education Departments, are supposed to support and monitor both school management and curriculum delivery. But district support structures have been found to be inadequate, lacking the required resources, staff complement and appropriate skills. Without well-functioning district support, a school's success often depends entirely on its principal, but support to principals is a neglected area in many interventions.

The effects of socio-economic factors are sometimes not fully considered. Poverty and adult illiteracy often prevent parents from getting more involved in their children's education. Parents should play a huge role, but often don't know how or perhaps lack the confidence.

Finally, approximately 80% of the education budget is spent on staff, but there is still a lack of accountability and capacity when it comes to performance. This means that money which is allocated is either not spent or spent on the wrong things.

Rectifying our education system was and remains a huge challenge. The question is, "How can JET contribute?"

The responsibility of fixing the system lies squarely with government. JET's mandate is to work with and support government to deliver quality education to every child in South Africa. We achieve this through our educational research and knowledge-based interventions and, in partnership with government, donors, other NGOs and even higher education institutions, investing in innovative programmes that can be tested and replicated.

Implementation of the Strategic Objectives

JET's work in 2013 was guided by four outward looking strategic objectives, all of which will be carried over into 2014.

- **Strategic objective 1: Demonstrate systemic education change models.**

JET successfully implemented demonstration projects which ran from 2010 to 2013 in both the basic and further education and training (FET) sectors. The school improvement projects in the Eastern Cape and the North West Province served as test projects from which strategic lessons were drawn and which perhaps contributed to the formation of the National Education Collaboration Trust (NECT). The Limpopo and Eastern Cape FET College Improvement Projects presented JET with a similar opportunity. A third trialling stream was initiated in 2013 in the area of school infrastructure.

Work in terms of strategic objective 1 will continue into the medium term.

- **Strategic objective 2: Contribution to the knowledge base.**

Two books were produced during 2013: *Creating Effective Schools* based on the research conducted for the National School Effectiveness Study and the school improvement book, *Systemic School Improvement Interventions in South Africa: Some Practical Lessons from Development Practitioners*. These publications indicate JET's commitment to capturing and sharing systemic and/or practical lessons at the end of projects.

Going into 2014, this will be the focus of JET's knowledge dissemination strategy. In fact, 2014 will see the production of a book on the lessons learnt during the implementation of the FET College Improvement Projects.

- **Strategic objective 3: Supporting the implementation of government programmes.**

This is probably the most successful of JET's sub strategies adopted in 2013. Well over 60% of JET's revenue is currently generated from our support of government to implement its projects. Three staff members and over 35 consultants were seconded to key positions in the Department of Basic Education during 2013. In addition, JET was earmarked to provide support to the National Education Collaboration Trust (NECT) to implement some of its programmes.

- **Strategic objective 4: Contributing to the building of the education social 'compact'**

  JET played a significant role in setting up the NECT and acted as its secretariat until it became an independently functioning organisation.

JET, the Long Range View

Regarding JET's long-term planning trajectory, management is of the view that JET's survival as an NGO is attributable to the fact that the organisation has been able to successfully reinvent itself over the past 20 years in response to changes in the environment in which it operates. In its lifespan to date, JET has been and plans to remain a leading organisation in the education sector, influencing policies and providing capacity to implement large-scale initiatives.

Although over the years JET became known for its evidence-based approaches, often rather academic in nature, during the past four years the organisation has increasingly engaged in projects that provide more practical solutions using action research methodology. The book on Systemic School Improvement Interventions and the learning brief written by Roelien Herholdt, JET's Specialist Manager: Assessment, on how to improve assessment in the classroom illustrate this approach and resonate with JET's mission to provide practical evidence-based solutions to education challenges. All the work done by JET leading to the launch of the NECT has also been hailed as practical and evidence-based. This shift points to the stronger emphasis being placed on JET's identity as an organisation that provides practical evidence-based solutions to learning challenges.

Although over the years JET became known for its evidence-based approaches, often rather academic in nature, during the past four years the organisation has increasingly engaged in projects that provide more practical solutions using action research methodology.

However, the education space is fast becoming more competitive. Local commercial auditing and consulting firms have established a presence in the education sector and have been joined by international consulting companies. These new entrants have an advantage over JET because of their large R&D budgets and expansive, in many instances global, networks. While JET's advantage is based on our in-depth understanding of the local education sector and a competitive pricing structure, we have to be agile and adaptable, perceptive, imaginative and entrepreneurial to maintain our position in the market.

I would like to express our gratitude to the following partners, clients and funders for the confidence shown in us: the Gauteng Education Development Trust, Tshikululu Social Investments, Rand Merchant Bank, Anglo American Chairman's Fund, the National Lotteries Board, the South African Democratic Teachers' Union, Mr Price Foundation, Impala Bafokeng Trust, Murry and Roberts, the Departments of Basic and of Higher Education and Training as well as all the Provincial Departments of Education.

JET's achievements during 2013 reflect our drive and our determination to work with our partners, clients and donors to improve education. However, the achievements would not have been possible had it not been for the hard work and commitment of the JET staff. We so often get caught up with our hectic schedules and accompanying work pressures that we forget to show appreciation to the people who have helped and encouraged us. So thank you JETsetters! In particular, I would like to express my sincere gratitude to Godwin Khosa, who used his authority and leadership to catapult us towards success. Thank you for converting our mistakes into lessons, pressures into productivity and skills into strengths – you brought out the best in us.

Pereira

Carla Pereira
Chief Operating Officer

EDUCATION AND EVALUATION DIVISION

Research to Empower Teachers

In 2013 the Education Evaluation and Research Division (EERD) focused on innovative and pioneering work, ensuring that JET continued to make meaningful contributions to the education knowledge base and finding solutions to national education challenges. The division participated in 25 research and evaluation projects over the course of the year. The work of two research projects in particular highlights some of the division's pioneering work.

The first project is the evaluation of the Primary School Mathematics Improvement Project, a joint project of the Department of Basic Education (DBE) and the Japan International Cooperation Agency (JICA). The project was designed to support the teaching of word problem sums and problem solving in 20 schools in two provinces. Though a fairly small scale evaluation, the methodology of error analysis employed to analyse the learner scripts was considered illuminating and provided JET with the opportunity to start dialogues and open new avenues of collaboration.

The second project is one of JET's flagship research projects, the Initial Teacher Education Research Project (ITERP), a five-year research project which started in 2011 and which focuses on exploring issues around teacher professionalism and how teachers are being prepared to enter the educational labour market.

These projects, in addition to showcasing the important work JET is doing, underscore the collaborative approach adopted by the division.

Creating Opportunities to Learn through Error Analysis

Error analysis is the study of the errors in learners' work with a view to looking for the causes and explaining the errors. Error analysis is a multifaceted activity – it involves analysis of correct, partially correct and incorrect methods of solution. In the JICA evaluation, quantitative error analysis of grade 1–4 mathematics scripts was undertaken with the aim of using the findings to inform redesign and improvement of the intervention to address areas of greatest need. Equally importantly, the error analysis was done to show how information on the spread

Error analysis spans three of the domains of teacher knowledge[1]:

and types of errors learners make can be used to provide feedback to teachers and learners in the larger system, enabling them to address the range of errors and misconceptions that error analysis reveals.

Importantly, error analysis also implies the study of best practices for remediation. This requires that teachers have (a) good mathematical content knowledge; (b) a good grasp of learners' levels of mathematical understanding; and (c) an understanding of pedagogical content knowledge in order to be able to anticipate learners' errors and misconceptions. The use of error analysis can therefore highlight the gaps in teachers' knowledge as well as teachers' own developmental needs.

Error analysis is not new in South Africa, but has not been done to the degree where teachers are shown practically what to do with the errors learners make, at least not at a systemic level. The JICA evaluation using error analysis clearly showed how much can be learnt if learners' scripts are analysed to determine what errors were made. The next step is to take error analysis to the next level, that is, to extend its use beyond just a few schools. JET's use of error analysis in the JICA evaluation has opened discussions with the DBE on how error analysis applied to the Annual National Assessments (ANA) could be turned into a teacher development intervention and lead to improvement in learner achievement.

The DBE's report on the 2011 ANA describes how the national database of ANA results provides invaluable information to those in the field of education, whether working in teacher development, the development of textbooks and workbooks or providing support to schools. The information should also enable educationalists to target the curriculum areas most in need of intervention. To this end, the DBE published guidelines for the interpretation of the ANA results and puts out regular reports on the ANA. These documents, which describe how the ANA results should be analysed at class, school, district, provincial and national level, are circulated to schools and districts. Even though the guideline documents are quite specific regarding the steps to be taken by teachers and school management teams for interpreting the results, teachers require high levels of expertise and experience to successfully interpret assessment data for the benefit of their learners. Teachers need to be able to administer the assessment, link the assessment items to specific skills and/or knowledge, correctly interpret the learners' responses and results, provide relevant and constructive feedback and then adjust their own teaching to meet the needs of the learners.

The DBE assumed that by distributing the guidelines and diagnostic reports, teachers would be able to analyse the results themselves, thus shortening the feedback time. However, JET's school visits across its various research and evaluation projects suggest that there is no consistent implementation of the guidelines in terms of item level error analyses.

This is borne out by research which has shown that teachers are often not equipped to design

The ultimate aim is to improve learner performance by focusing on remedial interventions addressing common errors and misconceptions evident in learners' responses to the national tests … Two questions immediately come to mind if this is the status quo. The first is **1)** How are teachers to analyse ANA and other test scripts productively? And **2)** How are they to use the tests to inform their teaching? Error analysis is central to the answer to both of these questions.[2]

1 Shalem, Y. & Sapire, I. (2012). *Teachers' knowledge of error analysis.* Johannesburg: Saide

2 Herholdt, R. & Sapire, I. (forthcoming). An error analysis in the early grades mathematics – a learning opportunity? *South African Journal of Early Childhood Education.*

EDUCATION AND EVALUATION DIVISION .../CONT

Educationalists generally agree that one of the most important determinants of educational quality is the expertise and competence of teachers. It follows that the professional preparation of teachers is central to improving the quality of educational outcomes.

and implement teaching interventions based on the errors made by learners. Nevertheless, the diagnostic value of error analysis cannot be understated. Would teachers benefit from training on the use of learner results to inform their teaching? The only possible answer to this question is a resounding "YES!" However, given the observations on the ground, teachers need practical support and guidance to do this. Teacher development efforts as well as teacher training institutions should take cognisance of the need to remedy this situation, especially in the light of rollout of the ANA by the DBE.

JET's School and District Improvement Division will be making use of the knowledge gained through EERD's work in error analysis by including assessment for learning as a strategy to improve the quality of education in teacher development initiatives going forward.

Research on Teacher Professionalism

Educationalists generally agree that one of the most important determinants of educational quality is the expertise and competence of teachers. It follows that the professional preparation of teachers is central to improving the quality of educational outcomes.

Much has been written about the professions and what sets them apart from other occupational fields. There is wide consensus in the literature that one of the defining characteristics of a profession is the setting and maintenance of standards by a practitioner body.

Teaching fails the test of professionalism on this score. Not only does each education faculty at the 23 higher education institutions (HEIs) which offer Initial Teacher Education (ITE) devise its own standards, but in many cases the content of individual modules is left to the lecturer presenting the course at any particular time. Norms set by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council for Higher Education and the South African Council on Educators can, at best, provide a broad framework of formal criteria (number of hours, knowledge fields to be addressed, mix of modules, etc.), but they neither specify course content nor guarantee quality.

The quality of professional standards is best assessed by experts in the profession. This is why any attempt to improve the quality of teacher education – both pre- and in-service – must start with a debate from within the field itself.

The purpose of the ITERP, JET's flagship research project introduced in our previous Annual Report, is directed towards promoting such a discussion. The project is a collaboration between the Education Deans' Forum, the DHET, the Department of Basic Education (DBE) and JET. Its aim is to stimulate debate among policy makers and practitioners on the extent to which ITE programmes adequately prepare teachers for the realities of working in South African schools. The overriding concern is the quality of ITE and how this may be improved.

Two core research questions drive the study and several secondary questions have been identified which elaborate the main questions.

CORE RESEARCH QUESTION 1:
Are ITE programmes offered by HEIs adequately preparing teachers to teach in South African schools?

The secondary questions relate to:

- Whether the subject knowledge and pedagogical content knowledge offered in ITE programmes prepares students adequately to become effective teachers;
- The efficacy of the teaching practice component of the programmes, including the support offered to the student teachers;
- The extent to which the programmes develop a sense of professionalism amongst novice teachers.

CORE RESEARCH QUESTION 2:
Following completion of an initial teacher education programme, what factors promote or inhibit the retention of qualified teachers?

The elaborating questions include:

- Do novice teachers display the skills and knowledge needed to teach effectively and implement what they have learnt?

- How does the teaching environment support or constrain novice teachers' ability to teach effectively?
- Do novice teachers' perceptions of their preparedness and professional identity change over their first two years of teaching?
- At what rate do novice teachers enter the profession after qualifying and what factors affect the deployment, retention and development of novice teachers?

The research design consists of three components which complement each other and provide a three-dimensional view of ITE.

i). A description of the ITE curricula used at five HEIs to train Bachelor of Education (B.Ed.) students specialising in intermediate phase teaching

In order to better understand the knowledge and skills acquired by trainee teachers, detailed case studies of the structure of mathematics and English courses for students specialising in teaching in the intermediate phase are being conducted. Five institutions were selected as cases based on (amongst other criteria) their institutional history, location, programme delivery mode and number of graduates produced annually. Collectively the selected five represent the major types of HEIs delivering ITE and furthermore produce more than half of all newly-qualified teachers annually.

Reports on the structure of these institutions' teacher education programmes were completed at the end of 2012. To better understand the exact nature of the knowledge taught, it was decided an in-depth analysis of the course materials and assignments should be undertaken, examining both the intended and assessed knowledge and skills. Subject experts were commissioned to interview the relevant lecturers and course coordinators and describe the course content in terms of breadth and depth of topics covered.

This phase of the ITERP is nearly complete and the results have been written up. The three reports, on English, mathematics and teaching practice, reveal wide disparities with respect to several key curriculum features across the institutions. Consequently, the findings are likely to spark a lively debate on what an appropriate professional knowledge base for teaching should be.

ii) Detailed case studies of a group of students from the five campuses as they move from being students through their first two years of teaching

The project will also document the experiences of a group of students as they make the transition from being students to novice teachers. During 2013 students at all 23 HEIs were surveyed on their aspirations and perceptions of the ITE programme in which they were enrolled. In 2014 and 2015 researchers will select a sample of newly-qualified teachers who graduated at the end of 2013 from the five case study campuses and engage them about their experiences on entering the teaching profession. In order to assess their understanding of the intermediate phase curriculum, selected members of the sample will be asked to complete questionnaires to assess their mastery of subject knowledge in mathematics and English.

EDUCATION AND EVALUATION DIVISION …/CONT

Working hand in hand with other divisions and units, the Monitoring and Evaluation (M&E) Unit's work provided some valuable insights into programmatic and systemic issues.

iii) A large-scale longitudinal survey across all 23 HEIs of students in their fourth year of study, subsequently tracking their progress over two post-graduate years

The survey component will also span a three-year period. Following the survey of all fourth-year students in 2013, as many of those students as can be found will be surveyed again in 2014 and 2015.

The information provided by the large-scale survey will be invaluable to the universities, the DHET and the DBE. The survey aims to give insight into: the origins of aspirant teachers; reasons for choosing teaching as a career; perceptions of university education programmes; distribution patterns of newly-qualified teachers; their employment history; levels of attrition; and changing attitudes towards the profession over the duration of the study.

Timeline

The ITERP is currently in the third year of its planned five year duration. Our work over the three years would not have been possible without generous contributions from our key donors: the Anglo American Chairman's Fund, Rand Merchant Bank, the Department of Higher Education and Training and the JET Board. To sustain the momentum and maximise the value of the study, concerted fundraising efforts will continue to be made in 2014.

Monitoring and Evaluation

Working hand in hand with other divisions and units, the Monitoring and Evaluation (M&E) Unit's work provided some valuable insights into programmatic and systemic issues:

- The Monitoring and Evaluation Unit, with support from the Assessment and Data Units, produced a consolidated evaluation report for the Western Cape Education Department on four years of implementation (2009 to 2013) of its Literacy Numeracy Intervention Project. The report drew together findings from interviews, observation, learner testing and other methods to answer key evaluation questions. It put forward recommendations for next the phase of the project currently being implemented and emphasised the project's potential to improve teacher competencies.
- The end line survey and evaluation of the Primary School Mathematics Improvement Project conducted with the Assessment Unit, as discussed above, entailed documenting programme theory for the project, conducting interviews and testing learners in 20 project and 20 comparison schools in KwaZulu-Natal and Mpumalanga. The project review team is considering the possible scaling up of the project to identified districts in the near future based on the evaluation's findings.
- In relation to the FET sector, the Unit continued with the evaluation of the FET Colleges Improvement Project. A survey was conducted amongst students, lecturers and management staff at 15 FET colleges in Limpopo and the Eastern Cape to benchmark stakeholders' perceptions against identified indicators. Interviews were conducted with JET and DHET staff and the principals at each of the FET colleges to probe the survey findings and conduct a high-level programme review.

As part of JET's trajectory beyond 2018, in 2014 the M&E function will no longer be housed within EERD, but will be a division on its own. This restructuring is strategic – to champion the M&E work of JET and promote its strategy (as presented in the previous annual report) in order to provide results-based and outcome-focused evaluations.

SCHOOL IMPROVEMENT DIVISION

In 2013 JET was contracted by the National Education Collaboration Trust (NECT) to manage three of the five education improvement programmes outlined in the Education Collaboration Framework. The School Improvement Division (SID) is responsible for the management and support of the largest of these, the District Improvement Programme.

Projects that Improve Teaching and Learning in Schools and a New Trajectory for the Division

The School Improvement Division's mission is to provide innovative, practical and sustainable solutions to enhance teacher, school and district performance. It achieves this mission by demonstrating effective and replicable teacher, school and district improvement models. The division provides support to its clients, which include education departments and teacher unions, to conceptualise, design and implement programmes to improve learning outcomes.

The division commenced last year with the conceptualisation of two projects which are envisaged to be rolled out during 2014–2017. The first is the Teacher Union Leadership Programme that resonates with the call in the National Development Plan for building professional expertise among union leaders. The second is the Assessment for Learning (AfL) Programme to be delivered in partnership with JET's Monitoring & Evaluation Division and the Department of Basic Education (DBE) and which aims to build the capacity of educators to make effective use of the Annual National Assessment data to improve teaching and learning.

Progress in Projects

The National Education Collaboration Trust Project

In 2013 JET was contracted by the National Education Collaboration Trust (NECT) to manage three of the five education improvement programmes outlined in the Education Collaboration Framework. The School Improvement Division (SID) is responsible for the management and support of the largest of these, the District Improvement Programme. This programme targets 20 districts prioritised by the DBE as needing urgent support over the coming five to ten years. The District Improvement Project will be implemented by lead agents appointed by the NECT through a stringent bidding process. SID will provide management, monitoring and support, working with JET's Monitoring & Evaluation and Finance Divisions. The management support work entails the following key activities: profiling districts; supporting lead agents in programme design; monitoring implementation of project plans; establishing management and governance structures; screening project staff; and enabling district/lead agent collaboration.

The division undertook a district profiling exercise with the DBE from June to November 2013 and produced reports on eight prioritised districts. The reports present a snap-shot of each district's infrastructure, learner performance, school conditions, personnel capacity and schools at risk and make high level recommendations on district improvement through the use of six thematic areas: teacher professionalisation; courageous leadership; resourcing; district efficiency; learner welfare; and community involvement in education.

In the same period reports on district performance and needs were presented to stakeholders in five of the profiled districts located in three provinces. The reports led to the formation of District Steering Committees in each of the five districts. The committees are made up of representatives from five stakeholder groups, namely, business, unions, civic organisations, academics and traditional leaders. The profiling exercise highlighted the needs of districts and schools and provided baseline information for the envisaged NECT district support interventions

SCHOOL IMPROVEMENT DIVISION …/CONT

Teachers underwent training in subject content knowledge, pedagogics and assessment practices; support for principals focused on curriculum management and leadership; and parents were encouraged to become actively involved in supporting their children to improve their performance in reading, writing and doing homework.

to improve teaching, school management, administrative support provided to schools by districts and accountability.

The significance of the district profiling exercise lies in (a) developing a more nuanced understanding of the working conditions in districts; (b) identifying factors that shape district performance, including, amongst others, personnel, resources, systems for school support, delegations from the province and accountability frameworks; and (c) mobilising stakeholders to pool resources to address the challenge of improving educational outcomes.

The Centres of Excellence and Impala Bafokeng Trust Projects

JET's systemic school improvement model continued to be implemented in the Centres of Excellence Project (COEP) in the Cofimvaba District, Eastern Cape and in the Impala Bafokeng Trust (IBT) Project (an extension of the Bojanala Systemic School Improvement Project) in the Bojanala District, North West Province. The projects focused on a combination of teacher development, school management support, increasing parental involvement and district support. Support was given to 369 teachers and 28 principals in COEP and to 24 principals in the IBT Project. Teachers underwent training in subject content knowledge, pedagogics and assessment practices; support for principals focused on curriculum management and leadership; and parents were encouraged to become actively involved in supporting their children to improve their performance in reading, writing and doing homework.

The RedCap Building Centres of Excellence School Improvement Project

This project involving five schools in the Ilembe District of Kwazulu-Natal comes to an end in 2015. In 2013 teacher and management training followed by on-site support was provided by mentors to 111 teachers and five principals. The training for teachers covered interpretation of Curriculum Assessment Policy Statements (CAPS) and strengthening content knowledge and teaching methods, while school management teams were provided with support in curriculum management, in particular, the use of assessment data for decision making. This training was complemented with the setting up of parent support groups to assist with homework, reading clubs and school gardens. The results of teacher tests administered at the project's inception and repeated after two years of intervention show an average improvement of 6% in teacher content knowledge among foundation phase teachers and intermediate phase English and mathematics teachers. There was also an increase of 14–16% in the district's ANA results from 2011 to 2013. An important feature of the project lies in the testing of a model of a teacher-led school level Professional Learning Community as one format for teacher development. This model was conceptualised in 2013 for implementation in 2014–2015.

The SADTU Curtis Nkondo Professional Development Institute

JET continues to support the Institute and records progress in the following four components of the overall programme:

Teacher development: Content knowledge, pedagogics and assessment practices of 29 000 teachers were strengthened through a residential training programme.

Management development: Training of school managers on governance, instructional leadership and labour relations was provided to 450 principals and deputy principals in four provinces by the Nelson Mandela Metropolitan University. The training was enthusiastically received for its relevance and practicality.

Professionalisation of teaching: In order to advance the professionalisation of teaching, the Institute established a Task Team chaired by Professor John Volmink. Task Team activities in 2013 included the commissioning and conclusion of a literature review on teacher professionalisation and setting up national focus group discussions. The literature review will inform SADTU on how best to support a teacher development programme.

District based professional teacher development structures: The SADTU institute, supported by JET, is making good progress in establishing district-level professional development structures and a system of training based on internally driven, context-sensitive and

The figure below depicts the new trajectory of the division for the next ten years and shows a shift from primarily school improvement projects to projects targeting systemic and district improvement.

needs-related programmes to build teaching and management capacity of members. The following professional development structures have been established in Libode (Eastern Cape) and Mopani (Limpopo) Districts through meetings with 1 090 teachers:

- Level 1: District level lead teachers: These teachers are the key drivers of teacher professional development programmes within the identified district. They are responsible for cascading activities and ensuring that monitoring activities are completed.
- Level 2: Branch level communities of practice: These communities of practice consist of teachers from various schools in a particular geographical area who support each other through curriculum based activities.
- Level 3: School level learning groups for in-school professional development, which also facilitate self-directed teacher development. The in-school professional development activities are led by teachers who have been exposed to communities of practice and who cascade content based activities to schools where teachers can engage collectively in discussions on their subject and curriculum phase areas.

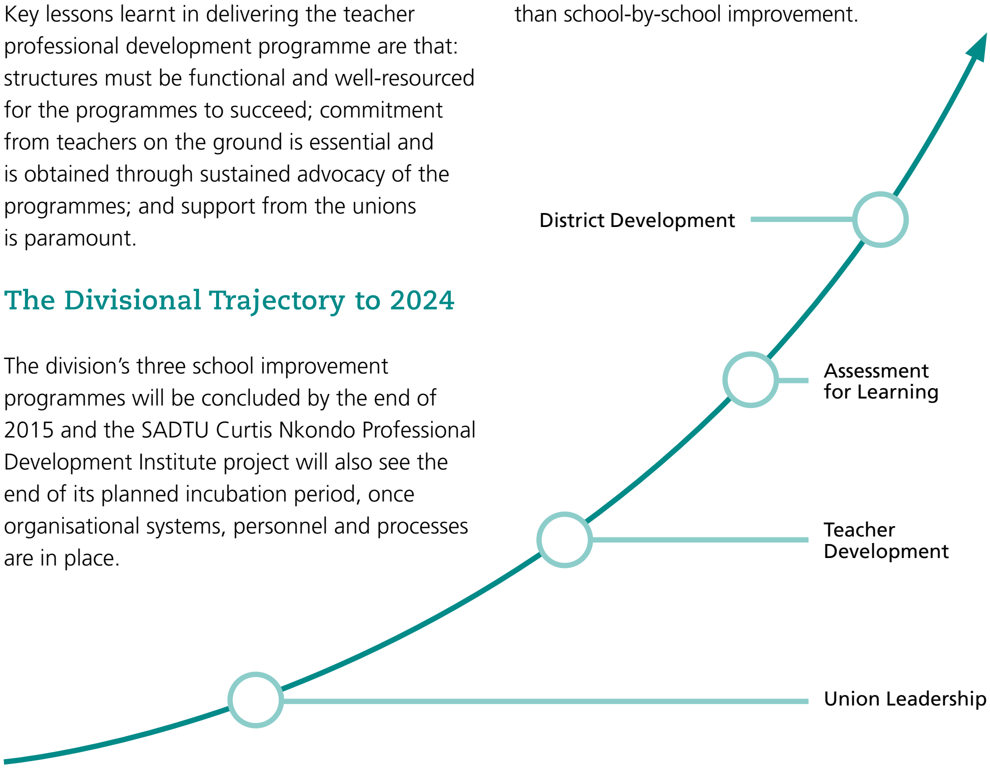
Key lessons learnt in delivering the teacher professional development programme are that: structures must be functional and well-resourced for the programmes to succeed; commitment from teachers on the ground is essential and is obtained through sustained advocacy of the programmes; and support from the unions is paramount.

The Divisional Trajectory to 2024

The division's three school improvement programmes will be concluded by the end of 2015 and the SADTU Curtis Nkondo Professional Development Institute project will also see the end of its planned incubation period, once organisational systems, personnel and processes are in place.

The 2012 annual report alluded to the future focus of the division by identifying three major areas, namely, (a) supporting government to strengthen teacher development; (b) improving the utilisation of assessment for learning as a strategy to improve the quality of education; and (c) supporting district development. A fourth area of focus, capacity building of teacher union leadership in ethical governance and education development, has been added. All four focus areas respond to recommendations of the National Development Plan for the education sector and also support the DBE's *Action Plan to 2014: Towards the Realisation of Schooling 2025*.

The figure below depicts the new trajectory of the division for the next ten years and shows a shift from primarily school improvement projects to projects targeting systemic and district improvement. The shift is based on (a) the realisation that for sustainability of improvements at school level, there has to be pressure and support from districts; (b) district capacity to support schools varies for a number of reasons and therefore district office capacity building is needed; and (c) research shows that for accelerated and sustainable systemic change, whole district improvement is a better option than school-by-school improvement.



EDUCATION PLANNING DIVISION

The consultations resulted in the launch of the National Education Collaboration Framework and its implementing structure, the National Education Collaboration Trust (NECT), by Deputy President Motlanthe on 16 July 2013 at the Presidential Guest house.

Enhancing the Provision of Education

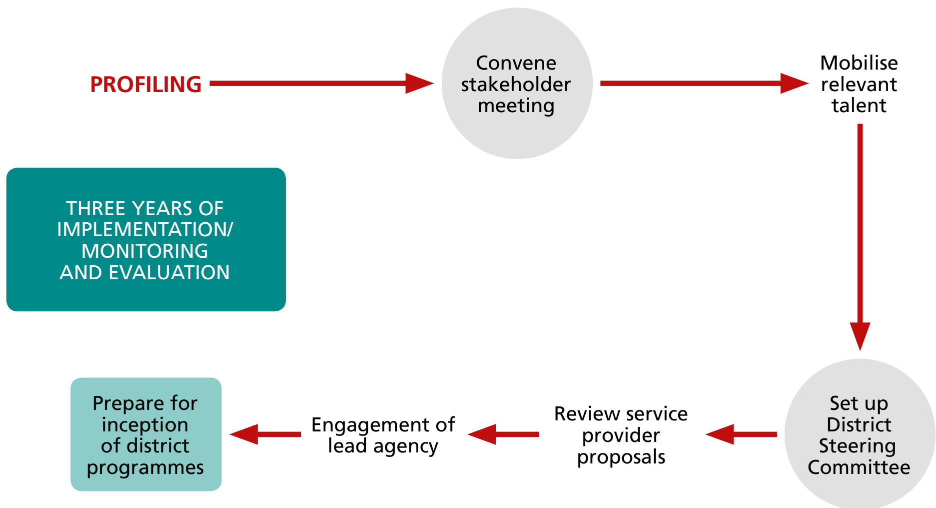
The Education Planning Division was established as a fully-fledged division in 2013 with the purpose of providing advisory work and seeking to influence the education and training processes and systems that impact the macro-level policy, planning and education oversight functions of the government as well as the societal dynamics that are critical for education improvement. The establishment of the division was in line with the decision of the Board to complement the longstanding work of JET in the technical sphere with activities that contribute towards building a social compact for education. During 2013 the division provided a strategic consulting service to the Department of Basic Education's infrastructure programme and played a significant role in supporting government and its social partners to establish the National Education Collaboration Trust.

The Planning Division's most significant activities are described below.

Strategic Support to the Establishment of the National Education Collaboration Trust

During the reporting year, JET's DNA played out when it provided lead support to the process of setting up the Education Collaboration Framework, a response to the long simmering agitation by education stakeholders to work together to improve the quality of education. During the first seven months of the year the Planning Division led the consultation of over 100 education stakeholders, including President Zuma, Deputy President Motlanthe and scores of education academics, practitioners, business people and civil society organisations. The consultations resulted in the launch of the National Education Collaboration Framework and its implementing structure, the National Education Collaboration Trust (NECT), by Deputy President Motlanthe on 16 July 2013 at the Presidential Guest House. The launch allowed the key stakeholders in education to express their commitment to work together to change the state of education in South Africa. The NECT draws its founding mandate from the National Development Plan which calls for urgent action to improve education.

Beyond the launch JET continued to incubate the NECT and worked closely with the DBE and other stakeholders to set up the NECT's programmes. To this end the eight districts targeted to receive interventions were profiled to understand the challenges they face and their needs. After the profiling exercises were complete and a report on each district produced and presented, further activities took place to engage with the stakeholders in the districts and appoint service providers as implementing agents for the programme. The process followed leading up to implementation of the programme is presented in the following diagram.



JET continues to serve as the managing agent for the NECT.

Provision of Learning Spaces

Infrastructure provision has been one of the education system's biggest challenges. Many learners continue to receive education in substandard buildings despite the large budgets provided. Most of the delays in the provision of school infrastructure are a result of inadequate capacity to plan, recruit appropriate service providers and manage the rollout of the infrastructure projects. These challenges mostly have to do with the broader national marketplace of the built environment from which both government and the private sector draw materials and human resources to implement infrastructure programmes.

Provision of Capacity to Scope School Infrastructure Needs

The Planning Division provided management services to the DBE to profile the infrastructure needs of more than 400 schools nationally and plan for the implementation of upgrade programmes. JET recruited and engaged over 50 built environment specialists, including architects, quantity surveyors and engineers. The work of the division in this regard resulted in detailed infrastructure provision plans, including drawings and bills of quantities that would enable the DBE to engage contractors. This intervention not only contributed to fast-tracking the delivery of infrastructure upgrades, but provided lessons on how the DBE could increase the pace of infrastructure provisioning going forward.

Comprehensive Infrastructure Investment Plan

Consultants were seconded to the DBE to assist in the development of the Comprehensive Infrastructure Investment Plan (CIIP). The purpose of the CIIP was to calculate the school infrastructure backlog and projected needs in order to develop a 20 year infrastructure delivery plan. The development of the plan involved the simulation of infrastructure delivery based on the current backlog per school and extrapolated to provincial and national levels. Population growth trends and ongoing maintenance requirements were also taken into account. The resulting CIIP provides a projection of

EDUCATION PLANNING DIVISION …/CONT

While the districts are doing their best to carry out their mandates, the circumstances they find themselves in make it impossible for them to effectively deliver the new education *enterprise logic* – ensuring improvement in the performance of learners in different circumstances.

infrastructure provisioning up to 2030. The planning exercise unveiled a complex situation that requires high-level planning and that takes into account national infrastructure provision dynamics.

The State of Districts in South Africa

The Planning Division was contracted by the Human Resources Development Council (HRDC) to carry out research on the state of districts to drive the envisaged education improvement agenda. The purpose of the research was to establish the extent to which – and how quickly – districts are reorganising to meet the new district prototype prescribed in the DBE's *Guidelines for the Organisation, Roles and Responsibilities of the Education Districts*. A total of 102 district officials from the Cofimvaba District in the Eastern Cape, Mokgalakwena in Limpopo and Motheo in the Free State were interviewed.

The resulting report shows a historical neglect of the district tier of the education system for 17 years, from 1994 until 2011 when the DBE first started discussions on the organisation, roles and responsibilities of the districts.

The report points out that:

- There is still a wide variation in the configuration of districts across the nine provinces, although the size of a district appears not to have any correlation to its performance.
- District offices are staffed with officials with relatively long service records in the system – most having 15 to 20 years' experience. However, on the whole, human resource capacity is a challenge in the districts, with vacancies across the board and under-qualified educators and subject advisors.
- The district offices appear to lack the most basic resources they need to discharge their responsibilities. The availability and functionality of telephones, fax machines and transport is a major challenge in the rural districts.
- The districts are still very far from meeting the requirements of the national prototype. Thirty-two districts will need to be re-demarcated into about 60 districts. This could result in an increase from the current number of 86 to approximately 117 districts nationally.

While the districts are doing their best to carry out their mandates, the circumstances they find themselves in make it impossible for them to effectively deliver the new education *enterprise logic* – ensuring improvement in the performance of learners in different circumstances. JET's School and District Improvement Division has taken note of these findings and accordingly plans to place a stronger emphasis on district improvement work.

In 2014 the Education Planning Division will continue to provide advisory and strategic support services, but will be incorporated into the Education Planning and Research Division.

YOUTH AND COMMUNITY DEVELOPMENT DIVISION

Since early 2010 JET has worked with the Department of Higher Education and Training to develop innovative interventions to address some of the critical obstacles to sustainable growth and development in the FET college sector.

Capacity Building in FET Colleges to Enhance Youth Employability – Challenges and Opportunities

The transformation of the Further Education and Training (FET) college sector is now 15 years down the road and, despite significant gains in increasing access and advancing policy, the sector is still fraught with challenges. These challenges are systemic and have their roots in unfinished business associated with each phase of transformation to date. The intensity associated with institutional restructuring, recapitalisation, recurriculation and expansion has placed institutions under severe strain which many officials and managers have struggled to manage.

Since early 2010 JET has worked with the Department of Higher Education and Training to develop innovative interventions to address some of the critical obstacles to sustainable growth and development in the FET college sector. Initially this work focused on developing stakeholder agreement on the main challenges and the design of a framework for more effective planning and monitoring of the sector.

In late 2011 the DHET requested JET to develop and implement a college improvement intervention programme in Limpopo and the Eastern Cape. JET set out to develop an intervention model that would demonstrate the necessary elements required to achieve well-functioning systems and effective teaching and learning practices in FET colleges. Early on it became clear that many of the colleges, particularly those in the Eastern Cape, were at a high level of instability. They were characterised by governing councils in a state of flux; instances of fractious relationships amongst management; staff shortages; student numbers that exceeded available infrastructure and resources; and high levels of uncertainty due to the imminent shift of colleges from provincial Departments of Education to the newly formed DHET. Certain colleges were a hotbed of student and staff unrest, with high levels of dissatisfaction over poor management and poor quality.

The College Improvement Intervention

Within this state of flux it proved difficult to develop an appropriate intervention plan. The high level of instability that existed then and that persists still today was to some extent a result of the implementation of significant changes in the absence of a change management strategy: this had been a key failing at every stage of the transformation process and was indicative of the weak capacity in the provinces. By 2011, due to the significant pressure on colleges to expand and open access to as many school leavers as possible, student numbers had increased significantly; however, the throughput rates of most of the colleges in the two provinces was poor. The priority of the JET intervention had thus to be to support the colleges to strengthen teaching and learning despite the disruptive factors.

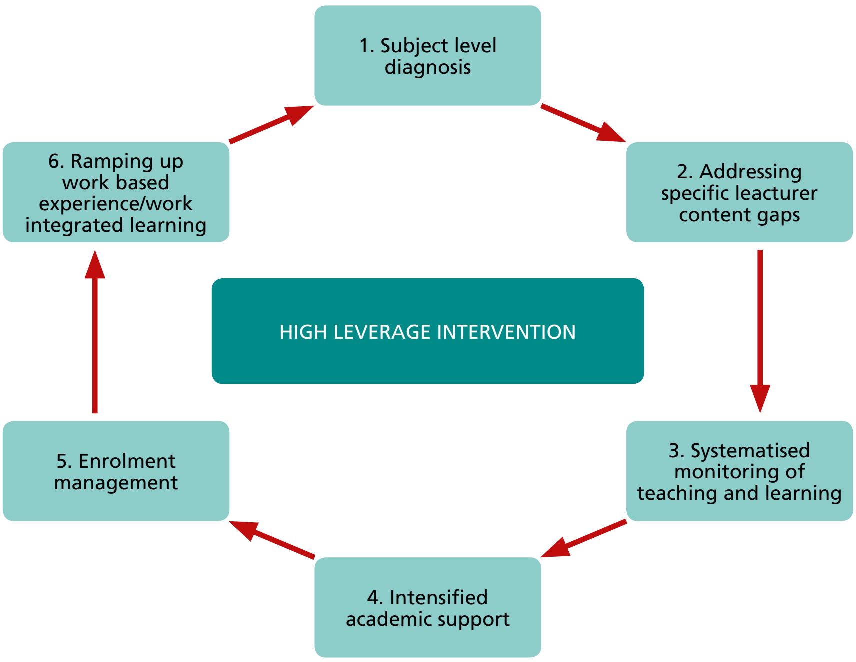
This required the development of a high leverage intervention strategy, built from campus level up. JET identified at least five key challenges that the intervention strategy would need to address immediately:

- Weak capacity amongst lecturers to deliver specific aspects of the curriculum;

YOUTH AND COMMUNITY DEVELOPMENT DIVISION …/CONT

- Ineffective or no monitoring of teaching and learning delivery to identify and support students who are struggling;
- Limited and non-systematic academic support;
- Weak enrolment management systems and processes resulting in poor selection and placement of students;
- Little opportunity for students to access the workplace which acts as a disincentive to perform well in their programmes.

JET's strategy aimed to raise student performance in the weakest vocational fields/ subjects and thereby have an impact on the performance of students across all subjects. The strategy involved six elements:



Intervention 1: In-depth diagnosis of specific subject failures
Given the pressure on the colleges, it was decided that JET should adopt a differentiated approach and align the intervention to the particular needs of each college. In addition it had been found that colleges were generally not acting as cohesive entities and much of the management vested in the college head offices with little development of management capacity at campus level where teaching and learning takes place. Therefore it proved necessary to adopt an approach that would focus on campus development and empower campuses to take ownership of teaching and learning improvement.

Firstly JET worked with each campus across the 15 colleges to conduct a detailed analysis of the critical subjects that were impacting on the performance of students. The low certification rates across vocational fields are partly due to persistently weak performance in a particular range of subjects. Some of the key factors that were found to be contributing to the weak performance in these subjects include: student competencies related to curriculum demand; lecturer content knowledge; use of learner support materials; and assessment practices.

The identification of these factors led to the development of campus-level improvement strategies detailing the particular capacity building and other interventions with associated resource requirements. These strategies feed into the overall college improvement plans.

Intervention 2: Addressing specific lecturer pedagogic and content gaps
The subject-level diagnoses highlighted specific pedagogic and content gaps, some of which were generic across the fields, amongst lecturers. Based on the analysis, an intervention plan was developed to address the most urgent gaps, focusing on subjects with the highest student enrolment and where impact is likely to be greatest. JET prioritised mathematics and engineering subjects and introduced generic interventions in assessment and moderation and other key pedagogical aspects. For the maths interventions, resources from higher education institutions were drawn in to fast track the development of appropriate content modules. Lecturers were trained through intensive workshops and mentoring and encouraged to form support networks to reinforce the increase in subject content knowledge.

Intervention 3: Standardised processes for monitoring of teaching and learning delivery
Any attempts to address weaknesses in teaching and learning must be supported by reliable student data. However, there are severe

weaknesses in the capacity of college management to monitor the performance of students throughout the academic year. Colleges' data systems are not effectively managed and the structures and processes for generating, analysing and using data to support teaching and learning are generally not in place.

Monitoring individual student performance should start immediately after registration and proceed throughout the year with the collection of data on students' attendance, assessment results and work based experience. The colleges had a critical need to create standardised structures and processes for their education management information systems (EMIS). Mangers needed to be equipped to manage the process and academic and student support managers supported to drive the collection, analysis and review of data within academic departments. Building on the monitoring and evaluation framework which had already been developed, JET undertook detailed analyses of the systems in each of the colleges and developed a set of tools and guidelines to enable colleges to standardise monitoring systems. This was accompanied by training modules and intensive on-site support at a campus level to ensure the system challenges could be addressed.

Intervention 4: Intensified and systematised academic support

The establishment of standardised processes for data management must be backed up with sound academic support systems. Academic support for students is critical to address students' weaknesses at a subject competence level. Currently academic support in the colleges is, in many cases, unstructured. The detailed analysis of subject failures under Intervention 1 highlighted the priority areas at college level in which the development of standardised academic support structures and programmes is required.

JET approached the provision of academic support by embedding it in college activities. Support activities must be integrated into the timetable and assigned specified classes. Support must be delivered through extra classes in the afternoons and on Saturdays, peer tutoring and intensive exam revision as the exam period approaches. The academic support

YOUTH AND COMMUNITY DEVELOPMENT DIVISION …/CONT

programmes must be driven and managed by the academic heads and student support managers in each college.

Intervention 5: Enrolment management
The report on college enrolment produced by the DHET indicates variable levels of enrolment management across the colleges. To counter this JET developed a standardised framework for enrolment management which outlines a process for how campuses should manage registration, selection and placement to ensure students are given the right advice, support and guidance and thereby enrol into programmes that are suited to their aptitude. Intensive support was provided at a campus level towards implementing the framework and an Enrolment Process Manual developed.

The enrolment management process incorporates: ensuring prospective students are given adequate information and support when choosing their programmes; giving students adequate information and support for accessing National Student Financial Aid Scheme bursaries; ensuring that returning NCV students are not enrolling in more than seven subjects for the academic year; and ensuring that new students' competencies are effectively assessed, that students are given proper feedback and that the assessment results are fed into the individual's teaching and learning plan for the year.

Intervention 6: Ramping up work based experience/work integrated learning
Access to workplaces provides students with the opportunity to make meaning of the curriculum and motivates them to learn and succeed.

The majority of students in FET colleges do not get a clear understanding of how the programme they are enrolled in will result in a meaningful employment outcome. JET worked rigorously with the colleges to develop appropriate capacity and systems to implement and manage work based experience. Given that the majority of students in these colleges do not have access to opportunities for workplace exposure due to the rural locality of many of the campuses, the initial challenge was to provide an opportunity for every NCV Level 4 student to undertake one week's work exposure during the course of their holidays. College campus staff were given the task of finding workplaces to accommodate the students. The workplaces were not required to be formal or of any particular type: the primary objective of the exercise was to give students a taste of real work requirements and opportunities in their local environments. Subsequently, the colleges would be supported to expand providing workplace experience to Level 3 students and below.

Conclusion

JET's high leverage intervention strategy seeks to address some of the key challenges facing colleges in the realm of teaching and learning delivery in a relatively unstable institutional context. Given the pressures of the FET college system, the strategy must be reinforced with a constant process of change management, much of which is not possible without system-level interventions. Nevertheless, YCD's strategy enables colleges to take some initiatives to drive change management from the ground up.

ANNUAL FINANCIAL STATEMENTS

for the year ended 31 December 2013

Annual Financial Statements

for the year ended 31 December 2013

APPROVAL OF ANNUAL FINANCIAL STATEMENTS

Directors' Responsibilities and Approval

The directors are required by the Companies Act, 2008, to maintain adequate accounting records and are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the company as at the end of the financial year and the results of its operations and cash flows for the period then ended, in conformity with International Financial Reporting Standards. The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with International Financial Reporting Standards and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment. This includes the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. The company endeavours to minimise risks by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The directors have reviewed the company's budget and cash resources for the year to 31 December 2014 and, in the light of this review and the current financial position, they are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently reviewing and reporting on the company's annual financial statements. The annual financial statements have been examined by the company's external auditors and their report is presented on page 27.

The annual financial statements set out on pagespage 3028 topage 48, which have been prepared on the going concern basis, were approved by the Board of Directors on 27 March 2014 and were signed on its behalf by:

Nathaniel Johnstone	**Bohani Shibambu**
Director (Chairman)	Director

Johannesburg
27 March 2014

Annual Financial Statements
for the year ended 31 December 2013

INDEPENDENT AUDITORS' REPORT

We have audited the annual financial statements of JET Education Services, which comprise the statement of financial position as at 31 December 2013, the statement of comprehensive income, the statement of changes in equity, the statement of cash flows for the year then ended and a summary of significant accounting policies and other explanatory notes, as set out on pagespage 3028 to page 48.

Directors' Responsibility for the Annual Financial Statements

The company's directors are responsible for the preparation and fair presentation of these annual financial statements in accordance with International Financial Reporting Standards and in the manner required by the Companies Act of South Africa, 2008. This responsibility includes: designing, implementing and maintaining internal controls relevant to the preparation and fair presentation of annual financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibility

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

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

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

Opinion

In our opinion the annual financial statements present fairly, in all material respects, the financial position of JET Education Services as at 31 December 2013 and its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards and in the manner required by the Companies Act of South Africa, 2008.

Other reports

As part of our audit of the financial statements for the year ended 31 December 2013, we have read the directors' report for the purpose of identifying whether there are material inconsistencies between the report and the audited financial statements. The report is the responsibility of the preparers. Based on reading the report, we have not identified material inconsistencies between the report and the audited financial statements. However, we have not audited the report and accordingly do not express an opinion on the report.

SizweNtsalubaGobodo Incorporated
Registered Auditors

SizweNtsalubaGobodo Inc

Per C V Patel
Director

Johannesburg, 27 March 2014

Annual Financial Statements

for the year ended 31 December 2013

REPORT OF THE DIRECTORS

The directors present their annual report which forms part of the audited annual financial statements of the company for the year ended 31 December 2013.

The company was registered on 20 April 2000 as a non-profit company to carry on the mission of the Joint Education Trust. The company was formed by the PSI Joint Education Trust for this purpose.

Business and operations

The main activities of the company are to:

- Improve the quality of schooling and systems through which schools are supported and managed;
- Provide support to institutions that provide entrepreneurial education and training for young people and adults;
- Improve the knowledge and skills of working adults through systematic schooling, instruction and training;
- Provide resources to public schools and educational institutions;
- Supplement tuition and enrich the education and training of the poor and needy; and
- Provide financial services and products that promote educational programmes.

Ancillary activities encompass:

- Management of grants, planning, facilitation and management of projects;
- Advocacy and networking and evaluation and research;
- Do investigations at schools and other learning sites to establish which delivery models work best and under what conditions; and
- Perform accounting services and fund management services in respect of educational projects.

Financial results

The operating results and state of affairs of the company are fully set out in the attached annual financial statements.

The company's operations recorded an operating excess of income over expenditure before interest of R4 851 034 (2012: R756 646), whilst projects recorded an overall shortfall of R1 905 141 (2012: R3 915 010). The R1 905 141 shortfall recorded by projects is accounted for by JET's contribution to project expenditure as per the Board's decision to co-fund some of the projects.

The financial results are set out on pages 28 to page 48 and do not, in our opinion, require any further comment.

Tax status

The company was granted exemption from income tax by the South African Revenue Services as a Public Benefit Organisation (PBO) in terms of section 30 and 10(1)(cN) and 18A of the Income Tax Act. As a Non-Profit Company, no distribution to members is permitted.

Events subsequent to the year end

There have been no facts or circumstances that have come to the attention of the directors between the accounting date and the date of this report that have had an impact on the amounts in the annual financial statements.

Going concern

The annual financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

Annual Financial Statements
for the year ended 31 December 2013

Directors

The directors of the company are:

Non-Executive
Mr. Nathaniel Timothy Johnstone (Chairman) (1, 2)
Prof. Brian De Lacy Figaji
Mr. Nigel Ian Matthews (1, 2)
Ms. Mashudu Angelinah Phaliso (2)
Mr. James Wotherspoon (1)
Mr. John Samuel
Ms. Maud Rita Motanyane-Welch
Mr. Bohani Shibambu (1)
Mr. Bongani Phakathi (2)

Executive

Mr Godwin Khosa

We draw attention to the fact that the following directors of the company, duly appointed by the Board, have not yet been reflected by the Companies and Intellectual Property Commission as directors of the company:

Director	Date of appointment
Mr. John Samuel	26 May 2011
Ms. Maud Rita Motanyane-Welch	26 May 2011
Mr. Bohani Shibambu	27 June 2013
Mr. Bongani Phakathi	27 June 2013

1 – Member of Finance and Audit Committee
2 – Member of Remuneration and Nominations Committee

Annual Financial Statements
for the year ended 31 December 2013

STATEMENT OF FINANCIAL POSITION
as at 31 December 2013

	Note	2013 R	2012 R
ASSETS			
Non current assets		1 559 417	1 997 506
Property, plant & equipment	2	1 418 606	1 945 584
Intangible assets	3	140 811	51 922
Current assets		81 744 505	85 122 471
Donor funds designated for projects	6	4 253 651	8 552 331
Accounts receivable	4	18 598 560	17 450 375
Cash and cash equivalents	4	58 892 294	59 119 765
Total assets		**83 303 922**	**87 119 977**
FUNDS AND LIABILITIES			
Funds		49 222 663	44 265 990
Accumulated funds		42 265 092	30 505 809
JET funds designated for projects	5	6 957 571	13 760 181
Non current liabilities		210 713	452 000
Finance lease obligation	7	86 364	309 388
Operating lease liability	7	124 349	142 612
Current liabilities		33 870 546	42 401 987
Donor funds designated for projects	6	11 389 484	33 256 903
Accounts payable	7	17 870 165	6 159 353
Finance lease obligation	7	520 784	402 716
Operating lease liability	7	25 407	48 950
Provisions	8	4 064 706	2 534 065
Total funds and liabilities		**83 303 922**	**87 119 977**

Annual Financial Statements
for the year ended 31 December 2013

STATEMENT OF COMPREHENSIVE INCOME
for the year ended 31 December 2013

	Note	2013 R Projects	2013 R Operations	2012 R Projects	2012 R Operations
INCOME					
Revenue		–	33 228 280	–	24 277 263
Other income		–	1 199 123	–	526 649
Donor funds for designated projects		91 063 691	–	73 929 055	–
	6	**91 063 691**	**34 427 403**	**73 929 055**	**24 803 912**
EXPENDITURE		**(92 968 832)**	**(29 576 369)**	**(77 844 065)**	**(24 047 266)**
JET funds for designated projects utilised	5	(1 905 141)	–	(3 915 010)	–
Operations and administration		–	(29 576 369)	–	(24 047 266)
Donor funds for designated projects utilised	6	(91 063 691)	–	(73 929 055)	–
(Shortfall)/excess of income over expenditure	11	**(1 905 141)**	**4 851 034**	**(3 915 010)**	**756 646**
Finance income	12	–	1 484 511	–	2 210 317
Finance cost		–	(835)	–	(12 490)
(Shortfall)/excess of income over expenditure		**(1 905 141)**	**6 334 710**	**(3 915 010)**	**2 954 473**
Other comprehensive income		–	–	–	–
Total comprehensive (shortfall)/ excess of income over expenditure		**(1 905 141)**	**6 334 710**	**(3 915 010)**	**2 954 473**

Annual Financial Statements
for the year ended 31 December 2013

STATEMENT OF CHANGES IN FUNDS
for the year ended 31 December 2013

	Note	JET Designated project funds R	Accumulated funds R	Total R
Balance at 1 January 2012		17 675 191	25 587 823	43 263 014
JET funds utilised on designated projects	11	(3 915 010)	1 963 513	(1 951 497)
Excess of income over expenditure		–	2 954 473	2 954 473
Balance at 31 December 2012		**13 760 181**	**30 505 809**	**44 265 990**
Funds designated for projects completed returned	5	(4 897 469)	4 897 469	–
JET funds utilised on designated projects	11	(1 905 141)	527 104	(1 378 037)
Excess of income over expenditure		–	6 334 710	6 334 710
Balance at 31 December 2013	5	**6 957 571**	**42 265 092**	**49 222 663**

STATEMENT OF CASH FLOWS
for the year ended 31 December 2013

	Note	2013 R	2012 R
Cash generated/(utilised) by operating activities			
Cash receipts from customers and funders		107 301 274	81 058 350
Cash paid to suppliers and employees		(108 117 533)	(70 925 008)
Cash (utilised)/generated by operations	14	**(816 259)**	**10 133 342**
Interest income	12	1 484 511	2 210 317
Interest expense		(835)	(12 490)
Net cash generated in operating activities		**667 417**	**12 331 169**
Cash flows from investing activities		**(789 932)**	**(1 730 610)**
Acquisition of equipment		(743 130)	(1 721 218)
Acquisition of intangible assets		(46 802)	(9 392)
Cash flows from financing activities		**(104 956)**	**742 936**
(Decrease)/increase in finance lease obligation		(104 956)	742 936
Net (decrease)/increase in cash and cash equivalents		**(227 471)**	**11 343 495**
Cash and cash equivalents at the beginning of the year		59 119 765	47 776 270
Cash and cash equivalents at the end of the year	4	**58 892 294**	**59 119 765**

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

1. ACCOUNTING POLICIES

The annual financial statements have been prepared in accordance with International Financial Reporting Standards (IFRS) and in the manner required by the Companies Act of South Africa, 2008.

Basis of preparation:
The annual financial statements have been prepared on the historical cost basis, except as modified by measuring financial instruments at fair value. The principal accounting policies adopted and applied, which are set out below, are consistent in all material respects with those applied in the previous year.

1.1 Revenue recognition
Revenue is recognised to the extent that it is probable that the economic benefits will flow to the company and the revenue can be reliably measured, regardless of when the payment is being made. Revenue is measured at the fair value of the consideration received or receivable, taking into account contractually defined terms of payment and excluding taxes or duty.

Project funds received are deferred and recognised in the statement of income and expenses when utilised. Any unspent amounts are disclosed as current liabilities for donor funds. JET funds designated for projects are reflected under the reserves of JET. Funds designated for projects are those funds the use of which is restricted by the Board and JET for projects.

Revenue mainly comprises:

Government grants
Government grants are recognised in the statement of financial position initially as deferred income when there is reasonable assurance that they will be received and that the company will comply with the conditions attached to them. Grants that compensate the company for expenses incurred are recognised as revenue in profit or loss on a systematic basis in the same periods in which the expenses are incurred. Grants that compensate the company for the cost of an asset are recognised in profit or loss as revenue on a systematic basis over the useful life of the asset.

Sponsorships
Sponsorships are recognised in the statement of comprehensive income in full when received.

Donations
Donations are recognised in the statement of comprehensive income in full when received.

Rendering of services
Revenue from consulting services is recognised in the period in which services are rendered, provided the amount of revenue can be measured reliably and it is probable that the company will receive any consideration revenue for the services.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

Finance income

Finance income comprises interest income on funds invested. For all financial instruments measured at amortised cost and interest-bearing financial assets classified as available-for-sale, interest income is recorded using the effective interest rate (EIR). EIR is the rate that exactly discounts the estimated future cash payments or receipts over the expected life of the financial instrument or a shorter period, where appropriate, to the net carrying amount of the financial asset or liability. Interest income is included in finance income in the statement of profit or loss.

1.2 Project accounting and expense allocation

Project costs that are clearly identifiable are allocated directly against project funds in terms of contractual obligations. Indirect and shared costs are recovered through management fees allocated to the projects in terms of the contracts.

1.3 Property, plant and equipment

Property, plant and equipment is stated at cost less accumulated depreciation. Depreciation is provided on the straight-line basis over the useful lives of the assets at the following rates:

- Computer equipment 33.3% per annum
- Office equipment and furniture 20.0% per annum
- Motor Vehicles 33.3% per annum
- Leasehold improvements 20.0% per annum

Property, plant and equipment acquired for projects is written off over the project's life in order to effect project expenditure in terms of the contract.

The carrying value of equipment is reviewed for impairment when events or changes in circumstances indicate the carrying value may not be recovered. If any such indication exists and where the carrying value exceeds the estimated recoverable amount, the assets or such cash generating units are written down to their recoverable amount.

The residual value and useful life of all property, plant and equipment is reviewed and adjusted if necessary at each reporting date.

1.4 Intangible assets

Intangible assets comprise computer software. Computer software is initially recognised at cost. Computer software is carried at cost less accumulated amortisation and accumulated impairment losses. Amortisation on computer software is calculated on a straight-line basis over the useful lives of the assets.

- Computer software 33.3% per annum

The residual values and useful lives of all intangibles are reviewed and adjusted if necessary at each reporting date.

1.5 Impairment of assets

The company assesses at each end of the reporting period whether there is any indication that an asset may be impaired.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

1.5 Impairment of assets (continued)

If there is any indication that an asset may be impaired, the recoverable amount is estimated for the individual asset. If it is not possible to estimate the recoverable amount of the individual asset, the recoverable amount of the cash-generating unit to which the asset belongs is determined. The recoverable amount of an asset or a cash-generating unit is the higher of its fair value, less costs to sell and its value in use.

If the recoverable amount of an asset is less than its carrying amount, the carrying amount of the asset is reduced to its recoverable amount. That reduction is an impairment loss.

An impairment loss of assets carried at cost less any accumulated depreciation or amortisation is recognised immediately in profit or loss. Any impairment loss of a revalued asset is treated as a revaluation decrease.

A reversal of an impairment loss of assets carried at cost less accumulated depreciation or amortisation other than goodwill is recognised immediately in profit or loss. Any reversal of an impairment loss of a revalued asset is treated as a revaluation increase.

Reversals of impairment

An impairment loss in respect of financial assets carried at amortised cost is reversed if the subsequent increase in the recoverable amount can be related objectively to an event occurring after the impairment loss was recognised.

1.6 Financial instruments

i) Financial assets

Loans and receivables

Loans and receivables are financial assets with fixed or determinable payments that are not quoted in an active market. Such assets are recognised initially at fair value plus any directly attributable transaction costs. Subsequent to initial recognition, loans and receivables are measured at amortised costs using the effective interest rate method, less any impairment losses. Loans and receivables are recognised on the statement of financial position when the company has become party to the contractual provisions of the instrument.

Loans and receivables comprise trade and other receivables and cash and cash equivalents

Trade and other receivables

Trade and other receivables, which generally have 30 to 90 day terms, are recognised initially at fair value of consideration receivable and subsequently measured at amortised cost using effective interest rate method, less provision for impairment. A provision for impairment of trade receivables is established when there is objective evidence that the company will not be able to collect all amounts due according to the original terms of receivables.

The amount of the provision is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate. The amount of the provision is recognised in the income statement.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

1.6 Financial instruments (continued)

Cash and cash equivalents

Cash and cash equivalents comprise cash at bank and on hand and instruments which are readily convertible within 90 days to known amounts of cash and are subject to an insignificant risk of change in value. For the purposes of the cash flow statement, cash and cash equivalents consist of cash and cash equivalents as defined above, net of outstanding bank overdrafts, all of which are available for the company unless otherwise stated.

ii) Financial liabilities

Financial liabilities are recognised on the statement of financial position when the company has become party to the contractual provisions of the instrument.

The company's principal financial liabilities comprise the following:

Trade and other payables

Trade and other payables, which generally have 30 to 90 day terms, are recognised initially at fair value of consideration payable, net of transaction cost and subsequently measured at amortised cost using the effective interest rate method. Amortised cost is calculated by taking into account any transaction costs and any discount or premium on settlements.

Donor funds designated for projects

These comprise funds received in advance from donors for use in projects where services have not been rendered or where conditions attached have not yet been complied with.

1.7 Leases

i) Leased assets

Finance leases

Assets held by the company under leases which transfer to the company substantially all of the risks and rewards of ownership are classified as finance leases. On initial recognition, the leased asset is measured at an amount equal to the lower of its fair value and the present value of the minimum lease payments. Subsequent to initial recognition, the asset is accounted for in accordance with the accounting policy applicable to that asset.

Operating leases

Assets held under other leases are classified as operating leases and are not recognised in the company's statement of financial position.

ii) Lease payments

Payments made under operating leases are recognised in profit or loss on a straight line basis over the term of the lease. Minimum lease payments made under finance leases are apportioned between the finance expense and the reduction of the outstanding lease liability. The finance expense is allocated to each period during the lease term so as to produce a constant periodic rate of interest on the remaining balance of the liability.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

1.8 Provisions and contingencies

Provisions are recognised when the company has a present legal or constructive obligation as a result of events for which it is probable that an outflow of economic benefit will occur and where a reliable estimate can be made of the amount of the obligation.

The amount of a provision is the present value of the expenditure expected to be required to settle the obligation. Where some or all of the expenditure required to settle a provision is expected to be reimbursed by another party, the reimbursement shall be recognised when, and only when, it is virtually certain that reimbursement will be received if the entity settles the obligation. The reimbursement shall be treated as a separate asset. The amount recognised for the reimbursement shall not exceed the amount of the provision.

Provisions are not recognised for future operating losses.

If the entity has a contract that is onerous, the present obligation under the contract is recognised and measured as a provision.

Contingent assets and contingent liabilities are not recognised. Contingencies are disclosed in note 10.

1.9 Employee benefits

Short term employee benefit obligations are measured on an undiscounted basis and are expensed as the related service is provided.

A liability is recognised for the amount expected to be paid under the short term bonus incentive scheme if the Company has a present legal or constructive obligation to pay this amount as a result of past service provided by the employee and the obligation can be estimated reliably.

1.10 Related parties

Parties are considered to be related to the organisation if they have the ability, directly or indirectly, to control, jointly control or exercise significant influence in making financial and operating decisions or vice versa.

Related parties also include key management personnel which are those persons having authority and responsibility for planning, directing and controlling the activities of the organisation, directly or indirectly. Close family members of key management personnel are considered to be those family members who may be expected to influence or be influenced by key management individuals in their dealings with the organisation.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

2. PROPERTY, PLANT AND EQUIPMENT

	Computer equipment R	Office equipment R	Furniture and fittings R	Motor vehicles R	Leasehold Improvements R	Total R
Cost	1 155 755	245 947	716 390	1 356 260	157 053	3 631 405
Accumulated depreciation	(739 231)	(107 316)	(365 811)	(391 049)	(82 414)	(1 685 821)
Carrying amount at 31 December 2012	**416 524**	**138 631**	**350 579**	**965 211**	**74 639**	**1 945 584**
Cost	917 059	293 677	755 612	1 716 542	168 552	3 851 442
Accumulated depreciation	(601 949)	(140 567)	(440 888)	(1 130 393)	(119 039)	(2 432 836)
Carrying amount at 31 December 2013	**315 110**	**153 110**	**314 724**	**586 149**	**49 513**	**1 418 606**
Reconciliation of assets						
Carrying amount at 1 January 2012	374 082	73 952	134 907	75 183	95 314	753 438
Additions	243 777	102 760	264 050	1 098 403	12 228	1 721 218
Depreciation	(201 335)	(38 081)	(48 378)	(208 375)	(32 903)	(529 072)
Disposals	–	(72 000)	–	–	–	(72 000)
Depreciation on disposals	–	72 000	–	–	–	72 000
Carrying amount at 31 December 2012	**416 524**	**138 631**	**350 579**	**965 211**	**74 639**	**1 945 584**
Additions	186 365	141 962	39 222	360 281	15 300	743 130
Reassessment of useful lives	62 939	3 163	50 829	81 644	–	198 575
Depreciation	(317 197)	(93 952)	(125 906)	(820 987)	(38 307)	(1 396 349)
Disposals	(425 059)	(69 886)	–	–	(3 800)	(498 745)
Depreciation on disposals	391 538	33 192	–	–	1 681	426 411
Carrying amount at 31 December 2013	**315 110**	**153 110**	**314 724**	**586 149**	**49 513**	**1 418 606**

Included under property, plant and equipment is office equipment with a carrying amount of R83 839 (2012: R11 769) and vehicles with a carrying amount of R533 340 (2012: R649 808) in respect of assets held under finance leases.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

3. INTANGIBLE ASSETS

	2013 R	2012 R
Computer software		
Cost	359 697	99 499
Accumulated amortisation	(218 886)	(47 577)
Carrying amount at the end of the year	**140 811**	**51 922**
Reconciliation of assets:		
Carrying amount at 1 January	51 922	50 380
Additions	46 802	9 392
Reassessment of useful lives	81 754	–
Amortisation	(39 667)	(7 850)
Carrying amount at the end of the year	**140 811**	**51 922**

4. FINANCIAL ASSETS

Current financial assets include:		
Accounts receivable	18 598 560	17 450 375
Cash and cash equivalents	58 892 294	59 119 765
Trade and other receivables		
Trade receivables	17 669 549	14 879 488
– Gross amounts	17 966 844	15 328 719
– Provision for doubtful debts	(297 295)	(449 231)
Interest receivable	102 827	400 955
Prepayments	117 689	21 733
Other receivables	708 495	2 148 199
	18 598 560	**17 450 375**

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for the year ended 31 December 2013

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

4. FINANCIAL ASSETS (CONTINUED)

	2013 R	2012 R
Trade receivables ageing:		
0 to 30 days	8 902 410	4 774 758
31 to 60 days	6 298 682	9 168 172
61 to 90 days	19 159	234 213
Over 90 days	2 746 593	1 151 576
	17 966 844	**15 328 719**
Reconciliation of allowance account for credit losses for financial assets measured at amortised costs:		
Opening balance	449 231	413 934
Additional/(reversal of) impairment losses	(151 936)	35 297
Closing balance	**297 295**	**449 231**
Fair value of trade and other receivables		
Carrying amount	18 598 560	17 450 375
Fair value	18 598 560	17 450 375
For trade and other receivables with a remaining life of less than one year, the notional amount is deemed to reflect the fair value.		
Cash and cash equivalents comprise the following:		
Short-term deposits	58 260 710	56 245 177
Balances with banks and cash on hand	631 584	2 874 588
	58 892 294	**59 119 765**

5. JET FUNDS DESIGNATED FOR PROJECTS

	2013	2012
Unutilised prior year funds	13 760 181	17 675 191
Funds designated for completed projects returned	(4 897 469)	–
Project expenditure	(1 905 141)	(3 915 010)
	6 957 571	**13 760 181**

The funds of R6 957 571 (2012: R13 760 181) are under the control of the directors for use in JET's own projects and/or in projects funded jointly with partners whose projects are in line with the mandate of JET. These projects are approved by the Board.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

5. JET FUNDS DESIGNATED FOR PROJECTS (CONTINUED)

Funds designated for projects completed:

JET, together with external parties, contributed funding to the systemic school improvement project in the Bojanala district in North West and the centres of excellence project in Cofimvaba district in Eastern Cape. Both projects were completed during the year and the funding which was no longer required was returned to accumulated funds.

	COEP	BSSIP	Total
Funding designated	6 000 000	10 889 562	16 889 562
JET funding utilised	(2 802 522)	(9 189 571)	(11 992 093)
	3 197 478	1 699 991	**4 987 469**

6. DONOR FUNDS DESIGNATED FOR PROJECTS

	2013 R	2012 R
Unutilised prior year funds	24 704 572	5 539 838
Transferred projects	(26 820 761)	–
Funds received during the year*	100 260 699	92 807 244
Interest earned	55 014	286 545
Total donor project funds available	98 199 524	98 633 627
Project expenditure*	**(91 063 691)**	**(73 929 055)**
	7 135 833	24 704 572
Donor funds designated for projects receivable	**(4 253 651)**	**(8 552 331)**
Donor funds designated for projects payable	**11 389 484**	**33 256 903**
Project income	**91 063 691**	**73 929 055**

* Project income is recognised in profit or loss only to the extent utilised, funds received and not utilised are deferred and recognised as a liability.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

7. FINANCIAL LIABILITIES

	2013 R	2012 R
Non current financial liabilities		
Financial liabilities measured at amortised costs:		
Finance lease liability	86 364	309 388
Operating lease liability	124 349	142 612
	210 713	**452 000**
Current financial liabilities		
Financial liabilities measured at amortised costs:		
Trade payables	1 868 806	632 952
Accruals	4 712 337	1 864 308
Other payables	11 289 022	3 662 093
	17 870 165	**6 159 353**
Short term finance lease obligation	520 784	402 716
Short term operating lease liability	25 407	48 950

Included in the financial liabilities measured at amortised costs are the following finance lease obligations:

2013	Up to 1 year	2 to 5 years	Total
Minimum lease payments	542 300	91 047	633 347
Finance costs	(21 516)	(4 683)	(26 199)
Present value	**520 784**	**86 364**	**607 148**

2012	Up to 1 year	2 to 5 years	Total
Minimum lease payments	447 435	318 724	766 159
Finance costs	(44 719)	(9 358)	(54 077)
Present value	**402 716**	**309 366**	**712 082**

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

8. PROVISIONS

	Incentive awards	Other*	Leave**	Total
Balance at 1 January 2012	–	–	707 423	707 423
Charged to the income statement	870 400	180 000	776 242	1 826 642
Balance at 31 December 2012	870 400	180 000	1 483 665	2 534 065
Charged to the income statement	2 644 382	–	–	2 644 382
Utilsed during the year	(870 400)	(37 000)	(206 341)	(1 113 741)
Balance at 31 December 2013	**2 644 382**	**143 000**	**1 277 324**	**4 064 706**

* Other provisions relates to a possible payout to a former employee who instituted a case of unfair retrenchment against the company. The Labour Court ruled in favour of the former employee, however, the company has appealed against the ruling, which appeal judgement is still pending.

** Leave pay amounting to R514 942 (2012: R649 774) relates to fixed term employees recruited on the company's projects and the cost is borne by projects.

9. TAXATION

The company has been approved as a public benefit organisation and the South African Revenue Services has granted the company exemption from Income Tax and duties in terms of Section 18A, Section 10(1)(cN) and Section 30 of the Income Tax Act and in respect of activities in the Ninth Schedule Part 1 and Part 2.

10. CONTINGENT LIABILITIES

	2013 R	2012 R
Guarantees	**242 280**	**242 280**

The bank has guaranteed an amount of R242 280 (2012:R 242 280) for rentals to the landlord in respect of the leased premises occupied by the company. The guarantee commenced on 1 January 2010 and expires on 31 March 2015.

Legal

31 December 2013:
There are no contigent liabilities at 31 December 2013.

31 December 2012:
Litigation is in process against the company relating to a dispute with a former employee who was affected by a retrenchment exercise which was finalised at the end of 2009. The former employee is seeking damages of R100 000. The directors and the legal experts of the company are of the opinion that the claim can be successfully defended by the company.

The company successfully defended a labour court case instituted against the company by a former employee who was claiming R1 259 500. The case was dismissed by the Labour Court with costs.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

11. EXCESS/SHORTFALL OF INCOME OVER EXPENDITURE

	2013 R	2012 R
11.1 Projects shortfall of income over expenditure		
JET funded projects:		
– Paid to third parties	1 378 037	1 951 497
– Utilisation of internal resources	527 104	1 963 513
	1 905 141	**3 915 010**

JET projects were funded solely from reserves designated for project activities.There was no additional external income received during the year for JET projects. The funding is accounted for in the statement of changes in funds.

11.2 Operations excess of income over expenditure

The excess of income over expenditure is stated after taking into account the following:

	2013	2012
Depreciation	1 396 349	529 072
Amortisation	39 667	7 850
Lease expenses – premises	853 591	749 650
Staff costs	21 102 443	17 868 162
Audit fees	298 423	331 000

12. INTEREST RECEIVED

	2013	2012
Short term investments	1 340 950	1 901 665
Current and call accounts	143 561	308 652
	1 484 511	**2 210 317**

13. RELATED PARTY TRANSACTIONS

	2013	2012
Key management personnel		
– Short term employee benefits	**5 590 117**	**4 521 325**
Non-executive directors		
– For service as directors	**498 049**	**473 160**

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

14. RECONCILIATION OF EXCESS/(SHORTFALL) OF INCOME OVER EXPENDITURE TO CASH UTILISED/GENERATED BY OPERATIONS

	2013 R	2012 R
Excess of income over expenditure	**4 956 673**	**1 002 976**
– Projects	(1 905 141)	(3 915 010)
– Use of internal resources	527 104	1 963 513
– Operations	6 334 710	2 954 473
Interest received	(1 484 511)	(2 210 317)
Interest expense	835	12 490
Adjustment for non cash items		
Movement in provisions	1 530 641	1 826 642
Movement in leases	(41 806)	(7 038)
Depreciation and amortisation	1 436 016	536 922
Revaluation of equipment and intangible assets	(280 329)	–
Loss on disposal	72 334	–
Operating cash inflow before working capital changes	**6 189 853**	**1 161 675**
Cash (utilised)/generated by working capital	**(7 006 112)**	**8 971 667**
(Decrease)/Increase in donor funds designated for projects	(17 568 739)	19 164 734
Increase in receivables	(1 148 185)	(12 035 439)
Increase in payables	11 710 812	1 842 372
Net cash (outflow)/inflow from operating activities	**(816 259)**	**10 133 342**

15. OPERATING LEASE EXPENSE

Future commitments of the operating leases are summarised as follows:

	2013	2012
Not later than one year	1 161 156	1 254 967
Later than 1 year and less than 5 years	271 116	1 564 083
	1 432 272	**2 819 050**

The company rents offices under a non-cancellable 5 year operating lease, which commenced on 1 January 2010 and expires on 31 March 2015 and which has base rentals at a fixed rate of R51 168 and operating costs at a fixed rate of R5 969.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

16. CRITICAL ACCOUNTING ESTIMATES AND JUDGEMENTS

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events, that are believed to be reasonable under the circumstances. The company makes estimates and assumptions concerning the future. The resulting accounting estimates will, by definition, rarely equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are outlined below.

(a) Depreciation of property, plant and equipment;
(b) Amortisation of intangibles;
(c) Fair value of trade and other receivables;
(d) Fair value of trade and other payables.

17. FINANCIAL RISK MANAGEMENT

The company's activities expose it to a variety of financial risks. These risks include market risk (including interest rate risk), credit risk and liquidity risk. JET Education Services' overall risk management programme focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on the company's financial performance.

Risk management is carried out by the Finance and Audit Committee as well as by management. The Board identifies, evaluates and hedges financial risks in close co-operation with the company's operating units. The Board provides principles for overall risk management as well as policies covering specific areas, such as interest rate risk, credit risk and investment of excess liquidity.

i) Interest rate risk

The company's interest rate risk arises from short-term investments. Financial assets with variable interest rates expose the company to cash flow interest rate risk. The company's exposure to interest rate risk is managed closely by the Finance and Audit Committee. All investments are approved by this committee to minimise such risk. The company analyses its interest rate exposure on a dynamic basis.

Sensitivity analysis:
An increase of 100 basis points in interest rates at the reporting date would have increased profit or decreased loss by the amounts shown below. This analysis assumes that all other variables remain constant.

	2013 R	2012 R
Profit 100 bp increase	588 923	591 198
Variable rate instruments	**588 923**	**591 198**

A decrease of 100 basis points in interest rates at the reporting date would have had the equal but opposite effect on the above amounts, on the basis that all other variables remain constant.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

17. FINANCIAL RISK MANAGEMENT (CONTINUED)

ii) Liquidity risk

Liquidity risk arises on financial liabilities if the company is unable to convert its financial assets into cash in order to settle its financial obligations.

Prudent liquidity risk management implies maintaining sufficient cash and marketable securities. Management monitors rolling forecasts of the company's liquidity reserve comprised of cash and cash equivalents on the basis of expected cash flows. This is generally carried out at local level in the company in accordance with practice and limits set by the Board.

The following are contractual maturities of financial liabilities, including estimated interest payments and excluding the impact of netting agreements:

	Carrying amount R	Contractual cash flows R	Less than 1 year R	Between 2 and 5 years R	Over 5 years R
2013					
Accounts payable	17 870 165	17 870 165	17 870 165	–	–
Finance leases	607 148	633 347	542 300	91 047	–
	18 477 313	**18 503 512**	**18 412 465**	**91 047**	**–**
2012					
Accounts payable	6 159 353	6 159 353	6 159 353	–	–
Finance leases	712 082	766 159	447 435	318 724	–
	6 871 435	**6 925 512**	**6 606 788**	**318 724**	**–**

iii) Credit risk

Credit risk arises from cash and cash equivalents, deposits with banks and financial institutions as well as credit exposures to outstanding receivables (excluding VAT and prepayments). For receivables, management assesses the quality of the donors, taking into account their financial position, past experience and other factors beforehand.

The company considers its maximum exposure to credit risk to be as follows:

	2013 R	2012 R
Trade and other receivables	18 598 560	17 450 375
Cash and cash equivalents	58 892 294	59 119 765
Donor funds designated for projects	4 253 651	8 552 331
	81 744 505	**85 122 471**

NOTES TO THE ANNUAL FINANCIAL STATEMENTS (CONTINUED)

17. FINANCIAL RISK MANAGEMENT (CONTINUED)

Trade receivables	Fully perfoming	Past due but not impaired	Impaired	Total
2013				
Government	6 549 162	5 973 073	297 295	12 819 530
Nonprofit organisations	2 306 289	1 078 912	–	3 385 201
Foreign donor funders	–	1 198 636	–	1 198 636
Other	–	563 477	–	563 477
	8 855 451	**8 814 098**	**297 295**	**17 966 844**

Trade receivables	Fully perfoming	Past due but not impaired	Impaired	Total
2012				
Government	3 445 114	9 081 761	297 295	12 824 170
Nonprofit organisations	1 329 643	788 757	83 347	2 201 747
Foreign donor funders	–	–	68 589	68 589
Other	–	234 213	–	234 213
	4 774 757	**10 104 731**	**449 231**	**15 328 719**

18. GOING CONCERN

The financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

The company has realised a surplus of R6 334 710 (2012: R2 954 473) for the year ended 31 December 2013 and as at that date, current assets exceed current liabilities by R47 873 959 (2012: R42 720 484). The company has accumulated funds of R49 222 663 (2012: R44 265 990).

19. EVENTS SUBSEQUENT TO THE PERIOD END

There have been no facts or circumstances that have come to the attention of the directors between the accounting date and the date of this report that have had an impact on the amounts in the annual financial statements.

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Maude Motanyane

Bongani Phakathi

Angie Phaliso

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