



JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

JET ANNUAL REPORT 2019





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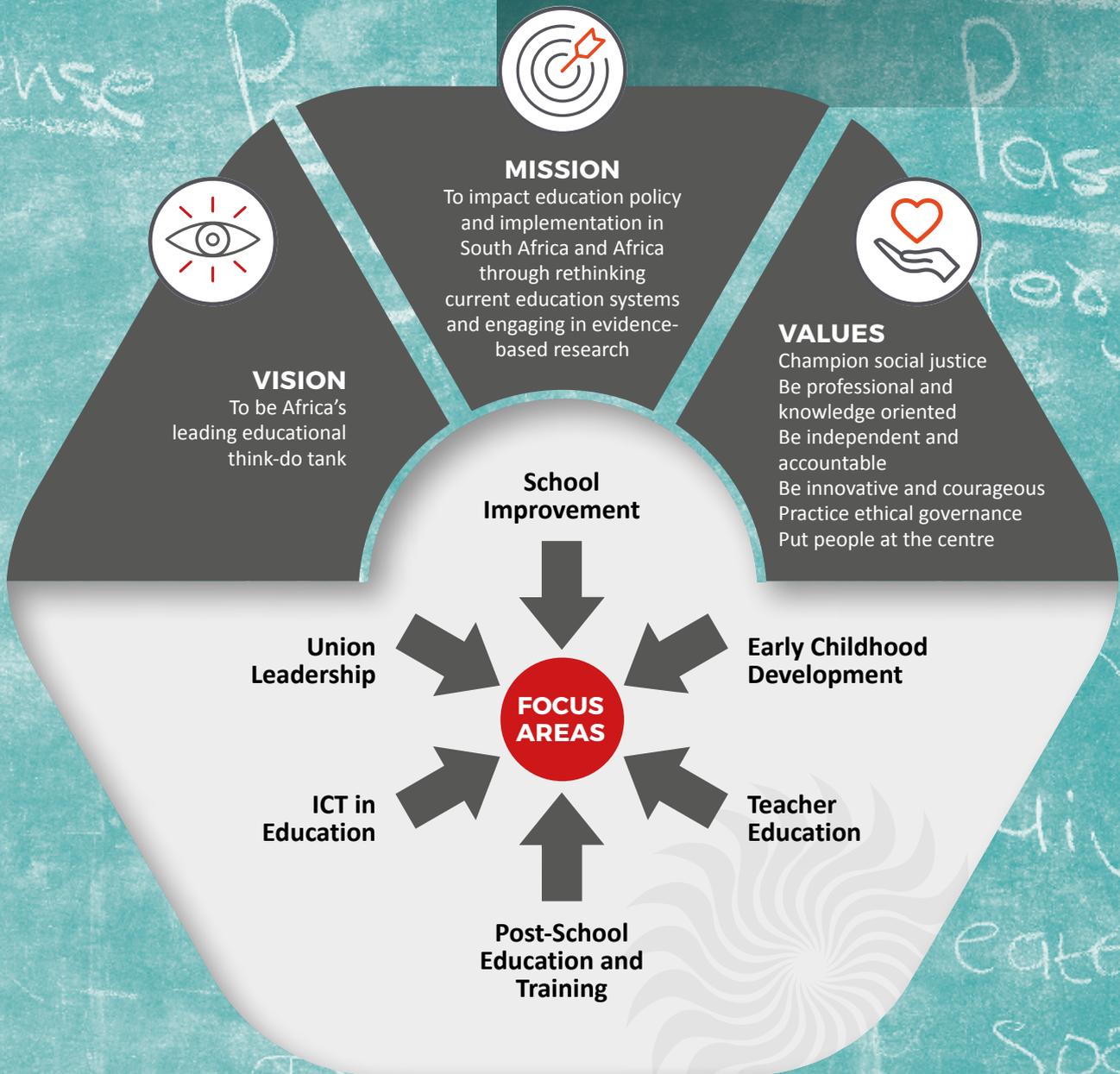
Clients and partners

ABOUT JET

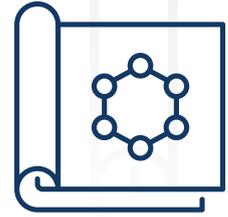
JET Education Services, established in 2000 as the successor to the Joint Education Trust founded in 1992, is an independent, non-profit organisation, that works with government, the private sector, international development agencies and education institutions to improve the quality of education and the relationship between education, skills development and the world of work, particularly for disadvantaged communities in South Africa and Africa.

VALUE PROPOSITION

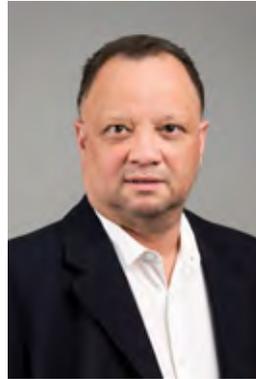
Through evidence-based knowledge interventions, collaboration with the public and private sectors, and the use of technological infrastructure, JET endeavours to turn challenges into solutions, in an improved quality of education, particularly for disadvantaged communities.



FROM THE CHAIRPERSON



JET's reputation as a trailblazer in the education sector is as strong as ever. In 2019 we have seen this role being strengthened as JET was positioned in a range of strategic situations and initiatives across the country, and increasingly also outside of South Africa. As a non-profit organisation, there is always a need to look at sustainability and long-term funding to allow for forward planning. The organisation made good progress in this regard in 2019 but will always need to keep an eye on new funding streams, especially as we look to the post-Covid-19 context.



the most vulnerable in our education system. The organisation's proactive stance during the Covid-19 pandemic is important and bodes well for what can only be an exceedingly difficult period that lies ahead for us all in 2020 after Covid-19.

Let me also thank my fellow Board members for their ongoing support and leadership. Our meetings are always well attended, and the culture of a high achieving organisation, even as a non-profit, is set by the Board. In turn, this allows us to hold the management team accountable while they are supported to do what they do best.

Nathan Johnstone
Chairperson of the Board

Good corporate governance is certainly JET's mainstay. During 2019 we saw a new external audit partner from BDO transition to the JET account as is required, while the organisation also conducted an internal IT audit to verify the veracity of systems and processes. Our Board of Directors currently comprises three chartered accountants, complemented by well-established and reputable people with experience in the other key areas of JET's business focus. We pride ourselves in another unqualified audit as we set the bar high for ourselves in future years. We also used 2019 to carefully position JET for its transition from a qualifying small enterprise (QSE) to that of a generic enterprise – this planning was confirmed by the outcome of the 2019 audit and allowed JET to still achieve a Level 4 B-BBEE rating for 2020.

I would like to commend the management team and staff for the incredible work done during 2019, and mostly for staying true to JET's vision of supporting



FROM THE CHIEF EXECUTIVE OFFICER



The year 2019 was an important year for JET Education Services (JET) as we focused on moving the organisation to the next level. Following a few years of adjustments and refocusing, 2019 provided an opportunity to consolidate our position in the education sector in South Africa – and increasingly, also through our work, on the African continent. We have been privileged to have a stable and competent leadership team, supported by a longstanding and well-respected Board of Directors. Our identity as an expert-driven education non-profit, with a strong convening role, was a core focus for us in the year and allowed us to build our team and also the scope of work we were involved in.

There were several highlights in 2019. One that certainly stands out is the establishment of a work immersion programme for young education researchers. This ‘JETStreamer’ programme attracted a wide set of applicants, and following a rigorous shortlisting process, ten streamers were appointed. During the year, they were provided with specialist support from JET, while being placed in other non-profit organisations working in education for dedicated periods of time to provide support. This programme has incredible potential and could possibly expand to allow for placements in key government departments. The year also provided the opportunity for JET to reflect on its organisational values and its positioning in the education sector. The notion of having the heart of an activist but with a strong business-like work ethic gave staff and the management team a clear focus on the type of individual that best suits the JET culture and allowed us to refine our recruitment processes. As a leading member of the National



FOLLOWING A FEW YEARS OF ADJUSTMENTS AND REFOCUSING, 2019 PROVIDED AN OPPORTUNITY TO CONSOLIDATE OUR POSITION IN THE EDUCATION SECTOR IN SOUTH AFRICA, AND INCREASINGLY ALSO THROUGH OUR WORK ON THE AFRICAN CONTINENT

Association for Social Change Entities in Education (NASCEE), JET contributed to the improved coordination of the broader civil society sector working in education, promoting active and constructive engagement with government.

While maintaining a strong presence in educational implementation projects, with longstanding partners and clients, such as Anglo American South Africa, the MRP Foundation, and RMB, JET’s forward-looking research expanded strongly into the digital arena. Working with merSETA, the CSIR, and other partners, the

long-term project to establish a more interoperable data ecosystem for the post-school sector progressed well and the results will provide a strong foundation for the work ahead. Internally, JET also developed and refined eMpela, a digital platform that includes e-learning, assessment and a monitoring system. Our work that extended into Africa included the first stage of a mapping study for the proposed African Continental Qualification Framework, as well as several studies with international partners that focused on employability, TVET and skills recognition.

As we prepare this annual report for 2019, we are acutely aware of the Covid-19 pandemic and its devastating impact on the world, and more specifically on South Africa. As an organisation, JET staff have worked remotely using online tools for many years, so the transition for our team to work remotely was relatively seamless. What was important for us was to carefully monitor staff wellness and ensure that people were safe and cared for. We have seen a strong change in funding streams during this time and JET has proactively positioned itself to provide expert support in Covid-19 related initiatives going forward.

The management team and staff remain dedicated to the development of quality education and training systems in South Africa and Africa, with our focus on fair and equitable opportunities for all citizens.

James Keevy
Chief Executive Officer

JETSTREAMERS



PLEASE VISIT
WWW.JET.ORG.ZA/JETSTREAMING
TO EXPLORE WHAT OUR
JETSTREAMERS HAVE ACHIEVED
AS WELL AS ACTIVITY UPDATES

Ten young, Black JETStreamers were identified through a rigorous recruitment process involving interviews and assessments. Eight external stakeholders joined the programme to offer work immersion placements aligned to the programme objectives.

Evaluation of the JETStreamers takes place at regular intervals.

The programme commenced on 2 May 2019 with an intensive induction that included introductions to the following key principles:

- Opening minds and pathways;
- Going beyond the self through awareness;
- Doing more with less;
- Accountability;
- Connecting seemingly disparate thoughts/disciplines/knowledge;
- Collaboration;
- Co-creating value and knowledge;
- Creativity.

During May, the focus was on contextualising education, establishing the personal mastery framework, training on the use of Chromebooks, and bringing the team together as a unit. The overarching theme of the programme over its 18-month duration is to explore education as core to driving systemic change in society as we work to develop thought leadership in the education space that seeks to realign education to societal needs of the 21st century.

Fieldwork was carried out early on in the programme and provided a great opportunity for the JETStreamers to go into schools and be immersed in the experience. This allowed the project team to integrate the Streamers quickly into JET's work.



The programme's *Theory of Change* was introduced incrementally over five weeks, culminating in a monitoring and evaluation masterclass that allowed the Streamers to be consulted and involved in drawing up the final indicators. In addition, they were guided into developing a brief for the website designer and the site went live on 20 June 2019. www.jet.org.za/jetstreaming

In June and July, the Streamers were allocated to different departments within JET to begin their work immersion in research, data collection and analysis, fieldwork, assessments, and monitoring and evaluation.

In August the JetStreamers were placed with the various internal (JET) and external stakeholders that have come on board as hosts for the first rotation from August to December. These stakeholders include Seriti Institute, Global Teachers Institute (GTI), Bridge, the South African Institute for Distance Education (SAIDE), Social Surveys, and Awakening Excellence. During this period, Fridays were reserved as training days to specifically strengthen the capacity of the Streamers. There were also one-on-one mentoring sessions, and a baseline self-evaluation was conducted to assess needs and developmental areas for each Streamer. In December, the second self-evaluation interview was conducted and serves as a midline for the programme.

You can read about the experiences of the JETStreamers in their own words on our website: www.jet.org.za/jetstreaming/our-impact



JET Education Services has 25 years in the business of education research, and has identified research capacity building as core to its sustainability strategy, which is also critical to South Africa at this stage in our development.

10 young black JETStreamers were identified through a rigorous recruitment process involving interviews and assessments

Jet streams in the atmosphere have the power to influence entire weather patterns, and streaming in the digital space can be said to do the same through social media thus influencing decision making processes around the world.

JETSTREAMING

Building coal change agents in education research that contribute to the development and application of 21st century models for education that seek to reduce poverty and promote sustainable development.

The JETStreamers are learning to surf the flux bringing their collective intellectual capacity to work on systemic change in education

KEY OBJECTIVES

- Build effective ready to work research capacity thereby bridging the gap from universities to the working world.
- Understand whether the organisational development frameworks and current organisational structures for NGO/NPOs are fit for purpose in 21st century South Africa.
- Generate knowledge products through research into various applications across the different levels of the education sector which will include reports, applications for devices, models of operation for the 21st century NGO and seminars/talks to collaborate, share and disseminate relevant knowledge defined, designed and tested during the 18 months of the first cohort.

At the start of the programme JETStreamers undertake:
 1 Full month induction
 2 months workplace training at JET

THE PROGRAMME

THEORETICAL
 Formal Collaborative Training
 1 day a week

Taking place at JET, a learning organisation that has internal capacity which is focused on developing the JETStreamers in the core elements of education research.

There are 5 key performance areas:

- 1 Understanding the education context in South Africa and analyzing other systems worldwide for the lessons
- 2 Research Development
- 3 Project Management
- 4 Personal mastery and organisational development
- 5 Self-advocacy to systems advocacy

PRACTICAL APPLICATION
 Workplace Immersion
 4 days a week

JETStreamers are placed at 6 other partner NGOs and organisations. For this current cohort they include SAIDE, Seriti, Awakening Excellence, Bridge, Global Teachers Institute and Social Surveys.

- Organisations have signed an MOA with JET ensuring alignment of purpose.
- JETStreamers will be rotated to at least 3 organisations during the 18 months.

The Employability strategy to find placement for talent takes this capacity beyond the stream.

MONITORING, EVALUATION & MENTORING

Informal and formal sessions take place throughout the programme

The second cohort is scheduled to begin in 2021/2022

OUTCOMES

- Increased capability of individual researchers and organisations.
- New or enhanced institutional frameworks; organizational structures & processes.
- Functioning networks and collaboration between research organisations, training institutions, and partner NGOs.
- Increased production and demand for effective research in education.



JET is excited about the possibility of building a steady stream of young black researchers that will flow into the NGO sector creating a basis for evidence-based and thoughtful interventions in education that our country desperately needs. It is our conviction that education needs to be reinvented in a way that talks much more directly to the societal and thus economic needs of the 21st century, and that the engagement of young minds in this process is pivotal to bringing about change.

3 MONTHS
 May - August

15 MONTHS
 September 2019 - October 2020

**BEYOND JET
 STREAMING**

PROJECT HIGHLIGHTS 2019



During 2019, JET expanded its footprint to cover over 40 projects across the education sector in South Africa and Africa. The projects ranged from large-scale, multi-year school improvement projects to research on labour mobility, refugee education and qualifications frameworks. Our monitoring and evaluation division conducted evaluations of several education initiatives and assisted partner organisations in developing M&E frameworks. The data unit continued with its tracer studies on the graduates of the Agricultural Training Centres in the Africa Union Development Agency-New Partnership for Africa's Development's (AUDA-NEPAD's) Comprehensive Africa Agriculture Development Programme (CAADP); the beneficiaries of 10 projects funded under the Enterprise Development (ED) and Support for Workseekers (SFW) funding windows of the Jobs Fund; and the beneficiaries of a pilot training project on the installation and maintenance of solar water heaters for the National Business Initiative and Harambee. Projects such as the Jala Peo Foodgardens Project, managing monitoring aspects of the District Intervention Programme for the National Education Collaboration Trust (NECT) and assessing learner progress in low-fee schools continued. JET's appointment to conduct the mapping study as the basis for the African Continental Qualifications Framework was also an important milestone in 2019.

We worked both locally and internationally, particularly on the African continent, and partnered with a variety of non-governmental, governmental, international, academic, and private sector organisations. We also embraced



JET'S APPOINTMENT TO CONDUCT THE MAPPING STUDY AS THE BASIS FOR THE AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK WAS AN IMPORTANT MILESTONE IN 2019.

the digitisation of the education space, for example, making use of the eMpela eLearning platform in the MRP Foundation Education Programme at the school level (details given below) and initiating the PSET CLOUD project (details given below) with the merSETA at the post-school education and training level.

Selected highlights of our work in 2019 are given on the following page. While the projects are grouped according to our value chain of research, implementation, monitoring and evaluation, many of them are crosscutting and made use of expertise across the organisation and our associates.

PROJECT HIGHLIGHTS 2019/CONT.



CLIENT



THEMATIC AREA



DATE

Research

African Continental Qualifications Framework

The African Union Commission (AUC) initiated the African Continental Qualifications Framework (ACQF) development process in September 2019 and is working in partnership with the European Union (EU), Deutsche Gesellschaft für Internationaler Zusammenarbeit (GIZ) and the European Training Foundation (ETF) over 3 years (2019 to 2022). The ACQF-development activities are part of the AU-EU project 'Skills for Youth Employability' which supports a holistic process building on evidence and analysis; AUC political leadership and consultation of African stakeholders (national, regional and continental); and awareness-raising and capacity development of African stakeholders.

The main planned output of the project by mid-2022 is the ACQF policy and technical document and action plan technically validated for decision making by the relevant organs of the AU.



African Union Commission (AUC)



Post-school education and training; ICT in education



August 2019 to September 2020

Secondary Education in Africa: Preparing Youth for the Future of Work

JET was contracted by the Varkey Foundation, one of the strategic partners involved in the Mastercard Foundation's research project: Secondary Education in Africa: Preparing Youth for the Future of Work. The research examined the role of secondary education in preparing African youth for the future of work, with an emphasis on ensuring youth acquire the skills, knowledge and competencies necessary to succeed in a dynamic and globalised labour market.

The project was divided into four Research Themes:

1. Preparing Youth for the Future of Work: What does the future of work look like in Africa? What skills do African youth need given the changing nature of work?
2. Ensuring Relevant Knowledge and Skills: What changes are needed in teaching and curricula to help transform learning and skills development in Africa?
3. Meeting the Needs of Out-of-School Youth and Displaced Populations: How can governments ensure access to quality, relevant secondary education or its equivalent for out-of-school youth and displaced populations?
4. Designing Systems to Foster Improved Learning: How can effective secondary school systems be developed?

JET was assigned to conduct research under Theme 2, looking specifically at [Secondary Level Teacher Education in Sub-Saharan Africa, Teacher Preparation and Support](#). JET produced an overview report, a literature review, a market scan and four case study reports on secondary level teacher education in Senegal, South Africa, Rwanda and Uganda.



Varkey Foundation



Teacher education and training; Post-school education and training



December 2018 to July 2019

Implementation

The MRP Foundation Education Programme

The [MRP Foundation Education Programme](#) has been implemented since 2019 in 98 primary schools in KwaZulu-Natal, the Western Cape, Gauteng and the Free State. The programme assists and supports the schools to improve their learner performance through a 'holistic approach' focusing on: School leadership and management improvement; Teacher knowledge and capacity development; Increased parent involvement; and Learner performance. The four components being implemented by JET are: Planning and Organisation; School Management; Teacher Development; and Parental Involvement.

In 2019, the focus of the Leadership and Management component was on building relationships and focusing on key areas where support is required such as instructional leadership and discipline in schools. The feedback from the schools' management and district officials was positive and supportive of the work being undertaken by JET in the schools.



MRP Foundation



School improvement; Teacher education; ICT in education



January 2019 to December 2021

PROJECT HIGHLIGHTS 2019/CONT.



CLIENT



THEMATIC AREA



DATE

Implementation

The MRP Foundation Education Programme (continued)

The Teacher Development and Parental Support programmes involved the introduction of the eLearning programme for Foundation Phase (Literacy and Numeracy), Maths (Grade 4–7) and Natural Science (Grade 4–7) teachers. The Teacher Development and Parental Support programmes involved the introduction of the eMpela elearning programme developed by Jet and CONDA Technologies for Foundation Phase (Literacy and Numeracy), Maths (Grade 4–7) and Natural Science (Grade 4–7) teachers. All the teachers attended induction workshops and their progress is being monitored and tracked using the platform. JET conducted Maths baseline assessments for Grade 6 and Grade 3 learners across the 98 schools. In addition, JET helped to implement an online career guidance programme for Grade 7 learners as part of the MRP Foundation programme.



MRP Foundation



School improvement;
Teacher education;
ICT in education



January 2019 to
December 2021

Anglo American South Africa Education Programme

The AASA Education Programme, an initiative of the Anglo American Sustainability Strategy, was launched in 2018. The programme focuses on early childhood learning and a whole school development (WSD) approach to facilitate a significant positive impact on the educational outcomes of children in at least 100 ECD sites, 70 primary schools and 30 secondary schools local to the Anglo American operations in Mpumalanga, Limpopo and the Northern Cape.

In 2019, work focused on two key components:

1. Whole School Development (WSD): Programme design and detailed theory of change for primary and secondary schools.
2. Early Childhood Development (ECD): Situational analysis in 200 ECD sites and design of the ECD component.

Learner and teacher assessment forms part of the monitoring strategy of the programme and in 2019 learner and teacher assessments were successfully developed, piloted and analysed.

The project was presented to the Director General in the Department of Basic Education who has given full support for the programme, including teacher assessments.



Anglo American South
Africa (AASA)



School improvement;
Teacher education;
ECD



January 2018 to
31 December 2022

Grade R ECD Teacher Development Project

In an effort to address the poor outcomes of basic education in South Africa, the government has prioritised early childhood development (ECD) and education in the Foundation Phase, covering the age group 0 to 9 years. The focus of this project is Grade R, which, in line with government policy was introduced into Gauteng public ordinary schools and some community organisations that offer ECD. The GEDT appointed JET as the managing agent to initiate the work for the preparation, funding and implementation of the intervention. The outcomes envisaged for this programme are improved knowledge and skills of Grade R teachers/practitioners; improved learner outcomes in Grade R; and improved Grade R readiness for Grade 1. The inception phase took place in 2019 and included project conceptualisation, and the initiation of detailed planning and materials development.



Gauteng Education
Development Trust (GEDT)



Early childhood
development



September 2019 to
December 2024

PROJECT HIGHLIGHTS 2019/CONT.



CLIENT



THEMATIC AREA



DATE

Implementation

Develop a knowledge management strategy and guide for the ATVET and ATVET4W projects under the project Promoting Agricultural Technical Vocational Education and Training (ATVET) and ATVET for Women in Africa through AUDA-NEPAD/CAADP

The Africa Union Development Agency-New Partnership for Africa's Development (AUDA-NEPAD), the technical arm of the African Union is coordinating the implementation of the Comprehensive Africa Agricultural Development Programme (CAADP) which stresses the importance of **Agricultural Technical and Vocational Education and Training (ATVET)** for workers in the sector. With support from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), the Promotion of Agricultural Technical Vocational Education and Training in Africa Project (ATVET project) started in 2013. The CAADP operates at the continental, regional and national levels, where the national level is the central level for implementation. In 2017, a new module (ATVET4W) that focuses on enhancing women's participation in ATVET activities was added. The 12 ATVET countries include Benin, Burkina Faso, Ghana, Kenya, Malawi, Togo, Tunisia, Sierra Leone, Rwanda, Uganda, Namibia and South Africa. ATVET4W implementation is currently only in six countries, namely, Benin, Burkina Faso, Ghana, Kenya, Malawi and Togo.

JET was contracted by GIZ to develop a knowledge management strategy and implementation guideline for the two ATVET projects. The work also entailed the design and production of knowledge products and capacitating and mentoring GIZ-CAADP ATVET, ATVET4W and AUDA-NEPAD staff.



Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) Through GFA Consulting Group GmbH



Post-school education and training; ICT in education



April 2019 to April 2020

PSET CLOUD

The merSETA entered into an agreement with JET to fund a project called Post-School Education and Training Collaboration and Learning Opportunities and Utilisation of Data (PSET CLOUD). The current PSET system is characterised by fragmentation of data, duplication of resources and a lack of coherence of information leading to an ineffective system for planning and decision making with regard to future needs in skills development. The purpose of the PSET CLOUD project is to establish an integrated digital ecosystem that will strengthen, integrate, coordinate and improve efficiencies through governance and management of the PSET ecosystem.

The project aims to promote the interoperability of data and systems, including the adoption of new technologies such as artificial intelligence, blockchain and big data capabilities in solving complex problems. Finally, the project aims to promote learning and continuous improvement to drive innovation in the PSET system.

The first phase of the project was completed in 2019 with the publication of **Interoperable Data Ecosystems: An international review to inform a South African innovation**. The report was launched in Turin in November 2019.



Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA)



Post-school education and training; ICT in education



2018 to 2022

PROJECT HIGHLIGHTS 2019/CONT.



CLIENT



THEMATIC AREA



DATE

Monitoring & Evaluation

Evaluation of Partners for Possibility (PfP)

Partners for Possibility (PfP) is a learning partnership between school principals and business leaders that empowers principals to become change leaders in their schools and communities. JET was contracted to undertake an evaluation of the programme, beginning with a retrospective evaluation to establish a baseline. PfP was able to secure sustainability funding based on the results of the retrospective evaluation.

Following the retrospective evaluation, JET began the utilisation focused evaluation which aimed, through the evaluation process as well as the findings, to provide information that would inform decisions and improve the programme. The intended users of the evaluation are the manager and board members of FEM Education Foundation (FEMEF), as well as the management of PfP. A secondary user is the broader education community. The baseline research component was completed by the end of 2019.



FEM Education Foundation (FEMEF)



School improvement



2019 to 2021

Evaluation of the quality, sustainability, and outcomes of Nal'ibali reading clubs

JET Education Services (JET) was appointed by Na'ibali, South Africa's national reading-for-enjoyment campaign, to conduct an evaluation of the quality, sustainability, and outcomes of Nal'ibali reading clubs (RCs). Nal'ibali sees reading clubs as safe and comfortable spaces where children and adults meet voluntarily to engage with and enjoy books, song and games. Adults in the clubs, referred to as RC leaders, scaffold children's learning by guiding them through a dynamic process of oral engagement and enjoyment of literacy through storytelling, games, singing, as well as with written text. This is the third consecutive evaluation JET was appointed to conduct for Nal'ibali.

The evaluation comprised a telephonic survey using mainly closed-ended items administered to a sample of Nal'ibali leaders in active and inactive reading clubs. This was supplemented by in-depth research with purposively selected reading clubs, where:

- The reading club environment was assessed;
- Reading club activities were observed;
- Adults and children in the reading clubs were engaged through interviews and focus groups.

The evaluation report can be found on the Nal'ibali website: [Nal'ibali Reading Clubs: external evaluation](#).



Nal'ibali Trust



School improvement



May 2019 to October 2019

Evaluation of Injini: Africa's Ed-Tech Incubator Programme

The goal of Injini is to improve education outcomes across Africa through supporting EdTech entrepreneurs with solutions that are relevant, evidence-based, effective and scalable, and can address challenges of access and quality. The Injini programme comprises four main components:

1. Recruitment and selection;
2. Provision of equity funding;
3. Incubation (day-to-day problem-solving support, education content and product support, expert workshops, mentoring and advice on business, networks and connections to funders and other partners);
4. Post-programme support (support for startups with growth planning and networking).

JET conducted an [external qualitative evaluation](#) of the programme. The evaluation was based on the Organisation for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC) evaluation criteria and was intended to answer ten key questions about the relevance of the programme, its effectiveness, impact, scalability and sustainability.



Injini



Post-school education and training;
ICT in education



May 2019 to October 2019

PROJECT HIGHLIGHTS 2019/CONT.



CLIENT



THEMATIC AREA



DATE

Monitoring & Evaluation

Evaluation of the Foundation Phase Initiative (FPI)

The importance of play and its effect on the cognitive and behavioural development of young children is well recognised by developmental psychologists and early childhood development researchers. In South Africa, the Department of Basic Education (DBE) recognises the value of Learning through Play (LtP). However, lack of resources, training and understanding by teachers and parents about the importance of play has hindered its implementation. This ignited an interest in the LEGO Foundation Learning Through Play Six Bricks initiative. The initiative was adapted to the South African context, where it is referred to as the Foundation Phase Initiative (FPI). It is being implemented through a partnership between the LEGO Foundation, the DBE, UNICEF and Care for Education (CfE). The FPI provides training in LtP, learning materials and manipulatives, and aims to integrate play into the Foundation Phase (i.e. Grade R to Grade 3) curriculum.

JET was commissioned to undertake a clarification, process and outcomes evaluation of the FPI, which was planned to be conducted over two years. Findings from the first year included the need for data to be routinely collected so that evidence can inform management and progress towards attaining the expected/intended outcomes can be assessed.

Future Nations Schools Evaluation

Future Nation Schools (FNS) aim to spearhead the African education revolution by providing an educational model that is relevant, futuristic, and technology-enabled; that epitomises excellence; and that is capable of producing future African leaders, entrepreneurs and innovators who are passionate, confident in themselves, excel at what they do, and are ready for the 21st century. FNS intend to achieve this by building a network of high quality and affordable independent schools across South Africa.

The first schools were opened in 2017 and the evaluation began in the same year. The three-year evaluation study aimed to establish, through empirical evidence-based research, the extent and the short-term outcomes of the implementation of project-based learning (PBL) in FNS schools. It consisted of:

1. A literature review of PBL in South Africa;
2. A review of the FNS model;
3. Key stakeholder interviews in Year 1;
4. Three visits to the schools annually to observe English and Mathematics lessons, training and learner activities.

The evaluation found that the strength of FNS includes the ability of the schools to adapt to changing and difficult circumstances and their use of research, data and evaluation to make changes and improvements.



LEGO Foundation



Early childhood education



January 2019 to December 2019 (Year 1)



Future Nations Schools (FNS)



School improvement



2017 to 2019

KNOWLEDGE SHARING

One of JET's goals is to contribute to building and sharing knowledge in the education sector.

JET staff members attend numerous conferences and seminars during the year as participants and presenters. Some examples are given below:

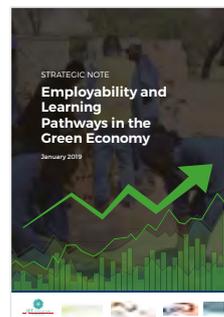
TITLE OF CONFERENCE	LOCATION
14th Annual Literacy Association of South Africa (LITASA) Conference	Cape Town, South Africa
Government Technical Advisory Centre (GTAC) Public Economics Winter School	Pretoria, South Africa
International Education Funder Group (IEFG) Annual Meeting	Addis Ababa, Ethiopia
National Association of Social Change Entities in Education (NASCEE) Inaugural Conference	Johannesburg, South Africa
Research on Socio-Economic Policy (RESEP) Quantitative Applications in Education Research Conference	Stellenbosch, South Africa
SADTU 9th National Congress: Claiming our right to have our human dignity and safety protected and respected in pursuit of a decolonised quality public education	Johannesburg, South Africa
South African Monitoring and Evaluation Association (SAMEA): Shaping M&E for a sustainable future	Johannesburg, South Africa
Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE): Research for inclusive, relevant and equitable quality mathematics, science and technology education: Promoting research-based opportunity for all	Durban, South Africa
Dialogue Business in Society Conference	Johannesburg, South Africa
UNESCO Mobile Learning Week 2019: Artificial intelligence (AI) for sustainable development	Paris, France
UNEVOC Global Forum: Advancing learning and innovation in TVET	Bonn, Germany
Western Cape Government: Education conversations for the future: Quality future-focused education	Cape Town, South Africa

In addition to producing technical reports for our clients, JET staff contributed to numerous publications in the form of journal articles, book chapters, reports and opinion pieces.

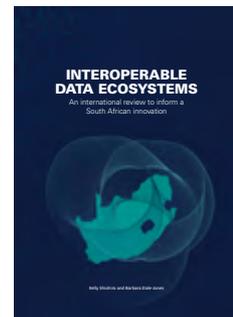
The following were published by JET in 2019:



Shiohira, K. (2019). Consolidating research and comparing practice: What funders need to know for meaningful engagement with literacy in South Africa. Johannesburg: JET



JET and Partners. (2019). Employability and learning pathways in the green economy. Johannesburg: JET



Shiohira, K. and Dale-Jones, B. (2019). Interoperable data ecosystems: An international review to inform a South African innovation. Johannesburg: JET and merSETA

ABRIDGED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2019



The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 18 and 19.

STATEMENT OF FINANCIAL POSITION

	2019 R	2018 R
ASSETS		
Non-current assets	27 526 805	27 175 597
Property, plant and equipment	17 507 302	16 703 003
Intangible assets	108 270	88 784
Investment property	9 750 870	10 093 515
Operating lease asset	160 363	290 295
Current assets	10 528 966	7 387 124
Trade and other receivables	7 039 822	6 113 860
Cash and cash equivalents	3 489 144	1 273 264
Total Assets	38 055 771	34 562 721
FUNDS AND LIABILITIES		
Funds	15 648 970	16 055 943
Accumulated funds	15 648 970	16 055 943
Non-current liabilities	6 646 726	6 843 138
Finance lease liability	314 048	77 771
Secured bank loan	6 332 678	6 765 367
Current liabilities	15 760 075	11 663 640
Finance lease liability	121 164	70 661
Secured bank loan	1 038 726	854 710
Funds received designated for projects	5 783 712	1 418 843
Trade and other payables	6 913 115	7 600 078
Provisions	1 903 358	1 719 348
Total Funds and Liabilities	38 055 771	34 562 721

ABRIDGED ANNUAL FINANCIAL STATEMENTS/CONT.

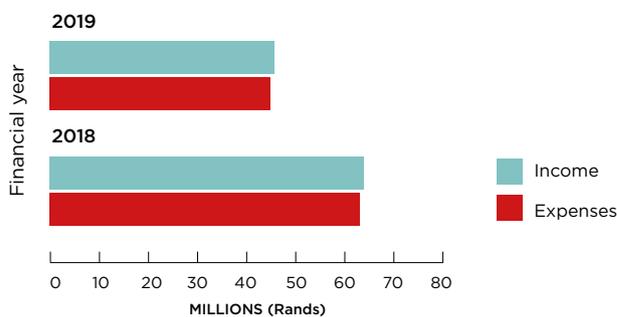
FOR THE YEAR ENDED 31 DECEMBER 2019

The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 18 and 19.

STATEMENT OF COMPREHENSIVE INCOME

	2019 R	2018 R
INCOME		
Revenue	60 436 805	42 345 850
Other income	2 738 669	2 926 377
	63 175 474	45 272 227
EXPENDITURE		
Administration and project indirect overheads	(15 331 613)	(13 497 565)
Programme direct expenses	(47 457 796)	(30 801 265)
	(62 789 409)	(44 298 830)
Operating surplus before interest	386 065	973 397
Finance income	62 790	57 575
Finance cost	(855 828)	(776 876)
Total comprehensive (deficit)/surplus for the year	(406 973)	254 096

INCOME AND EXPENDITURE





ABRIDGED ANNUAL FINANCIAL STATEMENTS/CONT.

FOR THE YEAR ENDED 31 DECEMBER 2019

The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 18 and 19.

STATEMENT OF CHANGES IN FUNDS

	Accumulated funds R	Total R
Balance at 1 January 2018	15 801 847	15 801 847
Surplus for the year	254 096	254 096
Balance at 31 December 2018	16 055 943	16 055 943
Deficit for the year	(406 973)	(406 973)
Balance at 31 December 2019	15 648 970	15 648 970

ABRIDGED ANNUAL FINANCIAL STATEMENTS/CONT.

FOR THE YEAR ENDED 31 DECEMBER 2019

The financial information that follows is derived from the annual financial statements which are available on request. The auditor's report on the full set of financials is set out on pages 18 and 19.

STATEMENT OF CASHFLOWS

	2019 R	2018 R
Cash generated/(utilised) by operating activities		
Cash receipts from customers and funders	66 744 312	40 207 359
Cash paid to suppliers and employees	(62 677 469)	(43 806 531)
Cash generated/(utilised) by operations	4 066 843	(3 599 172)
Interest income	62 790	57 575
Interest expense	(102 699)	(776 876)
Net cash generated/(utilised) by operating activities	4 026 934	(4 318 473)
Cash flows from investing activities	(1 096 031)	(711 694)
Acquisition of property, plant and equipment	(972 286)	(619 348)
Acquisition of intangible assets	(23 660)	-
Improvements to investment property	(157 385)	(107 689)
Proceeds on disposal of equipment	57 300	15 343
Cash flows from financing activities	(715 023)	(220 629)
Increase/(decrease) in finance lease obligation	286 779	(101 630)
(Decrease)/increase in other interest bearing borrowings	(248 673)	574 477
Interest on borrowings	(753 129)	(693 476)
Net increase/(decrease) in cash and cash equivalents	2 215 880	(4 557 320)
Cash and cash equivalents at the beginning of the year	1 273 264	5 830 584
Cash and cash equivalents at the end of the year	3 489 144	1 273 264



INDEPENDENT AUDITOR'S REPORT

TO THE SHAREHOLDERS OF JET EDUCATION SERVICES NPC

Report on the audit of the financial statements

Opinion

We have audited the financial statements of JET Education Services NPC (the company) set out on pages 8 to 32, which comprise the statement of financial position as at 31 December 2019, and the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements present fairly, in all material respects, the financial position of JET Education Services NPC as at 31 December 2019, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards and the requirements of the Companies Act of South Africa.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the company in accordance with the Independent Regulatory Board for Auditors' *Code of Professional Conduct for Registered Auditors* (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the corresponding sections of the *International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards)*. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other information

The directors are responsible for the other information. The other information comprises the information included in the document titled 'JET Education Services NPC Annual Financial Statements for the year ended 31 December 2019', which includes the Directors' Report as required by the Companies Act of South Africa. The other information does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the directors for the financial statements

The directors are responsible for the preparation and fair presentation of the financial statements in accordance with International Financial Reporting Standards and the requirements of the Companies Act of South Africa, and for such internal control as the directors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the directors are responsible for assessing the company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the company or to cease operations, or have no realistic alternative but to do so.





INDEPENDENT AUDITOR'S **REPORT/CONT.**

TO THE SHAREHOLDERS OF JET EDUCATION SERVICES NPC

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAS, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

BDO South Africa Inc.

BDO South Africa Incorporated
Registered Auditors

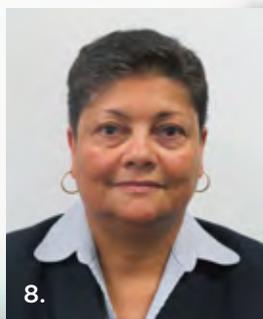
Y Pillay
Director
Registered Auditor

24 April 2020

Wanderers Office Park
52 Corlett Drive
Illovo, 2196

JET BOARD OF DIRECTORS 2019

(NON-EXECUTIVE)



- 1. **Nathan Johnstone**
(Chairperson of the Board and Remuneration and Nominations Committee)
- 2. **Adrienne Egbers**
(Chairperson Finance and Audit Committee)
- 3. **Angie Phaliso**
- 4. **Bongani Phakathi**
- 5. **Brian Figaji**
- 6. **Lerato Nage**
- 7. **Maud Motanyane-Welch**
- 8. **Zonia Adams**

JET STAFF 2019



EXECUTIVE COMMITTEE

James Keevy
Chief Executive Officer
Agness Munatsi
Chief Financial Officer
Carla Pereira
Chief Operating Officer

RESEARCH AND PLANNING

Nick Taylor
Research Fellow
Andrew Paterson
Research Associate
Roelien Herholdt
Specialist Manager: Assessment
Jennifer Schindler
Specialist Manager: Data Unit
Double-Hugh Marera*
Statistician
Daniel Mashilo
Junior Statistician
Raymond Matlala
Researcher

*Resigned during 2019

Rachel Neville
Research Officer
Zaahedah Vally
Research Officer
Avrille Fonseca
*Research Project Co-ordinator
(Assessment Unit)*

EDUCATION MANAGEMENT AND IMPLEMENTATION

Vumisa Mayisela
*Executive Manager: Implementation
and Innovation*
Deva Govender
*National Education Programme
Manager*
Dina Mashamaite
Programme Manager
Craig Gibbs
Specialist Manager
Kelly Shiohira
Specialist Manager
Luisa Roscani
*Monitoring and Quality Assurance
(MQA) Senior Coordinator*

Asiya Hendricks
*Monitoring and Quality Assurance
(MQA) Coordinator*
Deizdaria Magwiro
*Monitoring and Quality Assurance
(MQA) Coordinator*
Kurhula Nkwini
Data Analyst
Ashley Manuels
Project Administrator
Tshepiso Letlhake
Administrative Assistant

MONITORING AND EVALUATION

Eleanor Hazell
Executive Manager: M&E
Benita Reddi-Williams
Specialist Manager
Milisa Janda
M&E Officer
Amkelwa Mapatwana
M&E Intern

FINANCE

Elizabeth Koaho
Senior Accounts Clerk
Tumi Seleke
Bookkeeper
Thamsanqa Zwane
Accounts Clerk
Thomas Maluleke
Finance Intern

SUPPORT

Kathy Tracey
Strategic Support Manager
Lesley Abrahams
Client Relationship Manager
Thelma Dibakwane
Office and Building Manager
Maureen Mosselson
Knowledge Manager
Zukiswa Mashigo
Communications Coordinator
Motshoanetsi Masilo
Human Resources Administrator
Cleopatra Morudu
Human Resources Administrator

JET STAFF 2019/CONT.



Pinky Magau
Programme Administrator
Sarah Maseko
Programme Administrator
Thabile Nxumalo
Programme Administrator
Boitumelo Mancini
Programme Administrator
Tebogo Kibe
Receptionist
Charles Semano
Administrative Intern
Tshegofatso Sebopele
Administrative Intern

PROJECT STAFF

SCNPDI

Harold Strauss

AASA

Georgina Links
Frans Malepa

Ntakadhzeni Munzhedzi
Mpho Ramogale
Teboho Lekwene
Martha Makgae
Azwindini Masia
June Nkosi
Lindokuhle Sibeko
Nkosana Mtetwa

Jala Peo

Nelly Komape
Linda Nomkala
Sunet Anderson
Ronald Mudimele
Refiloe Masiloane
Pheziwe Sogoni

JETSTREAMERS

Charlene Deacon
JETstreaming Mentor
Tshepo Baloyi
Gino Garach

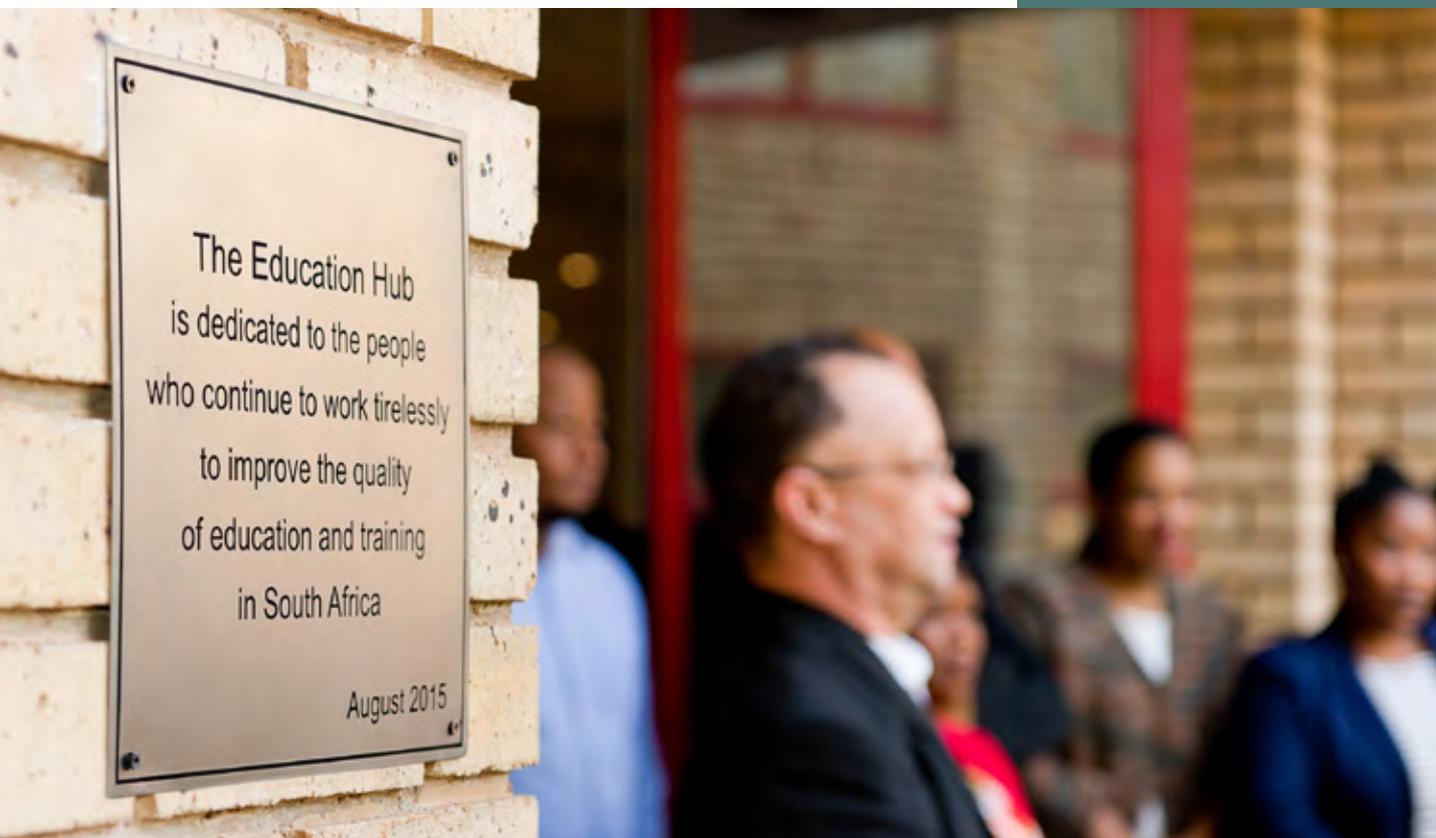
Teboho Makhoabenyane
Morongoa Masebe
Virginia Mashiane
Lesedi Matlala
Akani Mkansi
Patrick Molokwane
Chosi Mtoba
Morris Phundulu

INTERNATIONAL INTERN

Vasiliki Samara

MAINTENANCE

Mashudu Negondeni
Gardener
Salamina Tshirundu
Cleaner/Tea Lady



CLIENTS AND PARTNERS 2019



WE ACKNOWLEDGE OUR MAIN CLIENTS AND PARTNERS FOR THE YEAR ENDED 31 DECEMBER 2019

Anglo American Chairman's Fund
 Acudeo College
 BASA Schools Institute
 Botswana Qualifications Authority (BQA)
 Columba Leadership
 CURRO Holdings
 Department of Basic Education (DBE)
 Department of Higher Education and Training (DHET)
 DG Murray Trust
 Department for International Development (DfID)
 Edinvest Holdings
 FEMEF Education Foundation
 Fibre Processing and Manufacturing Education and Training Authority (FP&M SETA)
 FirstRand
 Future Nation Schools
 Gauteng Education Development Trust (GEDT)
 Gesellschaft for Internationale Zusammenarbeit (GIZ)
 GFA Consulting Group
 CTAC
 Hulla & Co. Human Dynamics
 International Labour Organization (ILO)
 Injini
 JP Morgan Chase Bank
 Kagiso Shanduka Trust (KST)
 LeadershipLabs SA
 LEGO Fonden
 Manufacturing, Engineering and Related Services Seta (MerSETA)
 MRP Foundation NPC
 National Association of Social Change Entities in Education (NASCEE)
 Nal'ibali
 National Business Initiative for Growth Development and Democracy (NBI)
 National Education Collaboration Trust (NECT)
 Nedbank PWF
 Newventure Fund
 NIRAS A/S
 NLF
 Old Mutual



Prestige College Thornview
 Royals Schools
 Seriti Institute
 SIOC Community Development Trust (CDT)
 South African Democratic Teachers Union
 Curtis Nkondo Professional Development Institute

St Christopher's Private Schools
 Tshikululu Social Investments
 Two Oceans Leadership Academy
 United Nations Educational, Scientific and Cultural Organization (UNESCO) Regional Office for Southern Africa (ROSA)
 University of Western Cape (UWC)
 ZENEX Foundation



JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

JET EDUCATION SERVICES

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