

jm l 9 NagalaAzxn  
EIJLMZFFTJHDEI C"EL"ELJ3FW%EHQ1' 112Ln31  
EDUCATION FOR TRANSFORMATION  
IANCE  
f. ECONOMIC SELEZIEL  
4'... x \_

## EDUCATION AID PROGRAMME, 1989 REPORT

Education in South Africa has been defined as one of the "most intensely contested terrains". The contestation being between the State on one hand, and the community on the other. Over the decades of Apartheid rule, the oppressed community's response to gutter education has been boycotts, protests, sit-ins, etc. - with different tactics being emphasised at different times. The emergence of the National Education Crisis Committee and the theme of People's Education for People's Power in the 1980s, represented a departure from the tradition of boycotts and protests. It signalled entry of a new approach to the education struggles viz., the attempt by the communities to claim schools for the people, and to begin to take the responsibility for the education of their children. This new approach involved communities in attempts to exert control over the schools through newly-established democratic education structures like Students' Representatives Councils (SRCs) and Parents-Teachers-Students Associations (PTSAs). This attempt at taking control of the schools went beyond attempts at democratising the running of the schools; research commissions were established to prepare alternative curriculum for a post-apartheid education system and to begin to formulate a Vision of how a future education system will look like. It was expected that whilst this research, debate and enquiry should be future oriented, it should at the same time inform and enrich the present struggles and demands.

The restriction on the National Education Crisis Committee by the government in terms of the Emergency Regulations made not only illegal but very difficult for it (the NECC) to continue with this type of pioneering work. Legal advice and objective conditions of operating under an Emergency situation suggested that the NECC, could not adequately meet the challenge of taking these community initiatives further.

It was in this spirit that the Education and Development Trust was established in 1989. EDT has already, in consultation with community education organisations, set in motion a number of projects advancing its educational philosophy of a single, free, compulsory, non-racial and democratic education system. The Education and Development Trust believes that education projects and programmes that serve the community should be accountable to the community, and should be controlled by the oppressed communities themselves.

Among the programmes run by the Education Development Trust are the following:

- Education Aid Programme (EAP);
- Education Research Programme (ERP);
- Education Monitoring Programme (EMP); and the
- Supplementary Tuition Programme (STP).

It hopes to expand its sphere of activities to include:

- a Vocational Training Programme (VTP) through existing and new education information and advice offices; and the
- Training and Development Programme (TDP).

Whilst these programmes are set out as independent programmes to facilitate effectiveness - there exist many direct linkages that connect one project to the other. The following illustration should highlight the point. Let us assume that a decision has been taken that we need to train twenty black metallurgists every year, and that the Education Aid Programme sets aside enough funds to offer bursaries to students wishing to pursue this field. EAP believes that with the prevalent career choices of students, which are influenced, conditioned and limited by the confines of the present day Apartheid State and white corporate capital, it will be difficult for EAP to get enough applicants to take up all the spaces that shall have been set aside for this category of applicants. It therefore becomes important to intervene at school level, through the Vocational Training Programme, to provide students with information of what the human resources needs of a liberated South Africa will be and what opportunities exist today for them to prepare themselves for that service. This was the rationale that motivated the Education Movement in November, 1988, to convene a meeting of the existing Career Centres together with the Education Policy Units (EPUs) to discuss way of assisting Career Centres to develop into a movement that will be closer to the thinking of the education movement than that of white corporate capital (as was the case with most of them then). Subsequent meetings have taken place in 1989, and a relationship and common approach to our work seems to be developing. It is anticipated that this consultation will soon result in tangible co-operation and mutual involvement in each other's programmes (including vocational guidance teachers).

#### EDUCATION AID PROGRAMME

The Steering Committee to administer the affairs of the Education Aid Programme was established at a meeting held on January 7, 1989. The committee started meeting at the end of January. The following members were appointed to the first Steering Committee:

Rev. Molefe Tsele (NECC Exec. Committee member and Chairman of EAP)

Mrs Sheila Sisulu (South African Council of Churches, Education Desk)

Ms. Angie Ramorola (Centre for Development Studies)

Fr. Albert Nolan (Institute for Contextual Theology)

Ms. Peta Qubeka (Kagiso Trust) .

Rev. Sipho Tshelane (after his appointment as National Co-ordinator)

#### EARLY IMPLEMENTATION OF THE PROGRAMME:

Kagiso Trust and the National Education Crisis Committee had received thousands of applications for financial assistance from students during the last quarter of 1988. These were simply kept in anticipation of the establishment of the Education Aid Programme. Applications came from all over the country. As the newly appointed EAP Co-ordinator and his secretary were busy trying to give form to the concept of EAP (i.e. finding office accommodation, getting furniture, consulting with organisations etc.) student applicants, some who had applied as early as September 1988, were putting pressure to know whether or not their applications had been successful. It must be noted that the academic year in South Africa starts in January for Colleges and February for Universities. The co-ordinator simply did not have time to develop the ethos, criteria, systems and the team within the organisation before he had to make quick decisions about some of the applications. Were it not for that timeous response, some of the students who were supported in 1989 would not have been able to enrol at the beginning of 1989; meaning they would have lost the whole academic year. The crisis situation prevalent then did not permit the natural development of a selection criteria that could be applied objectively and uniformly throughout the country. Whilst it was acknowledged that a community-controlled bursary fund should be informed by the spirit of People's Education and the human resources needs of a future free South Africa, this sentiment (and ultimate objective) could not readily, at the haste of the beginning of the academic year, be converted into an objective, scientific criteria of attaching different weights to different career options such that one

would say the study of geology has a higher priority than the study of zoology. Whilst acknowledging that this prioritisation of study disciplines was an objective, it was agreed that for the academic year 1989, material circumstances (financial need) of an applicant together with the applicant's community involvement would be among the critical areas to be assessed during the selection process. It was for this reason, more than anything else, that bursary grants for 1989 were termed emergency grants; to show that a comprehensive and holistic selection criteria had not been developed and implemented during the first year. It was agreed that time was necessary to thoroughly negotiate with our communities this innovative intervention in the funding of education. It was left to the national Steering Committee and the regional committees that were coming up to involve communities in the process of developing a longer term selection criteria.

#### ESTABLISHMENT OF REGIONAL OFFICES

By March 1989, EAP committees had been set up in the following regions, and these were working towards establishing offices in their respective regions:

Northern Transvaal

Natal

Eastern Cape

Southern Transvaal:

As the national office was located in Johannesburg, it was agreed that the National office would serve the Southern Transvaal region (including the Eastern and Western Transvaal regions which were delineated as part of the Southern Transvaal - in line with the National Education Crisis Committee delineation of regional boundaries).

Western Cape:

The education movement in the Western Cape indicated that they were not in a position to set up their own office at that stage, and during discussions the region requested Kagiso Trust (Western Cape office) to process bursary applications from that region.

Border Region:

The education movement in the Border region agreed that at the initial stage, the Border Education Crisis Committee would handle bursary applications whilst the region was working towards setting up a proper EAP office.

It was agreed that for the time being the national office would take responsibility for processing applications from these areas. The Southern Transvaal office was officially opened on the 1st September, 1989. In the Western Cape, the education movement has agreed to take responsibility from setting up an RAF regional committee and a regional office. The Orange Free State and the Northern Cape regions have been given until the beginning of November to establish their office. It is expected that by the 1st November the full complement of regional offices will be functioning.

COMMUNITY CONSULTATION:

A series of regional and national workshops have taken place since the beginning of the year.

An important workshop was held at Ipelegeng Community Centre in Soweto on August 4-6, 1989, to launch a national bursary scheme for disadvantaged students in 1990.

The workshop evaluated three issues:

(1) Perceptions of bursary programmes with regard to aid presently offered and future human resources needs in a free South Africa;

(ii) The development of progressive selection criteria that take into account the disrupted nature of schooling in apartheid South Africa and the consequent unreliability of school results as a reflection of a candidate's ability. Selection criteria also need to take into account the socio-economic factors that contribute to the deprivation of educational opportunities to many black students.

(iii) The structural importance of broader community involvement in control and administration of bursary schemes with a view to creating firmer links between students and their local community groups. Before the scheme was set up, regional workshops were set up three weeks before the National Workshop. These regional workshops involved local education committees, teachers' organisations and student organisations. They discussed the role of bursaries, selection criteria and structure.

The results of the regional workshops were submitted to the National Workshop at Ipelegeng by three representatives from each of the following regions: the Western Cape; Eastern Cape; Border; Natal; Northern Transvaal; Eastern Transvaal; and Southern Transvaal. Delegates included teachers, students, workers and ministers of religion as well as representatives from the Education and Development Trust; Kagiso Trust; EAP Steering Committee and Staff; Student Organisation and Education Front.

Some of the debates not resolved at the National Workshop were referred back to the regions for further discussion.

The Ipelegeng workshop was the first workshopped meeting on bursaries in South Africa that had ever drawn an input from across the nation.

This is symbolic of EAP which serves, and is controlled by, the oppressed community.

At the conference the following resolution was adopted:

Noting the failure of the state to:

1. Make education accessible to all and thus failing to develop human potential of the masses of our country, as a result perpetuating skills dependence on the ruling minority, and stunting the development of our country and our people,

further noting that

2. there is a need for a Bursary/scholarship programme linked to communities and enriching them in their endeavour to build a new society based on the values of a unitary, non-racial and democratic South Africa;

3. Bursaries/scholarships should seek to actively link students with their communities during their period of study and ensure that their acquired skills benefit the community;

4. A scholarship/bursary programmes should seek to redress the historic deprivation of rural communities and prevalent gender imbalances in resource allocation through affirmative action, and believing that the financing of education and the development of the nation's human potential is the responsibility of the State, though recognising that only a people's government committed to the development of the full potential of our people as a whole will be able to do this:

We, delegates from community-based education committees from different regions of the country, having conducted a series of consultation with community and students' organisations through regional workshops which culminated in this national conferences, hereby resolve to:

- (i) launch a progressive national scholarship programme to be called the EDUCATION AID PROGRAMME to financially support students at school, colleges, technikons and universities;
- (ii) set up national, regional and local structures which are fully integrated into such communities;
- (iii) create a mechanism designed to enable students to support their communities and the Bursary programme;
- (iv) design a progressive selection procedure that seeks to give form to the above philosophy.

STRUCTURE:

The EAP is structurally independent and autonomous, though accountable to the community and the mass-based education movement.

The EAP is run by professional and efficient staff and attempts to structurally involve regional and local committees. These committees must be broadly representative of the trade union sector, academics, students and parents.

The top layer of the EAP management structure consists of a Board of Trustees. They are: '

Mr Vusi Khanyile (interim chairperson);

Mrs Phumzile Ngcuka (vice-chairperson, Cape Town);

Mr Eric Molobi (Kagiso Trust);

Ms. Angie Ramorola (Centre for Development Studies);

Mrs Sheila Sisulu (SA Council of Churches);

Mr Sibusiso Ndebele (Natal);

Mr Shepherd Mayatula (Deputy President of UDUSA);

Mrs Maud Motanyane (Editqr - Tribute Magazine);

Dr Joe Phaahla (N. Tvl - former AZASO President);

Prof. Charles Villa-Vicencio (Head of Religious Studies, University of Cape Town);

Bishop Z. Mvemve (SA Catholic Bishops Conference);

Mr Lulu Johnson (last President of COSAS)

Regional Management Committee. These people are drawn from various sectors

of the community including, education, students, welfare, church and professional.



#### REGIONAL MANAGEMENT AND SELECTION COMMITTEES:

Regional Management and Selection Committees have been set up in the Border, Eastern Cape, Natal and the Transvaal. Two thousand bursaries will have been awarded by December, 1989.

#### TWO EXAMPLES OF REGIONAL COMMITTEES:

##### Natal Region:

A workshop held on 1 and 2 April, 1989, by the interim committee of Community Education Projects Co-ordinating Committee (CEPCOC) gave the present Steering/Selection Committee of EAP (Natal) the mandate to carry out regional consultations. The Steering Committee met on 17 May to review resolutions and implement them. A General Management Committee was formed to act as the policy-making body of EAP (Natal) and to establish any such committees as may be deemed necessary.

The GMC will take decisions regarding the holding of workshops or consultation meetings in the region. It will meet at least once every two months, unless the situation demands a meeting in the interim.

The GMC will have 8 members; one from each outlying region of Natal - North Coast, South Coast and Northern Natal - 2 from Durban and 2 from Pietermaritzburg sub-regions. The eighth member will be the regional co-ordinator of BAP.

The Administration Committee will be responsible for the day-to-day business of the GMC, and will be composed of two staff persons, i.e. a Co-ordinator, the Administrator and 2 members of the GMC who, for practical reasons, have to be Durban-based.

This Committee will meet at least once every 2 weeks, although an extra-ordinary meeting can be convened by the Co-ordinator or Chairperson.

##### Northern Transvaal Region:

The region is sub-divided into four zones, namely: North, West, East and Far-East. Each zone has four or more members in the selection committee. Two members from each zone form part of the regional Steering Committee. In addition, two members of the regional Steering Committee represent the region in the National Consultation (Management) meetings.

The term of office of the Steering Committee and selection committee members is 12 calendar months. The following persons were elected as the Regional Steering Committee in the region:

West : Ms. T. Poopedi and Mr S L E Fenyana

East : Dr A Motswaledi and Mr S M Mahlare

North : Rev. Z C Nevhutalu and Dr R Mashapa

Far East: Dr J Phaahla, Mr E E Mashego and N. Tvl Co-ordinator

#### SELECTION CRITERIA:

##### 1. Affirmative Action Policy:

The screening committee will strive to redress historical imbalances and will work towards a ratio of 60% rural/40% urban, and 60% women/40% male students. It is further acknowledged that the African community is the most deprived and therefore in the allocation of bursaries this factor will be considered.

##### 2. Financial Need:

The family background and financial circumstances of the applicant will be considered. The applicant will be asked to submit verifiable documents giving family income.

##### 3. Human Resource Needs:

Whilst financial need and a student's academic performance will be taken into account in the selection process, EAP has a stated policy of funding students in a manner that will contribute to a more appropriate human resources development for a post-apartheid South Africa. The Apartheid system has ensured that the majority of our people do not have the skills needed in order to effectively take control of our society. This means that even when we have attained power for the masses of Our people, we will still be at the mercy of those who have the skills that most of us, especially African people, have been deprived of. The Education and Development Trust, through EAP and some of its other projects, attempts to elink concern with such issues with the present struggle for liberation.

##### 4. Commitment to the community:

Bursary-holders will be chosen from among students who actively participate within their communities, for example, in civic affairs, social and welfare issues, church activities or sporting and cultural organisations.

Community service rather than activities for self-enjoyment will be deemed of value.

Membership of a particular political organisation will NOT be a pre-requisite for the granting of a bursary.

Successful applicants will have to indicate how they intend contributing to the community after graduating. The student's debt for his/her education will be to his/her community.

The application form will contain all this information, to be supplemented by contactable referees in the course of the student's interview with the Screening Committee.

EAP will, through its regional structures, consult with local communities as to how best "home" students can serve their community. This could involve using students in existing projects, such as university students running winter school for matric students.

Students could also be utilized in going into outlying areas and informing other students of the availability of EAP bursaries and options for future study.

#### 5. Academic Performance:

Academic performance will not be viewed in isolation from other factors. However, the applicant must meet the minimum admission requirements of the Institution concerned.

If an EAP bursary-holder fails a year of study, an EAP Student Counsellor will meet with him/her to determine the reasons for the failure. Students will have to re-apply for a bursary if they wish to continue studying. The BAP Screening Committee will then consider whether or not to re-sponsor the student, taking into account the Student Counsellor's report.

#### TYPES OF BURSARIES:

L

From 1990 students will be awarded full cost bursaries to cover tuition, hostel fees, where necessary, and books.

Partial bursaries will be awarded to students who are able to raise part of their fees from other sources without creating undue pressure and anxiety on students.

EAP bursaries will be awarded to students wishing to study in colleges, technikons and universities. A limited number of bursaries will be awarded to students at school level.

STUDENTS' RESPONSIBILITY TO THE COMMUNITY ON GRADUATION:

EAP will investigate ways of involving past bursary holders in generating funds to reduce dependence on foreign donors to create a system of mutual dependability and communal responsibility. Trustees are encouraged to come up with financial policies that will conserve existing funds and channel funds from bursary holders back, after their graduation, to new scholars. Innovative ways of generating income for the Education Aid Programme, from local communities also need to be found.

BURSARY APPLICATION PROCEDURE

Students apply to their regional office. Completed application forms are then sent to sub-regional committees for screening.

Screening committees will be convened by sub-regional committees and will consist of those involved in education, community representatives, and EAP committee members.

Students will be interviewed by the screening committee.

Recommendations will be sent to the regional office for final screening.

The regional office will send the list of successful applicants to the national office. The national office will network with educational institution and ensure the student is still in need of EAP assistance. If the student is, payment will be made from the EAP national office. The closing date for applications is October 31, 1989.

#### STUDENT COUNSELLOR: JOB DESCRIPTION

Participate in the screening process

- standardise screening and selection procedures
- train locally based screening committees in screening and selection procedure
- attending screening and selection meetings
- in the case of a student who fails an examination, the student counsellor will be required to submit a report on that student which would guide the screening committee on whether or not to give the student a second chance.

Offer counselling to unsuccessful students

- the counsellor shall offer counselling to unsuccessful students who have to be dropped from the scheme.

Offer personal counselling to students, i.e.

% therapeutic

t career counselling

% "remedial"

Individual contact with each student on a quarterly basis

Workshops for students on a regular basis on, e.g.

- budgeting (also relating to family needs, etc.)
- study Skills
- adjusting to new environment
- career choice
- interview skills
- could set up "buddy systems" if necessary

Assisting students in finding appropriate work placements

Being familiar with, and linking with all student support programmes

Administration:

- Maintaining up to date records on all student contacts
- records on all workshops
- reports for agency on monthly basis on general work performance

Regular reading as regards issues in education, student counselling, etc.

Fortnightly/monthly consultation or peer supervision

1990 BUDGET PROPOSAL

Bursary Allocations

Teacher Training & Upgrading

780 Bursaries - Average R5 575 R 4 348 500

Technical & Vocational

400 Bursaries - Average R2 750 R 1 100 000

Intermediate Training, Matric & Academic

800 Bursaries - Average R1 500 R 1 200 000

Graduate

1200 Bursaries - Average R6 440 R 7 728 000

10% escalation in Fees R 1 437 650

Total Bursary Allocation R 15 814 150

ADMINISTRATION EXPENDITURE:

Salaries:

19 posts (including Medical Aid & Pension) R 464 000

Operating Expenses:

Rental, Telephone, Printing, etc. R 632 000

Capital Costs:

Furniture & Equipment R 361 000

Total Admin Costs 0 R 1 457 000

Total Programme Cost R 17 271 150

Ratios

Total Admin. Costs: Total Programme Cost : 8.4%

13.

1991 BUDGET PROPOSAL

Bursary Allocations

Teacher Training & Upgrading

780 Bursaries - Average R6 134 R 4 783

Technical & Vocational

400 Bursaries - Average R3 025 R 1 210

Intermediate Training, Matric & Academic

800 Bursaries - Average R1 650 R 1 320

Graduate

1200 Bursaries - Average R7 084 R'8 500

R 15 814

10% escalation in Fees R 1 581

Total Bursary Allocation R 17 395

ADMINISTRATION EXPENDITURE:

Salaries:

19 posts (including Medical Aid & Pension) R 510

Operating Expenses:

Rental, Telephone, Printing, etc. R 695

Capital Costs:

Furniture & Equipment R 50

Total Admin Costs L R 1 225

Total Programme Cost R 18 651

Ratios

Total Admin. Costs: Total Bursary Allocation : 7%

14.

350

000

000

400

200

000

1992 BUDGET PROPOSAL

Bursary Allocations

Teacher Training & Upgrading

780 Bursaries - Average R6 747 R 5 261 685

Technical & Vocational

400 Bursaries - Average R3 328 R 1 331 000

Intermediate Training, Matric & Academic

800 Bursaries - Average R1 815 R 1 452 000

Graduate

1200 Bursaries - Average R7 792 R 9 350 880

10% escalation in Fees . R 1 793 556

Total Bursary Allocation R 19 135 121

ADMINISTRATION EXPENDITURE:

Salaries:

19 posts (including Medical Aid & Pension) R 561 440

Operating Expenses:

Rental, Telephone, Printing, etc. R 764 720

Capital Costs:

Furniture & Equipment

R 50 000

Total Admin Costs 9 R 1 376 160

Total Programme Cost R 20 511 281

Total Admin. Costs: Total Programme Cost 6.7%

H

15.



EAP's projections for 1991 and 1992 are made on the following basis:

- EAP will only allocate fully-fledged bursaries to 3180 students for three years during the period beginning in 1990.
  - Students who satisfy LEAP's performance requirements will be considered for funding in 1991 and 1992 respectively
  - New applications will only be considered if some of these 3180 students sponsored in 1990 graduate or are unable to satisfy EAP's performance requirements (as outlined in the selection criteria).
  - EAP wants to maintain the same number of students for three years to ensure effective and efficient administration of bursaries and also to allow EAP staff to refine criteria, mechanisms and procedures on the basis of experience gained in 1989 and 1990.
  - The projection of fees was determined by increasing the 1990 amounts by 10% (compounded annually). This adjustment also includes an increase in inflation and general tuition and accommodation costs. This forecast is based on information obtained from several education institutions and other bursary agencies.
- AgmiaiEEEEEEQE EEBEEEEEE : 1221 sag 1292
- 1991 Projected Admin. Expenses including capital expenditure represent 6.6% of total Programme costs.
  - 1992 Projected Admin. Expenses including capital expenditure represent 6.7% of total Programme costs.

L

- Admin. Expenses have also been increased by 10% (compounded annually to reflect inflation and increases in costs).
- Capital Expenditure during 1991 and 1992 will be limited to the upgrading and replacement of existing assets. For instance, there may be a need to upgrade the capacity of computers depending on the needs of different regional offices and the long-term strategic plans of the EAP Head office.

Accountant/Internal Auditor

The incumbent has the following qualifications:

- Bachelor of Accounting Science Degree (from the University of South Africa)
- Master of Business Administration Degree (from Penn. State University, USA)
- Junior Secondary Teachers Diploma (Hebron College)

His previous work experience includes:

- Fours year of internal audit work (of which two years was spent as manager);
- Four years of financial accounting, financial analysis and planning work (of which two years was spent as manager)
- five years of teaching

He has working knowledge (both theory and practice) of:

- Symphony, Lotus 1-2-3, dBase III and LP83;
- Programming in IFPS and Focus

17.

#### Executive Director

An appointment of the executive director has been made with effect from September 1, 1989.

He has a Bachelor of Pharmacy degree from Rhodes University and, before his present appointment, was manager of the Soweto Pharmacy. In 1986 he was elected rational secretary of the National Education Crisis Committee. He also has a long history of involvement in community-based organisations in the Eastern Cape.

At the end of April 1989 he was released from three years of detention under Emergency Regulations.

Having been part of the development of the community-based education movement, the Education and Development Trust is pleased to have him as executive director of their programmes.

18.

## 1. EXECUTIVE DIRECTOR

The Executive Director will be the Chief Executive Officer of the Trust and shall be accountable to the Board of Trustees.

The incumbent will be:

- fully conversant with issues, debates and developments in education.
- Innovative, highly motivated, efficient and display leadership qualities
- Prepared and able to work under pressure and travel extensively
- Able to relate easily with community-based organisations, education institutions and donor partners locally and abroad
- Prepared to create a democratic working environment.

The successful candidate will have at least a university qualification and a wide range of administrative Skills and experience.

A post-graduate qualification will be a recommendation.

The incumbent will be in consultation with the Board of Trustees, develop strategies that will realise the educational goals of the Trust.

- She/he will in addition be responsible for developing strategy and project staff expertise.
- In consultation with the Internal Auditor she/he will be responsible for project planning and budgeting.

## INTERNAL AUDITOR/ACCOUNTANT

The

Internal Auditor shall be responsible to the Board of Trustees.

The

In

incumbent shall have

Appropriate academic qualifications at tertiary level

A minimum of five years' working experience (at least two of which must have been in auditing)

Experience in operating a computerised accounting system (PC), including Lotus 1-2-3

Ability to lead a team of people and work in a democratic environment

Commitment to community affairs, development and upliftment of others

Good communication skills - both verbal and written

Impeccable character record and ability to work in confidentiality

addition, she/he must be willing to travel throughout the country.

Duties will include:

Designing a (computer-based) accounting system for the Trust and its projects

Conducting regular financial and management audits of the Trust and its projects

Liaising with supporting the work of the Executive Director

Preparation of monthly and annual financial reports for presentation to the General Management Committee (GMC),

External Auditors and Board of Trustees

Consolidates all Regional financial data for reporting purposes

Prepares annual budgets in consultation with regional coordinators

Monitors actual expenditure versus budgeted expenditure for control purposes

Liaises with External Auditors to facilitate the semi annual and annual audit of EAP

20.

#### BURSARY ADMINISTRATOR

The Bursary Administrator shall be responsible to the Executive Director and the Board of Trustees.

The Incumbent shall be fully conversant with issues, debates and developments in education

- Innovative, highly motivated and display leadership qualities

- Commitment in community affairs

- A minimum of three years' work experience in bursary administration

Responsibilities shall include:

- t Administration of scholarships/bursaries

- responding to and processing of applications for bursaries

- liaising with education institutions regarding bursary holders registration, fees and results

- liaise with all EAP regional offices about the processing of bursary applications

- t Office Administration

- Process payment of bursaries to institutions

- Compile reports, list of bursary holders

- % Finance Administration

- Process payment of bursaries to institutions

- L  
- Prepare periodical financial reports as may be requested by the Management Committee

- Keep and prepare all financial information that will enable the Education and Development Trust accountant to prepare periodic financial statements for the EAP.

- t General

- Attend to preparations of Management Committee meetings such as agenda, minutes, travel and accommodation arrangements

21.

## REGIONAL CO-ORDINATOR

The

Regional Co-ordinator shall be responsible to the Bursary Administrator and the General Management Committee (GMC).

The

The

tive

incumbent will be:

fully conversant with issues, debates and developments in education

committed and involved in the community

prepared to create a democratic working environment

successful candidate will have a wide range of administrative

skills and experience in community work and bursary

administration.

The Regional Co-ordinator

oversees the regional programme

ensures the implementation of the policies and resolutions

of the Central and Regional Committee

prepares quarterly and annual reports

facilitates the creation of regional and sub-region

structures

liaises with the national office on matters pertaining to

the Region and EAP National offices.

'convenes meetings in consultation with the Chairman of the

committee

acts as Secretary of the committee

is responsible for general correspondence

ensures that Financial and Administrative controls are

implemented on time

ensures that annual audited financial statements are

prepared

supervises and trains staff at Regional office level

22.

EDUCATION

DEVELOPMENT TRUST

4th Floor, Munich Re Centre, 54 Sauer Street, Marshalltown 2001

PO. Box 32591, Braamfontein 2017

Tel: (011) 834-2840, 834-2863/4. Fax: (011) 834-2800, 834-2840

TRUSTEES: L Johnson. V. Khanyile. SO Mayalhula. E. Molobi, M0 Motanyane. Bishop Z. Mvemve  
. S. Ndebele. P. Ngcuku. Dr. J. Phaahh, A. Ramorola. S. Sisulu, Prof. C. Villia-Vicencio.



### 3.4

lziw, psychology, accounting, management, political economy, architecture, scientific farming, veterinary science and dentistry.

Co-ordinating and expanding existing career and information centres is of prime importance and will be the function of this programme.

EDT is well-placed to launch this project. It has liaised with the existing career and information centres and other relevant agencies both locally and overseas.

Career and Educational Advice Centres

Career Centres, situated mostly in townships, serve as counselling and referral centres for scholars and students who have been excluded from DET schools.

They also facilitate students who need to identify resources for either extra tuition or university preparedness programmes.

These centres should serve as "first contact" buses for students/scholars facing crises and not themselves conduct tutorials or educational programmes. A further purpose should be to put students in touch with technicians and vocational training programmes, etc.

TRAINING AND DEVELOPMENT PROGRAMME (TDP)

A number of organisations and institutions that are committed to making a contribution towards the creation of a new South Africa have recently emerged.

Their programmes range from those which actively oppose apartheid rule, to those which enable oppressed communities to take responsibility for certain aspects of their lives, such as education, health, economy, etc.

The success of these programmes has meant that some people have developed to the extent where they now require a high degree of technical competency in order to develop further. It is at the same time recognised that the availability of technical skills is one of the major constraining factors in the development of a transformed society.

While there is an increasing number of scholarships/bursaries available for South Africans, both locally and abroad, community organisations and other relevant institutions continue to experience an acute shortage of socially committed and technically competent personnel. The Training and Development Programme (21 project of the Education and Development Trust) seeks to address this problem.

12

### 3.5

It aims to:

Give technical support to organisations and institutions promoting community interests (NGOs, co-operative enterprises, development projects, religious organisations, etc.) by, for example:

the training and recruitment of staff;

rendering management/administrative backup;

doing feasibility studies for community development projects;

evaluating such projects.

Analyse organisations mentioned above and other community organisations, identifying gaps and strategic opportunities for developing human resources within those organisations. People identified by their organisations/institutions for further training or study could be sponsored through the Education Aid Programme.

Liaise with educational institutions locally and abroad for advanced training and development of human resources.

Search for and identify students at colleges and universities (and other professionals working in the private sector), who may wish to put their professional/technical skills to the service of their communities.

Promote the establishment of co-operative enterprises in the community (or community-controlled enterprises) through education and suitable training.

Initiate research in relevant fields.

Respond to community requests for intervention in relevant fields.

The Education and Development Trust has had offers from African and European governments, universities and non-governmental organisations. These offers include giving scholarships and bursaries tenable in those countries to South African students. The Training and Development Programme will take responsibility for dealing with (i.e. consult, plan and implement) this aspect of the work of the EDT.

COMMUNITY EDUCATION CO-ORDINATING PROGRAMME  
(CECP)

mm

Several critical education areas require urgent concrete comprehensive and nationally co-ordinated responses:

Hundreds of thousands of children are denied an education. Included in this number are students who are political activists and leaders as well as those that have been imprisoned.



The state continues to place political considerations above educational ones. It clearly has no coherent policies for the long-term development of education in South Africa.

Curricula, materials development and teacher up-grading, are at best haphazard. The need for alternative curricula and the need for alternative forms of certification have become pressing issues.

The appalling quality of education has contributed substantially to the instability in school education. Should this situation be allowed to continue the chronic immediate problems of youth (unemployment, gangsterism, violence and drug abuse) will be compounded into massive social and human resource problems in a future South Africa.

A generation of young adults (above the age of 20) who, for a variety of reasons, have not completed their high school education, have been excluded from further education. There is at present no comprehensive programme for adult education.

There is a chronic lack of resources in rural schools. The poor standards in these schools, the high dropout rate at the junior secondary level and lower, and the discontent of youth and teachers are further manifestations of the crisis.

SOME RESPONSES: THE NEED FOR A COMMUNITY EDUCATION

C()-ORDINATI()N PROGRAMME (CECP)

Background

The responses to the exclusion of vast numbers of high schools students have come from community organisations, the private sector and individuals. These responses are desperate attempts to tackle a crisis of substantial proportions.

Independent Schools and Street Academies

In and around the metropolitan areas of Johannesburg, Cape Town and Durban, numerous independent schools, sometimes called street academies have sprung up. Whilst some of these initiatives are genuine and make a positive contribution, there are also a great number of "lily by night" operations. These are often run by unscrupulous individuals who exploit students and their parents, and are unable to provide the standard of tuition that is needed.

There is an urgent need to develop a comprehensive policy towards all these independent initiatives. EDT has been inundated with requests for funds from such initiatives. Effective assistance should be given to those that are genuine.

14

Assistance from the CECP will take the form of a nationally coordinated programme designed to ensure that these schools provide and maintain: high standards of education;

the proper administration of funds.

The CECP will develop a network to facilitate discussion and implementation of transformative education programmes, the dissemination of education resources, and the in-service training of teachers.

A number of programmes across the country have been set up to assist high school students with syllabi and alternative tuition. Many of these projects have developed resources and a wealth of useful experience that will assist in developing a national response to the crisis of poor education in our schools.

Numerous education resource agents, some of whom have been operating for many years, also have much to offer a co-ordinated effort on a national scale.

It will be the task of the CECP to harness these resources; to look at the establishment of an educational infrastructure in communities that will not only assist in addressing the present educational problems, but form an integral part of community development.

The CECP is to contribute, through its programmes, to the task of long-term education development.

The CECP will encourage the development and evaluation of alternative curriculum material, and the piloting of curriculum material.

The CECP will, in co-operation with teacher organisations and school communities, promote a programme of teacher education with a view to developing a teaching force that is committed to a progressive pedagogy and transformative teaching methods.

The CECP will, as a matter of urgency, begin to address the need for alternative certification in secondary schools.

Through concrete programmes, the CECP will begin to address with others, some of the major educational problems in the communities.

For this to happen, it will need to:

Discuss broadly the concepts of Community Learning Centres or Colleges and research the feasibility of establishing such an infrastructure.

15

### 3.6

Develop and facilitate the implementation of concrete proposals after a process of broad consultation, with the participation of the community concerned.

The CECP will participate in the development of a comprehensive programme of education for adults.

The CECP will look towards the development of quality education in the rural areas. It will also investigate development projects that will make educational resources accessible to these communities.

#### EDUCATION MONITORING PROGRAMME

##### 3.6.1

##### 3.6.3

It is common cause that there is a dearth of reliable, regular and co-ordinated information available for organisations and decision-makers in the education sector in South Africa. This is because:

The information released by the state is fragmentary, often misleading, and lacks the detail necessary for informed decision making.

There is presently only limited information being produced by alternative research and information agencies.

The information that is available is not always being adequately co-ordinated at a national level.

The need exists for extending and 'Coordinating education monitoring.

The Education Monitoring Programme will, on a systematic basis:

Identify and assess the work of existing agencies that are producing educational information.

Identify the information gaps that these agencies are not covering.

Set up, or assist in setting up, new agencies specifically to produce information to cover these gaps.

Draw existing and new agencies into a network that is co-ordinated nationally by a central office.

Commission monitoring work on a systematic basis in such a way that all regions of the country are covered.

Publish the data in informative bulletins that can be regularly disseminated.

Develop a national perspective that will be sensitive to regional differences as well as the underlying national continuities of the South African education system.

There is a myriad of issues on which regular and reliable information is needed. While many of these will only become apparent once the monitoring is underway, the following is likely to be a central part of the programme:

Basic statistical monitoring of:

enrolment trends;

pass/failure rates (by subject, school and region);

drop-out rates;

types of exclusion (eg: on the basis of age, relocation, lack of ill goods

16

conduct of certificate, repeated failure, failure of matric, inability to pay school fees, politics) and their relative frequency;

classroom/pupil and teacher/pupil ratios;

types and quality of facilities (laboratory, library, etc.);

disruptions of lessons (by police, boycott action, gangsterism,

violence, etc.) and their relative frequency;

type and distribution of teacher qualifications;

educational supplies and the distribution thereof.

Qualitative information monitoring on:

victimisation of teachers (by students, principals, inspectors, or the department) and reasons for this;

types and quality of teacher upgrading programmes available;

types and quality of career guidance and information available;

curriculum development initiative;

parental and community involvement in schools;

student leadership in schools (SRCs, how they function, their popularity etc.);

opportunities for non-formal education;

the operation of farm schools.

Monitor in state of trends and shifts:

As the political struggle intensifies the state will be obliged to continually address educational crises and develop policy for schools and other educational institutions. This needs to be continually monitored.

3.6.4 The monitoring programme requires a national office, staffed by people  
3.6.5

with a responsibility to initiate and CO-ordinate the various phases of the programme.

The national office will, inter alia:

assess the difficulty involved in co-ordinating information;

assist the monitoring where local grassroots organisation is weak;

investigate the feasibility of informal as well as formal networks for information; .

develop the need for a common framework of analysis;

assess the possible role of universities in such a programme;

evaluate the appropriate level of technological deployment for an operation of this kind; etc.

## BUDGET

SECONDARY SCHOOL TUITION PROGRAM: STP A DIVISION OF CECP

Estimated 4000 students countrywide at R1 000 per student R4.000.000.

At least 8 programmes, (x400 students each) one in each of the major centres would be supported. This cost is based upon the average cost per student calculated by existing organisations for the provision of supplementary tuition through the creation of teacher and student resource centres, curriculum development programs in the disciplines of the natural sciences ( a key focus of STP).

### BUDGET FOR STP

Program Costs 4,000,000'

Administration Expenses

Salaries & Benefits Co-ordinators 386,400

Secretarial assistance 220,000

Rental Running Costs etc 200,800

Capital (furniture & equipment) 150,000

TOTAL R 4,967,200

EDUCATION MONITORING PROGRAMME (EMP)

BUDGET PROPOSAL

JAN 1990 - DEC 1990.

EMP seeks to make the appointment of:

One (1) Senior Programme Co-ordinator, as well as three (3)

Assistant Programme Co-ordinators.

This team would set up the necessary mechanisms where they do not exist, and where they exist, co-ordinate the activities of sources of education-related information.

The team would, in addition, be responsible for the monthly publication of an "Education Monitor" which would be widely distributed within and outside the country. This information would enable activists, community leaders and governments to embark upon informed strategies within the education terrain.

BUDGET

Salaries and Benefits for Co-ordinators R128 000-00

Salary and Benefits for Secretary 22 000-00

Rental, Running Costs, Furniture, Equipment 35 000-00

Education Monitor (5 000 X 12 months) 60 000e00

Management Fee-Education Development Trust 25 000-00

pm us. uduQL  
u  
.-. rtl  
l: