



JOINT EDUCATION TRUST

Annual Review 1994

FOUNDING ORGANISATIONS

- ◆ AECI Limited
- ◆ Anglo American Corporation
(together with De Beers Consolidated
Mines and E. Oppenheimer & Son)
- ◆ Barlow Rand Limited
- ◆ Caltex Oil (SA) Limited
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- ◆ The Azanian Peoples Organisation
- ◆ The Congress of South African Trade
Unions
- ◆ The Foundation for African Business
and Consumer Services
- ◆ The Inkatha Freedom Party
- ◆ The National African Federated
Chamber of Commerce
- ◆ The National Council of Trade
Unions
- ◆ The National Education Co-
ordinating Committee
- ◆ The Pan African Congress
- ◆ The South African Democratic
Teachers Union



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SECRETARIAT

Professor Chabani Manganyi
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Dr Nick Taylor
(Deputy Director - January to June
Acting Director - July to December)
Joel Dikgole
(Finance & Admin Director - January to
March)
Jacques du Preez
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December)
Matseliso Chaka
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(Filing Clerk)

A PARTNERSHIP THAT WORKS

JET is a partnership which represents not only the principal stakeholders with an interest in education, but also the majority of South Africans.

The Board of Trustees is composed of an equal number of donor and community-based representatives.

The Trust has demonstrated that consensus can be achieved across many different interests.

As such, JET is a forerunner of the kind of co-operation now being sought in the new South Africa.

AN HOLISTIC APPROACH

The variety of perspectives and interests which the partners bring to the project ensures that JET adopts an holistic approach to the problems of education and training.

Essentially, this consists of finding a balance between three sometimes conflicting goals:

- ◆ The re-distribution of resources and opportunity
- ◆ The development of a high growth economy

- ◆ Building democracy

This framework has been accepted by both the new Ministry of Education and by the RDP Ministry as the basis for human resource development within the RDP.

THE MISSION OF JET

- ◆ To serve the development of the most disadvantaged groups in South African society.
- ◆ 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 to the education and training system.
- ◆ To show measurable results within five years.



CHAIRMAN'S STATEMENT

The JET partnership

The excellent working relationship between the different components of the Trust established over the first two years of operation was further strengthened during 1994. All funding decisions continue to be made on strict educational criteria, and full consensus continues to be the order of the day.

Board of Trustees

In January Mike Maxwell of Caltex Oil was replaced by Mike Rademeyer, and Russell Chambers of Barlow Ltd by Andre Lamprecht. Brian Phillips of Gencor was replaced by Kobus Visagie in February. In March Nick Segal was replaced as the JCI representative by Caroline Tindall. In June Humphrey Khosa of Shell replaced Terry McCulloch.

Secretariat

1994 was a year of consolidation for the Secretariat. Systems and policies developed during 1993 were refined. The efficiency of the team is underlined by the fact that administration costs constituted only 3,4% of total expenditure.

The loss of two senior staff members to senior management positions in the private and public sectors attests to the

expertise and professionalism of the Secretariat. At the end of March Mr Joel Dikole, Financial Director, resigned to take up a post in the private sector. Mr Jacques du Preez was appointed Financial Manager with effect from 1 April. At the end of June Professor Chabani Manganyi left to take up the position of Director General in the Department of Education. Dr Nick Taylor was appointed Acting Director with effect from 1 July.

Requests for funding

During the year under consideration the Secretariat responded to 686 new requests for funding, of which 285 were submitted for consideration to the Board. The remainder were declined on the grounds that they fell outside the priority foci of the Trust. New agreements were concluded with 116 projects. In addition, 98 existing grants were renewed and one declined. The cumulative total of Trust grantees stood at 279 at the end of 1994, of which 268 are still current.

Commitments and disbursements

JET will continue to undertake new commitments for the next 12-18 months, when it is estimated that the R500 million pledged by the funding partners will have been committed.

It is further estimated that the R500 million will have been disbursed by the end of 1998 or beginning of 1999. These projections are based on the current rate of disbursements and the fact that all grantees are supported for three years, provided they fulfill all grant conditions.

The future of JET

The Trust Deed commits the JET partners to meeting as close to the end of the third year of operation as is practicable in order to consider the future of the project beyond the disbursement of the R500 million. This process will commence early in 1995.



STRATEGIES

In order to achieve its mission the Trust has adopted four strategies:

1. A focus on quality assurance

The sectors of education and training in which JET operates are characterised by an absence of quality assurance mechanisms and a high degree of fragmentation. All JET grants are linked to clearly defined performance criteria directed towards ensuring that:

- ◆ services are actually **delivered**
- ◆ the knowledge and skills imparted are **relevant** to both individual and national needs
- ◆ programmes meet certain **standards of excellence**
- ◆ qualifications have **currency** in both the workplace and the education and training system
- ◆ projects are **cost effective**

2. Empowering marginalised communities

Services are poorly provided in the farms and villages of South Africa's rural areas and in the squatter communities mushrooming around our cities. One of the priorities of the Trust is to encourage the initiation and expansion of community-based programmes in these areas.

3. Piloting new models

Much of the country's education and training system is archaic and unsuited to meeting the challenges of the competitive world economy, particularly in fields such as maths, science, technology and vocational education. In addition, the changing nature of work necessitates a move away from an exclusive focus on training for formal employment towards equipping people to create their own work opportunities. A prominent focus of the Trust is to support innovative solutions to these problems.

4. Partnerships with government

The White Paper issued by the Ministry of Education acknowledges that, due to budgetary constraints, certain education and training sectors will need to rely heavily for the delivery of services on partnership arrangements between government, the private sector, NGOs, development agencies and other stakeholders. These sectors include all those prioritised by JET:

- ◆ Early childhood development
- ◆ Teacher development
- ◆ Vocational and further education
- ◆ Adult basic education and training
- ◆ Youth development

While the practical implications of government policy in this regard are not yet clear, JET has begun working with government at both national and provincial levels. Joint projects include:

- ◆ Collaboration with the Division of Teacher Education in the National Ministry on formulating a framework for teacher qualifications.
- ◆ Assisting the MEC in the Northern Cape to set up a provincial system of adult basic education and training.
- ◆ Cooperation with the Gauteng Ministry on a school rehabilitation programme, through the secondment of a member of the JET staff to the office of the MEC.



ACHIEVEMENTS



1. Training early childhood development teachers

During 1994 JET disbursed R10,4 million in this sector, bringing total grants to R16,3 million. Projected commitments now stand at R43 million. It is estimated that this contribution represents approximately 50% of all funding for teacher training in early childhood development.

The 52 training programmes currently supported by the Trust reach some 6 000 early childhood workers annually.

With a view to assuring the quality of this work all JET grantees are required to seek accreditation for their programmes from the SA Congress for Early Childhood Development. The Congress accreditation process also receives substantial JET support, and an evaluation is currently underway directed towards streamlining the system.



SMALL BEGINNINGS runs a network of early childhood training and resource centres in the rural and periurban areas of the North West and Northern and Eastern Transvaal Provinces. A head office in Pretoria provides support to Training Centres in Ermelo, Nelspruit, Tzaneen and Shoshanguve. The Centres are run by locally elected Management Committees, and they in turn run a total of 6 rural satellite offices.

Training consists of formal courses in childcare, preschool teaching, and organisational development and management. Small Beginnings courses are currently being accredited by the Congress. On-site support to trainees is offered by field officers on a monthly basis. Toys, books and other equipment are loaned or sold to participating creches and preschools. A total of 3 140 teachers from 305 institutions were reached directly in 1994.



2. Teacher development and support

Total projected commitments to 72 grantees now stand at R96 million. Disbursals of R20,6 million in 1994 raised the total amount spent in this sector to R37,3 million.

JET grantees are involved in the in-service training of teachers in more effective approaches to maths, science, English, career guidance and school management at primary and secondary school levels. At least 40 000 teachers benefit directly from this work.

In the maths-science-technology field alone JET contributes 28% of the estimated R50 million spent annually on teacher development, affecting the work of some 12 000 to 15 000 teachers.

An important consideration in all JET support for teacher development is that programmes focus on the improvement of subject knowledge and classroom practice rather than the production of mere paper qualifications.



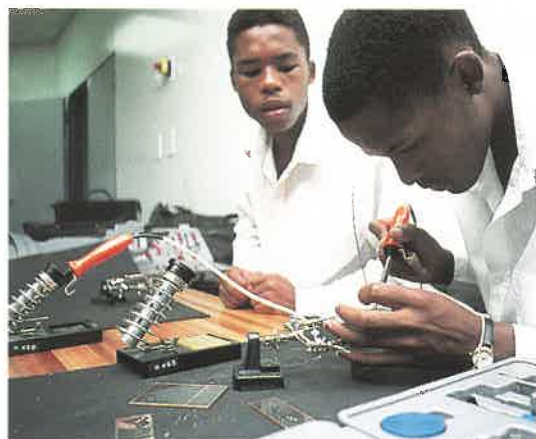
THE PRIMARY MATHS PROJECT is a collaboration between a number of previously independent NGOs operating in all nine provinces. A total of over 9 000 teachers and lecturers at teacher colleges are involved. The principal object is to move teachers away from rote methods towards an investigative approach to mathematics teaching and learning.

Leader teachers are first trained in the method. They then run workshops in their own and surrounding schools and teacher colleges. They also provide in-school support to participating

teachers. Principals and, where possible, school inspectors are involved.

Evaluation of the project is focusing on two aspects:

- ◆ A quantitative analysis of the mathematical achievements of the pupils of project teachers compared with the performance of non-project pupils. Results indicate that the project is having significant positive effects on pupils' learning.
- ◆ Mapping the numbers and location of schools, teachers and other personnel involved.



3. Vocational and further education

In 1994 R7,4 million was granted to work in this sector. Total grants now stand at R14,6 million, and total commitments at R42 million. JET grantees directly affect 3 000 teachers and 4 000 students.

The focus of the Trust in this sector is to pilot a range of projects aimed at developing the human resources needed to expand and reconstruct the economy. Priorities include increasing access to maths and science, pioneering technology education at different levels of sophistication, experimenting with business skills training, and developing a variety of programmes linking adult basic education and schooling to higher education and the workplace.



THE LEAF COLLEGE OF COMMERCE AND ENGINEERING recruits students whose school grades disqualify them from entering higher education. The project is based in Cape Town, but ensures that a good proportion of its students are drawn from the furthest rural areas.

The first year course contains compulsory modules on arithmetic, English and practical workplace experience, and specialist modules in either commerce or engineering. Students then choose to enter the job market, enrol at a technikon, for which they receive certain credits, or to

continue with more intensive specialist study at LEAF. A close relationship with local employers ensures that LEAF courses prepare students for the world of work, and facilitate entry into the job market. At the end of the second year the same options are available, together with the possibility of entering university, where students receive credit for a full first year.

Of the 1992 intake 20% proceeded to university, 70% to technikon and 10% are in employment. 90% of those who entered university have passed to third year, and of those who took the technikon option 80% have graduated.



4. Adult basic education and training

Grants to NGOs involved in adult basic education and training totalled R23,6 million in 1994, bringing total JET disbursements for the sector to R33,5 million. Projected commitments now total R102 million. It is estimated that JET contributes almost 10% of all financial resources available in the sector. This support reaches approximately 2 000 teachers and 20 000 learners.

Three of the principal problems plaguing the sector are fragmentation, the lack of quality standards, and the absence of credible and relevant qualifications. In order to address these issues the Trust will require all grantees to register their learners for the relevant Independent Examinations Board exam in 1995.

In addition, JET is developing a national network of support agencies to facilitate the initiation, strengthening and expansion of community-based literacy projects and to assist in preparing projects for the IEB exams.



THE NATAL\KWAZULU ABET SUPPORT AGENCY (NASA) was commissioned by JET in January 1994. Its achievements during the year include:

- ◆ Training six young Zulu first language graduates as ABET professionals.
- ◆ Providing organisational development and evaluation services to community-based projects
- ◆ Running teacher training workshops
- ◆ Distributing ABE T materials

During 1995 NASA will train a further six ABET professionals and establish

three regional offices to serve some of the rural areas in the province. In addition to the above tasks the project will, on commission from the IEB, provide a training and support programme for teachers whose learners will be involved in the IEB exams. Strong interest has been expressed in the latter project by teachers employed in NGOs, government and industry-based literacy programmes.

In 1996 the project will take on six new trainees and open another three regional offices, thus covering the entire province.

5. Youth development

R12,0 million was granted to 44 projects working in the field of youth development during 1994. Disbursals over the period 1992-94 total R17,3 million, and total projected commitments stand at R44 million. Almost 11 000 learners and 200 teachers are directly affected.

These programmes are aimed at providing the out-of-work and out-of-school youth with the knowledge and skills required to enter the formal or non-formal job market, or enrol for further education and training courses. Small business development features prominently amongst project priorities. Leadership training and capacity building are also common elements of youth development projects.

Recent surveys have begun to paint a more optimistic picture of the youth field than had formerly been suspected. However, very little is known about the effects of education and training programmes in equipping young people to cope with the problems of chronic unemployment, low levels of education and a significant degree of social alienation. For this reason, the majority of JET grantees in this sector are evaluated in order to identify successful programmes and to optimise their lessons. Such evaluations generally track project participants for three years after leaving the project.



THE BERGZICHT TRAINING CENTRE trains young women from rural and squatter communities in the Western and Northern Cape. The project focuses on a large but undeveloped sector of the economy: domestic work and low level jobs in the tourist industry. A feature of Bergzicht is the way it integrates basic education, workplace skills, job placement or work creation, and certification.

Verbal and written communication in English is a component of all courses. Literacy is offered to those who need it. All trainees start on a one month course in Home Management. From there

trainees specialise for another month in frail-care, child-care, waiting, chamber maid or kitchen assistant. Bergzicht is registered with the department of labour and receives a government subsidy and certification for certain courses.

Entrepreneurial training is a further option for those who wish to start their own business, eg laundry or creche. A job placement division claims an 80% success rate in finding work for Bergzicht graduates. Part of the mission of this division is to educate both employees and employers about their respective rights and obligations.

PROJECT STATISTICS

Commitments and disbursements

Projected commitments at 31 December 1994 total R327 million. Projections are based on the assumption that all projects will continue to qualify for three years' funding. R74 million was disbursed over the year, bringing total disbursements to R119 million.

Collectively, JET grantees directly affect over 51 000 teachers and 35 000 students.

Distribution of JET beneficiaries

JET is a national project directed towards ensuring that the development of rural and other marginalised communities is not neglected. The success of the Trust in distributing its resources evenly across the nine provinces and between urban and rural development is indicated in Tables 2 and 3.

TABLE 2: URBAN/RURAL DISTRIBUTION

% SPENDING BY AREA

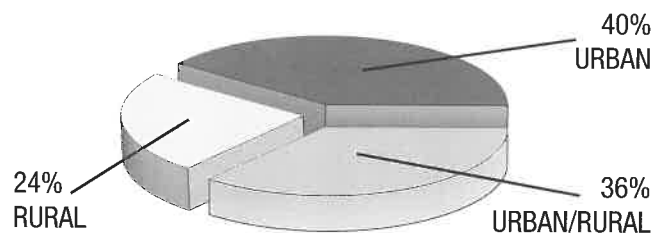


TABLE 1: QUANTITATIVE IMPACT

	DISBURSALS*		PROJECTED* COMMITMENTS	No. OF GRANTEES	DIRECT BENEFICIARIES	
	1994	TOTAL			TEACHERS	STUDENTS
Early childhood development	10.4	16.3	43	52	6 000	
Teacher development	20.6	37.3	96	72	40 000	
Vocational and further education	7.4	14.6	42	7	3 000	4 000
Adult basic education and training	23.6	33.5	102	93	2 000	20 000
Youth development	12.0	17.3	44	44	200	11 000
TOTAL	74.0	119.0	327	268	51 200	35 000

* R million

TABLE 3: PROVINCIAL DISTRIBUTION

PROVINCE	POPULATION* (000)	% OF TOTAL	AMOUNT COMMITTED	% OF TOTAL
Eastern Cape	6,665	16.4	44,282,537	13.5
Eastern Transvaal	2,838	7.0	12,583,596	3.8
Kwazulu/Natal	8,549	21.0	35,963,878	11.0
Northern Cape	764	1.9	4,000,001	1.2
Northern Transvaal	5,121	12.6	8,474,257	2.6
North West	3,507	8.6	5,551,082	1.7
Free State	2,805	6.9	8,821,654	2.7
Gauteng	6,847	16.8	87,747,434	26.8
Western Cape	3,620	8.9	36,624,171	11.2
National	0	0	83,019,655	25.4
TOTAL	40,716	100	327,068,265	100

* Source: South Africa's Nine Provinces, DBSA, 1994.

TRUST BENEFICIARIES

FOCUS: Early Childhood Development

- ◆ Access College
- ◆ African Child Development Centre
- ◆ African Self Help Association
- ◆ Baobab Community College
- ◆ Boitumelo Early Learning Centre
- ◆ Chatsworth Early Learning Centre
- ◆ Community and Child Development Centre
- ◆ Community and Family Centre
- ◆ Early Learning Resource Unit
- ◆ Ekuhlalani Community Pre-School Project
- ◆ Entokozweni
- ◆ Grassroots Educare Trust
- ◆ Grow Early Learning Centre
- ◆ Hands of Prayer Day Care Centre
- ◆ Hippy
- ◆ Hippy Bloemfontein
- ◆ Katlehong Early Learning Resource Centre
- ◆ Kgutlo Tharo
- ◆ Khokela Early Learning Centre
- ◆ Learning for All Trust
- ◆ Lesedi Educare Association
- ◆ Little Elephant Training Centre for Early Education
- ◆ M.T Training Centre for Nursery and Pre-School
- ◆ Masikhule Educare Development Centre
- ◆ Matal Early Childhood Programme
- ◆ Monaghan Farm Schools Project
- ◆ Motheo Pre-School
- ◆ Natal Early Learning Resource Unit
- ◆ Noordweste Sentrum vir Voorskoolse Ontwikkeling
- ◆ Ntataise Central Training Project
- ◆ Ntataise Eastern OFS
- ◆ Ntataise Rural Pre-School Development

- ◆ Nyologang Educare Project
- ◆ Educare Development Unit
- ◆ Oudtshoorn Pre-School Resource Centre
- ◆ Philani Nutrition Centres
- ◆ Phumelela Community Training Programme
- ◆ Port Elizabeth Early Learning Resource Unit
- ◆ Project for the Establishment of Pre-Primary and Primary Schools
- ◆ Khululeka
- ◆ Redhill School
- ◆ Reholegile Child Development Centre
- ◆ Rhodes University - Centre for Social Development
- ◆ S A Congress of Early Childhood Development
- ◆ Small Beginnings
- ◆ Society to Help Civilian Blind
- ◆ Thabong Educare Centre
- ◆ The Pre-School Resource Centre
- ◆ The Rudolph Steiner Centre for Teacher Education
- ◆ Training and Resource in Early Education
- ◆ Umlazi Pre-School Skills Training
- ◆ Woz'obona Early Childhood Community Service Group

FOCUS: Teacher Development

- ◆ 1820 Foundation Inset
- ◆ Catholic Institute of Education - Teacher Improvement Programme
- ◆ Centre for the Advancement of Science and Maths Education
- ◆ Community Education Trust - Education Management Programme
- ◆ Count
- ◆ Cue Teacher Resource Centre
- ◆ Deved Trust

- ◆ Edu-Train - Thusong Education Trust
- ◆ Education Support Project
- ◆ Eltic Farm Schools Project
- ◆ English Language Education Trust
- ◆ English Language Materials and Programmes
- ◆ Fulcrum Teacher Education Project
- ◆ Glenoaks School
- ◆ Independent Teacher Enrichment Centre
- ◆ Katlehong Resource Centre
- ◆ Lebowa Primary Maths Project
- ◆ Mamelodi Career Guidance Centre
- ◆ Master Maths Education Trust
- ◆ Maths Centre for Primary Teachers
- ◆ Medunsa Teacher Assistance Programme
- ◆ Midlands Education Development Unit
- ◆ Natal College of Education
- ◆ National Education Coordinating Committee
- ◆ Novalis Institute - Ubuntu College of Education
- ◆ Novalis Teacher Enrichment Programme
- ◆ Npi Centre for Productive Education
- ◆ Palabora Foundation
- ◆ Primary Maths Project
- ◆ Primary Science Programme
- ◆ Promat College - Matric College
- ◆ Promat College of Education
- ◆ Promat In-Service Bureau
- ◆ RADMASTE : Development of a More Relevant Science Curriculum
- ◆ Rand Afrikaans University - Inset
- ◆ READ Educational Trust
- ◆ Rhodes University - Duncan Village Project
- ◆ Rhodes University - Teacher Development
- ◆ Science Education Project
- ◆ Secondary Schools English Research Project
- ◆ Singakwenza Teaching Project
- ◆ Siza Centre

- ◆ St Alban's Teacher Upgrading
- ◆ St Andrew's Outreach Foundation Teacher Enrichment Programme
- ◆ Star Projects Coordinating Committee
- ◆ Stellenbosch University - IMSTUS
- ◆ Sweetwaters Project
- ◆ Teacher Opportunity Programme
- ◆ Teachers Appraisals Project
- ◆ University of Bophuthatswana - Teachers' English Language Improvement Project
- ◆ The Midlands Educational Trust
- ◆ The Molteno Project
- ◆ The Remedial Teaching Foundation
- ◆ The SA National Council for the Blind
- ◆ University of Cape Town - Primary Education Project
- ◆ University of Cape Town - Teaching and Learning Centre
- ◆ University of Natal - Language in Learning and Teaching Project
- ◆ University of Port Elizabeth - Centre for Continuing Education
- ◆ University of the North - INSET for Maths and Science Teachers
- ◆ University of the Orange Free State - New Horizons Maths Project
- ◆ University of the Western Cape - Teacher Advancement in Maths
- ◆ University of the Western Cape - Teacher In-Service Project
- ◆ University of the Witwatersrand - Maths and Science at Colleges of Education
- ◆ University of the Witwatersrand - Rural Facility
- ◆ University of the Witwatersrand - Teachers' English Language Improvement Project
- ◆ University of Zululand - Maths and Science Programme
- ◆ University of Zululand - School Management Programme

- ◆ Vista Centre for Cognitive Development - Rural Project
- ◆ Vista Centre for Cognitive Development - Urban Project
- ◆ Winterberg Schools Trust
- ◆ Young People Theatre Education Trust - Rural Primary School Project
- ◆ Young People Theatre Education Trust - Urban Primary School Project

FOCUS : Vocational and Further Education

- ◆ Career Education Foundation of SA
- ◆ Funda Community College Initiative
- ◆ LEAF College of Commerce and Engineering
- ◆ Ort-Step Institute
- ◆ Programme for Technical Careers
- ◆ University of the Orange Free State - NEED Programme
- ◆ Vocational Educational Development Company

FOCUS: Adult Basic Education and Training

- ◆ A Secondary Education Curriculum for Adults
- ◆ ABE Development Services
- ◆ ABET for Methodist Church of South Africa
- ◆ African Independent Churches Development Project
- ◆ Asoka Literacy Group
- ◆ Basic Education and Skills for Adults
- ◆ Baynesfield Training Centre
- ◆ Berlin Literacy Project
- ◆ Black Education Upgrading
- ◆ BMS School
- ◆ Building Industries Federation of South Africa
- ◆ Cala Adult Literacy Project
- ◆ Community Research and Development Centre
- ◆ Continuing Education Programme

- ◆ Crisis Care Literacy Programme
- ◆ Daveyton Adult Literacy Project
- ◆ East London Literacy Project
- ◆ Ekukhanyeni Community Counselling Centre
- ◆ Eldorado Park Advice Centre
- ◆ English Literacy Project
- ◆ English Resource Unit
- ◆ Ezamokuhle Education Centre
- ◆ Forum for Advancement of Adult Education
- ◆ Hampton College - Sunflower Projects
- ◆ Ikhono Literacy Education School
- ◆ Ililungelo Lethu
- ◆ Independent Examinations Board
- ◆ Inkqubela Resource Centre
- ◆ Ithuteng Adult Literacy Trust
- ◆ Itireleng Community Project
- ◆ Itireleng Educational Project
- ◆ Itumeleng Literacy School
- ◆ Ivory Park Adult Centre
- ◆ Kathorus Literacy Employment Creation Association
- ◆ Khanya Ngwane Education Trust
- ◆ Khanyisa Literacy Project
- ◆ Kopano Literacy and Basic Adult Education Project
- ◆ Kwa Mashu Community Advancement Project
- ◆ Learn and Teach
- ◆ Lebohang Community Resource Centre
- ◆ Light Study Centre
- ◆ Masifundeni Adult Education Association
- ◆ Masifundisane/Rerutaneng Literacy Project
- ◆ Medunsa Literacy & Development Project
- ◆ Mmabatho Adult Literacy and Education Trust
- ◆ Mmotong Adult Education Project
- ◆ Molteno Project
- ◆ Natal / Kwazulu ABET Support Agency
- ◆ National Council of African Women
- ◆ Newtown Adult Literacy Project
- ◆ Nkonjane Trust
- ◆ Nthoroane Leadership Education Project

- ◆ Nyangabezizwe Traditional Doctors Organisation
- ◆ Ons Leer Mekaar
- ◆ Operation Upgrade
- ◆ Optimus - Adult Education Centres
- ◆ Osizweni Community Development Centre
- ◆ Phagamisa Adult Education Centre
- ◆ Pinetown Child and Welfare Society
- ◆ Plettenberg Bay Adult Education Centre
- ◆ Project Gateway
- ◆ Project Literacy
- ◆ Refilwe Social Upliftment Project
- ◆ Rhodes Isea Adult Literacy
- ◆ Robertson Advice Centre
- ◆ Rural Development Collective
- ◆ Setlogelo Technikon
- ◆ Share
- ◆ Siphumelele Literacy Projects
- ◆ Sisters of Mercy - Winterveld
- ◆ Sizanani Literacy Project
- ◆ St Athony 's Adult Education Centre- Literacy Development Programme
- ◆ The Trust for Christian Outreach
- ◆ Thusano
- ◆ Thutela Bogolo Adult Education Centre
- ◆ Tigerkloof Educational Institution
- ◆ Training in English Language and Literacy
- ◆ Umlazi Community College
- ◆ Umtata Adult Literacy Centre
- ◆ University of Cape Town - ABE Research
- ◆ University of Natal - ABE Research
- ◆ University of Natal - Learn with Echo
- ◆ University of Natal - Literacy Support Project
- ◆ University of the Western Cape - ABE Research
- ◆ University of the Witwatersrand Workers' School
- ◆ Urdep - Cape Town
- ◆ Urdep - Daggakraal Programme
- ◆ Uswe Development Course

- ◆ Valley Trust : Adult Literacy Project
- ◆ Wintervelt Advice Office and Literacy School
- ◆ Workers Empowerment Literacy Programme
- ◆ Zamani Adult Literacy Programme
- ◆ Zwanani Development Project

FOCUS: Youth Development

- ◆ Albert Luthuli Community and Training Centre
- ◆ Bergzicht Skills Training Centre
- ◆ Bertrams Brigades and Housing Cooperation
- ◆ Business Skills and Development Centre
- ◆ Daily Bread
- ◆ Education Resource and Information Project
- ◆ Education with Enterprise Trust
- ◆ Enterprise Education
- ◆ Entrepreneurial Development Project
- ◆ Fort Hare Youth Development Programme
- ◆ Girl Guides
- ◆ Gold Shield Award
- ◆ Hantam Community Education Trust
- ◆ Hershel Centre - Career Guidance Centre
- ◆ Idayasa Trust
- ◆ Ikemeleng Remedial Education Centre
- ◆ Independent Projects Trust
- ◆ Informal Business Training Trust
- ◆ Interchurch Education Programme - Keyboards
- ◆ Izingolweni Skills Centre
- ◆ Centre for Opportunity Development
- ◆ Midlands Community College
- ◆ Mitchell's Plain Youth Development
- ◆ ML Sultan Technikon - Centre for Education and Skills Development
- ◆ Namaqualand Resource and Education Centre
- ◆ Neighbourhood Advice Resource Centre
- ◆ Outward Bound / Valley Trust
- ◆ Overberg Community Service Project
- ◆ Pasada Fashion Incubator
- ◆ Pfuxunani Youth Project

- ◆ Pretoria YMCA : Camp Jumbo Street Children Programme
- ◆ Prince Alfred Hamlet Youth Development Centre
- ◆ School Leavers Opportunity Training
- ◆ Sisters of Mercy : Mmakau Adult School
- ◆ Skills Training for Employment Centre
- ◆ Springs Computer Education Centre
- ◆ St Anthony's Adult Education Centre- Education/Skills Development Programme
- ◆ Takalani Youth Programme
- ◆ The SANC for the Blind - Visually Disabled Youth Programme
- ◆ Thusanang Haenertsburg Self Help Association
- ◆ Thusong Secretarial School
- ◆ Triple Trust Organisation
- ◆ Ulwazi Centre
- ◆ Vocational Advancement Programme

REPORT OF THE INDEPENDENT AUDITORS TO THE TRUSTEES

We have audited the annual financial statements set out on this page. These statements are the responsibility of the Trustees. Our responsibility is to report on these financial statements.

We conducted our audit in accordance with generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance that in all material respects, fair presentation is achieved in the financial statements. An audit includes an evaluation of the appropriateness of the accounting policies, an examination, on a test basis, of evidence supporting the amounts and disclosures included in the financial statements, an assessment of the reasonableness of significant estimates and a consideration of the appropriateness of the overall financial statement presentation. We consider that our audit procedures were appropriate in the circumstances to express our opinion presented below.

In our opinion these financial statements fairly present the financial position of the Trust at 31 December 1994 and the results of its operations and cash flows for the year then ended, in conformity with generally accepted accounting practice.

Deloitte & Touche - Chartered Accountants (SA)
Johannesburg, 15 February 1995

INCOME STATEMENT for the year ended 31 December 1994

	1994 R	1993 R
Gross contributions received	83 650 889	36 739 314
Interest on funds invested	1 235 511	1 335 450
	<u>84 886 400</u>	<u>38 074 764</u>
Less: Disbursement on approved projects	73 706 714	39 360 516
Administration expenses	2 588 244	1 984 369
Net surplus (shortfall) for the year	8 591 442	(3 270 121)
Retained income at the beginning of the year	<u>7 558 879</u>	<u>10 829 000</u>
Retained income at end of the year	16 150 321	7 558 879
Represented by:		
Special Institutions' Fund	5 754 826	2 196 476
Primary and Secondary Education Fund	1 000 000	1 000 000
General Fund	<u>9 395 495</u>	<u>4 362 403</u>
	<u>16 150 321</u>	<u>7 558 879</u>
Admin Expenditure Ratios		
Admin expenses of gross contributions received	3.09%	5.40%
Admin expenses of total income	3.05%	5.21%
Admin expenses of disbursement on approved projects	3.51%	5.04%
Admin expenses of disbursement on total expenditure	3.39%	4.80%



THE CHAIRMAN AND THE SECRETARIAT OF THE JOINT EDUCATION TRUST



BACK ROW: Mashwahle Diphofa, Penny Vinjevold, Allison Bond, Allen Nyama, Deborah Rudolph, Tebogo Kibe.
MIDDLE ROW: Nokuzola Gloria Mkhize, Mono Elizabeth Diutluileng, Kathy Tracey, Khanya Rajuili.
SEATED: Matsiliso Chaka - (Financial Analyst), Michael Rosholt (Chairman), Prof. Chabani Manganyi (Executive Director), Dr. Nick Taylor (Deputy Director), Jacques du Preez (Financial & Admin Manager). INSET: Graeme Bloch

JOINT EDUCATION TRUST

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