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A short history of the Joint Education Trust



JOINT EDUCATION TRUST

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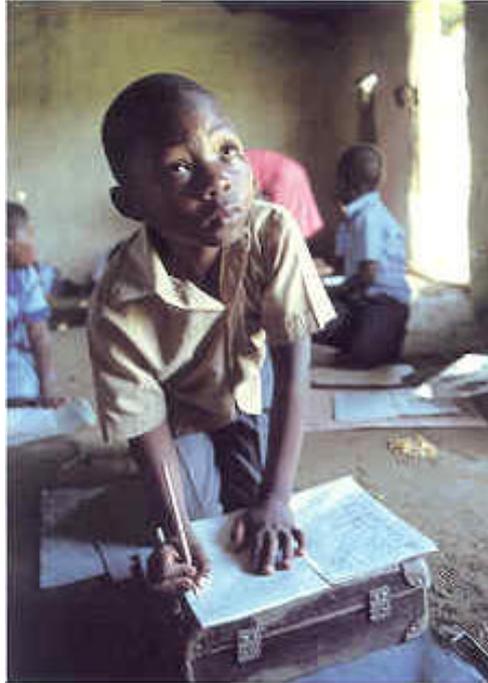
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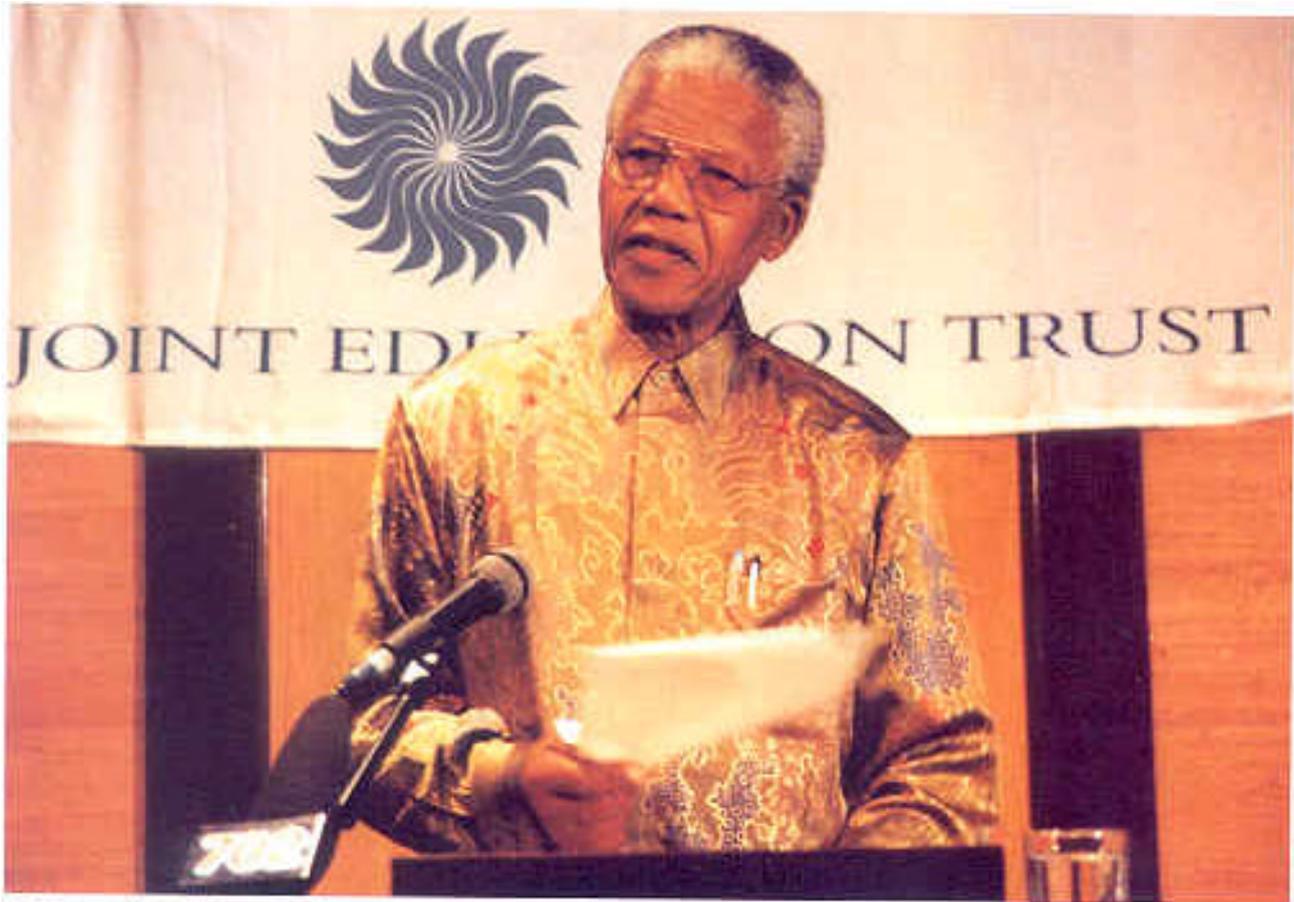
A SHORT HISTORY OF THE JOINT EDUCATION TRUST

from the contribution of the South African corporate sector in the early 1990s to
the emergence of a unique education development agency a decade later

DAVID ROBBINS



JOINT EDUCATION TRUST



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'We welcomed the formation of the Joint Education Trust in 1992 ... which has facilitated a practical programme within a common vision for peace, prosperity an opportunity for all South Africans'

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Mr Mike Rosholt, Chairman: JET board of trustees

FOREWORD

This is the story of a remarkable partnership which was set up in 1992, a time in South Africa's history when such associations were to be vital in the country's quest for a workable democracy.

It started with a commitment by 14 major South African companies to provide R500-million (which in today's currency would be R1-billion) towards solving one of the greatest challenges that democracy would have to face - the restructuring of the country's education system, particularly as it affected its disadvantaged section. This was in any terms a significant contribution towards solving the socio-economic problems of this country. But it was not wholly altruistic. Business knew that its future success would rely greatly on a trained and effective management and labour force.

Where did the partnership aspect come in? Through two provisos laid down by the companies: that the scheme should have the approval of the ANC, which had by then been legalised, and that the governing body of trustees would be drawn equally from representatives of the companies and a broad spectrum of communities, including all the major political parties and trade unions.

This was no easy task in those first tentative days of the conversion of the country from the injustices of the apartheid era to the democracy we have today. Initially there was an atmosphere of distrust and suggestions of hidden agendas. But after more than a year's negotiations and questioning, the ANC, the other political parties and the unions accepted the bona fides of business, and the Trust Deed of the Joint Education Trust was agreed.

Despite initial nervousness as to how agreement could be reached by such diverse trustees, almost miraculously the partnership worked from the very first meeting and major decisions were always reached unanimously. The successes JET has enjoyed have undoubtedly been





due in the first instance to this remarkable partnership.

But the partnership was not yet complete. The critical third leg, the management and staff to operationalise the strategic objectives, had still to be appointed. One of the trustees' greatest contributions to the success of JET undoubtedly lay in these appointments. Their professionalism, enthusiasm and dedication have been vital to JET's success.

But what were those successes? Briefly, through supporting 403 service providers in five focus areas, nearly 35 000 teachers have received training, resulting in an improvement in the quality of education for nearly 2,5-million learners, ranging from toddlers in preschool programmes to grandmothers attending literacy classes, and from pupils in the most remote farm schools to increased access for disadvantaged students to the country's top universities.

In addition, the R500-million invested by JET's donor companies leveraged over R680-million from offshore donors such as USAID, the European Union, DFID, DANIDA, the Royal Netherlands Embassy, the Ford Foundation and the Kellogg Foundation. Activities associated with the management of these funds resulted in at least a doubling of the numbers of teachers trained and learners reached.

It is both a privilege and a pleasure to have been so closely associated with this profoundly important initiative from before its birth right through to the exciting challenges and opportunities of the present day. I am convinced that JET will go from strength to strength, fulfilling an increasingly important role in the still troubled arena of South African education.

MIKE KUSIVILI: Chairman, JET board of trustees

October 2001



Photograph: Paul Weinberg

ORIGINS

Great change often engenders intense innovation. Never more vividly has this principle been illustrated than in South Africa during the early 1990s.

In February 1990 the then president F W de Klerk made his historic speech to parliament, and less than two weeks later the country's future president, Nelson Mandela, walked free after 27 years in prison. The process of South Africa's political transformation had begun. Delivered of the open struggles of the 1980s, the country now seethed with uncertainty, with hope and fear, and above all with opportunity. In every quarter, new policies were being hammered out to lift South Africa from the degrading inequities of the past.

The establishment of the Joint Education Trust (JET) became a part of this transformation process. As early as April 1990 the idea that would eventually give rise to JET had been conceived. The formal establishment of the Trust just under two years later must rank as one of the most significant innovations to emerge as South Africa grappled with the greatest political change in its history - and with an education sector in profound disarray.

The seeds of JET can be found within the country's powerful corporate sector. Since the uprisings of 1976 big business had taken an active interest in the conditions under which urbanising black people were obliged to live. Their vehicle for socioeconomic change, the Urban Foundation (UF), had made a name for itself in the spheres of housing and urbanisation. The UF had also entered the education arena. During the early 1980s it contributed authoritatively to the De Lange Commission, lending weight to the Commission report's central recommendation that a single education department should immediately begin to

steer the country's education system towards non-racialism. Of course, the Nationalist government rejected such recommendations. Nevertheless, the UF persisted, spending in all around R115-million on the provision and upgrading of various educational facilities and teacher enrichment programmes.

Then in 1990 two real opportunities presented themselves. Educational policy was being transformed, and business assisted in this process by establishing within the UF an education policy and system change unit, Edupol. This unit played an important role in helping to lay the foundation for a more legitimate and efficient education system. But the damage done to education by the policy of apartheid and the years of political struggle had left a de facto situation in dire need of direct and practical inputs. This constituted the first opportunity.

During the early months of that momentous year, however, the stimulus for further private sector action stemmed directly from the formation of the state-funded Independent Development Trust (IDT).

In the words of a 12 April memorandum from Anglo American and De Beers: 'We believe that the developmental challenges facing South Africa require an extraordinary effort both on the part of government and the private business sector.

'The recent announcement by the State President allocating R2-billion to a trust fund (the IDT) is evidence of government's commitment to address these challenges. We are particularly pleased that these resources are to be managed independently and that maximum participation of the leaders of various groups in South Africa and the communities concerned will be secured. In view of the lead the government has taken and the high levels of instability which are at least in part attributable to the acutely deprived conditions in which many South Africans are obliged to live, we have decided to support a private sector initiative to operate in parallel with the IDT.'

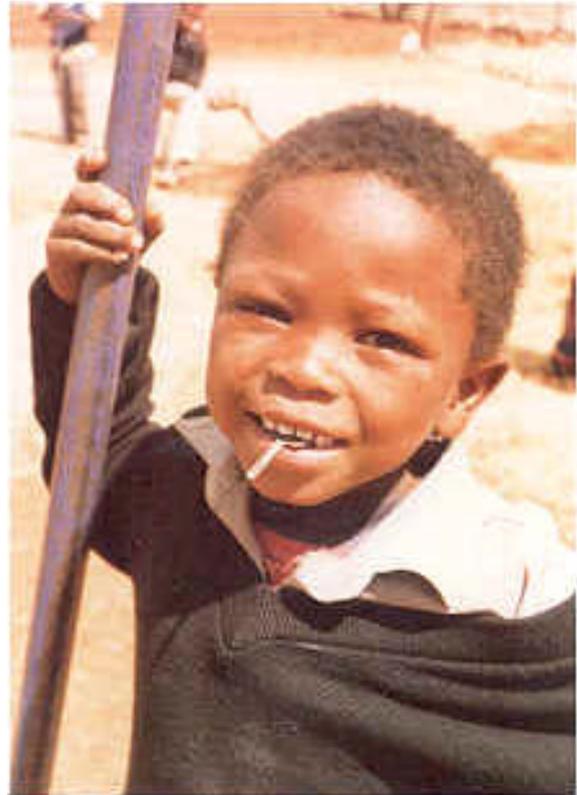
The private sector initiative should be used for a very specific purpose, the memorandum suggested: that of ensuring that the level of the development of people keep pace with the enhanced investment in housing and urban infrastructure to be undertaken by the IDT.

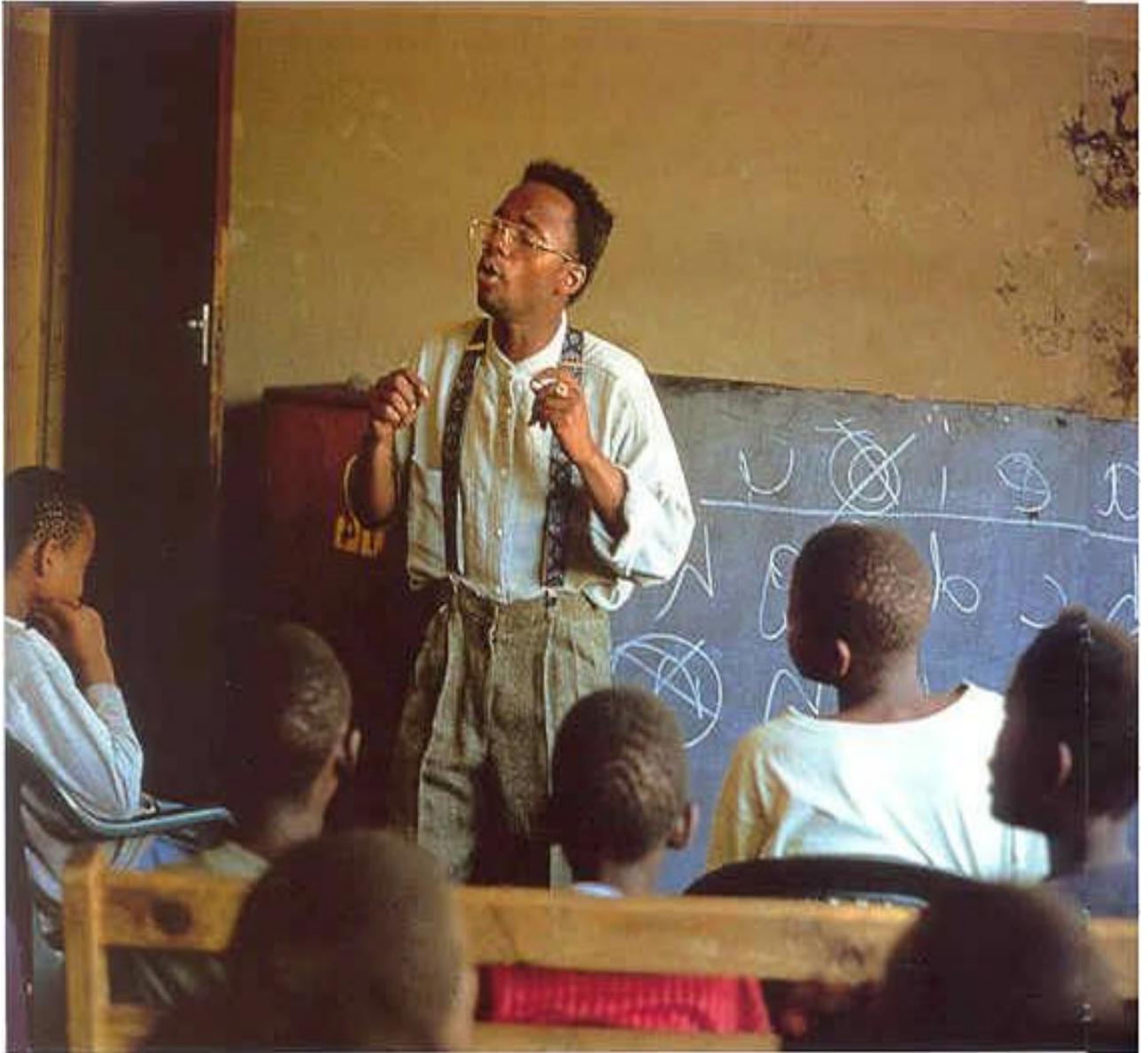
like most good ideas, it is impossible to attribute JET to any one person. Nevertheless, the move of Jan Steyn, the Urban Foundation's first executive director in 1977 and later its chairman, into the top position at the IDT certainly paved the way for the sort of symbiosis between the state-funded IDT and the new private sector initiative envisaged in the Anglo-De Beers memorandum. Conrad Strauss of the Standard Bank had played a part in the early thinking surrounding the private sector initiative; and Mike Rosholt, recently retired chairman of Barlow Rand who had been called in to take over from Steyn as UF chairman, soon found himself actively involved.

The result of a considerable amount of thinking and discussion was the formation of the Private Sector Initiative (PSI).

'I think people in business had realised the importance of being seen to be doing something, particularly at that juncture in our history,' Rosholt recalls. 'So they came to me as chairman of the UF, and we began to work at fund-raising to establish the overall size of the PSI's financial contribution. Anglo American and De Beers were prominent here, saying they were willing to put in R250-million over five years, provided this amounted to no more than half the total amount raised'

After sustained marketing of the idea in the upper echelons of South Africa's corporate sector, 13 other major companies also committed. In all, Rosholt and his UF management team headed by Brian Whittaker succeeded in raising pledges worth R560-million over a five year period (worth about R1-billion in 2001 terms).





Photograph: Paul Weinberg



But how could this money be most effectively used? By early 1991, the PSI was talking very specifically about a private sector education initiative.

There were several reasons why the PSI settled so firmly on education. The first had been articulated clearly enough through the idea of tackling the people side of development while the IDT tackled the infrastructural side. The second was simply the need for some additional intervention in South Africa's battered education sector, especially as it entered upon a period of critically necessary transformation. The third was particularly appropriate for business: to focus on improving the ability of the education system to cater much more specifically to the requirements of the world of work.

The PSI's education initiative would, it was soon agreed, take the form of an education trust, governed not only by members of the PSI in their individual capacities but also by a cross-section of educational, community and political interests. This joint governance arrangement was central to PSI thinking, as was the way in which the money in the trust would be spent. Once priority areas had been established, the modus operandi of the trust (already being called the Joint Education Trust) would be to fund existing agencies engaged in the priority areas rather than attempt to develop the operating capacity to do so itself.

Long before the priority areas were defined, however, the idea of JET had been taken into the sociopolitical marketplace to gauge its acceptability. From the start, the PSI had insisted that the Trust's bone fides must be accepted first and foremost by the African National Congress, and that active participation by a spectrum of political and educational interests must be secured.

The PSI's representatives therefore began to make contact with, among other organisations, those South African political groupings that for over 30 years had been operating in exile or underneath their banning orders at home.

Cheryl Carolus, then the ANC's policy coordinator with special responsibilities for human resource development, was part of these interactions from the start. Although in the early meetings of the PSI's Interim Working Group the ANC was represented by Lindelwe Ma-

bandla, Carolus was never far away, ultimately becoming a founding member of the JET board.

'Our initial response to the PSI approach was mixed,' she recalls. 'There were two predominant feelings: one positive, the other negative. On the positive side, there was definitely excitement within the ANC that big business seemed prepared to tackle some of the huge shortcomings of apartheid education, and that it was looking for legitimate partners to move this endeavour forward. On the negative side, we felt concern and suspicion. Until then, our relationship with business had been uneasy - and often hostile. It was difficult suddenly to give instant credibility to the PSI initiative. Would it turn out to be genuine? Because of these doubts, we did not at first commit a National Executive Council (NEC) member to the process. That is why Mabandla represented us right through to the drafting of the founding statement - which naturally enough the NEC scrutinised closely before I became personally involved'

Other political parties and labour organisations also agreed to join hands with the PSI with a view to forming the proposed Joint Education Trust. Nevertheless, it took over a year to hammer out the basis for the Trust.

Brian Whittaker refers to the three strands which had to be woven together in this process. 'The first strand related to the raising of the money and establishing a body for the funders. The second strand related to the constitutional discussions necessary for the bringing in of a range of political interests and ensuring equal power to all parties in the Trust, including the private sector contributors. The third strand comprised the series of technical discussions concerning the aims and focus areas of the proposed Trust. Some of the negotiations revolving around the various strands, particularly the Second, were complicated and protracted.

'I think it needs to be very clearly stated,' Whittaker adds, 'that the presence of a man of the prestige and power of Mike Rosholt, first as chief facilitator in his position as chairman of the Urban Foundation, and then as chairman of the JET board, made the process a lot easier than it might otherwise have been'

Finally, on 29 January 1992, JET's founding statement was signed by all concerned.

Bearing in mind that this happened when the process of South Africa's transition to democracy was at its most tempestuous, the array of signatories make this a remarkable document. The actual contents are no less so.

The founding statement made immediate reference to the 'deepening education crisis' in South Africa and committed all parties to 'the urgent requirement to focus dedicated effort and resources on carefully selected key areas in the field of education that could provide the maximum fundamental impact for disadvantaged South Africans on a sustainable basis, but within the shortest possible period of time'

JET was defined as a partnership among leading private sector companies on the one hand, and political, education, labour and business organisations on the other. It was established to improve the quality of education and the relationship between education and the world of work. RSOO-million of PSI funds was placed at the disposal of the Trust; and all the founding members agreed to pool their expertise and knowledge and influence to achieve the ends for which JET had been established.

'We should be very conscious of the responsibilities that we all bear,' Rosholt told the first meeting of the JET board. 'To begin with we are responsible for the wise disbursement of a considerable sum of money. Equally importantly, each one of us is responsible for the maintenance and development of the relationship that has been established over the past 15 months among the founding organisations. What is unique about this Trust is the breadth of interests involved in it. I believe we can already claim that the work done in facilitating the establishment

JET was established to improve the quality of education and the relationship between education and the world of work



Photograph: Paul Weinberg

establishment of this Trust is an example to the wider community that such interests can work together.'

Carolus echoes this sentiment when she says: 'JET was one of the best NGOs around during the 1990s. It was a group with enormous integrity, probably the first very successful partnership between diverse South Africans - and at a very senior level. JET became an important melting pot. It certainly encouraged me to take back into the ANC this enriching sense of supping with everyone'

The political and constitutional groundwork had been expertly and patiently done, and a chemistry had been created that was unique in South Africa at the time. The chairmanship of JET has subsequently proved to be a remarkable example of the degree of trust and commitment which this chemistry has generated. Although the JET constitution made provision for alternating chairmen from the business and community sides of the table, Rosholt has remained in the chair throughout.

Early in 1992 the fledgling organisation turned its attention to the immediate task it had set itself to perform. This was to use the PSI money, over the five years in which it had been pledged, to finance NGOs involved in the five focus areas identified by JET itself. No one, then, had any inkling that the Trust would evolve into anything beyond this basic grant-making function.

Cheryl Carolus

The ANC's policy coordinator with special responsibility for human resource development in the early 1990s, she became a founder board member of JET in 1992. She was until recently the South African High Commissioner to the United Kingdom.

It was quite amazing how JET started off. We all sat in our respective corners of the boxing ring, but ranged on two basic sides: big business on the one, and those political, trade union and educational organisations representing the communities on the other. This original division was inevitable: the community organisations understood that if business had not actually been in active collusion with the apartheid regime, most companies had certainly benefited from the policy. Now big business was presenting a huge change of heart. They wanted to be seen as credible partners.

On our side of the boxing ring we realised that the change of heart had at least in part an economic motive. Apartheid wasn't working; the country was deeply disturbed.

Big business wanted a peaceful environment in which to operate. Out of a candid examination and understanding of these positions, a working relationship developed. As a result, what started to happen in the JET board was conduct based on trust. As important, we developed a joint understanding that we were tackling the injustices of the past by looking to the future. JET was an undeniable agent of change.

As we contributed to this process we all grew as people. For me, my attachment to JET was a huge growing experience. I'd like to believe that all sides learned new things, fresh perspectives, fresh ways of coping with and resolving problems.





Photograph: Graeme Williams

EARLY YEARS

The underlying educational vision that JET had espoused was of a unitary, non-racial system with equal access to all.

The education system should be participatively administered and relevant to the needs of individuals and society as a whole. Vocational skills appropriate to the world of work and the inculcation of democratic ideas were particularly important. And JET made it known that the primary beneficiaries of the actions of the Trust would be those people previously inhibited by political, economic and educational inequality and disadvantage. Fine ideals. But how could they even begin to be introduced into the crisis-ridden cauldron of education in South Africa at the time?

After nearly a decade of open rebellion against the apartheid state, in which schools and learners had frequently played a prominent role, black education had come close to collapse in the major cities. The frequent cry throughout the 1980s of 'liberation before education' had exacerbated the crisis of legitimacy in the apartheid education system. People talked freely of the 'lost generation' of youth whose educational prospects had been damaged by prolonged political conflict. Matriculation pass rates were abysmal. Of the country's 365 000 teachers, nearly a third were unqualified or underqualified. And beneath all these immediate fires smouldered the embers of Bantu Education which had already produced several generations of poorly educated people. An inadequately skilled and underqualified workforce was hampering normal economic development. To become reasonably competitive in the global markets opening to South Africa in the early 1990s, economists were estimating that at least 600 000 black managers needed to be created as a matter of urgency.

This was the desperate and volatile arena which JET entered in 1992, armed with the conviction that the trust should fund existing agencies already working in certain selected educational fields.

While some of these focus areas were aimed at improving public schooling - the heart of any national education responsibility - others took JET into fields which had traditionally fallen outside the mainstream scope of state education budgets. In this way, JET's efforts would be complementary to the new education regime, rather than operating independently of the state - as most educational NGOs had done under apartheid.

The five focus areas selected for JET attention were:

- Early childhood development
- Adult basic education and training
- Vocational and further education
- In-service teacher training and development
- Youth development

By June 1992 JET had chosen its first NGO partners, each working in one or other of the focus areas, and made its first grants. In the initial stage, these activities were administered from the offices of the Urban Foundation, but it soon became necessary to establish a full-time secretariat. The recruitment of suitable people took several months. Finally, the board chose Professor Chabani Manganyi, vice-chancellor of the University of the North, as their first executive director and as deputy, Dr Nick Taylor.

Taylor had spent 10 years as a teacher before becoming a maths subject adviser in Soweto. After four years in this position he moved to the Education Policy Unit at the University of the Witwatersrand where he became closely in-



*Mash Diphoto, Project Officer. 1993-1996,
Deputy Director. 1997-2000*

volved in the post-1990 National Education Policy Initiative (NEPI) which was engaged, under the leadership of the National Education Coordinating Committee (NECC), in hammering out an alternative to the old apartheid system. It was from the Education Policy Unit that he was recruited to JET, where in mid-1994 he took over the reins from Manganyi when the latter was appointed director-general of the national Department of Education.

'The Trust had been operating for at least six months before we came on board in January 1993,' Taylor recalls. 'My immediate impression was that JET represented a unique collaboration. There were some very big players. I was nervous that the meetings would develop into major ideological clashes. But my fears were unfounded.

'Everyone took part in the debates. They were lively but never confrontational; and there was an admirable focus of attention on the educational issues at hand'. Manganyi and Taylor set about the task of establishing an efficient secretariat. They began to design the systems necessary for the efficient disbursement of JET funds, and formulate policies with the board that would most effectively implement JET's main intentions.

Particularly close to these processes was Michael O'Dowd, then chairman of the Anglo American and De Beers Chairman's Fund and a founder member of the JET board of trustees. 'The modus operandi of JET, to use existing NGOs, was sound enough. We had known for a long time at the Chairman's Fund that to get anything done it was necessary to find people who were already doing it. Take, as an example, an important and effective organisation like READ. To have recreated its expertise and delivery capacity would have been a bigger job than creating JET. The way forward was the establishment of three-sided partnerships - between the funders, the doers, and the beneficiaries - and the NGOs were the only doers around'

It was important that the initial funding arrangements be so set up that the NGOs approached JET, rather than the other way around. The rationale for this is explained by O'Dowd: 'For JET to have made the initial approaches would have reduced our ability to monitor in an impartial way. We therefore invited the NGOs to make application to us, and we evaluated their proposals in terms of our mission and the perceived needs within our focus areas'

This method of interaction, coupled with the relatively large amount of funding available, drew JET almost immediately into the centre of the educational NGO arena as a major player, disbursing more than R350-million in just five years of operation.

The disbursement details, per focus area, were:

- Early childhood development: R48-million was disbursed to 70 NGOs, this number representing 90% of those offering training to early childhood development teachers.
- Adult basic education and training: 160 NGOs, an estimated 40% of the total number of organisations active in adult basic education and training, were supported to the tune of R120-million.
- In-service teacher training and development: R87-million was paid to 70% of the approximately 100 organisations involved in projects designed to improve the maths, science and English skills of nearly 40 000 schoolteachers.
- Vocational education and youth development: half of the 90 youth development programmes in the country, and over 20 projects aimed at improving the employability of young people, received between them R102-million.

As these figures indicate, JET very soon occupied a position of decisive influence in alleviating the financial crisis that afflicted NGOs as the political transformation in South Africa worked itself out. It will be recalled that in the first half of the 1990s, a great deal of overseas funding, previously channelled into NGOs, was now diverted into the new government's Reconstruction and Development Programme. In this environment JET was like a godsend to hundreds of NGOs.

But much more than a financial crisis was in the air. Many NGOs were floundering as they sought for legitimacy in the new political climate. The central question for JET seemed to be this: how were NGOs, accustomed to working outside the ambit of the state and sometimes in direct opposition to it, usefully to be drawn into the new government's more rational approach to education. How, in other words, could NGOs be persuaded to change from independent agents operating in largely uncoordinated ways, to service delivery organisations working co-operatively within the mainstream?

Was there, in fact, a role for NGOs as service delivery organisations in the new mainstream? Realising the centrality of its position, JET took it upon itself to play a role not only in guiding and reshaping NGOs but in developing a new sense of educational accountability.

'We realised early on,' says Taylor, 'that the work being done by NGOs in our five focus areas was largely uncoordinated, and that individual organisations were used to doing their own thing. The problem was twofold. Firstly, we had to get them all to work together. The second was essentially one of accountability. Financial accountability, having proper financial systems and keeping our grantees accountable was one thing. But what about educational accountability?'

Manganyi explains how JET thinking on this crucial issue developed. 'We rapidly moved beyond the mere grant-making support of various programmes. Take teacher training and development as an example. There was no integration between the work of one NGO and the next. JET, however, believing an integrated approach to be crucial to the establishment and maintenance of standards, set about working towards one. The post-1994 education authorities very quickly realised that JET could play an important role in this neglected sphere of school education. So it was that the notion of partnership between JET and government was very early established'

Taylor's concept of 'educational accountability' was key to JET's developing role, and at the heart of such accountability lay the concept of quality and evaluation. 'One of the inevitable results: he says, 'of an ideologically based educa-

JET took it upon itself to play a role not only in guiding and reshaping NGOs but in developing a new sense of educational accountability



Photograph: Paul Weinberg

tion system such as existed during apartheid was that NGOs, many set up in at least tacit opposition to the state, had soon developed a counter ideology of their own. In many instances, the espousal of this counter ideology became an important part of an NGO's credentials, with measurable excellence or success in their fields of operation a secondary consideration. We therefore began to look for ways of systematising activities in our five focus areas, of really evaluating these activities, and of introducing some sort of quality control.'



Professor Chabani Manganyi

Psychologist and erstwhile vice-chancellor of the University of the North. He was JET's first executive director (1992 to 1994), then the first post-1994 director-general of the national Department of Education. Now an advisor to the vice-chancellor of the University of Pretoria.

JET has had a clear focus right from the start. I sometimes conjecture on why the private sector chose education as their main focus. By 1990 the corporate stargazers must have realised that a new government was imminent, and of course business would want to be part of the positive side of change. In addition, when Nelson Mandela came out of prison, the first thing to which he turned his attention was education. Business would have seen that, and it certainly helped to focus the business mind. As it happened, education was a good choice, and JET has certainly been an overall success.

Part of this success emanated from the quality of the people who were involved. Mike Rosholt, as chairman, was an exemplary leader. But he wasn't intrusive. I was appointed executive director in mid-1992, and I was definitely free to run the secretariat my way. Nevertheless, I was always aware that Rosholt was there. In the secretariat itself, we took great care to recruit the best possible people. I knew when I left to go into government that the Trust would be able to continue, and that it would succeed. The quality of staff would ensure that.



Photograph: Exposure 2000 Photography



Dr Nick Taylor: Executive Director from 1994

ACCOUNTABILITY

JET quickly became an important agent in bringing about significant changes within the NGO sector, particularly with regard to the whole question of accountability through scientific evaluation and rigorous quality control. Three kinds of mechanisms were developed.

Educational accountability

First, a comprehensive survey was carried out in each of the sectors in which JET had chosen to operate in order to map the field and understand the strengths and weaknesses of the different agents operating in these areas.

Second, in discussion with other players in the NGO and government sectors, JET began to develop mechanisms which attempted to link NGO delivery to the public education system. These mechanisms included systems for the accreditation of training programmes and the certification of project beneficiaries.

Third, the evaluation of the impact of NGO programmes provided an invaluable mechanism for guiding the development of innovative new approaches to some of the country's most difficult educational problems.

Taylor quotes several examples:

- JET's survey of the field of early childhood development revealed that the Trust supported some 90% of all preschool teacher training being provided at the time. As a condition of these grants, JET encouraged recipient NGOs to apply for the accreditation of their training programmes within the guidelines being piloted by the South African Association for Early Childhood Educare, and later modified by the South African Congress for Early Childhood Development.
- In the area of adult basic education, JET commissioned the University of Natal to undertake a survey of all services provided by NGOs, government and business. In order

to provide greater coherence to the more than 160 JET grantees in this field, the Trust made it a condition that these organisations register their learners with the examination system run by the Independent Examination Board (IEB). The IEB was also funded by JET to develop a four-level certification system for adult learners linked to the emerging framework being established by the South African Qualifications Authority.

- Numerous evaluations commissioned by JET on the work done by NGOs providing training and support in entrepreneurship made a significant contribution to better understanding the needs of young adults entering the informal sector.
- It was most of all in schoolteacher development that JET's insistence on educational accountability paid real dividends. The situation when JET began to put funds into this crucially important focus area was as unstructured as elsewhere, even though many NGOs involved in this field conducted regular evaluations of their own work. JET found that these evaluations concentrated on the perceptions of the direct beneficiaries of the various teacher development courses, in other words on the teachers themselves. 'We began to be more interested in trying to establish the impact in the actual classroom,' Taylor recalls. 'In other words, were any improvements taking place in learner performance as a result of these programmes?'

The search for answers to such questions was taken an important step forward in 1995 when JET undertook a comprehensive review of the evaluations generated by its teacher development NGOs. Some valuable - and sobering - results emerged. The review found, for example, that most evaluation procedures were 'in need of a great deal of improvement', with the qualitative approach used by most evaluators needing to be combined with a more scientific quantitative one.

A longer term impact of this evaluations review was that it marked JET's entry into direct involvement in evaluation research, an involvement that has been ongoing and that has placed JET at the forefront of this important field. Once the research component had been introduced in this way, it developed rapidly into one of JET's major strengths.

JET made significant contributions to the research project of the President's Education

Initiative (PEI), particularly in relation to the necessity in South Africa to provide a scientific basis for the future planning and delivery of teacher development and support programmes.

In 1999 this research was collected into a book, edited by JET's Nick Taylor and Penny Vinjevold, entitled *Getting Learning Right*. The publication has been positively received by a wide audience, and provided a major impetus for the review of Curriculum 2005, a fact acknowledged by Education Minister Kader Asmal in his address to the JET annual general meeting in 2000. In fact, the book anticipated the findings of the Curriculum 2005 review committee by more than a year.

Financial and administrative accountability

These developments relating to educational accountability were supported by JET's insistence on full financial and administrative accountability from its grantee NGOs. In fact, the secretariat had perfected an exemplary system of selection and control procedures for dealing with NGOs applying for grants. 'Of course, we were rigorous: says JET's divisional manager for finance and administration, Jim Wotherspoon.' But not so strict or onerous as to strangle some of the smaller NGOs. We realised that we had always to strike a balance between what, ideally, we wanted and what the NGOs could reasonably give'

This system of administrative accountability consisted of a computerised project tracking system, on-site visits by JET



It was most of all in schoolteacher development that JET's insistence on educational accountability paid real dividends



project officers, and regular reports written in a standard format on both the financial and administrative aspects of every JET-funded project.

'The system has worked extremely well' Wotherspoon says. 'Only once did we have a problem. Three projects in the Eastern Cape, all linked by a network of common personnel which showed up on our project tracking system, began to abuse their grants. The amount involved was R100 000. We investigated and laid immediate charges. Although the case was never brought to trial, we succeeded in rectifying the situation before it got out of hand. Overall, though, and especially when it's remembered that to date over R420-million has been disbursed, JET has an excellent record which is a credit to the systems that had been set up'

Michael O'Dowd

For 20 years the chairman of the Anglo American and De Beers Chairmans Fund, and the founder member of the JET board of trustees. Now retired.

JET may very well have been unique in the world. It was in any event very modern. What was new was the decision to involve a broad spectrum of organisations in the control of the JET fund. This set an important precedent and helped the process of non-polarisation which was so crucial to South Africa's transition.

Yet the process wasn't easy. I was involved in the initial negotiations which established JET, and the degree of mistrust by organisations and individuals was enormous. It took two years to establish the constitution of the Trust. I think that the kind of rhetoric used to discredit the Urban Foundation in the past was an important reason for the PSI being so insistent on establishing the sort of partnerships that finally came into being in JET's board of trustees.

JET's modernity also manifested in the organisation's flowering relationship with the new state, once this was established in 1994. The normal situation almost everywhere is that governments are extremely unwilling to talk to other parties. The state is expected, and is keen, to do and control everything. Through the developing relationship between JET and the post-1994 government, however, South Africa has been thrust into the forefront of the recent world-wide trend towards private-public partnerships to cope with the business of service delivery.

Almost unwittingly, as JET pursued its various goals and intentions, the organisation was making itself indispensable to education development at large, thus ensuring its own perpetuation long after its original grant-making function had been discharged.



Photograph: Anglo American



TRANSFORMATION

A fundamental change to this pioneering organisation was on the way. Hardly two years after inception, thoughts were already turning to a future very different from the Trust's past.

Listen to Nick Taylor: 'We had for some time recognised that if NGOs were to achieve long-term sustainability, they would have to move from dependency to earning their own keep as deliverers of services. And it was in 1994 that JET began to think in similar terms.'

In the founding agreement of the Trust it had been clearly stipulated that after three years of operation the original funders of JET should begin to consider the options for the future. So JET's metamorphosis from grant maker to educational development agency was nowhere characterised by chance.

The ensuing discussions were to a large extent determined by JET's successes in the grant-making field, by the influence it had wielded in the educational NGO sector, and in particular by its emerging role as research organisation in the fields of systemic transformation and the development of quality education. It was also recognised by all the partners in the Trust that the JET secretariat had produced a systemic framework, probably unequalled in the country, for the assessment and evaluation of projects, backed up by remarkable financial and administrative expertise.

The discussions also centred around an increasingly important component - JET's relationship with government, a relationship that must be considered as a forerunner of public-private partnerships in education.

Naledi Pandor, chairperson of the National Council of Provinces, and JET's vice chair since 1997, has talked about 'the amazing synergy between government policy and JET research' There was of course no luck involved in this synergy. Apart from the presence of key ANC and

education people on JET's board who would obviously have helped with the synergy, there was above all a conscious understanding within JET of its role in the early years of the new democracy.

Writing in the JET Bulletin in November 1996, Nick Taylor was already talking of JET's role 'as an intermediary organisation in promoting partnerships between the public, private and NGO or civil society sectors' Taylor alludes to the tendency over the past 20 years of many democratic governments to relinquish the attempt to do and control everything in education and other social spheres, and instead to seek partners in the private and NGO sectors to fill out the range of services being offered to the public. Each sector has its peculiarities, and the concept of putting the public, private and NGO sectors together in productive partnerships which emphasise the strengths and minimise the weaknesses of each would depend on the presence of skilled 'intermediary organisations'.

The most successful intermediary organisations, Taylor asserted, were knowledge driven: their advice and decisions being based on the best information available concerning good educational practices, and on partnerships with those institutions and individuals capable of effective implementation. Such an intermediary organisation could co-ordinate the three sectors in joint projects as follows:

- the public sector (government) setting priorities, providing personnel, infrastructure and the bulk of the funding;
- the private sector providing seed funding and expertise in financial management and quality assurance processes;
- the third sector (NGOs) providing expert skills in the fields of training and curriculum and materials development, on a contractual basis.

A fourth sector was soon to be added. During the middle 1990s foreign donors were beginning to loom large in the affairs of JET as the organisation moved from its initial grant-making role into the more complex activities and relationships that characterised its transition phase. Foreign funders keen to contribute to South Africa's educational transformation sought out JET for three basic reasons:

- the composition of its board of trustees not only provided a politically legitimate base but also the perspectives of a broad spectrum of civil society actors;
- the administrative systems in place in the secretariat ensured sound financial management;
- the emphasis on evaluation and systemic change placed JET in the forefront of educational transformation.

'Many donors: says Taylor, 'had begun to get restless as government grappled with dilemmas of sound financial control and open tendering processes on the one hand, and the urgent need to deliver new services on the other'. These conditions certainly gave rise to a new role for JET in 'making partnerships happen; providing a conduit for funds, including international bilateral aid; and then developing, managing and evaluating the actual projects'.

Early partnership projects in which JET played a central role included the following:

- The Danish International Development Agency used JET to manage the President's Education Initiative (PEI). A R3-million grant was made available to fund the largest education research project to date in South Africa on the state of public schooling, and to develop a number of major school improvement partnerships between government and bilateral donor agencies.
- Close to R75-million from the UK's Department for International Development was provided to a consortium headed by JET for the design and implementation of Imbewu, a systemic school development programme



working in 523 primary schools in the Eastern Cape.

- The 460 school District Development Support Programme, funded to the tune of R120-million by USAID. JET provided grants management personnel and other technical assistance on subcontract to the Research Triangle International.
- Grants totalling around R10-million from the Ford and Kellogg foundations were given to JET to establish the Workers' Higher Education Project (WHEP) to encourage the private and public sectors to cooperate in improving access to tertiary education programmes for working adults.
- The Northern Cape Workbook Project, funded by JET itself and certain private sector companies, in cooperation with the Northern Cape Education Department. Through this project, 61 000 workbooks were designed, produced and distributed to every pupil in standards 2, 3 and 4 in the province, and their use and impact and teaching and learning evaluated.
- The Kathorus Youth Services Support Programme. Here, JET worked in a partnership with the Department of Local Government and Housing, administering the R2-million RDP funding allocated to the programme, as well as assessing the proposals received and controlling the grant-making process.

All these examples show JET in the role of service provider for and intermediary between foreign and domestic donors, NGOs and government. The fields of activity in which JET is primarily involved in these examples are policy development, project management, as well as project assessment and evaluation. Through all these endeavours, the organisation began to pave the way towards its own economic independence.

Aubrey Matiole

National education officer for the South African Democratic Teachers' Union (SADTU) and a member of the board of the South African Qualifications Authority as well as the National Skills Authority. He has represented SADTU on the JET board since 1995.

There was for us in SADTU a very clear continuity and logic to JET. Here was a big business initiative which could be traced all the way back to those early meetings with the exiled ANC in Dakar and Lusaka in the 1980s. It seemed to us that big business was prepared to make a contribution to education so that they could continue with the business of profit-making, especially after the political transformation had taken place.

From my perspective, there are two really important things which JET has achieved. The first is its influence on NGOs. After the political transformation of 1994 many international donors began winding up their relationships with those NGOs they had supported during the apartheid era and turning their attention instead to the RDP. To a considerable extent, JET filled this financial vacuum by supporting several hundreds of existing NGOs. At the same time, though, JET was very influential in rationalising the NGO terrain.

But perhaps the most important contribution JET has made, and continues to make today, is to the quality of education. In many post-colonial African countries the rapid expansion of education was the most important thing. But this was almost always done at the expense of quality. In South Africa great emphasis is also being placed on expansion - and rightly so. This has strained government resources, but at the same time has placed a very real opportunity in the path of JET. The result is that JET is now regarded as the premier management agency for large educational quality improvement projects.





THE NEW JET

The transformation discussions and process described in the previous chapter coincided with the trustees' decision, taken well in advance of JET running out of contributor funds, that the organisation's considerable worth and growing expertise had to be preserved.

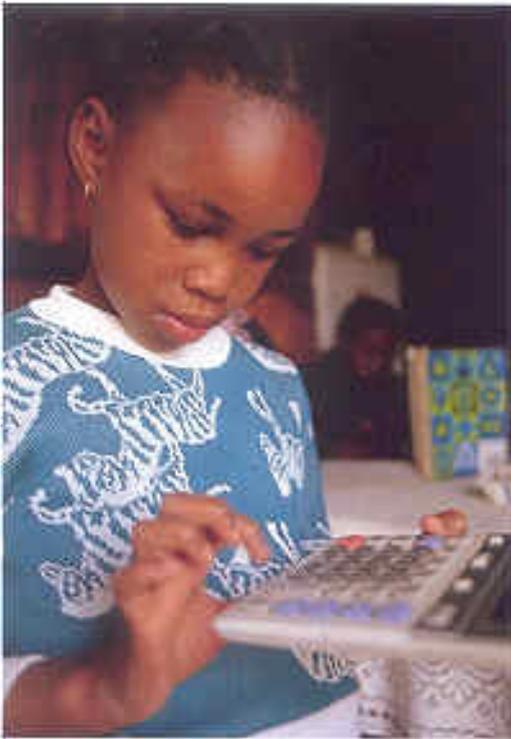
The only sustainable way to achieve this, the trustees knew, was through financial self-sustainability based on increasing the organisation's operating revenue.

As long ago as 1997, around 27% of the operating costs of the JET secretariat was already being recovered from income derived from its non-grant-making work - in other words, from fees received for project and financial management on behalf of foreign and local funders, including government, as well as income from its increasingly valuable research function. This percentage rose to 45% in 1998 and 74% in 1999. The year 2000 saw the Trust achieve full financial self-sustainability for the first time. The task will be to ensure that this continues on an annual basis.

Margie Keeton, Anglo-American and De Beers representative on the JET board of trustees, talks of JET's obvious 'niche'. 'JET's experience in project management is now standing it in good stead. At the same time, JET's proven research capacity must be nurtured, and the organisation's evaluation and administrative tools constantly improved and sharpened. All these tools are crucial to successful project management'.

'In short, it is in this field of large project management incorporating several partners that JET is finding its niche' As project management specialists, JET has settled into a focus on two sectors in particular. The first is in the area of school improvement; the second concerns workforce development.

JET's Mahlahle project was one of the first in the country to commence with a proper baseline study, including the assessment of learner performance in literacy and numeracy



School development

Following its participation in many of the major school improvement programmes since 1994, JET has developed a systemic model, based not only on its own experience in the field but also on research evidence from around the world. This model has five essential characteristics.

- Any outside intervention will not have the required impact unless it assists government to implement its own agenda. This implies that government officials at all levels must not only feel ownership of the project, but must provide the driving force behind it.
- Any complex programme needs to be 'pulled' by demand expectations as well as 'pushed' by supply-side inputs. In the past, school improvement programmes have tended to feature the latter, mainly through training and vision building, but have almost entirely neglected demand considerations. JET's Mahlahle project was one of the first in the country to commence with a proper baseline study, including the assessment of learner performance in literacy and numeracy, as well as institutional audits of schools and district offices. The planning of the actual project inputs was based on these results, and sharing them with all the project participants created a common set of expectations. The baseline also provided a benchmark against which to monitor progress.
- Without an explicit focus on schools and classrooms, improved learning is very difficult, if not impossible, to achieve. This entails working intensively with teachers on improving their own grasp of the subjects they are

teaching, and on the management of the curriculum.

- Many South African schools are operating below the threshold required for effective teaching and learning. Thus management capacity needs to be built as a prerequisite to working at the classroom level.
- Without building capacity in higher levels of the system, at the district and provincial levels, change cannot be directed and monitored effectively, nor is it likely to be sustained beyond the life of the project, or be replicated in non-project schools.

The Quality Learning Project (QLP), funded by the Business Trust to the extent of R139-million over five years and based on the JET model, and involving 500 secondary schools in all nine provinces, is the first secondary school programme to follow this model.

Workforce development

The second major area of JET's work falls under the general heading of workforce development. Programmes in this sector are aimed mainly at working adults, and activities include:

- Advising workers on learning pathways designed to help them achieve their career goals
- Assisting businesses to plan their skills development strategies
- Working with education providers to customise programmes for workers and companies
- Developing learnerships within the framework of the plans of individual workers and companies
- Managing funds on behalf of learners and businesses
- Brokering partnerships between unions, companies, government departments and Sector Education and Training Authorities.

New governance arrangements

In parallel to these developments within JET's substantive areas of work, the structure of the organisation has begun to adapt to the changing legal climate governing the work of NOOs. Thus, in 2000, JET established two non-profit companies: JET Education Services, and JET Education Management.

These two companies are governed by a joint board of directors, the first chair of which is Thandi

January McLean. In order to build on the success of the board of trustees that governed JET over the difficult transition years to democracy, members of the new board were chosen particularly carefully, with two principal criteria in mind: that the board should continue to fulfil the original mission of JET, and that it continue to embody the broad spectrum of interests, perspectives and representation reflected in the original JET

There's abundant confidence that JET in this new guise will succeed in its aim of achieving full financial independence. There's equal enthusiasm for what the metamorphosed organisation can offer.

'JET cost the private sector R500-million: says Dr Ihron Rensberg, a deputy director-general in the Department of Education, 'but the benefits that have accrued are much richer than that. Most importantly, perhaps, JET has grown into a partnership agency, developing an organic relationship between the private sector and the post-1994 state at a time when the state was seeking such partnerships to assist with educational transformation'



Naledi Pandor

Currently chairperson of the National Council of Provinces, she has lectured in education at the University of Cape Town and been chairperson of the parliamentary Portfolio Committee for education. She joined JET in 1997 where she serves as vice chair.

By 1997 JET had become the best educational project in South Africa, with remarkable relationships developed between the private sector and NGOs, the government and overseas funders. But times were changing. The first five years had seen extensive support of NGOs in JET's focus areas. However, the money couldn't last forever, and then what would happen to everything that had been built up?

I got quite worried at my first meeting as I heard board members discussing the inevitability of the end of the grant-making function. But my anxiety turned to enthusiasm as I listened to the rich and inventive discussions which followed. JET should not be allowed to end, people said. The expertise that had been developed was too valuable to waste. The research function must continue simply because the task of transforming South Africa's education system was far from complete.

So the board tackled the issue of JET's transformation head on. Of course, it was helped by the way in which the secretariat had been structured. Expertise had been built up internally, and this expertise now had the potential to become economically self-sustainable, a possibility enhanced by the close match which had been developed between the policies espoused by JET and by Government. The shared belief was that quality education must be extended to the disadvantaged, that communities must participate in educational governance, and that the new emphasis on maths and science and language must be further developed. In all these areas JET could add value by bringing business management principles to bear on its educational projects and research. These combinations of belief and action became the foundation upon which JET as education development agency with saleable skills and systems came into being.





Photograph: Graeme Williams

FACTORS FOR SUCCESS

JET today is a remarkable legacy from a remarkable time in South Africa's history. The organisation was conceived in the minds of prominent business leaders who were prepared to become more involved than simply giving money.

It was born in the turmoil of fundamental political change, and grew up at the centre of the country's educational challenge. Now JET stands poised as a mature organisation to contribute to the continuing development of South African education specifically, and democracy in general.

JET is illustrative of the positive impact that business can make to the social conditions in which it operates. The foresight of business leaders at that particular moment in South African history was remarkable, as was the size of the financial contribution. Yet for business the JET experience also contained powerful elements of self-interest. Through the kind of total involvement that so clearly characterised JET, business was able to illustrate its commitment to South Africa as well as its acceptance of the new political order that was being formed in the early 1990s. Indeed, this and other contributions of business helped to shape the 'new South Africa' and to nurture the fledgling democracy that was, during those years, being born.

To trace the development of JET is to understand the sensitivity to external conditions displayed not only by those businesses which helped to found the organisation, but by JET itself as it engaged at various levels with South Africa's profoundly disturbed education sector. There can be no doubt that this sensitivity has contributed to the overall success of JET. And it is within this interaction with external events that the key success factors to emanate from the JET experience can be identified.

The first key factor is to be found in the way in which JET was established. The decision

to include political organisations, trade unions and other liberation organisations in the governance of the Trust appears now in retrospect to be one of the most important prerequisites for JET's subsequent high acceptability and success. The particular juncture in the country's history (1990-1991) was perfect for this kind of approach. The effect was a relationship with the embryonic state which has now grown into a real and lasting partnership not possible, for example, when the Urban Foundation was established in 1976.

The second key factor in the JET experience hinges around the organisation's insistence on involvement not only with inputs (grant making), but as much with outcomes. What were the private sector investors getting for their money? How were the NGO grantees to be made more accountable for the outputs resulting from the grants they had received? These questions led JET directly into the problem of standards and quality, and from there into the realms of evaluation and quality control.

The third key factor relates to JET's rapid understanding of its influential position in the NGO sector as the sector entered the storms of its own transformation. The lifeline of JET funding helped many NGOs to adjust to new conditions. The contributions of the key achiever NGOs - those 31 organisations selected from the original 403 for further funding - contributed significantly to JET's success, particularly as the Trust began to guide NGOs into the transformation from an isolated and financially dependent past to a more focused future involving large-scale service provision in partnership with the state.

The fourth key factor in JET's overall success has undoubtedly been its partnership with the state. As not a few observers have commented, this relationship, which includes contractual as well as intellectual links, transforms JET into a modern organisation operating in a democracy committed to the concept of partnerships with civil society rather than the old concept of the state retaining full control over every aspect of policy making and service delivery.

There are other advantages for both parties in this close relationship with government. Most importantly, becoming a fully fledged 'social actor' (as Kader Asmal calls JET) is to significantly contribute to the furtherance of a balanced democracy.

South Africa's national Department of Education, and most social service sectors within the

state machine, are crying out for organisations that can become social actors, playing their part in helping to shape policy as much as they help to deliver it. JET stands four-square in this profoundly important niche, and is thus as significant a builder of South Africa's young democracy as it is a force to be reckoned with in education alone. This development must be just reward for those private sector visionaries who contributed so handsomely to the establishment of JET.

There is a fifth factor to be taken into account, that of the expertise and dedication of JET's board of trustees and particularly its staff. Indeed, the first four factors depend in large measure on the fifth. In particular, JET's work on monitoring and evaluation deserves special mention. It is without doubt JET's seriousness in providing value for money, even in the face of unsatisfactory external conditions, that has placed the organisation in the forefront of the struggle to understand and improve the relationship between inputs and outcomes in education.

Also deserving of mention here is the tireless way in which the JET staff, and JET's chairman in particular, reported back to those companies contributing financially to the Trust. Communication was given a high priority that has been sustained over the entire life of the organisation.

Taken together, these five key factors have produced an organisation of high worth. As Cheryl Carolus sums up: 'Not only the new government, not only the NGOs and the communities they served, but also business itself discovered new insights and new possibilities for partnerships through the JET

It is JET's seriousness in providing value dafor money that has placed the organisation in the forefront of the struggle to understand and control the relationship between inputs and outcomes in education



JET experience. I think business in particular developed a much keener understanding of the social and economic imperatives which accompanied political transformation. I doubt, though, whether they realised what they were really helping to create. Now, in the end, they can see this new organisation - an independent and viable JET - doing things the value of which are beyond measurement'.

Yet the success of JET has been underpinned by the learning of some hard lessons. Perhaps the most significant is that cooperation with other players is essential for any significant kind of sustainable development. The potential of partnerships among the state, business and civil society organisations needs always to be fostered, but such partnerships need to be extremely carefully designed. Project contracts and memoranda of understanding need to map out the exact roles of each partner so that there is no room for misunderstanding and unnecessary overlap as the project unfolds. Such experience is all part of the equipment that JET carries with it into the future.

But for how long will the metamorphosed organisation serve a useful purpose? Education Minister Kader Asmal talks of JET as being the prototype of the kind of 'social actor' organisation that needs to emerge in the South African social services over the next two decades. And Michael O'Dowd remarks: 'It should have a long-term future. It should be able to serve a useful purpose for as long as development is needed. And isn't that forever?'

Margie Keeton

CEO of Tshikululu Social Investments, a non-profit consultancy that manages the social investment funds of Anglo American, De Beers, First Rand and Anglo Gold, and a trustee of the Anglo American Chairman's Fund. She has been a member of the JET board since the beginning of 1992

The best way of looking at JET is to see it as part of the incredible journey upon which South Africa embarked in the early 1990s. It's by no means been an easy ride - for the country or for JET. But JET's metamorphosis from a simple grant-making function to the direct management of huge educational projects has been made.

What are the factors that have contributed to this? To begin with, the JET trustees have been very committed to change. JET needed to become a social asset capable of tackling big problems in a big way. The trustees understood this. They also saw it was essential to appreciate the complexity of educational problems in relation to the whole sociopolitical environment, and then to establish systems to measure the success of interventions. This explains JET's very real commitment to research, as well as to project management and evaluation. Inevitably enough, these areas of expertise have become JET's most saleable assets.

Then there has been JET's relationship with Government. As JET has moved towards self-sufficiency so has its relationship with Government deepened. JET became a provider of expert services with Government, or foreign funders on behalf of Government, as its major client. In this way, professional project management has become a key JET activity, particularly in terms of the really big projects like WHEP, Imbewu and Katorus and now of course, in conjunction with the Business Trust, the Quality Learning Project involving 500 high schools nationwide.

At the same time, JET has supported a network of effective NGOs whose efforts in schools and classrooms across the country have helped secure real educational improvements where they are most needed. This is a remarkable achievement.



A MINISTERIAL VIEW

'We inherited a cumbersome education machine in 1994: says Kader Asmal, the second national Minister of Education since the advent of South Africa's democratic order.'

'The multiplicity of apartheid segments had to be welded into a single department. Also, the old conception of an all-providing state was not on our agenda. We couldn't possibly do everything ourselves. The education department had therefore to be very clear about what were core functions and what were non-core. We had to examine all the options available to us: outsourcing, private-public partnerships, and commercialisation. We needed as well to make full use of the offers of funding from foreign donors. In these processes, JET has made useful contributions. In fact, JET has been the catalyst for the extensive bilateral link now existing between education and the private sector.

'JET has also played a pivotal role in educational development. From an organisation that used grant-making as a lever for change in the apartheid state, the Trust has moved to being a substantial partner of our democratic government in assisting with systemic change. This partnership is particularly evident as JET settles into its new role as manager of major education interventions.

'NGOs have also benefited from JET. The advent of a democratic state did not signal the end of NGOs, but a redefinition of their roles as service providers to an education department that can't do everything itself. JET has helped to define and facilitate this transformation.

'Over the next five to ten years, JET must consolidate its already considerable array of skills and services. It is important that it emerges as a key player in education, not as an organisation merely mouthing government policy and providing a service according to

someone else's design, but as a reflective and critical partner. JET should continually discuss how best it can fulfil this important role. There has been, since 1994 and particularly more recently, a dearth of serious debate on education policy. Rather, the education debate has been characterised by attacks on the issue of standards rather than by serious discourse on the social service delivery aspects of education. An organisation like JET, with its intellectual and research base, has a leading role to play by creating a policy platform where the huge gaps in South Africa's social policy discourse can begin to be closed.

'I'm hopeful JET will achieve all this. The organisation is the prototype of the kind of 'social actor' organisation we need particularly over the next two decades. We certainly feel very comfortable with the concept of JET working with us, rather than for us.

'I think JET is already a good example of how we as South Africans are beginning to work out the notion of a common citizenship. South Africa's first democratic president, Nelson Mandela, refers to "the RDP of the soul" I'm sure this means coming to a common understanding of the gross inequalities we've inherited and of finding ways to rectify them, thereby creating the conditions in which peace, stability and growth can take place. The private sector, through JET and other organisations like the National Business Initiative and the Business Trust, has come a long way down that road'



APPENDICES

Founding organisations of JET

The 14 founding businesses.

- AECI Limited
- Anglo American Corporation (with De Beers Consolidated Mines and E Oppenheimer & Son)
- Barlow Rand Limited (now Barloworld)
- Caltex Oil (SA) Limited
- First National Bank of South Africa Limited (now FirstRand)
- Gencor Limited (now BHP/Billiton)
- Johannesburg Consolidated Investment Company Limited (now Johnnic Limited)
- Sankorp Limited
- Sanlam
- Sasol Limited
- Shell South Africa
- South African Breweries Limited
- Southern Life Association Limited (now amalgamated into FirstRand)
- Standard Bank of South Africa Limited

The four political organisations:

- African National Congress
- Azanian People's Organisation
- Inkatha Freedom Party
- Pan Africanist Congress

The three trade union organisations:

- Congress of South African Trade Unions
- National Council of Trade Unions
- South African Democratic Teachers Union

The two organisations representing black business:

- Foundation for African Business and Consumer Services
- National African Federated Chamber of Commerce

The single educational organisation:

- National Education Coordinating Committee

Due to corporate restructuring, this list was subsequently enlarged by the inclusion of Amplats Limited, AngloGold, CG Smith Limited and Reunert Limited. The National Education Coordinating Committee disbanded in 1995.

JET trustees

Chairman

Vice Chair

Mike Rosholt	1992 to present
Chabani Manganyi	1992 to 1993
Njabulo Ndebele	1994 to 1995
Naledi Pandor	1996 to present

ORGANISATION

AECI Limited

Anglo American Corporation Limited

Anglogold Limited

Amplats Limited

De Beers Consolidated Mines Limited

Barloworld Limited

C.O. Smith Limited

Reunert Limited

BHP/Billiton (previously: Gencor)

Caltex Oil

First National Bank of SA Limited

Johannesburg Consolidated Investment
Company Limited

Johnnic Limited

Saniam Limited

Sasol Limited

Shell South Africa (Pty) Limited

TRUSTEE

Naele Axelson

Michael O'Dowd

Margie Keeton

Russell Chambers

Andre Lamprecht

Brian Phillips

Kobus Visagie

Erie Ratchikhopa

Sam Seepel

Mike Maxwell

Mike Rademeyer

Seshi Chonco

Brendan McElligott

Allen Miller

Nick Segal

Caroline Tindall

Jeremy Ratcliffe

Robin Hugo

Jackie Makgobola

Sej Motau

Terry McCulloch

Humphrey Khosa

PERIOD

1992 to present

1992 to 1996

1997 to present

1992 to 1993

1994 to present

1992 to 1993

1994 to 1995

1996 to 1998

1999 to present

1992 to 1993

1994

1995 to 1996

1992 to 1996

1997 to 1998

1992 to 1993

1994 to 1996

1992 to 1998

1992 to 1998

1999

2000 to present

1992 to 1993

1994

Southern Life Association Limited	Koosum Kalyan	1995 to 1997
Standard Bank Investment Corporation	Virginia Ogilvie Thompson	1992 to 1998
	Div Geeringh	1992 to 1997
	Lyndon Barends	1998
	Paul Shongwe	1999
The South African Breweries Limited	Andrea Parkerson	2000 to present
	Dunbar Bucknall	1992 to 1995
	Alison Ramsden	1996 to 1999
The African National Congress	Mabel Rantla	2000
	Cheryl Carolus	1992 to 1997
	Themba Nobatana	1998 to 1999
The Azanian Peoples Organisation	Thenjiwe Mtintso	2000 to present
The Congress of South African Trade Unions	Motihalegi Thiale	1992 to present
	Mapeti Leeuw	1992 to 1994
	Rahmat Omar	1995
	Shele Papane	1996 to 1999
	Mahlengi Bengu	2000 to present
	Joas Mogale	1992 to 1994
The Foundation for African Business and Consumer Services	David Moshapalo	1995 to present
The Inkatha Freedom Party	Jabu Maphalala	1992 to present
The National African Federated Chamber of Commerce	Gabriel Mokgoko	1992 to 1994
	Benjamin Wauchope	1995
	Phillip Tekane	1996 to 1997
	Tom Phalama	1998 to 1999
	Peter Mahlangu	2000 to present
The National Council of Trade Unions	Leepile Taunyane	1992 to present
The National Education Coordinating Committee	Sipho Cele	1992 to 1995
The Pan African Congress		
The South African Democratic Teachers Union	Selva Saman	1992 to 1995
	Mogole Mphahlele	1996 to present
	Duncan Hindle	1992 to 1994
	Aubrey Matlole	1995 to present

The complete list of all NGO's associated with JET

FOCUS: Adult Basic Education and Training (ABET)

Abe Development Services

ABET for Methodist Church of South Africa

Addo Adult Literacy Project

Adult Learning Project Cape Town

African Independent Churches Development Project

Akanani Rural Development Association

Ananda Marga Special Academic Institution

ASECA - A Secondary Education Curriculum for Adults

Asoka Literacy Group

Babbeljoentjie Literacy Project

Baithuti Literacy Project

Basic Education & Skills for Adults

Bayensfield Training Centre

BCP Community Projects - Qwa-Qwa Community College

Berlin Literacy Project

Black Education Upgrading

BMS School

Botshabelo Guidance Centre

Building Industries Federation of South Africa

Bularnahlo Learning Project

Cala Adult Literacy Project

Centre for Community Enrichment - Adult Basic Education Literacy Project

City Centre Literacy Project

Colridge Adult Literacy Project

Community Education Centre - Adult Basic Education Project

Community Research & Development Centre

Continuing Education Programme

Crisis Care Literacy Programme

Dansa International College - Adult Education Centre

Daveyton Adult Literacy Project

Durban Association for the Aged - Adult Basic Education Project

East London Literacy Project

Edenvale Funda Literacy Project

Ekukhanyeni Adult Education Project

Ekukhanyeni Community Counselling Centre

Eldorado Park Advice Centre

Elukhanyisi Adult Education Project

English Literacy Project

English Resource Unit

Evaton Community Education and Development Project

Ezamukuhle Education Centre

Forum for Advancement of Adult Education

Gordon Tywakadi Adult literacy Centre

Hampton College - Sunflower Projects

Hillcrest Christian Fellowship

Hlabisa Adult Education Project

Hlwazhlwazi Adult Literacy Project

Ikhono Literacy Education School

Ikusasa Lethu Community Development Programme

Ililungelo Lethu

Imizamoyethu Adult Education Project

Independent Examination Board

Inkanyezi Adult Literacy Project

Inkqubela Resource Centre

Inkululeko Development Centre

Ithabeleng Literacy School

Ithuteng Adult Literacy Trust

Itireleng Community Project
Itireleng Educational Project
Ivory Park Adult Centre
Kathorus Literacy Employment Creation Association
Khanya Ngwane Education Trust
Khanyisa Literacy Project
King Williams Town Literacy Programme
Knysna Adult Basic Education Literacy Project
Kopano Literacy & Basic Adult Education Project
Kwa Mashu Community Advancement Project
Kwa-Makhutha Adult Education Programme
Langkloof Adult Centre
Learn and Teach
Lebohang Community Resource Centre
Lere-la-Thuto Adult Literacy Project
Lesedi Ukukhanya Community Projects Organisation
Light Study Centre
Machibini Project
Magoma Adult Education Centre
Makeepsvlei Adult Education Centre
Mandela Village Literacy Project
Marselle Community Development Forum
Masakhane Adult Education Project
Masakhane Community Project
Masakhane Literacy Project
Masana Rural Development Centre
Masifundeni Adult Education Association
Masifundisane/Rerutaneng Literacy Project
Mathyantya Adult Project
Medunsa Literacy & Development Project
Mmabatho Adult Literacy & Education Trust
Mmotong Adult Education Project

Molteno Project
Mthwakazi Project
Naledi Non Governmental Organisation
Natal ABE Support Agency - Abe Leadership Development Programme
National Council of African Women
New Life Literacy Project
Newtown Adult Literacy Project
Nkonjane Trust
Nthoroane leadership Education Project
Nyangazezizwe Traditional Doctors
Ons Leer Mekaar
Operation Upgrade
Operation Upgrade of South Africa
Optimus - Adult Education Centres
Optimus Foundation
Osizweni Community Development Centre
Phagamisa Adult Educ Centre
Phomolong Literacy Project
Pinetown Child & Welfare Society
Plettenberg Bay Adult Education Centre
Project Gateway
Project Literacy - PROLIT
PUCHE - Adult Basic Education Programme
Refilwe Social Upliftment Project
Rhodes Isea Adult Literacy
Robertson Advice Centre
Rural Development Collective
Rutanang Study project - Atok
Setlogelo Technikon - Adult Basic Education Project
Share - Somerset West
Sifundakunye Adult Education Centre - Literacy and

Numeracy Project
Siphulwazi Literacy Project
Siphumelele Literacy Projects
Sisters of Mercy - Winterveld
Sizanani literacy Project
Sizwe Adult Education Project
Social Development Project
St Athony's Adult Education Centre - Literacy Development Programme
Strydkraal Literacy Project
The Ecumenical Action Ministries Team
The Trust for Christian Outreach
Thornwood Literacy Project
Thusano
Thutela Bogolo Adult Education Centre
Thuthuka-Nyamazane Literacy Project
Tigerkloof Educational Institution
Training in English language & literacy
Tsholofelo Adult Education Centre
Ukhanyo Literacy Project
Umlazi Community College - ABE Project
Umtapo Centre
Umtata Adult Literacy Centre
University of Cape Town - Abe Research
University of Natal - Abe Research
University of Natal - Centre for Adult Education
University of Natal - Learn with Echo
University of Natal - Literacy Support Project
University of the Western Cape - Abe Research
University of the Western Cape : CACE - Adult Education Training and Development for Rural and Urban Areas
Urdep - Cape Town

Urdep - Daggakraal Programme
Uswe Development Course
Valley Trust: Adult Literacy Project
Vumani Mfundo Adult Literacy Centre
Wintervelt Advice Office & Lit School
Wits Workers School
Workers Empowerment Literacy Programme
Yoluntu literacy Project
Zamani Adult Literacy Programme
Zwanani Development Project

FOCUS: Early Childhood Development (ECD)

Access College
African Child Development Centre
African Self Help Association
Alpha Community Projects
Association For Training & Resources
Baobab Community College
Boitume lo Early Learning Centre
Chatsworth Early Learning Centre
Community and Child Development Centre
Community and Family Centre
Early Learning Resource Unit
Ekuhlaleni Community Pre-School Project
Empangeni Community Development Association
Entokozweni
Grassroots Educare Trust
Grow Early Learning Centre
Hands of Prayer Day Care Centre
Hippy
Hippy Bloemfontein

Ikhulubone Trust
Independent Examination Board - Accreditation Process for
ECD Practitioners
Karoo Association for Preschool Development
Katllehong Early learning Resource Centre
Kgutlo Tharo
Khokela Early Learning Centre
Learn for All Trust
Lesedi Educare Association
Little Elephant Training Centre for Early Education
M.T Training Centre for Nursery and PreSchool
Masakane Trust
Masikhule Educare Development Centre
Matal Early Childhood Programme
Monaghan Farm Schools Project
Motheo PreSchool
Natal Early Learning Resource Unit
Noordweste Sentrum vir Voorskoolse Ontwikkeling
Northern Cape Educare Trust
Norval's Pont Education, Resource and Development Centre
Ntataise Central Training Project
Ntataise Eastern OFS
Ntataise Lowveld
Ntataise Rural Pre-School Development
Ntsonatsatsi Educare Trust
Nyologang Community Outreach
OFS Educare Development Unit
Oudtshoorn Preschool Resource Centre
Philani Nutrition Centres
Phumelela Community Training Programme
Port Elizabeth Early Learning Resource Unit
Project for the Establishment of Pre-primary and Primary
Schools

Queenstown Early Learning Centre
Redhill School
Rehologile Child Development Centre
Rhodes University - Centre for Social Development
Small Beginnings
Society to Help Civilian Blind
South African Congress of Early Childhood Development
Sunshine Centre
Thabong Educare Centre
The PreSchool Resource Centre - S Cape
The Learning Project
The Rudolph Steiner Centre for Teacher Education Training
and Resource in Early Education
Tshepang Trust
Umlazi Pre-School Skills Training
Underprivileged Child in Informal Settlement
Western Cape Foundation for Community Work
Woz'obona Early Childhood Community Service Group

FOCUS: Teacher Development

1820 Foundation Inset
Alexsan Resource Centre
Bureau for Inservice Teacher Development
Catholic Institute of Education - Teacher improvement
programme
Centre for Education Policy Development - System
Centre for the Advancement of Science and Mathematics
Education
Community Education Trust - Education Management
Programme
Count
Cue Teacher Resource Centre

Delta Environmental Centre
Deved Trust
Edu-Train - Thusong Education Trust
Education Support Project
Eltic Farm Schools Project
English at Secondary Level
English Language Education Trust - ELET
English Language Materials and Programmes
Fulcrum Teacher Education Project
Gauteng Mathematics and General Science Project
Glenoaks School
Independent Teacher Enrichment Centre
Junior Achievement - Enterprise Education in Schools
Katlehong Resource Centre
Lebowa Primary Maths Project
Link Africa - Northern Province Whole School Change Pilot Programme
Mamelodi Career Guidance Centre
Master Maths Education Trust
Maths Centre for Primary Teachers
Medunsa Teacher Assistance Programme
Midlands Education Development Unit
MSTP/IEB Joint Initiative Pilot Project - Further Diploma in Education Development Management and Administration
Natal College of Education - Diploma in Education Course
National Education Coordinating Committee
National Language Project - Multilingual Primary School Programme
Novalis Institute - Ubuntu College of Education
Novalis Teacher Enrichment Programme
Npi Centre for Productive Education Maths
Palabora Foundation
Primary Education Project

Primary Maths Project
Primary Science Programme
Promat College - Matric College
Promat College of Education
Promat In-Service Bureau
RADMASTE (Wits): Development of a More Relevant Science Curriculum
Radmaste Centre (Wits) - Change Agent in Primary Maths Education
Rand Afrikaans University - Inset (Orange Farm Community)
READ Educational Trust
Rhodes University - Duncan Village Project
Rhodes University - Teacher Development
Science Education Project
Secondary Mathematics Inset - Western Cape
Secondary Schools English Research Project
Sherwood Farm Resource Centre
Singakwenza Teaching Project
Siza Centre
SMILE
St Alban's Teacher Upgrading Project
St Andrews Outreach Foundation Teacher Enrichment Programme
St Mary's DSG Outreach Project
Star Projects Coordinating Committee
Stellenbosch University - Centre for Education Development
Stellenbosch University - IMSTUS
Sweetwaters Project
Teacher Opportunity Programme
Teachers Appraisals Project
Technikon SA - Teachers Development Project
The African Writers Association
The Midlands Educational Trust
The Molteno Project

The Remedial Teaching Foundation
The Science Curriculum Initiative in South Africa
The South African National Council for the Blind -
Upgrading of Teachers Project
University of Bophuthatswana - Teachers English Language
Improvement Project
University of Cape Town - Teaching and Learning
Programme
University of Cape Town - Primary Education Project
University of Cape Town - The Mathematics Education
Project
University of Natal - Language in Learning and Teaching
Project
University of Port Elizabeth - Inservice Teacher Training
Programme
University of the North - INSET for Maths and Science
Teachers
University of the Orange Free State - New Horizons Maths
Project
University of the Western Cape - Teacher Advancement in
Maths
University of the Western Cape - Teacher In-Service Project
University of the Witwatersrand - Rural Facility
University of the Witwatersrand - Education Policy Unit
University of the Witwatersrand - Further Diploma in
Education Programme
University of the Witwatersrand - Maths and Science at
Colleges of Education
University of the Witwatersrand - Teachers English
Language Improvement Project
University of Transkei
University of Zululand - Administration and Management
Programme

University of Zululand - Maths and Science INSET Programme
Uplands Outreach - School Outreach Programme
Vista Centre for Cognitive Development - Rural Project
Vista Centre for Cognitive Development - Saldanha Inservice
Teacher Training Project
Vista Centre for Cognitive Development - Urban Project
Vista Centre for Cognitive Development - Valley of 1000
Hills Teacher Training Project

FOCUS: Vocational and Further Education

Career Education Foundation of South Africa
Funda Community College Initiative
LEAF College of Commerce and Engineering
Ort Step Institute
Programme for Technological Careers
University of the Orange Free State - NEED Programme
Vocational Education Development Company

FOCUS: Youth Development

Albert Luthuli Community and Educational Trust
Bergzicht Skills Training Centre
Bertrams Brigades and Housing Cooperation
Business Skills and Development Centre
Daily Bread
Education Resource and Information Project
Education with Enterprise Trust
Enterprise Education
Entrepreneurial Development Project
Fort Hare Youth Development Programme
Foundation for Economic and Business Development

Gazankulu Training Trust
Gold Shield Award
Hantam Community Education Trust
Idayasa Trust
Ikemeleng Remedial Education Centre
Independent Projects Trust
Informal Business Training Trust
Interchurch Education Programme - Keyboards
Izingolweni Skills Centre
Joint Enrichment Project
Junior Achievement - Centre for Opportunity Development
M L Sultan Technikon - Centre for Education and Skills Development
Midlands Community College
Mitchell's Plain Youth Development
Moving into Dance
Namaqualand Resource and Education Centre
Natal Society for the Blind
Neighbourhood Advice Resource Centre
Outward Bound /Valley Trust
Overberg Community Service Project
Pasada Fashion Incubator
Phuxunani Youth Project
Pretoria YMCA : Camp Jumbo Street Children Programme
Primary Open Learning Pathway Trust
Prince Alfred Hamlet Youth Development Centre
Resource Action Group
School Leavers Opportunity Training
Sibikwa Community Theatre Project
Sisters of Mercy : Mmakau Adult School
Skills Training for Employment Centre
South African Communication and Development Institute

Springs Computer Education Centre
St Anthony's Adult Education Centre - Education/Skills Development Programme
Takalani Youth Programme
The South African National Council for the Blind - Visually Disabled Youth Programme
The Young Entrepreneur Foundation - The Kathorus Youth Plumbing Skills Project
Thusanang Haenertsburg Self Help Association
Thusong Secretarial School
Triple Trust Organisation
Ubambiswano
Urban Missions Community Programme
Vocational Advancement Programme

FOCUS. Special Funding

Kathorus Youth Services Support Programme
Murray and Roberts Holdings - Cosas Code of Conduct
National Education Training Forum
Ekuseni Youth Development Centre - PSI Joint Education Trust
Northern Cape Workbook Project
Rand Afrikaans University - Ekuseni Youth Development Centre