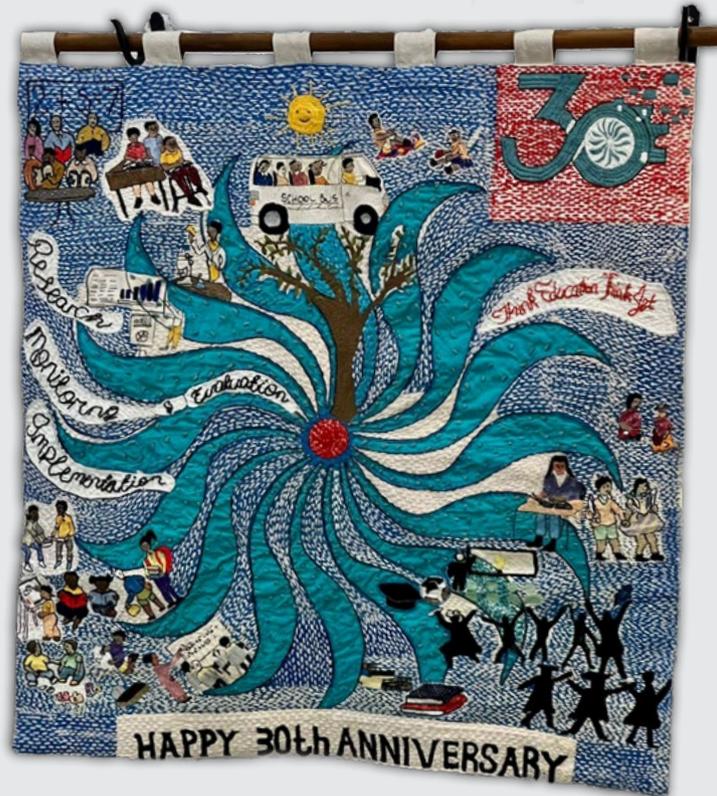




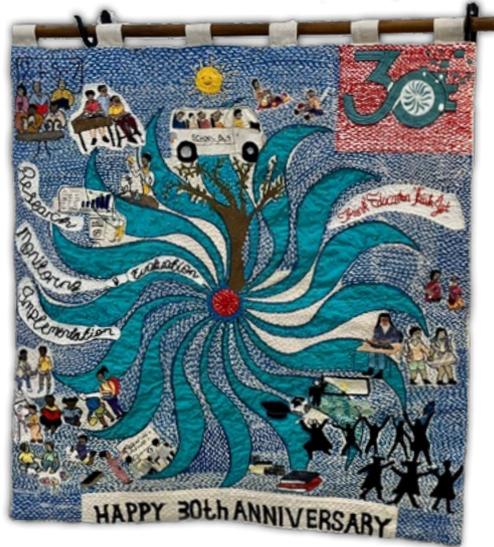
JET EDUCATION SERVICES  
THINK EDUCATION. THINK JET.



JET Education Services

# Annual Report 2022

Consolidating in 2022



The photograph on the cover is of the tapestry by the Keiskamma Art Project, commissioned by JET'S long-standing partner, the Zenex Foundation, and presented to JET on the occasion of our 30th anniversary. The tapestry depicts the JET logo as a central tree branching out into JET'S multiple areas of work.

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THINK EDUCATION. THINK JET.

JET Education Services  
The Education Hub  
6 Blackwood Avenue, Parktown, Johannesburg, 2193  
+27 11 403 6401 | [info@jet.org.za](mailto:info@jet.org.za)  
[www.jet.org.za](http://www.jet.org.za)

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# Acronyms and abbreviations

<b>AASA</b>	Anglo American South Africa
<b>ACQF</b>	African Continental Qualifications Framework
<b>AI</b>	artificial intelligence
<b>BLEND</b>	Blended Learning for Educators in a (Global) Network for Development
<b>ECD</b>	early childhood development
<b>EGMA</b>	Early Grade Mathematics Assessment
<b>EGRA</b>	Early Grade Reading Assessment
<b>Ei</b>	Education Initiative Private Ltd
<b>ELOM</b>	Early Learning Outcomes Measure
<b>I&amp;I</b>	Implementation and Innovation
<b>ICT</b>	information and communications technology
<b>ILO</b>	International Labour Organization
<b>ITE</b>	initial teacher education
<b>JGF</b>	Jakes Gerwel Foundation
<b>M&amp;E</b>	monitoring and evaluation
<b>MERL</b>	monitoring, reflection and learning
<b>merSETA</b>	Manufacturing, Engineering and Related Services Sector Education and Training Authority
<b>MVP</b>	minimum viable product
<b>NASCEE</b>	National Association of Social Change Entities in Education
<b>NECT</b>	National Education Collaboration Trust
<b>NGOs</b>	non-governmental organisations
<b>NQFs</b>	national qualifications frameworks
<b>PILO</b>	Programme for Improvement of Learning Outcomes
<b>PSET CLOUD</b>	Post-School Education and Training Collaboration and Learning Opportunities and Utilisation of Data
<b>R&amp;DE</b>	Research and Data Ecosystems
<b>SILN</b>	Systemic Improvement in Language and Numeracy (Programme)
<b>SSI</b>	self-sovereign identity
<b>TICZA</b>	Teacher Internship Collaboration South Africa
<b>TVET</b>	technical and vocational education and training
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNEVOC</b>	UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training Network
<b>UNICEF</b>	United Nations Children's Fund
<b>WSD</b>	whole school development

# ‘Ultimately, JET’s work is about serving its communities and beneficiaries’

**Nathan Johnstone**

Chairperson




**Today’s JET Education Services (JET) was initially established in January 1992 as the Joint Education Trust through a partnership between over 20 organisations – business, civil society organisations, political parties and trade unions – at a critical time in South Africa’s history. An initial R500 million was raised to support non-profit organisations in early childhood development, adult basic education and training, vocational and further education, in-service teacher training and development, and youth development.**

The involvement of the late Mike Rosholt of Barlow Rand was significant, and he continued to serve on the JET Board for many years. In 2002, the Joint Education Trust was wound up, and JET Education Services registered as a non-profit organisation. JET expanded its role as a delivery support organisation using evidence-based research to improve education. It supported government, multinational funders, business and entities with an interest in education. Importantly, JET extended support to the government in improving the quality of education and implementation of programmes.

Subsequently, JET played a significant role in establishing two key initiatives in the South African education sector. The National Education Collaboration Trust (NECT), established in 2013, was championed by Godwin Khosa during his tenure as Chief Executive Officer of JET. In 2018, JET was a founding member of the National Association of Social Change Entities in Education (NASCEE).

JET has continued to focus on its educational mission in South Africa and has extended its work in Africa and internationally. JET is an active member of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training Network (UNEVOC), the EdSafe AI Alliance, and the Groningen Declaration Network. The organisation continues to lead in research, monitoring and evaluation (M&E) and implementation of education improvement in South Africa and beyond through regular collaborations with the International Labour Organization (ILO), United Nations Children’s Fund (UNICEF), United Nations High Commission for Refugees (UNHCR) and United Nations Educational, Scientific and Cultural Organization (UNESCO).

It would be remiss of me not to recognise the role of the JET Board over the last 30 years. Collectively, the current 11 JET Board members have accumulated 91.2 years of service to JET. As chairperson, I have been incredibly privileged to work with this Board through both good and difficult times. Undoubtedly, JET’s longevity is directly linked to a strong and robust governance team. I welcome Prof Chika Sehoole, Dean of Education at the University of Pretoria, who is joining JET in 2023 as the newest member of the Board.

Thank you to the JET management team and staff for keeping their heads down and getting the job done. Ultimately, JET’s work is about serving its communities and beneficiaries. We remain committed to transforming the education systems in South Africa and Africa through evidence-based research, solid implementation and credible evaluations. This task is a marathon and not a sprint, and the vision of January 1992 still burns strongly.

# ‘There is much to do, and JET is already in the trenches’

## James Keevy

Chief Executive Officer




**Thirty years is no mean feat for most companies, even more so for non-governmental organisations. As the JET management team and staff, we are incredibly proud of this milestone achieved in 2022.**

As CEO, I am proud to have been able to build on the solid foundation laid by my predecessors, including Prof Chabani Manganyi, who was appointed as JET’s first executive director from 1992 to 1994. Prof Chabani got JET out of the starting blocks but was soon called upon by President Nelson Mandela to become the first post-1994 Director-General of the National Department of Education. Dr Nick Taylor took up the reins as CEO from 1994. For the next 15 years, Nick laid the firm foundation that JET is well known for today: solid knowledge-based research combined with the capacity to implement education interventions at scale. Nick was succeeded in October 2009 by the then Deputy CEO, Dr Godwin Khosa. Godwin strengthened JET’s systemic school improvement capacity and went on to incubate the National Education

Collaboration Trust (NECT) out of JET in 2013. His deputy, Ms Carla Pereira held the fort until September 2014, when I was privileged to start my tenure at JET. Much can and should also be said about the JET staff, Board members, funders and partners who played critical roles in this 30-year journey.

Today, JET is a mature organisation, confident in its ability to contribute meaningfully to education and training in South Africa and Africa. Our staff complement has grown to over 120 JETSetters, while our turnover surpassed R200 million, due in particular to our flagship projects achieving full implementation status in 2022. At any given time, our team works across more than 30 active projects and programmes. Our senior team has provided continuity, and we have also made place for new thinking and energy with the appointment in 2020 of the new Chief Operating Officer, Ms Nathalie Vereen and in 2022, a new Chief Financial Officer, Ms Mororiseng Maapola. Ms Kelly Shiohira, Executive Manager: Research and Data Ecosystems and Ms Eleanor

Hazell, Executive Manager: Monitoring and Evaluation make up the rest of the senior team. This formidable management team has found a rhythm that enables JET to function optimally in an external environment that is becoming increasingly difficult to work in.

As we look to 2023 and beyond, we have identified four priority areas:

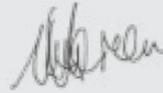
- Championing equity and social justice as a more explicit objective by standing together to challenge pervasive inequality in the education system;
- Being proactive in identifying and setting an advocacy agenda by expanding our academic presence to be more visible and showcasing our researchers more;
- Strengthening the link between research and practice by using research to inform implementation and replicate good practices; and
- Explicitly innovating and testing new ideas in research, evaluation and implementation projects.

There is much to do, and JET is already in the trenches.

# ***‘JET strives to be Africa’s leading education think-do tank’***

## **Nathalie Vereen**

Chief Operating Officer




**The year 2022 signalled a post-COVID opening up, a new lease on being connected and invested in collaboration. This was a fantastic social year for JET – a celebration of growth, contribution and maturity while remaining a youthful organisation. For an individual, turning 30 can be a rollercoaster event filled with turmoil, excitement and anxiety – and it is not that different for the leadership, committed staff and partners as any organisation approaches this milestone anniversary.**

We celebrated the stability of three agile, innovative and also charismatic CEOs: they have seen that the evolution of the organisation has been fit for purpose while it remains true to the narrow objective of servicing the education sector; and our staff and partners are key to this work and importantly, how we do it.

JET strives to be ‘Africa’s leading education think-do tank’. This is incredibly hard work, and in pursuit of this vision we have been strategic in our resolve to work with private and public partners to develop research, conduct evaluations, and design

and implement evidence-based and participatory education programmes.

One example among several is the Teacher Internship Collaboration South Africa (TICZA), a multi-partner initiative started by JET, Trialogue and the Bertha Centre at the University of Cape Town. TICZA is an innovative vehicle that works directly with government, academia, the private sector and implementers to continuously improve the delivery of teacher internship programmes.

In another example, JET has been reappointed as the managing agent for the second phase of the Anglo American South Africa (AASA) Education Programme (2022–2026) and will be supporting an additional 85 schools as well as an estimated 80 early childhood development sites in the AASA mining operations of Platinum, De Beers and Kumba Iron Ore.

JET is also managing the design and implementation of a province-wide Reception Phase (Grade R) programme in Gauteng – the Grade R Mathematics and Language Improvement Programme. This evidence-based programme is championed by the

Gauteng Department of Education and funded by the Gauteng Education Development Trust, Zenex Foundation, United States Agency for International Development (USAID) and Maitri Trust.

These programmes are made possible through the tenacity of our partners, our professional staff and our South African communities that remain invested in structural change and the promise of education towards a sustainable future for our youth.

Against this backdrop, we look forward to an innovative future.

# About JET

The Joint Education Trust, the forebear of JET Education Services, was set up in 1992 by a remarkable partnership of leaders from South Africa's corporate world, from the country's major political parties, the trade unions and representative organisations of black business.

Over three decades, JET has worked with government and the public sector, civil society organisations, local and international development agencies and educational institutions to improve the quality of education and the overall relationship between education, skills development and the world of work.

In response to the constantly changing ecosystem, JET has evolved into an '(dis) intermediary organisation', able to manage the implementation and evaluation of education interventions, both locally and internationally, particularly on the African continent.



# Strategic alliances

JET's social ambition is at the core of what we do – we are purpose-driven – and we understand that to realise long-term sustainability, strategic alliances and an investment in our people is necessary. We have strategic partnerships with:



<https://reospartners.com/>



<https://unevoc.unesco.org/>



<https://ipa-sa.org.za/>



<https://www.samea.org.za/>



<https://nascee.org.za/>



<https://www.edsafeai.org/>



<https://www.groningendeclaration.org/>



<https://www.investorsinpeople.com/>



<https://www.unesco.org/en/education>



<https://www.saqa.org.za/>



<https://credentialengine.org/>



# How we work

JET draws on a variety of theoretical frameworks, with a common pro-poor focus, to inform how the organisation collaborates, delivers its services and conducts its research.

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

## Vision

Africa's leading educational think-do tank.

## Mission

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

- **Interaction:** Users of the research and those who produce and package the information interact to determine evidence gaps and needs. Interaction also facilitates evidence use
- **Credible research:** Drawing on a wide network of researchers with diverse expertise, JET uses best evidence and contextual knowledge to customise evidence to the needs of users
- **RIME cycle:** Work is based on the RIME value chain – where research influences implementation, which, when monitored and evaluated, delivers evidence which can, in turn, improve implementation and lead to new research

- **Utilisation focused:** Evaluations are planned, conducted and judged based on their usefulness to primary intended users
- **Evidence informed:** The best available evidence is used to inform decisions about intervention design and implementation
- **Contextually relevant:** Implementations are evaluated for fit with context and adapted if necessary

- **Deep collaboration to drive deep change:** Shared visions are co-created and recognise the needs of the various user levels. Where alignment is not achieved, communicate clearly and with trust



### Value Proposition

JET is able to optimise innovation and evidence-based solutions towards quality education through independent and credible research, implementation and M&E.

### Values

- Championing social justice in education
- People-centred
- Knowledge-driven
- Innovative

### Thematic Areas

- Early childhood development (ECD), specifically Gr R teacher development
- School improvement
- Teacher education
- Post-school education and training (PSET)
- Interoperability and data ecosystems
- Innovative funding models for education



- Successfully prepare, obtain, and retain accreditation for the IIP Established Level
- Use this process to embed an open and transparent culture
- Lead and inspire people
- Live the organisation’s values and behaviours

- Digitise JET systems for the future world of work
- Refresh the JET brand
- Create sustainable success
- Fully develop the Project Implementation Management System (PIMS)
- Further develop the eMpela platform to articulate with PIMS

- Empower and involve people
- Manage performance
- Structure work
- Build capability
- Deliver continuous improvement
- Recognise and reward high performance
- Appoint and retain a mix of young bright researchers

# Our work

The underlying purpose of JET's work is to positively impact education policy and implementation in South Africa and Africa through rethinking current education systems and engaging in evidence-based research.

In pursuit of this aim, JET engages in and offers Research, Implementation and Monitoring and Evaluation: these are the interlinked services that form the JET value chain, each informing the other to create a helix of knowledge.

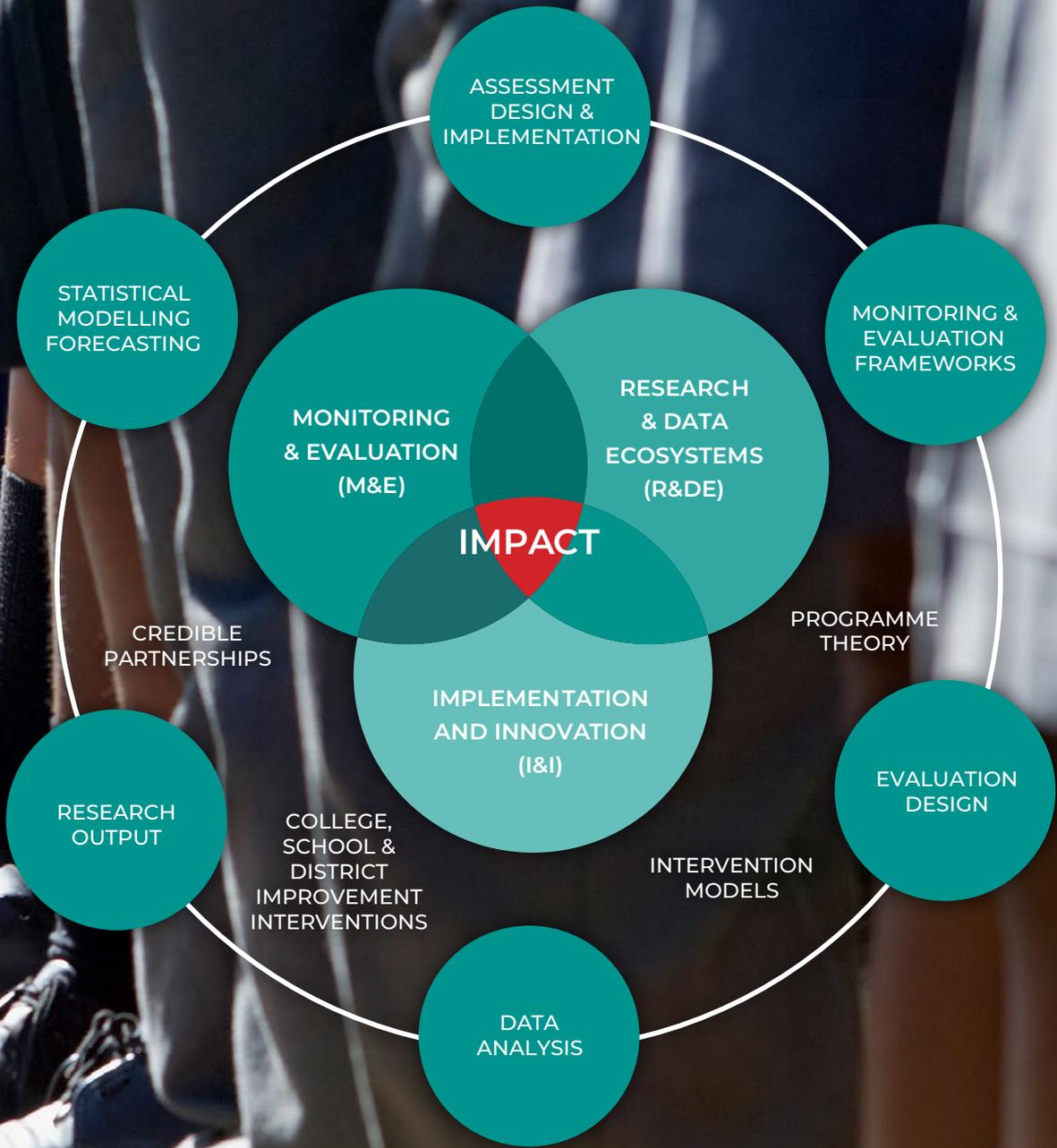
The value chain is reflected in JET's organisational structure. Our three education division are:

- Research and Data Ecosystems (R&DE), incorporating the Data and Assessment Units
- Implementation and Innovation (I&I)
- Monitoring and Evaluation (M&E)

The divisions do not work discreetly but support each other: research informs programme conceptualisation, design and implementation; implementation is managed and monitored, which may point to a need for adjustments to implementation in progress, implementation to greater scale or further areas for research; programmes are evaluated to assess outcomes against prescribed objectives.

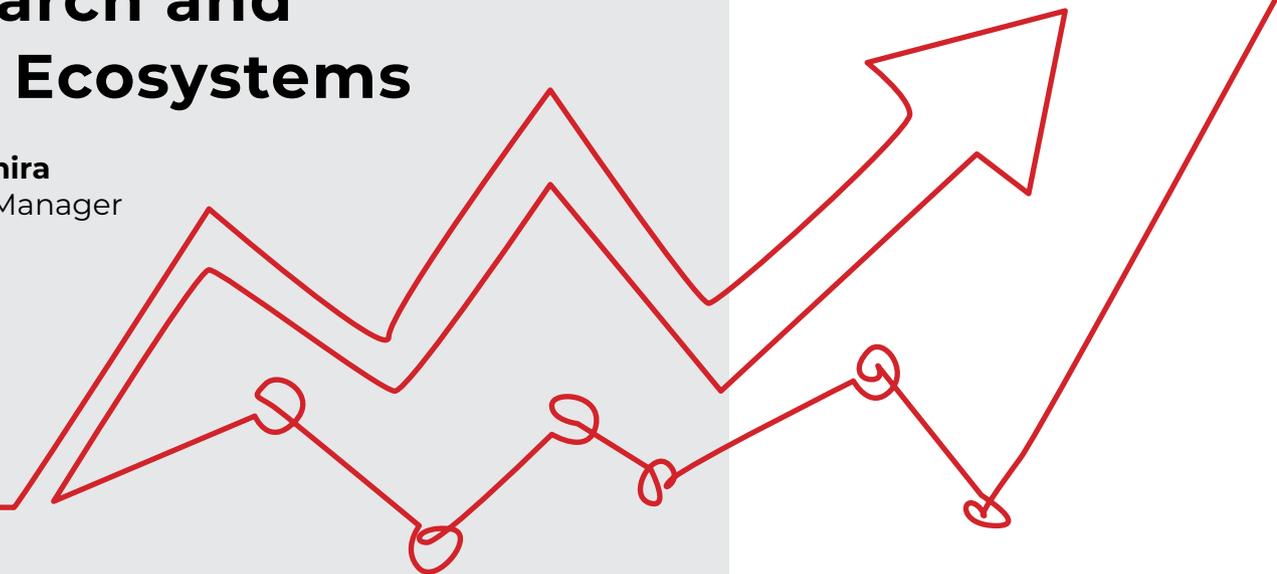
**The following section reports on the work of the three divisions in 2022.**





# Research and Data Ecosystems

**Kelly Shiohira**  
Executive Manager



The R&DE division promotes evidence-driven practices in education through a focus on robust quantitative and qualitative data collection and analysis and dissemination of findings across the education system. The division also develops and refines data monitoring systems for internal and external projects, with a focus on interoperability and immediate feedback loops.

**In 2022, the JET R&DE division engaged in key research projects as well as complex multi-stakeholder implementation/research projects.**

## Highlights in 2022

A sample of highlighted projects and programmes is provided here.

TICZA is a collaborative impact project that works with government, multiple funders, NGOs, higher education institutions and unions to improve the design and delivery of internships as a critical component of initial teacher education.

Implementation of this system change initiative began in 2022, and this first year saw the establishment of a project steering committee and communities of practice. In addition, working groups were established to investigate key systemic blockage points that could be 'unlocked' to facilitate greater collaboration, evidence-driven practice and, ultimately, improved efficiencies, effectiveness and scale of extended teacher internship programmes (generally lasting a continuous year or longer). In 2022, JET and TICZA published [Training better teachers](#), a research report outlining the case for extended teacher internships in South Africa. The TICZA initiative is carried out with the support of BRIDGE, the Bertha Centre at the University of Cape Town and Trialogue.

### Teacher Internship Collaboration South Africa (TICZA)

The division provided oversight and support to the early childhood development (ECD) and the whole school development (WSD) components of the [AASA Education Programme](#).

This is a complex programme with multiple implementers supporting infrastructure, school leadership, teachers, learners and parent and community members in 109 schools, as well as centre managers and practitioners in 110 ECD sites. In 2022, the R&DE division was active in the design and management of the Early Learning Outcomes Measure (ELOM) assessment and analysis, and was also engaged in the monitoring and oversight of an intervention implemented by The Unlimited Child in 100 ECD centres across South Africa, achieving demonstrated improvement in children's development. In support of the implementation of the WSD component, the division developed reporting systems for monitoring data, and developed, delivered and analysed data from both teacher and learner tests. Critical to the success of the AASA programme is the development and use of feedback tools including school level reports, heat maps and skills trackers for individual teachers. The division provided analysis of the findings from this data to AASA stakeholders as well as service providers, enabling them to provide targeted interventions to schools, teachers and learners.

### Anglo American South Africa (AASA) Education Programme

## Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA)

The EGRA and the EGMA were implemented for the Systemic Improvement in Languages and Numeracy (SILN) Programme.

The EGRA and EGMA tools are internationally recognised and widely used assessment tools in Grades 1 to 3. JET successfully implemented the revision of the EGRA for seven South African languages, trained assessors and carried out the assessment with 4 500 learners in under six weeks. For the EGMA, JET reviewed existing instruments and ultimately adapted its own version of the instrument, which was also administered to 4 500 learners. The large-scale, successful completion of this exercise has added another important tool to the JET school and learner evaluation toolkit and garnered national attention for JET's assessment work.

## Bridging the Gap

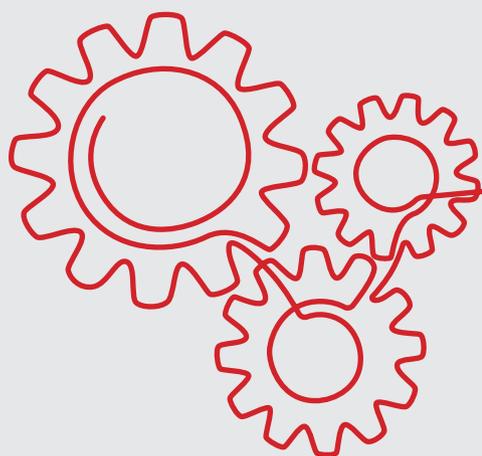
For the Bridging the Gap project, JET conducted research and generated a *Lever of change scoping report* that feeds into an advocacy project focused on enhancing the breadth of skills, also referred to as 21st century or holistic skills, in the South African education system.

The report systematically outlines the nature and scope of what should be advocated for and seeks to identify and create a clear understanding of the key stakeholders in government, the private sector, and among NGOs who are able to drive changes in the education system. In particular, the report considers teacher development as a key lever through which change might be driven in order to enhance and expand holistic skills development within the education system. On the basis of the scoping report, JET and Save the Children South Africa were able to support the Department of Basic Education and the National Education Collaboration Trust and contribute to the development of a competency framework that is expected to underpin a strengthened national curriculum.

The division was also involved in several international projects. See, for example, the feasibility study for the International Labour Organization and the development of training modules for the African Continental Qualifications Framework in the section on our international work.

Notable for the division in 2022 was the promotion of statistician Daniel Mashilo to the position of Senior Statistician through the recognition of prior learning process.

## Implementation and Innovation



The I&I division is responsible for leading medium- and large-scale projects and contributing to innovation across JET's work, with a specific focus on the implementation of educational programmes across all levels of the education sector. Access to quality education for all is crucial for any society, and ensuring access to quality education for all is critical for individual and national development. In pursuit of our commitment to improve the quality of education and training, JET has been involved in managing the implementation of a variety of projects and initiatives designed to achieve this goal. Some of these are presented next.

**The PSET-CLOUD aims to promote the interoperability of data and systems to put information in the hands of citizens.**

## Mr Price Foundation Programme

### Highlights in 2022

#### Basic education sector

Starting in 2018 and ending in 2022, the [Mr Price Foundation Programme](#), EduRise, was implemented to assist 98 primary schools in KwaZulu-Natal, Gauteng, the Western Cape and the Free State to improve their learner performance. In line with the programme's holistic approach, JET worked in four key areas: planning and organisation; school management; teacher development; and parental involvement. In 2022, the focus was on programme sustainability and consolidation to ensure that the schools would be in a position to adopt the practices of the implementation once the programme ended in December 2022.

Results from JET's Grade 6 Mathematics learner assessments administered to over 6 135 learners in 2019 (pre-COVID) showed that the average score learners were able to achieve was 37%. In 2021, as COVID restrictions were coming to an end, among the 1 434 learners assessed, the average was again 37%. Significantly, while research has indicated that learners had missed between six to 12 months of schooling due to COVID-related school closures, the average of learners in the project schools had, contrary to expectations, not dropped. Moreover, in the Western Cape, we found that the project schools scored on average 1% above the provincial average in the Western Cape Education Department's Systemic Assessment for Grade 6. We look forward to analysing the Grade 6 2022 assessment results.

## Anglo-American South Africa (AASA) Education Programme: Whole school development project

JET is the Programme Manager for the multi-year, large-scale [AASA Education Programme](#), which began in 2018. The Programme's vision is to improve the educational outcomes of learners in communities local to AASA's mining operations, and in so doing, increase the ability of youth in these communities to access economic and employment opportunities. Aligned to the Department of Basic Education's policies and strategies, the essential components are a whole school development approach as well as a focus on early childhood development (ECD). Programme components include stakeholder engagement and advocacy; situational analysis and baseline data collection including learner and teacher assessments; enabling functional school leadership; provision of basic infrastructure and equipment to schools to improve the conditions of learning and teaching; teacher development (primary schools and secondary schools); developing supportive parents and communities; provision of direct learner support; and monitoring and evaluation. An information and communications technology (ICT) component, comprising the provision of ICT infrastructure and devices, content and platform development and training for users, has been added.

In order to guide the various interventions and to measure changes in learner achievement over the Programme's duration, learners in Grades 3, 6 and 9 in participating schools were assessed in Mathematics and English First Additional Language using standardised assessments developed by JET. A similar cycle of teacher assessments was also undertaken. For the ECD component, the ELOM assessment was administered to a sample of just under 600 4–5-year-olds in 90 of the ECD sites.

In 2022, the Programme entered its second phase and saw a further investment of R510 million to support a cohort of 84 schools and about 80 ECD centres in Limpopo, the Northern Cape and the North West in addition to the 109 schools (72 primary and 37 secondary) and 110 ECD sites targeted in Phase 1. Phase 2 also introduced school food gardens, career guidance and pupil support beyond matric into the Programme. A third phase is likely to be initiated in 2026 to reach even more schools.

In an effort to address the poor outcomes of basic education in South Africa, the government has prioritised early childhood development. In line with this, the Gauteng Department of Education developed an Education Road Map 2019–2024, with the first of the roadmap’s five strategic goals being ECD. In 2016, the Gauteng Department of Education and the Gauteng Education Development Trust engaged in discussions on possible interventions to improve the content knowledge and pedagogical knowledge of Grade R (reception year) teachers/practitioners in order to create a continuum and seamless transition from Grade R to Grade 1 and through the entire Foundation Phase. With this goal in mind, the **Grade R project** was conceived. The project focuses on the (1) development and versioning of home languages and mathematics training materials into eleven languages; (2) provision of these materials and classroom resources to all Grade R teachers in all public schools and registered ECD centres in Gauteng that offer Grade R; (3) training of 190 Foundation Phase subject advisors as teacher trainers with ten of them as master trainers; (4) holding of information sessions for 1 380 Foundation Phase departmental heads; and (5) training of 4 500 Grade R teachers and practitioners.

The Funder Group supporting the project comprises the Gauteng Education Development Trust, the Zenex Foundation, USAID and the Maitri Trust. The primary technical partners are Wordworks and the University of Cape Town’s School Development Unit, with JET being the Programme Manager.

With the design phase having been completed in 2021, the focus in 2022 was on the development and provision of materials and classroom resources, training of trainers, orientation and training of Grade R teachers and quarterly online home language information sessions for Foundation Phase departmental heads.

## Gauteng Grade R Language and Mathematics Improvement Project

JET partnered with Educational Initiatives Private Ltd (Ei) to implement **Ei-Mindspark**, a mathematics programme that makes use of personalised learning software that allows learners to effectively acquire an understanding of mathematics concepts and to advance at their own pace. The system captures the data from the online activities undertaken by the learners and is used to enhance their learning pathways.

With the support of the Western Cape Education Department, a proof-of-concept pilot was initiated involving 1 200 learners in six primary schools in the Metro South District of the Western Cape. JET’s role was to guide the teachers on the use of the data generated to monitor each individual learner’s progress and identify the specific areas in which each learner needs assistance. This information then informs how teachers tailor their lessons to learners’ needs.

Over the next two years, the progress of the learners will be tracked so that JET and Ei can evaluate the impact of this innovative online mathematics programme and determine whether the programme can be implemented at scale across South Africa with the same positive outcome it has had in other developing countries.

## Ei-Mindspark

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

### Post-school education and training sector

JET has been implementing the [PSET CLOUD Programme](#) in collaboration with the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) since 2018.

The purpose of the PSET CLOUD project is to establish an integrated digital ecosystem that will strengthen, integrate, coordinate and improve efficiencies in the PSET ecosystem. The project aims to promote the interoperability of data and systems in the sector to inform effective skills planning and provisioning and put information in the hands of citizens so that they can make informed decisions about education, training and career opportunities. It is anticipated that the PSET CLOUD platform will help employers find suitable and competent candidates and help the public to understand what work opportunities are available, what qualifications are needed to access these work opportunities and where these competencies can be acquired.

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

Three key principles underlying the project are (1) interoperability: the ability to exchange and meaningfully interpret information across systems in order to produce useful results; (2) self-sovereign identity (SSI): the use of blockchain technology, digital wallets and data mandates to give individuals control of their own data including educational data such as credentials; and (3) credential fluency: the idea that informal and non-formal learning can be seamlessly integrated into the formal learning gained in schools, technical and vocational education and training (TVET) institutions and universities, leading to closer alignment between learning and the world of work.

Work in 2022 focused on governance modalities for digital platforms, the development of the PSET CLOUD minimum viable product (MVP) and developing a foundational taxonomy.

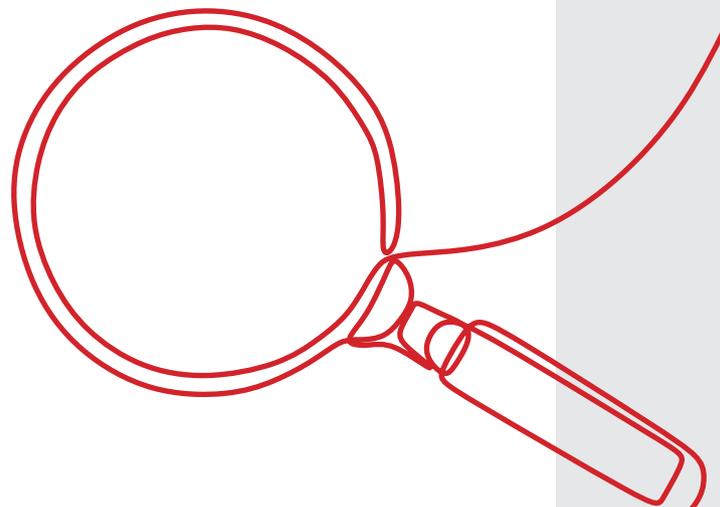
At the end of February 2022, the PSET CLOUD, in partnership with the merSETA and JET, hosted a virtual conference, 'DigiTrans 2022: Building Bridges to Better Decisions' to showcase the PSET CLOUD. The programme included presentations and panel discussions involving local and international experts and demonstrations of international interoperable systems, complementary platforms in South Africa and the launch of the PSET CLOUD MVP.

# Monitoring and Evaluation

**Eleanor Hazell**

Executive Manager

The division undertakes internal (i.e. for JET) and external (i.e. for others) M&E and provides M&E consulting services which seek to improve the quality of education and training systems. We typically employ utilisation-focused and programme-theory based approaches that draw on the best available evidence and are grounded in awareness and understanding of context.



**In 2022, the JET M&E division provided support to key JET programmes.**

## Highlights in 2022

In 2022, the JET M&E division provided internal M&E support to key programmes that JET is managing and implementing. These include the AASA Education Programme, the Gauteng Grade R Language and Mathematics Improvement Project, the Sanlam Foundation's Education Programme, and the Coordinating Sector Education and Training Authority and Technical and Vocational Education and Training Office (CSTO) Project.

### Anglo-American South Africa (AASA) Education Programme: Whole school development project

As described earlier, Phase 1 of the AASA Education Programme is being implemented in 109 schools and 110 ECD sites from 2018 to 2023, and Phase 2 will be implemented in 85 schools and 100 ECD sites from 2023 to 2026. The Programme is a complex one, utilising a whole school development approach entailing support to educators, school management teams, learners, parents and the broader community as well as the provision of equipment, infrastructure and ICT to schools. In 2022, the M&E division supported the Programme by updating the M&E framework developed by the division in 2021 to include indicators and data collection instruments for assessing the implementation and success of the ICT component. In addition, regular monitoring, reflection and learning (MERL) meetings with AASA implementers were facilitated to reflect on M&E data support and the use of M&E data for decision-making. The division also supported the design of Phase 2 of the Programme by facilitating a reflection meeting, updating the theory of change and identifying core indicators against which programme success will be measured. Instruments were designed for the collection of the baseline data and support provided for the data collection process.

In 2023, a dedicated M&E Manager as well as an M&E Officer will be appointed to provide more intensive support to the AASA Education Programme and promote embedding of the M&E function in the programme management team.

### Jakes Gerwel Fellowship (JGF)

The M&E division also continued to provide M&E support to the JGF, which appointed JET as their M&E partner in 2021 for a period of five years. The JGF Graduate Teaching Fellowship is awarded to high-calibre prospective teaching students who are supported and developed through a fellowship programme. The JGF's vision is that fellows will become expert teachers, education leaders and education entrepreneurs. JET's support includes a longitudinal impact evaluation. In 2022, the focus was on identifying indicators and developing an M&E framework aligned with the JGF theory of change (with Prof Lee Rusznyak). A framework for internal monitoring and instruments for JET's evaluation of the teaching competencies of the Fellowship's newly qualified teachers was also developed. This work entailed conducting surveys with newly qualified teachers and JGF candidate fellows enrolled in higher education, observing the first cohort teaching in schools, compiling the Year 1 evaluation report and presenting it to the JGF Board, and supporting the JGF to appoint an M&E specialist. In this assignment, JET's M&E and education expertise was utilised to develop specialist teaching competency frameworks and tools that are an important contribution to the teacher education and development knowledge base.

Several external evaluations commenced in 2022 to be continued in 2023: a process, outcomes and impact evaluation of the Systemic Improvement in Language and Numeracy (SILN) Programme; an outcomes evaluation of the Programme for Improvement of Learning Outcomes (PILO) embedding process; a design, implementation and impact evaluation of the employability of graduates of [Elsenburg Agricultural Training Institute](#) covering the period 2016–2020; and a process and an outcomes evaluation of two modalities of a professional development programme, referred to as Blended Learning for Educators in a (Global) Network for Development (BLEND), for the South African office of the Flemish Association for Development Cooperation and Technical Assistance.

## Other external evaluations

Originally planned to be undertaken between 2020–2023, the SILN Programme aims to improve teaching and learning outcomes in the Foundation Phase in Mpumalanga province, and the JET evaluation is expected to advance knowledge regarding what it takes to achieve improvements in early grade literacy and mathematics at scale. However, programme implementation was substantially delayed due to COVID-19 and other factors. In 2022, baseline data (school contextual data, learner book analysis, EGRA and EGMA results) was collected. The baseline report provides an important assessment of the baseline status of the written work and early grade reading and mathematics ability of Grade 1 learners in 100 schools in four districts in Mpumalanga. The evaluation has been redesigned due to the delayed start, and in 2025, Grade 1 learners will again be assessed rather than the cohort of learners assessed in 2022. The baseline data will inform learning briefs and research outputs in 2023.

## Systemic Improvement in Language and Numeracy (SILN) Programme

Data collection was completed in 2022 for an evaluation of the employability of Elsenburg Agricultural Training Institute's 2016–2020 graduates for the Western Cape Department of Agriculture. JET undertook a similar study in 2015/2016, covering the period 2009–2014; thus this evaluation will allow a comparison with the earlier study with respect to employment, employment in agriculture and income for graduates, and contribute to deepening understanding of the impact of COVID-19 on education and employability. JET is being supported in this undertaking by Prof Corné Groenewald and Nono Sekhoto, and rural development and agriculture experts.

## Evaluation of the employability of Elsenburg Agricultural Training Institute's 2016–2020 graduates

In 2022, JET concluded a three-year tracer study (conducted over four and a half years) with beneficiaries of selected enterprise development and support for work seeker projects funded by the [Jobs Fund](#). Data was collected over the period 2018–2021, and this study generated important insights into the impact of COVID-19 on small businesses, work seekers and the employed in South Africa. A full-length report, summary report, an infographic, and a report on good practices and lessons learned were produced, and JET publications are planned for 2023.

## Evaluation of the Jobs Fund enterprise development and support for work seekers projects

# International work

JET has a large team that works on international assignments. In 2022, this included James Keevy, Kelly Shiohira, Carla Pereira, Eleanor Hazell, Andrew Paterson, Patrick Molokwane, Zaahedah Vally, Zahraa McDonald, Milisa Janda, Noxolo Xaba and Lungelo Mthembu-Slater. Hoosen Rasool, Katherine Morris, Emmerentia Erasmus, Chana Chelemu-Jere,

Rebecca Pursell-Gotz, and Hazel Mugo also played a key role as external associates based in South Africa, Kenya and Zambia. Cody Costakis, a University of Pennsylvania intern for 2022, also contributed substantially to a study on refugees in South Africa and Zambia.

Our international work has grown over the years and in 2022 comprised around 25% of our overall portfolio. Our main capacity lies in the following areas:

- Skills recognition to support migrants and refugees;
- Policy and strategy development at country-specific and international levels; and
- Niche research in the areas of microcredentials, digital transformation and the use of artificial intelligence in education.



## Highlights in 2022

The ACQF is a policy initiative of the African Union underpinned by continental cooperation and integration policies ranging from education to free movement of persons and free trade. Development of the ACQF is underway, with JET playing a central role, and includes analysis and research, elaboration of the ACQF policy and guidelines, networking and stakeholders' outreach, and the capacity development programme. In 2022, JET developed the following manuals for the programme:

- **Training Module 7: Monitoring and Evaluation in the context of NQFs and ACQF.** M&E is essential to guide implementation of national qualifications frameworks (NQFs) and regional qualifications frameworks (RQFs) such as the ACQF towards achievement of the planned impact. This module provides a rich overview of the concepts, methods and tools for M&E adapted for the context of qualifications frameworks. The module includes results frameworks at NQF and ACQF levels, a list of core indicators and an indicator visualisation tool.
- **Training Module 9: Innovation and Technology in the context of qualifications and NQFs.** The world of learning is transforming rapidly. To stay relevant and responsive, NQFs need to adapt to change, innovation and new technologies. This module provides a comprehensive overview of drivers of innovation and technology in the domain of NQFs, with examples, and includes an innovation readiness self-assessment tool.

These tasks enabled JET to showcase its capacity in the areas of M&E and digital transformation, while also creating an environment conducive to collaboration between African policy-makers and researchers.

**African Continental Qualifications Framework (ACQF): Development of training modules and delivery of training to member states**

As AI technology represents a new subject area for K–12 schools worldwide, there is a lack of historical knowledge for governments, schools and teachers to draw from in defining AI competencies and designing AI curricula. This [mapping exercise](#) undertaken for UNESCO analyses existing AI curricula, with a specific focus on curriculum content and learning outcomes. It delineates development and validation mechanisms, curriculum alignment, the preparation of learning tools and required environments, the suggested pedagogies and the training of teachers. Key considerations are drawn from the analysis to guide the future planning of enabling policies, the design of national curricula or institutional study programmes and implementation strategies for AI competency development.

**UNESCO: K–12 AI Curricula: A mapping of government-endorsed artificial intelligence (AI) curricula**

JET was commissioned to assist in the drafting the new UNESCO Strategy for TVET, based on the discussion paper prepared for the consultations conducted in 2021 and the feedback received from various stakeholders throughout the consultation process. JET also provided support during the [launch](#) of the new Strategy for TVET in October 2022 in Bonn, Germany.

**UNESCO and UNEVOC: UNESCO Strategy for TVET 2022–2029: Transforming technical and vocational education and training (TVET) for successful and just transitions**

## Seychelles Tertiary Education Commission: Indicator review for tertiary education and training institutions in Seychelles

The Seychelles Tertiary Education Commission appointed JET to provide technical assistance through reviewing and developing an indicator report for the Seychelles tertiary education sector. The purpose of the indicators is to better assess the sector's performance in order to inform policy direction and implementation. The project entailed assisting with identifying new indicators and critically analysing the relevance of existing indicators. Policy implications for tertiary education institutions and the indicators' alignment with national goals were also examined. The process began with a desktop review that provided a basis for reimagining and rethinking the existing set of indicators. Two JET consultants followed-up with an in-country visit with the purpose of generating additional contextual knowledge as well as building capacity among key Seychellois stakeholders with regard to reviewing and developing indicators.

## International Labour Organization

JET completed several projects for the ILO in 2022, the findings from which are due to be released by the ILO in 2023.

### **Barriers to Effective Labour Mobility in the African Leather Industry**

In 2021, the ILO and its Joint Labour Migration Programme partners appointed JET to investigate the potential role of skills recognition broadly and, within that, the contribution of the recognition of prior learning in facilitating the access of migrant workers to employment opportunities, specifically in leather-sector occupations. The African leather sector is seen as an important contributor to the future expansion of the African manufacturing sector, based on strategic advantages such as local access to plentiful supply of quality hides that can be benefited on the continent. Following a carefully planned stratified approach that considered the paucity of data and COVID-19 restrictions at the time the fieldwork had to be conducted, Ghana, Côte d'Ivoire, Ethiopia, Rwanda, South Africa and Kenya were selected for the first of three research phases, followed by more detailed case study analyses in South Africa and Kenya. The first phase entailed developing an online country preview for which leather-sector participants in the public and private sectors of each of the six selected countries were interviewed telephonically. Second, in-country profiling was undertaken to generate profiles of the leather sector in each country with reference to current growth and employment capacity and, equally, to identify the numbers and significance of migrant worker employment per country. The third phase involved the in-country case studies in South Africa and Kenya.

### **Feasibility Study: Skills Recognition Mechanisms for Selected Occupational Profiles of Migrant Workers in Ethiopia, Kenya and South Africa**

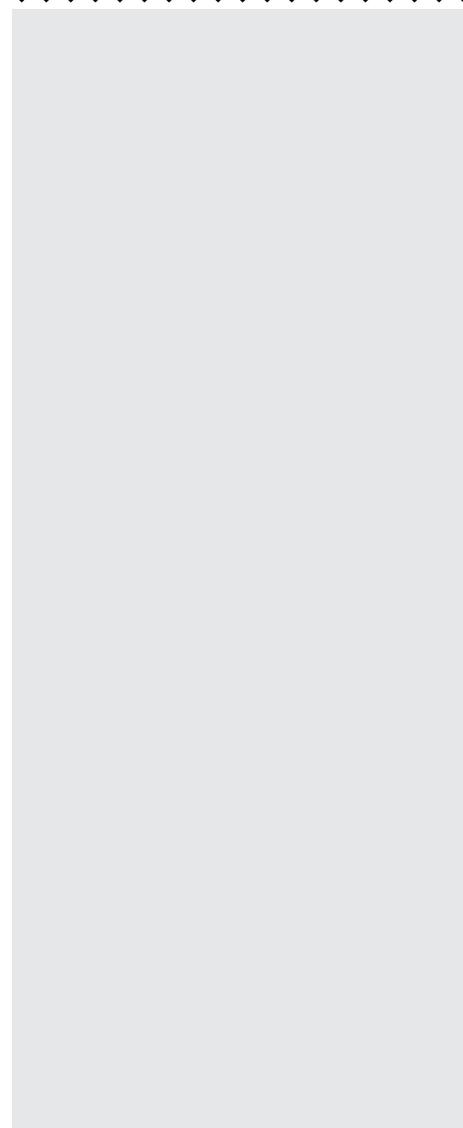
The research was undertaken as part of the ILO's [Better Regional Migration Management](#) project funded by the UK Foreign Commonwealth & Development Office. The project aims to strengthen the capacities of countries in East Africa to ensure safe, orderly and regular migration in Africa, as committed to in relevant frameworks of the African Union, regional economic communities and relevant international programmes. The research specifically explored the feasibility, including the viability, implementability and suitability, of skills recognition mechanisms to enable migrant workers with selected occupational profiles (in this case, welding and domestic work) to gain access to formal labour markets. The countries focused on were Ethiopia, Kenya and South Africa. A heuristic framework of analysis was employed, drawing on the earlier leather study undertaken by JET.

**Global Research on the Labour Market Value of Microcredentials with a Focus on Youth Employment**

This study was commissioned by the ILO’s Global Initiative on Decent Jobs for Youth, UNICEF and Generation Unlimited to take stock of existing definitions, practices and functions of microcredentials. The study explored the labour market value of microcredentials and also their limitations for transitions into and within the labour market, with a focus on young people. In reviewing existing characterisations, the study proposed a working definition of microcredentials to guide governments, employers, workers’ organisations, country representatives and other stakeholders in this burgeoning field. The study used a multiple case study approach and included a review and analysis of current literature on microcredentials. Four research questions were posed: (1) How are microcredentials defined by different sources, and what features do different sources attribute to microcredentials? (2) What are the commonalities, and what are the debates? (3) Are there different types of microcredentials, and how should they be defined? (4) What are the challenges and opportunities associated with microcredentials?

**Comparative Skills Profiling Surveys and Assessment of Skills Recognition Opportunities Facilitating Refugees and Asylum Seekers’ Access to the Labour Market in South Africa and Zambia**

This report for the ILO and the United Nations Refugee Agency was commissioned by the Southern Africa Migration Management Project. The objectives of the research were to: collect information on practical existing recognition and portability mechanisms available to asylum seekers and refugees where they are based; assess skills recognition opportunities that facilitate asylum seekers’ and refugees’ access to the labour market and identify entry points for their inclusion; and collect information on coping mechanisms where there is no skills recognition available. The research specifically explored skills recognition methodologies for application in migrant and refugee contexts as a vehicle through which skills recognition as a concept and as a practice can be introduced in local labour markets. The research approach was based on applying three forms of skills recognition and recognition of prior learning according to the local level of advancement in the recognition processes, which may correspond to the level of formality with which countries have adopted occupational profiling for their labour markets.



		Most appropriate skills recognition methodology	
Labour market dimension	High formality – migration is formalised and based on documentary evidence and clear policies	<b>Q1</b> <b>H-L</b> Developing occupation profiles	<b>Q2</b> <b>H-H</b> Conducting RPL
	Low formality – migration is informal and largely unregulated; documentation is largely absent	<b>Q3</b> <b>L-L</b> Explore migrant social networks within selected occupations and consideration of the spatial locations or clustering of migrant worker practitioners of particular trades	<b>Q4</b> <b>L-H</b> Designing and aligning occupational profiles
		Low formality – occupation is not well described and based largely on a cultural and contextual basis	High formality – occupation is well described, and possibly even listed in a formal framework in the country, region, or internationally
		Occupational dimension	

## Snapshot of projects in 2022



Early childhood development (ECD), specifically Gr R teacher development



School improvement



Teacher education



Post-school education and training (PSET)



Interoperability and data ecosystems



Innovative funding models for education



## BUDGET >R10 million

PROJECT	FUNDER	PERIOD	STATUS
Anglo American South Africa (AASA) Education Programme: Monitoring and evaluation input	AASA	19/01/2018–31/12/2022	
Anglo American South Africa (AASA) Education Programme: Parent, community involvement and learner leadership	AASA	01/11/2022–31/12/2023	

PROJECT	FUNDER	PERIOD	STATUS
Gauteng Grade R Maths and Language Improvement Programme	USAID, Gauteng Education Development Trust, Wordworks, Zenex Foundation, University of Cape Town School Development Unit	01/09/2019–31/12/2024	
merSETA programmes: PSET CLOUD and Operation Phetogo	merSETA	01/01/2020–31/03/2024	

## BUDGET R2–10 million

A scoping study to develop a clear picture of the resource needs of a holistic skills-based education system	Save the Children South Africa	02/01/2022–30/12/2023	
Anglo American South Africa (AASA) Education Programme: Early childhood development	AASA	01/06/2021–30/12/2022	
Anglo American South Africa (AASA) Education Programme: Learner assessments	AASA	01/01/2022–31/12/2022	
Evaluation of the Systemic Improvement of Language and Numeracy (SILN) in the Foundation Phase Programme	Department of Basic Education, Zenex Foundation	21/09/2020–31/12/2024	
Feasibility Study: Utilisation of Occupational Profiles in Welding and Domestic Work to Improve Access to Decent Work in Ethiopia, Kenya and South Africa	International Labour Organization	31/12/2022	
Five-year longitudinal study (2021–2026) of the impact of the Jakes Gerwel Fellowship’s university scholarship	Jakes Gerwel Foundation	01/08/2021–28/02/2026	

Formative evaluation of the embedding process for the Jika Imfundo Programme for Improvement of Learning Outcomes (PILO)	KwaZulu-Natal Department of Education	01/08/2021–30/09/2023	
Mr Price Foundation Programme: Roll out of the sustainability programme for 2022	Mr Price Foundation	01/01/2018–31/12/2022	
Sesotho and isiZulu Reading Project (SIRP)	Maitri Trust	01/01/2022–31/12/2024	
Strengthening Digital and Information Skills in the PSET System	International Youth Foundation	04/10/2022–23/02/2023	
Jobs Fund evaluation – a tracer study with the beneficiaries of five support for work seeker and five enterprise development programmes.	Jobs Fund	01/04/2018–31/03/2022	
Teacher Internship Collaboration South Africa (TICZA)	The Maitri Trust, Standard Bank Tutuwa Foundation, Zenex Foundation	01/01/2021–18/12/2025	

## BUDGET R1-2 million

PROJECT	FUNDER		
<b>A mixed methods research study on two modalities of professional development in the Blended Learning for Educators in a (Global) Network for Development (BLEND) Project</b>	Flemish Association for Development Cooperation and Technical Assistance (VVOB)	01/06/2022–31/05/2023	
<b>Anglo American South Africa (AASA) Education Programme: Assessments and teacher testing</b>	AASA	22/01/2022–30/04/2022	  
<b>Barriers to Effective Labour Mobility in the African Leather Industry</b>	International Labour Organization	01/02/2021–28/02/2022	
<b>Developing an evidence-based strategy for corporate responsibility investment/grant work in education</b>	Sanlam Foundation	01/08/2021–30/06/2022	
<b>Enhancing Digital Transformation through TVET in Developing Countries: DX/T</b>	UNESCO	22/10/2022–30/06/2023	 
<b>Evaluation of a pilot project in the John Taolo Gaetsewe District in the Northern Cape: A Model of Collaboration Between Various Stakeholders to Improve Education Outcomes</b>	National Association of Social Change Entities in Education	01/09/2022–30/07/2023	
<b>External evaluation of the Partnerships for Possibility Programme</b>	FEM Education Foundation	02/11/2018–10/03/2022	

PROJECT	FUNDER		
<b>Grade R Language and Maths Improvement Project: Grade R Teacher Development Project</b>	Gauteng Education Development Trust Secretariat	01/01/2000–31/12/2022	  
<b>Design, implementation and impact evaluation of eight agricultural skills development (ASD) and higher education and training (HET) programmes</b>	Elsenburg Agricultural Training Institute, Western Cape Department of Agriculture	13/05/2022–30/04/2023	
<b>Jala Peo Programme extension</b>	FirstRand Foundation	July 2021–June 2022	
<b>Mindspark Pilot Project (Western Cape)</b>	Mindspark	01/09/2022–31/12/2024	
<b>Technical and Vocational Education and Training (TVET) Research Programme: Review of (1) TVET lecturers' professionalisation and (2) continuing professional development; and (3) TVET performance management systems</b>	Department of Higher Education and Training, National Skills Fund	01/01/2021–30/06/2022	
<b>The Porticus COVID-19 Education Strategy in Africa</b>	Porticus	15/08/2021–30/08/2022	

## BUDGET <R1 million

PROJECT	FUNDER	PERIOD	STATUS
<b>A developmental evaluation for the Installation, Repair and Maintenance (IRM) Initiative of the National Business Initiative</b>	National Business Initiative	28/05/2020–01/03/2022	
<b>Accountability, Capacity and Trust to Improve Learning Outcomes in South Africa: A Systems Approach</b>	Vrije Universiteit Amsterdam	01/09/2017–30/03/2022	
<b>African Continental Qualifications Framework (ACQF) Mapping Study</b>	ACQF, European Training Foundation	01/06/2021–30/03/2022	
<b>Coordinating Sector Education and Training Authority Technical and Vocational Education and Training Office (CSTO) Implementation Support Project</b>	Department of Higher Education and Training	02/06/2021–30/08/2022	
<b>Development of a theory of change and logic models for three workstreams (Reading &amp; Literacy, Curriculum Recovery, Research &amp; Development)</b>	National Education Collaboration Trust	10/06/2021–31/03/2022	
<b>Digital credentials</b>	International Labour Organization	01/04/2022–30/04/2023	
<b>Future of Education and Skills Project</b>	Organisation for Economic Co-operation and Development	10/03/2023–31/12/2023	
<b>Independent mid-term implementation evaluation of the Columba Leadership Model in ten schools in the Western Cape, KwaZulu-Natal and Gauteng</b>	Columba Leadership	02/08/2021–28/02/2022	
<b>Indicator review for tertiary education and training institutions in the Seychelles</b>	Seychelles Tertiary Education Commission	01/03/2022–30/06/2022	
<b>K–12 AI Curricula: A mapping of government-endorsed AI curricula</b>	UNESCO Unit for Technology and Artificial Intelligence in Education	12/05/2021–30/11/2021	
<b>Review of existing literature and assessment of the applicability of lessons in results-based financing</b>	World Bank	16/07/2021–31/01/2022	
<b>Teacher Choices in Action</b>	University of the Witwatersrand	23/06/2020–29/12/2023	
<b>The use of AI in education in the COVID-19 pandemic response</b>	UNESCO	03/03/2022–01/10/2022	

# Knowledge base

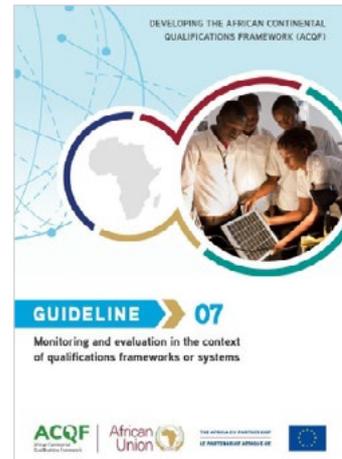
## Staff contributions to publications



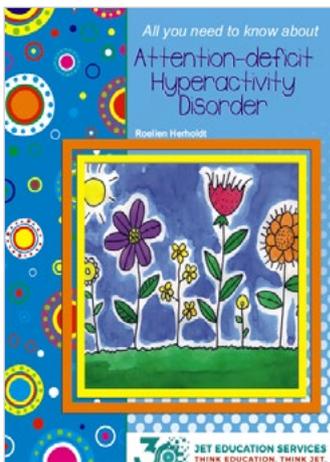
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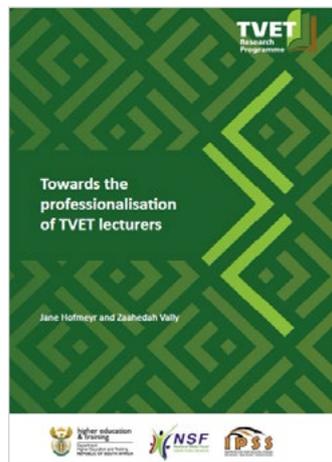
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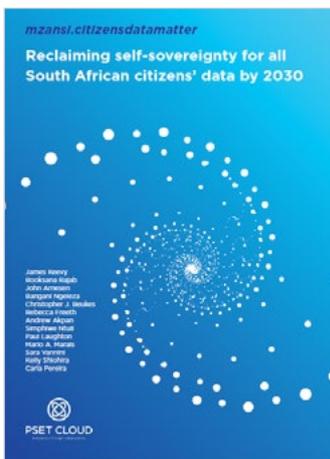
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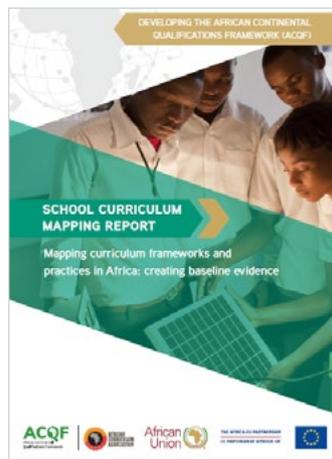
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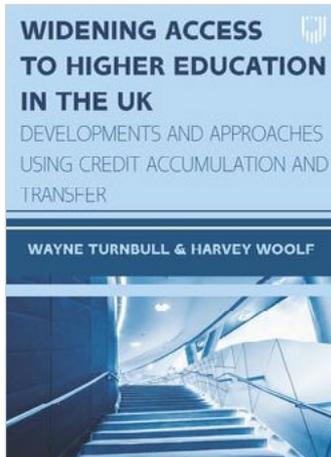
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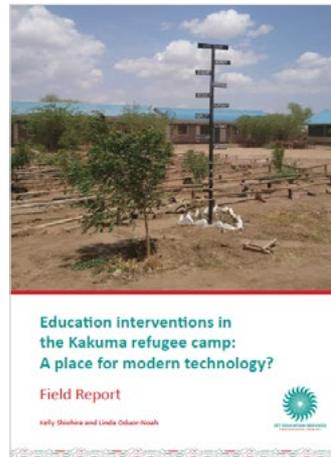
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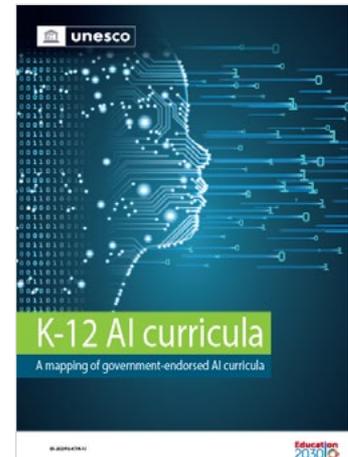
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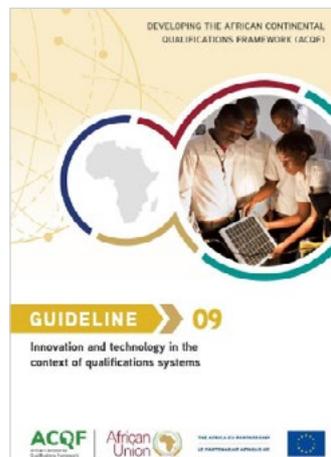
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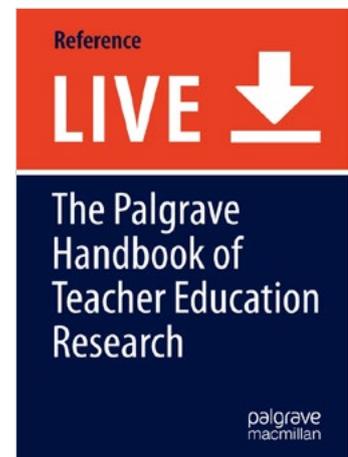
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## Participation in conferences and webinars

<p><b><u>14th European Evaluation Society (EES) 2022 Conference – Evaluation at a Watershed: Actions and Shifting Paradigms for Challenging Times</u></b></p>	<ul style="list-style-type: none"> <li>Eleanor Hazell attended this conference in Copenhagen, Denmark.</li> </ul>
<p><b><u>7th Annual Literacy Association of South Africa (LITASA) Conference: Rethinking Literacy and Pedagogic Agency in the 4IR</u></b></p>	<ul style="list-style-type: none"> <li>Milisa Janda delivered a presentation on ‘The AASA Education Programme: Understanding the relationship between support dosage and educator outcomes in the Foundation Phase’.</li> <li>Patrick Molokwane, Zaahedah Vally and Kelly Shiohira presented on ‘Decoding AI literacy: How South Africa plans to prepare for the present’.</li> </ul>
<p><b><u>8th Biennial Conference of the South African Monitoring and Evaluation Association (SAMEA)</u></b></p>	<p>Several members of the JET M&amp;E team participated in this conference:</p> <ul style="list-style-type: none"> <li>Eleanor Hazell chaired and moderated several sessions.</li> <li>Kelly Shiohira delivered a presentation on ‘Data skills for the 21st century’.</li> <li>Lesedi Matlala presented on ‘Remote M&amp;E approaches’ and on ‘Adaptive management during the COVID-19 pandemic: A case study of the South African Department of Basic Education’.</li> <li>Daniel Mashilo presented on ‘The data difficulty: Monitoring complex programmes in challenging contexts’.</li> </ul>
<p><b><u>10th Pan-Commonwealth Forum on Open Learning: Artificial Intelligence and the Future of Learning</u></b></p>	<ul style="list-style-type: none"> <li>Kelly Shiohira delivered a presentation on ‘<a href="#">Mapping of Government-Endorsed K-12 AI Curricula</a>’.</li> </ul>
<p><b><u>A Model of Collective Impact: The Teacher Internship Collaboration South Africa (TICZA)</u></b></p>	<ul style="list-style-type: none"> <li>Dialogue and the TICZA initiative hosted a webinar sharing insights on collective impact and how this is being adopted to bring about systemic change in the education sector.</li> </ul>
<p><b><u>Conversations about Teachers Series</u></b></p>	<ul style="list-style-type: none"> <li>The Education Sector Committee of the National Committee for UNESCO, in collaboration with the Faculty of Education at the University of Johannesburg (UJ), the Library at UJ and JET Education Services launched a series of conversations about teachers, involving a variety of stakeholders.</li> </ul>
<p><b><u>Department of Planning, Monitoring &amp; Evaluation (DPME) National Evaluation Seminar</u></b></p>	<ul style="list-style-type: none"> <li>Kgaugelo Moshia-Molebatsi, Eleanor Hazell and Lesedi Matlala presented on ‘Evaluation of ethical conduct in times of crisis’.</li> </ul>

<p><b><u>Future Landscapes in Lifelong Learning: Exploring the Credentialing Ecosystem in the Digital Environment</u></b></p>	<ul style="list-style-type: none"> <li>James Keevy presented at this webinar hosted by the University of South Africa's Centre for Professional Development.</li> </ul>
<p><b><u>JET and Reos Partners Roundtable Webinar: Parental Involvement</u></b></p>	<ul style="list-style-type: none"> <li>Craig Gibbs participated in the panel 'Collaborating for educational outcomes: A new trajectory for parental involvement'.</li> </ul>
<p><b>JET Education Services: In conversation with JET Education Services' three CEOs</b></p>	<ul style="list-style-type: none"> <li>To celebrate JET's 30th year, two of JET's former CEOs, Nick Taylor and Godwin Khosa, and current CEO James Keevy engaged in a conversation facilitated by Prof Peliwe Lolwana in which they shared their perspectives on the transformation of education in South Africa and spoke about JET's contribution to the education sector.</li> </ul>
<p><b><u>Jobs Fund webinar – Findings from a 3-Year Longitudinal Study on Jobs Fund-Supported Projects Part 1 of 2: Enterprise Development Good Practice</u></b></p>	<ul style="list-style-type: none"> <li>Eleanor Hazell and James Keevy presented the findings from the 3-year tracer study undertaken by JET.</li> </ul>
<p><b><u>Jobs Fund webinar – Findings from a 3-Year Longitudinal Study on Jobs Fund Supported Projects Part 2 of 2: Support for Work Seekers Good Practice</u></b></p>	<ul style="list-style-type: none"> <li>Nathalie Vereen, Monica Mowayo and Daniel Mashilo presented the findings from the 3-year tracer study undertaken by JET.</li> </ul>
<p><b><u>McGraw-Hill webinar – Widening Access to Higher Education in the UK</u></b></p>	<ul style="list-style-type: none"> <li>James Keevy participated in a discussion on the role of credit in widening participation in higher education in the UK and beyond.</li> </ul>
<p><b><u>PSET CLOUD DigiTrans 2022 – Building Bridges to Better Decisions The PSET CLOUD project, supported by JET and the merSETA, hosted its first annual conference, DigiTrans 2022.</u></b></p>	<ul style="list-style-type: none"> <li>Speakers included international and local experts.</li> <li>The conference showcased the best of PSET CLOUD research and development and global best practices connecting learners, job seekers, educators and employers through collaboration and the use of technology.</li> <li>The PSET CLOUD MVP was demonstrated.</li> <li>Topics explored included the PSET CLOUD self-sovereign identity (SSI) model; the development of complementary platforms in South Africa; and proposed governance models for the PSET CLOUD.</li> </ul>
<p><b><u>UNESCO TVET Strategy 2023–2029 Launch</u></b></p>	<ul style="list-style-type: none"> <li>JET supported the launch, which took place in Bonn, Germany in October 2022. The JET team had earlier provided support to UNESCO-UNEVOC in developing the new strategy. The strategy forged a new social contract for education to reimagine a sustainable future together and to promote successful and just transitions.</li> </ul>
<p><b><u>Workshop on Trust, Capacity and Accountability in South African Primary Schools</u></b></p>	<ul style="list-style-type: none"> <li>In partnership with the Vrije Universiteit Amsterdam and the UK Open University, JET hosted a live roundtable discussion on the results of the 'Trust, capacity and accountability study' conducted in South African primary schools.</li> </ul>



## Consultations

### **Preliminary Draft Marrakech Framework for Action, 7th International Conference on Adult Education (#CONFINTEA VII)**

- JET took part in the public online consultation.
- CONFINTEA VII was hosted by the Kingdom of Morocco and co-organised with UNESCO.

## Training and workshops

### **African Continental Qualifications Framework – 2nd Training Week 5–9 September 2022: Skills, Qualifications and Frameworks for Mutual Trust in a Changing World**

- This training week took place in Johannesburg with JET support.

### **European Training Foundation Big Data for Labour Market Intelligence: Online Capacity Development Programme**

- Simphiwe Nthuli from the PSET CLOUD presented a module on ‘The PSET Cloud, Innovation through collaboration’.

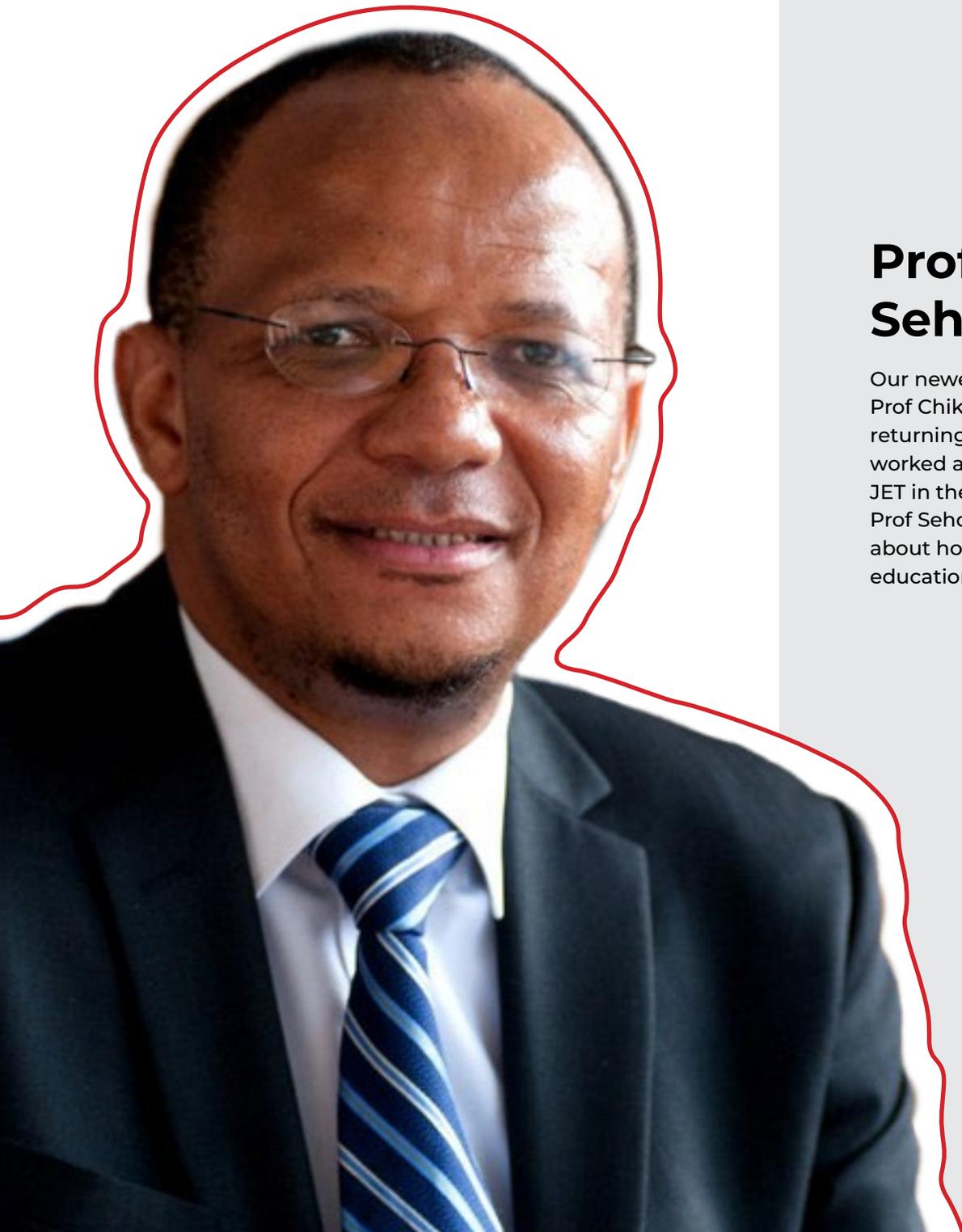
### **PSET CLOUD Students UX Workshop**

- JET and the merSETA teams joined forces in some rigorous workshops with our tech partner DIDx to help develop new user journeys for our users.

### **Tertiary Education Commission (TEC) of Seychelles training**

- JET delivered training on the development and review of indicators and standards for tertiary education to TEC officials, Ministry of Education Planning and Policy Division officials and other tertiary education stakeholders in Seychelles.

# Governance and finance



## Prof Chika Sehoole

Our newest Board member, Prof Chika Sehoole, is a returning JETSetter, having worked as a project officer at JET in the 1990s. We asked Prof Sehoole some questions about how he sees JET and education in South Africa today.

### What changes have you observed at JET since your time as a project officer?

When I was at JET 25 years ago, it was a grant-making organisation. We were a go-to organisation for NGOs who were looking for funds in the fields of early childhood education, youth development, teacher development and adult education. We were a grant-making and grant-management organisation and did not have to worry about resources as we were part of the solution to NGOs' resource problems.

JET has since evolved and it is an organisation that has moved into a policy space, that seeks to influence policy through evidence-based research. This is also a means through which it provides its expertise and service to both the public and private sectors, generates income and sustains its operations. It is investing heavily in staff development, technological infrastructure and digitalisation of its operations, which helps in its provision of cutting edge business that it provides to the public. This was not the case 25–30 years ago.

### What do you think are the most urgent education issues facing South Africa today?

I think almost everything in education is urgent. In no order of priority:

- We need to get our learners who are in basic education able to read and write for meaning and understanding before they exit the Foundation Phase of basic education.
- We need to ensure that our learners acquire digital literacy skills throughout their primary and secondary education phases.
- For the above to happen, we need our teachers to be in class, on time and teaching.
- We need good continuous professional development courses to help teachers acquire digital literacy skills in order to support learners in acquiring 21st century skills.
- We need teacher development programmes that will equip teachers with content knowledge in their subjects and fields of specialisation so that they can be relevant, responsive and agile.

### How has higher education policy evolved since the pandemic with shifts toward online learning?

There is now more appreciation of the use of technology in the operations of higher education institutions than was the case before the pandemic. The pandemic has bequeathed us the acquisition of digital literacy skills through forced immersion and increased appreciation of the use of technology for all students and staff. There are now options available for the use of technology in teaching and learning, (educ-contact, edu-online and hyflex) and for modes of meeting (online, hybrid or contact). Higher education will produce the most techno savvy and digitally literate graduates from the 2020–2022 student cohort.

### How do you think projects in which JET is involved might impact learners' paths toward higher education?

JET is involved in several projects, from early childhood to post-secondary education that focus on aspects of curriculum and skills development, assessment and teacher development, and that have the potential to benefit learners in the various phases of the education system.

### Do you think JET initiatives will impact higher education policy in years to come?

I believe the work that is being done in teacher education and in the TVET sector has the potential to position JET to contribute to quality improvement in these areas and to provide strategic policy advice when needed.

### What makes you most hopeful about the future of education in South Africa?

We have a resilient education system that has remained agile in the midst of neglect and inefficient use of resources. South Africa has many talented people to help us get out of this doldrum. I believe with the appointment of the right people in different spheres of government, there is hope that our education system can be reconstructed and put on the pathway to deliver quality education that is required for the socio-economic development of our country.

***‘We have a resilient education system that has remained agile in the midst of neglect and inefficient use of resources’***



Tel: +27 011 488 1700  
 Fax: +27 010 060 7000  
 www.bdo.co.za

Wanderers Office Park  
 52 Corlett Drive  
 Illovo, 2196

Private Bag X60500  
 Houghton, 2041  
 South Africa

## Independent auditor's report

To the Directors of  
**JET Education Services NPC**

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### Opinion

The summary financial statements set out on pages 41 to 45, which comprise the summary statement of financial position as at 31 December 2022, the summary statement of profit or loss and other comprehensive income, summary statement of changes in equity and summary cash flow statement for the year then ended, and related notes, are derived from the audited financial statements of JET Education Services NPC for the year ended 31 December 2022.

In our opinion, the accompanying summary financial statements are consistent, and is a fair summary of the audited financial statements, in accordance with the established criteria set out on page 43.

### Summary Financial Statements

The summary financial statements do not contain all the disclosures required by International Financial Reporting Standards. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements and the auditor's report thereon. The summary financial statements and the audited financial statements do not reflect the effects of events that occurred subsequent to the date of our report on the audited financial statements.

### The Audited Financial Statements and Our Report Thereon

We expressed an unmodified audit opinion on the audited financial statements in our report dated 4 April 2023.

### Directors Responsibility for the Summary Financial Statements

The directors are responsible for the preparation of the summary financial statements in accordance with the established criteria set out on page 43.

### Auditor's Responsibility

Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with (or are a fair summary of) the audited financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA) 810 (Revised), Engagements to Report on Summary Financial Statements.

*BDO SOUTH AFRICA INC.*

**BDO South Africa Incorporated**  
 Registered Auditors

**Yugen Pillay**  
 Director  
 Registered Auditor

14 July 2023

Wanderers Office Park  
 52 Corlett Drive  
 Illovo, 2196

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BDO South Africa Incorporated  
 Registration number: 1995/002310/21  
 Practice number: 905526  
 VAT number: 4910148685  
 Chief Executive Officer: LD Mokoena

A full list of all company directors is available on [www.bdo.co.za](http://www.bdo.co.za)

The company's principal place of business is at The Wanderers Office Park, 52 Corlett Drive, Illovo, Johannesburg where a list of directors' names is available for inspection. BDO South Africa Incorporated, a South African personal liability company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms.

## Summary financial statements

### Summary Statement of financial position as at 31 December 2022

	Notes	2022 R	2021 R
<b>ASSETS</b>			
<b>Non current Assets</b>		<b>22 836 129</b>	<b>27 687 001</b>
<b>Current Assets</b>		<b>68 639 024</b>	<b>30 150 290</b>
Trade and other receivables		26 285 326	25 838 315
Cash and cash equivalents	1	42 353 698	4 311 975
<b>Total Assets</b>		<b>91 475 153</b>	<b>57 837 291</b>
<b>FUNDS AND LIABILITIES</b>			
<b>Funds</b>		<b>21 886 026</b>	<b>18 957 823</b>
Accumulated funds		21 886 026	18 957 823
<b>Liabilities</b>		<b>69 589 127</b>	<b>38 876 468</b>
Secured bank access facility	2	3 520 372	1 883 806
Funds received designated for projects	3	34 994 309	13 957 591
Other liabilities		31 074 446	23 035 071
<b>Total Funds and Liabilities</b>		<b>91 475 153</b>	<b>57 834 291</b>

### Summary Statement of comprehensive income for the year ended 31 December 2022

	Notes	2022 R	2021 R
Revenue	4	231 021 936	138 612 245
Other income		2 246 448	2 534 744
		<b>233 268 384</b>	<b>141 146 989</b>
<b>EXPENDITURE</b>			
Programme direct expenses		(209 214 693)	(123 986 301)
Administration costs		(21 493 402)	(16 708 118)
		<b>(230 708 095)</b>	<b>(140 694 419)</b>
<b>Operating surplus before interest and tax</b>	5	<b>2 560 289</b>	<b>452 570</b>
<b>Total comprehensive surplus for the year</b>		<b>2 928 203</b>	<b>606 628</b>

### Summary Statement of changes in funds for the year ended 31 December 2022

	Accumulated funds R
Balance at 1 January 2021	18 351 195
Surplus for the year	606 628
<b>Balance at 31 December 2021</b>	<b>18 957 823</b>
Surplus for the year	2 928 203
<b>Balance at 31 December 2022</b>	<b>21 886 026</b>

### Summary Statement of changes in cash flows for the year ended 31 December 2022

	Notes	2022 R	2021 R
<b>Cash generated by operating activities</b>			
Cash receipts from customers and funders		249 801 984	128 930 455
Cash paid to suppliers and employees		(212 681 312)	(133 976 169)
Cash generated by operations		37 120 672	(5 045 714)
Net interest income		99 076	154 058
<b>Net cash generated by operating activities</b>		<b>37 219 748</b>	<b>(4 891 656)</b>
<b>Cash flows from investing activities</b>			
		<b>(780 013)</b>	<b>(1 349 658)</b>
<b>Cash flows from financing activities</b>			
		<b>1 601 989</b>	<b>1 808 081</b>
Increase in other interest bearing borrowings	2	1 636 566	1 883 806
(Decrease)/increase in other interest bearing borrowings		(34 577)	(75 725)
<b>Net increase in cash and cash equivalents</b>		<b>38 041 724</b>	<b>(4 433 233)</b>
Cash and cash equivalents at the beginning of the year	1	4 311 974	8 745 208
<b>Cash and cash equivalents at the end of the year</b>	<b>1</b>	<b>42 353 698</b>	<b>4 311 975</b>

## **Basis of preparation of summary Annual Financial Statements**

JET is a non-profit company 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.

The summary set of audited financial statements included in the Annual Report aligns to the objective of presenting concise information, in a cost-effective manner, that focuses on the needs of users of our financial statements, being our funders both in public and private sectors. The statements and notes have been selected for inclusion in the Annual Report to enhance user understanding of the financial statements for the year ended 31 December 2022.

Our stakeholders both in the public and private sectors, use the financial statements to view JET's operational performance and how we use resources at our disposal (mainly from donations type) responsibly and how we use these resources on project expenditure as intended and the extent to which we cover admin costs. It is also important for our users to understand whether the organisation has any financial exposures, has sufficient cash resources at year end to fund obligations when they fall due and that it at least breaks even as a non-profit organisation.

The statements aggregates all non-current assets (mainly property), and the finance lease, trade payables and provisions, aggregated as other liabilities. The user's focus is on the main activity drivers in the organisation which is the nature of income and how it is utilised and less on property and other liabilities as the NPC is not in property business.

The statements also aggregate interest income and expenses as net interest income, and the cash flows from investing activities - consistent with aggregation of non-current assets.

The following statements are presented:

- summary statement of financial position
- summary statement of comprehensive income
- summary statement of changes in accumulated funds
- summary cash flows statements
- selected notes that enhances users understanding of the financials:
  - Cash and cash equivalent
  - Secured bank access facility
  - Funds received designated for projects
  - Revenue
  - Operating surplus for the year

The full set of audited financial statements can be obtained from the JET CEO on [james@jet.org.za](mailto:james@jet.org.za) or the JET CFO on [mororiseng@jet.org.za](mailto:mororiseng@jet.org.za).

The following notes were selected for inclusion with summary financial statements, to enhance user understanding of the financial statements for the year ended 31 December 2022.

	2022 R	2021 R
<b>1. Cash and cash equivalents</b>		
Short-term deposits	2 145 073	2 209 526
Balances with banks and cash on hand	40 208 625	2 102 449
	<b>42 353 698</b>	<b>4 311 975</b>

Cash at banks earns interest at floating rates based on daily bank deposit rates. Short-term deposits are made for varying periods of between one day and three months, depending on the immediate cash requirements of the company, and earn interest at the respective short-term deposit rates.

## 2. Secured bank access facility

### Non current interest bearing borrowings

	Interest rate	Maturity		
Secured bank access facility	10.5%	2025	2 208 966	423 389
			<b>2 208 966</b>	<b>423 389</b>

### Current interest bearing borrowings

Secured bank access facility	10.5%	2025	1 311 406	1 460 417
			<b>1 311 406</b>	<b>1 460 417</b>

### Secured bank access facility

The company has a borrowing facility with First National Bank for an amount of R7.6 million as at 31 December 2022. The facility, expiring 1 October 2025, is secured by a first charge over the company's land and buildings and investment property with a total carrying value of R21 366 836 (2021: R26 133 700). The company can draw down as well as make prepayments into the facility as and when required. An additional R3 million was accessed during the 2022 financial year. The initial access facility was for R10 million, granted on 2 February 2015 with a loan period of 120 months.

## 3. Funds received designated for projects

The funds of R34 994 309 (2021: R13 957 591) were received, in advance, during the year for specific project activities which activities will be completed in the following financial year.

## 4. Revenue

The organisation has recognised the following amounts relating to revenue in the statement of profit or loss:

Revenue from contracts with customers	<b>231 021 936</b>	<b>138 612 245</b>
---------------------------------------	--------------------	--------------------

	2022 R	2021 R
The revenue, disaggregated by pattern of revenue recognition, is as follows:		
Services transferred over time:		
Restricted donations	197 352 375	79 686 064
Management fees	33 669 561	58 926 181
Total revenue from services transferred over time	<b>231 021 936</b>	<b>138 612 245</b>
<b>5. Operating surplus for the year</b>		
The surplus for the year is stated after taking into account the following:		
Depreciation	542 438	619 645
Amortisation	316 651	149 900
Impairment of property**	4 766 863	-
Employee benefits:		
• Key management remuneration	6 032 699	6 687 410
• Staff costs	16 396 525	16 330 677
External audit fees	478 938	474 422

\*\* The land and buildings have been impaired by R4 766 863, as the carrying amount, as at year end, was higher than the residual value based on the latest valuation report. The main reasons for the decrease in property value are:

- Increase in total area occupied by JET Education Services as a result of various economic factors, including termination of leases by some tenants.
- Vacancy factor applied at 10% vs 5% in 2020 (pre-COVID). There is an oversupply of A and B Grade offices in Parktown.

# JET staff

## Celebrating Nick Taylor

By Milisa Janda,  
JET M&E Coordinator

Dr Nick Taylor served as the Chief Executive Officer of JET for 16 years. He stepped down in 2009 but stayed on at JET as a research fellow and has now been a JETsetter for 30 years. Nick describes the transition from senior leadership to research as 'liberating', as in those first few weeks he was able to sit in coffee shops and read.

Nick grew up in Queenstown in the Eastern Cape and attended Queens College, an all-boys school that provided him with a very good academic education and had a rich history and culture with traditions that are ongoing to this day.

Nick's journey to education was not a straightforward one. As a high school student, he was interested in the origins of the earth and the history of life on earth. As a result, he studied geology and chemistry at university, eventually obtaining a Master's degree in Geology. After university, he worked for a mining company but found this quite boring, and so, when a year after he joined the company, he saw an advertisement in a newspaper for a mathematics teacher, he decided to go for it. And he has been in education ever since.

Nick taught mathematics and science in Johannesburg high schools for ten years and for him, the reward of teaching was

what students learned. He believes you must be interested in your subject and know your subject well in order to impart the knowledge to learners. After ten years of teaching, he wanted to contribute more and, as a result, became involved in Saturday classes for learners in the townships as well as running in-service training courses together with teachers from the townships. Nick then accepted a job as a subject advisor working in schools in Soweto in the 1980s. He took on this role because he wanted to understand what was happening in those schools.

After four years, Nick moved into policy research when he joined the Education Policy Unit at the University of the Witwatersrand. One of the main projects he worked on there was a research project called the National Education Policy Investigation. This research, conducted in the early 1990s, entailed investigating policy options for a democratic South Africa, and 12 reports were released on this work.

In 1993, Nick was appointed Deputy Director of the newly established Joint Education Trust and became Executive Director in 1994 when then CEO Prof Chabani Manganyi received a personal call from Nelson Mandela, who wanted him to be the first Director-General of the new Department of Education. One of the key things Nick has learnt through his time at JET is that you should never act without knowledge. Nick states that 'if you want to do interventions, you better know what you are trying to do, what the conditions are, and what is needed'. He believes research has always been key to JET's functioning and his biggest interest personally is, unsurprisingly, research. He believes that he has lasted this long at JET because it is an organisation that fits his interests.

Nick is a strong advocate of initial teacher education (ITE). He became interested in ITE in 2010 and has been pushing it ever since. Institutions that provide training for new teachers have four years with young people who are at the best age for learning: they are motivated, have a great deal of energy and nothing else to do but study full-time. Nick emphasises that this is the time that should be used to really train teachers properly. He believes that ITE has to be the primary point of leverage. With this in mind, Nick led the Initial Teacher Education Research Project (ITERP) to investigate the quality of pre-service teacher education. The findings led the Department of Higher Education and Training to initiate the Primary Teacher Education (PrimTEd) project that focuses on improving ITE practices at universities in order to better prepare student teachers to teach in South African schools.

Over the years, Nick has contributed much to the education knowledge base: he has written journal articles, co-authored and co-edited books, and produced commissioned reports. He also served as Head of the National Education Evaluation and Development Unit (NEEDU) from 2012 to 2015. At JET, he has mentored many young researchers.

Nick is not leaving JET anytime soon but a key message he would like to leave the organisation and its people is 'keep going guys, this is brilliant, you know, you're on the right track'.



***‘Keep going guys,  
this is brilliant, you  
know, you’re on the  
right track’***

## Recognition for JETSetters



Sunet Anderson, Project Coordinator for the Jala Peo Food Garden Programme managed by JET, received the South African Council for Businesswomen's National Community Warrior Woman Award. Sunet worked in the Matzikama region of the West Coast, notable for its harsh climate. The project ran in 25 schools in the area with the aim of helping schools establish a sustainable food programme and teaching the children and the communities about nutrition, food preparation and growing their own food.



In 2022, Lesedi Senamele Matlala, a JET M&E Officer was named one of the Mail & Guardian's 200 Young South Africans to watch. As a JET researcher, Lesedi authored and contributed to several publications and presented at various conferences and seminars on education and M&E. He has been an important contributor to staff development at JET, being the coordinator of JET's Learning Academy for staff. Lesedi's ambition is to use his M&E work and research to change South Africa's education system.



Eleanor Hazell, Executive Manager of JET's M&E Division, was awarded an International Programme for Development Evaluation Training (IPDET) Scholarship to attend the IPDET training course for professionals who commission, manage, practice or use evaluations in Bern from 11–22 July 2022.

## Celebrating 30 Years

### Perspective of a JET staff member

JET was privileged to celebrate its 30th anniversary in 2022. Back in 1992, when the Joint Education Trust was set up by leaders from South Africa's corporate world, major political parties, the trade unions and representative organisations of black business as a grant-making organisation, there was no expectation that 30 years later, JET would have evolved, stayed agile and remained abreast of research and trends in education, both locally and abroad. But this we have done.

No organisation can survive without its most valuable asset, its people, and it is the firm belief of many organisational experts that staff should be celebrated. In April 2022, a 30th anniversary celebration was held to do just this and thank staff for all the hard work of the past 30 years. While not all staff members could attend, those that did celebrated on everybody's behalf, dancing well past closing time in the true JET spirit.

Another highlight in 2022 was the CEO video that was shot at Constitution Hill. This was a historic moment, with two of JET's former CEOs and the current CEO coming together in a panel discussion chaired by Prof Peliwe Lolwana to reflect on JET's 30 years in the context of the current education landscape. Credit goes to the JET team who volunteered to work on this production. From the conceptualisation phase up until the final product, JETSetters came through in their might, and we are proud of the end product, which can be viewed on our [YouTube channel](#).

The last big event for the year was the [Annual Meeting](#) that took place at the Sci-Bono Discovery Centre. Besides highlighting JET's hard work and achievements over the past 30 years, it was again a chance to celebrate and also to look to the future: to continue our efforts to improve the education system for all learners in South Africa and further afield, to be operationally sound and to reinforce our position as Africa's leading education think-do tank for the next 30 years. One of the ways we will achieve this is to acknowledge that it took teamwork to get to where we are today.

In fact, during the planning of the events for 2022, the slogan was birthed – 'JET work is teamwork'. Let this be known now, till infinity and beyond!



**Ashley Manuels, JET Research Project Coordinator, a JETSetter since 2015**

***'JET work is teamwork.  
Let this be known now, till  
infinity and beyond!'***



## Cheryl Carolus keynote address – 'JET 30 years on: A story of vision, courage and partnership'

The story of JET is a wonderful story of leaders from across society who dared to dream of a country where we could have very different educational outcomes.

It has been amazing how JET constantly renewed itself to play the best possible role in an evolving democracy, as our country and the various government and non-governmental/civil society organisations evolved, and as new civil society players evolved in keeping with the new situation (for example, JET was a driving force in the establishment of the NECT).

JET remained nimble-footed and adapted through these phases.

So, for all of us gathered here in celebration of JET, it was necessary to reflect on that distinguished past and to take courage from that and to learn from that so that we can all support JET in its constant reinvention and realignment that is necessary for the next 30 years.

There is work to be done. Our country is again dangerously perched on a precipice of further division and increasing poverty. We once again need vision, courage and partnership. We can do it! I leave JET with that challenge.



# JET Board of Directors



Zonia Adams



Antony Hlungwane



Adrienne Egbers



Nathan Johnstone



Lerato Nage



Maud Motanyane



Angie Phaliso



Bongani Phakathi



Chicka Sehoole\*

***‘Today, JET is a mature organisation, confident in its ability to contribute meaningfully to education and training in South Africa and Africa.’***





# Staff list

## JET Head Office Senior Management Team



James Keevy *Chief Executive Officer*



Nathalie Vereen *Chief Operating Officer*



Mororiseng Maapola *Chief Financial Officer*

### JET Head Office Research and Data Ecosystems Team

Kelly Shiohira *Executive Manager*  
 Roelien Herholdt *Assessment Unit Manager*  
 Jennifer Shindler *Data Unit Manager*  
 Avrille Fonseca *Researcher Project Coordinator*  
 Zahraa McDonald *Researcher*  
 Christopher Manyamba<sup>1</sup> *Senior Statistician*  
 Daniel Mashilo *Senior Statistician*  
 Lethabo Moremi *Data Analyst Intern*  
 Lungelo Mthembu-Salter *Research Intern*  
 Rachel Neville *Research Officer – Early Childhood Development*  
 Nkhensani Baloyi *Researcher – Early Childhood Development*  
 Andrew Paterson *Senior Researcher – Associate*  
 Morris Phundulu *Data Analyst*  
 Nick Taylor *Senior Research Fellow – Associate*  
 Zaahedah Vally *Research Officer*

### JET Head Office Implementation and Innovation Team

Craig Gibbs *Specialist Manager*  
 Dina Mashamaite *Specialist Manager*  
 Pinky Magau *Senior Programme Coordinator*  
 Ashley Manuels *Research Project Coordinator*  
 Patrick Molokwane *Technology Research Officer*  
 Harold Strauss<sup>1</sup> *Programme Coordinator*

### Implementation and Innovation Project Teams

#### Anglo American South Africa Education Programme

Nicolene Baffets *Provincial Coordinator*  
 Lerato Baloyi<sup>1</sup> *Data Monitor*  
 Tapiwa Chekure<sup>1</sup> *Programme Manager*  
 John Dolamo *Parent and Community Involvement, Learner Leadership (PCILL) – School Food Gardens Facilitator*  
 Kasonde Khawula *Finance Clerk*  
 Nelly Komape *Provincial Coordinator*

Teboho Lekwene *Data Monitor*  
 Ntebogeleng Manake *PCILL – School Food Gardens Facilitator*  
 Azwindini Masia *Provincial Coordinator*  
 Jack Melesi *PCILL – School Food Gardens Provincial Coordinator*  
 Peter Meyer *PCILL – School Food Gardens Facilitator*  
 Siphosethu Mkhathswa *PCILL – School Food Gardens Facilitator*  
 Phineas Mobayi *Provincial Coordinator*  
 Mamokete Modige *PCILL – School Food Gardens Facilitator*  
 Matsobane Mojela *Data Monitor*  
 Thembi Motanyane *Project Administrator*  
 Ronald Mudimeli *PCILL – School Food Gardens Provincial Coordinator*  
 Tshifiwa Munyai *PCILL – School Food Gardens Facilitator*  
 Ntakadzeni Munzhedzi *Data Monitor*  
 June Nkosi *Provincial Coordinator*  
 Mpho Ramogale *Data Monitor*  
 Nqobile Lindo Sibeko *Data Monitor*



**Jala Peo Food Garden Programme**  
Sunet Anderson<sup>1</sup> *Project Coordinator*

**Mr Price Foundation School Improvement Programme**

Nathi Chonco *Consultant*  
Lekhoee Letsie *Consultant*  
Admire Maketero *Consultant*  
Reginald Mchunu *Consultant*  
Perumal Naicker *Consultant*  
Lunga Sibande *Consultant*  
Jean Slingers *Consultant*  
Vuyane Tshabane *Consultant*  
Winston Maloi *Consultant*

**Mindspark**

Joshua Manasse *Technical Administrator*  
Ivor Nober *Field Manager*

**National Education Collaboration Trust Monitoring and Quality Assurance**

Asiya Hendricks<sup>1</sup> *Coordinator*  
Deizdaria Magwiro *Coordinator*  
Nokuthabo Miya<sup>1</sup> *Data Analyst*  
Kurahla Nkwini *Data Analyst*  
Luisa Roscani *Senior Coordinator*  
Zinhle Thokwane *Data Analyst Researcher*

**PSET CLOUD merSETA team**

Charlotte Kotane *Change Management Expert*  
Lebohang Makgalaganyane *Senior Project Coordinator*  
Madimetja Mokgawa *Management Information System (MIS) Junior Developer*  
Tsietsi Mokolokoto *MIS Junior Developer*  
Khutso Moledi *Programme Management Expert*  
Patrick Monamo<sup>1</sup> *MIS Junior Developer*

Tumelo Moshe *MIS Junior Developer*  
Linda Nomkala<sup>1</sup> *Project Administrator*  
Simphiwe Ntuli *Technical Research Officer*  
Phumelele Nyoni *Junior Data Management Support*  
Pitso Tladi<sup>1</sup> *Business Process Analyst*

**PSET CLOUD JET team**

Boitumelo Mancu *Administrative Assistant Support*  
Thabo Sethato *Advocacy and Communications Officer*

**Teacher Internship Collaboration South Africa (TICZA)**

Lauren Tracey-Temba *Consultant*  
**JET Head Office Monitoring and Evaluation (M&E) Team**  
Eleanor Hazell *Executive Manager*  
Tshepo Baloyi<sup>1</sup> *M&E Officer*  
Milisa Janda *M&E Coordinator*  
Carmen Louw *M&E Specialist Manager*  
Tshegofatso Mashaphu *M&E Intern*  
Lesedi Matlala<sup>1</sup> *M&E Officer*  
Mathapelo Nhatchale *M&E Intern*  
Benita Reddi Williams *M&E Specialist Manager*

**JET Head Office Support Team**

Thelma Dibakwane *Office Manager*  
Sarah Maseko *Administrator*  
Zukiswa Mashigo *Communications Coordinator*  
Thato Meje *Human Resources Administrator*  
Cleopatra Morudu *Human Resources Officer*  
Maureen Mosselson *Knowledge Manager*  
Shatadi Moswane *Receptionist*  
Thabile Nxumalo *Administrator*

Kgomotso Senyolo *Gardener/Handyman*  
Kathy Tracey *Strategic Support Manager*  
Selaminah Tshirundu *Cleaner/Kitchen Assistant*

**JET Head Office Finance Team**

Mororiseng Maapola *Chief Financial Officer*  
Agness Munatsi<sup>1</sup> *Chief Financial Officer*  
Lindani Khanyile *Finance Clerk*  
Elizabeth Koaho<sup>1</sup> *Senior Finance Clerk*  
Phiroane Maganyela *Project Accountant*  
Tumi Seleke *Bookkeeper*  
Thamsanqa Zwane *Accounts Clerk*  
Clement Zwane *Finance Clerk*

**Interns at JET in 2022**

As has become customary, we hosted several international interns in 2022: Cody Kostakis and Wamweni Shamambo (University of Pennsylvania, USA) and Jenni Parantainen (University of Jyväskylä, Finland) worked with our Research and Data Ecosystems Team. South Africa-based Mathapelo Nhatchale, Tshegofatso Mashaphu and Lungelo Mthembu also joined us as interns and worked across JET's divisions.

As part of our contribution to building an inclusive labour force in South Africa, we provided financial assistance and work-based experience to Phetolo Mokonyane, Tebogo Mmako, Botshelo Kgaje, Omphile Mangwani and Lizzy Ditswene, all Business Administration students at the Skills College in Pretoria North.

<sup>1</sup> Left during 2022



# Acknowledgements



**We acknowledge our  
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and partners for the year  
ended 31 December 2022.**

 <p><b>ACQF</b> African Continental Qualifications Framework</p>	 <p><b>AngloAmerican</b> Foundation Fund Trust</p>	<p><b>Anglo Corporate Services South Africa (Pty) Ltd</b></p>	 <p><b>Columba Leadership</b></p>	 <p>basic education Department: Basic Education REPUBLIC OF SOUTH AFRICA</p>
 <p>higher education &amp; training Department: Higher Education and Training REPUBLIC OF SOUTH AFRICA</p>	 <p><b>giz</b> Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH</p>	 <p><b>ETF</b> Working together Learning for life European Training Foundation</p>	 <p><b>FEM</b></p>	 <p><b>FIRSTRAND</b> FOUNDATION</p>
 <p><b>vyob</b> education for development</p>	 <p><b>Gauteng Education</b> Development Trust</p>	 <p><b>ILO</b> International Labour Organization</p>	 <p><b>IYF</b> International Youth Foundation</p>	 <p><b>JAKES GERWEL FELLOWSHIP</b></p>
 <p><b>THE JOBS FUND</b></p>	 <p>education Department: Education PROVINCE OF KWAZULU-NATAL</p>	<p>The LEGO Foundation</p>	 <p><b>merSETA</b> MANUFACTURING, ENGINEERING AND RELATED SERVICES SETA</p>	 <p><b>MindSpark</b></p>
 <p><b>mrp foundation</b></p>	 <p><b>NASCEE</b> National Association of Social Change Entities in Education</p>	 <p><b>NBI</b> National Business Initiative</p>	 <p><b>NATIONAL EDUCATION COLLABORATION TRUST</b></p>	 <p><b>Sanlam</b></p>
 <p><b>Save the Children</b></p>	 <p><b>TEC</b> TERTIARY EDUCATION COMMISSION</p>	 <p>Standard Bank <b>tutuwa</b> COMMUNITY FOUNDATION</p>	 <p><b>maitri trust</b></p>	 <p><b>NSF</b> National Skills Fund REPUBLIC OF SOUTH AFRICA</p>
 <p><b>unesco</b></p>	 <p><b>unicef</b></p>	 <p>University of Cape Town - University of the Western Cape</p>	 <p>UNIVERSITY OF THE WITWATERSRAND JOHANNESBURG</p>	 <p>UNIVERSITY of the WESTERN CAPE</p>
 <p><b>USAID</b> FROM THE AMERICAN PEOPLE</p>	 <p>Western Cape Government Agriculture</p>	 <p><b>Wordworks</b></p>		
 <p><b>WORLD BANK GROUP</b></p>	 <p><b>ZENEX</b> FOUNDATION Leading   Connecting   Learning</p>			

## JET EDUCATION SERVICES

Tel: +27 11 403 6401

info@jet.org.za

www.jet.org.za

 [www.facebook.com/JETEdServices](https://www.facebook.com/JETEdServices)

 @JETEdServices

Physical address:

The Education Hub

6 Blackwood Avenue

Parktown

Johannesburg 2193

Postal address:

PO Box 178

WITS, 2050

South Africa



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