



JET EDUCATION SERVICES

ANNUAL REPORT 2003



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MESSAGE FROM THE CHAIRPERSON

As South Africa enters into the second decade of democracy, JET has the opportunity to reflect on this period, and indeed, the two years of its existence prior to 1994.

How has JET fared through this period of rapid change? Initially, a grant-making organisation with R500 million in funds to support locally-grown educational service providers, JET has succeeded in supporting transformation in the education system and providing needed start-up resources for smaller NGOs.

However, with the funding climate having changed over the last ten years, not all of these benefits have been sustained. The NGO environment has become highly competitive with many NGOs competing for both tenders and donor funds.

What this has meant for some is nothing short of closure. For others, it has meant a change in practices. For, at the same time that there is increased competition within the sector, there is also the need for increased co-operation and collaboration between service providers in order to complete large projects. JET has seen these changes as a positive opportunity for redefinition and is now coming into its own as a new entity JET Education Services.

Having achieved accreditation status as an education and training service provider through the ETDP SETA, and registered as a Public Benefit Organisation, JET Education Services is flourishing as a leader within the sector. JET will continue to fulfil its mission, in alignment with the need to address the key human resource priorities in the country, by supporting quality learning outcomes and results in the schooling sector. Importantly, this work is an important contributor towards the development of a more highly skilled workforce able to compete in global and local markets.



Without doubt, despite the changed climate, the space occupied by NGOs like JET is an important one. JET's sound track record for high quality delivery and performance in promoting a more equitable and enabled society is a solid base from which new research and policy directions can be informed. JET programmes continue to help us better understand how system improvements can be better effected and implemented for the benefit of both the learner and the adult in the world of work. These services are of value then to partners in government, the private sector, the NGO world and civil society, more broadly.

Financially, in the year under review, JET has recorded a solid performance and is in a strong position to continue to expand on niche activities, explore new ventures and enter the second decade of democracy with a clear role still to play.

A handwritten signature in black ink, which appears to read 'Thandiwe January McLean'.

Thandiwe January McLean
Chairperson
JET Education Services

MESSAGE FROM THE CEO

Over the last eleven years, in the context of rapid change, JET has been one of the few really successful NGOs to respond and adapt to a dramatically transformed educational landscape and a highly complex environment, where the boundaries between the local and the global have become blurred.

JET has strengthened its position as a key player in the development of policy, the application of relevant theory to practice, the dissemination of leading-edge research on what really makes schools tick, and advocacy for the effective institutionalisation of accountability measures that will support quality learning outcomes. The portfolio of projects under JET's management, on behalf of national and provincial Departments of Education and a number of local and international donors, gives testimony to the quality of our work.

As well, as a strong proponent of best practice in workforce advising and counselling, JET is distinguishing itself anew. This is in response to both the needs of industry and adults learning to sustain their livelihoods, achieve their human aspirational goals and attain new levels of skill. Importantly, JET's programmes articulate with the requirements of the National Qualifications Framework. Our work with the Department of Labour and the SETAs show JET's capacity to integrate and deliver on multiple demands across key sectors in the economy.

With a solid track record for delivery and a sound reputation for fund-holding and project management, JET Education Services enters a new phase of implementation coinciding with South Africa's entry into the second decade of democracy. Our efforts will be directed to making this decade one of meaningful inclusion, participation and capability enhancement for learners of all ages. Our holistic approach to addressing key



challenges in the sector also means that we will continue to emphasise the importance of effective leadership and governance, at all levels of the system, to ensure that resources are effectively allocated to improve the quality of teaching and learning in classrooms.

We remain committed to adding value to the realisation of transformatory goals. And, in working with other NGOs, civil society members, the private and public sectors, JET Education Services continues to foster co-operative alliances that open up new spaces for action, debate and participation in a robust and emergent market economy.

A handwritten signature in black ink, appearing to read 'N. Taylor', written over a vertical line.

Nick Taylor
CEO
JET Education Services

GOVERNANCE

Mission and Strategy

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

Sectors

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

Services

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

Board of Directors

- Thandiwe January-McLean (Chairperson)
- Saeeda Anis-Prew
- Yunus Ballim
- Brian Figaji
- Prof Nqabomzi Gawe
- Margie Keeton
- Jeremy Ractliffe
- Mike Rosholt
- Nick Taylor
- Jennifer Njelesani-Vergeer
- Jim Wotherspoon

SCHOOL DEVELOPMENT AND SUPPORT

The School Development and Support Division continues to enjoy direct involvement with a number of high quality projects that ultimately seek to benefit the South African learner by providing access to a 21st century education in the context of rapid change. Changing expectations of the school delivery system are positive aspects of demand that serve to make the system more accountable for measurable outcomes along the dimensions of quality, quantity, efficiency, effectiveness and equity. Historically a supply-led system, the School Development and Support Division seeks to meaningfully engage with the South African education system, at all levels, in order to promote and facilitate delivery that is more responsive and relevant to the broader world of work, community and global citizenship.

Below is a brief description of the projects managed by the School Development and Support Division.

Mahlahle

Implemented in 86 schools in the Giyani and Phalaborwa districts of Limpopo province, the year under review saw this project shift its emphasis towards consolidation and the establishment of systems to ensure that activities begun in 2000 will be sustained beyond the project's four-year life span.

The final external evaluation indicates that learners in project schools show significant improvement in learner performance over the life of the project.

Learners with Special Education Needs (LSEN): Inclusive Education Project

This project was implemented in the Eastern Cape, Northwest and KwaZulu-Natal as a pilot for the implementation of an inclusive education system in South Africa. Funded through the Danish International Development Agency (DANIDA), in excess of R15 million, the final year of the project in 2003 has focused on consolidating project gains. Progress reports document successful implementation and are a valuable source of knowledge and lessons learned from a project that has assisted the department to optimise the participation of learners with special education needs in the mainstream schooling system.



Delegates participating in the Management for Development Foundation (MDF) capacity-building for education managers in Limpopo province



The Institutional RPL Team from Esayidi FET College, Port Shepstone, KwaZulu-Natal

Co-operation in Education between the Netherlands and SA (CENESA II)

- See the Focus section on CENESA II.

Support to Education and Skills Development (SESD) Programme

This 3-year programme started in January 2003 and funded through DANIDA in the amount of R100-million, seeks to increase the employability of male and female youth and adults, through the delivery of practical and labour-oriented education and skills training programmes. With a focus mainly on the FET band, the programme is being run in the Western Cape, the Northwest and KwaZulu-Natal, in conjunction with the National Department of Education, the Department of Labour and the South African Qualifications Authority (SAQA).

Khanyisa Education Support Programme

Managed as a joint venture between JET and Cambridge Education Consultants (CEC), this programme, funded through the Department for International Development (DfID) in the amount of R240-million, seeks to support the Limpopo Department of Education. Begun in May 2003 and running for a period of seven years, the programme's main objectives include: capacity-building at all levels of the Department; improving the quality of schools in 750 primary and 250 secondary schools; and the enhancement of life and learning opportunities for out-of-school youth from disadvantaged and marginalised communities.

Mveledzandivho School Support Project

Known as the 'knowledge creation' project, the Mveledzandivho School Support Project, funded by the BHP Billiton (South Africa) Development Trust, aims to improve the

quality of teaching and learning in 29 schools, across six provinces, in areas where BHP Billiton has mining interests. This project, worth R30 million, is managed by JET as project fund-holder and management support agency.

Eastern Cape Education Management Support

Funded by the Swedish International Development Agency (SIDA), the project supports the Eastern Cape Department of

Education in the roll-out of its district decentralisation strategy. The programme will run for 3 years, at an estimated cost of R20 million, with the purpose of supporting the devolution of decisions and functions to district level. JET has partnered with Copenhagen Development Consultants to manage the programme.



North West delegates participating in the Management for Development Foundation (MDF) capacity-building for education managers

FOCUS: CENESA II NORTH-SOUTH CO-OPERATION AND LEARNING

The five-year contract to manage and co-ordinate the activities of CENESA II was awarded to JET and NUFFIC, a Netherlands-based NGO, in 2000. The aims of the co-operative venture are:

- To strengthen and sustain the development of human and organisational capacity in the formal education sector at national, provincial and institutional levels;
- To create opportunities for mutual learning between the two countries in the field of education;
- To provide support for curriculum development and implementation, especially in the General Education and Training (GET), Further Education and Training (FET) and Higher Education bands.

Programme implementation

The programme, jointly funded by the Department of Developmental Co-operation and the Department of Education and Culture in the Netherlands, is valued at R48-million. The programme is being implemented at national level in the Department of Education (DoE) and the Northwest, Limpopo and KwaZulu-Natal provinces.

Activities are delivered by a partnership between the relevant departments of education and Dutch and South African implementing agencies.

Programme approach

The programme is aimed at contributing to transitional processes in the South African education sector. Special attention is given to formerly disadvantaged population groups, such as women, as well as historically under-resourced institutions and regions.

In the FET sector, the shared learning approach has been particularly successful. The experience of ROCs (i.e., the Dutch equivalent of South African FET colleges) has been shared to advantage through mentorships, networks and exchange programmes that have been organised for Chief Executive Officers and other FET staff members between 2001 and 2003.

The high level of government involvement in the programme through participation in the Steering Committee has ensured that senior management is involved in strategic decisions. The space given to the DOE to manage and give direction to the programme has, therefore, been an important factor in the programme's success.

Within the CENESA II programme, the following nine operating projects are underway:

- **Baswa at Risk Project**
The partnership between the University of the North and the University of Groningen seeks to develop the capacity of approximately 100 out-of-school youth in the Mahwelereng District, Mokopane.
- **Curriculum Development & Assessment in primary schools**
This project is implemented in partnership with the SLO and CITO, two Netherlands-based development organisations and the Limpopo, Northwest and KwaZulu-Natal provinces to capacitate provincial and district-level officials.
- **Implementing RPL in South Africa**
A four-year pilot project involving 2 clusters of FET colleges in each of the 3 provinces seeks, in partnership with CINOP/EVC, to set up effective and efficient RPL admission processes.



The nine CEOs of the FET Colleges on training in the Netherlands

■ **Instructional Leadership and Management Project**

Begun in 2002, the training of 20 district officials, as facilitators, and 45 SMT members in each of the 3 provinces is underway to promote the support of quality teaching and learning in schools.

■ **National Qualifications Framework and RPL**

Selected SETAs are assisted to develop RPL standards and instruments through this project.

■ **Capacity-Building and Quality Assurance Framework (FET Institutions and the Netherlands-based FET-equivalent)**

CEOs managing the change and merger processes in FET institutions are mentored and trained through this exchange programme that is followed by on-site support.

■ **Mathematics, Science and Technology Education Centre, in the Northwest Province**

Implemented by the Northwest Department of Education and the Maths, Science and Technology Education (MSTE) Centre, in partnership with the Development Unit of the Centre for Development Co-operation

Services at Vrije University, research is being conducted to develop appropriate strategies to increase enrolment and pass rates in Maths and Science.

■ **Capacity Development for EMD Co-ordinators and Circuit managers at District level**

Implemented by 3 independent Dutch consultants and the MDF, a Dutch agency, the purpose of this project is to develop the capacity of EMD co-ordinators and District and Circuit Managers to implement education policies and legislative requirements effectively.

■ **CHE-HE Branch Research Evaluation**

Implemented by the Council on Higher Education (CHE) and the Quality Committee (HEQC), in partnership with Twente University, this project seeks to assess the quality of post-graduate and other research activities in HEIs.

In each of the above projects a high premium is placed on opening spaces for dialogue, exchange and shared learning, in alignment with the CENESA framework document.



Mr Narend Singh: KwaZulu-Natal MEC for Education, with Matrien van Ossendolk: Management for Development Foundation (MDF) facilitator

QUALITY LEARNING PROJECT (QLP)

This project, funded by the Business Trust in the amount of R139 million over 5 years, has focused on producing systemic educational change at classroom, school and district level. Learner performance in reading, writing and mathematics, in over 500 secondary schools, has been the key focus. Support to district officials, school governing bodies, school management teams and educators within the classroom has served to improve school and district functionality and create conducive learning environments for improved learner results.

With project close-out being effected at the end of June 2004 after five years of sustained implementation, the Human Sciences Research Council (HRSC), as external evaluator, is contracted to conduct the final impact study and consolidate findings from the earlier mid-term and baseline evaluations.

Achievements

The project has produced marked gains in learner performance. In 2002, QLP schools, as a whole, out-performed the national mean by significant margins for:

- Increases in the absolute numbers of candidates passing the examination;
- The numbers of learners obtaining exemptions; and
- The numbers of learners passing Mathematics, on both the Standard Grade and Higher Grade.

In 2003, QLP activities were disrupted by provincial restructuring in four provinces. As a result, the landscape in which the QLP operated changed dramatically. Entirely new district offices were created and staffed by new personnel. Under their jurisdiction,

a new demographic distribution of schools came into being.

Given that the focus on district development is an essential part of the QLP model, the restructuring process in these provinces greatly diluted the QLP intervention. A disappointing set of matriculation results in 2003 reflected this. For those provinces in which restructuring did not take place, improvements in the matriculation results for QLP schools continued to be significantly higher than those for non-QLP schools.

The implementation of capacity-building projects like the QLP may be completed within the project's prescribed lifespan, but the real challenge to implementation comes when seeking to sustain the practices learned through the project. Having measures in place to ensure that quality implementation continues is vitally important.

Therefore, a key question at the annual provincial bosberaads was: How would schools and districts sustain best practices



Ms Cobile Khanye, General Manager, District Co-ordination in the Limpopo Province Department of Education, addresses the Provincial Lekgotla in Limpopo



Ms Faith Mashimbye (clad in red and black), Central Region Executive Manager, leads the choir of the newly established Central Region Development Committee

and the levels of learner performance attained through the project intervention, beyond the project's close-out?

These "makgotla" culminated in sustainability plans being developed for district and school officials in all nine provinces. Participants concluded the bosberaad proceedings with the understanding that what mattered most, post the project's close-out in 2004, was not whether sustainability plans existed, but whether they were going to be implemented. The mood was summed up by Ms Mashimbye: Central Region Executive Manager. In her address to the 2003 North West Province lekgotla, she said the following:

We expect to see all the districts in the central region following the sterling example of QLP districts and schools.

We expect to see them implementing the same best practices and enhancing the quality and efficiency of learner results. We want to see achievements sustained, replicated and brought to scale.

Conclusion

The QLP model of school development, and, in particular, its emphasis on a culture of accountability through its critical engagement with the content and outcomes of actual learning in classrooms, has begun to spread far beyond the 524 schools reached directly by the project.

The modalities pioneered by the project provide concrete exemplars for the rest of the schooling system. This is the lasting legacy of the QLP's success.



Mr Jabu Tshabalala, Head: Gauteng PDoE Projects and Interventions Sub-Directorate

WORKFORCE DEVELOPMENT DIVISION (WFD)

In seeking to provide accessible, quality workforce development services to South African workers, the Joint Education Trust and Ford Foundation provided funds to enable JET Education Services to develop the necessary model and infrastructure. The end of 2003 saw the Workforce Development Division (WFD) well on its way to achieving full self-sustainability.

Adapted from a successful Council for Adult and Experiential Learning (CAEL) programme in the USA, the WFD model follows a holistic approach in bringing together the following elements:

- Company needs assessment
- Career path advice for individual workers
- Holistic plans to bring these together
- Brokering training to make it happen through formal learnerships or specially targeted programmes

Given the priority placed on raising the skills-base in South Africa, the WFD model is recognised as being particularly valid. With an application across the twenty-five Sector Education and Training Authorities (SETAs), benefits that flow from the model for employers are twofold:



- It is an effective tool for addressing work-related skills deficit challenges; and
- Employers' may claim back implementation costs from the Skills Development Levy.

Major projects in 2003

Gauteng Department of Transport Taxi Industry Training Programme

Begun in January 2003, the programme is to run for 16 months. 777 executive members of taxi associations have completed 46 Dipaakanyo workshops and begun skills training towards the provision of a more responsive, client-oriented taxi service. A special focus on this programme is found below, on page 14.

Computershare – New Horizons Project

Computershare, the world's largest stock transfer company, retrenched employees at its local offices, after pressure exerted by broader global rationalisation processes. In order to minimise the negative impact of retrenchments, the New Horizons Project, begun in July 2003, trained 38 Computershare employees. Entrepreneurial and self-

sufficiency courses have focused on a variety of topics including:

- Tourism
- Educator training
- Marketing management
- Estate agency work
- Small business management
- Childcare
- Financial management
- Motor mechanics
- Call-centre operations



SMME Development

First National Bank

Completed in June 2003, 956, out of an original 1000, First National Bank (FNB) employees completed a nationwide assessor training programme. Activities included:

- The provision of computerised on-line assessor training for workplace assessors
- The training of staff facilitators of on-line learning programmes
- Technical assistance to trainee assessors throughout the pilot project.

FOCUS: JET AT THE WHEEL FOR TAXI ASSOCIATION TRAINING

Background

Plans to recapitalise the taxi industry also include plans to promote the democratisation of 207 taxi associations in Gauteng, equitably allocate routes and train taxi leaders. The implementation of these plans is intended to help reduce violence within the industry and improve commuter safety.

"When our people have had poor schooling, a bridge is required to ensure that they successfully continue their education. Dipaakanyo is that bridge".

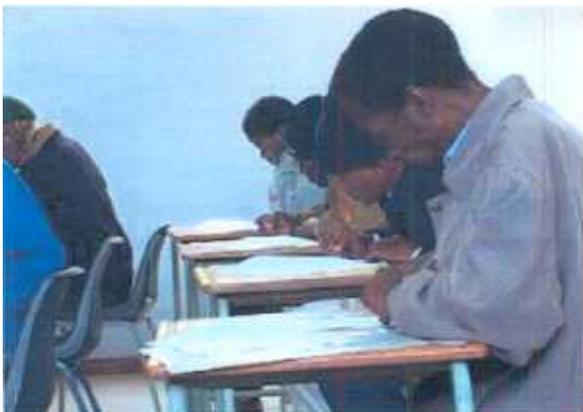
Ntopa Sekhu
Director: Directorate of Taxis
Gauteng Department of Public
Transport, Roads and Works
(Gautrans)

provided by the JR School of Entrepreneurs offering courses on topics such as customer service, conflict management and first aid.

Demonstrated competence in all provided courses leads to a national diploma in Taxi Operation Management (NQF level 4).

Driving Transformation

To assist with this transformatory project, the Workforce Development Division (WFD) of JET, in partnership with Gautrans, has implemented fully monitored skills training programmes for 1800 taxi association leaders.



Dipaakanyo workshops, offered to groups of 25 at a time, are an important aspect of the return-to-learning programme. These three-day workshops help participants to adapt to changing circumstances and gain control of their lives through greater self-awareness. Practical themes are covered with participants to promote shifts in attitude, skills and knowledge.

The Dipaakanyo workshops are then followed by skills training courses which run for two to four days each. These are



JET's role

In addition to learner preparation through the Dipaakanyo workshops, JET was contracted to monitor learner progress. Each learner has been registered on the JET Skills Enabler programme and is tracked through his or her chosen training programme. JET has provided quality assurance monitoring and an impact study of the project will establish the programme's usefulness for programme participants and Gautrans.

As a testimony to the success of the project, Gautrans is currently in the process of securing additional funding to support the training of 40,000 non-executive taxi-drivers in Gauteng. It is hoped that other provinces with similar needs will have the opportunity to expose their taxi associations to this vital and dynamic programme.

Pioneering results

By the end of 2003, all identified executive members of the 207 taxi associations had completed the Dipaakanyo workshop orientation sessions and were enrolled in the skills training programmes.

BUSINESS DEVELOPMENT DIVISION

Projects in 2003

Gauteng Education Development Trust (GEDT)

The GEDT, a partnership between the private sector and the Gauteng Department of Education (GDE), was set up to fast-track the delivery of innovative projects. The Trust aims to help the GDE achieve its strategic priorities through the provision of creative technical expertise and financial assistance. JET has been appointed as the administrator of the Trust to:

- Hold funds
- Manage finances
- Manage projects
- Provide technical assistance

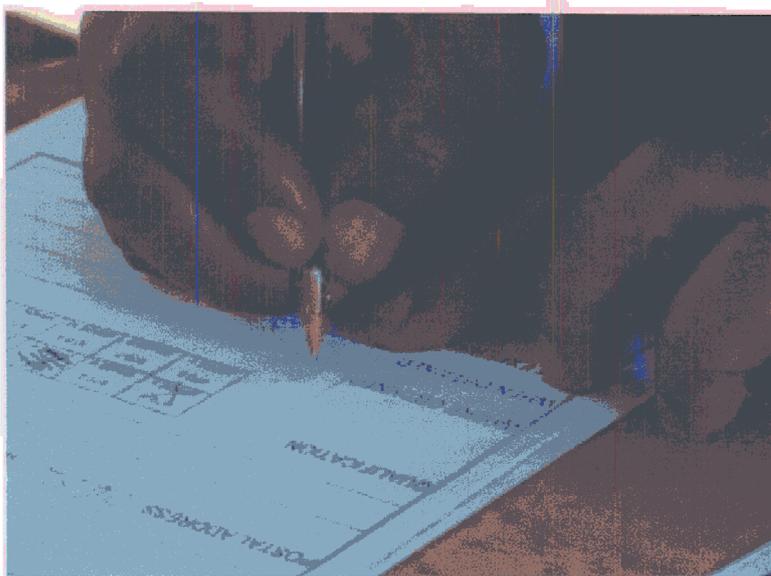
Gauteng Provincial Government Bursary Fund (GPGBF)

The purpose of the Gauteng Provincial Government Bursary Fund (GPGBF) is to provide bursaries to deserving learners from disadvantaged communities to access further learning opportunities at tertiary institutions, technikons or colleges. To augment graduates' possibilities for employment within the public sector, the provincial departments are encouraged to provide learners with relevant workplace exposure.

Prior to the project being transferred to the Gauteng Shared Services Centre (GSSC) in May 2004, JET has played the role of bursary fund-holder and manager, responsible for all administrative, logistical and financial services associated with the maintenance of a well-managed bursary scheme.

National Department of Education (NDoE) Support Programme – Phase 2

This programme is a five-year project funded by the Department for International Development (DfID) to promote effective policy-making and develop implementation capacity within the DoE and Provincial Education Departments. JET's function is to:



- Assist with planning
- Provide financial management
- Provide logistical and administrative support (i.e., including monitoring, reporting and other functions related to general project administration)
- Provide an effective project management service
- Procure and manage technical expertise

RECOGNITION OF PRIOR LEARNING (RPL) PROJECTS

The Recognition of Prior Learning (RPL) Unit, at the forefront of developments in the field, has focused in the period under review on advocacy, research and leading-edge contract work.

Research and development

Following the development of policies for SAQA, the unit was commissioned by the ETDP SETA to develop RPL policy, conduct an environmental scan of RPL practices and processes among ETD providers and develop an RPL Handbook/Guidelines Document for the benefit of ETD providers. Currently, the RPL Handbook is distributed to newly accredited ETD providers by ETDP SETA.

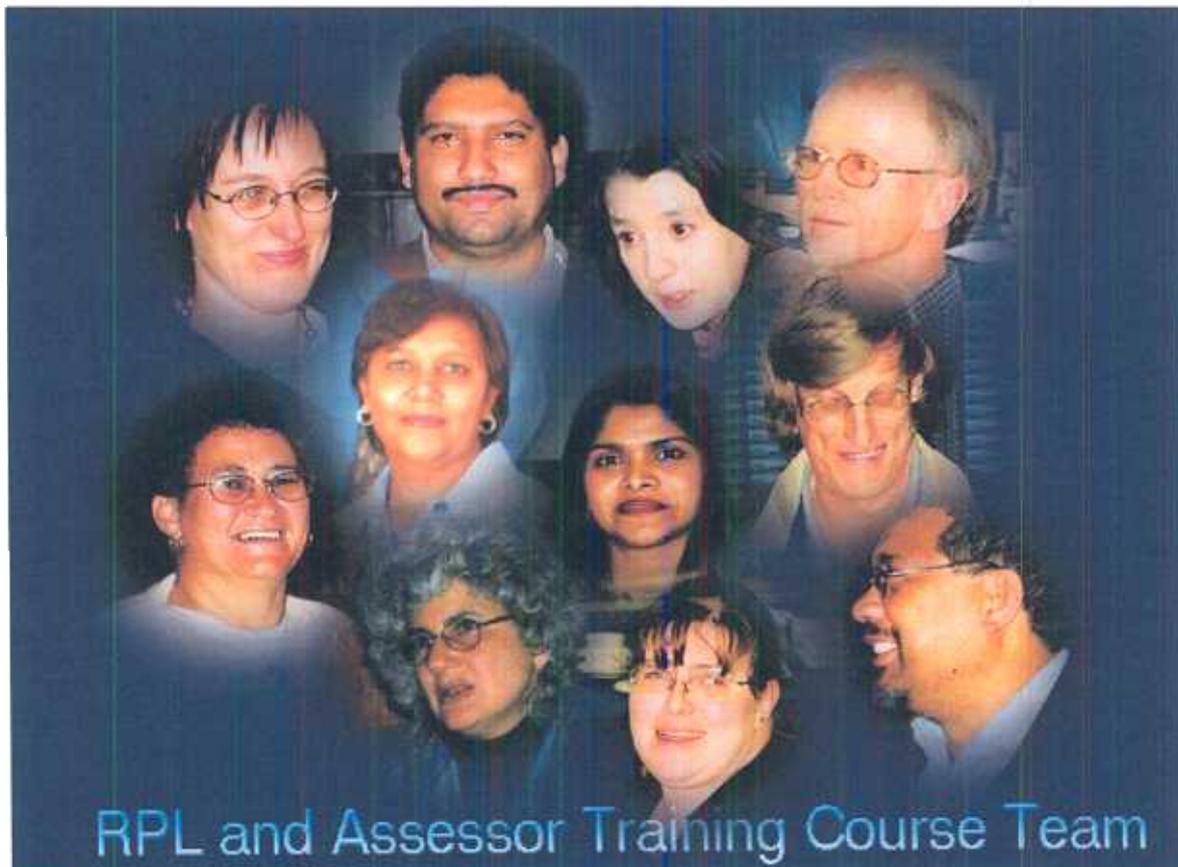
Contracted work

Recently, the RPL Unit, as part of a consortium, was contracted to the Department

of Education's ECD Directorate to upgrade the skills of 4,500 ECD practitioners from NQF Level 1 to NQF Level 4. The process included an intensive RPL phase, where practitioners were assisted to develop a portfolio of evidence of their prior learning. Several practitioners were found to be competent in the full ECD Level 4 qualification through RPL, while others were found to be competent in specific ECD-related unit standards.

Conference

In July 2003, the RPL Unit hosted a three-day RPL conference attended by over 200 people. Local and international speakers analysed the impact of RPL implementation and challenged stakeholders to increase their commitment to RPL processes. A key outcome of the conference was the establishment of an RPL research and development network.



RPL and Assessor Training Course Team

FOCUS: RPL AND ASSESSOR TRAINING

In the year under review, the CD-ROM-based RPL and Assessor Training course was completed for the technikon sector. The course was then introduced to technikon lecturers. 22 lecturers across the sector are enrolled in the pilot and are mentored by eight RPL experts.

The course, developed by local and international experts, is divided into four main sections. A synopsis of the course content follows:

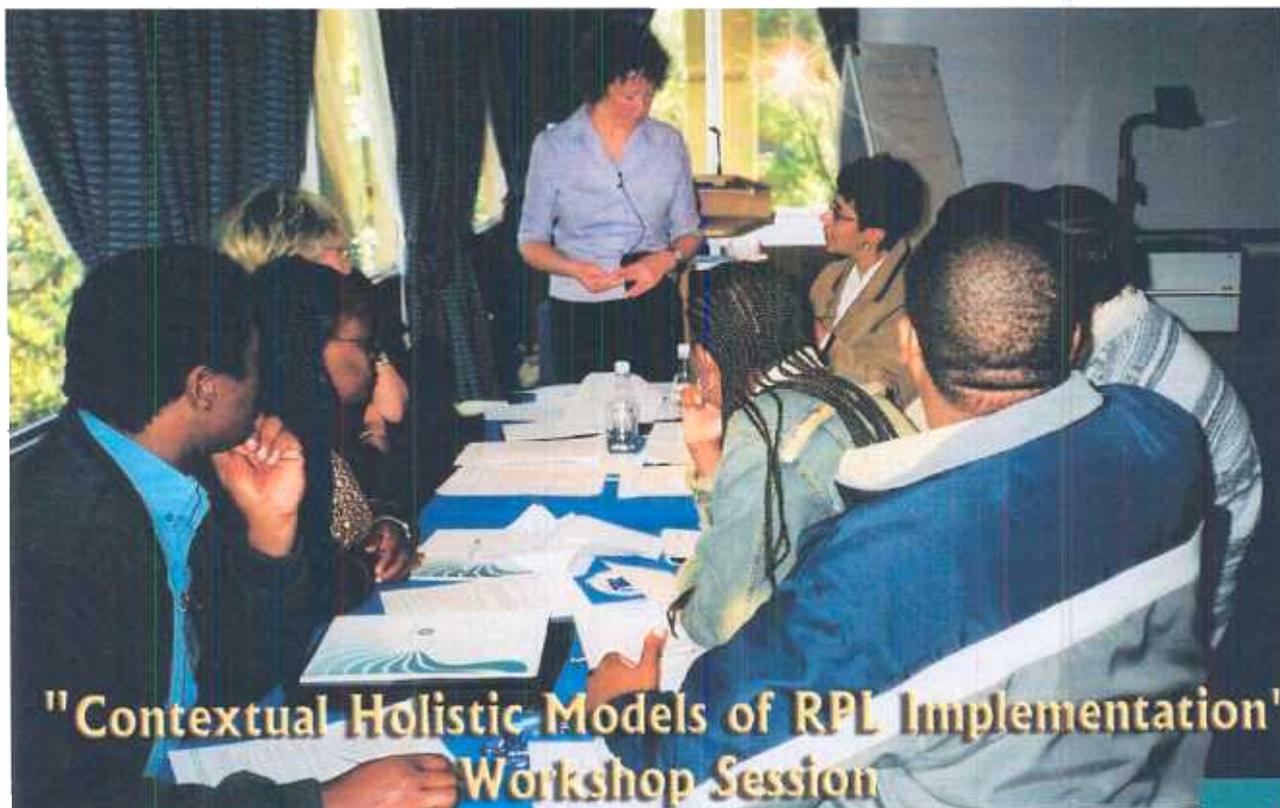
- The first section is devoted to a focus on adult learning: What are the different styles of learning adopted by adults? What contributes to effective adult learning?
- The second section delineates the historical trajectory that RPL in South Africa has followed.
- The third section provides learners with the opportunity to engage with different theories of assessment and highlights the centrality of having a comprehensive understanding of assessment. Generated understandings are aligned to the current

rules and best practices that govern assessment in South Africa. This section prepares the learner for the implementation of RPL with real candidates.

- The fourth section focuses on the implementation of the RPL process and doing an assessment of candidates' competencies. Learners work with actual candidates to apply knowledge, skills, attitudes and values learned through the course.

While technikon lecturers are still completing the course, positive comments from participants indicate the value the course has had for their personal and professional development. One participant had the following to say:

"There is a lot of depth to this course, and although completing the tasks on time has been difficult, the readings and resources are extremely interesting and knowledge-enhancing. I did not realise that RPL could be beneficial, until I began participating in this course."



**"Contextual Holistic Models of RPL Implementation"
Workshop Session**

COMMUNITY HIGHER EDUCATION SERVICE PARTNERSHIPS (CHESP)

Internationally, service-learning is recognised as a strategy that links the curricula of Higher Education Institutions (HEIs) to the development priorities and needs of local communities. It also provides learners with opportunities to apply the theory of their discipline to identified community needs. It enhances their civic learning and opens new research opportunities for academic staff.

The aim of the Community Higher Education Service Partnerships (CHESP) project is two-fold. It seeks to:

- Develop and research pilot academic programmes that make higher education curricula more relevant and responsive to community needs; and
- Use data generated from these pilots to influence higher education policy and practice, at a national, institutional and programmatic level.

In 2003, in collaboration with eight HEIs, JET supported the development of 51 accredited service-learning courses in 29 academic disciplines.

Some of the development priorities addressed by these courses included:

- HIV and AIDS
- Job creation
- Skills development
- Violence
- Entrepreneurship
- Literacy
- Information technology
- Sustainable construction



RAU Women's sewing group

The diversity of concerns covered by these courses indicates that curricula has been developed in consultation with communities in order to be more responsive to communities' needs and demands.

All service-learning courses funded by JET are subject to a comprehensive monitoring, evaluation and research programme. Surveys include in-depth responses from learners, academic staff, community and service agencies. Generated data is then used to develop indicators for the quality assurance of service-learning in collaboration with the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE). A draft policy on service-learning for the national Department of Education (DoE) has also been developed.

During 2003, the programme was extended with and four new HEIs in the technikon sector participated in CHESP.

FOCUS: INDUSTRIAL ENGINEERING MEETS SERVICE LEARNING

At Wits University, the Industrial Engineering degree has taken on a new direction with the introduction of a service-learning course, introduced as a pilot exercise in the fourth and (final) year of the Operations Management course, first in 2002 and then repeated in 2003. 2004 sees the service-learning course becoming a formal part of the Operations Management curriculum.

The course is comprised of 14 weeks of lectures, work experience and independent study. Thirty-percent of total course time is devoted to service-learning. Learners complete a relevant service-learning exercise as a final assignment.



RAU learners during a cleaning-up operation

Planning and conceptualisation

The value of the service-learning component within an Industrial Engineering degree is recognised as an innovative way to address the practical component of the programme. The aim is to optimise management processes for productivity and quality improvement. In 2002, the Wits CHESP office contacted managers of self-help centres employing physically disabled people. Discussions led to the selection of *Casa do Sol Enterprises* – a Johannesburg-based workshop offering work opportunities to intellectually disabled persons – as the pilot service-learning site.



RAU learners enjoying community service

Implementation

At the start of the module, learners processed information about the workshop through site-visits. The requirement to help the workshop improve its efficiency, then saw learners playing the role of 'would be' consultants responding professionally to the needs of their clients.

Outcomes

Through the course, learners performed work-studies and recommended strategies to realise productivity improvements, in line with global best practices for similar operations.

The mutual benefits of the course – to both learners and community participants – are recognised by the Engineering Council of SA (ECSA) which now accredits engineering degrees on the basis of a number of outcomes, including a focus on the role of the engineer in society.

Looking to the future, the introduction of additional service-learning modules to complement other engineering degrees will further enhance the relevance of the discipline and the quality of teaching and learning conducted at this level.

EVALUATION AND RESEARCH DIVISION

Research into factors that influence the quality of schooling

The Evaluation and Research Division seeks to understand, as one of its central projects, why the South African schooling sector, continues to show results in learning outcomes of poor quality. Despite relatively high levels of expenditure, the evidence at our disposal indicates that our schools are highly ineffective at teaching children to read, write and perform the four arithmetic operations. Why this is so is one of the most intractable questions of the new South Africa and reflects one of the most enduring legacies of apartheid.

These overarching questions drive the work of the Division and are at the core of the baseline studies and impact evaluations of the many school development projects with which JET is involved, including:

Major research initiatives

The largest of JET's research initiatives is the *Pupil Progress Project (PPP)*, conducted in partnership with the Western Cape Education Department (WCED). The PPP uses a sample of 90 schools, chosen to represent the full spectrum of variation in terms of socio-economic status and learner performance, across the province. The project is guided by the conclusions of the JET publication *Getting Schools Working*, a survey of research on schooling, both in South Africa and internationally (See the Focus section). Data has been collected on principals' management practices and educators' classroom practices and the results will be correlated with learner performance, as measured by the Grade 6 literacy and numeracy tests administered to all schools in the province at the end of 2003 (see next page).

| Project | Funder | Province/Country | Focus |
|--------------------------------------|--------------------|-------------------------|--------------|
| Mahlahle | JET | Limpopo | 86 schools |
| Limpopo School Development Project | CIE | Limpopo | 10 schools |
| Khanyisa Education Support Programme | DFID | Limpopo | 1000 schools |
| Mveledhzandhivo | Billiton PHP | GP, KZN, LP, MP, NC, NW | 29 schools |
| Eastern Cape Management Support | SIDA | Eastern Cape | Districts |
| District Development Support Project | USAID | EC, LP, NC, KZN | 453 schools |
| Quality Learning Project | Business Trust | All | 524 schools |
| Assistance to Lesotho Ministry | Lesotho government | Lesotho | Ministry |
| Bitou 10 | Cadbury/Schweppes | Western Cape | 10 schools |



Learners show off their handwork with pride. Work in the FET sector is beginning to take shape for the benefit of learners like these

begun to make a significant contribution to expanding the knowledge base of the FET sector.

The largest of JET's initiatives in this field is the *Longitudinal Evaluation of the College Collaboration Fund*, a Business Trust-sponsored project managed by the National Business Initiative. The fund was established to assist the merger process of the 150 FET colleges into 50 Further Education and Training Institutions. This five-year project concludes in 2004, when a final evaluation will assess its impact.

Assessment of learner performance

The JET literacy and numeracy tests at Grade 3 and 6 levels, developed in 2001, have been in demand from a variety of clients interested in designing school development interventions and tracking their impact. To date, these instruments have been administered to well over 25,000 learners in 5 provinces.

An important advance in the field of learner assessment is the decision by the WCED to administer diagnostic instruments in all primary schools in the province. JET was awarded the contracts for the development of the tests for Grade 3 in 2002 and Grade 6 in 2003. The WCED instruments allow for the assessment of each school in terms of specific literacy and numeracy outcomes and level of performance.

Research in the field of Further Education and Training

Research in this important sector of the education and training system is relatively undeveloped, and, in recent years, JET has

The *TVET (Technical and Vocational Education and Training) Regional Study* is a comparative study of the TVET systems in seven Southern African countries. The project is a partnership between JET, the British Council and the Human Sciences Research Council (HSRC). Case studies from the seven countries will form the basis for a dialogue on emerging best practice across the sub-continent.

The *FET Responsiveness Study Phase II* is a follow-up to the 2001 JET/HSRC project, and aims to gain a more in-depth understanding of the factors that impact on the employability of college graduates across different labour market contexts. The project is tracking 1000 graduates in Engineering and Business Studies from colleges in Gauteng, Durban, the Cape Metropole and Limpopo.

An *Evaluation of the Microsoft Digital Villages* was commissioned to investigate the extent to which these facilities are providing IT access to disadvantaged communities in townships and rural areas.



FOCUS: JET LAUNCHES **GETTING SCHOOLS WORKING**

On the 13th August 2003, at the Centre of the Book in Cape Town, JET launched its new work: **Getting Schools Working**, by authors Nick Taylor, Johan Muller and Penny Vinjevd. Key speakers at the event were: Ms Naledi Pandor, who was Chairperson of the National Council of Provinces, at the time, Mr Mosibudi Mangena, Deputy Minister of Education, and Mr Ismail Vadi, member of the Portfolio Committee on Education.

Commending the work for its topicality, Naledi Pandor said the following:

"It is important to acknowledge that resource input has a place, but without the form of qualitative and theoretical shift suggested in the book, South Africa will fail to Get Schools Working. That is a failure we cannot afford. The book and the practical examples from outside South Africa, should be made essential reading and practice for all those who dare to lead South Africa's educational transformation."

Forthright and to the point, **Getting Schools Working** provides an analysis of school improvement efforts between 1998 and 2002. Importantly, a theoretical model of the factors which influence learning is constructed and the detailed discussion of trend data serves to reveal systemic implications for future research and school reform programmes.

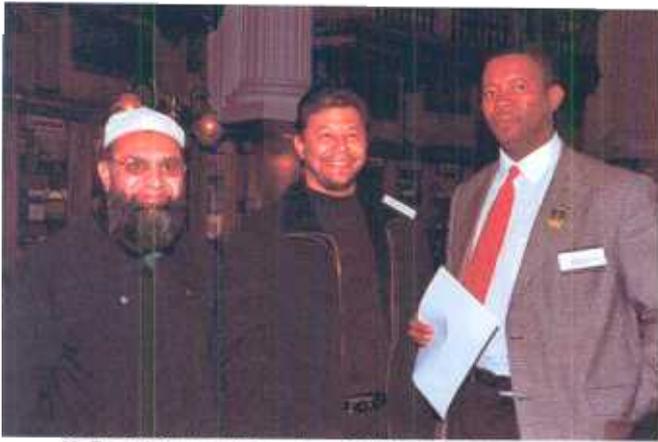
Guests at the launch concurred that the review and the model brought together in **Getting Schools Working** constitute a valuable resource for researchers, policy-makers and practitioners in the field of education.

Naledi's own reading of the work underscores its value for a post-apartheid South Africa:

"The model that Taylor et al., use is the following: There is a cyclical relation between social background, success at school, and position in the labour market. This means there is a systemic tendency to reproduce the poverty cycle in society. But some schools have the capacity to break out of this cycle."



From left to right: Mr Mangena, Deputy Minister of Education, Ms Naledi Pandor, then Chairperson of the National Council of Provinces and Mr Ismail Vadi, member of the Portfolio Committee on Education



Mr Ronald Swartz: Western Cape MEC for Education, flanked by Parliamentary Portfolio Committee members: Mr Ismail Vadi (right) and Mr LM Kgwele

- “1. Language and early exposure to reading and writing;
2. Mechanisms that ensure coverage of the curriculum and clear pacing;
3. Explicit, regular and systematic evaluation and assessment; and
4. Administration and management that values high attainment for all.”

However, change will not be sustained if there is not integration of purpose at the various levels of delivery within the system.

“The evidence is that subjects are weakly covered in all our schools. Good educators are able to vary the pace of learning so as to

And the book focuses on the factors that allow for such a break.”

The work poses a number of critical questions. For example:

“What is it about background that makes a difference? The answer the authors suggest is a particular orientation to meaning, the possession of a particular code. How do we then solve the equity problem? How do we allow all our learners access to this code? A new systemic policy is required.”

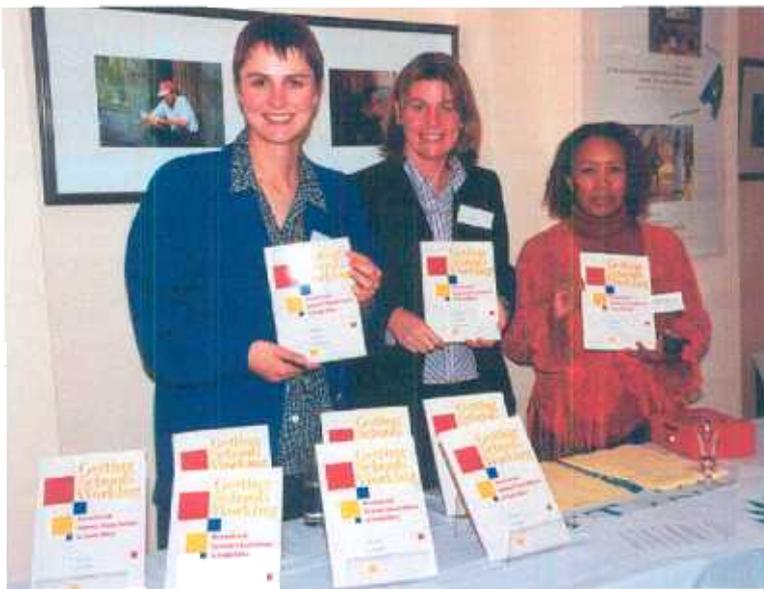
Ultimately, it seeks to identify what makes effective schools tick:



From left to right: Ms Naledi Pandor: former JET Education Services Board member, Mr Ismail Vadi: member of the Portfolio Committee on Education, Mrs Thandiwe January-McLean: JET Education Services Chairperson, Mr Mosibudi Mangena: Deputy Minister of Education, Dr Nick Taylor: JET CEO and author, Mr Jeremy Ractliffe: JET Education Services Board member

match the variable pace at which learners learn without compromising coverage. The (writers) suggest that learning will be enhanced through a tighter regulation of pacing through co-ordination at district, school and classroom levels.”

In seeking to support the construction of a quality education system and the attainment of positive learning outcomes, this publication by JET is a valuable resource whose significance will yet be appreciated for years to come.



The authors were available at the launch to sign copies of *Getting Schools Working*. Here the book is proudly placed on display

FINANCE AND ADMINISTRATION

The Finance and Administration Division of JET continued to deliver service to its clients in 2003, both internally and externally, meeting high standards in alignment with its policy for good governance and accountability.

Divisional services focus on the following areas:

- Fund-holding and management
- Financial management
- The preparation of contracts for staff and service providers
- The procurement of goods and services
- Project administration and logistical arrangements for workshops
- The preparation of procedure manuals
- Accounting services
- The preparation of financial reports
- Budget preparation and the costing of planned project activities
- Recruitment and consultancy work for projects
- The management of Human Resources within the company
- Office administration and management

The year under review

At the end of 2003, JET takes leave of Jim Wotherspoon who has served the organisation for 8 years. He oversaw the transition of JET from a Trust to a new organization, JET Education Services. He remains a non-executive member of the Board. JET welcomes Jennifer Njelesani-Vergeer, as the new Divisional Manager for Finance and Administration.

Importantly, the company's long-standing application to the South African Revenue Services (SARS) for exemption from income tax, as a Public Benefit Organisation (PBO)

under section 30 and 10(1) of the Income Tax Act, was finally granted early in 2004.

Projects

During the year under review, the company entered into a number of new contracts. These include:

- The DfID-funded **Khanyisa** Education Support Programme
- The Education Management Development programme in support of the Eastern Cape Provincial Administration funded by SIDA
- The Support to Education and Skills Development (SESD) **Danida** Programme
- The **Mveledzandivho** School Support project funded by **BHP Billiton** Development Trust.

The Gauteng Department of Education (GDE) Health and Wellness project is a four-month project to investigate the impact of health and wellness problems in the education sector. The contract, signed at the end of 2003, will be executed at the start of 2004 for a value of R279,662.

In support of the Lesotho Ministry of Education and Training, the Lesotho Schools Board project seeks to evaluate the training programme for school committees, over a period of 9 months. The contract value is R475,660.

The Pupil Progress Project funded by JET and the D G Murray Trust to a total value of R1,763,617 studies how socio-economic conditions, resources, management and teaching practices impact in shaping the learning experiences of children.

With 2003 being the penultimate year of the QLP project, the Business Trust renewed its contract with JET in respect of a R139 million

grant to manage and implement educational change, over five years, in South Africa.

In addition to these major contracts, JET received a number of grants in 2003. Of these, the major ones are from:

- The Ford Foundation - \$1 million (Workforce Development)
- Teba Bank - R1.2 million
- The Ford Foundation for CHESP \$750,000

of Directors which is comprised of three executive directors and seven non-executive directors.

The Board meets quarterly and retains full control of the company's business by monitoring the executive management through a structured approach to reporting and accountability. This is done via two sub-committees: the audit committee and the remuneration committee.

Corporate Governance

The company continues to place a strong emphasis on good corporate governance. This is evidenced by the composition of the Board

Employment Equity

The company places strong emphasis on Employment Equity plans. The organisation's demographics, at all staff levels, mirror the demographics of the country.

| JET Staff as at September 2003 | | | |
|--------------------------------|------|--------|-------|
| | MALE | FEMALE | TOTAL |
| AFRICAN | 16 | 32 | 48 |
| COLOURED | 1 | 4 | 5 |
| INDIAN | 3 | 3 | 6 |
| WHITE | 3 | 5 | 8 |
| OTHER | - | | |
| TOTAL | 23 | 44 | 67 |

| Board Members | | | |
|---------------|------|--------|-------|
| | MALE | FEMALE | TOTAL |
| BLACK | 3 | 3 | 6 |
| WHITE | 2 | 1 | 3 |
| TOTAL | 5 | 4 | 9 |



EXTERNAL PROJECTS AND FUNDS ADMINISTERED DURING 2003

| | | |
|--|----------|---------------|
| COMMUNITY HIGHER EDUCATION SERVICES PARTNERSHIP (CHESP) Funded by the Ford Foundation | Rand | 16.0 Million |
| GAUTENG EDUCATION DEVELOPMENT TRUST (GEDT) Funded by the Gauteng Development Trust | Rand | 145.0 Million |
| GAUTENG DEPARTMENT OF EDUCATION Funded by Gauteng Department of Education | Rand | 1.0 Million |
| NATIONAL DEPARTMENT OF EDUCATION SUPPORT PROGRAMME Funded by the Department for International Development | Rand | 70.0 Million |
| QUALITY LEARNING PROJECT (QLP) Funded by the Business Trust | Rand | 139.0 Million |
| KHANYISA EDUCATION SUPPORT PROGRAMME Funded by the Department for International Development | Pounds | 7.0 Million |
| HELLIE ROBB FUND Funded by Hellie Robb | Rand | 0.5 Million |
| RECOGNITION OF PRIOR LEARNING (RPL) Funded by the Ford Foundation | Rand | 1.6 Million |
| SCHOOL QUALITY IMPROVEMENT PROGRAMME (SQIP) Funded by the Business Trust | Rand | 5.5 Million |
| SCHOOL EDUCATION AND SUPPORT PROGRAMME (SESD) Funded by the Danish International Development Agency (DANIDA) | D Kroner | 80.0 Million |
| VRYHEID RESOURCES Funded by the Royal Netherlands Embassy | Rand | 5.6 Million |
| WORKFORCE DEVELOPMENT Funded by the Ford Foundation | USD | 1.5 Million |
| EASTERN CAPE SIDA Funded by the Royal Swedish Embassy | Sek | 12.0 Million |
| DEVELOPMENT CO-OPORATION IN INCLUSIVE EDUCATION Funded by the Danish International Development Agency (DANIDA) | | 13.0 Million |
| MAHLALHE PROJECT Funded by JET | | 25.0 Million |
| MVELEDZANDIVO PROJECT Funded by BHP Billiton | | 29.9 Million |
| LESOTHO SCHOOLS Funded by the Government of Lesotho | | 0.5 Million |
| PUPIL PROGRESS Funded by JET | | 1.8 Million |
| TEBA BANK Funded by TEBA Bank | | 1.0 Million |

REPORT OF THE INDEPENDENT AUDITORS

We have audited the annual financial statements of JET Education Services for the year ended 31 December 2003, an extract is set out on this page. This extract of annual financial statements is the responsibility of the company's directors. Our responsibility is to express an opinion on this extract of the annual financial statements based on our audit.

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

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

Gobodo Incorporated
Registered Accountants and Auditors
Chartered Accountants (SA)

Johannesburg
25 June 2004

JET Education Services
(Association incorporated under Section 21)
ABRIDGED INCOME STATEMENT
for the year ended 31 December 2003

| | 2003 | 2002 |
|--|-------------------|-------------------|
| | R | R |
| Total Income | 95 130 606 | 61 265 834 |
| Funding received | 84 769 274 | 58 151 025 |
| Interest received | 3 106 910 | 1 769 749 |
| Management fees | 6 616 306 | 1 343 773 |
| Other income | 638 116 | 1 287 |
| Total expenditure | 87 381 510 | 57 771 798 |
| Project disbursements | 82 393 417 | 56 340 556 |
| Administration and office expenditure | 4 988 093 | 1 431 242 |
| Surplus for the year | 7 749 096 | 3 494 036 |
| Distribution to joint venture partner | (292 204) | |
| Unutilised funds at the beginning of the year | 15 712 131 | 12 218 095 |
| Unutilised funds at the end of the year | 23 169 023 | 15 712 131 |

ABRIDGED BALANCE SHEET
31 December 2003

| | 2003 | 2002 |
|------------------------------------|-------------------|-------------------|
| | R | R |
| ASSETS | | |
| Non-current assets | 171 722 | 137 237 |
| Current assets | 30 133 775 | 17 902 165 |
| Cash receivables | 29 415 502 | 16 935 945 |
| Projects receivables | 718 273 | 966 220 |
| Total Assets | 30 305 497 | 18 039 402 |
| EQUITY AND LIABILITIES | | |
| Reserves | 23 169 023 | 15 712 131 |
| Funds held for projects | 21 618 823 | 15 715 676 |
| Accumulated surplus/(deficit) | 1 550 200 | (3 545) |
| Current liabilities | 7 136 474 | 2 327 271 |
| Total funds and liabilities | 30 305 497 | 18 039 402 |

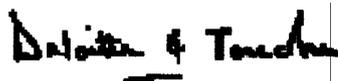
REPORT OF THE INDEPENDENT AUDITORS

We have audited the annual financial statements of the Private Sector Initiative Joint Education Trust for the year ended 31 December 2003, an extract of which is set out on this page. This extract of the annual financial statements is the responsibility of the Trustees. Our responsibility is to report on this extract of the annual financial statements based on our audit.

We confirm that this extract has been properly compiled from the annual financial statements of the Private Sector Initiative Joint Education Trust for the year ended 31 December 2003. These annual financial statements have been prepared in accordance with generally accepted accounting practice. We confirm that an unqualified audit

opinion was issued on these annual financial statements.

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



Deloitte & Touche
Chartered Accountants (SA)

Johannesburg
24 June 2004

ABRIDGED INCOME STATEMENT for the year ended 31 December 2003

| | 2003 R | 2002 R |
|---|--------------------|-------------------|
| Gross contributions received | - | 8,961,351 |
| Interest on funds received | 4,208,834 | 4,358,715 |
| Other income | 767 | 11,619 |
| Total income | 4,209,601 | 13,331,685 |
| Disbursements on approved projects | 4,508,463 | 7,288,861 |
| Disbursements on internal projects | 3,706,515 | 3,693,159 |
| Administration expenses net of recoveries | (723,081) | (26,457) |
| Total expenditure | 7,491,897 | 10,955,563 |
| (Loss) surplus for the year | (3,282,296) | 2,376,122 |
| Accumulated surplus at beginning of the year | 44,818,614 | 42,442,492 |
| Accumulated surplus at end of the year | 41,536,318 | 44,818,614 |

ABRIDGED BALANCE SHEET 31 December 2003

ASSETS

| | | |
|---------------------|-------------------|-------------------|
| Non-current assets | 39,915 | 84,697 |
| Current assets | 43,316,581 | 45,674,821 |
| Total assets | 43,356,496 | 45,759,518 |

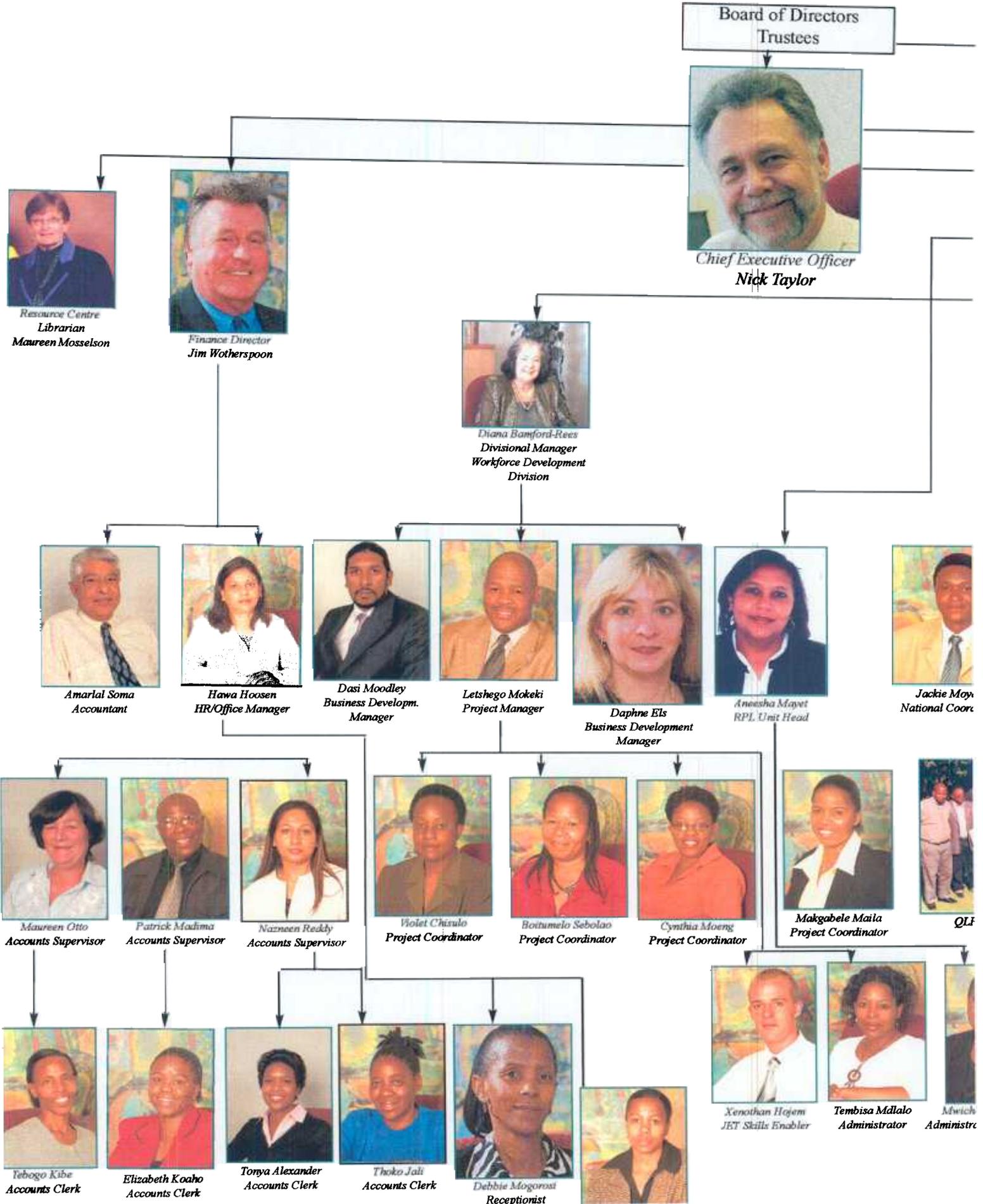
EQUITY AND LIABILITIES

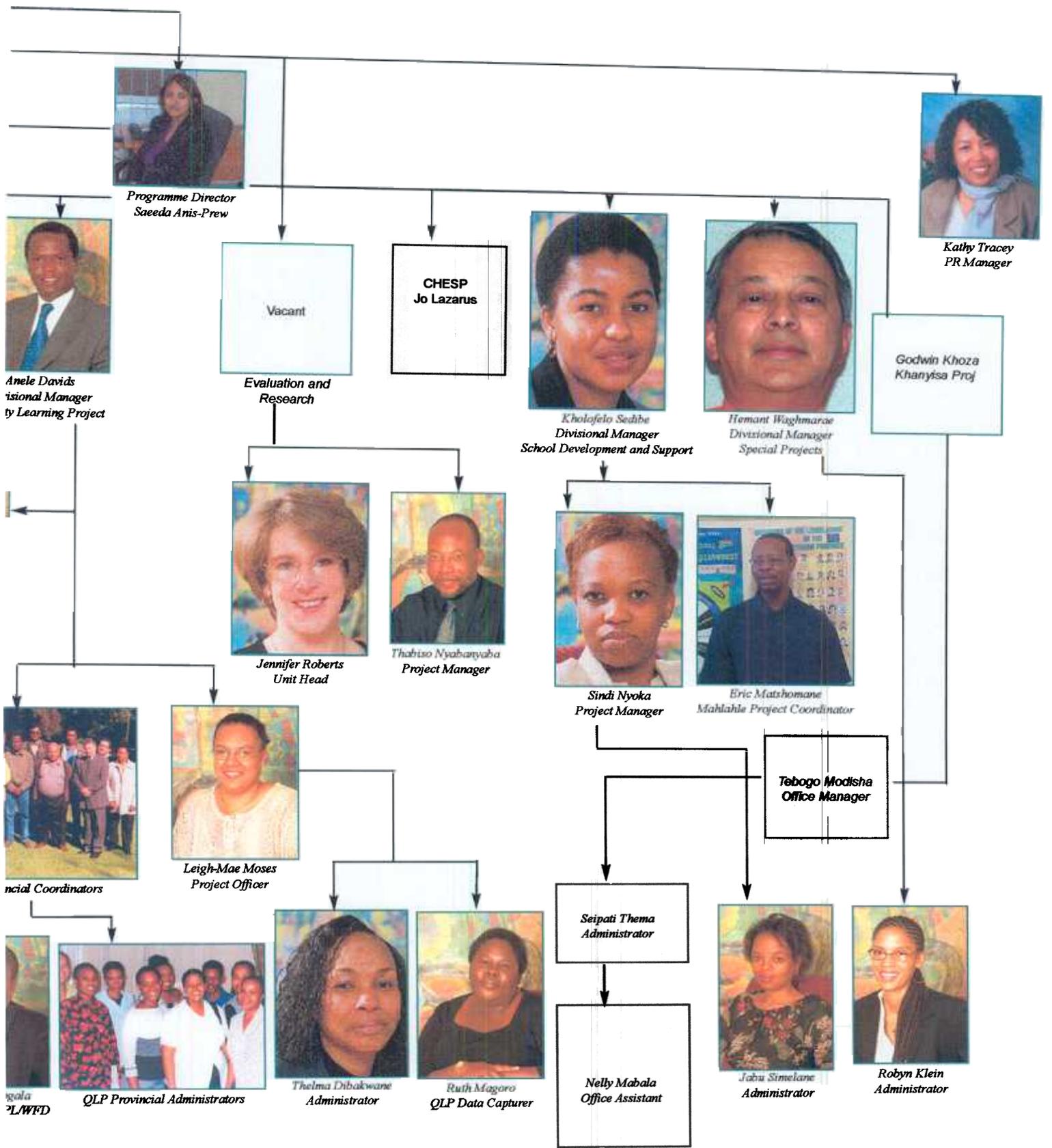
Reserves

| | | |
|--------------------------------------|-------------------|-------------------|
| Special Institutions' Fund | 33,174,993 | 36,964,294 |
| Primary and Secondary Education Fund | 1,013,862 | 1,013,454 |
| General Fund | 7,347,463 | 6,840,866 |
| | 41,536,318 | 44,818,614 |
| Current liabilities | 1,820,178 | 940,904 |
| Total equity and liabilities | 43,356,496 | 45,759,518 |

ORGANOGRAM

AS AT 31 DECEMBER 2003





Programme Director
Saeeda Anis-Prew



Kathy Tracey
PR Manager



Vacant
Evaluation and Research



CHESP
Jo Lazarus



Kholofelo Sechbe
Divisional Manager
School Development and Support



Hemant Waghmarae
Divisional Manager
Special Projects



Godwin Khoza
Khanyisa Proj



Anele Davids
Divisional Manager
Quality Learning Project



Jennifer Roberts
Unit Head



Thabiso Nyabanyaba
Project Manager



Sindi Nyoka
Project Manager



Eric Matshomane
Mahlahle Project Coordinator



Provincial Coordinators



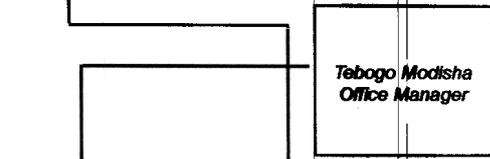
Leigh-Mae Moses
Project Officer



Thelma Dibaikwane
Administrator



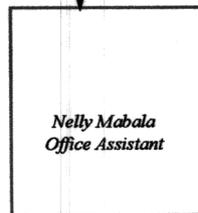
Ruth Magoro
QLP Data Capturer



Tebogo Modisha
Office Manager



Seipati Thema
Administrator



Nelly Mabala
Office Assistant



Jabu Simeleane
Administrator



Robyn Klein
Administrator



QLP Provincial Administrators



JET

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SERVICES**

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NPO Registration No: 015-623