

(SJV K33 4X93 Ci La.
SOUTH AFRICAN EXTENSION UNIT
DAB.ES SALAAM

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CONTRACT BETWEEN SACRED, SAEU AND BATLKGAE TRUST ON THE NEED
OF PROVIDING EDUCATIONAL SUPPORT TO SAEU RETURNEE STUDENTS

INTRODUCTION

As early as November 1990 the SAEU initiated an understanding between itself and SACRED in reference to the need. for support to the education of returnees by distance method. Since that time there has been extensive survey on the mwhnr, including discussions with Batlagae Trust in January and April 1992 culminating in the study carried out by consultants from the International Extension College. The recommendations of the consultants on the need for the SAEU to continue supporting the returnees are detailed on pp 6 - 16 of THE REPORT ON A SHORm-TERM PLANNING CONSULTANCY TO THE SOUTH AFRICAN EXTENSION UNIT (SAEU) ON BEHALF OF THE COMMONWEALTH SECRETARIAT 22 JULY - 13 AUGUST, 1992.

It is on the basis of the consultants' recommendations, Board of Trustees approval and the long relationship between SACRED, BATLAGAE TRUST and SAEU that we draw up this contract to spell out Specifically what the responsibility of each party should be.

SACHED, SAEU and Batlagae Trust are in agreement on the following issues:.

1. SAEU to secure funding for the program in South Africa, and be resPonsible for narrative and financial reporting to the funding partner

2. For the program to start smoothly, one SAEU Senior Staff member should be relocated for at least 3 months into South Africa to facilitate the setting up of SAEU administrative systems and monitor the initiation of the program

3. SACRED to lease out office space, tutorial space and other administrative support in the SACRED premises in Johannesburg and other centres as per SAEU request;

4. SAEU to buy into other internal infrastructural support services e.g. the accounts department.

5. Batlagae Trust to collaborate with SAEU in seeking funds for facilitating vocational/technical training for the SAEU" students under these programmes.

For the running of the program

a. That the SAEU should be finally accountable for:-

- . the overall financial and program progress
- ; the recruitment of learners
- . the student services
- . the tutorial services
- the liaising with the Biberationanvements about the students' support.

0 liaising with other agencies e.g church, other private organizations and individuals etc for relevant support.

b. That SACRED should be accountable for:-

- . making available its premises in terms of agreed specifications
- . .giv/el'anrastructural support as may be agreed upon 'by the two parties.
- . give support through recruitment and training of tutors in /\$ distance education methodology
- .#_.. givekheducational support to the program through SAEU's senior officer.

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/;%iz. forwardA?Lnding proposal (drawn by SAEU) to the Kagiso Trust for 1993 programme of work

c. That Batlagae Trust should be accountable forzm

- . collection of registration forms from SAEU students
- . facilitating the training of the SAEU students opting for vocational/technical training in consultation with SACHBD
- o collaborating with SAEU in seeking funds for such a program.

SACRED

BATLAGAE TRUST

SAEU

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921214.13; Allied Building, 236 Bree Street. S C D
Johannesburg 2001. A H E
P O Box 11350. Johannesburg 2000
Tel (011)333-9746 Fax 333-2297 TrUSt
REGISTRATION NUM BER 69/18447/07
incorporating &
Tune

12 DECEMBER 1992 Correspondence
College

THE DIRECTOR f 55f l" (-HTNMW?T"X-a

BATLAGAE TRUST (y W"; , "J

'51 PLEIN STREET ZI/IQ/qQ 3

JOHANNESBURG ----- ,

2001 et L_T . . . uu

Dear Mr Tickly,

Thank you for your letter and the contract which I have signed.

I enclose your copy and a copy that we wrote to Kagiso Trust when
we forwarded the proposal, (for your information) I have sent

Ligate's copy.

Looking forward to your support.

R E G A R D S

Yours sincerely

THANDIWE NGENGEBULE

ASSISTANT DIRECTOR SACRED

Prolocts o! the SACHED Trust: Dusqaro. Distribulion and Leamlng Resources

Propel. Khanya Colega Project, Labour and Community Romeo: Frohd.

,Upbont. Turret Correqzondemo Colege. Educational Rescues:

SACH_ED Trustees: Mr L Skweylya (Chairperson), Mr D Met, 01 E P am.

PJBuelezl, BbhopMBuholazi MrDJCouadt. DrKNGinwala.

ProlesmrKBHofnwyr. MrRTHofmeryv. MsAMoore, MrARMovphet. Prdm

EMphahlelo. DrMFlmvphele, Ard'bbhopDTuu. MrMNaylevUnmSeudary)

MrJSarnuel. MrMMnkl. Mleiroko. PrdessorNNdobole

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REGISTRATION NUMBER 69/18447/07 incomorating
Turret-&
Correspondence
College
D/01/EEC
10 November 1992
Commission of European Communities
P O Box 4249
Pretoria
0001

W. Attention: Tim Sheehy, Harry Hunsdorfer and Gareth Rossiter

Dear Friends

Re: South African Extension Unit (SAEU) Proposal

We have great pleasure in forwarding to you the attached proposal from South African Extension Unit (SAEU).

After lengthy consultations, we have agreed to collaborate with SAEU in supporting their students in South Africa.

We look forward to any response you may have.

Warm regards.

Yours sincerely /_

M V6124; gEQ/xx,

vor Abrahams Jenny Glennie

DIRECTOR DEPUTY DIRECTOR:

Finance and Planning

O.O. Mrs Ligate

Thandi Ngengebu/e

_____.

SACHED Trustees: Mr L Skweyiya. (Chairperson). Mr D Adler.

' Archbishop P J Butelezi, Bishop M Bmhelezi. Mr D J Cobben, Dr K N
Ginwala, Professor K B Hofmeyr. Mr R T Hofmeyr. Ms A Moons. Mr A R
Morphet Archbishop D Tutu. Mr J Samuel, Mr M Mbeki. Ms 1 Direko,
Proiessov N Ndebele, Mr M Nayler (Trust Secraary)

_____,_____.

gppENDix (i)

FINANCIAL IMPLICATIONS

It is estimated that IJS \$ 200,000.00 is needed for the programme for 1993 to cover 500 students at two centres - Johannesburg and Durban as shown in the table below:

TABLE 1.0: BREAKDOWN OF FINANCIAL IMPLICATIONS OF SAEU'S PROGRAMMES AT TWO CENTRES - JOHANNESBURG AND DURBAN

ITEW

PURCHASE OF STUDY MATERIALS IN

THE FCEJLWHEKS 5 SUBJECTS

English Language Lectures .

2 Textbooks (250 students)

Mathematics Lectures 2

2 Textbooks (200 Students)

Physics Lectures 2

2 Textbooks (200 Students)

Biology Lectures 2

2 Textbooks (100 Students)

Chemistry Lectures 52

2 Textbooks (100 Students)

PURCHASE OF STATIONERIES

Exercise Books (all students, 5 books each)

Mathematical Set (200 students)

Scientific Calculators (200 students)

Ball point pens (all, 3 pens each)

Rulers (all)

Pencils (all, 2 pencils each)

17,600.00

20,224.00

22,000.00

9,656.00

8,830.00

750.00

242.00

6,000.00

525.00

225.00

200.00

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ITEM 2 2 "UNIT' COST ' TOTAL

REGIONAL SUPPORT

i. TUITION OF STUDENTS AND ORIENTATION WORKSHOP FOR TUTORs

a. Study skills and counselling orientation workshops for students in Johannesburg and Durban (6 tutors in each case for 2 days) each \$ 30 720:

b. Orientation workshops for Tutors on Distance Teaching methods in Johannesburg and Durban (4 tutors in each case for 5 days) each \$ 30 1200:

c. Student thitibn

Part-time tutors in Johannesburg and Durban 2 days in a month 5 tutors in each case each \$ 30 720:

. d. Study venues in Johannesburg and Durban twice a month 1L each \$ 50 3600:

Laboratories for experiments twice a month 9 months in each case each \$ 50

e. GCE Exam registration, Photocopies (Syllabuses, past papers) ' 9000:

ii . OFFICE ADMINISTRATION

a. Office rental for liaison officer and part-time secretary (twelve months) inclusive of telephone/fax and postal charges V and office stationeries d 10 th each \$ 1200 ' 14400:

b. Salary for internal coordinator non s . for Johannesburg and half for Durban each \$ 2000 30000:

c. 5 Secretary for 12 months (part-time) each \$ 500 6000:

6. Accounting facility :11- clerk for 12 months (part-time) each \$ 250 3000:

SUB TOTAL 53400:

iii. MONITORING AND EVALUATION

a. internal Coordinator to visit study Centres once a month for 9 months each \$ 1000 9000:

b. SAIEZU staff 1st 3 months to supervise take-off of programme, recruitment of liaison officer including transport from Dar es Salaam 2 each \$ 2000 6000:

. Organize launching arrangements,
Johannesburg and Durban; finalize
office arrangements each \$ 2000
. Travel to study centres once in every
two weeks in Johannesburg and Durban
for 3 months each \$ 1500
Monitor and evaluate tutors and
students in South Africa 4 times, travel
and per-diems for 9 months each \$. 5000
GRAND TOTAL 209372:
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SOUTH AFRICAN EXTENSION UNIT
PROJWCT PROPOSAL FOR FINANCING DISTANCE TWACUTNH
PROGRAMMES FOR SOUTH AFRICAN RTTURNTWR

1.0 BACKGROUND

South African Extension Unit (SAEU) is a regional distance teaching institution established in 1984 by the Commonwealth Secretariat centred in Dar es Salaam. VSAEU was established to cater for the education and training needs of South African exiles, residing in the Frontline States and Uganda. Originally, SAEU was wholly funded by the Commonwealth Secretariat, but since 1986 other co-funders such as United Nations Educational and Training Programme for Southern Africa (UNETPSA), and the European Community (EC) have made contributions to the programmes of the Unit. As a consequence of the changing political and socio-economic environment in South Africa, and the return of exiles to South Africa, a consultancy was commissioned from the International Extension College in mid-1992 which looked at the future of the SAEU and prospects for working inside South Africa. A copy of the consultancy report is attached for information; its main recommendations were endorsed at a meeting of the SAEU Board on 6 October 1992.

2.0 OBJECTIVES OF THE SAEU

The main objective of the SAEU to date has been to offer distance learning opportunities to up to 3,000 South African exiles based in Southern Africa and Uganda, as well as returnees, most of whom have not completed their courses at the time of repatriation. The SAEU's specially designed distance education programmes are virtually at all levels from primary, secondary to vocational and professional. In addition, skills-tailored courses help the exiles to cope with the demands of life in exile and prepare them for the world of work in South Africa and for further training in a variety of fields including technical and vocational skills.

3.0 REQUEST PROPOSAL FOR US \$ TWO HUNDRED THOUSAND (200 000)

FOR DISTANCE EDUCATION RETURNTEE PROGRAMME

In this proposal the attention of donors is drawn to the plight of returnees. The Batlagae Trust was formed to cater for returnees' educational endeavours and has managed to support 2000 students on full time conventional education basis. Among these are a negligible number of the estimated 2000 distance learners under SAEU programme. Data to support the foregoing statement was gathered by the SAEU survey carried out in January 1992 by the SAEU Harare Coordinator who interviewed the following institutions all based in various parts of South Africa:

: Liberation Movements (ANC, PAC and AZAPO)

SACHED'

Batlagae Trust

South African Council of Churches m SACC

British Council, Rapid Results

CAGE, CRIC, TOPS

Adult Education Network

NCCR

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In April 1992, the SAEU Director carried out a further survey to see if the situation had improved. The following institutions in South Africa were visited. Liberation Movements (ANC, PAC, AZAPO)

- : SACHED
- : Batlagae Trust
- SAIDE
- : Peninsular Technikon
- : CACE
- : CHIC
- TOPS

British Council

Rapid Results

UNHCR

NCCR

UNISA 1

Careers Research Information Centre I

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.As a result of the surveys, it was evident that in respect of the returnee distance education situation between 90 and 95% of those interviewed indicated no prospect of being able to continue with studies. To tackle the situation, SAEU was being requested to continue providing education by distance because learners could not afford to join a full time school;

In July 1992, the Consultants from the International Extension College visited South Africa in order to study the situation and establish the role the SAEU might play. They visited and interviewed the following people:

- : Ms Curla van de Spuy ACODA
- : Mr Mohamed Tickly Batlagae Trust
- Cde Lindiwe Mabandla Deputy Head, Department of Education, ANC
- : Ms 'Ibzmidiwe Ngegebule SACHED
- : Ms Evelyn Nonyongo SACRED
- : Ms Mizana Mativana CAGE
- : Ms Pethu Serote CACE
- : Mr Samuel Isaac Peninsular Technikon
- . : Mr Brian O'Connell Peninsular Technikon

(Distance Education)

- : Mr Henry Ludeki Peninsular Technikon
- ' Mr David Adler SAIDE

Mrs Pamela Raubuck SAIDE

Their conclusions and recommendations are that SAEU should continue to support returnees until the SACHED'S alternative adult Curriculum is in place, say in 2 - 3 years time (see attached report, pp 6 - 16).

4.0 PREPARATIONS FOR SAEU TO CONTINUE OFFERING DISTANCE EDUCATION

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Fearing the fate of SAEU students who might repatriate before completion of their courses, intensive discussions have been taking place between SAEU and SACRED from as early as November 1990. In January 1991, a SACRED team visited Dar es Salaam, Tanzania and it was then agreed that SACHED would try to service SAEU students who would return from exile: Although this goal has not been realized, there has been useful dialogue in the form of letters, faxes and

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and telephones and finally after person to person sanctions were lifted, SAEU and SACHED have been able to meet in Johannesburg four times. The essence of the dialogue has been on how the two institutions could collaborate in assisting returnee distance learners for they are in agreement that the learners should be accorded such support.

Identification of Students:

a. The SAEU has written 700 letters to the SAEU returnees who left their addresses with the Unit. Responses to the letters indicate 337 returnees expecting the SAEU to continue providing them with educational assistance. 104 students have lodged their requests with Batlagae Trust who are collaborating with SAEU in identifying the students. Another 69 have been identified by SAEU'S agent placed at the SACHED'S in P.W.V; area through the NCCR offices although it is known that there is a large number of returnees who did not use the NCCR. Other requests are still coming in as we write this request.

Agreement with SACHED and Batlagae

The Director SAEU will visit South Africa in November 1992 to finalize agreement on collaboration between SACHED, SAEU and Batlagae. Highlights of the agreement are:

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1. SAEU to secure funds for the programme in South Africa.
2. SAEU to relocate a senior staff member to facilitate the setting up of SAEU administrative system and monitor the initiation of the programme.
3. SAEU to lease out office space and tutorial space in SKCVWD'S premises.
4. SAEU to buy into the office other internal infrastructural support services from SACHHD I
5. SAEU be responsible for narrative and financial reports to the funding partners.

For the running of the program:

- a. That SAEU person be finally accountable for:
 - . overall financial and program progress and securing the necessary funding for the programme
 - . recruitment of learners
 - . student services
 - . tutorial services
 - . liaison with Liberation Movements about the welfare of the learner
 - . Liaison with other agencies e.g. Batlagae Trust, 'CORBET', 'CACE' for relevant support:

b. SACRED should be accountable for:-

- . making available its premises in terms of agreed specifications
- . giving infrastructural support
- . giving support through recruitment and training of tutors in distance education methodology
- . giving educational support to the program through its senior officer (the SAEU personnel mentioned under point 2 above)
- . Forward request proposals for seeking funds.

0. Batlagae Trust should be accountable for continuing to collect registration forms from SAEU students.

- . to collaborate with SAEU in running vocational training courses for distance learners, especially face to face industrial teaching

- . to collaborate with SAEU in seeking funds for such programs

5.0 Forwarding the 1993 request/proposal to the Kagiso Trust

6.0 PROGRAMME

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SAEU students have received education through programmes financed by the Commonwealth Secretariat (COMSEC), European Communities (EC), and United Nations Educational and Training Programme for Southern Africa (UNETPSA)..J The students wish to continue and complete their courses. Those still in exile are continuing with education under the SAEU program. However, those who have repatriated without completing their courses have no assistance to do so. It is for this reason that SAEU has an obligation to see them complete their courses given the requisite assistance.

. 7.0 JUSTIFICATION

Learners needing assistance have been identified.
Working partners in South Africa have been identified.
Preparations for such a venture have been done.
The international community felt that they had a duty to give exiles education; they must now see to it that such students complete the already started task.

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The IEC Consultancy Report asserts the importance of SAEU's obligation to support the returnees.

The SAEU's Board of Trustees at its annual meeting on 6 October 1992, after careful consideration, gave a go ahead for the SAEU to proceed with assisting returnees to continue with education; i

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8.0 The SAEU is requesting US dollars 200 000 through SACHED to meet the costs shown in Appendix I so that the programmjs can be undertaken in January - December 1993.

NOTE: This is distinct from the budget provision for SAEU activities external to South Africa which continue to be funded by the Commonwealth Secretariat (1992/93 allocation \$ 150 000) and other donorsf