



# JOINT EDUCATION TRUST



*Annual General Meeting 2000*



O/P  
JET

**JOINT EDUCATION TRUST  
ANNUAL REPORT BACK MEETING  
19 MAY 2000**

**P R O G R A M M E**

- 12h00** : Welcome: Mashwahle Diphofa, Deputy Director
- 12h10** : Report by Mike Rosholt, Chairman
- 12h20** : Report by Nick Taylor, Executive Director
- 12h30** : Guest Speaker:  
*Honourable Kader Asmal, Minister of Education*
- 12h55** : Questions
- 13h05** : Closing: Mashwahle Diphofa
- 13h10** : Lunch





## REPORT BY MIKE ROSHOLT CHAIRMAN

As the Joint Education Trust in its original form of a grant making institution is drawing to a close – the agreed date is the 31<sup>st</sup> December 2001 – it is opportune to remind ourselves of its origins and initial objectives when it was set up in 1992.

Business in South Africa had been active in socio economic development for many years. Primarily because it acknowledged its social responsibility to assist in providing better conditions and self-capacity for the disadvantaged. And secondly, in a purely self interested way, because it was very well aware that without significant and effective progress in the socio economic field there could never be either meaningful economic growth or the stable social and political conditions so essential for the success of its operations.



Up to 1976 this had taken place through individual company social investment programmes with education taking about 60%. The Soweto riots of that year brought home to business the fact that uncoordinated efforts were not sufficient and that collective efforts by business as a whole were essential if business' contribution was to be effective. And the first step in this process was the formation of the Urban Foundation in 1976; followed by the Consultative Business Movement in 1989; JET in 1992; The National Business Initiative in 1995; and the recently formed R1bn Business Trust in 1999.

In committing themselves to funding the Private Sector Initiative with R560m over 5 years which in turn funded JET with R500m - I would remind you, in 1992 rands – the 14 companies involved imposed two conditions. Firstly that JET and its principles were completely acceptable to government; and secondly that the board of trustees was made up of representatives of business and ten community based organizations – covering all political parties, trade unions, teacher unions, and business organizations. The contributors added a further request. That JET's efforts should in due course have a national impact.

Looking back we can, I believe, claim that JET has carried out the wishes of its contributors in making a significant contribution to the development of basic education in South Africa which has had national impact. It has also played a part, generally, in spanning the transition from apartheid to democracy and in bringing about the growing partnership between government and business.

In passing I might say that in my experience the role business has played in South Africa in contributing to development and to the growing partnership with government in that field, is unique.



In my many trips overseas to enlist funds for the work of various business funded organizations, I have often been greeted with remarks such as “But that’s not business’ role. Business has to produce profits and provide the taxes for government to carry out the projects”. But we in South Africa have learned that that is just not possible; that government cannot solve all our economic and socio economic problems on its own; that Public Private Sector partnerships are essential. That business cannot just provide money and stand aside. That it has to get involved in implementation.

The annual report deals fully with JET’s activities during 1999, but I should like to deal briefly with the more important of its activities during the past year.

The single most significant new development was the securing of two important five-year contracts from the recently launched major business initiative, the R1 billion Business Trust. The Quality Learning Project with a budget of R139 million over 5 years will work in 500 high schools spread across all nine provinces. In addition, JET has been sub-contracted to evaluate the impact and manage the finances of the NBI directed College Collaboration Fund aimed at the transformation of all the technical colleges in South Africa. Both projects are in close partnership with the national and provincial Departments of Education. The awarding of these contracts to JET signals a strong vote of confidence by both government and business in its expertise and credibility.

JET continues to work fruitfully in major projects with a number of local and international donors including the British Department for International Development, US AID, the Royal Dutch Embassy, DANIDA and the Ford and Kellogg Foundation.

I am pleased to be able to report that these activities have generated cost recoveries of no less than 74% of our expenses and that our revenue projections give every indication of our being able to achieve our goal of full financial sustainability by the end of 2001, when JET’s traditional role will have been completed and it adopts its new role in serving the educational needs of disadvantaged South Africans.

In closing, I must add that whatever successes we may have had over the years, are due to three factors. Firstly, the financial resources provided by our 14 contributors. Secondly, the support and advice of our board of trustees. And finally, the expertise and untiring efforts of our director, Nick Taylor, his management team and staff.

We in JET are very privileged and pleased today to have Minister Kader Asmal as the speaker at our 2000 annual general meeting not only because he is the Minister of Education, our field of endeavour, but also because he is such a strong supporter of public private partnership in general and of those in education, in particular. Mr. Minister we look forward to your address with great anticipation and would like to assure you that JET will always play its part to the limits of its ability in those partnerships.

**A.M. ROSHOLT**



## REPORT BY NICK TAYLOR EXECUTIVE DIRECTOR

The last six to eight years have been difficult ones for all institutions and individuals in South Africa. We all knew that transformation would not be easy, but I don't think anyone guessed quite how challenging it would turn out to be. For many non-government organisations who occupied anti-government positions before 1994 it has been particularly difficult. Many of us had assumed that a relatively peaceful transition to a democratic government would bring us to the promised land, where our former political commitments would guarantee us a place in the sun. However, this was not to be, and many NGOs are no longer with us.



There can be no self congratulations for those NGOs who have made it so far. It is becoming increasingly clear that transformation is not something finite that ends at a given point. Any organisation is only as good as its last project, and no matter how long its record of success may be, it can all be undone only too quickly. Under these circumstances, it is appropriate for all institutions to reflect constantly on what it is they are doing and where they're going. Under conditions of constant change the most difficult task is to distinguish between what needs to be changed and what should remain the same. I have decided to structure my brief remarks today under these two categories. These are certainly not prescriptions for all NGOs, but a reflection on the particular circumstances and experiences of the Joint Education Trust.

Two things have changed dramatically for JET since the inauguration of the first government representing all South Africans. The first of these could be called moving from entitlement to earning our keep. This development is shown clearly in the table below which tracks grants disbursed

### DISBURSEMENTS 1992-99 (Rands)

1992	1993	1994	1995	1996	1997	1998	1999	Total
6,157,307	39,360,516	73,706,714	98,997,585	79,134,598	60,442,299	34,930,055	6,278,902	399,007,976

annually by JET since its inception in 1992. These reached a peak of close to R100 million in 1995, and have tailed off significantly every year since then. Last year our grants totalled just over six and a quarter million rand. This change is largely a function of the fact that the R500 million of private sector money channelled to educational development through JET was always intended as a one-off investment in the country's future by South African business.





However, parallel to this fall-off in grants to NGOs has been an even more significant rise in total funds in which JET has a management role, generally in partnership with other non-profit organisations. The current situation in this regard is reflected in my table below, which shows that during 1999 over R375 million was involved in these programmes. This table clearly shows that JET's reputation for financial probity and accountable project management has made it a favourite port of call for many of the world's largest donors to educational development. It is important to note at this point that the residue of the funds contributed by JET's corporate partners are also increasingly being channelled into projects of this kind rather than being disbursed in the form of grants.

## **EXTERNAL PROJECTS AND FUNDS ADMINISTERED**

### **IMBEWU**

DFID ( Department For International Development).....	£7,5 million (R75.0 million)
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### **WORKERS HIGHER EDUCATION PROJECT(WHEP)**

Ford Foundation and Kellogg Foundation.....	\$ 1 6 million (R10.0 million)
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### **PRESIDENT'S EDUCATION INITIATIVE**

Danida (Danish International Development Agency).....	R13.6 million
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### **COMMUNITY HIGHER EDUCATION SERVICE PARTNERSHIP**

Ford Foundation.....	\$2.2 million (14.0 million)
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### **DISTRICT DEVELOPMENT SUPPORT PROGRAMME (formerly SABER)**

USAID (United States Agency for International Development).....	\$ 20 million (R130 million)
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### **EDUCATION QUALITY IMPROVEMENT PROJECT (EQUIP)**

Gauteng DoE and NBI .....	R 3.1 million
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### **LEARNING SUPPORT MATERIALS SUPPLY PROGRAMME**

Royal Netherlands Embassy.....	R 18 million
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### **COLLEGE COLLABORATION FUND**

Business Trust.....	R 120 million
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The second major change which JET has undergone since the advent of democracy in South Africa is inseparable from the shifts in our funding arrangements described above. This development can best be described as a move from undermining government to providing public sector support. The projects reflected in my second slide all involve government as a lead partner, at the national, provincial and local levels. We undertake a very diverse range of activities in support of government, falling into two broad categories: Lifelong Learning and School Development.

Projects in our Lifelong Learning Division include:

- Piloting new criteria for access to Higher Education, and in particular the assessment and accreditation of experiential learning.
- Developing policy and capacity for the assessment of experiential learning in Higher Education.
- Assisting adult workers to plan their career path development and to maximise learning opportunities.



- Piloting new curricula in Higher Education that are more responsive to the requirements of working adults.
- Piloting learnerships in Further Education, in the SMME and mining sectors.
- Exploring ways of making Higher Education more responsive to the needs of communities, through piloting community service programmes through 8 universities.

These projects are, variously, being undertaken in partnership with the Department of Education, the Department of Labour, the National Union of Metalworkers of SA, the Mineworkers Development Agency, the Micro Enterprise Alliance, and Higher Education institutions.

Projects in our School Development Division are all directed towards assisting the ten Departments of Education to improve the functionality, efficiency and effectiveness of schools. Our approach to school development is based on the following facts:

In at least half of our schools less than half of the time available for teaching and learning is spent in the classroom.

Of the time that is spent in the classroom less than 10% is devoted to reading and writing. As a result, by the beginning of the fourth grade, the majority of our children are almost totally illiterate.

Our school experience predicts that when the Department of Education publishes the results of its systemic assessment exercise to be undertaken at the end of the year, this nation will experience an educational crisis unprecedented in its history. The puny output of a system which consumes a quarter of the national budget must provoke the deepest soul searching. Of course, this is not the fault of the present government, but nevertheless it has the unenviable challenge of reversing hundreds of years of undevelopment. And it is clear that our present Minister is applying himself most energetically to this task.

The poor state of our schooling system dictates that school quality improvement requires work at three levels:

- Management systems and processes in the provincial departments and their district offices.
- The management and governance of schools.
- The knowledge and practices of teachers.

These imperatives are now clear to donors and NGOs and at present there are literally dozens of school development programmes underway, operating at one or more of these three levels, invariably in concert with national or provincial government, or both. It is fair to say that JET is the leading agency in this work, having a direct management role in 4 of the 6 largest school improvement programmes, and playing an indirect role in many others.

I have spoken so far about the two most significant changes that JET has undergone during its relatively short life. Let me turn now to the two features that have remained the same over this



period. First, in terms of a guiding light, our Mission has remained constant since its formulation in 1992. This is captured below.

## MISSION AND STRATEGY

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

The second feature of JET that remained the same over the last eight years is the composition of our Board of Trustee, not in terms of individual membership, but in the social sectors it represents. As the list below shows, this reflects strong participation from the largest private sector companies in the country, and from the most influential civil society organisations representing the perspectives of the poor.

## JET PARTNERS

- |  |  |  |
|--|--|--|
| ■ AECI Limited   | ■ Reunert Limited                            | Business and Consumer Services                       |
| ■ Amplats Limited                                      | ■ Sanlam                                     |  |
| ■ Anglo American Corporation Limited                   | ■ Sasol Limited                              | ■ The Inkatha Freedom Party                          |
| ■ AngloGold Limited                                    | ■ Southern Life Association Limited          | ■ The National African Federated Chamber of Commerce |
| ■ Barlow Limited                                       | ■ Standard Bank Investment Corporation       | ■ The National Council of Trade Unions               |
| ■ Billiton SA Limited                                  | ■ The South African Breweries Limited        | ■ The Pan African Congress                           |
| ■ C.G. Smith Limited                                   | ■ The African National Congress              | ■ The South African Democratic Teachers Union        |
| ■ De Beers Consolidated Mines Limited                  | ■ The Azanian Peoples Organisation           |  |
| ■ First National Bank of SA Limited                    | ■ The Congress of South African Trade Unions |  |
| ■ Johannesburg Consolidated Investment Company Limited | ■ The Foundation for African                 |  |
| ■ Johnnic Limited                                      |  |  |

Despite initial apprehension on the part of most of the parties, over the years this mix has provided a most constructive forum and wise counsel in devising strategies and programmes that meet the needs of South Africa's most disadvantaged communities. This is based on the assumption that as a nation we can only be as successful as our poorest member.

In conclusion, as we continue to adapt our way through an increasingly uncertain future, knowing what to change and what to keep constant is critical to the survival of the Joint Education Trust. Certainly two elements that we will not want to change are our Mission - the compass that provides direction to our work – and our rudder, the Board that has steered us so well through the difficult waters of the last eight years.

NICK TAYLOR



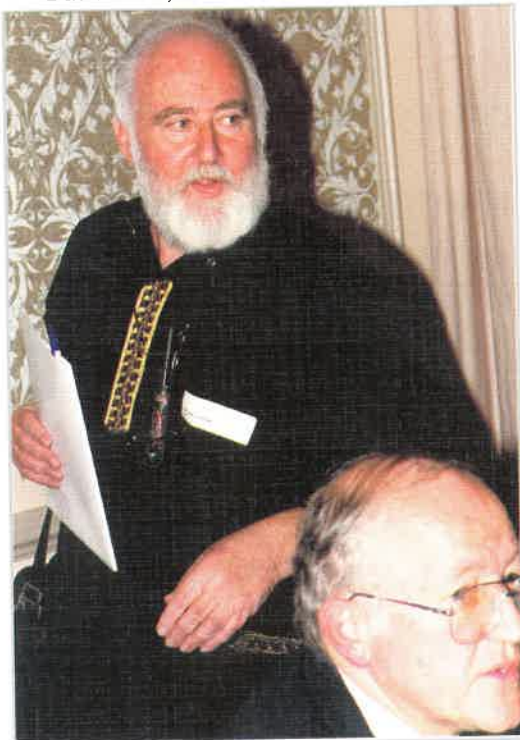


*Minister Kader Asmal with Mr Naele Axelson, JET Board member*



*Jennifer Bisgard, Khulisa and Gerry Nichol, ITEC*

*David Adler, IEB and Graham Hall, JCE*



*Mr Jeremy Ractliffe, JET Board member*







*Mr Malele Petje Superintendent-General, Gauteng Department of Education and Aziz Jardine, Sameke Management Consultants*

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*Minister Kader Asmal, Sr St. John of the Sisters of Mercy and Sr J. Green*







*Dr Ihron Rensburg, Department of Education (facing the camera)*

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*Mr Brian Chinsammy, RTI and Hemant Waghmarae, JET*





*JET staff, from left to right: Thelma Dibakwane, Elizabeth Koaho, Thobile Ngubo and Gloria Mkhize*

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*Mr Leepile Taunyane, JET Board member and Sister Magdalene Green of the Sisters of Mercy*







*Ms Margie Keeton, JET Board member and Ms Penny Vinjevold, JET Consultant*

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*Ms Zanele Twala, Junior Achievement and Kholofelo Sedibe, JET*

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*Mr Patrick van Rensburg, Bertrams Brigade*



*Father Stan Brennan and Mr Alan Kitchenbrand of St Anthony's Adult Education Centre*



*Jim Wotherspoon, JET and Richard Cartier, RTI*

*Jo Lazarus, JET-CHESP and Helene Perold, of Helene Perold & Associates*







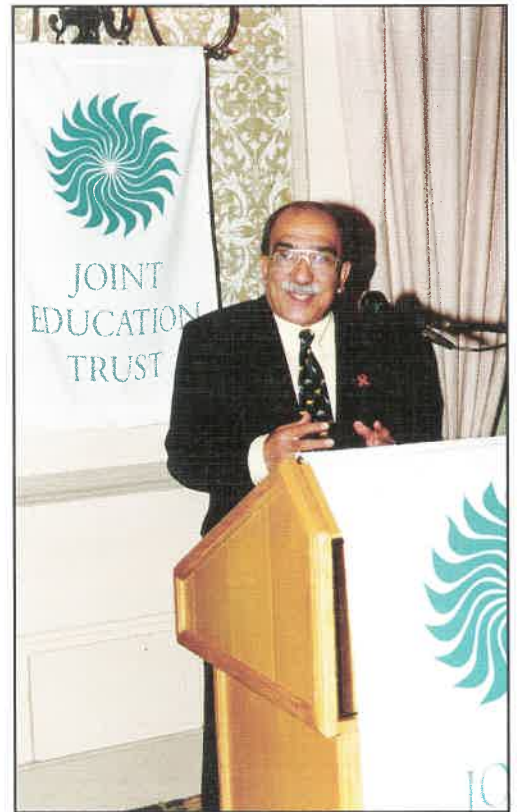
## **GUEST SPEAKER**

### **HONOURABLE KADER ASMAL**

### **MINISTER OF EDUCATION**

Soon after being appointed to my present post, I met with our High Commissioner in London, Cheryl Carolus. One of the things she told me was that I must speak to the people at the Joint Education Trust. So when I commenced my listening campaign last year JET was one of the first organisations I spoke to. Further, I was very pleased to receive your invitation to today's meeting and of course had no hesitation in accepting it. And if it had not been for the advice of the High Commissioner, I might have thought that JET was a character in a radio serial and that he was supported by his cousin CHET. In the past year I have had to learn a whole new dictionary of acronyms, JET was one of them. And still I come across new ones!

I am pleased to be at this Joint Education Trust meeting today particularly because the work being done by JET is a good example of partnership. The three main sectors involved include the government, the private sector and the non-governmental organisations sector. For some time now it has been the government's view that such partnerships are essential for the development of our country.



I am sure that everyone here can remember when the public provision of education for the majority of our citizens was bitterly contested. "We shall open the doors of learning to all" was one of the most heartfelt pledges of the Freedom Charter. Our democratically chosen government cannot be exonerated from the burden of making good on that promise.

We know only too well about the havoc that apartheid unleashed on the education system and everyone in it, and the destructive effect of much of the active and passive resistance to apartheid authority in education. I want to draw attention to the fact that, before 1994, the fundamental aims of public education in South Africa had never been formulated with the welfare of all South Africans in mind. Such aims can only emanate from a government that enjoys the consent of all the people of South Africa. Out of a racially fragmented society, we have had to create a non-racial and democratic system. So the challenge is to build a system for a democratic society and one which will equip us to meet the challenges of the 21<sup>st</sup> Century.

Learning must lead to employment if we are to achieve a better life for all. The economic future of our country relies on the steps we now take to make our education and training system fit for the



21<sup>st</sup> Century. Of course preparing our people for employment is simply not enough. As a Government we need to work in close cooperation with all levels of government, the private sector and civil society to ensure that jobs become available and that employment levels increase. I sympathise with the objectives of COSATU who have raised to new heights their concerns about the lack of employment creation. But our views about the implication of this aim may diverge.

Despite large-scale *job-eliminating* initiatives made possible by technological and information related developments I do not believe that we are reaching a stage of the “End of Work”. Nevertheless jobs are increasingly under threat and we have to examine all avenues open to us, as well as the way in which we organise work and prepare people for work, to ensure that job creation will be a reality rather than a dream.

Schools form the backbone of the education system, and the poor performance of a very large proportion of institutions comprising the schooling sector – provincial offices, districts and schools – ensures that many South Africans have little hope of bettering their lives. Many leave school barely literate and therefore unable to undertake anything but the most menial work. The ineffectiveness and inefficiency of the sector, which consumes by far the largest share of the total annual education budget, is an ongoing national concern.

Our education system needs to provide the range of skills needed for building South Africa’s economy and for the reconstruction of our country so that we can compete globally and provide for the enormous development needs of our society. The globalisation of our world is not something we can simply wish away.

Schools are the primary public institutions for developing a sense of values in young citizens, including social awareness, good work habits, and the understanding and tolerance of cultural diversity, and group, gender and individual rights. For this reason I asked Professor Wilmot James to convene a team to make recommendations about values, education and democracy. I am sure that you have seen some of the media reports on the Report itself. Unfortunately much of the coverage centered only around the suggestion of a pledge to be recited by pupils and the learning of a third language. I would recommend that you read the report, it is available on our website, as I am sure it will be useful in influencing much of the work you do.

Getting schools to the point where they succeed in achieving these goals is the only long-term solution to eradicating racism, ignorance and poverty in South Africa, which in turn are at the root of the many problems we face in the aftermath of apartheid: huge inequities in wealth distribution, skills shortages in every area of the economy, poor growth rates, disease, illiteracy, intolerance and crime.

Yet our schooling sector is a long way from delivering on this mandate. Although we have one of the highest rates of expenditure on education in the world, the performance of a large number of our schools leaves much to be desired.



As a result this government has prioritised improving the effectiveness of schooling. In January I launched our five-year implementation plan under the banner of *Tirisano* – ‘working together’. The five programmes deal with HIV/AIDS, School Effectiveness and Educator Professionalism, Literacy, Further and Higher Education, and Organisational Effectiveness of the National and Provincial Departments.

I personally monitor progress with the implementation of the plan and I am pleased that it is proceeding relatively smoothly. We have had a number of focus sessions on critical areas in education such as religion in schools, an assessment of our experience with farm schools, and a workshop on school governing bodies. Tonight I will be participating in a conference on music in education. We will extend our focus to other areas as well, such as the teaching of history and the usefulness of sport in schools. We are committed to looking at schools as a whole including the role to be played by the community and the private sector.

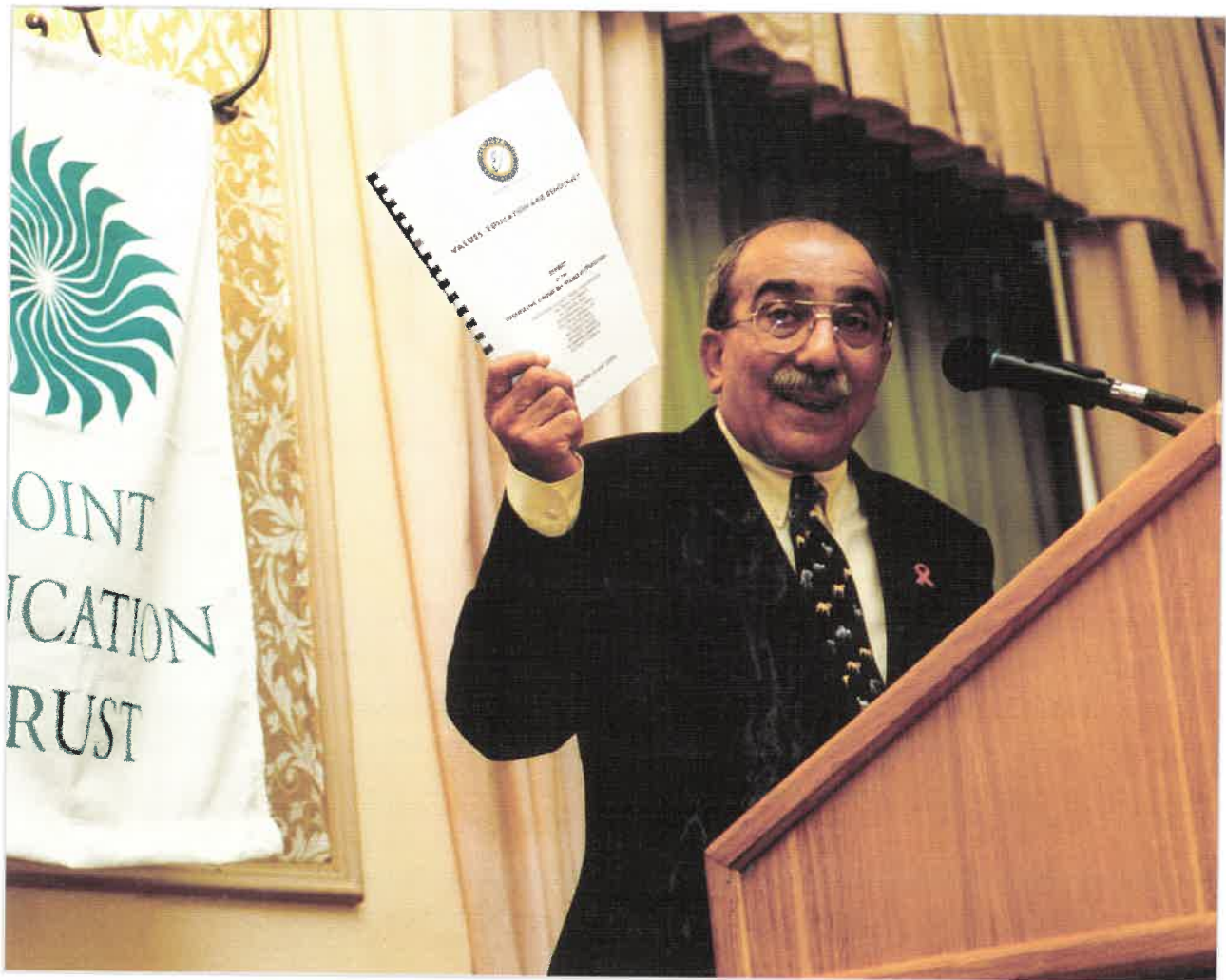
You will also have read that there has been increased focus on teacher discipline and professionalism, some of this is contained in existing and new rules and regulations, and some in legislation currently before parliament.

Shortly I will receive an important report from a task team which will make recommendations with respect to our interpretation and implementation of outcomes-based education in South Africa, particularly Curriculum 2005. I hasten to add that as government we remain committed to the principles of outcomes-based education but a review was necessary to deal with some of the difficulties that have been experienced so far. Some of the impetus for the review arose from the your research project which resulted in the report ‘Getting Learning Right’. I am grateful to one of your staffers and an author of the report, Penny Vinjevold, who is playing an important role as a member of the team in the review process currently taking place.

Next month the Council on Higher Education will provide me with a report and recommendations on the size and shape of the higher education sector. This has also generated considerable press coverage and already all sorts of deductions have been made. This study has been necessitated by the changing needs of the sector and particularly by the severely skewed structure we inherited in 1994. There is one aspect that has caused more concern than any other. This is the misinformed notion that I intend to close historically disadvantaged institutions. I have no intention of doing so. In fact we have continued to support all institutions, especially the weakest, to assist them in continuing with their operations.

Public/private partnerships, as I have already mentioned constitute an important element of government strategy in improving the quality of our education system. It is estimated that at present no fewer than 10% of the poorest performing schools in the country benefit from development programmes run as partnerships between South African business, offshore donors and local NGOs.

I know that JET is a leading South African agency in this field, having a direct role in the management of programmes reaching over 1600 under-performing schools. Your involvement in



four of the largest school development programmes operating at present is both significant and much appreciated. The most recent of projects that you are involved in is the Quality Learning Project, a collaboration between the Department of Education and the Business Trust, and managed by JET which was agreed to last year.

I am pleased to be involved in the project which is designed to work with 500 secondary schools selected from 18 Districts across the country and will be implemented over the next five years. I must confess that every time I see the total budget I again count the zeros. A total budget of R139 million is a lot of money to spend. Hopefully it will be wisely spent on the stated objectives of firstly improving the educational performance of learners in mathematics and reading skills, and secondly, of enhancing the capacity of the education system to sustain learner performance.

I certainly look forward to seeing the progress you make in this respect particularly how you intend to achieve the objectives set out for you. As an NGO you are no doubt aware that you are under constant scrutiny from all sides – it comes with the territory!

The work being done, particularly in our schools and colleges, with the assistance of the Business Trust would not be possible without the millions of Rand being made available by the private business sector as well as their expertise and experience. Many business organisations are also contributing to specific projects around the country, some of them inspired by the urgings of our



former President, Mr Nelson Mandela, who continues to support the development of educational opportunities in our country.

I have recently reminded my department that I am committed to calling an *Education Parliament* towards the end of the year in which I want to involve as many role players as possible. It will provide us with an important opportunity for stocktaking and valuable insight into the success of our implementation plan. I hope that you will agree to being part of it. Maybe you might also play a role in assisting to organise it?


In closing I want to reflect on our mutual relationship. JET was born out of the democratic movement's desire to bring business, the progressive political movement and the education sector closer together to find solutions to the problems that, 10 years ago, we knew we would encounter when we finally took over the reins of power.

Since we entered government 6 years ago our political movement has tended to move more towards state building and the development of policy and away from a project-driven approach. As a result our relationship in recent years has not been as close as it might have been. In the months ahead I think we need to rectify this so that as the main political partner we can again contribute in a more meaningful manner to the work of the Trust.

Therefore I urge you to build a closer relationship with the Department of Education as well as that you continue to give us your full support and assistance with the implementation of our *Tirisano* Plan.

I thank you for this opportunity to talk to you today.

***MINISTER KADER ASMAL***



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