



**JET EDUCATION  
SERVICES**  
**ANNUAL  
REPORT**  
**2020**

Making a difference  
in a time of crisis



**JET EDUCATION SERVICES**  
THINK EDUCATION. THINK 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, resulting in improved education quality, particularly for disadvantaged communities.

### **Vision:**

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

### **Mission:**

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

### **Focus areas (2020):**

Early childhood development; School improvement; Teacher education; Post-school training and education; ICT in education; Union leadership.

### **Values:**

Champion social justice; Be professional and knowledge oriented; Be independent and accountable; Be innovative and courageous; Practise ethical governance; Put people at the centre.

### **Institutional affiliations:**

Independent Philanthropy Association of South Africa (IPASA);  
National Association of Social Change Entities in Education (NASCEE);  
UNESCO International Centre for Vocational Education and Training (UNEVOC).



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There is a well-known adage that tells us not to wait until a crisis to come up with a crisis plan. For JET, this applies pertinently to 2020, the year the COVID-19 pandemic started and caused disruption and sickness across the globe. As the pandemic began to impact our operations very directly in the early months of 2020, JET was able to transition seamlessly into a new way of working – in fact our productivity increased, while our national and continental footprint expanded.

During 2020, we increased our focus on digitisation and innovation, offering strong support to policy-makers and enhancing our role as a (dis)intermediary that is able to draw together role-players in the education ecosystem for a common purpose, all with long-term systemic impact in mind. This was also the year in which we reviewed our five-year strategy and consolidated our vision as Africa’s leading educational think-and-do tank. Of course, the pandemic also exacted its price. We have lost friends and colleagues across the education sector. From our own team, we lost Abednego Khumalo, who had been mentoring school principals and management teams in KwaZulu-Natal.

Overall, our staff have been carrying incredibly heavy loads and mental health and wellness have become more important than ever. As this annual report is being prepared, we are in the second year of the pandemic, and the vaccination rollout in South Africa is much slower than anticipated. The crisis is not over yet, but we have a plan. As JET, we thank our many partners and funders for walking this road with us as we remain committed to conducting evidence-based research to improve the quality of education in a time when this is needed more than ever.



A handwritten signature in black ink that reads "James Keevy".

**James Keevy**  
Chief Executive Officer

# 02 MESSAGE FROM THE CHAIRPERSON

JET Education Services has positioned itself as a model non-profit organisation. The crisis of the COVID-19 pandemic has accelerated and deepened the organisation's position both locally and internationally, enabling JET to better serve the most vulnerable in society. New partnerships, often accompanied by extensive reviews of JET's governance processes, are increasing, and we count among our partners organisations working largely in disciplines outside of education.

These interdisciplinary models, together with a focus on business and financial sustainability and a consistent focus on its people, form part of JET's new five-year strategy for the period 2021–2025. As a Board, we are actively looking at future-proofing the organisation for the next decade, and we welcomed Antony Hlungwane to the Board to this end. Antony brings much-needed expertise in using IT to support, grow and transform businesses and is recognised for having established best practices in implementing technology solutions in organisations.

There will be much to be done to catch up on lost learning time in the coming years, particularly in a country like South Africa where we already had a prior deficit. I commend the management team, staff and Board of JET for not only weathering many storms in the last few years, with the current crisis the most serious, but for always striving to make a difference. We invite our alliance partners and funders to go on this journey with us. May JET go from strength to strength in the years that lie ahead.



A handwritten signature in black ink that reads "Nathan Johnstone".

**Nathan Johnstone**  
Chairperson of the Board

# 03 REFLECTING ON 2020

2020 was the final year of our 2016–2020 strategic plan, the JET DNA Strategy. The focus during this period was on strengthening our governance systems and new business development, both of which stood us in good stead as we had to deal with a world changed almost overnight by the COVID-19 pandemic.



# GOING DIGITAL

We had been working for some years on strengthening our IT systems and infrastructure, having in 2016 become the first South African non-governmental organisation to receive a Google for Education licence. With the Google platform firmly in place throughout JET, and staff trained regularly on the use of Google's various features, moving the office online in March 2020 was accomplished with minimum disruption. Google Meet was used to keep in contact with staff and

we held weekly 'social get-togethers' throughout the year, which helped to keep us connected and boosted morale during an exceptionally difficult time. We were also flexible and adapted to using the Zoom and Microsoft Teams platforms when required. But going digital also highlighted the reality of the digital divide and the high cost of connectivity in South Africa.



# 3.2

# INNOVATION

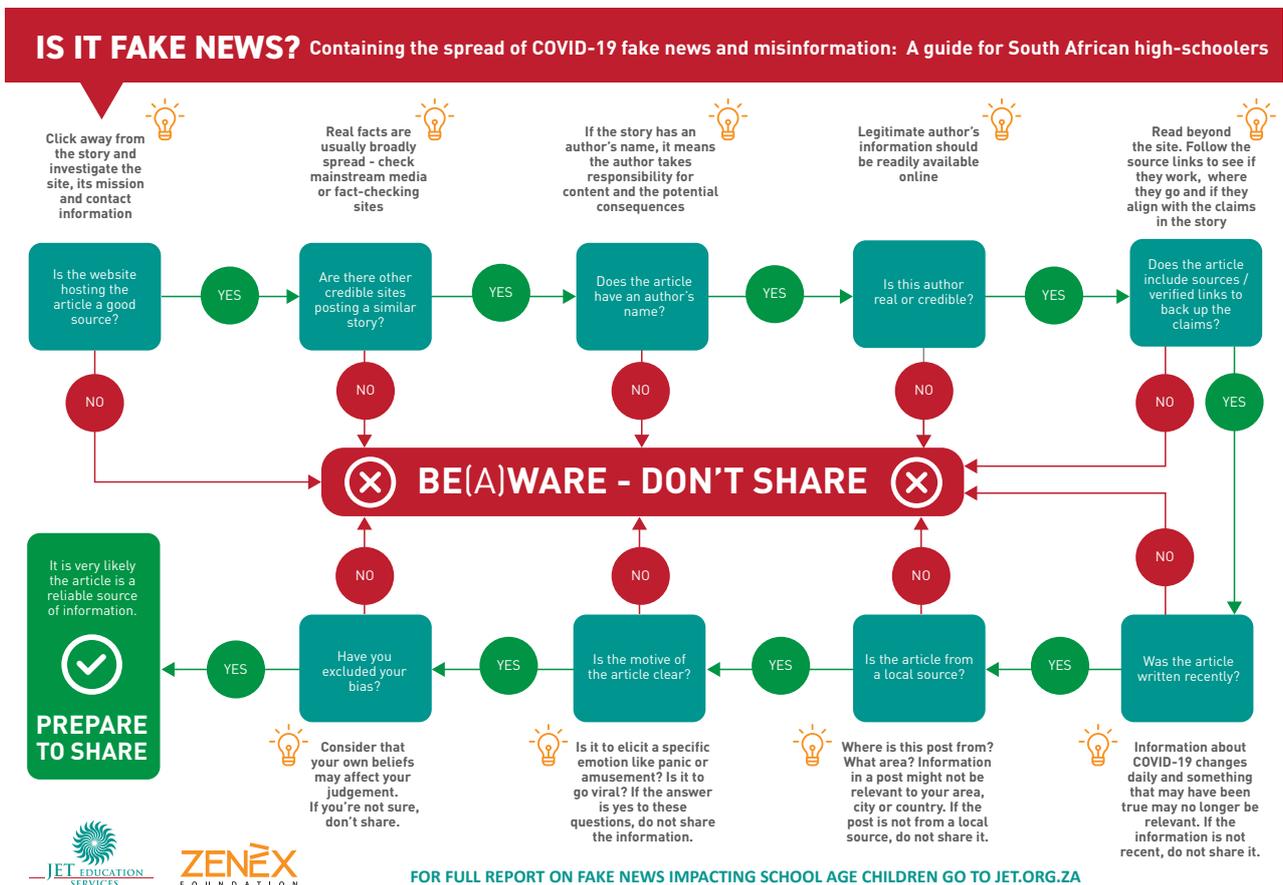
## DURING A TIME OF CRISIS

The crisis brought on by the pandemic motivated us to think outside of the box. The declaration of the state of disaster on 15 March 2020 and the national lockdown provided the impetus for the introduction of an ambitious research project in response. Conceived by JET, the Research Bootcamp #OpenupYourThinking was created as a way for education researchers to contribute meaningfully to solutions and pressures being placed on the education systems using an evidence-based approach; allow for real-time inputs to be made into other national education processes; and keep a group of young researchers meaningfully occupied during the lockdown period, while giving them an opportunity to grow as they worked under the guidance of experienced researchers. The project attracted the attention of the international community, and JET was asked to coordinate similar projects for the Southern African Development Community (SADC) and for the Commonwealth Secretariat using the same methodology. In total, the South African Researchers Bootcamp, the SADC Researchers Challenge

and the Commonwealth Researchers in Pursuit projects saw over 300 participants producing over 30 research reports and associated infographics, with two compendium volumes (funded by UNESCO Regional Office for Southern Africa [ROSA] and the Commonwealth Secretariat) in the process of being compiled.

Some practical outcomes of the initiative included a tool for guiding high school learners on how to detect fake news, the development of an enriching, online supplementary module to enable pre-service teachers to fulfil part of their requirements for teaching practice as part of their initial teacher education, and a series of capacity building workshops on innovative financing models run by the Bertha Centre for Social Innovation & Entrepreneurship in collaboration with JET.

All the participating researchers were awarded a digital credential through JET's partnership with PrivySeal, a company that offers digital seals, certificates and signatures certifying qualifications.



# CAPACITATING YOUTH

## CLOSE-OUT OF JETSTREAMERS PROJECT

Building youth capacity, especially in research, has for long been a JET imperative – we have been supporting internships for youth for at least ten years. In June 2019, the JETstreaming Project, our own internship programme which had been in the planning stage for some time, came to fruition with the help of Tshikululu Social Investments and funding from the FirstRand Empowerment Foundation. The programme involved a combination of experiential workplace immersion and formal/collaborative training processes. It aimed ‘to build young black research specialist capacity in the education sector and build self-driven, continually learning, social justice change agents in education research in South Africa’. The programme focused on developing capacity in the core elements of education research, development of models and their application, monitoring and evaluation of projects, and the honing of project management skills.

The first cohort of ten young graduates received mentoring in the workspace by skilled practitioners, while the overall programme mentor provided a space for safe discussion on all matters that concerned the JETstreamers. Awakening Excellence, Bridge, Global Teachers’ Institute, Kelello, Molteno, National Association of Social Change Entities in Education (NASCEE), the South African Institute for Distance Education (SAIDE), Seriti and Social Surveys partnered with us to host the JETstreamers for the work-based experience component of the programme. The programme ended in November 2020, with nine of the ten JETstreamers having successfully come through. They emerged with improved skills, confidence and resilience.

JET has employed three of the young researchers on a full-time basis, others have been employed by their workplace-based learning hosts, and some have pursued further studies and self-employment. Having learnt much, JET is working on implementing a second iteration of the programme in the near future. We believe that this programme will produce leaders that will impact systems at all levels of society, not just in the education sector.



# WORKING IN SCHOOLS

## DURING THE PANDEMIC

JET is engaged in three streams of implementation work in the area of school improvement and is also working with schools in the Jala Peo School Garden Initiative. These projects were directly affected by the school closures brought about by the pandemic, and the JET project teams had to find novel ways to continue with appropriate support.

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In the MRP School Improvement Project, assisted by the Liberty Community Trust, the mode of contact for engaging with the project schools had to be redesigned. This brought its own challenges because many of the school managers were not conversant with online meeting platforms. We were thus called upon to redesign, re-strategise and regroup. This provided an opportunity for JET to begin the process of developing and skilling all of the MRP Foundation schools' principals and school management teams on how to use remote platforms for communication. JET developed a 'managing a school remotely' manual which was followed by a series of online workshops on how to use various platforms to communicate with teachers and parents. By the end of Term 2, the JET teams were having regular weekly remote sessions with the individual schools and also clustering groups of school management teams from different schools so that they could share their experiences. We also shared infographics at the beginning of each week to help the school management and teachers understand how to deal with COVID-19 and suggest ways in which they could adapt their communication and teaching and learning. The socio-economic context of each school resulted in severe challenges for all the school communities and staffing population. A school well-being component for school management teams and educators was added to the programme, and all schools were very receptive to all of the COVID-19 interventions that were implemented by JET. When the MRP Foundation

experienced funding constraints due to the COVID-19 pandemic, the Liberty Community Trust stepped in as a funding partner enabling us to carry on our work.

JET's role in the National Education Collaboration Trust (NECT) District Improvement Programme is that of monitoring and quality assurance (MQA). Overall, all the MQA team's data collection activities in schools came to a halt. Instead, the team became involved in monitoring the initiatives introduced by the Department of Basic Education (DBE) and implemented by the NECT as a response to the pandemic. For instance, the NECT worked with the DBE to send out messages to Subject Advisors and teachers on how they could try and keep learners busy with learning, and the MQA team was tasked with doing telephonic surveys to find out how everyone was coping. The NECT then introduced the Woza Matric remote learning programme, and the MQA team were asked to monitor learners' use of the programme on a weekly basis. When Grade 12 learners first returned to school, the MQA team visited a sample of schools to verify that the schools were ready to receive the learners. This was done again when the next grades were allowed back at school. The introduction of a recovery curriculum by the DBE presents a challenge for the MQA team in that the baseline data collected previously cannot be compared to data collected on the recovery curriculum as the curriculum requirements are different.

In the Anglo American South Africa (AASA) Education Programme, JET continued to work with the DBE in delivering interventions aimed at improving learners' educational outcomes. The COVID-19 pandemic required innovative and rapid changes to all the plans developed by service providers. The established partnerships between the provinces (Mpumalanga, Northern Cape and Limpopo), education sector partners, the business community and funders, school communities, learners and their parents pulled together to ensure some of the initiatives could be implemented. We have to applaud the AASA business units for their responsiveness and investment in unplanned and unforeseen needs beyond the original scope of work.

Whilst the pandemic obliterated the momentum built from 2018, the opportunity to train and improve capabilities through the use of technology was optimised. The programme provided tablets to primary school teachers and training and classroom materials could be uploaded, respecting the lockdown regulations. The programme responded to the need for additional printing of learner resources where books and materials had been lost; catch-up lessons and targeted support were provided to Grade 12 learners for the last two quarters of the year; and service providers worked relentlessly with schools and learners to ensure a level of readiness for the final examinations of 2020.

We need to acknowledge our Provincial Coordinators that work at the coalface. These development professionals had to influence and motivate the school leadership to allow for service providers to access schools when lockdown levels and regulations accommodated increased mobility. The Data Monitors and various implementing agents had to go out there to implement, and they had to inspire confidence that JET, with the programme champions and funders, is invested in the improvement of educational outcomes. Whilst 2020 is globally regarded as a year lost for comprehensive education, human resilience and tenacity kept this programme alive.

In the Jala Peo Food Garden Initiative, the limited contact with schools and school stakeholders particularly affected outcomes around curriculum integration. However, as a result of the flexibility and innovation imbued in the initiative and the forums, Jala Peo remained productive through strategies such as training and support for principals, gardeners, homesteads and communities, and a focus on materials development and stakeholder engagements. The homestead gardening component of the initiative flourished during lockdown in Limpopo and the Western Cape, allowing learners to still be engaged in gardening activities despite schools being closed. More information on these projects can be found under Project Highlights.



## ACCREDITATION

In 2020 JET underwent a review to renew our Investors in People (IiP) accreditation. After winning the prize for the best newcomer to IiP in 2019, it was important to continue with the process in 2020, particularly during the pandemic when staff were under significant stress. The outcome of the assessment was a promotion to Silver Status for JET and the finding that JET cares about staff and is committed to improving people's practices even further.

Staff wellness became even more important in 2020, and checking in with staff, online social events and the use of the JETSetter indicator to monitor stress levels of staff were some of the methods deployed to support staff. JET was able to move swiftly into a work-from-home mode and could do so for the year. The IiP accreditation process is dynamic and continuous and the aspiration to achieve all nine indicators is a key target for the next years.



Reproduced with permission from the Investors in People 'We invest in people' framework

# STAFF CHANGES

Carla Pereira, a JET Director and Chief Operating Officer whose career at JET spanned 18 years, resigned in 2020 to move to the Netherlands. The vacant position was filled by Nathalie Vereen, who has a wealth of experience in the development and the public sectors. She worked with and for the National Treasury and Presidency, where she focused on enforcing South Africa's shift towards the adoption of evidence-based policy-making and evaluation. It was not easy to take over this central role when we were for the most part working from home, but Nathalie has rapidly become a JETSetter and made significant contributions to the organisation.

During a time when jobs were being lost at alarming rates, JET was in the privileged position of being able to employ more people. This is partly a result of our strong focus on business development in previous years. We made ten fixed-term and four full-time appointments in 2020; by the end of 2020 our staff complement stood at 88.

10

fixed-term  
appointments

4

full-time  
appointments

88

staff complement  
by end 2020

# 04 LOOKING TO THE FUTURE

∞ > 21-25

In 2020, we finalised the task we had begun of refreshing the JET brand. This was made possible through JET's partnership with the Nahana Foundation (under the umbrella of FCB), who worked with JET over two years to build and strengthen our marketing and communications strategy and enhance awareness of the refreshed JET brand.



# LOOKING TO THE FUTURE

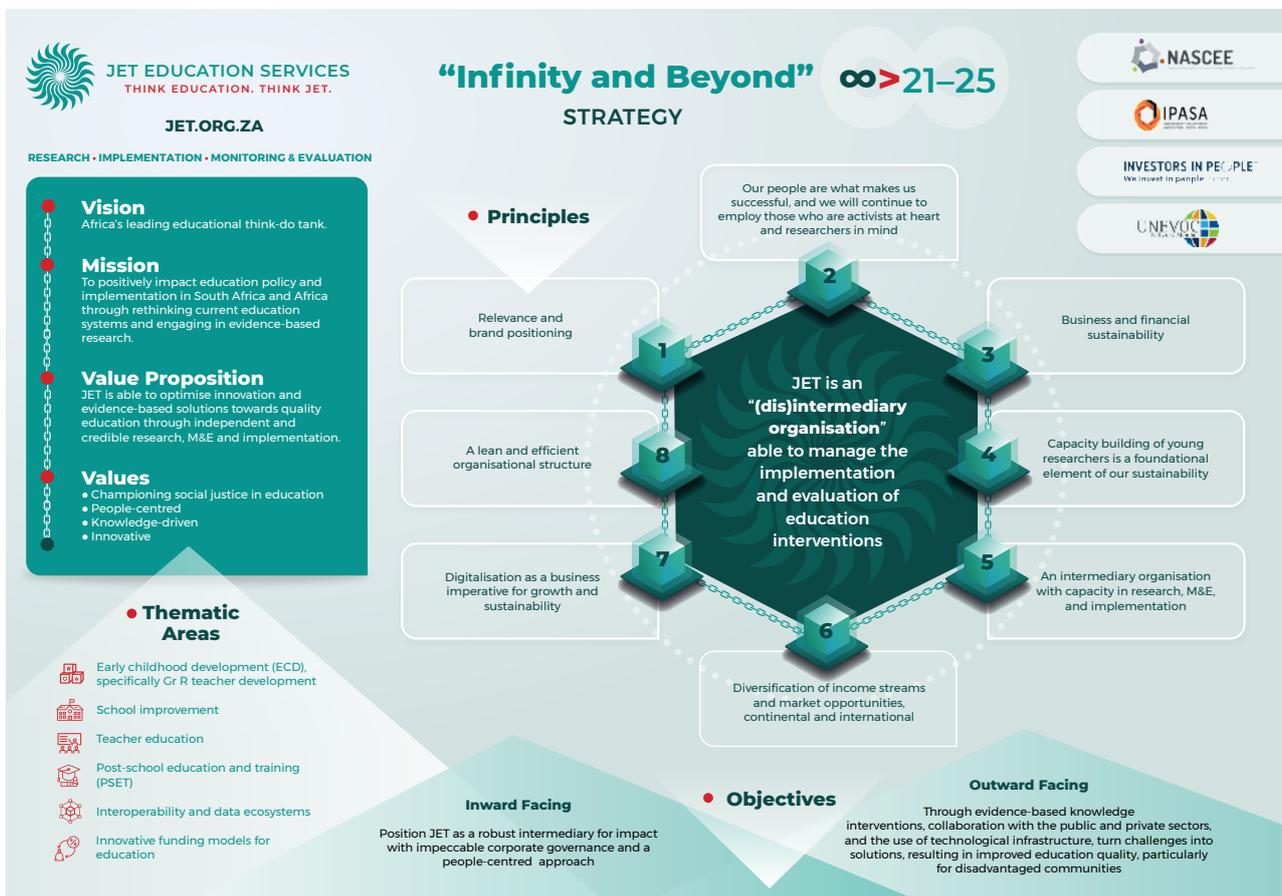
∞ > 21-25

Through a collaborative process involving JET staff, we refined our vision, mission and values, and, borne out by our work, positioned JET as a leader in education research, implementation, and monitoring and evaluation. JET is an organisation that champions social justice, is professional and knowledge-oriented, independent and accountable, innovative and courageous, that practices ethical governance and puts people at the centre.

With the support of REOS, we also began the process of formulating a new five-year strategic plan. REOS facilitated three online workshops with staff, taking us through a process of dialogue, stretch collaboration, transformative scenario planning, systems thinking and design thinking. In addition, we engaged with an external monitoring and evaluation expert, Benita Williams, to develop a JET Organisational Theory of Change which will assist in monitoring progress as

we implement the plan. Our new strategic plan, aptly called *Infinity and Beyond: ∞>21-25*, developments in technology and the strengthening of JET's systems have prepared JET to meet the future.

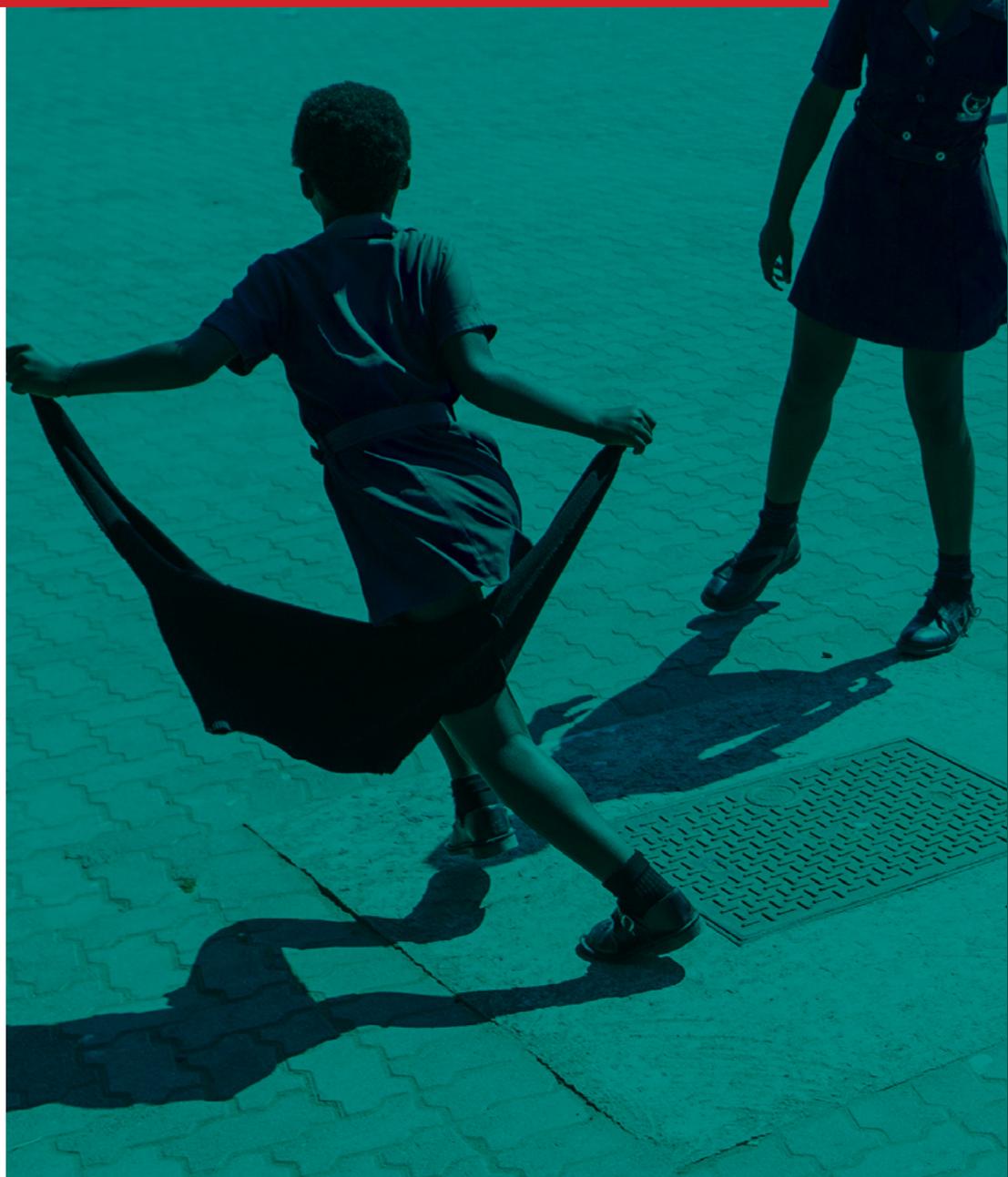
Key features include: the diversification of income streams and market opportunities, both continental and international; the pursuit of new opportunities, specifically in the area of innovative funding models; digitalisation as a business imperative for growth and sustainability; a lean and efficient organisational structure, comprising a smaller permanent core team (approximately 30 people) combined with a dynamic, fixed-term staffing complement (between 50 and 100 people) and the use of local and international associates. The adoption of the strategy will deepen JET's (dis)intermediation role in the education sector.



In 2020, JET was again involved in some 55 projects across our value chain (research, implementation, monitoring and evaluation) and six thematic areas. As in previous years, we continued to provide Monitoring and Quality Assurance services for the National Education Collaboration Trust's District Improvement Programme, and to act as the Secretariat for the Gauteng Education Development Trust. While JET remained the managing agent for the South African Democratic Teachers Union Curtis Nkondo Professional Development Institute (SCNPDI), the institute's activities were brought to a halt by school closures due to the pandemic. We partnered with research associates in our network and worked with a variety of organisations – academic institutions, research consortia, international organisations, local and international funders and other non-profit organisations as well as government departments (both local and foreign). Selected projects we worked on in 2020 are described below.



# 05 PROJECT HIGHLIGHTS





Research response to the COVID-19 pandemic



School improvement



Post-school education and training



ICT in education



Early childhood development



Teacher education and training

## THEMATIC AREAS

# VALUE CHAIN: RESEARCH

Research was conducted on a wide range of topics, from the effects of the COVID-19 pandemic on education, to qualifications frameworks and accountability to improve learning outcomes.



### COVID-19 research response

JET conceived a research ‘Bootcamp’ methodology in response to the COVID-19 pandemic and resulting lockdowns. The Bootcamps titled #OpenupYourThinking were designed to engage young researchers (<35y) in research work under the guidance of more experienced researchers/practitioners and also to give them an opportunity to participate in an innovative online approach that would allow for learning to take place between peers while feeding into actual national processes under way. The overarching research question was “What are the best mega-, meta- and micro-level educational strategies to be used during times of crisis?”

The South African Bootcamp commenced at the start of lockdown in South Africa. Subsequently, the Commonwealth Secretariat and the Southern African Development Community through the UNESCO ROSA adopted the methodology and appointed JET to manage their projects.

Across the three research initiatives, over 400 researchers and academics were engaged in meaningful research during the worst days of the pandemic lockdowns. Over 30 reports and associated infographics were published across a variety of themes, with several being launched via live streaming. More details on the reports can be found on page 29.

### FUNDERS

- JET Education Services
- Commonwealth Secretariat
- National Education Collaboration Trust
- Open Society Foundations
- Southern African Development Community
- Transforming Education for Sustainable Futures (Rhodes University)
- Tutuwa Foundation
- UNESCO Regional Office for Southern Africa (ROSA)

### THEMATIC AREA



Research response to the COVID-19 pandemic

## Accountability study

JET, in partnership with the London-based Institute of Education (IoE) at University College London (UCL) and the Vrije Universiteit Amsterdam has been engaged in an innovative five-year research project that focuses on trust, capacity and accountability to improve learning outcomes in South Africa. Several papers have been published and case studies completed. We are currently planning a national survey.

### CLIENT

Economic and Social Research Council (ESRC) and the Foreign, Commonwealth & Development Office (formerly Department for International Development, DFID)

### THEMATIC AREA



School improvement

## African Continental Qualifications Framework (ACQF)

JET was appointed to conduct a mapping study of qualifications frameworks in Africa aligned to the African Union's "Agenda 2063: The Africa We Want". The mapping study, which is the first phase of the broader process to develop the ACQF, was completed at the end of 2020 and published in English, French and Portuguese. The country reports and the final consolidated mapping study report can be found at <https://www.nepad.org/skillsportalfor youth/publication/african-continental-qualifications-framework-acqf-mapping-study>

### CLIENT

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

### THEMATIC AREA



Post-school education and training

## Botswana policy support

JET concluded the project undertaken to provide training and consulting services to the BQA in the implementation of the Botswana National Credit and Qualifications Framework. As lead experts, JET's specific role was to train the BQA's staff and experts in the validation of qualifications and guide the process.

### CLIENT

Botswana Qualifications Authority (BQA)

### THEMATIC AREA



Post-school education and training

## Bridging Innovation and Learning in Technical and Vocational Education and Training (BILT)

JET was appointed by UNEVOC as a lead expert (micro-level) to lead an Experts Group consisting of selected participants from the Technical and Vocational Education and Training (TVET) community that will address the needs and interests of TVET schools, companies and other TVET stakeholders in regards to new qualifications and competencies. The work was scheduled to take place over a ten-month period under the broader umbrella of the BILT project.

### CLIENT

UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC)

### THEMATIC AREA



Post-school education and training

## ➤ GTAC Jobs Fund tracer study

In April 2018, the GTAC Jobs Fund appointed JET to undertake a three-year longitudinal tracer study of beneficiaries of ten projects funded under the Enterprise Development and Support for Work Seekers Funding Windows. The study aims to identify the characteristics of funded projects and job creation models that are effective and have the potential for replication and scalability. The study will also assess the cost effectiveness of the different project models relative to the outcomes enjoyed by beneficiaries with respect to employment and job creation. The report on Wave 1 was finalised in January 2020. Wave 2 qualitative interviews were mostly completed during the year, and the Wave 2 report will detail the sustainability of outcomes for work seekers and enterprise owners through the lens of COVID-19.

## ➤ Longitudinal study of learner achievement in Future Nation Schools

In November 2017, FNS and Sifiso Learning Group appointed JET to independently review their project-based learning (PBL) model. The aim of the study was to establish, through empirical, evidence-based research, whether the PBL model was being implemented effectively at two FNS schools. JET also undertook to ascertain the learner achievement in Mathematics and English in the two schools; identify learners' academic needs which the PBL programme may not be fulfilling; and identify high school learners' perceptions of their own executive functions, learning skills and state of mind. These objectives were achieved through a) the assessment of learner achievement, with the third and last round of learner testing during the three-year study taking place in 2020; and b) observation of learner books, lesson content and quality and curriculum coverage. This was a formative assessment designed to provide a holistic picture of learning in the schools.

## ➤ Post-School Education and Training Collaboration and Learning Opportunities and Utilisation of Data (PSET CLOUD) project

JET and the merSETA have been engaged in an innovative collaboration, the PSET CLOUD, to develop and establish an integrated and interoperable digital ecosystem for the post-schooling education and training (PSET) sector. The main objectives of this innovation are to strengthen integration across current and new systems/platforms; strengthen collaboration to improve efficiencies, governance and management; harvest rich knowledge and intelligence; enhance strategic planning and decision-making; be responsive to the needs of the labour market and national priorities; and strengthen, integrate, coordinate and improve efficiencies in the governance and management of PSET. Overall, the initiative intends to ensure that datasets in the South African PSET sector will be interoperable, well-synchronised and used effectively as a source of information for planning and improving efficiency in the PSET system. In 2020, a state-of-readiness report, *Unlocking the Power of Data*, was published based on a preliminary scoping study, research into the feasibility of the PSET CLOUD concept and a mapping of the existing systems.

### CLIENT

Government Technical Advisory Centre (GTAC)

### THEMATIC AREA



Post-school education and training

### CLIENT

Future Nation Schools (Pty) Ltd (FNS) and Sifiso Learning Group

### THEMATIC AREA



School improvement

### CLIENT

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

### THEMATIC AREAS



ICT in education



Post-school education and training

## Primary Teacher Education (PrimTEd) project

JET has been managing the PrimTEd project which is part of the DHET's Learning Development Capacity Improvement Programme (TLDCIP) supported by the European Union. PrimTEd covers primary teacher education. Initially, the project involved research into the quality and relevance of initial teacher education (ITE) offered by South African universities. Latterly, it has entailed the development of knowledge and practice standards in Mathematics and Language and Literacy for ITE programmes for prospective primary school teachers. The process has involved working groups comprising 389 participants, 294 from public and 22 from private higher education institutions and 73 from national and provincial government departments, teacher unions, NGOs and donors. The next phase will entail developing teaching materials, assessment instruments and research reports.

### CLIENT

European Union, Department of Higher Education and Training (DHET)

### THEMATIC AREAS



Teacher education and training



Post-school education and training

## Programme for International Student Assessment (PISA) for Schools in South Africa

Together with the OECD, JET began exploring the possibility of becoming the National Service Provider for PISA for Schools in South Africa. A preliminary seminar was held on Zoom to generate interest with key speakers Andreas Schleicher (OECD), Mark Chetty (Department of Basic Education) and Nick Taylor (JET). The successful seminar was attended by 46 people including government, unions, funders, NGOs and assessment bodies.

### CLIENT

JET Education Services/Organisation for Economic Education and Development (OECD)

### THEMATIC AREA



School improvement

## UNESCO King Hamad Bin Isa Al Khalifa Prize for ICT in Education

JET was contracted to conduct research into the initiatives implemented by the 12 winners of the UNESCO King Hamad Bin Isa Al Khalifa Prize for the use of ICT in Education. The prize is awarded to institutions, organisations or projects for "excellent models, best practice and creative use of information and communication technologies to enhance learning, teaching and overall education performance". The case studies developed by JET are intended to make information on the winning projects accessible to a broad audience by showcasing the particular digital solutions and/or pedagogical innovations and the educational changes they brought about. Ten of the case studies were completed during the year.

### CLIENT

UNESCO

### THEMATIC AREA



ICT in education

# VALUE CHAIN: IMPLEMENTATION

Implementation projects included the multi-year, large-scale Anglo American South Africa Education Programme, the MRP Foundation School Improvement Programme and the Grade R Early Childhood Development Teacher Development Project, among others.

## **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 early childhood development (ECD) sites, 70 primary schools and 30 secondary schools local to the Anglo American operations in Mpumalanga, Limpopo and the Northern Cape.

JET, with its partners, onboarded an ECD component in all three provinces. The procurement processes, planning and onboarding of the ECD centres were concluded in late 2020, with implementation planned for early 2021. Infrastructure development (refurbishments and partial new builds) was planned and started, and whilst numerous delays were experienced, lessons learnt from 2020 will remain a sobering reflection for all future developments.

As part of JET's role as the managing service provider for the AASA Education Programme, one of our key functions is to embed monitoring and evaluation (M&E) from the start and throughout the programme so that interventions can be refined where needed in order to meet the programme aims. A key component of the M&E is learner testing. This standardised process is important for JET to be able to report against the programme targets for all the schools, starting with the baseline in 2019 and ending with the endline in 2022.

In keeping with international best practice such as the Progress in International Reading Literacy Study (PIRLS) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), testing took place with a random sample of 25 learners per grade in Grades 4, 7 and 10 in each of the participating schools in two subjects: English First Additional Language (EFAL) and Mathematics.

In 2020, the school results for Grades 3, 6 and 9 along with the matric results were captured in Excel dashboards and school-level dashboards developed for the 109 participating schools. An advocacy campaign run by JET provincial coordinators with circuit managers and school principals was started to promote participation in the learner testing of Grade 4 and 7 (and possibly Grade 10) in an effort to measure the impact of the school closures during lockdown and deliver a more focused academic intervention by service providers. An extension of the learner testing to 2023 for Grades 6 and 9 is being considered in light of the delays in implementation due to school closures.

An M&E framework has been developed for the programme.

## **CLIENT**

Anglo American South Africa (AASA)

## **THEMATIC AREA**



School improvement



## Coordinating the SETA TVET Office (CSTO) implementation support project

In 2012, the DHET conceived a new institutional structure, the Coordinating Sector Education Training Authority/Technical and Vocational Education and Training Office (CSTO) to improve TVET college students' access to work-based learning and graduates' access to employment as well as to provide support services such as career information. The FP&MSETA has been supporting the initiative since 2016. In 2017, the DHET released the draft Coordinating SETA-TVET Offices Guidelines to assist colleges and SETAs to establish CSTOs. JET's most recent involvement in the project entailed supporting a selection of colleges to implement the DHET guidelines by providing capacity building and support for each CSTO and its partner organisations; managing the development of an online platform for matching supply and demand between employers, TVET colleges and SETAs; and making recommendations on how to take implementation of the initiative forward.

### CLIENT

Fibre Processing and Manufacturing Sector Education Training Authority (FP&MSETA)

### THEMATIC AREA



Post-school education and training



## Grade R early childhood development (ECD) teacher development project

In line with government policy, the Gauteng Department of Education (GDE) introduced Grade R into its public ordinary schools and has registered Grade R classes in some community organisations. JET was appointed as the managing agent for the Grade R Programme to initiate the work for the preparation, funding and implementation of the intervention over five years from 2019 to 2024. The overall outcome for this programme is the improved knowledge and skills of Grade R teachers/practitioners; improved learner outcomes in Grade R; and improved readiness of learners for Grade 1. The funder group will invest in a comprehensive suite of home language materials for language and mathematics. Key outputs include a public-private partnership; classroom materials; training materials and training for teachers and coaches; and ongoing professional development. The programme implementation will include Gr R teachers and practitioners as ECD centres, and importantly, also include special schools. In 2020, JET worked closely with the service providers, the University of Cape Town's School Development Unit and WordWorks, on content and material development. However, training could not commence in 2020 as planned due to school closures.

### CLIENT

Gauteng Education Development Trust

### THEMATIC AREAS



Early childhood development



Teacher education and training



## Jala Peo School Food and Nutrition Garden Initiative

JET has managed the implementation of the Department of Basic Education's food gardens project since its inception in 2017. The multi-stakeholder project seeks to improve nutrition and education by facilitating the establishment and maintenance of thriving school food gardens in identified schools. It also aims to improve the status of agriculture, build human capital around agriculture in communities and share and replicate best practices. In 2020, the project's final pilot year, attention turned to developing a scalability strategy and support materials. An annual review, which encourages cross-provincial collaboration, was held in a mixed format, with some provinces congregating to join a Microsoft Teams call. An external evaluation is slated for the early part of 2021 to guide the next steps of the Initiative.

### CLIENT

Tshikululu/WesBank

### THEMATIC AREA



School improvement



## MRP Foundation/Liberty Community Trust Education Programme

The MRP Foundation/Liberty Community Trust Education Programme has been implemented since 2019 in 98 primary schools in KwaZulu-Natal, the Western Cape, Gauteng and the Free State. A notable feature of the holistic programme is the use of the eMpela e-learning programme developed by JET and Conda Technologies for teacher development.

In 2020, as the programme was expanded to more schools, JET's M&E division began developing an M&E framework for the programme to ensure that all programme activities are explicitly designed in a manner that shows coherency towards addressing the overall programme goals.

The programme focuses on four key areas: School Management and Leadership; Educator Development; Learner Development; and Parental Involvement. In 2020, all of this had to be changed due to the unexpected challenges brought about by COVID-19. A range of educational and support processes are provided to participating schools, including resources, in-class teaching and learning activities, leadership and management development, parent and community involvement, infrastructure, curriculum management, and human resources.

The onset of COVID brought about increased and unexpected challenges. By addressing these challenges in a systematic way – with the involvement of all stakeholders, such as the school governing bodies, circuit managers, parents and community leaders, as well as interventions by organisations contracted by the MRP Foundation – the intended outcome of improving learner results, teacher performance and overall school management was maintained and, in the long run, the goals of the MRP Foundation programme continued to be achieved.

The well-being workshops facilitated by highly qualified practitioners were attended throughout the year by school leadership and teachers from all 98 participating schools. The well-being programme was very well received.

### CLIENT

MRP Foundation, Liberty Community Trust

### THEMATIC AREA



School improvement



## Sesotho and isiZulu Reading Project (SIRP)

JET is managing the Sesotho and IsiZulu Reading Project (SIRP), conceived by the Literacy Working Group of PrimTEd and funded by the Nedbank Foundation. The project is housed at the Centre for African Language Teaching at the University of Johannesburg (CALT@UJ), a DHET-funded initiative to support African language teaching in South Africa. The project entails developing reading courses aimed at teaching student teachers how to teach reading in Sesotho and isiZulu. The courses will each include six modules of the different aspects of reading pedagogy, teaching materials and sets of terminology. The modules are first being developed in English, making them available for versioning into all African languages, and will then be versioned into the two target languages.

JET is also conducting monitoring of SIRP activities, which includes conducting observations of writing retreats, workshops and terminology development working sessions as well as surveys and interviews with the writing team to better understand their experiences and any challenges faced during the writing process. Monitoring reports are produced as required to provide evidence on the progress of planned SIRP activities.

### CLIENT

Nedbank Foundation

### THEMATIC AREAS



Post-school education and training



Teacher education and training

## VALUE CHAIN:

# MONITORING & EVALUATION

JET developed M&E frameworks for the Zenex Foundation, the MRP School Improvement Programme and the Anglo American South Africa Education Programme. In addition to conducting evaluations for external clients, JET's M&E team is also involved in the monitoring of JET's own projects.



### Evaluation of the effectiveness of a learning trajectory on professional learning communities for teachers and subject advisors in the Free State province

JET was contracted by VVOB to conduct an independent evaluation of the effectiveness of a learning trajectory on professional learning communities (PLCs) for teachers and subject advisors in the Free State province. VVOB has been working with the Department of Basic Education to strengthen Professional Learning Communities as a way of improving the quality of teaching in South African schools. This evaluation was conducted to enable a better understanding of how the learning trajectory, in the form of three training workshops, assists teachers and subject advisors to deepen their understanding of PLCs, practice the skills necessary for facilitating successful PLCs and brainstorm ideas to recruit and encourage other colleagues to actively participate in PLCs.

JET adopted a sequential mixed-method explanatory design (quantitative and qualitative) which commenced with a focus on the evaluation of the learning trajectory, which then informed the evaluation of the PLCs. The main evaluation methods were document reviews, surveys, interviews including key informant interviews, and focus groups. The evaluation used the Kirkpatrick Model (utilised by VVOB for internal M&E of this intervention) for the evaluation of training including behaviour change and results. In addition, the Activity Theory Model was used to discuss practices in PLCs.

#### CLIENT

Flemish Association for Development Cooperation and Technical Assistance (VVOB)

#### THEMATIC AREAS



Teacher education and training



School improvement



### Evaluation of the Partners for Possibility (PfP) learning partnership

JET has been conducting a utilisation-focused evaluation of the PfP learning partnership in FEMEF-funded schools which began participating in the programme in 2018/2019. The PfP is designed to assist in achieving quality education for all children in South Africa by partnering principals with local business leaders who support the principals' efforts to gain leadership and management skills and become effective leaders of their schools and communities. The purpose of the evaluation is to establish whether the programme is being implemented as planned, to indicate to what extent the anticipated changes as defined in the PfP theory of change are emerging, and to consider the cost of the intervention. After completion of a retrospective evaluation in 2018 and the baseline research in 2019, the midline evaluation was conducted and completed in 2020.

#### CLIENT

Federated Employers' Mutual Assurance Company Education Foundation (FEMEF)

#### THEMATIC AREA



School improvement



## Evaluation of the pilot of the Installation, Repair and Maintenance (IRM) Initiative

JET was appointed to develop a monitoring and evaluation (M&E) framework and provide M&E support to the IRM Initiative pilot, which is supported by a partner network comprising the NBI, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the Artisan Skills Development Centre (ASDC) which is based in Ekurhuleni East TVET College, Harambee and the Institute of Plumbing South Africa (IOPSA), and with the South African Institute for Distance Education (SAIDE) as the monitoring partner. The IRM Initiative seeks to address the mismatch between supply and demand relating to access to technical career pathways. It does this by creating new and expanded pathways into various entry-level jobs, especially in small- and medium-sized enterprises (SMEs), while also setting learners on career paths towards completing a trade after having gained some work experience. JET is using a developmental evaluation approach in order to provide the IRM Initiative's implementers with regular insights and has documented a programme theory (theory of action and theory of change), developed an M&E framework to guide data collection, and developed data collection instruments.

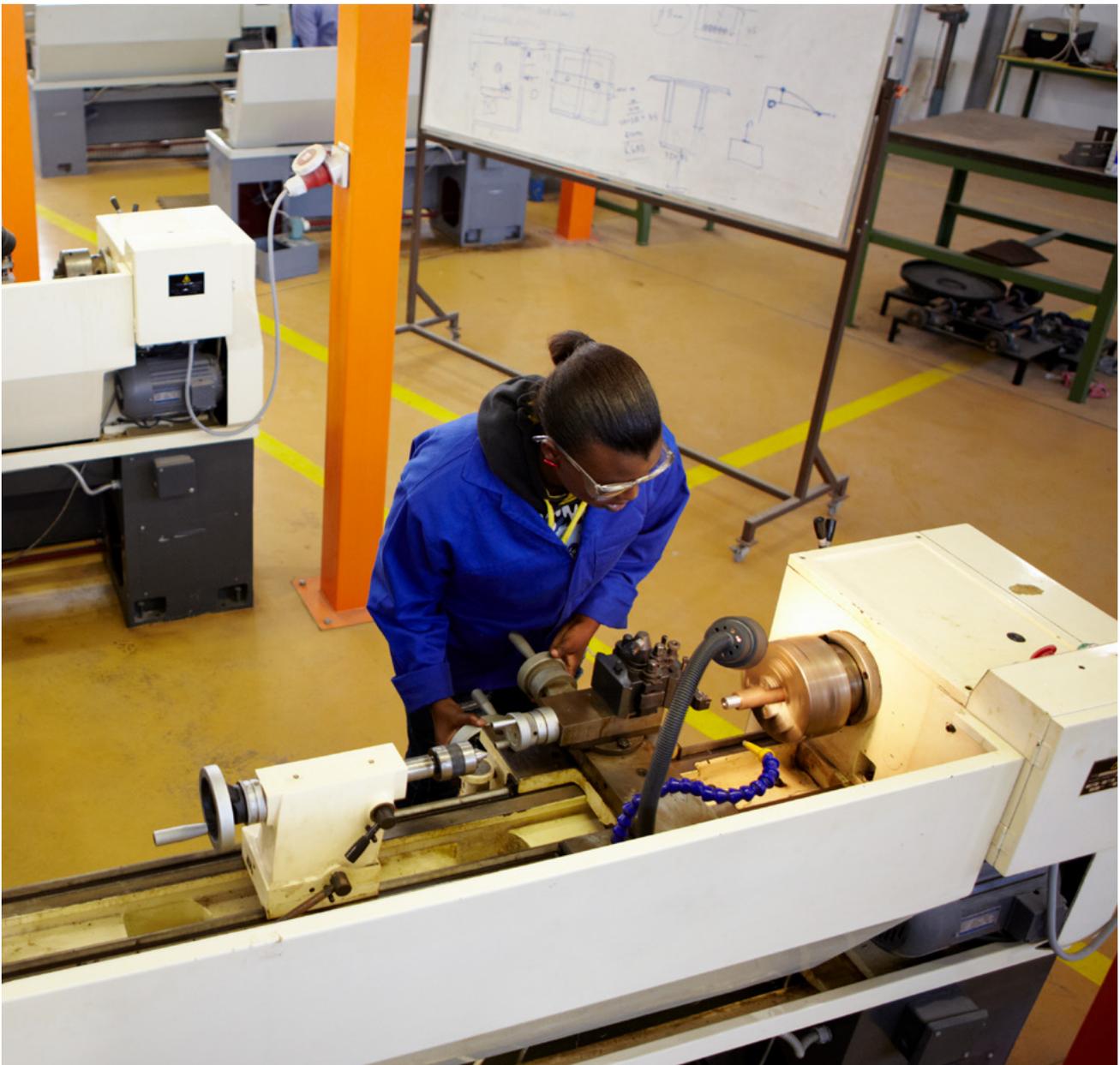
### CLIENT

National Business Initiative for Growth Development and Democracy (NBI)

### THEMATIC AREA

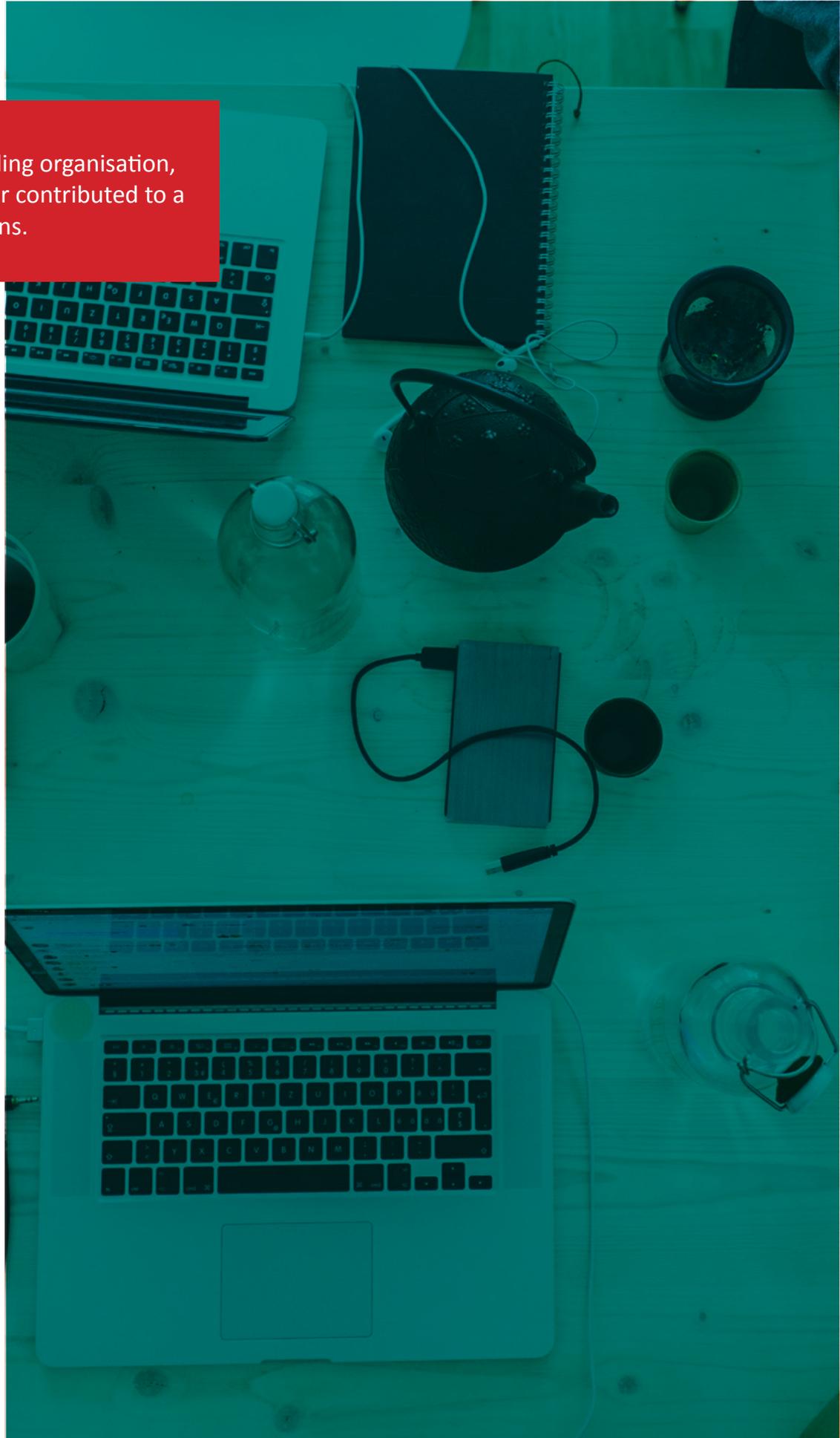


Post-school education and training

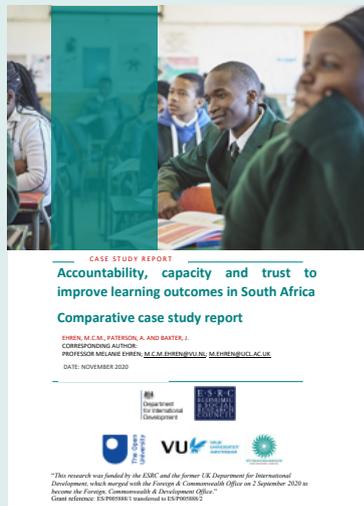


# 06 SHARING OUR KNOWLEDGE

As a knowledge-building organisation, JET's staff authored or contributed to a number of publications.

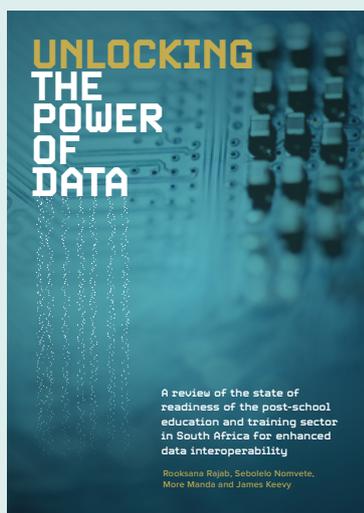


# REPORTS



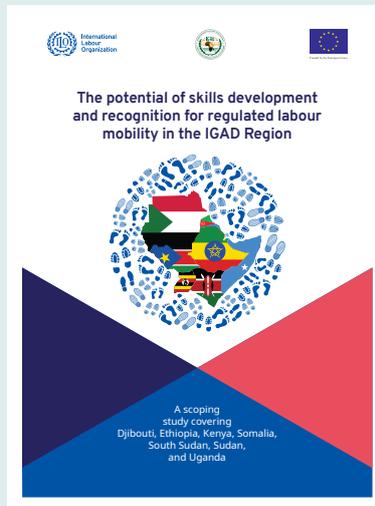
Ehren M., Paterson A. & Baxter, J. 2020. *Accountability, capacity and trust to improve learning outcomes in South Africa. A comparative case study report.* Johannesburg: JET Education Services with Open University, Vrije Universiteit Amsterdam and the Economic & Social Research Council (ESRC). The research was funded by the ESRC and the Foreign, Commonwealth & Development Office, formerly DFID.

<https://www.jet.org.za/resources/comparative-case-study-report.pdf/download>



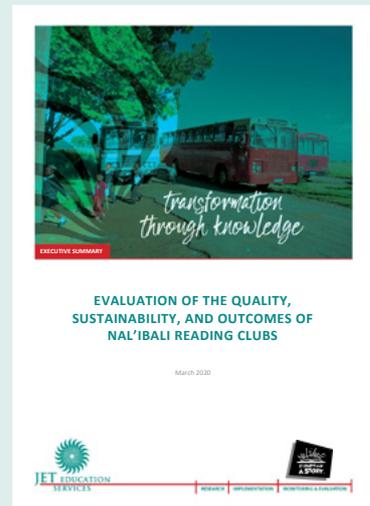
Rajab R., Nomvete S., Manda M. & Keevy J. 2020. *Unlocking the power of data. A review of the state of readiness of the post-school education and training sector in South Africa for enhanced data interoperability.* Johannesburg: JET Education Services and merSETA.

<https://www.jet.org.za/resources/unlocking-the-power-of-data-final-web-nov2020.pdf/download>



Keevy J., Paterson A., Boka K. & Rasool H. 2020. *The potential of skills development and recognition for regulated labour mobility in the IGAD Region: A scoping study covering Djibouti, Ethiopia, Kenya, Somalia, South Sudan, Sudan, and Uganda.* International Labour Organization.

[https://www.ilo.org/wcmsp5/groups/public/-/africa/---ro-abidjan/---sro-addis\\_ababa/documents/publication/wcms\\_751801.pdf](https://www.ilo.org/wcmsp5/groups/public/-/africa/---ro-abidjan/---sro-addis_ababa/documents/publication/wcms_751801.pdf)



Mawayo M. 2020. *Evaluation of the quality, sustainability and outcomes of the Nal'ibali Reading Clubs.* Final version. Johannesburg: JET Education Services.

<https://nalibali.org/research>

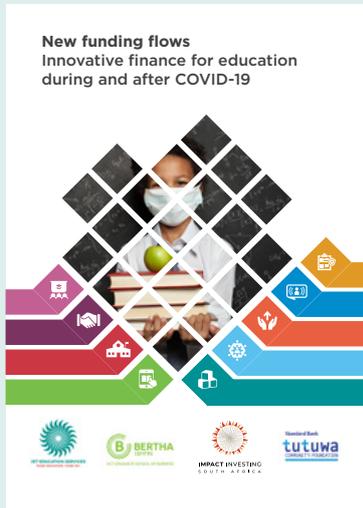


Shiohira K., Scott G., Keevy J. & Murahwi T. 2020. *Artificial intelligence and inclusion: Compendium of promising initiatives.* Prepared for Mobile Learning Week 2020 #MLW2020. Paris: UNESCO.

<https://www.jet.org.za/resources/artificial-intelligence-and-inclusion-compendium-of-promising-initiatives-mobile-learning-week-2020-mlw2020>



# RESEARCH REPORTS



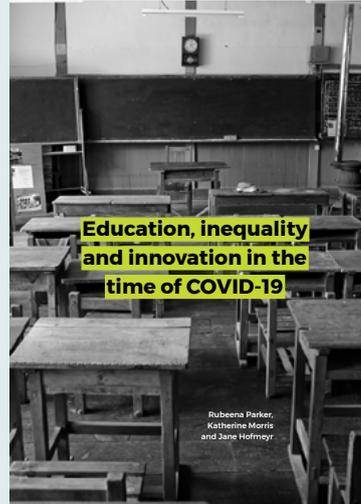
<https://www.jet.org.za/covid-19-research-response/sadc-research-challenge>

## #OpenupYourThinking: Southern African Development Community (SADC) Researchers Challenge: Research reports

- Exploring educational lives of the excluded youth under COVID-19 in the SADC region. Project Lead: Manoah Muchanga.
- Fake news about COVID-19: The impact on high school learners in southern Africa. Author: Jane Hofmeyr.
- Intersecting perspectives on transforming education for sustainable futures – Vocational Education & Training (VET) & COVID-19 in southern Africa. Project lead: Presha Ramsarup.
- Teachers' Readiness for Remote Teaching during the COVID-19 emergency in selected SADC countries. Project Lead: Charmaine B. Villet, Ph.D.
- We are all in this together: The barriers and facilitators of global citizenship education to exercise collective intention in the fight against COVID-19. Project Lead: Professor José Frantz.

### For all the SADC reports, see:

<https://www.jet.org.za/covid-19-research-response/sadc-research-challenge>



<https://www.jet.org.za/covid-19-research-response/south-african-bootcamp>

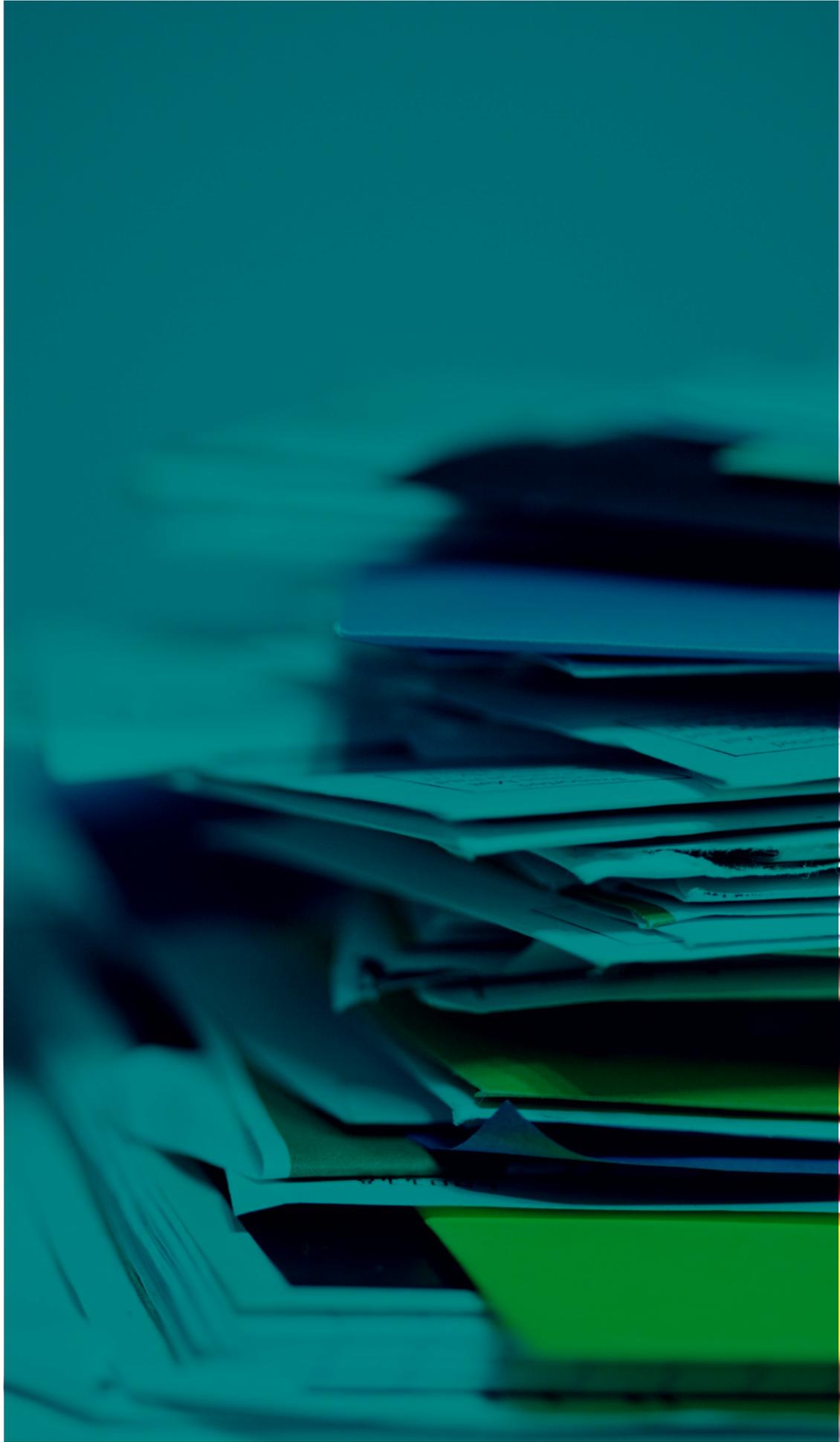
## #Openup yourthinking: Education Researchers Respond to the COVID-19 Pandemic: Research reports

- A comparative study on the response of NPOs in education to the COVID-19 pandemic. Project Lead: Dr Rooksana Rajab.
- Ameliorating the impact of fake news on high school learners during COVID-19. Project Lead: Tshupo Motsepe.
- Building back better – Teacher choices in action: An enriching supplementary module for 'Teaching Practice' in 2020 and beyond. Author: Prof Lee Rusznyak.
- COVID-19 lockdowns: Can they help to govern the pandemic in Africa? Project Lead: Andrew Paterson.
- Education at home. Project Lead: Dr Nick Taylor.
- Education, inequality and innovation in the time of COVID-19. Theme Lead: Rubeena Parker.
- Governance and management: Higher education response to COVID-19. Project Lead: Naziema Jappie.
- Innovative finance for education during and after COVID-19. Project Lead: Dr Sue de Witt.
- Is it fake news? Containing the spread of COVID-19 fake news and misinformation: A guide for South African high-schoolers.
- Lessons on how countries manage schooling during and after disasters: A study of four cases. Project Lead: Dr Deva Govender.
- Putting the individual at the centre: The role of digital identity during the time of COVID-19. Project Lead: Barbara Dale-Jones.
- The role of culture in alleviating the spread of COVID-19. Project Lead: Zaahedah Vally.
- Unlocking the lockdown mindset. Project Lead: Milisa Janda.

### For all the South African reports, see:

<https://www.jet.org.za/covid-19-research-response/south-african-bootcamp>

# 07 FINANCIAL STATEMENTS



## ABRIDGED FINANCIAL STATEMENTS

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 34–35.

JET EDUCATION SERVICES NPC | ANNUAL FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2020

## STATEMENT OF FINANCIAL POSITION

	2020 R	2019 R
<b>ASSETS</b>		
<b>Non-current Assets</b>	<b>27 125 880</b>	<b>27 526 805</b>
Property, plant & equipment	18 937 845	17 507 302
Intangible assets	96 088	108 270
Investment property	8 073 386	9 750 870
Lease smoothing asset	18 561	160 363
<b>Current Assets</b>	<b>19 501 960</b>	<b>10 528 966</b>
Trade and other receivables	10 756 752	7 039 822
Cash and cash equivalents	8 745 208	3 489 144
<b>Total Assets</b>	<b>46 627 840</b>	<b>38 055 771</b>
<b>FUNDS AND LIABILITIES</b>		
<b>Funds</b>	<b>16 301 221</b>	<b>15 648 970</b>
Accumulated funds	16 301 221	15 648 970
<b>Non Current Liabilities</b>	<b>250 935</b>	<b>6 646 726</b>
Finance lease liability	250 935	314 048
Secured bank access facility	-	6 332 678
<b>Current Liabilities</b>	<b>30 075 684</b>	<b>15 760 075</b>
Finance lease liability	108 255	121 164
Secured bank access facility	-	1 038 726
Funds received designated for projects	16 518 026	5 783 712
Trade and other payables	10 810 283	6 913 115
Provisions	2 639 120	1 903 358
<b>Total Funds and Liabilities</b>	<b>46 627 840</b>	<b>38 055 771</b>

## STATEMENT OF COMPREHENSIVE INCOME

	2020 R	2019 R
Revenue	66 964 627	60 436 805
Other income	2 469 164	2 738 669
	<b>69 433 791</b>	<b>63 175 474</b>
<b>EXPENDITURE</b>		
Administration and project indirect overheads	(15 377 881)	(15 331 613)
Programme direct expenses	(52 699 843)	(47 457 796)
	<b>(68 077 724)</b>	<b>(62 789 409)</b>
<b>Operating surplus before interest and tax</b>	<b>1 356 067</b>	<b>386 065</b>
Finance income	122 895	62 790
Finance cost	(289 036)	(855 828)
<b>Surplus/(deficit) before tax</b>	<b>1 189 926</b>	<b>(406 973)</b>
Tax expense	(537 675)	-
<b>Total comprehensive surplus/(deficit) for the year</b>	<b>652 251</b>	<b>(406 973)</b>

## STATEMENT OF CHANGES IN FUNDS

	Accumulated funds R	Total R
Balance at 1 January 2019	16 055 943	16 055 943
Deficit for the year	(406 973)	(406 973)
<b>Balance at 31 December 2019</b>	<b>15 648 970</b>	<b>15 648 970</b>
Surplus for the year	652 251	652 251
<b>Balance at 31 December 2020</b>	<b>16 301 221</b>	<b>16 301 221</b>

## STATEMENT OF CASHFLOWS

	2020 R	2019 R
<b>Cash generated by operating activities</b>		
Cash receipts from customers and funders	76 592 976	66 744 312
Cash paid to suppliers and employees	(62 774 706)	(62 677 469)
<b>Cash generated by operations</b>	<b>13 818 270</b>	<b>4 066 843</b>
Interest income	122 895	62 790
Interest expense	(289 036)	(855 828)
Income tax expense	(537 675)	-
<b>Net cash generated by operating activities</b>	<b>13 114 454</b>	<b>3 273 805</b>
<b>Cash flows from investing activities</b>		
Cash flows from investing activities	(410 964)	(1 096 031)
Acquisition of property, plant and equipment	(410 964)	(972 286)
Acquisition of intangible assets	-	(23 660)
Improvements to investment property	-	(157 385)
Proceeds on disposal of equipment	-	57 300
<b>Cash flows from financing activities</b>	<b>( 7 447 426)</b>	<b>38 106</b>
(Decrease)/increase in finance lease obligation	(76 022)	286 779
Decrease in other interest bearing borrowings	(7 371 404)	(248 673)
<b>Net increase in cash and cash equivalents</b>	<b>5 256 064</b>	<b>2 215 880</b>
Cash and cash equivalents at the beginning of the year	3 489 144	1 273 264
<b>Cash and cash equivalents at the end of the year</b>	<b>8 745 208</b>	<b>3 489 144</b>



## 7.1

# INDEPENDENT AUDITORS' 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), which comprise the statement of financial position as at 31 December 2020, 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 2020, 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 2020', 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.

## 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  
03 May 2021

Wanderers Office Park  
52 Corlett Drive  
Illovo, 2196

# 08 THE JET TEAM



# JET BOARD OF DIRECTORS 2020



**Nathan Johnstone**  
(Chairperson of the Board and of the Remuneration and Nominations Committee)



**Adrienne Egbers**  
(Chairperson Finance and Audit Committee)



**Brian Figaji**



**Maud Motanyane-Welch**



**Lerato Nage**



**Bongani Phakathi**



**Angie Phaliso**



**Zonia Adams**



**Antony Hlungwane**

# JET STAFF 2020

## SENIOR STAFF



**James Keevy**  
Chief Executive Officer



**Agness Munatsi**  
Chief Financial Officer



**Carla Pereira\***  
Chief Operating Officer



**Nathalie Vereen**  
Chief Operating Officer

## RESEARCH

**Jennifer Schindler**  
Specialist Manager: Data Unit  
**Roelien Herholdt**  
Specialist Manager: Assessment  
**Andrew Paterson**  
Research Associate  
**Christopher Manyamba**  
Senior Statistician  
**Daniel Mashilo**  
Statistician  
**Morris Phundulu\*\***  
Data Analyst Researcher  
**Nick Taylor**  
Research Fellow  
**Rachel Neville**  
Researcher: ECD Specialist  
**Raymond Matlala**  
Researcher  
**Zaahedah Vally**  
Researcher

## IMPLEMENTATION AND INNOVATION

**Vumisa Mayisela**  
Executive Manager: Implementation  
and Innovation  
**Ashley Manuels**  
Project Administrator  
**Avrille Fonseca**  
Research Project Coordinator  
**Craig Gibbs**  
Specialist Manager: Manager School  
Management & Governance  
**Dina Mashamaite**  
Specialist Manager: Education  
Management and Implementation  
**Harold Strauss**  
Programme Manager  
**Kelly Shiohira**  
Specialist Manager

## MONITORING AND EVALUATION (M&E)

**Eleanor Hazell**  
Executive Manager: M&E  
**Amkelwa Mapatwana**  
M&E Research Officer  
**Benita Reddi-Williams**  
Specialist Manager: M&E  
**Lesedi Matlala\*\***  
M&E Researcher  
**Milisa Janda**  
M&E Researcher

## FINANCE

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

## JETSTREAMERS

**Akani Mkansi**  
**Chosi Mtoba**  
**Georgina Garach**  
**Lesedi Matlala**  
**Morongoa Masebe**  
**Morris Phundulu**  
**Patrick Molokwane**  
**Teboho Makhoabenyane**  
**Tshepo Baloyi**  
**Virginia Mashiane**

## SUPPORT

**Cleopatra Morudu**  
Human Resources Administrator  
**Kathy Tracey**  
Strategic Support Manager  
**Lesley Abrahams**  
Client Relationship Manager  
**Maureen Mosselson**  
Knowledge Manager  
**Motshoanetsi Masilo**  
Human Resources Administrator\*  
**Pinky Magau**  
Programme Administrator  
**Sarah Maseko**  
Programme Administrator  
**Tebogo Kibe**  
Receptionist  
**Thabile Nxumalo**  
Programme Administrator  
**Thelma Dibakwane**  
Office and Building Manager  
**Zukiswa Mashigo**  
Communications Coordinator

## MAINTENANCE

**Mashudu Negondeni**  
Gardener  
**Salamina Tshirundu**  
Cleaner/Tea Lady

\*Left during 2020 | \*\*Joined JET full time during 2020

# PROJECT STAFF

## ANGLO AMERICAN SOUTH AFRICA (AASA) EDUCATION PROGRAMME

**Azwindini Masia**  
AASA Provincial Coordinator

**Frans Malepa**  
Data Monitor

**Georgina Links\***  
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**Ntakadhzeni Munzhedzi**  
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**Kasonde Khawula**  
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\*Left during 2020 | \*\*Joined JET full time during 2020 | \*\*\*Passed away in 2020

# 09 PARTNERS & FUNDERS

We acknowledge our main clients and partners for the year ended 31 December 2020.



# THANK YOU

ABSA • Anglo American Chairman's Fund • Anglo Corporate Services South Africa (Pty) Ltd

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