

Doe/013/0001/8

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Core Recommendations

1. South Africa should harness and extend its electronic media production and delivery capacity for the education and development of its people.
2. The immediate establishment of a statutory, autonomous organisation, An Educational Media Trust, to manage, centrally and regionally, core national electronic education and to provide a service for all providers and users of electronic education in South Africa is strongly recommended.
3. Through legislation a proportion of the national education budget should be set aside for electronic education.
4. Through legislation a proportion of advertising revenue should be reclaimed from commercial broadcasting for electronic educational purposes.
5. Consideration should be given to a range of non-governmental sources for additional income to secure electronic education for South Africa's development.
6. Four major areas should be given priority:
 - i) Adult Basic Education
 - ii) Teacher Education
 - iii) Science, Technology and Maths Education for Adults
 - iv) Health and Development Education
7. Technical development of electronic delivery infrastructure should be given priority in two areas:
 - i) The rapid extension of the telephone network
 - ii) Acquiring the necessary legislative clearance for the use of additional specific wave bands and transmission time for the delivery of radio and television signals to the entire country for both live and recorded use.

Consequential Recommendations

The core recommendations 1-7 above, when adopted, will spawn a number of consequences. These "consequential" recommendations will include:

- a) All electronic education will be provided through partnerships between educators, media providers and appropriate stakeholders.
- b) The emphasis in the provision of electronic education should be on quality rather than quantity.
- c) In the development of a range of electronic educational media formats, priority should be given to :

- audio and audio/print combination

followed by

- national radio services

followed by

- community radio services

In parallel with these developments priority should be given to:

- video production and distribution
- selected television services
- telephone infrastructure

- d) As programmes of achievement are established in the areas of Adult Basic Education, Teacher Education and In-Service Teacher Education, standards should be set with appropriate accreditation outside the standards of attainment centrally recognised in schools. Such standards should be achieved in different ways depending upon the social context of the learner.
- e) Following the major priorities listed under Recommendation 2., urgent consideration should be given to Technical and Vocational training through electronic media.
- f) Following the establishment of major priority services, the gradual development of specific services for defined groups, for example children, should be encouraged.
- g) The accelerated acquisition of audio recording equipment by schools and community centres.

- h) The encouragement of independent production companies who would specialise in the production of programmes and distance learning services involving electronic media for education and training.
- i) A programme of multi-level training for educational producers, script writers and technical/craft experts in electronic media.
- j) Priority should be given to the education and training of teachers, not pupils, and adults, not children, through electronic media.
- k) Priority should be given to education in the areas of Science, Technology and Mathematics and to training in vocational areas, particularly in business education.

*Investigate possibilities to license copying of educ materials
while respecting rights of producers.*

Specific recommendations for SABC

1. The Education Department of SABC should be restructured in such a way as to facilitate the production of quality programmes in the non-formal sectors of education and training.
2. At an early stage agreements should be reached between SABC and EMT/EMSU regarding the use of SABC technical facilities for programme making and transmission.
3. Formal links should be established between SABC and EMT/EMSU to facilitate a co-ordinated strategy for education and training as well as a mechanism for business negotiations between the two organisations.