



JOINT EDUCATION TRUST

1995

Annual Review

FOUNDING ORGANISATIONS



- ◆ AECI Limited
- ◆ Amplats
- ◆ Anglo American Corporation
(together with De Beers
Consolidated Mines and
E. Oppenheimer & Sons)
- ◆ Barlow Limited
- ◆ Caltex Oil (SA) Limited
- ◆ C.G. Smith
- ◆ First National Bank of SA Limited
- ◆ Gencor Limited
- ◆ Johannesburg Consolidated
Investment Company Limited
- ◆ Johnnic
- ◆ Reunerts
- ◆ Sankorp Limited
- ◆ Sanlam Limited
- ◆ Sasol Limited
- ◆ Shell SA Limited
- ◆ South African Breweries Limited
- ◆ Southern Life Association Limited
- ◆ Standard Bank of SA Limited

- ◆ The African National Congress
- ◆ 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

BOARD OF TRUSTEES

Mike Rosholt
(Chairman)
Naele Axelson
Dunbar Bucknall
Cheryl Carolus
Sipho Cele
Dr Seshi Chonco
Div Geeringh
Robin Hugo
Koosum Kalyan
Andre Lamprecht
Professor Jabu Maphalala
Aubrey Matlole
Brendan McElligott
David Moshapalo
Michael O'Dowd
Virginia Ogilvie Thompson
Rahmat Omar
Jeremy Ractliffe
Dr Selva Saman
Leepile Taunyane
Motlhalegi Thlale
Caroline Tindall
Kobus Visagie
Benjamin Wauchope
Resigned during the year
Professor Njabulo Ndebele
(Vice Chairman)

SECRETARIAT

Dr Nick Taylor
(Executive Director)
Mashwahle Diphofa
(Projects Manager)
Jacques du Preez
(Finance & Admin Manager)
Penny Vinjevoold
(Project Evaluation Coordinator)
Matsiliso Chaka
(Accountant)
Fatima Adam
(Project Officer)
Graeme Bloch
(Project Officer)
Elizabeth Diutluileng
(Filing Clerk)
Tebogo Kibe
(Receptionist)
Patrick Madima
(Assistant Financial Analyst)

Ntombizodwa Mbelle
(Project Officer)
Gloria Mkhize
(Secretary)
Debra Mogorosi
(Receptionist)
Allen Nyama
(Information Systems Administrator)
Deborah Rudolph
(Office Administrator)
Duduzile Simelane
(Records Clerk)
Kathy Tracey
(Projects Administrator)

Resigned during the year
Allison Edmonds
(Project Officer)

Khanya Rajuili
(Project Officer)

Appointed in November

Yunus Ballim
(Project Officer, part time)
Hugh McLean
(Project Manager)
Rahmat Omar
(Senior Project Officer)
Ayesha Rehman
(Financial Analyst)
Trevor Sehoole
(Project Officer)
Jabu Simelane
(Filing Clerk)
Priscilla Singh
(Personal Assistant)
Vijay Valla
(Evaluation Officer)



Chairman Mike Rosholt and the JET Secretariat. Absent: Rahmat Omar and Yunus Ballim

CONTENTS

FOUNDING ORGANISATIONS	2
BOARD OF TRUSTEES	2
SECRETARIAT	3
CHAIRMAN'S STATEMENT	4
THE MISSION OF JET	6
OPERATIONALISING THE MISSION	6
1. NGOs AND CBOs: FROM OPPOSITION TO COMPLEMENTARITY	7
1.1 EARLY CHILDHOOD DEVELOPMENT	7
1.2 TEACHER DEVELOPMENT AND SUPPORT	8
1.3 VOCATIONAL AND FURTHER EDUCATION	9
1.4 ADULT BASIC EDUCATION AND TRAINING	9
1.5 YOUTH DEVELOPMENT THE FUTURE OF NGOs	10
2. NEW PARTNERSHIPS : BRINGING TOGETHER GOVERNMENT, DONORS, AND PROVIDERS	11
3. EVALUATION : MEASURING QUALITY AND IMPACT PUBLICATIONS	14
4. INFORMATION TECHNOLOGY	15
5. FINANCE AND ADMINISTRATION : ACCOUNTABILITY TO DONORS	16
PROJECT STATISTICS	17
TRUST BENEFICIARIES	18
AUDITORS' REPORT	22

CHAIRMAN'S STATEMENT

The JET Partnership

During 1995 a number of exciting new ventures opened up for the Trust. It is clear that JET is adapting well to the transition to democratic rule and that the Trust is emerging as a key player in the field of educational development.

The fundamental pillar on which this strength rests is the composition of the JET partnership, representing a broad spectrum of interests across the private sector and civil society. High levels of attendance and participation continue to characterise meetings of the Board of Trustees, and the annual meetings of Principals.

Due to the restructuring of Barlows and JCI, CG Smith, Reunerts, Amplats and Johnnic became full partners of the Trust.

Board of Trustees

I wish to express my personal thanks to Trustees for their interest and hard work throughout the year.

Professor Njabulo Ndebele resigned as Vice Chairman due to pressure of work. His replacement has yet to be elected. Duncan Hindle of SADTU was replaced by Aubrey Matlole. Ms Koosum Kalyan replaced Humphrey Khoza as the representative of Shell South Africa. At the end of 1995 Rahmat Omar resigned to take up a post on the Secretariat, and she was replaced by Shelle Papane as the COSATU representative on the Board. David Moshapalo replaced Joas Mogale as the FABCOS representative, and from NAFCOC Gabriel Mokgoko was replaced by Benjamin Wauchope. Seshi Chonco replaced Mike Rademeyer of Caltex Oil (SA) Limited.



The NECC closed in August, but Sipho Cele continued to serve on the Board in his personal capacity for the remainder of 1995.

Secretariat

In February Nick Taylor, who had been acting since Professor Manganyi's departure in August 1994, was appointed Executive Director and Mashwahle Diphofa was promoted to Projects Manager.

New directions for JET

During the course of 1995 the Trust became involved in a number of major new initiatives characterised by two important features. First, they involve government as a senior partner, and, second, they mobilise new sources of funding from government, foreign donors or the private sector.

A good example of this kind of activity is afforded by the partnership between JET, the Private Sector Initiative, the Nelson Mandela Children's Fund, the Ministry of Correctional Services and the Rand Afrikaans University in piloting a new approach to the care of young convicted persons. This initiative and other new partnership projects are discussed in more detail in section 2.

The future

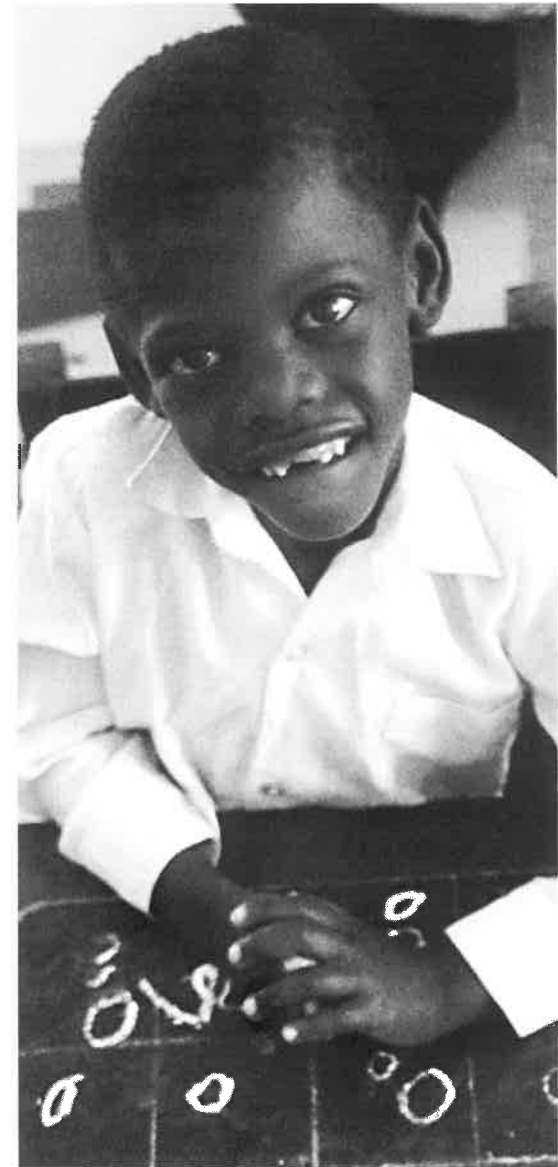
With respect to the 'core activities' of the Trust, a decision was taken in November not to consider any new proposals from 1996, but to continue supporting a limited number of highly successful grantees for an additional two years after completion of their initial three-year funding cycle.

Projections are that the original R500 million will have been disbursed by the end of 1998.

In the meantime, the new ventures which the Trust is being drawn into clearly indicate that the medium term future of JET is assured.



A.M. Rosholt



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

OPERATIONALISING THE MISSION

In fulfilling its mission the Trust pursues five kinds of activities.

1. Direct support to NGOs and CBOs

Over the past four years JET has provided substantial support to a total of 397 non-government and community-based organisations working in five sectors of the education and training system.

2. Partnership projects

During the year under review JET has become increasingly involved in several exciting ventures in

partnership with government, other donors - both local and foreign - NGOs and communities.

3. Evaluation

Project evaluations are essential tools in assessing the quality and impact of individual programmes. Sectoral evaluations survey the contribution of NGOs to sectors of the system and assess their work in relation to that of government.

4. Information Technology

A computer-based project tracking

system is central to the efficient operation of all aspects of JET's work.

5. Finance and Administration

The Trust disbursed a total of R99.0 million during 1995. In addition, for the first time, money from new sources began to enter JET through the new partnership ventures.

These activities are discussed in more detail on the following pages.

1. NGOs & CBOs: From Opposition to Complementarity

South Africa is blessed with a well developed NGO/CBO sector. These organisations are, by and large, staffed by principled and dedicated educationists who disagreed with the policies of the previous government. NGOs work best when operating on a relatively small scale, providing innovative programmes tailored to the needs of specific communities or targeted at particular problems.

Under these circumstances, it is inevitable that the sector is highly fragmented and not integrated into public and private educational provision. Thus, a learner who completes, say, a literacy course in an NGO has difficulty in certifying the knowledge and skills she has learnt, and hence in gaining access to further education and

training programmes. Quality standards across NGO providers are also highly variable.

JET has addressed these problems in two ways:

- ♦ Evaluation of projects in order to measure their effects.
- ♦ Insisting that projects subscribe to quality assurance mechanisms, such as accreditation and certification, in order to improve quality and articulation.

The sectors in which the Trust works have traditionally been neglected by government and remain as relevant to the fulfillment of the mission as they were when JET was launched.



Gloria Mkhize, Fatima Adam, Hugh McLean, Trevor Sehoole, Mashwahle Diphofa, Ntombizodwa Mbelle, Graeme Bloch.

1.1 Early Childhood Development (ECD)

During 1995 the Trust disbursed R13,5 million to projects providing teacher training in the ECD sector. This brings total disbursements to this sector over four years to R30,0 million.

NGOs provide the overwhelming majority of teacher training programmes in ECD, and it is estimated that JET supports some 90% of these courses. A national audit of JET grantees was initiated in 1995 with the aim of systematically documenting and analysing the nature and extent of provision in the sector. The audit, due for completion in 1996 will for the first time provide a database which maps the field. Preliminary results indicate that JET grantees provide direct services to over 12 000 teachers.

Quality assurance has been catered for by the condition that all grantees seek accreditation for their programmes through the system first administered by the SA Association for ECD, and later by the SA Congress for ECD. JET also supported both the Association and the Congress to run the system. However, the accreditation system collapsed in 1995 due to political differences within Congress,



raising the question as to whether it is appropriate for the NGO sector to regulate itself without at least some form of state licence.

Towards the end of the year the Trust assisted the national Department of Education to develop a policy framework and an implementation plan for ECD. Both documents make provision for the role of NGOs and a system of accreditation.

1.2 Teacher Development and Support

Disbursals of R25,2 million to projects raised the total amount spent in this sector to R56,8 million. JET was part of a consortium contracted by the national Department of Education to undertake an audit of all Teacher Education in the country. The audit revealed that JET supports 70% of all NGOs engaged in teacher development.

Grantees provide inservice training to nearly 40 000 primary and secondary teachers in the fields of mathematics, science, English, career guidance, cognitive development and school management. The focus is largely on

providing subject knowledge and effective and innovative methodologies.

The impact of these programmes on teacher performance and pupil achievement remains an important consideration for the Trust. As part of its contribution to the Teacher Education Audit, JET undertook a survey of all evaluations performed on NGOs working in the sector. It is clear that these programmes are having an impact on classroom practices. However, the Audit also reveals that the lack of adequate management information systems in most projects inhibits both the optimal functioning of the programmes and the assessment of impact.



1.3 Vocational and Further Education

The Trust supports seven initiatives in this sector. R14,0 million was granted to these projects in 1995, with total disbursements to the sector now standing at R33,3 million. Clearly, these are large and expensive projects.

The programmes are dedicated to developing new models for providing access to post-basic education which links to both the workplace and higher education. Maths, science and technology, technical education and business skills training are common priorities.

Success is measured by tracking graduates into the workplace and higher education. Indications are that the projects are providing valuable lessons for the reconstruction and expansion of one of the most under-developed sectors of the education and training system.

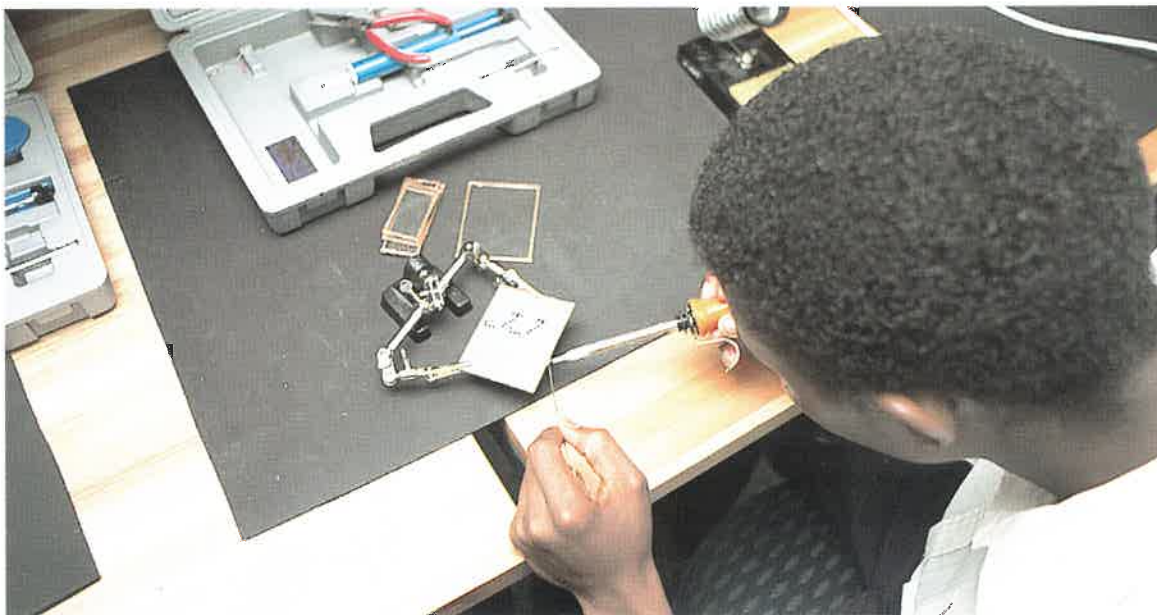
1.4 Adult Basic Education and Training (ABET)

R33,5 million was disbursed during the year. The total spent on 158 projects in this sector now stands at R70,1 million. JET supports some 40% of all ABET NGOs.



ABET remains crucial to both the provision of opportunities to the most marginalised communities, and the development of a skilled and educated workforce. Yet it is the most difficult sector to work in, plagued as it is by lack of capacity and the absence of quality standards.

In order to address these problems, JET supports a regionalised network of NGOs which provide capacity building and other services to literacy projects. ABET grantees are required to register their learners with the certification system run by the Independent Examinations Board.



The Trust also commissioned two research studies in the sector. The first of these, undertaken by the University of Natal, has mapped all ABET provision in the country. The second, run by the University of Cape Town and the University of the Western Cape, has investigated ways of making literacy provision more relevant to the lives of illiterate adults. Both studies are complete and due to be published in book form early in 1996.

1.5 Youth Development

JET granted R12,3 million to projects in the youth sector during 1995. This brings the total spent on 59 projects to R26,8 million over the period 1992 - 1995.

JET's focus on the out-of-work, out-of-school youth has been driven by the urgent need to equip youth with adequate skills to find employment, generate sustainable opportunities for self-employment, or re-enter the mainstream of further study. JET funds projects in areas such as hard-skills training (from office-skills, to welding, building, computers, tourism), career guidance, entrepreneurial skills, lifeskills and leadership training, as well as catch-up programmes for primary school dropouts.

During 1995, JET was able to consolidate its experience in the area of holistic youth job-

skills training and contribute to a clearer policy platform in the field. It is clear that programmes need to be well-managed and targeted, providing a multi-faceted package, to deal with the range of problems and needs. Post-course placement and support is almost as crucial as the training programmes themselves.

Through newspaper articles, the JET Bulletin, and a major conference in September 1995, JET was able to share the lessons learnt by its grantees with a wide range of stakeholders. The conference drew together providers,



Siphosiso Pityana, Director General of the Department of Labour, delivers the keynote address on behalf of Minister Tito Mboweni, at the Conference on Youth Development

government officials, training institutions, and funders to look at ways of strengthening provision and developing coordinated policy approaches. Keynote speaker, Minister of Labour, Tito Mboweni, encouraged JET to continue with its initiatives in the field.

An audit of the sector has also been initiated. This will include a national database and extensive programme evaluation. The audit will be published in 1996.

THE FUTURE OF NGOS

The White Papers produced by the Education and RDP Ministries both acknowledge that the reconstruction and development of the education and training system will be severely inhibited without the full participation of NGOs.

Over the past four years JET has been instrumental in reorienting NGOs towards demonstrable delivery and complementing the efforts of government and private sector providers. This is the principal sense in which the Trust is contributing to long term fundamental change.

2. NEW PARTNERSHIPS: Bringing together Government, Donors & Providers

During 1995 a significant new area of activity began to emerge for the Trust. While each project in this new focus is unique, all share the following features:

- ♦ The leveraging by JET of new money from government RDP funds, foreign donors or the South African private sector.
- ♦ The formation of partnerships between government - at national, provincial or

local levels - the donors concerned, and NGO and CBO providers.

- ♦ The utilisation of JET's expertise in project management, grant administration, or programme assessment and evaluation.

JET owes its central role in these important initiatives to the legitimacy of the Trust and the expertise and reputation developed by the Secretariat over the last 4 years.



Douglas Green, Penny Vinjevold, Kathy Tracey, Nick Taylor, Graeme Bloch, Rahmat Omar, Hugh McLean and Mashwahle Diphofa. Absent: Yunus Ballim.

2.1 Ekuseni

The brainchild of President Mandela, the project starts from the assumption that correctional service should aim to rehabilitate rather than punish convicted persons, particularly those under the age of 21.

A facility for 600 offenders is being established at Newcastle. Custodial, counselling and educational services will equip the youth with the kinds of social and work-related skills necessary for them to play a meaningful role in society upon release. The first students will enter Ekuseni in July 1996.

The initiative is a partnership of five parties:

- ♦ The Nelson Mandela Children's Fund is patron of this project, and will own the centre.
- ♦ The Ministry of Correctional Services will be responsible for security and cover the running costs once the centre is established.
- ♦ The Private Sector Initiative - comprising the 18 companies who fund JET - will provide R33,6 million for the capital expenditure.
- ♦ The Rand Afrikaans University will develop the counselling curriculum and a management model, and provide staff training.



President Mandela, Mike Rosholt, Nick Taylor, Leticia Harding and Minister Sipo Mzimela.

- ♦ JET is contributing R10 million to development costs. It will develop the academic and vocational curriculum and provide teacher training. JET will also oversee the capital expenditure and manage the finances for the project.

Once the model has been fully developed and evaluated at Ekuseni, the intention is for government to establish other similar centres around the country.

2.2 Workers in Higher Education Project (WHEP)

The National Qualifications Framework (NQF) is a concept which has been accepted by the Ministries of Education and Labour as a mechanism for integrating all education and training programmes within a common

framework, improving their quality, and promoting the access and progress of learners at all levels of the system.

WHEP will investigate the implementation of these principles through the establishment of pilot projects in the fields of engineering, management and teacher education. In particular, the project will research how knowledge gained by workers on the job can be assessed in order to afford entry to higher education.

The project was initiated by the Ford Foundation, through the promotion of discussions amongst a wide range of actors and two study visits to the United States. JET was chosen - from amongst a number of foreign and South African agencies - to manage the project.

The Ford Foundation has pledged approximately R1 million per annum over two years to WHEP.

2.3 European Union : Technical Assistance to Government

In June the European Union initiated discussions with the national Department of Education about a project for providing technical assistance to the Department. The Department in turn recommended that JET be approached to facilitate discussions between the parties.

Much progress has been made in exploring this idea, within the following broad understanding:

- ♦ Government, at national and provincial levels, will identify priorities in which technical assistance is required. This could include policy development, setting up quality assurance systems, curriculum planning, staff training and pilot projects.
- ♦ The European Union will provide a grant to cover these items.
- ♦ JET will formulate the proposal. Towards this end, the EU has granted the Trust close to R500 000.

It is intended that these negotiations will culminate in a formal proposal being submitted to Brussels towards the end of the first quarter of 1996.

2.4 Kathorus Presidential Lead Project

JET has been approached about the possibility of managing R2,5 million of RDP money earmarked for the educational component of the Presidential Lead Project in Katlehong, Thokoza and Vosloorus (Kathorus) on the East Rand. Negotiations with local government are making slow but steady progress and it seems likely that a contract will be signed early in 1996. When this project comes on line it will provide a precedent for the role of NGOs like JET in speeding up the delivery of the RDP.

2.5 Northern Cape Workbook Project

This project aims to place language-across-the-curriculum workbooks in every standard 2, 3 and 4 classroom in the Northern Cape. It is being effected through a partnership of seven parties:

- ◆ The provincial government has authorised the project and is providing its inspectors and other officials for training.
- ◆ The Education Support Services Trust (ESST), an NGO involved in materials production, is providing the workbooks.
- ◆ Independent Newspapers has printed the material.
- ◆ MONDI has provided the paper at discount prices.

- ◆ Khulisa Management Services is managing the project.
- ◆ Southern Life is contributing towards management costs.
- ◆ JET is evaluating the effects of the workbooks on pupil learning.

CONCLUSION

The new ventures described above provide exciting opportunities for JET to:

- ◆ Channel new funds - from overseas donors, the private sector and government - into

educational development, thus speeding up the flow of both foreign aid and RDP funds.

- ◆ Use the capacity and expertise of the Trust in project management. Poor management capacity is probably the single most important factor inhibiting reconstruction and development in all sectors at present.
- ◆ Contribute valuable lessons learnt through the evaluation of its grantees to national and provincial policy processes.



Premier of the Northern Cape, Manne Dipico, and Minister of Education, Sibusiso Bengu, handing out the new workbooks.

3. EVALUATION: Measuring quality and impact

One of the most problematic issues regarding the NGO sector in South Africa has been the lack of knowledge about the extent and impact of the work of these organisations.

JET's approach to evaluation is directed by the need to increase the Trust's knowledge and understanding of the sectors in which it operates. The aims of evaluations are to:

- ◆ Assist projects to operate more effectively and efficiently.
- ◆ Assess the effects of innovations.
- ◆ Publicise and debate the lessons learnt by grantees.

During 1995 JET began to make the results of this work available to a wider public through the publication of its evaluations. A full list of publications appears below.



Vijay Valla, Kathy Tracey and Penny Vinjevold.

Programme evaluations

To date 35 evaluations of individual projects have been completed. Only the largest of these appear in the list of publications.

Sectoral surveys

Surveys of the ABET and Teacher Education sectors have been completed, while studies

PUBLICATIONS

Books

- Harley, A; Aitchison, J; Lyster, E and Land S. *A Survey of ABET Provision in South Africa*. Maskew Miller Longman (Cape Town).
- Prinsloo, M and Breier, M (Eds). *The Social Uses of Literacy*. Published jointly by Sached Books (Cape Town) and John Benjamins (Amsterdam) (Forthcoming).

Bulletins

- JET Bulletin No. 1 : *Focus on Youth Development*, June 1995.
- JET Bulletin No. 2 : *Focus on Teacher Development*, November 1995.

Conferences

- JET. *Youth Job Skills Training : Strengthening Provision and Developing Policy*. Proceedings of Conference, 12 September, 1995.

Programme Evaluations

- Angelis, D; Shongwe, S and Welch, T. *Evaluation of ORT-STEP's Teacher Training Programme*. April 1995.
- Bateson, DJ. *Science and Teachers : An Evaluation of the Science Education Project*. June 1995.
- Dyrenfurth, MJ. *Initial Evaluation Report : RSA PROTEC Technology Education Pilot*. June 1995.

4. INFORMATION TECHNOLOGY

on Youth Development and Early Childhood Teacher Training are in progress. These surveys provide an overview in terms of:

- ◆ Numbers and location of organisations active in the sector.
- ◆ Numbers of learners reached.
- ◆ Quantities and sources of funds.
- ◆ Qualifications and experience of staff.
- ◆ Types of programmes offered.
- ◆ Successes and failures of the sector.

- Khulisa Management Services. *Evaluation Report of the SA Primary Mathematics Project/Centre for Productive Education Consortium*. May 1995.
 - Khulisa Management Services. *Impact Evaluation of the Independent Training and Educational Centre*. November 1995.
 - Macdonald, A. *An Evaluation of 'School Readiness', A Distance Education Course run by Access Distance Learning and Tutorial College, Pietermaritzburg*. 1995.
 - Schollar, E and Associates. *Evaluation of the Teacher Upgrading Project of the Palaborwa Foundation*. March 1995.
 - Welch, T. S and Oppenheim, L. *Evaluation of Teacher Education Distance Materials*. 1995
- Sectoral Surveys**
- CEPD. *The National Teacher Education Audit : The NGO Sector*. (Johannesburg) (Forthcoming).
 - JET. *A Survey of JET ECD Grantees*. (Forthcoming).
 - JET. *A Survey of JET Youth Development Grantees*. (Forthcoming).

Information technology has come to play an increasing role in the operations of the Trust, as these have increased in volume and complexity.

The Project Tracking System

This is a customised data base system designed to meet not only the requirements of JET but also the requirements of the donors' financial departments. It monitors all financial and statistical information of projects.

Communication systems

The introduction of electronic internal and external communication systems (E-mail) and Faxserve have greatly improved the efficiency of the organisation.

Future enhancements

In order to keep abreast of the latest technology, there are plans to upgrade the PC network capacity and introduce Windows 95 and Microsoft Office 95 during 1996.

Filomail (address/ mailing system), Indexer (a mini-library system) and Internet are being installed.



Information Systems Administrator, Allen Nyama.

5. FINANCE AND ADMINISTRATION: Accountability to Donors

During the year under review the Trust disbursed a total of R99,0 million, bringing total disbursements to 397 projects to R218,2 million (TABLE 1). The relationship with each grantee is governed by a Deed of Grant and the payment of each tranche subject to the submission of a report covering both programmatic and financial aspects of the project. The annual renewal of grants is subject to a full external audit.

The annual increase in the workload involved in the administration and monitoring of projects is apparent from TABLE 2. This required an increase in staff and the reorganisation of the Division into five departments. Nevertheless, administration costs were kept to 3,6% of total expenditure.



Patrick Madima, Matsiliso Chaka and Duduzile Simelane.

In view of the number of new activities, as JET expands into leveraging and managing funds from other sources, it has become necessary to review the accounting systems to monitor projects on a more sophisticated basis. Separate cost centre accounts, with separate bank accounts, are now available to provide control of income and expenditure as well as transparency and full accountability to donors.

Difficulties in obtaining tax concessions for contributions to education have been a perennial problem for donors. During 1995 the Trust began to make significant headway in addressing this issue. The cumulative percentage of disbursements which qualify for tax concessions under Section 18A of the Income Tax Act now stands at 78%. This position has



Matsiliso Chaka, Priscilla Singh, Jacques du Preez, Deborah Rudolph and Ayesha Rehman.

been steadily improving since the employment of an independent consultant, Mr Motlatsi Phala, to assist projects in preparing applications for 18A status to the Receiver of Revenue.

Of the original R500 million, R218,2 million has been disbursed, and a further R160 million committed to existing projects. It is estimated that the new policy of funding certain projects for an additional two years will cost some R62 million. Taking account of administration costs and a contingency fund of R50 million for large scale innovative partnerships, it is projected that the R500 million will have been disbursed by the end of 1998.



Lizzie Diutluileng, Jabu Simelane, Deborah Rudolph, Tebogo Kibe and Debra Mogorosi.

PROJECT STATISTICS

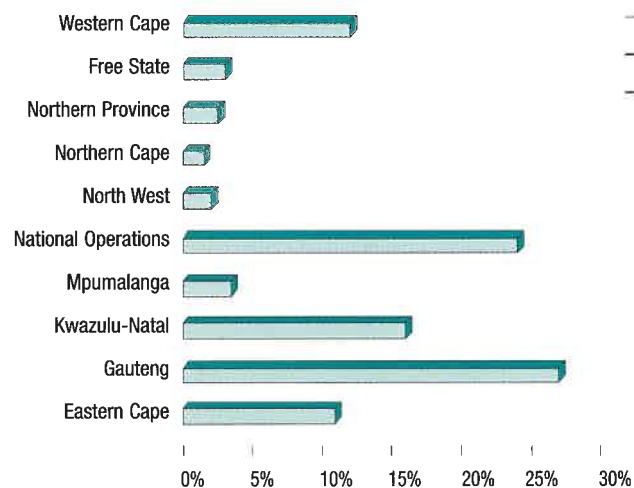
Table 1: DISBURSEMENTS 1992-5

Sector	Disbursed - 1992	Disbursed - 1993	Disbursed - 1994	Disbursed - 1995	Total Disbursed
Adult Basic Education	393,200	11,214,791	25,096,514	33,456,490	70,160,995
Early Childhood Development	82,467	5,776,670	10,615,346	13,459,507	29,933,990
Vocational & Further Education	2,261,300	6,892,000	10,196,500	13,988,597	33,338,397
Teacher Development	3,420,340	10,960,749	17,296,210	25,162,030	56,839,329
Youth Development	0	4,361,306	10,077,144	12,325,961	26,764,411
Special Projects	0	155,000	425,000	605,000	1,185,000
TOTAL	6,157,307	39,360,516	73,706,714	98,997,585	218,222,122

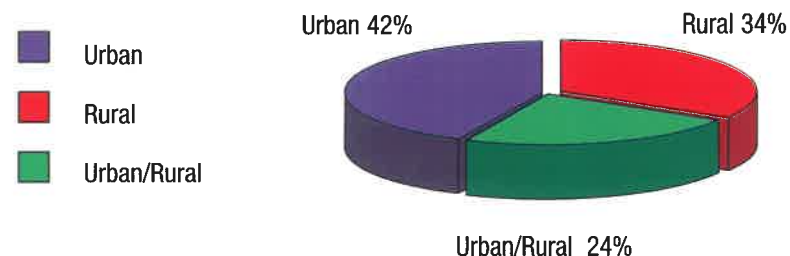
Table 2: NEW GRANTEES APPROVED BY YEAR

Sector	1992	1993	1994	1995	Total
Adult Basic Education	17	31	49	61	158
Early Childhood Development	18	21	17	14	70
Vocational & Further Education	3	4	0	0	7
Teacher Development	23	27	27	21	98
Youth Development	9	16	18	16	59
Special Projects		1	0	4	5
	70	100	111	116	397

**Table 3:
PROVINCIAL DISTRIBUTION**



**Table 4:
PROJECT PERCENTAGE BY AREA**



TRUST BENEFICIARIES

FOCUS : Adult Basic Education and Training (ABET)

- ◆ Abe Development Services
- ◆ ABET for Methodist Church of South Africa
- ◆ Addo Adult Literacy Project
- ◆ Adult Learning Project Cape Town
- ◆ African Independent Churches Devevelopment Project
- ◆ Akanani Rural Development Association
- ◆ Ananda Marga Special Academic Institution
- ◆ ASECA - A Secondary Education Curriculum for Adults
- ◆ Asoka Literacy Group
- ◆ Babbeljoentjie Literacy Project
- ◆ Baithuti Literacy Project
- ◆ Basic Education & Skills for Adults
- ◆ Bayensfield Training Centre
- ◆ BCP Community Projects - Qwa-Qwa Community College
- ◆ Berlin Literacy Project
- ◆ Black Education Upgrading
- ◆ BMS School
- ◆ Botshabelo Guidance Centre
- ◆ Building Industries Federation of South Africa
- ◆ Bulamahlo Learning Project
- ◆ Cala Adult Literacy project
- ◆ Centre for Community Enrichment - Adult Basic Education Literacy Project
- ◆ City Centre Literacy Project
- ◆ Colridge Adult Literacy Project
- ◆ Community Education Centre - Adult Basic Education Project
- ◆ Community Research & Development Centre
- ◆ Continuing Education Programme - Cape Projects
- ◆ Continuing Education Programme - Central
- ◆ Crisis Care Literacy Programme
- ◆ Dansa International College - Adult Education Centre
- ◆ Daveyton Adult Literacy Project
- ◆ East London Literacy Project
- ◆ Edenvale Funda Literacy Project
- ◆ Ekukhanyeni Adult Education Project
- ◆ Ekukhanyeni Community Counselling Centre
- ◆ Eldorado Park Advice Centre
- ◆ Elukhanyisi Adult Education Project
- ◆ English Literacy Project
- ◆ English Resource Unit
- ◆ Evaton Community Education and Development Project
- ◆ Ezamukuhle Education Centre
- ◆ Forum for Advancement of Adult Education
- ◆ Gordon Tywakadi Adult Literacy Centre
- ◆ Hampton College - Sunflower Projects
- ◆ Hillcrest Christian Fellowship
- ◆ Hlabisa Adult Education Project
- ◆ Hlwazhlwazi Adult Literacy Project
- ◆ Ikhono Literacy Education School
- ◆ Ikusasa Lethu Community Development Programme
- ◆ Ililungelo Lethu
- ◆ Imizamoyethu Adult Education Project
- ◆ Independent Examinations Board
- ◆ Inkanyezi Adult Literacy Project
- ◆ Inkqubela Resource Centre
- ◆ Inkululeko Development Centre
- ◆ Ithabeleng Literacy School
- ◆ Ithuteng Adult Literacy Trust
- ◆ Itireleng Community Project
- ◆ Itireleng Educational Project
- ◆ Ivory Park Adult Centre
- ◆ Kathorus Literacy Employment Creation Association
- ◆ Khanya Ngwane Education Trust
- ◆ Khanyisa Literacy Project
- ◆ King Williams Town Literacy Programme
- ◆ Knysna Adult Basic Education Literacy Project
- ◆ Kopano Literacy & Basic Adult Education Project
- ◆ Kwa Mashu Community Advancement Project
- ◆ Kwa-Makhutha Adult Education Programme
- ◆ Langkloof Adult Centre
- ◆ Learn and Teach
- ◆ Lebohang Community Resource Centre
- ◆ Lere-la-Thuto Adult Literacy Project
- ◆ Lesedi Ukukhanya Community Projects Organisation
- ◆ Light Study Centre
- ◆ Machibini Project
- ◆ Magoma Adult Education Centre
- ◆ Makeepsvlei Adult Education Centre
- ◆ Mandela Village Literacy Project
- ◆ Marselle Community Development Forum
- ◆ Masakhane Adult Education Project
- ◆ Masakhane Community Project
- ◆ Masakhane Literacy Project
- ◆ Masana Rural Development Centre
- ◆ Masifundeni Adult Education Association
- ◆ Masifundisane/Rerutaneng Literacy Project
- ◆ Mathyantya Adult Project
- ◆ Medunsa Literacy & Development Project
- ◆ Mmabatho Adult Literacy & Education Trust
- ◆ Mmotong Adult Education Project
- ◆ Molteno Project
- ◆ Mthwakazi Project
- ◆ Naledi Non Governmental Organisation
- ◆ Natal ABE Support Agency - Abe Leadership Development Programme
- ◆ National Council of African Women
- ◆ New Life Literacy Project
- ◆ Newtown Adult Literacy Project
- ◆ Nkonjane Trust - Tutor Training
- ◆ Nkonjane Trust - Literacy Project
- ◆ Nthoroane Leadership Education Project
- ◆ Nyangazezizwe Traditional Doctors
- ◆ Ons Leer Mekaar
- ◆ Operation Upgrade of South Africa - Tutor Development Programme
- ◆ Operation Upgrade Of South Africa - ABET Centre
- ◆ Optimus - Adult Education Centres
- ◆ Optimus Foundation
- ◆ Osizweni Community Development Centre
- ◆ Phagamisa Adult Educ Centre
- ◆ Phomolong Literacy Project
- ◆ Pinetown Child & Welfare Society

- ◆ Plettenberg Bay Adult Education Centre
- ◆ Project Gateway
- ◆ Project Literacy - PROLIT
- ◆ PUCHE - Adult Basic Education Programme
- ◆ Refilwe Social Upliftment Project
- ◆ Rhodes Isea Adult Literacy
- ◆ Robertson Advice Centre
- ◆ Rural Development Collective
- ◆ Rutanang Study project-Atok
- ◆ Setlogelo Technikon - Adult Basic Education Project
- ◆ Share - Somerset West
- ◆ Sifundakunye Adult Education Centre - Literacy and Numeracy Project
- ◆ Siphulwazi Literacy Project
- ◆ Siphumelele Literacy Projects
- ◆ Sisters of Mercy - Winterveld
- ◆ Sizanani Literacy Project
- ◆ Sizwe Adult Education Project
- ◆ St Athony 's Adult Education Centre - Literacy Development Programme
- ◆ Strydkraal Literacy Project
- ◆ The Ecumenical Action Ministries Team
- ◆ The Trust for Christian Outreach
- ◆ Thornwood Literacy Project
- ◆ Thutela Bogolo Adult Education Centre
- ◆ Thuthuka-Nyamazane Literacy Project
- ◆ Tigerkloof Educational Institution
- ◆ Training in English Language & Literacy
- ◆ Tsholofelo Adult Education Centre
- ◆ Ukhanyo Literacy Project
- ◆ Umlazi Community College - ABE Project
- ◆ Umtapo Centre
- ◆ Umtata Adult Literacy Centre
- ◆ University of Cape Town - Abe Research
- ◆ University of Natal - Abe Research
- ◆ University of Natal - Centre for Adult Education
- ◆ University of Natal - Learn with Echo
- ◆ University of Natal - Literacy Support Project
- ◆ University of the Western Cape - Abe Research
- ◆ University of the Western Cape : CACE - Adult Education Training and Development for Rural and Urban Areas

- ◆ Urdep - Cape Town
- ◆ Urdep - Daggakraal Programme
- ◆ Uswe Development Course
- ◆ Valley Trust : Adult Literacy Project
- ◆ Vumani Mfundo Adult Literacy Centre
- ◆ Wintervelt Advice Office & Lit School
- ◆ Wits Workers School
- ◆ Workers Empowerment Literacy Programme
- ◆ Yoluntu Literacy Project
- ◆ Zamani Adult Literacy Programme
- ◆ Zwanani Development Project

FOCUS : Early Childhood Development (ECD)

- ◆ Access College
- ◆ African Child Development Centre
- ◆ African Self Help Association
- ◆ Alpha Community Projects
- ◆ Association For Training & Resources
- ◆ Baobab Community College
- ◆ Boitumelo Early Learning Centre
- ◆ Chatsworth Early Learning Centre
- ◆ Community and Child Devevelopment Centre
- ◆ Community and Family Centre
- ◆ Early Learning Resource Unit
- ◆ Ekuhlaheni Community Pre-School Project
- ◆ Empangeni Community Development Association
- ◆ Entokozweni
- ◆ Grassroots Educare Trust
- ◆ Grow Early Learning Centre
- ◆ Hands of Prayer Day Care Centre
- ◆ Hippy
- ◆ Hippy Bloemfontein
- ◆ Ikhulubone Trust
- ◆ Independent Examination Board - Accreditation Process for ECD Practitioners
- ◆ Karoo Association for Preschool Development
- ◆ Katilehong Early Learning Resource Centre
- ◆ Kgutlo Tharo
- ◆ Khokela Early Learning Centre
- ◆ Learn for All Trust
- ◆ Lesedi Educare Association
- ◆ Little Elephant Training Centre for Early Education
- ◆ M.T Training Centre for Nursery and PreSchool
- ◆ Masakane Trust
- ◆ Masikhule Educare Development Centre
- ◆ Matal Early Childhood Programme
- ◆ Monaghan Farm Schools Project
- ◆ Motheo PreSchool
- ◆ Natal Early Learning Resource Unit
- ◆ Noordweste Sentrum vir Voorkoolse Ontwikkeling
- ◆ Northern Cape Educare Trust
- ◆ Norval's Pont Education, Resource and Development Centre
- ◆ Ntataise Central Training Project
- ◆ Ntataise Eastern OFS
- ◆ Ntataise Lowveld
- ◆ Ntataise Rural Pre-School Development
- ◆ Ntsonatsatsi Educare Trust
- ◆ Nyologang Community Outreach
- ◆ OFS Educare Development Unit
- ◆ Oudtshoorn Preschool 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
- ◆ Queenstown Early Learning Centre
- ◆ Redhill School
- ◆ Rehologile Child Development Centre
- ◆ Rhodes University - Centre for Social Devpment
- ◆ Small Beginnings
- ◆ Society to Help Civilian Blind
- ◆ South African Congress of Early Childhood Development
- ◆ Sunshine Centre
- ◆ Thabong Educare Centre
- ◆ The PreSchool Resource Centre - S Cape
- ◆ The Learning Project

- ◆ The Rudolph Steiner Centre for Teacher Education
- ◆ Thusano
- ◆ Training and Resource in Early Education - Evaluation of School Readiness Programme
- ◆ Training and Resource in Early Education - Training Programme
- ◆ Tshepang Trust
- ◆ Umlazi Pre-School Skills Training
- ◆ Underprivileged Child in Informal Settlement
- ◆ Western Cape Foundation for Community Work
- ◆ Woz'obona Early Childhood Community Service Group

FOCUS : Vocational and Further Education

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

FOCUS : Special Funding

- ◆ Murray and Roberts Holding - Cosas Code of Conduct
- ◆ National Education Training Forum
- ◆ Newcastle Youth Development Centre - PSI Joint Education Trust
- ◆ Northern Cape Workbook Project
- ◆ Randse Afrikaanse Universiteit - Newcastle Youth Development Centre

FOCUS : Teacher Development

- ◆ 1820 Foundation Inset
- ◆ Alexsan Resource Centre

- ◆ Bureau for Inservice Teacher Development
- ◆ Catholic Institute of Education - Teacher improvement programme
- ◆ Centre for Education Policy Development - System
- ◆ Centre for the Advancement of Science and Mathematics Education
- ◆ Community Education Trust - Education Management Programme
- ◆ Count
- ◆ Cue Teacher Resource Centre
- ◆ Delta Environmental Centre
- ◆ Deved Trust
- ◆ Edu-Train - Thusong Education Trust
- ◆ Education Support Project
- ◆ Eltic Farm Schools Project
- ◆ English at Secondary Level
- ◆ English Language Education Trust - Certificate Courses
- ◆ English Language Education Trust - Implementors Programme
- ◆ English Language Materials and Programmes
- ◆ Fulcrum Teacher Education Project
- ◆ Gauteng Mathematics and General Science Project
- ◆ Glenoaks School
- ◆ Independent Teacher Enrichment Centre
- ◆ Junior Achievement - Enterprise Education in Schools
- ◆ Katlehong Resource Centre
- ◆ Lebowa Primary Maths Project
- ◆ Link Africa - Northern Province Whole School Change Pilot Programme
- ◆ Mamelodi Career Guidance Centre
- ◆ Master Maths Education Trust
- ◆ Maths Centre for Primary Teachers
- ◆ Medunsa Teacher Assistance Programme
- ◆ Midlands Education Development Unit
- ◆ MSTP / IEB Joint Initiative Pilot Project - Further Diploma in Education Development Management and Administration
- ◆ Natal College of Education - Diploma in Education Course
- ◆ National Education Coordinating Committee

- ◆ National Language Project - Multilingual Primary School Programme
- ◆ Novalis Institute - Ubuntu College of Education
- ◆ Novalis Teacher Enrichment Programme
- ◆ Npi Centre for Productive Education Maths
- ◆ Palabora Foundation
- ◆ Primary Education Project
- ◆ Primary Maths Project
- ◆ Primary Science Programme
- ◆ Promat College - Matric College
- ◆ Promat College of Education
- ◆ Promat In-Service Bureau
- ◆ RADMASTE (Wits) : Development of a More Relevant Science Curriculum
- ◆ Radmaste Centre (Wits) - Change Agent in Primary Maths Education
- ◆ Randse Afrikaanse Universiteit - Inset (Orange Farm Community)
- ◆ READ Educational Trust
- ◆ Rhodes University - Duncan Village Project
- ◆ Rhodes University - Teacher Development
- ◆ Science Education Project
- ◆ Secondary Schools English Research Project
- ◆ Sherwood Farm Resource Centre
- ◆ Singakwenza Teaching Project
- ◆ Siza Centre
- ◆ SMILE
- ◆ St Alban's Teacher Upgrading Project
- ◆ St Andrews Outreach Foundation Teacher Enrichment Programme
- ◆ St Mary's DSG Outreach Project
- ◆ Star Projects Coordinating Committee
- ◆ Stellenbosch University - IMSTUS
- ◆ Sweetwaters Project
- ◆ Teacher Opportunity Programme
- ◆ Teachers Appraisals Project
- ◆ Technikon South Africa - Teachers Development Project
- ◆ The African Writers Association
- ◆ The Midlands Educational Trust
- ◆ The Molteno Project
- ◆ The Remedial Teaching Foundation

- ◆ The Science Curriculum Initiative in South Africa
- ◆ The South African National Council for the Blind - Upgrading of Teachers Project
- ◆ University of Bophuthatswana - Teachers English Language Improvement Project
- ◆ University of Cape Town - Teaching and Learning Programme
- ◆ University of Cape Town - Primary Education Project
- ◆ University of Cape Town - The Mathematics Education Project
- ◆ University of Natal - Language in Learning and Teaching Project
- ◆ University of Port Elizabeth - Inservice Teacher Training Programme
- ◆ 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 - Rural Facility
- ◆ University of the Witwatersrand - Education Policy Unit
- ◆ University of the Witwatersrand - Further Diploma in Education Programme
- ◆ University of the Witwatersrand - Maths and Science at Colleges of Education
- ◆ University of the Witwatersrand - Teachers English Language Improvement Project
- ◆ University of Transkei
- ◆ University of Zululand - Administration and Management Programme
- ◆ University of Zululand - Maths and Science INSET Programme
- ◆ Uplands Outreach - School Outreach Programme
- ◆ Vista Centre for Cognitive Development - Rural Project
- ◆ Vista Centre for Cognitive Development - Saldanha Inservice Teacher Training Project

- ◆ Vista Centre for Cognitive Development - Urban Project
- ◆ Vista Centre for Cognitive Development - Valley of 1000 Hills Teacher Training Project
- ◆ Winterberg Schools Trust
- ◆ Young People Theatre Education Trust - Rural Primary School Project
- ◆ Young People Theatre Education Trust - Urban Primary School Project

FOCUS : Youth Development

- ◆ Albert Luthuli Community and Educational Trust
- ◆ 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
- ◆ Foundation for Economic and Business Development
- ◆ Gazankulu Training Trust
- ◆ Gold Shield Award
- ◆ Hantam Community Education Trust
- ◆ Hershel Career Guidance
- ◆ Idayasa Trust
- ◆ Ikemeleng Remedial Education Centre
- ◆ Independent Projects Trust
- ◆ Informal Business Training Trust
- ◆ Interchurch Education Programme - Co-ops
- ◆ Interchurch Education Programme - Keyboards
- ◆ Izingolweni Skills Centre
- ◆ Joint Enrichment Project
- ◆ Junior Achievement - Centre for Opportunity Development - Northern Province
- ◆ Junior Achievement - Centre for Opportunity Development

- ◆ M L Sultan Technikon - Centre for Education and Skills Development
- ◆ Midlands Community College
- ◆ Mitchell's Plain Youth Development
- ◆ Moving into Dance
- ◆ Namaqualand Resource and Education Centre
- ◆ Natal Society for the Blind
- ◆ Neighbourhood Advice Resource Centre
- ◆ Outward Bound / Valley Trust
- ◆ Overberg Community Service Project
- ◆ Pasada Fashion Incubator
- ◆ Phuxunani Youth Project
- ◆ Pretoria YMCA : Camp Jumbo Street Children Programme
- ◆ Primary Open Learning Pathway Trust
- ◆ Prince Alfred Hamlet Youth Development Centre
- ◆ Resource Action Group
- ◆ School Leavers Opportunity Training - Youth programme
- ◆ School Leavers Opportunity Training - Marketing
- ◆ Sibikwa Community Theatre Project
- ◆ Sisters of Mercy : Skills Training Centre
- ◆ Sisters of Mercy : Mmakau Adult School
- ◆ Skills Training for Employment Centre
- ◆ South African Communication and Development Institute
- ◆ Springs Computer Education Centre
- ◆ St Anthony's Adult Education Centre - Education/Skills Development Programme
- ◆ Takalani Youth Programme
- ◆ The South African National Council for the Blind - Visually Disabled Youth Programme
- ◆ The Young Entrepreneur Foundation - The Kathorus Youth Plumbing Skills Project
- ◆ Thusanang Haenertsburg Self Help Association
- ◆ Thusong Secretarial School
- ◆ Triple Trust Organisation
- ◆ Ubambiswano
- ◆ Urban Missions Community Programme
- ◆ Vocational Advancement Programme
- ◆ Youth Alive Ministries

REPORT OF THE INDEPENDENT AUDITORS TO THE TRUSTEES

We have audited the annual financial statements, an extract of which is set out on this page. This extract of the annual financial statements is the responsibility of the Trustees. Our responsibility is to report on this extract of the annual financial statements.

We confirm that this extract has been properly compiled from the annual financial statements of the PSI Joint Education Trust for the year ended 31 December 1995. These annual financial statements have been prepared in accordance with generally accepted accounting practice issued by the International Accounting Standards Committee. We confirm that an unqualified audit opinion was issued on these annual financial statements.

In addition, at the request of the Trustees, the disbursements on approved projects were subject to a high degree of audit verification and we confirm that no exceptions were noted.

Deloitte & Touche

Chartered Accountants (SA)
Johannesburg
19 March 1996

INCOME STATEMENT for the year ended 31 December 1995

	1995 R	1994 R
Gross contributions received	89 241 794	83 650 889
Interest on funds invested	1 426 261	1 235 511
Total income	<u>90 668 055</u>	<u>84 886 400</u>
Disbursements on approved projects	99 361 212 ⁽¹⁾	73 706 714
Administration expenses	3 742 537	2 588 244
Total expenditure	<u>103 103 749</u>	<u>76 294 958</u>
Net (shortfall) surplus for the year	(12 435 694)	8 591 442
Retained income at beginning of the year	16 150 321	7 558 879
Retained income at end of the year	<u>3 714 627</u>	<u>16 150 321</u>

ABRIDGED BALANCE SHEET at 31 December 1995

Resources employed		
Special Institutions' Fund	(21 037 945)	5 754 826
Primary and Secondary Education Fund	1 000 000	1 000 000
General Fund	23 752 572	9 395 495
	<u>3 714 627</u>	<u>16 150 321</u>
Employment of resources		
Fixed assets	580 440	239 753
Current assets	4 170 078	16 068 611
Current liabilities	(1 035 891)	(158 043)
	<u>3 714 627</u>	<u>16 150 321</u>
Administration expenditure ratio		
Administration expenses as a % of total expenditure	3,63%	3,39%

Note 1: Includes evaluation costs of R363 627.

JOINT
EDUCATION
TRUST

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