

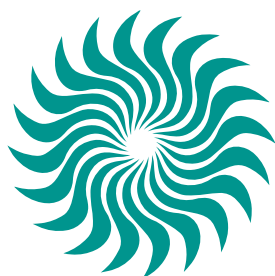


JET Education Services  
**Annual Report 2024**

WHAT  
COMES  
NEXT?



**JET EDUCATION SERVICES**  
THINK EDUCATION. THINK JET.



**JET EDUCATION SERVICES**

**THINK EDUCATION. THINK JET.**

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# ABOUT JET



# Introduction to JET

## Think Education. Think JET.

The legacy of JET Education Services dates back to 1992, when the collaborative efforts of leaders from South Africa's corporate world, major political parties, trade unions and representative organisations of black business established the Joint Education Trust, an initiative designed to address the education disparities that existed in the country at that time. Over more than three decades, JET has worked with government, public sector, civil society and academic partners and with local and international development agencies and educational institutions with the same goal in mind: to improve the quality of education and the overall relationship between education, skills development and the world of work, particularly for disadvantaged communities. In response to the constantly changing ecosystem, JET has evolved into a '(dis)intermediary organisation', able to manage the implementation and evaluation of education interventions, both locally and internationally, particularly on the African continent.



### VISION

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



### MISSION

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



### VALUES

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



### FOCUS AREAS

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



### VALUE PROPOSITION

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

## Forewords

# Nathan Johnstone

## Chairperson

During 2024, the JET Board actively participated in the development of the *Embracing our neXt* strategy. The process showed us that the complementarity between the Board and management team is important, each with their own set of roles and responsibilities. It also showed us that our own personal worldviews add diversity and colour to the collective position of the JET Board and also that of the management team and staff. As a Board, we are committed to guiding the implementation of the new strategy as we uphold the principles of good corporate governance for which JET is well-known.

In 2024, we took leave of Bongani Phakathi, who had served as chairperson of the Remuneration and Nominations Committee, Adrienne Egbers, who had served as chairperson of the Finance and Audit Committee, and Reverend Angie Phaliso, who had served on the Board for 19 years and was a member of the Remuneration and Nominations Committee. The Board and JET are extremely grateful to these directors for their years of service and commitment to JET. In January 2024, Dr Thandi Lewin, Mr Edison Mazibuko and Mr Zeyn Angamia took up their positions as new Board members.

One of the 'neXts' for the current Board is the strengthening and renewal of the non-executive directors. We welcome Dr Seamus Needham from the University of the Western Cape and Dr Ajay Jivan from the South African Board for People Practices who join the Board in 2025. The skills and expertise of our strengthened Board will help us increase our impact and optimise collaboration towards greater educational outcomes.

During the course of 2024, I took the decision to step down as chairperson in 2025, after 14 years in this role. I will remain on the Board as a non-executive director but will make way for a new chairperson to be appointed to ensure that the combination of renewal and continuity is followed. Look out for an announcement from JET in this regard towards the end of 2025.

I would like to express my appreciation to James Keevy (CEO), Nathalie Vereen (COO) and Mororiseng Maapola (CFO) for holding the front line, ably supported by a strong management team and competent staff. Thank you to my fellow Board members, some of whom have served JET for many years, while the group of new appointees has grown steadily, setting the stage for the future JET.



# James Keevy

## Chief Executive Officer

Our theme for this annual report is 'What comes neXt?'. This theme reflects our strategy development process which unfolded in 2024 and led us to a new strategy to be implemented from 2025 up to 2027. During this strategy development process, we used spiral dynamics as a framework, and this guided our staff, management team and Board to identify a second-tier yellow state for the future JET. This future state is envisioned to embody functionality, adaptability and a seamless flow in organisational structure – in effect, 'future proofing' JET for the years that lie ahead.

Our new strategy, referred to as *Embracing our neXt*, is based on the following key focus areas:

- We are rejecting being less of what we can be; we reject ways that do not incorporate all and polarise.
- We are embracing change that is also uncomfortable; we embrace a hopeful, functional approach to what JET can become.
- We recognise that JET is only as strong as its people; we will actively move to appoint and include new people with worldview profiles that both complement the current organisational profile and also actively move the collective to second-tier yellow.
- We are reducing our dependence on physical infrastructure.

- We are removing the constraints of organisational structure and adopting functional ways of engaging.

As this annual report was being finalised, we have been making good progress across each of the areas. We have changed our recruitment approach to focus more on 'culture add' than 'culture fit'. We sold our well-loved Education Hub in Parktown and moved to a new, modern and agile workspace at 18 Glenhove in Rosebank – the site is one fifth the size of the space we had before and is modelled on principles of shared and digital workspaces geared for online meetings and staff working in hybrid conditions. We are also phasing in a new functional grouping structure modelled on holacracy but contextualised for our type of organisation and conditions.

So what are the four 'neXts' for JET? We are integrating and automating our business processes. We are placing more emphasis on customers and client impact. Our people remain our greatest asset – in October 2024 we won the global award from Investors in People for organisations in our category. Sustainability as a non-profit in South Africa also requires a continuous focus on new business development.

Let me take this time to thank the management team at JET, who works tirelessly to keep us on track; our staff,



who are always willing to go the extra mile; our Board, who remains vigilant and supportive; and lastly, also our clients and customers, many of whom have been part of the JET story for more than 30 years.





# Nathalie Vereen

## Chief Operating Officer

JET Education Services is a dynamic organisation committed to addressing complex and structural challenges in the education and development sectors. In 2024, we not only contributed to what works but also infused renewed energy into partnerships and bold, innovative collaborations.

The year felt like a collective moment to come up for air. As society continues to re-emerge into social interaction and the sector pursues long-overdue catch-up initiatives, a broader push for change also gained momentum – perhaps catalysed by the national elections that took place in May.

At JET, we tested our resilience. While continuing to deliver at full pace – through rigorous research, programme implementation across schools, critical evaluations, and new business development – we embarked on a transformative strategic design journey. This path will shape how we operate and drive structural change within our organisation over the coming years. We also strengthened existing collaborations and forged exciting new partnerships. Amidst it all, we designed an innovative new home for our JETSetters – a symbol of our commitment to innovation and progress.

At the end of 2023, I confidently committed to securing a new home for JET, blissfully unaware of the adventure – the unknowns, legalities, costs and challenges – that lay

ahead! The journey was filled with learning, risk, intensity and reward, made possible by the incredible support of the Movelt! Committee – a dedicated group of JET go-getters who helped find the perfect location and shaped every design detail with care. As Ralph Waldo Emerson said, ‘What lies behind us and what lies before us are tiny matters compared to what lies within us.’ At JET, it’s this spirit – of teamwork, shared purpose, and lived values – that fuels our collective success.

I believe deeply in karma, good energy and the power of connection. This past year, several service providers became true colleagues and friends. I extend heartfelt thanks to Design Partnership for realising our vision of a modern and inspiring space – and for keeping me/us grounded throughout the process! Our Board was an invaluable partner, offering steadfast support and accountability throughout the creative journey. And our Social Diamonds made sure our launch into 18 Glenhove Road was both festive and unforgettable.

Working in the not-for-profit space comes with unique challenges, especially within a diverse and multi-generational team. But when it all comes together – when we see evidence that sustained investments in teacher development are delivering results and that children are learning in safe, beneficial environments – the rewards are immeasurable.

In 2024, we welcomed exceptional talent and will continue to prioritise attracting high-calibre professionals. At the same time, we celebrated the departure of colleagues who have moved on to other impactful roles in the sector – bittersweet but proud goodbyes. We remain deeply committed to youth development and skills transfer as core tenets of our organisational growth.

Here’s to 2024 – a year of transformation, teamwork and tangible progress – leading us into 2025, full of anticipation.





## Developing JET's 2025-2027 Strategy: Embracing our neXt

In 2023, in response to the fast changing ecosystem in which JET operates, a decision was taken to engage in a strategic review process in 2024, with the aim of developing a new, forward-looking strategy to modernise the organisation, optimise our agility and increase our relevance in the sector whilst remaining focused on our key priorities and thematic areas.

The approach we adopted entailed using the JET Theory of Change as a starting point and then gaining a broader systemic perspective of

JET's business model and spheres of interest, influence and control, both externally and internally. Thereafter, through a structured and collaborative process involving the management team, staff and Board, JET began the development of the new organisational strategy, *Embracing our neXt 2025–2027*.

Grounded in the framework of spiral dynamics, which recognises that the value systems, worldviews and mind-sets of individuals and organisations are constantly evolving, shaped by changing times

and conditions, the process began in March under the guidance of Dr Rica Viljoen, a recognised expert in the field. The JET management team, including Board members, undertook Values Systems Indicator (Human Niches) and Change State Indicator (CSI) assessments to establish the different and common values that exist in the organisation as well as the team's readiness for change.

The development of the strategy was supported by a working group consisting of five staff members



from across all divisions, who contributed diverse technical and analytical skills and represented a youthful mix. Staff were engaged through a series of ‘fireside chats’, during which they were introduced to the concept of spiral dynamics and the developing strategy and given opportunities to contribute. An Adaptive Intelligence Workshop was held with the management team and working group, and the first draft of *Embracing our neXt* was produced by 12 June, ahead of a Board meeting and a design session in July. Between June and July, the strategy was further refined, and the Values Systems Indicator assessment was rolled out to all staff.

A staff workshop and several more engagements at various levels of the organisation took place, with opportunities for all staff to provide comments. The process concluded with a staff breakfast and Board meeting on 27 November, at which the final strategy document was approved and adopted.

*Embracing our neXt 2025–2027* is structured around different worldviews and levels of work (practice, service and quality). The strategy ‘is designed to allow individuals with diverse world views and at different levels of work to navigate their roles and contributions’. It embodies JET’s ambition to become a ‘yellow’ organisation in the spiral dynamics framework, that is, an organisation that promotes holistic thinking, integration, flexibility and organisational learning.

In 2025, to implement the strategy, JET will begin shifting towards a more functional and integrated structure. This will represent a holacracy, rather than a hierarchy, and be characterised by cross-functional teams and shared ownership, with an emphasis on autonomy, accountability and organisational agility. This structure will be embodied through the introduction of Functional Groups (FGXs), which will consist of staff

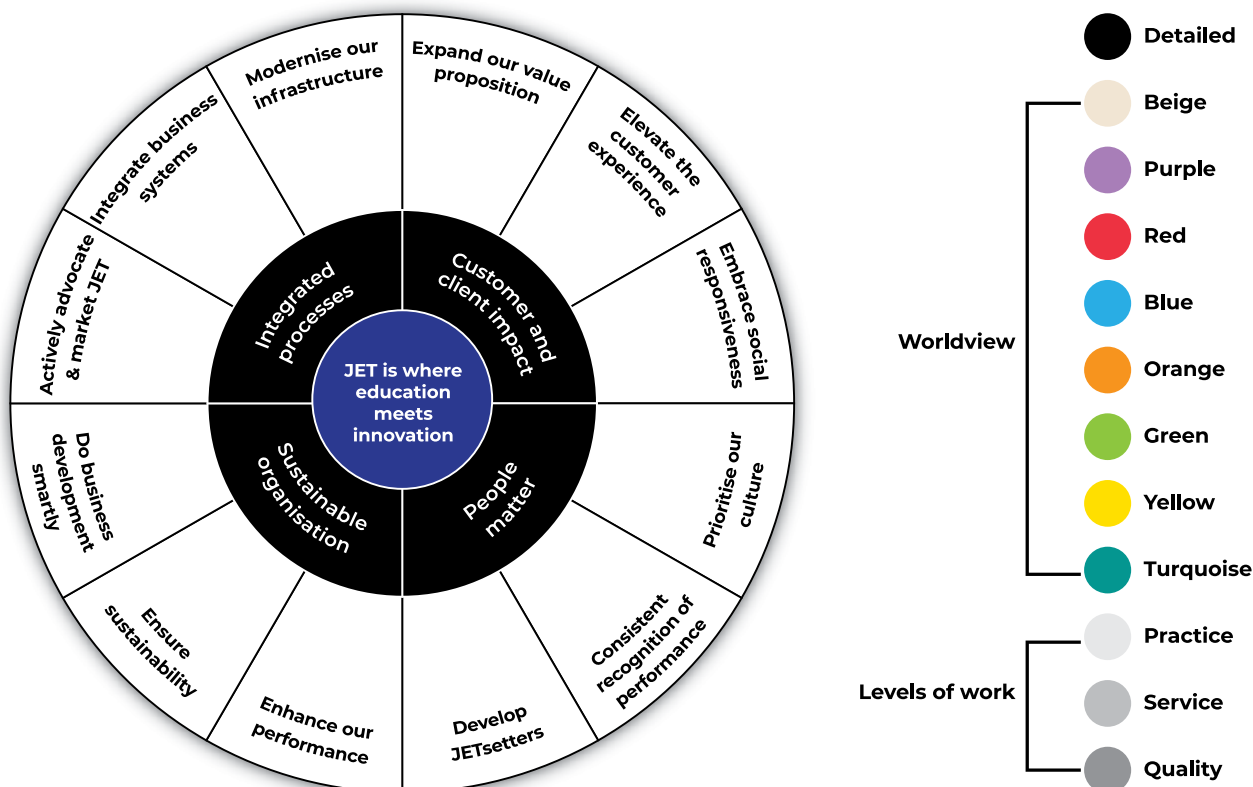
members clustered by roles and responsibilities, with the authority to make decisions within the group. The FGXs will provide opportunities for learning, development and cross-functional collaboration across the organisation.

Initially, five groups will be formed, aligned to four strategic focus areas:

- An overarching Anchor FGX
- Integrated processes
- People matter
- Customer and client impact
- Sustainable organisation

Through this transition, JET remains committed to maintaining high performance, supporting staff through change and ensuring that the culture shift is thoughtfully managed.

JET, as a non-profit company, embraces this next chapter and will invest in the education sector with renewed enthusiasm and strategic focus.







## Winning at the Investors in People Awards Ceremony

On 13 November 2024, JET Education Services was recognised as the 'Overseas Employer of the Year: Silver' at the prestigious Investors in People (IiP) Awards held in London, UK. This achievement comes after a rigorous, thorough and also fun process and highlights JET's commitment to its people and organisational culture.

The IiP Awards are an internationally recognised endorsement that honours organisations excelling in people management, employee engagement and organisational culture. With over 14 000 companies across the globe holding IiP accreditation, receiving this award is an acknowledgement of JET's dedication to fostering a

positive work environment and empowering our employees.

JET's journey with Investors in People began in June 2016, with a focus on enhancing the organisation's culture and staff well-being. In 2018, JET was honoured with the 'Best Newcomer' award, and by 2020, the company achieved Silver status, a reflection of its ongoing commitment to its people. In 2023, JET proudly retained its Silver accreditation with significant improvements. In 2024, JET was shortlisted alongside corporate organisations such as the Cyprus Telecommunications Authority and Geodis BPO (Thailand and India) for the 'Overseas Employer of the Year: Silver' award.

Nathalie Vereen, Chief Operating Officer, Cleopatra Morudu, Human Resources General Manager, and Zukiswa Mashigo, Communications Officer represented JET at the awards ceremony. The evening was a celebration filled with glitz and glamour, with over 850 attendees from across the different sectors. The atmosphere was filled with live music, good food and a celebratory mood. The anticipation was palpable as the announcement of the winners in the 'Overseas Employer of the Year' category approached. The JET team was accompanied by our liP expert consultant, Mr David Dale, who has become a true mentor and sounding board for our creative ideas and converting these into improvements.

Just before the announcement, we briefly reassured each other, reminding ourselves that being nominated and making it this far was already an achievement. When JET's name was called, we – and the entire room – erupted in joyous ululations, a moment that truly exemplified our roots and the magnitude of this recognition. The award is dedicated to every individual at JET, because it is their collective effort that brought us here.

JET Education Services strives to be a place where employees can find purpose, contributing meaningfully to the organisation's mission of improving education in South Africa and Africa. In a particularly special moment during the ceremony,

the team back in South Africa was notified via a WhatsApp call (video-calling a few!) at around 1 a.m. South African time. 'We woke the whole office up screaming with excitement.' Sharing this news with our colleagues was an unforgettable moment.

This award is not the end of our journey but a reflection of the hard work and dedication of every member of the JET family. We look forward to many more accomplishments as we continue to grow, innovate and lead within the education sector. And just by the way – going for gold in 2026-2027!

### Behind the scenes

The preparations for JET's submission for the liP awards started in May. We wanted to showcase where JET comes from, the impact of liP on the JET culture and where JET is headed. We adopted the novel approach of producing a video, which gave us an opportunity to involve all staff members in preparing the submission and would also show the beauty of a South African sunrise in the bush. The video shoot took place at a venue in Magaliesberg where the 2024 strategic planning workshop was also held. Shooting started at 5 a.m. on a chilly morning and also took place at opportune moments during the workshop. The videos captured different voices and contributions of staff and what liP accreditation for JET means to them. Being part of liP means more than just winning awards: it has a positive impact on our organisational culture, our systems and processes.

The final product that was submitted to liP showed JET staff with the South African flag, illustrating how JET embraces diversity and is proudly South African. View the video on our website: [Embracing our NeXt strategy](#)

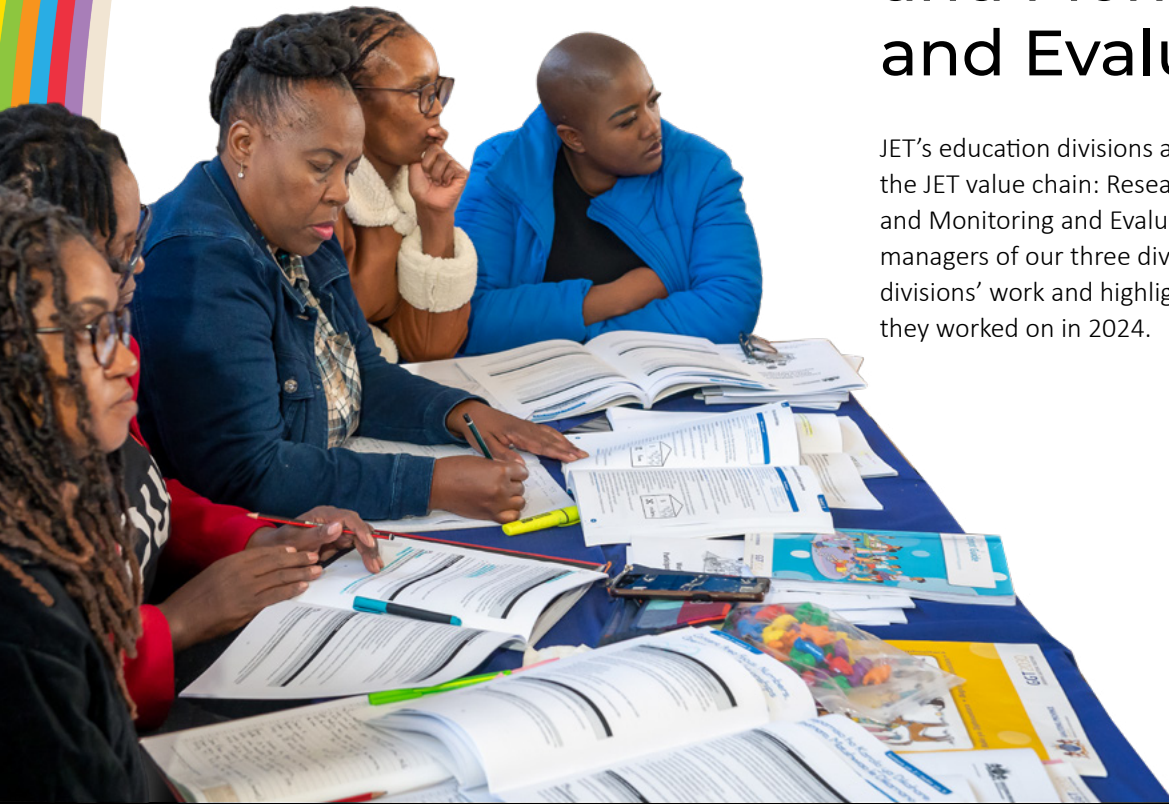






# OUR WORK





# Research, Implementation, and Monitoring and Evaluation

JET's education divisions are structured around the JET value chain: Research, Implementation, and Monitoring and Evaluation. The executive managers of our three division describe their divisions' work and highlight some of the projects they worked on in 2024.

## **Research and Data Ecosystems Division (R&DE): driving data-Informed educational transformation**

**Executive manager: Roelien Herholdt**

The Research and Data Ecosystems (R&DE) Division experienced a year of strategic transition and growth. In early 2024, the division bid farewell to Ms Kelly Shiohira, who returned to the United States. Ms Roelien Herholdt was appointed as the new Executive Manager, bringing with her a renewed focus on integration, agility and alignment with national and international research priorities.

Through strategic collaboration, innovation and a shared commitment to educational equity, the R&DE Division continues to shape the future of education research and practice in South Africa and beyond.

The overarching highlight of 2024 was the expansion of JET's international footprint through the adaptation and implementation of the LEGO Engage tool in Eswatini, funded by the World Bank. This milestone marked a significant stride in promoting valid, reliable and equitable assessment tools for early learning across borders, reinforcing the division's commitment to rigorous and context-responsive research. See more about the LEGO PLAY. 20 project on page 21.

Within the division, each unit led innovative and strategically relevant projects:

### Quantitative Unit – VVOB Early Grade Reading Instruction (EGRI) Programme Cost-Effectiveness Analysis (CEA)

In collaboration with VVOB and the EGRI programme, the Quantitative Unit developed a replicable framework for evaluating the cost-effectiveness of Continuing Professional Development (CPD) for educators. This multi-faceted study integrates cost data, teacher engagement with digital platforms and learner outcome metrics such as Early Grade Reading Assessment (EGRA) results to assess the value of CPD investments. The project also explored qualitative dimensions of cost-effectiveness, enabling richer interpretation. By establishing a methodology that balances financial inputs with educational outcomes, this project equips policymakers with an adaptable tool for improving impact-per-resource ratios in teacher development initiatives.

### Qualitative Unit – ‘Bridging the Gap’ Assessment Research

As part of its post-COVID efforts to strengthen the education system, the Department of Basic Education (DBE) opted to update the National Curriculum Assessment Policy Statements (CAPS) by creating a competency-infused curriculum that better reflects the needs of learners and educators. To support this transformation, the DBE identified five key levers of change necessary for equitable implementation: Curriculum Policy, Teacher Development, Learning Environment, Assessment, and Learning and Teaching Support Materials. Against this background, the Qualitative Unit conducted foundational research into teachers’ assessment practices. Partnering with the National Education Collaboration Trust (NECT), UNICEF and Save the Children South Africa, JET’s research focused on understanding the challenges teachers face and the support they need. Conducted in four provinces, the study revealed key insights around workload, resourcing and professional development. The project played a vital role in shaping the future integration of a competency framework into the national curriculum and reinforced the importance of research-informed policy design.

A major deliverable in 2024 was a research report focused on aligning assessment practices with the evolving competency framework. This work contributes to the DBE’s broader effort to finalise a National Assessment Framework by incorporating insights into learner and teacher experiences with current assessment practices.



### Foundational Learning & Assessment Unit – LEGO PLAY 2.0

LEGO PLAY 2.0 represents a bold leap forward in early learning evaluation. The project aimed to contextualise and psychometrically validate classroom observation tools, teacher interviews and classroom inventories for use in South African preschools and Foundation Phase classrooms. Partnering with The Unlimited Child and supported by RTI and New York University, the project underwent a rigorous adaptation process including expert reviews, pilot testing and item analysis. These tools, designed to be freely accessible, address the longstanding gap in reliable ECD evaluation instruments and are now poised to support large-scale monitoring and research across education systems. See more on page 21.

## Innovation and Implementation Division (I&I): strengthening educational capacity across South Africa

**Executive manager: Craig Gibbs**

The primary focus of the Implementation and Innovation (I&I) Division is implementing impactful, innovative educational programmes across all levels of the education sector. In 2024, the division, which plays a key role in driving medium- and large-scale projects while also fostering innovation, contributed to significant progress in realising JET's mission to improve foundational learning outcomes and strengthen educational capacity across South Africa.

**Four key projects are described below:**

### MRP Foundation Programme

The partnership with the MRP Foundation aimed to enhance school functionality and learner achievement across 20 primary schools in KwaZulu-Natal's Pinetown District. The initiative supported leadership and teacher development through structured planning while also promoting learner growth through initiatives like Learning Through Play. A strong focus was placed on improving literacy and numeracy in the Foundation Phase, supported by teacher coaching and the use of structured lesson plans.

Following engagement with the district office, schools and communities, a needs analysis and baseline assessments for both learners and teachers were completed. Among the interventions introduced was an artificial intelligence (AI)-based mathematics programme, piloted in three schools. Additional components implemented included leadership and management support, teacher development, the Eduten AI platform for Grade 4 mathematics, the Learning Through Play approach, and eLearning programmes for educators in English First Additional Language and mathematics. Schools also received assistance in submitting their School Evaluation Plans to the district within the required deadlines.

Early outcomes reflect improvements in teaching practices and increased collaboration among school leaders. Termly assessments conducted by JET revealed positive trends in learner performance in literacy and numeracy.





## Mindspark Maths Pilot

In collaboration with the Ei Mindspark AI Maths programme, JET has continued to pilot the programme in five quintile 1-3 primary schools in the Western Cape to evaluate its impact on mathematics learning. Mindspark by Educational Initiatives is a learning platform that utilises AI and data-driven algorithms to personalise mathematics and English education. The programme tailors content based on individual strengths and weaknesses, with proven success in improving learning outcomes worldwide. The personalised adaptive learning platform offers real-time learner diagnostics and tailors content accordingly. JET assisted Mindspark with aligning its content to the South African curriculum, ensuring it was locally contextualised and aligned to classroom topics. Pre- and post-assessment results

demonstrated notable improvements in learner performance, with participating learners showing statistically significant gains in core numeracy competencies. Teachers reported greater insight into learners' progress as well as increased learner motivation and engagement.



## Anglo American South Africa (AASA) Whole School Development Programme (Phase 2)

The AASA project targeting schools in communities surrounding AASA operations focused on comprehensive school development, addressing infrastructure upgrades, leadership training, curriculum support, and academic assistance for Grade 11 and 12 learners. Implemented in rural schools across several provinces, the initiative embraced a whole school development model to foster a supportive learning environment.

Phase 1 of the AASA Education Programme was concluded in March 2024. JET continued as the managing agent for Phase 2, which began in 2022.

Key accomplishments in 2024 included classroom refurbishments, installation of Information and Communication Technology labs and distribution of teacher support materials. Educators and school leaders in 85 primary and secondary schools received training on curriculum delivery and using data to enhance instruction, contributing to a notable improvement in matric results.

In response to the growing role of technology in education, a 24-week online revision programme for Grade 12 mathematics and physical sciences was introduced, along with the Eduten digital learning platform for Grade 4 mathematics.

In collaboration with Anglo American Education Leads, strategic meetings took place with senior Department of Basic Education (DBE) officials to align Phase 2 focus areas – Early childhood Development, Grade R, Foundation Phase, Intermediate/Senior Phase, and Functional School Governance. The DBE fully endorsed the programme, recognising both the design and the planned interventions.

## Eduten AI Mathematics Pilot in Rural Primary Schools

Building on global evidence of the potential of AI in education, JET, in partnership with Eduten (a Finnish based company rolling out their AI mathematics programme to over 50 countries) implemented an AI-based mathematics intelligent tutoring system (ITS) pilot in under-resourced primary schools in Kwazulu-Natal, Limpopo, North West and the Northern Cape. The platform, adapted from Finland's Eduten and aligned to the South African curriculum, offered weekly adaptive mathematics sessions for Grade 4 learners. A mixed-methods evaluation revealed significant improvements in numeracy outcomes: treatment groups improved by an average of 22% compared to 2% in control groups. Teachers also reported increased self-efficacy, learner enthusiasm and class participation. Barriers included limited internet infrastructure and the need for ongoing digital literacy training. However, the initiative demonstrated AI's potential in addressing learning gaps and personalising instruction in low-resource settings. As a result of the positive findings, JET and Eduten are introducing the AI mathematics programmes in over 50 quintile 1-3 rural primary schools in 2025.



## Monitoring and Evaluation Division (M&E): providing utilisation-focused, results-oriented M&E that can contribute to improved educational outputs and outcomes

The Monitoring and Evaluation (M&E) Division contributes internally to JET's operations and externally to clients and partners by conducting evaluations and providing M&E support. The division's work is informed by relevant research and implementation realities and acknowledges the context of interventions, the challenges and lessons learned. The division supports implementation by providing evidence which can be used for accountability, learning and decision-making. Over the past year, our M&E processes have provided critical insights into programme effectiveness, student performance and resource utilisation. This evidence-based approach has guided strategic adjustments, ensuring that interventions remain responsive and impactful.

M&E standout projects in 2024 include:

## Evaluation of the Energy Mobility Education Trust

Founded by bp South Africa in 2014, the Energy Mobility Education Trust (EMET), formerly known as the bpSA Education Foundation, was established to support underprivileged young Black South Africans through a range of targeted interventions. These include the provision of university scholarships for science, technology, engineering, and mathematics (STEM) related qualifications to improve beneficiaries' access to and positioning in the labour market as well as a school support programme designed to prepare high-performing high school learners for successful university access and retention. Additionally, EMET offers various skills development initiatives to equip youth with in-demand competencies relevant to the current demands in the labour market. In line with its commitment to inclusivity, the Trust also provides specialised training for visually impaired individuals to promote independence and enhance their employability.

To assess the effectiveness and impact of these interventions, JET was appointed to conduct an impact

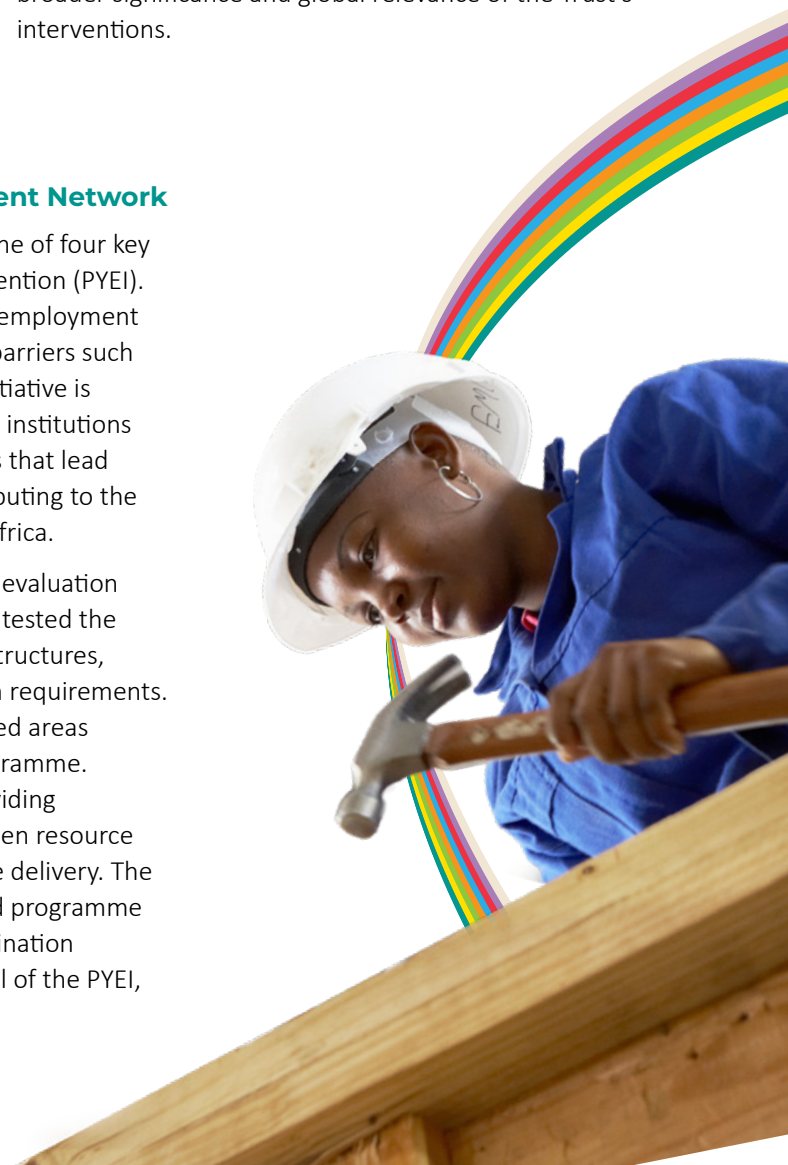
evaluation covering the period from 2014 to 2024. The evaluation aimed to document the achievements and value of the Trust's initiatives for beneficiaries. A retrospective evaluation design was selected, which is particularly appropriate for assessing long-term educational interventions aimed at improving the livelihoods of historically disadvantaged groups and addressing the legacy of past injustices.

The evaluation identified key factors that contributed to the observed outcomes and highlighted the crucial role of implementing partners in programme delivery. It also provided an assessment of each partner's strengths and areas for improvement, offering valuable insights into the effectiveness and sustainability of EMET's partnership model. To further contextualise the impact of EMET's programmes, the evaluation assessed their alignment with three United Nations Sustainable Development Goals: Goal 4 (Quality Education), Goal 8 (Decent Work and Economic Growth) and Goal 9 (Industry, Innovation and Infrastructure). This alignment reinforces the broader significance and global relevance of the Trust's interventions.

## Evaluation of the National Pathway Management Network

The National Pathway Management Network (NPMN) is one of four key components of the Presidential Youth Employment Intervention (PYEI). Its primary objective is to connect South African youth to employment and development opportunities by addressing structural barriers such as limited access to quality education and training. The initiative is implemented through collaboration between government institutions and social partners, aiming to guide youth along pathways that lead to meaningful and sustained employment, thereby contributing to the broader goal of reducing youth unemployment in South Africa.

JET was commissioned to undertake a design and process evaluation of the NPMN. The evaluation served multiple purposes. It tested the robustness of the programme design, addressing design structures, institutional arrangements, governance, and coordination requirements. It also identified implementation challenges and highlighted areas for improvement that might affect the success of the programme. Additionally, it informed strategic decision-making by providing guidance to stakeholders and partners on how to strengthen resource management and network coordination for more effective delivery. The recommendations offered by JET aim to support improved programme design and operational efficiency, ensuring that the coordination structures function effectively to fulfil the overarching goal of the PYEI, addressing youth unemployment in South Africa.





## Outcome Harvesting at JET: Learning from the Past, Shaping the Future

In 2024, JET continued its journey of institutional reflection and strategic learning through the outcome harvesting process led by the M&E Division. Outcome harvesting is a methodology designed to track and analyse evidence of behavioural, relational and systemic change that has been influenced by our work. Building on the foundation laid in 2023, when we initiated the first comprehensive outcome harvest spanning a decade of JET's work, the focus in 2024 was on deepening analysis, building internal capacity and using findings to inform strategic direction.

The initial outcome harvest identified more than 200 significant changes in practice and policy linked to JET's contribution, offering a robust evidence base which reveals how our interventions in education policy, teacher development, systemic school improvement and qualifications frameworks have shaped both national and regional education systems. From the adoption of developmental assessments in the Cofimvaba district to influencing the Teaching

and Learning Development Capacity Improvement Programme, the outcomes highlight patterns of scale, replication and long-term policy influence.

Strategically, the outcome harvesting exercise fed directly into the formulation of JET's new strategic plan and facilitated the pivot toward a forward-looking, impact-driven strategy. Over the course of 2024, we also saw a stronger emphasis on documenting the influence of our research and evaluation work on national decision-making processes, for example, the development of the Kenyan M&E framework based on JET's guideline on qualifications.

Looking ahead, the intention for 2025 is to expand participation in the outcome harvesting process and institutionalise it as both a practice and a mindset within JET.

As we step into our next strategic period, we remain committed to building evidence-informed systems, nurturing staff capacity and sharing learning widely. Outcome harvesting is not only helping us track change – it is shaping how we lead it.





# Stepping up for Early Childhood Development

Acknowledging the vital role early childhood development plays in establishing the foundation for all children to realise their full potential, the Department of Basic Education published a new strategy for Early Childhood Development/Early Childhood Education (ECD/ECE) programmes<sup>1</sup> in March 2024. The *2030 Strategy for Early Childhood Development Programmes* proposes a new 'Social Compact for ECD' with all role-players, including practitioners and staff involved in the delivery of ECD programmes.

Over several years, JET has been growing its ECD expertise, and this has brought recognition of JET as an important contributor to the field, exemplified in our contribution to the LEGO Foundation's PLAY 2.0 project.

The PLAY 2.0 project, which promotes the use of play-based learning in early childhood development settings, is a three-year initiative involving partners from five low-income countries: Sierra Leone, Bangladesh, Uganda, Colombia and South Africa. The collaborative project includes five implementing organisations, two research partners (RTI International and New York University) and a learning partner (Education Development Centre). The role of the research partners is to support the implementing partners with training on the Engage tools and adapting them for their particular contexts. The role of the learning partner is to bring implementing partners together to share their

experiences, learn from one another and support knowledge sharing and advocacy of the tools.

The original PLAY project saw the development of a set of ECD assessment tools. In 2024, the PLAY tools were renamed [Engage tools](#) and include observation and interview tools designed for children from 0-2 up until the end of the Foundation Phase.

**JET Education Services** and **The Unlimited Child (TUC)** adapted the tools for 3-5-year-olds in South Africa and tested them in 150 early childhood classrooms in 2024, using them alongside the Early Learning Outcomes Measure (ELOM) 4-5 assessment. Results showed that Engage tool scores could predict children's ELOM results.

<sup>1</sup> Department of Basic Education. (2024). *South Africa's 2030 Strategy For Early Childhood Development Programmes: Every Child Matters*. <https://www.education.gov.za/LinkClick.aspx?fileticket=Q8ACukLKgzW%3d&tabid=4750&portalid=0&mid=12864>



Two key learning questions the JET and TUC research sought to answer were:

1. **How do we ensure the data from the Engage tools is reliable?**

JET built a data dashboard to identify unusual scoring patterns and help assessors improve. Training assessors is challenging and requires a deep understanding of the tools. Consistent scoring across organisations remains an issue.

2. **How can data be used to improve programmes?**

TUC integrated insights from the Engage tools into their training for teachers. Coaches trained in Engage tools developed a stronger understanding of play-based learning, which improved how they supported teachers.

JET has worked closely with TUC to start integrating learnings from the tools into the training agenda for practitioners. The use of the tools facilitated the skills development of coaches during training as well as learnings from the data collected while using the tools. The training improved coaches' understanding

of play-based teaching approaches by using practical and contextually relevant examples. The gains in the coaches' knowledge and understanding naturally flowed into their training sessions with practitioners.

Extending the use of the Engage tools to support ECD, JET assisted with the adaptation of the tools for use in Eswatini and trained Ministry of Education officials on administering them with 3-5-year-olds. As part of this process, the teacher interview was translated into Siswati to ensure contextual relevance. In addition, JET adapted the Engage primary school observation tool for the Jakes Gerwel Foundation to use in their evaluation of playful learning in student teachers' classrooms.

JET is invested in working with the research partners and other implementing partners to think through how we can best support training on the Engage tools in order to improve the reliability of data collected using the tools, which will in turn support the comparability of data across organisations and countries.

Overall, the Engage tools have proven helpful in identifying areas for improvement and guiding better classroom practices, especially in play-based learning.





# Showcasing the Breadth of Our Work: a snapshot of some additional projects in 2024


**Project:** Potential of Micro-credentials in Southern Africa (PoMiSA)

**Division:** R&DE

**Client/Partner:** PoMiSA

**Focus area:** Interoperability and data ecosystems; Post-school education and training

The Potential of Micro-credentials in Southern Africa (PoMiSA) project is a collaborative initiative involving leading universities in Southern Africa and Europe, along with national councils and strategic partners. The project aims to support economic growth and the development of the workforce through the structured integration of micro-credentials. The project goal is to develop a comprehensive framework for the recognition, quality assurance and regulation of micro-credentials and establish clear principles and policies to guide their implementation across Southern African countries. In 2024, JET oversaw the publication of a series of reports from participating countries (Estonia, Flanders, Ireland, Lesotho, Mauritius, Namibia, South Africa) as well as a synthesis report outlining the status of micro-credentials in those countries.



**Project:** Monitoring and Impact Evaluation of the Jakes Gerwel Fellowship Programme

**Division:** M&E

**Client/Partner:** Jakes Gerwel Fellowship

**Focus area:** Teacher education

JET was appointed in 2021 for a period of five years as the monitoring and evaluation partner of the Jakes Gerwel Fellowship (JGF). The Year 3 evaluation, which reports on implementation, outcomes and impact of the JGF programme during the 2023 academic year (January-December) was finalised in 2024. The evaluation report covers recruitment and selection, support to JGF Candidate Fellows, support to newly qualified teachers (NQTs) in their first two years of teaching, the outcomes and impact of the programme on NQTs, and the emerging impact of NQTs at the schools where they are teaching. In addition, the M&E framework for the new Foundation Phase NQT induction programme was finalised.



**Project:** Safeguarding Intangible Cultural Heritage in Basic Education in Namibia and Zimbabwe

**Division:** R&DE

**Clients/Partners:** UNESCO

**Focus area:** School improvement

The aim of this project was to support the development of two distinct policy briefs – one for Namibia and one for Zimbabwe – to inform high-level dialogue in each country on the integration of Intangible Cultural Heritage (ICH) into basic education. UNESCO is a key partner facilitating this process.

**Project:** Scoping Exercise Towards the Development of an African Occupational Standards Framework

**Division:** R&DE

**Client/Partner:** African Union Development Agency-NEPAD (AUDA-NEPAD)

**Focus area:** Post-school education and training

JET was commissioned by AUDA-NEPAD to conduct a scoping exercise towards the development of an African Occupational Standards Framework (AOSF). The objective of the task is to identify what occupational standards, development mechanisms or frameworks exist at national, regional and international levels and propose key milestones and a roadmap for consultation with countries, key stakeholders and partners.

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**Project:** Sesotho and isiZulu Reading Project (SIRP)

**Division:** R&DE

**Client/Partner:** Nedbank Foundation

**Focus area:** Teacher education

International reading assessment results show that reading is poorly taught in the majority of South African schools. Since children learn to read best in their mother-tongue first, the teaching of reading in African languages is an urgent priority. The Sesotho and isiZulu Reading Project (SIRP) aims to address this need by effecting change in the knowledge and practice of student teachers that will equip them to successfully teach South African learners to read in their home languages. The project has developed a course in reading pedagogy for B.Ed. programmes in the Foundation and Intermediate Phase and has assisted university education faculties to incorporate the course into their curricula. SIRP provides support by offering mentorship, support resources and curriculum strengthening capacity to teacher educators. Lecturers have been trained in Modules 1 and 2 of the course and data for a baseline evaluation has been collected.

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**Project:** Strengthening Education Quality Through Leveraging Mid-tier Professionals in Education

**Division:** R&DE

**Clients/Partners:** The Learning Generation and Maitri Trust

**Focus area:** School improvement

JET conducted research as part of the broader work of the Learning Generation Initiative (LGI) aimed at closing evidence gaps on how a stronger middle tier can positively impact education outcomes, particularly in teaching and learning. The research aimed to generate new evidence and insights from the South African education system. It examined challenges and innovations in the practices of middle-tier professionals, focusing on education management and instructional leadership. It also looked at the interplay of institutional and contextual factors that influence the effectiveness of the middle tier. A report is due to be published early in 2025.

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**Project:** The Teacher Internship Collaboration South Africa (TICZA)

**Division:** R&DE

**Clients/Partners:** Maitri Trust, Tutuwa Foundation, Zenex Foundation

**Focus area:** Teacher education

TICZA is a five-year collective impact project designed to support a range of organisations with varying interests in extended student-teacher internships (ESTIs). ESTIs are a work integrated learning, school-based component of Initial Teacher Education qualifications for student teachers and are seen as a tool for facilitating the development of well-prepared teachers, capable of effective teaching in South African schools. In 2024, focus was on the institutionalisation of ESTIs in the education system. To this end, a meta-analysis of the wrap-around support being offered by implementing partners was initiated as well as a meta-review of ESTIs in South Africa.

TICZA has built a strong repository of knowledge products. Most notably, the TICZA Digest, consisting of concise articles written by TICZA stakeholders on a range of topics relating to the ESTI ecosystem was published. The common competency framework was finalised and is another important resource. The issue of securing funding for the Proof of Concept phase of TICZA was broached.



## Insights from the JET Education Advisory Committee Meeting: reflecting on our past and future work in the era of artificial intelligence

The 2024 JET Education Advisory Committee (EAC) meeting took place in October under the theme 'The Opportunities and Risks of Using AI in Education Interventions in South Africa'.

The main objectives of the meeting were to: (1) reflect on the extent of the current use of artificial intelligence (AI) in education interventions in South Africa; (2) consider how languages other

than English are impacted; and (3) position JET to play a leading role in the responsible but also innovative use of AI in education in South Africa. The meeting was well attended by EAC members, including the Chairperson of the Board, Mr Nathan Johnstone, JET staff and invited speakers. Henri Muurimaa (CEO of Eduten) and Jess Meija (University of Pennsylvania) provided perspectives on the rollout of Eduten in South Africa. Prof Shafikha Isaacs (newly appointed UNESCO Chief of Section for AI and Technology in Education) provided valuable inputs from an international perspective, but with a focus on South Africa.





The following is a synthesis of the main takeaways from the discussions:

**Good learnings are emerging from the two Eduten pilots in South Africa:**

Implemented in South Africa through a partnership between JET and Eduten, the pilots are providing useful comparisons. One set of schools is provided with facilitators who support the rollout of the programme while the other set of schools has no facilitators. The facilitator-supported pilot is showing better results, but it has to be kept in mind that the majority of public schools will be more similar to the second pilot, where no facilitators are present in schools. The pilots are being written up as an impact assessment which will be available at the end of 2024. See also on page 18.

**Teachers matter more than ever:** ‘Tech alone will not create long-term learning gains for children’. Teacher training is a key factor when using EdTech solutions. It is important to take a careful, thoughtful approach to using AI and EdTech in education so we can find the best way to support learning while staying ethical and aligned with human values.

**Ethical use of AI is key:** EdTech solutions such as Eduten must take care to use AI ethically and safely while also ensuring that all data is captured and stored locally, with full Protection of Personal Information Act compliance. Central to the ethical use of AI is developing broad competency on how AI platforms work such that education experts and implementing bodies can thoroughly vet AI solutions on a technical level.

**A plateau of hype around AI is being reached:** Unfounded claims about AI abound and need to be tested. Moreover, existing problems are in some instances being exacerbated by AI, for example, the deepening of inequalities due to the ‘digital divide’. The proliferation of EdTech solutions and online schools in developing countries requires a risk-based policy response to regulate use and protect children from harm. An advantage of South Africa being a ‘latecomer’ in the AI and EdTech area is that we have time to prepare.

**Local-partner led implementation is important:** EdTech solutions need to be aligned to the local curriculum and policies. Internationally tested solutions are still better implemented in partnership with local agencies that know the context. Pricing should also be adapted to take local affordability into account.

**Make use of JET’s related work:** The citizen-civil–public-private partnership (CC-PPP) model developed by the [PSET CLOUD](#) project has the potential to provide a basis for collaborative AI projects in South Africa.

**Learn from other countries:** For example, the development of an AI framework in Scotland is worth looking at.

JET is well-positioned to work with teachers, parents and caregivers in the careful introduction of AI-based EdTech solutions in South Africa. The following next steps could be explored by JET as part of its new strategic focus from 2025:

- The JET value chain (Research, Implementation, and Monitoring and Evaluation) can be utilised to support ethical implementation and pilots. AI tools should also be used more in JET’s own work (e.g. for transcription, analysis and visualisations).
- JET can act as a change agent to help coordinate a national process on AI and EdTech by convening key stakeholders who will be able to design solutions from the ground up in specific areas. The voices of youth should be central to such projects. An advocacy-type AI and education initiative that can showcase promising ideas (possibly in collaboration with an agency like UNICEF) could be explored.

# Sharing our Knowledge

## JET staff contributed to the following knowledge products in 2024.

### Books

The manuscript for a book on parental and caregiver involvement (PCI) in education in South Africa was completed and submitted to the Human Sciences Research Council for publication in 2025. The edited volume will explore PCI in the South African education system through a collection of chapters which brings together research, historical contexts and the practice of PCI in the South African education system. Keep an eye out!

### Journal articles

Hazell, E., Goldman, I., Rabie, B., Norins, J., Chirau, T. & Gupta, T. (2024). Using co-creation to address monitoring and evaluation challenges: The experience of South Africa's evaluation hackathon. [\*Evaluation\*](#), 30(1), 82-99.

Paterson, A., Keevy, J. & Vally, Z. (2024). Systems analysis of the national performance management system for TVET lecturers in South Africa. [\*Journal of Vocational, Adult and Continuing Education and Training \(JOVACET\)\*](#), 7(2), 98-119.

### Chapters

Keevy, J. (2024). Philanthropy in education in Africa: A space for learning and new forms of collaboration. In: Terway, A. & Faul, M.V. (Eds.). [\*Policy Insights: Models of Philanthropy in Education\*](#). Policy Insights #03. NORRAG.

### Research reports

International Labour Organization. (2024). [\*Barriers to effective labour mobility in the African leather industry - responses, challenges and opportunities\*](#). Geneva: International Labour Office. Researchers: Paterson, A., Mugo, H., Rasool, H., Vally, Z. McDonald, Z., Molokwane, P., Morris, K. & Keevy, J.

Paterson, A., Vally, Z., Mthembu-Salter, L., Matlin, N. & Molokwane, P. (2024). [\*Towards a performance management framework for TVET lecturers in South Africa\*](#).

A series of reports on the recognition of non-formal and informal skills for young people in Eastern and Southern Africa through the innovation of micro-credentials. Published by UNICEF and the Austrian Development Agency in collaboration with JET Education Services.

- Keevy, J., Paterson, A., Vally, Z. & Molokwane, P. (2024). [\*Regional think piece: The innovation of micro-credentials: Enhancing the recognition of non-formal skills for young people in Eastern and Southern Africa\*](#).
- Keevy, J. & Paterson, A. (2024). [\*Towards a micro-credential country model for South Africa\*](#).
- Niyiduhaye, N., Paterson, A. & Vally, Z. (2024). [\*Towards a micro-credential country model for Burundi\*](#).
- Odongo, D. & Molokwane, P. (2024). [\*Towards a micro-credential country model for Uganda\*](#).

# Publications for the Teacher Internship Collaboration South Africa (TICZA)

## Practice & research digest

Keevy, J., Tate, J. & Chiloane, V. (Eds.). (2024). [\*TICZA Teacher Internship Collaboration South Africa: Practice & research digest\*](#). Johannesburg: JET Education Services.



## Implementation compendium series

- McDonald, Z. (2024). TICZA terminology. [\*Implementation Compendium\* 1, 2024.](#)
- Walters, F. (2024). Overview of the District-Based Teacher Recruitment Strategy. TICZA [\*Implementation Compendium\* 2, 2024.](#)

## Community of practice series 2024: Summary reports

- TICZA COPs 2024 : Integrated report. [https://www.jet.org.za/resources/ticza\\_2024cops\\_integrated-report\\_final-1.pdf/download](https://www.jet.org.za/resources/ticza_2024cops_integrated-report_final-1.pdf/download)
- #15: Enhancing teacher training through innovative distance and blended learning models: Insights, collaborations, and research. [https://www.jet.org.za/resources/ticza\\_cop15\\_summaryreport\\_final-docx-1.pdf/download](https://www.jet.org.za/resources/ticza_cop15_summaryreport_final-docx-1.pdf/download)
- #14: Mentorship in the context of extended student teacher internships (ESTIs). [https://www.jet.org.za/resources/ticza\\_cop14\\_summaryreport\\_20240605final-docx-1.pdf/download](https://www.jet.org.za/resources/ticza_cop14_summaryreport_20240605final-docx-1.pdf/download)
- # 13: Sustainability and scale in the context of extended-teacher internships (ESTIs): Perspectives of funders and implementers. <https://www.jet.org.za/resources/ticza-cop13-meeting-summary-report-docx-1-1.pdf/download>

## Conversations about teachers series

- #7. Factors that inhibit/support teacher wellness. [https://www.jet.org.za/resources/conversations-about-teachers-7\\_d1-1.pdf](https://www.jet.org.za/resources/conversations-about-teachers-7_d1-1.pdf)
- #6. The type of school leadership and management that is enabling good teaching and professional growth. <https://www.jet.org.za/resources/conversations-about-teachers-6-final.pdf>



# JET staff attended and participated in person and online in local and international conferences, webinars and workshops

**African Skills Week 2024**, Skills and Jobs for the 21st Century: Quality Skills Development for Sustainable Employability in Africa, Accra, Ghana.

**Artificial Intelligence and Education**, 2nd Working Conference, Regulating the Use of AI Systems in Education, Strasbourg, Germany.

**Conversations About Teachers Webinar series**, hosted by the Education Sector Committee of the National Commission for UNESCO in collaboration with the Faculty of Education at the University of Johannesburg (UJ), the Library at UJ and JET Education Services.

**DBE DATA Summit 2024**, hosted by the Department of Basic Education's Education Management Information Systems (EMIS) directorate, via the Data Driven Districts programme and implementing partner, New Leaders Foundation, Johannesburg, South Africa.

**Department of Basic Education**, Basic Education Sector Lekgotla 2025, Boksburg, South Africa.

**Digital Learning Week 2024**, UNESCO Headquarters, Paris, France.

**EdTech Roundtable 2024**, (Injini/Wesgro), Cape Town, South Africa.

**Global Forum on Digital Transformation in Technical and Vocational Education and Training**, Shenzhen Polytechnic University, China.

**Integral African Conference**, organised by the Integral Africa Institute, Mandala Consulting, and the Centre for African Emergence.

**Mr. Price Foundation Edurise Principal Imbizo**.

**National Association of Social Change Entities in Education (NASCEE) Regional Chapter Event**, Enhancing Educational Change through Collaboration, Johannesburg, South Africa.

**Raising Learning Outcomes**, hosted by the Institute of Development Studies, Economic and Social Research Council (ESRC) and UKAid, Nairobi, Kenya.

**South African Monitoring & Evaluation Association (SAMEA)**, 9th Biennial Conference, Vuca-Vuka! Catalysing Change through Monitoring and Evaluation, Johannesburg, South Africa.

**The South African Statistical Association (SASA) Conference 2024**, University of the Western Cape, Stellenbosch.

**Transforming Evidence Network (TEN) Conference 2024**, hosted by the Pew Charitable Trusts, Pan-African Collective for Evidence and African Center for Equitable Development, Cape Town, South Africa.

**UNESCO Global Alliance on the Science of Learning for Education Annual Meeting**, Paris, France.

**University of South Africa College of Education Teaching Practice Lekgotla**, Stakeholder Collaboration: Sharing Insights, and Strategies for Enhancing the Quality and Effectiveness of Teaching Practice Initiatives in the Digital Era, Pretoria, South Africa



# GOVERNANCE AND FINANCE

# Welcoming New Board Members

Dr Thandi Lewin, Mr Edison Mazibuko, and Mr Zeyn Angamia joined the JET Board of Directors in January 2024.

All highly qualified individuals with diverse and unique approaches and excellent skills, their appointments contribute to a strengthened Board which will help us increase our impact and optimise collaboration towards greater educational outcomes.

**Edison Mazibuko** is a seasoned technologist and cybersecurity expert, with a career spanning over a decade in the ICT sector. He has held various roles, from an engineer implementing solutions to an architect designing them. He is the Technical Director at a leading cybersecurity firm, where he has been instrumental in rebuilding capabilities and implementing strategic technological advancements to secure a competitive edge. A strong believer in the power of transformational leadership, Edison is deeply committed to his African roots, and this commitment fuels his vision. His engagement with cutting-edge technologies positions him at the forefront of the anticipated fourth industrial revolution, aiming to bring about widespread prosperity.



**Thandi Lewin**, a former JET Setter, is an Associate Professor at the Ali Mazrui Centre for Higher Education Studies and in the Department of Education Management and Leadership in the Faculty of Education at the University of Johannesburg. Her expertise includes higher education policy, education and social justice, education monitoring and evaluation, and education management and governance. Her research interests are higher education policy, gender in higher education, academic careers, leadership, management and governance in higher education, funding of higher education, and the history of higher education policy.

**Zeyn Angamia** has over 20 years of experience in private equity and venture capital investing and corporate finance advisory. He qualified as a Chartered Accountant in 2003 and completed his Chartered Financial Analyst (CFA) qualification via the CFA Institute in the same year. Zeyn also holds a Postgraduate Diploma in Taxation from the University of Witwatersrand, a qualification in Islamic Finance as well as qualifications from the Chartered Institute of Management Accountants. He served as a principal at two leading South African private equity funds and as the CEO of an SME investment holding company he co-founded. For many years, Zeyn has been involved in Sacred Heart College in Johannesburg, where he was schooled. Since 2020, he has served as a director of the Marist Schools Council (MSC) and has represented the MSC on the boards of the Three2Six Refugee Children's Project and Sacred Heart College.





# Financial statements



## Independent Auditor's Report JET Education Services NPC

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### Opinion

The summary financial statements of JET Education Services NPC set out on pages 34 to 41 of the Annual Report of 2024, which comprise the summary statement of financial position as at 31 December 2024, the summary statements of comprehensive income, changes in equity and cash flows for the year then ended, and related notes, are derived from the audited financial statements of JET Education Services NPC for the year ended 31 December 2024.

In our opinion, the accompanying summary financial statements are consistent, in all material respects, with the audited financial statements, in accordance with the established criteria set out on page 33.

### Summary Financial Statements

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

### The Audited Financial Statements and our Report thereon

We expressed an unmodified audit opinion on the audited financial statements in our report dated 28 March 2025.

### Directors' Responsibility for the Summary Financial Statements

The directors are responsible for the preparation of the summary financial statements in accordance with the requirements of and set out in page 33 to the summary financial statements, and the requirements of the Companies Act of South Africa as applicable to summary financial statements.

### Auditor's Responsibility

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

BDO South Africa Inc.

BDO South Africa Inc. (Jul 23, 2025 15:07:49 GMT+2)

**BDO South Africa Incorporated**  
Registered Auditors

**MZ Sadek**  
Director  
Registered Auditor

23 July 2025

Wanderers Office Park  
52 Corlett Drive  
Illovo, 2196

## Basis of preparation of summary annual financial statements

JET is a non-profit company that works with various governments, the private sector, international development agencies and education institutions to improve the quality of education and the relationship between education, skills development, and the world of work.

The summary set of audited financial statements included in the Annual Report is aligned to the objective of presenting concise information in a cost-effective manner which focuses on the needs of the users of our financial statements, being our funders in both in the public and private sectors. The summary statements and notes have been selected for inclusion in the Annual Report in order to enhance users' understanding of the financial statements for the year ended 31 December 2024.

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

The summary statement of financial position includes, in all material respects, the assets and liabilities. Trade payables, other payables and the provisions are aggregated as other liabilities. This is aimed at enhancing the users' understanding of material movements in the summary statement of financial position as at year end 31 December 2024.

The summary statement of comprehensive income aggregates finance income and finance expense as net finance income.

The summary statement of cash flow aggregates net finance income and is consistent with the summary statement of comprehensive income.

The following summary statements will be presented:

- |   |         |
|---|---------|
| • Summary statement of financial position           | Page 34 |
| • Summary statement of comprehensive income         | Page 35 |
| • Summary statement of changes in accumulated funds | Page 35 |
| • Summary statement of cash flows                   | Page 36 |

Selected notes that enhance users' understanding of the financial performance and position of the company are set out as follows from page 37.

1. Property, Plant, and Equipment
  - 1.1. Right of use asset and Lease Liability
2. Cash and cash equivalents
3. Non-current asset held for sale
4. Secured bank access facility
5. Funds received designated for projects
6. Revenue
7. Programme direct expenses
8. Operating surplus for the year
9. Taxation
10. Contingencies
11. Going concern
12. Events subsequent to the period end

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

# JET Education Services NPC

## Summary statement of financial position as at 31 December 2024

	Notes	2024 R	2023 R
<b>ASSETS</b>			
<b>Non current assets</b>		<b>13 320 996</b>	<b>902 958</b>
Property, plant & equipment	1, 1.1	12 984 740	851 403
Intangible assets		336 256	47 019
Lease smoothing asset		-	4 536
<b>Current assets</b>		<b>26 597 695</b>	<b>61 901 404</b>
Trade and other receivables		9 536 987	27 204 340
Cash and cash equivalents	2	17 060 708	34 697 064
<b>Non-current assets held for sale</b>	3	<b>21 366 836</b>	<b>21 366 836</b>
<b>Total assets</b>		<b>61 285 527</b>	<b>84 171 198</b>
<b>FUNDS AND LIABILITIES</b>			
<b>Funds</b>		<b>17 384 994</b>	<b>16 812 704</b>
Accumulated funds		17 384 994	16 812 704
<b>Liabilities</b>		<b>9 942 801</b>	<b>5 556 737</b>
Non-current liabilities		-	5 556 737
Secured bank access facility	4	-	5 556 737
Lease liability	1,1	9 942 801	7 578
<b>Current liabilities</b>		<b>33 957 732</b>	<b>61 794 179</b>
Secured bank access facility	4	5 594 241	948 483
Funds received designated for projects	5	19 731 278	49 705 550
Trade and other payables		7 030 603	9 627 902
Provisions		1 356 810	1 398 545
Lease Liability	1,1	244 800	113 699
<b>Total funds and liabilities</b>		<b>61 285 527</b>	<b>84 171 198</b>



## Summary statement of comprehensive Income for the year ended 31 December 2024

	Notes	2024 R	2023 R
Revenue	6	57 394 285	89 732 313
Other income	3	2 230 249	2 013 418
		<b>59 624 534</b>	<b>91 745 731</b>
<b>EXPENDITURE</b>			
Programme direct expenses	7	(32 384 753)	(74 965 316)
Administration costs	8	(26 832 351)	(22 245 229)
		<b>(59 217 104)</b>	<b>(97 210 545)</b>
<b>Operating surplus before interest and tax</b>	8	<b>407 430</b>	<b>(5 464 814)</b>
Net finance income		254 361	391 492
<b>Surplus before tax</b>		<b>661 791</b>	<b>(5 073 322)</b>
Taxation (withholding)	9	(89 501)	-
<b>Total comprehensive surplus for the year</b>		<b>572 290</b>	<b>(5 073 322)</b>

## Summary statement of changes in funds for the year ended 31 December 2024

	Accumulated funds R
<b>Balance at 1 January 2023</b>	<b>21 886 026</b>
Deficit for the year	(5 073 322)
<b>Balance at 1 January 2024</b>	<b>16 812 704</b>
Surplus for the year	572 290
<b>Balance at 31 December 2024</b>	<b>17 384 994</b>

## Summary statement of changes in cash flows for the year ended 31 December 2024

	Notes	2024 R	2023 R
<b>Cash generated by operating activities</b>			
Cash receipts from customers and funders		75 066 174	106 152 971
Cash paid to suppliers and employees		(88 862 348)	(116 499 597)
Cash generated by operations		(13 796 174)	(10 346 626)
Net finance income		519 934	391 492
Tax paid		(89 501)	-
<b>Net cash generated by operating activities</b>		<b>(13 365 741)</b>	<b>(9 955 134)</b>
<b>Cash flows from investing activities</b>			
Acquisition of property, plant and equipment		(3 020 301)	(558 737)
Proceeds from sale of property, plant and equipment		59 852	-
Purchase of intangible assets		(335 200)	-
<b>Net cash from investing activities</b>		<b>(3 295 649)</b>	<b>(558 737)</b>
<b>Cash flows from financing activities</b>			
(Decrease)/Increase in other interest bearing borrowings		(910 979)	2 984 848
(Decrease)/Increase in lease obligation		(63 987)	(127 611)
<b>Net cash from financing activities</b>		<b>(974 966)</b>	<b>2 857 237</b>
<b>Net increase in cash and cash equivalents</b>		<b>(17 636 356)</b>	<b>(7 656 634)</b>
Cash and cash equivalents at the beginning of the year		34 697 064	42 353 698
<b>Cash and cash equivalents at the end of the year</b>	2	<b>17 060 708</b>	<b>34 697 064</b>

## Selected notes to summary financial statements

The following notes were selected for inclusion with the summary financial statements in order to enhance the user's understanding of the financial statements for the year ended 31 December 2024.

		2024 R	2023 R
<b>1 Property, Plant and Equipment</b>			
<b>Furniture and Fixtures</b>		818 038	54 378
<b>Motor Vehicles</b>		-	34 250
<b>Office Equipment</b>	1,1	9 931 487	98 620
<b>IT Equipment</b>		438 112	500 798
<b>Leasehold Improvements</b>		1 797 103	-
		<b>12 984 740</b>	<b>688 046</b>

### 1,1 Right of use asset and lease liability

In addition to the office equipment leases, during 2024, the company entered into a lease agreement to lease offices situated at 18 Glenhove Road, Melrose Estate, for a period of five years, with a optional renewal period of another five years. Early right of occupation of the offices was granted by the lessor from October 2024.

IFRS 16- Leases; was applied to recognise the right of use of the asset and the corresponding lease liability using the present value of the minimum lease payments over the period of the lease.

The right of use asset is depreciated over the lease period and the lease liability accrues interest and is reduced with lease payments over the lease term.

<i>Right of Use Assets (Offices and Equipment)</i>	9 833 312	163 357
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#### Reconciliation

Opening balance (as at 1 January)	163 357	218 877
Additions	9 949 433	13 900
Depreciation	(279 478)	(69 420)
Depreciation	<b>9 833 312</b>	<b>163 357</b>

<i>Lease Liability</i>	10 187 601	121 277
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#### Reconciliation

Opening balance (as at 1 January)	121 277	248 888
Additions	9 949 433	48 280
Interest expense	235 478	21 811
Lease payments	(118 587)	(197 702)
Closing balance (as at 31 December)	<b>10 187 601</b>	<b>121 277</b>



	2024 R	2023 R
--	-----------	-----------

Future minimum lease payments under lease liability together with the present value of the net minimum lease payments are as follows:

2024	Up to 1 year	2 to 5 years	Over 5 years	Total
Minimum lease payments	1 258 241	6 035 536	10 271 967	17 565 744
Finance costs	(1 013 441)	(3 826 771)	(2 537 931)	(7 378 143)
	<b>244 800</b>	<b>2 208 765</b>	<b>7 734 036</b>	<b>10 187 601</b>

2023	Up to 1 year	2 to 5 years	Over 5 years	Total
Minimum lease payments	118 587	7 745	-	126 332
Finance costs	(4 888)	(167)	-	(5 055)
	<b>113 699</b>	<b>7 578</b>	<b>-</b>	<b>121 277</b>

## 2 Cash and cash equivalents

### Cash and cash equivalents

Short-term deposits

Balances with banks and cash on hand

11 881 389	5 119 946
5 179 319	29 577 118
<b>17 060 708</b>	<b>34 697 064</b>

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

## 3 Non-current asset held for sale

The company has decided to sell its property described as remaining extent of ERF 111, Parktown Township. The property is situated at number 6 Blackwood Avenue, Parktown, Johannesburg, held under deed of transfer number T46930/2014. The land and buildings and investment property with a total carrying amount of R21,366,836 (2022: R21,366,836) are subject to a first charge to secure the company's bank loan (refer to note 4 - Secured bank access facility).

The Board approved the sale of property on 23 November 2023. The property value as at 31 December 2023 was reclassified to non-current asset held for sale. The rental income from the leased out portion of the property counts for less than 10% (2024: R1,532,396, 2023: R1,739,149) of company income, therefore no disclosures are made with regards to discontinued operations from rental income.

### The following assets were reclassified to non-current asset held for sale in 2023

Land and Building	13 293 450	13 293 450
Investment Property	8 073 386	8 073 386
	<b>21 366 836</b>	<b>21 366 836</b>

	2024 R	2023 R
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#### 4 Secured bank access facility

##### Non-current liabilities

##### Current liabilities

-	5 556 737
5 594 241	948 483
<b>5 594 241</b>	<b>6 505 220</b>

##### Non current interest bearing borrowings

##### Interest rate

##### Maturity

Secured bank access facility

10,50%

2025

-

**5 556 737**

##### Current interest bearing borrowings

Secured bank access facility

10,50%

2025

**5 594 241**

**948 483**

#### 5 Funds received designated for projects

The funds of R19,731,278 (2023: R49,705,550) were received in advance during the year for specific project activities which will be completed in the following financial year. The balance represents two major funders of our flagship programmes.

##### Reconciliation

Opening balance (as at 1 January)

3rd Party Inflows\*

3rd Party Outflows\*

Refund to funder

Release to SOCI\*\*

Interest earned

Closing balance (as at 31 December)

49 705 550	34 994 309
73 643 691	188 431 794
(95 406 183)	(138 728 278)
(1 610 492)	(1 926 045)
(6 616 140)	(37 021 228)
14 852	102 908
<b>19 731 278</b>	<b>45 853 460</b>

\*Represents funds flowing in and out from 3rd parties where JET is a managing agent.

\*\*Represents the release of funds to the statement of comprehensive income during the year.

#### 6 Revenue

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

Revenue in the current year has decreased compared to 2023, mainly due to a budget reduction of a flagship project as a result of the demerging of businesses in the funder's group of companies. In addition, developing a new strategy during 2024 and the preparations for the relocation of the company from the Education Hub to new offices resulted in more senior staff time spent as non-billable.

Revenue from contracts with customers

**57 394 285**

**89 732 313**

The revenue, disaggregated by patterns of revenue recognition, is as follows:

Nature of revenue:

Restricted funds

31 983 291

49 578 770

Management fees

25 410 994

40 153 543

	2024 R	2023 R
<b>Total revenue from services transferred</b>	<b>57 394 285</b>	<b>89 732 313</b>

## 7 Programme direct expense

Gross programme direct expenses	49 593 979	77 287 951
VAT recovered	(17 207 441)	(2 322 635)
	<b>32 386 538</b>	<b>74 965 316</b>

During the current year, JET successfully recovered input VAT of R17.2m relating to historically unclaimed VAT, which has been set off against programme direct expenses. This recovery is attributable to the status of JET as a registered Public Benefit Organisation as per section 30(3) of the Income Tax Act as defined in the VAT Act.

## 8 Operating surplus for the year

The surplus for the year is stated after taking into account the following:

Depreciation	776 546	578 200
Amortisation	45 963	160 399
Employee benefits:		
- Key management remuneration	9 746 113	8 533 274
- Staff costs	14 543 562	17 438 945
External audit fees	646 457	708 850

## 9 Taxation

### Current

Withholding tax (Botswana)- current period	(89 501)	-
	<b>(89 501)</b>	<b>-</b>

10% withholding tax as per Botswana Unified Revenue Services regulations.

## 10 Contingencies

### *Contingent asset/liability: Legal dispute*

As at 31 December 2023, the company had a legal matter with one of its funders due to early termination of the contract. The total claim by the company against the funder is R19 million. The subcontractor costs associated with the claim amount to R3.3m. The legal opinion on the matter is that prospects of success for the company are more than reasonable. The protracted legal process required significant time and money to be allocated in 2024 towards building our legal case, and also supporting the process managed by an External Review Panel. The work of the Panel was concluded in August 2024, although the funder only made the report available to JET in January 2025 following a PAIA request.



*Contingent liability: Leased property restoration*

During the current year, the company entered into a lease agreement for its offices in Johannesburg. The lease agreement includes a clause on the company's responsibility regarding the restoration of the property upon expiration of the lease. The restoration of the leased space is at the discretion of the landlord. Should the landlord not require the restoration of the leased space, JET need not incur this cost. As it is not yet possible to assess the likelihood of the landlord to require restoration, there is no present obligation at 31 December 2024 for JET with respect to the lease restoration. If the landlord decides that JET should restore the leased space, the potential financial effect in current terms is R 1,536,863.

**11 Going concern**

The annual financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

**12 Events subsequent to the period end**

On 20 January 2025, the President of the United States signed an executive order imposing a 90-day pause on all U.S. foreign development assistance programmes in order to conduct a review. However, all USAID-funded work under the diversity, equity, inclusion and accessibility (DEIA) stream was stopped with immediate effect. JET received a final award termination notice dated 25 February 2025. The impact of this termination has been evaluated against the relevant planned programme activities and budget for 2025. A fundraising process is in progress to ensure adequate funds are available for the planned activities. As of 31 December 2024, there were no funds owing from the foreign funder, therefore no assessment of recoverability is required.

The directors are not aware of any other material event which occurred after the reporting date and up to the date of this report.



# THE JET TEAM





The JET team is a collection of highly skilled, diverse individuals committed to upholding JET's values and working together to improve education.

[Meet the JET Board](#)

[Meet the Staff](#)

In 2024, the team was under extra pressure with the closing of the Education Hub and the relocation to our exciting new home at 18 Glenhove Road. Through team work and with the support of our Board as well as some of our partners and colleagues who have been part of the JET journey, we took another step forward into the future. [This is how it unfolded.](#)

### Our Peace Corps Volunteer

In 2024, we continued our partnership with The United States Peace Corps, an independent United States government agency that trains and deploys American volunteers to communities in host countries around the world with the mission of promoting world peace and friendship through community-based development and intercultural understanding. In South Africa, the Peace Corps supported various initiatives in the health and education fields.

JET hosted its first Peace Corps volunteer from February 2023 to January 2024. Mark Forsberg worked with the JET Knowledge Management team, providing welcome increased capacity.

In October 2024, Alli Gerths joined JET as an Education Response Volunteer in JET's Implementation and Innovation team. Alli holds a Bachelor's degree in Psychology from Saint Mary's College, Notre Dame. She has over 10 years of programme management experience in the fields of education and youth development and previously served as a Youth in Development Peace Corps Volunteer in Botswana.

In her time at JET, Alli will be involved in the Parental and Caregiver Involvement (PCI) Project, working to map out PCI initiatives in South African primary schools. She will also support the publication and promotion of the book on Parental and Caregiver Involvement in South African Education. The book is a joint collaboration between JET and Reos Partners and is due to be published in late 2025 by the HSRC Press.



# Acknowledgements

We acknowledge our main clients and partners for the year ended 31 December 2024

We also acknowledge all staff who contributed to the production of this Annual Report.



## JET EDUCATION SERVICES

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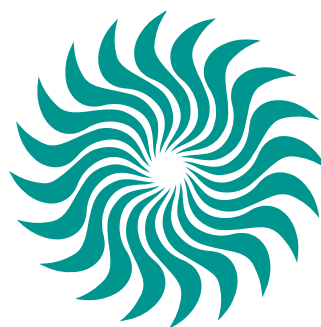
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