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02/09/93

**NATIONAL EDUCATION
AND
TRAINING FORUM
(NETF)**

**DOCUMENTATION FOR
STEERING COMMITTEE MEETING -
THURSDAY 2 SEPTEMBER 1993**

**NATIONAL EDUCATION AND TRAINING FORUM
(NETF)**

STEERING COMMITTEE MEETING

2 SEPTEMBER 1993

A G E N D A

1. ✓ Confirmation of Minutes (Annexure 1)
2. Matters Arising
3. Progress Reports and Decisions Reached : Working Groups
 - 3.1 ✓ Short Terms Issues (Annexure 2)
 - 3.2 ✓ Restructuring (Annexure 3)
 - 3.3 Membership Committee (Annexure 4)
 - 3.4 Budget/Funding Committee (Annexure 5)
4. ✓ Negotiating Council and Political Parties
5. ✓ Strategic Planning Conference - 17/18/19 September 1993
6. ✓ Amendments to the Founding Agreement (Annexure 6)
7. ✗ Secretariat
8. Honouring Claims
9. ✓ Registration of NETF members, representatives and working groups
10. Signatories to Resolutions
11. ✓ Technical Proposals submitted to the Forum (Annexure 7)
12. Role of the Forum in networking of education and training information

REPORT OF THE BOARD OF DIRECTORS
FOR THE YEAR 1907

THE BOARD OF DIRECTORS

OF THE

COMPANY

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13.✓ General

- 13.1✓ Letter from Federal Committee of Technical College Principals ✓
re membership of the Plenary (Annexure 8)
- 13.2✓ Letter from Vista University seeking ratification of proposed
Educational, Guidance and Counselling Forum (Annexure 9)
- 13.3✓ Letter from Olset re offer of support facilities and services (Annexure 10)
- 13.4 Letter from FPASA re the use of Afrikaans during meetings of
the NETF (Annexure 11)

C O N T E N T S

<u>Annexure 1</u>	Minutes of Facilitating Group Meeting held on 3 August 1993
<u>Annexure 2</u>	Resolution on Short Term Issues
<u>Annexure 3</u>	Resolution on Restructuring
<u>Annexure 4</u>	Resolution on Membership and Related Issues
<u>Annexure 5</u>	Budget
<u>Annexure 6</u>	Letter from Department of National Education on amendments to the Founding Agreement
<u>Annexure 7</u>	Technical Proposals - itemised subject categories
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NATIONAL EDUCATION AND TRAINING FORUM (NETF)

MINUTES OF THE FACILITATING GROUP MEETING HELD AT BARLOW RAND, SANDTON,
ON TUESDAY 3 AUGUST 1993

1. FOUNDING AGREEMENT

1.1 AMENDMENTS

Central Government tabled a revised Founding Agreement which incorporated the following changes :

- 1.1.1 The incorporation of the annexure on Procedures.
- 1.1.2 A definition on "sufficient consensus".
- 1.1.3 The separation of the paragraphs on Foundation and Mission.
- 1.1.4 A separation of the paragraphs on Agreement and Decisions.
- 1.1.5 The addition of the Procedures on the crisis issues.
- 1.1.6 The substitution of the heading "unilateral restructuring" to that of "operationalisation of the agreement".

Government indicated that by incorporating different elements of the Founding Agreement support from both the Self-Governing Territories and the TBVC States had been forthcoming. A major accomplishment had been the fact that KwaZulu had endorsed participation in the Forum.

It was stated that at a meeting of the editorial committee proposals from other players had been incorporated into the Founding Agreement.

It was pointed out that the inclusion of Procedures on Crisis Issues had not been formally discussed by the Facilitating Group.

NATIONAL EDUCATION AND TRAINING POLICY

MINUTES OF THE 11TH MEETING OF THE NATIONAL EDUCATION AND TRAINING POLICY COMMITTEE

ON THURSDAY 21ST MAY 1980

1. PRESENCE AND ABSENCE

1.1. ATTENDANCE

The Committee met at 10.00 am on Thursday 21st May 1980. The following members were present:

1.1.1 The Minister of Education and Science

1.1.2 A representative of the National Education and Training Board

1.1.3 The representative of the Department of Education and Science

1.1.4 A representative of the Department of Education and Science

1.1.5 The representative of the Department of Education and Science

1.2 The submission of the National Education and Training Policy Committee to the Government of the Republic of Ireland

The Committee considered the submission of the National Education and Training Policy Committee to the Government of the Republic of Ireland. The Committee noted the submission and agreed to recommend it to the Government.

The Committee also considered the submission of the National Education and Training Policy Committee to the Government of the Republic of Ireland.

The Committee noted the submission and agreed to recommend it to the Government.

1.2 AGREEMENTS AND SUGGESTIONS ON AMENDMENTS TO THE FOUNDING AGREEMENT

It was agreed that :

the list of definitions would be placed in alphabetical order at the end of the document on the Founding Agreement.

that the Procedures document on Crisis Issues would be removed.

the editorial changes put forward by Government would be accepted subject to the deletion of the procedures on Crisis Issues.

The Chamber of Mines put forward to paragraph 7.45 (d) of the Founding Agreement as well as paragraph 11.9:

that the suggestions by the Chamber of Mines would be incorporated in the wording of the Founding Agreement as tabled in their letter.

1.3 LEGAL STATUS : FUNDING

It was suggested that the Forum may want to revisit the powers and functions of the Executive Committee. The Forum may want to assign powers to the Executive Committee in order to change or institute certain procedures for certain situations.

There was concern expressed about the legal status of the Forum particularly with respect to funding. The Forum, felt that it was not necessary to build in additional wording regarding the legal status of the funding of the Forum with respect to the responsibility of members should financial problems occur. It was pointed out that the nature of the business of the Forum would not dictate major overdrafts.

1.4 POLITICAL PARTIES

A letter from the Chamber of Mines was tabled at the meeting. The Chamber of Mines

expressed concern about the lack of involvement of political parties to date or in the foreseeable future. If political parties are not involved this would detract from the Forum.

It was agreed that at the press conference on the day of the Founding Meeting it would be stated that the Forum had agreed in principle that political parties will be involved in the future.

The Forum will consult with political parties to find out how they would best be linked to the Forum.

2. NEGOTIATING COUNCIL

It was agreed that the Forum will pursue a meeting with the Negotiating Council so that it would formally communicate with the Council on what is happening at the Forum.

It was agreed that the Chairman would set up such a meeting.

The purpose of the meeting will be to explain the process and progress of the Forum so that the Negotiating Council would recognise the process thus far. The next step would be the inclusion of political parties.

Government indicated that it would like the opportunity to confer with its principals on this issue.

3. FOUNDING MEETING

3.1 NATURE OF MEETING

It was agreed that the nature of the Founding Meeting will be a public one.

Participants at the meeting will not all be representatives of the Plenary.

3.2 MEMBERSHIP

It was suggested that significant players like the HSRC who had applied for membership need to have status in the Forum.

The actual size of the Plenary is not important. What is important is the composition of the Executive Committee. The Forum should abandon the numbers debate. What does matter is who belongs to the Forum.

3.3 PROCESS

The following process for the Founding Meeting was agreed.

- (a) An abridged overview of the Founding Agreement will be presented by Dr Dippenaar.**
- (b) A brief overview of the Resolutions and Decisions taken by the Crisis Committee will be presented by James Maseko.**
- (c) Dr Garbers will review the work of the Restructuring Committee.**
- (d) John Samuels will do an update on the progress of the Facilitating Group.**
- (e) Signatories to the Founding Agreement will be requested to sign the Founding Agreement.**
- (f) A Press Conference will be held after the meeting.**

It was suggested that the Facilitating Group Members sit together in the front of the Auditorium.

It was suggested that at the meeting the Chairman ask for a mandate for the Facilitating Group to continue with the management of the Forum as the Executive Committee. It was further suggested that the Facilitating Group should be renamed the Steering Committee.

MEMORANDUM

1.1

It was suggested that the following points be the basis for the discussion. It was also suggested that the following points be the basis for the discussion.

The first point is the history of the project. What is the history of the project? What is the history of the project? What is the history of the project?

1.2

1.2

The following points for the discussion were agreed:

(a) An outline of the history of the project will be presented by the project manager.

(b) A brief overview of the project and its objectives will be given by the project manager.

(c) The project will be presented by the project manager.

(d) The project will be presented by the project manager.

(e) The project will be presented by the project manager.

(f) The project will be presented by the project manager.

(g) The project will be presented by the project manager.

It was suggested that the following points be the basis for the discussion. It was also suggested that the following points be the basis for the discussion. It was suggested that the following points be the basis for the discussion. It was also suggested that the following points be the basis for the discussion.

It was pointed out that the mandate requested from the meeting should be to continue as the Steering Committee until the Plenary first meets.

3.4 MEDIA

It was agreed that the media will be invited to attend the full deliberations of the Founding Meeting.

It was also agreed that a PR firm would produce a Press Kit.

It was further agreed that at the Press Conference, Dr Louw will represent the Government and a representative from each of the six major stakeholders will participate in the Press Conference.

4. PRESS CONFERENCE : 3 AUGUST 1993

The Press Conference scheduled for today will concentrate on the process at this meeting and the events at the Founding Meeting. The postponement of the Founding Meeting from the 31 July to the 7 August 1993 will also be addressed.

5. TRAINING SECTOR REPRESENTATION

Two suggestions of the representation from the Training Sector were put forward. Firstly, the National Training Board be accorded two (2) seats. Four other organisations should be involved. These organisations include the Association of Regional Training Centres, The Federation of Training Organisations, Industry Training Boards, The National Association of Private Training Organisations. The alternative suggestion was that The National Training Board should be accorded four (4) seats. Two organisations are officially formed. These are the Federation of Training Organisations, and the Association of Regional Training Centres which should each be accorded one seat.

It was agreed that the National Training Board would forward the names of two representatives of the NTB to the Secretariat and the names of other

organisations that should be accorded member or observer status within the Training Sector.

6. REPORT BACK ON THE CRISIS COMMITTEE

As a result of the previous Crisis Committee meeting the House of Representatives and Teacher Organisations met in Cape Town to implement the Resolution agreed.

The House of Representatives agreed that where there was disruption at schools due to the rationalisation process it will consider the employment of temporary teachers.

273 Teachers have been approached and asked to defer their retirement until the end of the year. Those who wish to continue with service will be requested to attend school on Monday. At the last count six (6) teachers have indicated that they are prepared to extend their service until the end of the year. A further meeting of the Crisis Committee will take place in the next week or ten days.

It was agreed that information would be supplied on the exact number of teachers remaining in service, the vacancies existing, and the employment of temporary teachers. This information will be made available to the Committee.

Inspectors are not very optimistic about those teachers who are due to leave the service at the end of July 1993 remaining in service. However, a more positive response is possible from those who intend to leave in August 1993.

There is a need for a monitoring mechanism to ensure that the intervention is effective. This needs to be an independent monitoring mechanism. Information dissemination to regions was not as quick as expected. However the Working Group were faced with short lead times in implementing the Agreement.

7. REPORT BACK ON BUDGET COMMITTEE

It was pointed out that the mere fact that the State may contribute funds to the NETF does not free the State from accountability. In the Founding Agreement, it is clear that

funds will be used with the total discretion of the Forum. This discretion does not negate the accountability function. The Forum needs to agree on the parameters in which payments are made.

8. PREAMBLE TO THE SIGNATORY DOCUMENT

Government suggested a preamble to the signatory document. Such a preamble will be provided to the Secretariat for inclusion in a document for the Founding Meeting.

9. RESTRUCTURING

At the Founding Meeting the Resolution adopted by the Working Group will be covered as well as the purpose of such a Committee and the substance of the agreement reached.

10. STRATEGIC PLANNING

It was suggested that a Strategic Planning Workshop be held to provide direction to the Plenary and place before it a number of options on the way forward.

11. NEXT MEETING

The next meeting of the Steering Committee will be held on Thursday 2 September 1993.

NATIONAL EDUCATION AND TRAINING FORUM (NETF)

WORKING GROUP ON SHORT TERM ISSUES

28 JULY 1993

RESOLUTION

The following agreement was reached at a meeting of the Working Group on Short Term Issues held on 28 July 1993:

1. The NETF will negotiate an acceptable, broad, co-ordinated national point of view concerning future rationalisation, if any, which takes into account, amongst other factors, maximal effective use of education personnel and the minimum disruption of education provision.
2. The current process of rationalisation will be effected on the basis that:
 - a. only teachers who have indicated their desire to leave service will be considered for the package offered;
 - b. these teachers will leave service only at the end of 1993 on the basis of due regard for the principles of labour and administrative law;
 - c. the educational programmes at institutions are not disrupted.
3. As a result of severe time constraints the House of Representatives and the Teacher organisations concerned will meet immediately to set in motion practical steps to contact the teachers affected.

NATIONAL EDUCATION AND TRAINING FORUM (NETF)

WORKING GROUP ON RESTRUCTURING

RESOLUTION

1. It is recommended that the NETF establishes:

- a.** a Working Group to develop a common framework of principles that would serve as a guide to a future education system.

The outcome of this investigation will form the basis for the evaluation of current educational planning initiatives and the appropriateness of NETF participation in such initiatives.

- b.** a Working Group to liaise with the ECS and accompany it in the process of the rearrangement of the system for the provision of education currently being undertaken by the ECS.

2. In view of the fact that the DNE is currently involved in a number of planning initiatives that may have an impact on a future education dispensation, it is recommended that the DNE make submissions to the NETF on items that it deems appropriate inviting it to consider nominating persons to participate in the planning teams of the DNE.

3. Due to the fact that all the executive education departments are involved in current day-to-day functioning which involves the updating and adjusting of policies, it is recommended that these departments be requested to inform the NETF on initiatives that are potentially politically sensitive and that could prefigure the future education system.

NATIONAL EDUCATION AND TRAINING FORUM (NETF)

WORKING GROUP ON THE COMPOSITION OF THE EXECUTIVE COMMITTEE

19 JULY 1993

RESOLUTION

The following recommendation was put forward for consideration by the Working Group:

Mandates being received by all sectors of the Facilitating Group.

1. EXECUTIVE COMMITTEE

The resolution reads as follows:

- * In view of uncertainties governing the transitional period it is important to focus on broad educational concerns. For this reason the Facilitating Group should, in the interim, act as the Executive Committee until such time as the transition develops. At the appropriate time its structure and composition will be adjusted to the prevailing circumstances.
- * The Facilitating Group will operate in terms of the principles of the Founding Agreement.
- * The chairmanship will be rotated and the rotating chairpersons will come from the six constituencies represented in the Facilitating Group.
- * Specifically, as far as education departments are concerned, and in this transition period, pre-mandating meetings will be held. At such meetings, the exact composition of such delegations will be determined.
- * It was proposed that the tertiary educators and student sectors be approached to consult among themselves for the purpose of putting forward not more than two representatives respectively to be included in the Executive Committee.

2. APPLICATIONS FOR MEMBERSHIP

It was recommended that:

- * A membership committee be set up comprising one representative from each constituency. The membership committee should use the criteria laid down in the Founding Agreement when considering applications. The committee should carefully examine the applications and arrive at recommendations to put forward to the members.
- * The committee should be careful to be as inclusive as possible and to be sensitive to those who have shown an interest in the Forum but who do not fulfil the criteria for membership. In these cases the applicants should be invited, wherever possible, to make submissions where appropriate or to join working groups to provide specific input that may be required.

NATIONAL EDUCATION AND TRAINING FORUM (NETF)

MEMBERSHIP : WORKING GROUP

REPORT ON APPLICATIONS RECEIVED

1. MEMBERSHIP OF PLENARY

- 1.1 Accelerated Christian Education
- 1.2 Catholic Institute of Education
- 1.3 National Literacy Co-operative
- 1.4 S.A. Board of Jewish Education
- 1.5 South African Vocational Guidance and Educational Association (SAVGEA)
- 1.6 The S.A. Federal Council on Disability

2. MEMBERSHIP OF PLENARY SUBJECT TO FURTHER INFORMATION

- 2.1 Association of Muslim Schools
- 2.2 Methodist Church of S.A. : Board of Education
- 2.3 Interkerklike Komm. Vir Opvoeding en Onderwys

3. MEMBERSHIP OF PLENARY SUBJECT TO ASSESSING AND SELECTING AMONG ORGANISATIONS OF SIMILAR INTENT

- 3.1 Association of Distance Education Colleges in S.A.
- 3.2 Association of Private Colleges of S.A.

4. WORKING GROUP STATUS

- 4.1 Bursary Council of S.A.
- 4.2 Education Foundation
- 4.3 Electronic Media in Education Forum
- 4.4 Foundation for Research Development
- 4.5 HSRC
- 4.6 Independent Examination Board
- 4.7 National Productivity Institute
- 4.8 S.A. Speech & Language Hearing Association
- 4.9 Sached Trust
- 4.10 The Association of Scientific and Technological Societies of S.A.

- 4.11 The Institute of Bankers
- 4.12 The Institute of Chartered Secretaries & Administrators
- 4.13 The Institute of Internal Auditors
- 4.14 The National Steering Committee on Community Education
- 4.15 The Southern African Association for Learning and Educational Difficulties (SAALED)

5. **OBSERVERS UNTIL FORMALLY CONSTITUTED**

- 5.1 The National Adult Education Co-ordinating Committee (NAECC)

6. **MORE INFORMATION REQUIRED BEFORE TAKING A DECISION**

- 6.1 South African Association of Management Institutes (SAAMI)
- 6.2 The Association of Accredited Education Centres of S.A.

7. **APPLICATIONS DECLINED**

- 7.1 Boston City Campus
- 7.2 Centre for Cognitive Development
- 7.3 Foundation for Education with Production
- 7.4 Human Performance Systems
- 7.5 Lawyers for Human Rights - Disability Unit
- 7.6 Maxlite (Pty) Ltd
- 7.7 Olset
- 7.8 Paarl, Wellington, Drakensteinvallei Onderwysforum
- 7.9 PASA
- 7.10 Project Literacy
- 7.11 S.A. Association of Semi-Private Schools
- 7.12 Safritel
- 7.13 S.A. Value Engineering
- 7.14 SIA
- 7.15 Sister of Hope School
- 7.16 Southern Universities Specialised Education Committee
- 7.17 Star Schools Television
- 7.18 Technikon OFS
- 7.19 The Christian Education Forum

- 7.20 Technisa
- 7.21 The Learning Channel
- 7.22 The Natal Education and Training Service Organisation Forum
- 7.23 The Palabora Foundation
- 7.24 University of the North
- 7.25 World Conference on Religion and Peace

8. **MEMBERSHIP PENDING DISCUSSION WITH STEERING COMMITTEE ON
PRINCIPLE OF INCLUSION OF CULTURE IN FORUM**

- 8.1 FOSACO

NATIONAL EDUCATION AND TRAINING FORUM (NETF)

WORKING GROUP ON BUDGET AND FINANCE (1 August 1993 – 31 March 1994).

This draft Budget has been put together on the basis of carrying the National Education and Training Forum through the transitional phase up to and including the proposed election date of 27 April 1994.

With the formal launch of the NETF on 7 August 1993 a number of assumptions have been made in respect of meetings of the Plenary, Steering Committee and various Working Groups. At this stage the estimated number of meetings are as follows:

1. 2 Plenary Sessions.
2. 9 Steering Committee Meetings - one per month.
3. Working Groups - the number of Working Groups will vary but an average of 8 has been used for the calculation of the Budget.

Some Working Groups will meet on a very regular basis (an example of this is the Crisis Committee) with other Groups meeting monthly.

It is suggested that the Secretariat of the NETF should be kept as compact as possible during the interim transitional phase. On this basis it is anticipated that no more than four persons in total will be required initially of whom two should hold senior administrative roles.

Added to the above will be the need for provision of administration costs in respect of telephone, fax, photocopier and other allied areas as well as office rentals.

Once the NETF has run for say three months a revised budget will be prepared for the balance of 1994. It is anticipated that by the end of 1993 a clear vision of the NETF's role and structure will allow the Secretariat to put together a more detailed budget for presentation to the potential funders.

PROPOSED DRAFT BUDGET FOR THE NETF - FOR THE PERIOD 1 AUGUST 1993 UNTIL 31 MARCH 1994

EXPENDITURE		Estimated Expenditure Per Meeting/ Working Group	Estimated Expenditure For The Period
1.	MEETING OF PLENARY (100 members) (Amount to include claims for travel and subsistence for members without any resources.		
2	Meals and refreshments: R50 per person x 100 x 2 days. It is anticipated that the Plenary Committee will meet twice)	R10 000 R10 000	R20 000 R20 000
2.	STEERING COMMITTEE (28 members) (Contingency amount to include travel and subsistence for approximately 15 members from outside.		
9	Meals and refreshments at R50 per person x 28 It is anticipated that the Steering Committee will meet 9 times)	R30 000 R1 400	R270 000 R12 600
3.	WORKING GROUPS (Amount to include claims for travel and subsistence, contracts for research, consultation and preparation of memoranda)	Varies By Working Group	R750 000
4.	PERSONNEL		
4.1	Co-ordinators to be seconded by: 1. State, 2. PRISEC 3. NEC		
4.2	Senior Administrative & Support Staff to be seconded by participating parties	-	-
5.	ADMINISTRATION COSTS:	Per Month	
	Make provision for..... 1. Fax Machine		R4 000
	2. Telephone Expenses	R1 500	R18 000
	3. Photocopier	R1 500	R18 000
	4. Stationery		R15 000
TOTAL EXPENDITURE			R1 127 600
INCOME			Estimated Income For The Period
EXPECTED INCOME:			
	1. CONTRIBUTION BY THE STATE		R500 000
	2. CONTRIBUTION BY JOINT EDUCATION TRUST		R500 000
TOTAL EXPECTED INCOME			R1 000 000
BALANCE			For The Period
EXPECTED INCOME:			R1 000 000
less EXPECTED EXPENDITURE			R1 127 600
			(R127 600)

NATIONAL EDUCATION AND TRAINING FORUM (NETF)

EXPENDITURE FOR THE ESTABLISHMENT OF THE NETF

The attached schedule illustrates the expenditure to date, from the Joint Education Trust (JET) donation, in establishing the National Education and Training Forum (NETF). The funding donated to the NETF Facilitating Group by the JET was originally allocated for the reimbursement of travel and accommodation claims by members, who were required to travel to attend various Facilitating and Working Group meetings. The schedule indicates however, that other additional expenses were incurred. Furthermore, the remaining funds are rapidly being depleted. The following issues therefore, require consideration:

1. Should the personal travel claims be honoured, acknowledging firstly that such are minimal, and secondly that most members' constituencies have undertaken to absorb such costs?
2. Should additional funding be secured to meet costs for the interim period? (i.e. between the establishment of the NETF on 7 August 1993 and the first Plenary sitting at which an appropriate funding mechanism will be established).
3. If additional funding for the interim period is required:
 - a. which organisation should be approached?, and
 - b. for what period of time is this funding likely to be required?

ESTABLISHMENT OF THE NATIONAL EDUCATION AND TRAINING FORUM (NETF)

EXPENDITURE TO DATE

INITIAL GRANT
FROM JET R80 000,00.

ITEM		AMOUNT
1.	Advertising - NETF COnsultative Meeting 3 July 1993	R 18 024,95
2.	Advertising - NETF Founding Agreement Comments 14 July 1993	R 4 775,01
3.	Eskom Conference Centre - Consultative Meeting 3 July 1993	R 13 500,00
4.	Secretarial Support Services & Temp Labour	R 4 584,80
5.	Secretarial Support Services - Travel Costs	R 2 610,85
6.	NETF Founding Meeting - Presentation Transparencies	R 4 929,36
7.	Deposit - Strategising Workshop (A Kahane)	R 7 500,00
TOTAL EXPENDITURE TO DATE		R 55 924,97
REMAINING BALANCE		R 24 075,03
FURTHER EXPECTED EXPENDITURE:		
VW Conference Centre - Founding Meeting 7 August 1993		+/- R 12 000,00
Balance - Strategising Workshop (A Kahane)		R 10 500,00
Secretarial Support Services @ R3 182,40 p.m. (September and October)		R 6 364,80
Personal Travel Claims		+/- R 20 000,00
FORECAST EXPENDITURE		R104 789,77

48
24
24 over.
80 000,00



DEPARTEMENT VAN NASIONALE OPVOEDING
DEPARTMENT OF NATIONAL EDUCATION

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314-6041

Verw.
Ref.

2/4/45/3

Dr A. Dippenaar
Chairperson: NETF Facilitating Workgroup
76 Juta street
14th Floor
BRAAMFONTEIN
2001

1993 -08- 06

Dear Dr Dippenaar

AMENDMENT OF THE NATIONAL EDUCATION AND TRAINING FORUM (NETF)
FOUNDING AGREEMENT

Government wishes to place on record its commitment to sign the NETF Founding Agreement on 7 August 1993.

Government further wishes to emphasise its conviction that all relevant roleplayers in education should be encouraged to become part of the Agreement.

To this end, Government intends promoting appropriate amendments to the NETF Founding Agreement after it has been signed.

A copy of the proposed amendments is attached for your information.

Kind regards

J B Z LOUW
DIRECTOR-GENERAL: NATIONAL EDUCATION

(ob361033)

PROPOSED AMENDMENTS TO THE NATIONAL EDUCATION AND TRAINING
FORUM (NETF) FOUNDING AGREEMENT

1. The amendment of clause 11.1 p.11

Clause 11.1 is amended to read as follows:

"consensus" means unanimous agreement by all members of the Forum. Where unanimous agreement cannot be reached, "consensus" means concurrence by the majority of the members of the Forum on a particular matter, and in addition thereto, agreement by the parties essential to the implementation of a resolution taken in this manner.

2. The deletion of clause 11.9 p.12

["Sufficient consensus" means agreement by the majority of the members of the Forum on a particular matter, and in addition thereto agreement by the parties essential to the implementation of a resolution taken in this manner.]

(ob361031)

NATIONAL EDUCATION AND TRAINING FORUM (NETF)

TECHNICAL SUBMISSIONS

1. LANGUAGE GROUP SCHOOLS
(University of the Orange Free State, Division for Non-Formal Education)
2. TECHNOLOGY BASED EDUCATION AND TRAINING
(Standing Committee for Electronics)
3. VALUE MANAGEMENT IN EDUCATION
(S A Value Engineering)
4. ESTABLISHMENT OF AFFIRMATIVE CURRICULA
STRUCTURES FOR VERTICAL MOBILITY OF
TECHNICAL COLLEGES AND TECHNIKON STUDENTS
UP TO ATTAINMENT OF PROFESSIONAL STATUS FOR
EMPOWERMENT
(Technical/Technikon Reform Initiative)
5. CAREER COUNSELLING AND EDUCATION
(Konrad Adenauer Stiftung)
6. HUMAN RIGHTS CHARTER WITH REFERENCE TO
EDUCATION
(Ned Reform Church)

Federale Komitee van Tegniese
Kollegehoofde

Federal Committee of Technical College
Principals

Verw./Ref.:

Navrae/Enquiries



8481 PRETORIA 0001
(012) 323-0267/8
FAX: (012) 323-0299

Excluded

Ms G. Main
Secretary: Facilitating Group
National Education and Training Forum
C/o P.O. Box 1198
BRAAMFONTEIN
2017

Dear Ms Main

Membership of the Plenary

With regard to the resolution submitted by the Working Group on the Composition of the Executive Committee 19 July 1993 and the fact that the resolution was accepted by the Facilitating Group at their meeting later in the day I naturally have a concern for the FEDCOM continuing to be represented on the Executive Committee.

Our continuation on the Executive Committee will obviously be the subject of a discussion amongst the tertiary sector providers because the resolution proposes that not more than two representatives from the tertiary sector sit thereon.

I wish to ensure that the FEDCOM at least participates in the Plenary and thus submit a formal application for inclusion.

Yours sincerely


R.P. de STADLER
CHAIRMAN

C.C. Mr L.J. Labuschagne
Mr Franklin Sonn

P.S. Please find enclosed a copy of an address on Community Colleges which may be of interest to you. I have included a major section on my own College.

Tel (012) 6631204 (W)
6632369 (H)
6631321 (Fax)

Centre for Cognitive Development
PO Box 8385
Hennopsmeer
0046
09 August 1993

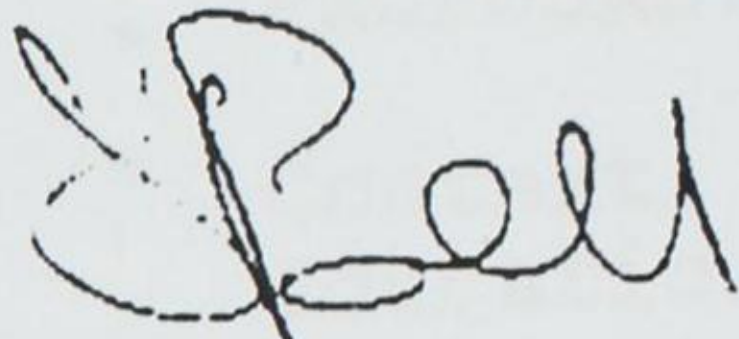
The Facilitating Group of the NEFT
c/o Gwyn Main
Urban Foundation
PO Box 1198
JOHANNESBURG
2000

Fax (011) 3393909

With reference to my telephone conversation with you in which your referred me to Mr Andre Dippenaar, I hereby address the following proposal for your attention as suggested by Mr Dippenaar. His suggestion was that you would forward the proposal to The Secretariat of the steering group and from there it would either be rejected or redirected to the Plenary session from which it would once again be approved or rejected.

Attached therefore is the proposal. I trust that this was the correct procedure to follow.

Yours Sincerely



Dave Bell
Centre for Cognitive Development



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9 AUGUST 1993

The Director
NATIONAL EDUCATION AND TRAINING FORUM
PO Box 1198
JOHANNESBURG
2000

PROPOSAL FOR RATIFICATION BY THE NETF OF AN EDUCATIONAL GUIDANCE
AND COUNSELLING CONFERENCE

This proposal seeks ratification by the Plenary of the NETF, of a proposed National Conference for Educational Guidance and Counselling. Through doing this, it is hoped that the efforts of the NETF will not be duplicated at a later stage in the activities of working groups and technical committees dealing with educational guidance and counselling. It is also hoped that the proposed conference could assist and feed into the later functioning of the NETF in the area of Educational Guidance and Counselling. Nothing is asked of the NETF other than its ratification.

PROPOSAL:

Context

Educational guidance and counselling traditionally has been and continues to appear to be a Cinderella in the developments taking place in the field of education and training and as such, does not receive the necessary attention which I believe it should. It is my contention also that guidance and counselling forms not only the backbone of effective education and training, but it also forms the link between formal and non-formal education and training and between the fields of "education" and "training" themselves. The definition of Educational Guidance and Counselling is extremely wide and no attempt is made at this stage, or for the purposes of the proposed conference, to narrow the definition. Rather, the proposed conference could and should provide the parameters and framework for the future of Educational Guidance and Counselling in this country. It is however intended that the term guidance and counselling extends through both the school and tertiary education domain and covers both formal and non-formal spheres.

Many initiatives exist which attempt to define and describe the policy and content of educational guidance and counselling however no representative forum exists through which this can be debated and no representative forum exists which represents the national interests of this particular field of education. It is therefore the intention of the proposed conference, to network

as widely as possible, in order to bring together all the various players in this particular field, around any and all issues pertaining to the future of guidance and counselling. It is proposed at this stage that the agenda of such a conference would be decided by the participants of the actual conference and that this will not be a "paper presentation type conference" but rather a "meeting and discussion" type conference.

As a member of staff of the Centre for Cognitive Development (CCD) and as a consequence of my experience and interest in the field of educational guidance and counselling, it is my intention to facilitate the proposed conference without any personal or organisational agenda other than a genuine interest in the future of this field of education in any new educational dispensation. My position has enabled me to consult widely over the past three months in an attempt to assess the need for and commitment of various parties to such a conference. I have met with and consulted individuals in the Private Sector, NGO's, Tertiary Education Institutions, Teacher Unions, Teacher Organisations, "on the ground" guidance interests groups GIG's, Teacher Colleges as well as a wide spectrum of formal Education Departments. This effort has met with a unanimous need for and approval of such a conference. It has however been pointed out repeatedly that the NETF would eventually establish working groups in this area and thus the application for your ratification in order to avoid such a duplication is requested.

It must be clearly stated that neither the CCD nor myself have any hidden agenda nor intent with the organising of such a conference other than to host and facilitate its occurrence from our non politically aligned and independent position. We believe that we have the freedom, facilities, resources, and national credibility to successfully host such a conference.

Dates and details have not been negotiated as this would seem premature, however it is our intention to host the conference as soon as is possible, bearing in mind that this process is still at an early stage.

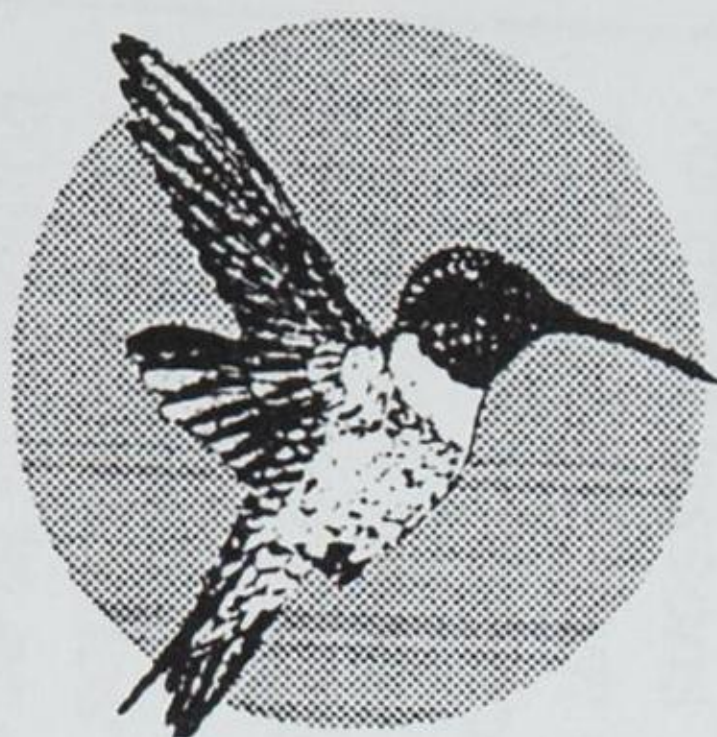
It is with sincere hope that you will consider this proposal favourably and that the proposed conference will contribute positively to the process which the NETF has committed itself to.

Yours sincerely



Dave Bell
Centre for Cognitive Development

Andre. Sen.



OLSET

*Open Learning Systems
Education Trust*

14 July 1993

Mr. Andre Dippenaar
Chairperson
NETF Facilitating Group
co: The Urban Foundation
76 Juta Street
Braamfontein

Dear Mr. Dippenaar,

We hereby wish to offer our support, facilities and services to the NETF initiative. As a NGO, OLSET works in the the fields of distance education and the application of technology in education (refer attached documentation).

OLSET develops multimedia (radio, television and print) and training programmes on a consultative basis in the education sector and has permanent offices in all the regions of South Africa. We can specifically assist with logistical support, training, the development of management information systems, computer training, databasing, communications, etc. These services could be made available to any of the workgroups which are to be established.

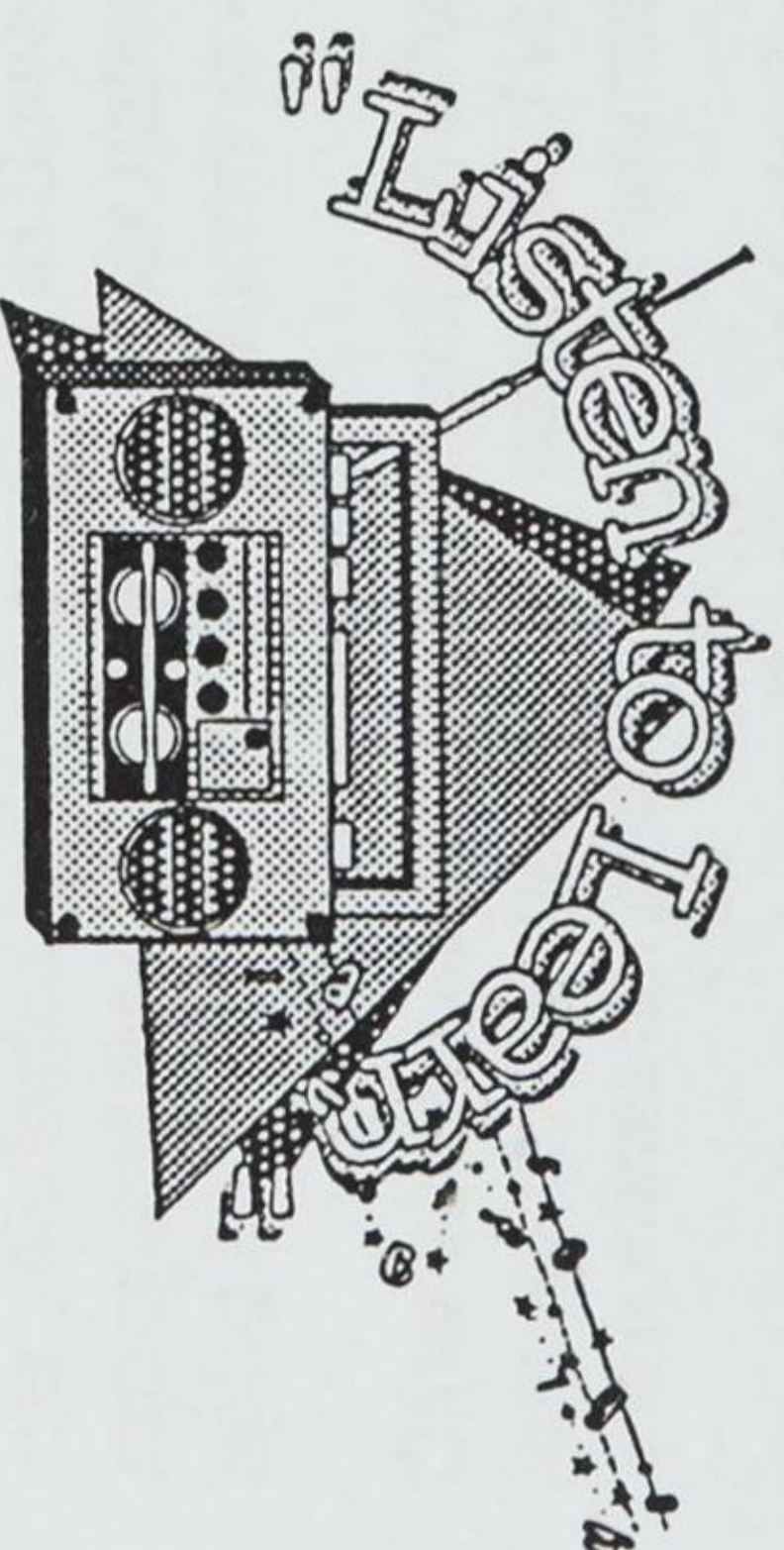
Please let us know if you require any further information and who we should liaise with at a workgroup level.

Best regards,

Manie Eagar
Executive Director

RLP - The Radio Learning Project - "Listen To Learn"

The purpose of the Radio Learning Project is to improve the quality of basic education in South Africa in a cost-effective manner through educational radio. In this particular pilot phase of the Radio Learning Project, 300 classrooms from 4 different regions throughout the country have been selected to participate in the study which is focusing on primary school children and the study of English as a Second Language at the earliest stage of their formal instruction. A radio Maths series is now being developed.



Initially, the best international models of instructional and educational radio were brought to South Africa for consideration and review. Several South African linguistics and mathematics experts were then invited to participate and to input their policies and ideas to reshape and reconstruct an appropriate English as a Second Language and Maths Series that could be broadcast to the schools via radio.

This pilot phase of OLSET's Radio Learning Projects will provide everyone with the opportunity to discover the kinds of lessons that work most effectively for teachers and students alike. OLSET has a scripting and evaluation team who work closely with regional coordinators on the ground and in the schools. These teams will respond quickly to the needs of the teachers and students during this pilot phase. For the pilot phase, cassettes, rather than radio broadcasts, are being utilised to ensure minimum disruption and maximum flexibility for the teachers and their students during classroom times.

The programmes include games, teacher led activities and storytelling, as well as a teacher training component to ensure that the teacher plays a key role during and after the radio programme. In addition, integrated student workbooks and teacher notes are user-friendly and in an easy-to-read format.

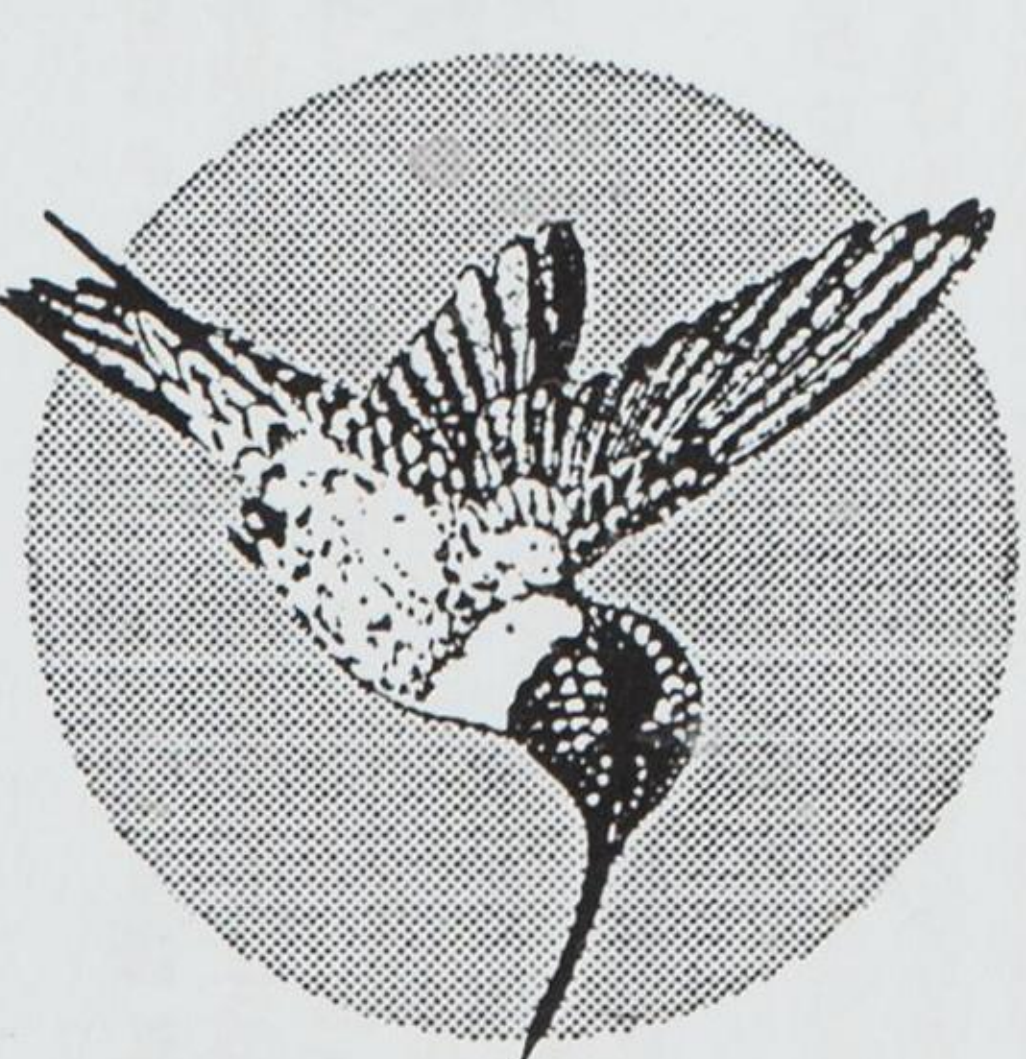
Teacher support groups allow all participating teachers from the selected schools to upgrade their skills and evaluate the effectiveness of the programmes.

These projects offer the following direct benefits:

- greater teacher participation, development and support for the teaching of English as a Second Language and mathematics;
- to increase the learning gains of the student in both subjects;
- to make more materials (broadcast and workbooks) of a high standard available to both the teachers and the students;
- participation by key communities to improve education for all in South Africa by giving direct input to educational programmes designed to serve these communities.

For further information kits, research documentation, project implementation issues or questions, please contact the OLSET Head Office.

An Introduction to OLSET The Open Learning Systems Education Trust



Open Learning Systems Education Trust

5th Floor, Olivetti House
15 Stiemens Street, Braamfontein
PO Box 8760, Johannesburg, 2000
Tel (011) 339-5491/2 • Fax: (011) 339-6818

OLSET Regional Offices

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5th Floor Olivetti House,
15 Stiemens Street, Braamfontein
Tel: (011) 339-5491 Fax: (011) 339-6818

Natal - Sibongile Zwane
ELET, 6th Floor, 74 Aliwal Street, Durban
Tel: (031) 320-501 Fax: (031) 370-002

Eastern Cape - Nomfundo Mpondo
ITEC, 8 Park Avenue, East London
Tel: (0431) 438333 Fax: (0431) 29263

Orange Free State - Lindi Tshabalala
MEDET, 2nd Floor, Roderick Building, Bloemfontein
Tel: (051) 47-3839 Fax: (051) 47-3767

OLSET - Introduction

The Open Learning Systems Education Trust is an independent, non-profit and non-government organisation which specialises in the application and uses of technology to address educational needs in South Africa.

The trustees include Dr. Frederik van Zyl Slabbert, Dr. Oscar Dhlomo, Mr. David Maepa, Mr. Gideon Sam and Mr. Christo Nel.

OLSET was launched over three years ago to research various options offered by technology-assisted education - in computer based education and training to distance education by radio and television.

The needs in education are far ranging; in formal, non-formal and informal education; including literacy, numeracy, vocational and life skills training, career guidance, health issues, legal aspects and democratisation to name but a few.

OLSET realises this cannot be done in a one-sided and isolated way. There is a need for consultation and the involvement of the broadest spectrum of representative groups in the fields of education and training; from community-based organisations to relevant interest groups, users and technology suppliers.

There is an awareness of what has been achieved in the field of educational technology including the shortfalls, the initiatives, the new products and techniques. We need to harvest these resources, add fresh perspectives and coordinate our efforts to address the education crisis.

Therefore, to give direction to this initiative, OLSET has focused on key projects which can provide maximum impact in delivering the required education, training and information to the greatest number of people in South Africa.

Committed To A Better Education For All

The road to achieving a unitary education system in South Africa presents major challenges. To ensure that everyone has equal access to education is not an easy task and requires bold, innovative strategies which can address the following facts:

- The current educational system cannot cope with the demands and expectations of providing equal education for all;
- The diverse cultures of the population; and
- There are limited available resources.

Through preliminary research and consultation across a wide spectrum of educational organisations, communities, development and non-governmental organisations, government and private sector companies, the need for an effective technology medium that could provide basic education and information to all people of South Africa became glaringly apparent.

This medium had to include the poorest of the poor, the often neglected rural areas, the young adults who missed the opportunity of education because of poverty and violence related issues, and the children in the current formal education sectors.

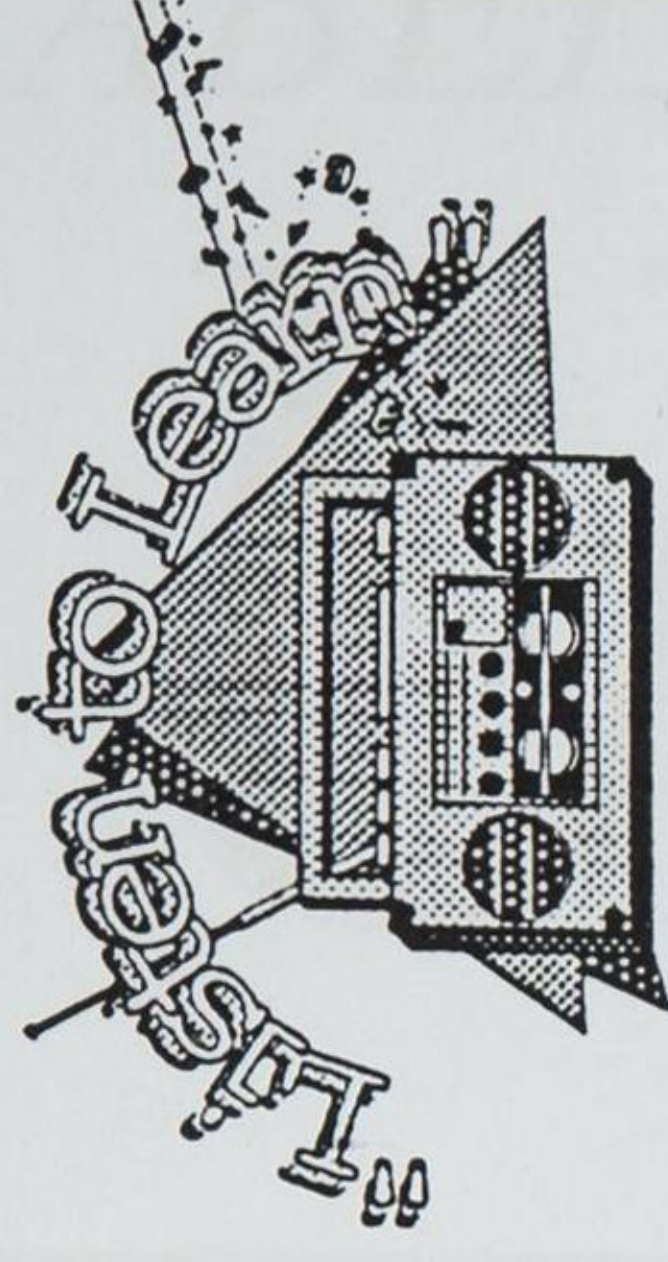
Continued research clearly pointed the way towards the use of **radio** as a cost effective and supplementary education tool and as a result, become the major thrust of the OLSET initiative.

Radio enjoys over 90% reach of the total population in the country. It is the most accessible and the most accepted media with rural areas where "distance education" can play a key role. It is not dependent on electrification as are other technologies and is the most cost effective of all. For over 24 years, many developing countries using radio have had impressive results and substantial learning gains at relatively low costs, in core subjects such as mathematics, languages, sciences and health. Radio has proven itself to be a vital teaching and teacher aid.

A recent pre-pilot study by OLSET, using media to teach primary English as a Second Language and and incorporating methodologies reflecting successful current teaching approaches, has proven that radio can deliver basic education skills to all, regardless of geographical location and ethnic group. The pre-pilot study was conducted in 24 classrooms in Soweto and Bloemfontein. It was overwhelming accepted and support expressed for continuation on wider national scale. Currently, larger and more extensive pilot projects are being implemented in 300 classrooms in 4 regions throughout the country.

Other similar applications of media in education presently under consideration include adult basic literacy and numeracy, teacher training, career and vocational guidance, democratisation and legal issues, health and entrepreneurial skills training programmes.

The Radio Learning Project - A bold and innovative initiative to assist and address the major educational needs of all the people of South Africa into the 21st century.



UPDATE

June 1993

MANAGING and DISSEMINATING INFORMATION in NGOs

Advancing

Basic

Education &

Literacy

One of the latest additions to the NGO lexicon is "management information systems." As NGOs mature and develop, their information needs become more complex and demanding. The simple filing cabinet is soon found to be limiting as an effective tool for keeping track of loads of information; the basic telephone or postal service has limitations as instruments for the efficient distribution of information. In recent times NGOs have come to rely on new technologies for managing and disseminating information. In particular, computers have increasingly been used as tools for the management of information and the design of management information systems (MIS).

ABEL's response to requests from adult education NGOs for assistance in designing appropriate systems for managing and disseminating information was to fund a feasibility study to explore and design options for MIS among adult education NGOs in South Africa. The guidelines for the study was that any proposals for MIS should share the following characteristics: a) user-friendly, b) cost-effective, c) avoid duplication, d) identify supportive staff training, and e) match technical sophistication with available staff capacities.

The study was conducted by the Open Learning Systems Education Trust (OLSET) which reported its findings to stakeholders in the ABE (adult basic education) field in May 1993. The study revealed a shared feeling in the field of adult basic education that the time had come to prioritise and to share common networking objectives and agendas amongst all parties concerned. One of the principle findings of the OLSET investigation was that all current management information systems in ABE were very basic with limited opportunities for broader networking.

During the course of the study, ABE stakeholders prioritised the following MIS needs: a) a databank consisting of catalogues, directories, calender of events, bibliographical services, etc,

A B E L



SOUTH AFRICA

UPCOMING ABEL WORKSHOPS

The ABEL project will be offering two-phased workshops on "How to Design and Conduct Evaluations" in Durban and Cape Town. The purpose of the workshops is to provide participants with practical skills to design and conduct evaluations.

The objectives of the two-phased workshops are to assist participants to:

- ** Design evaluations
- ** Select appropriate data gathering methods
- ** Design data collecting instruments
- ** Manage evaluations
- ** Analyze data
- ** Write evaluation reports

Participants will have an opportunity, after phase 1 (five-days), to go back to their organisations and conduct an evaluation designed at the workshop. On-going support will be provided by the facilitators during this time. Phase 2, (two-days), of the workshop will focus on information analysis and report writing.

ABEL/SA UPDATE is a newsletter produced by the offices of the Advancing Basic Education and Literacy South Africa project. Its purpose is to provide an overview of project activities and to share general information on areas of interest with the educational community. ABEL UPDATE is edited by K. Reddy.

For further information on the ABEL/SA project contact:

ABEL Project
Auckland House, 12th Floor
185 Smit Street
Braamfontein 2001

P.O. Box 32195
Braamfontein 2017

Telephone: 011-403-4250
Fax: 011-403-1565

MANAGING AND DISSEMINATING INFORMATION IN NGOs (continued)

b) a Bulletin Board Service for conferences, enquiries, important events etc, c) forums for Closed User Groups providing security for confidential information for Specialist Interest Groups providing specialist categorised information, d) instant communication through electronic mail (e-mail), and e) access or gateways to existing networks, especially international ones.

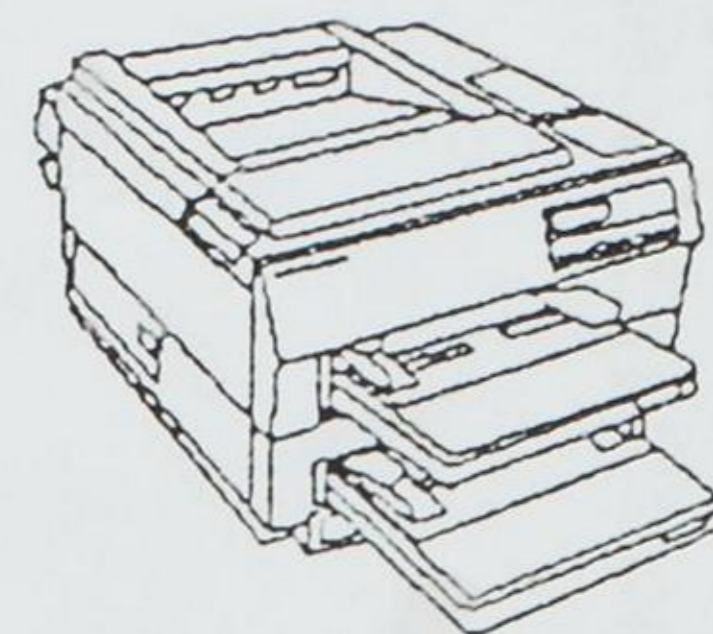
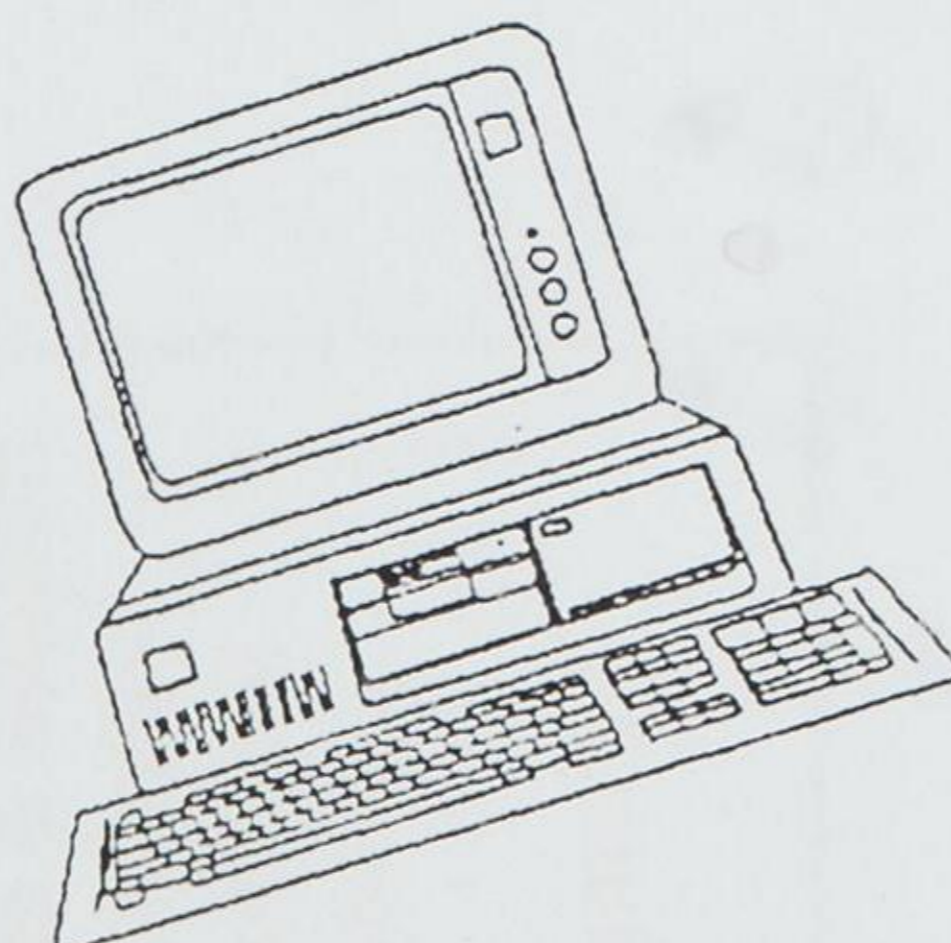
OLSET proposed the following "next steps" for the development of the MIS in the ABE sector:

1. to obtain funding and resources and set up the infrastructure for MIS;
2. to identify resources, suppliers and other users of the information generated through ABE/MIS network;
3. to identify and set up training programmes focused on MIS.

Throughout the OLSET study of the feasibility of MIS and a national information network via computer in the field of adult basic education, there has been extensive consultation with representatives from Natal, Eastern Cape, Western Cape, and the PWV area. During the past 12 months, the Forum for the Advancement of Adult Education (FAAE), working with ABEL, has assumed primary responsibility for coordinating the consultation process.

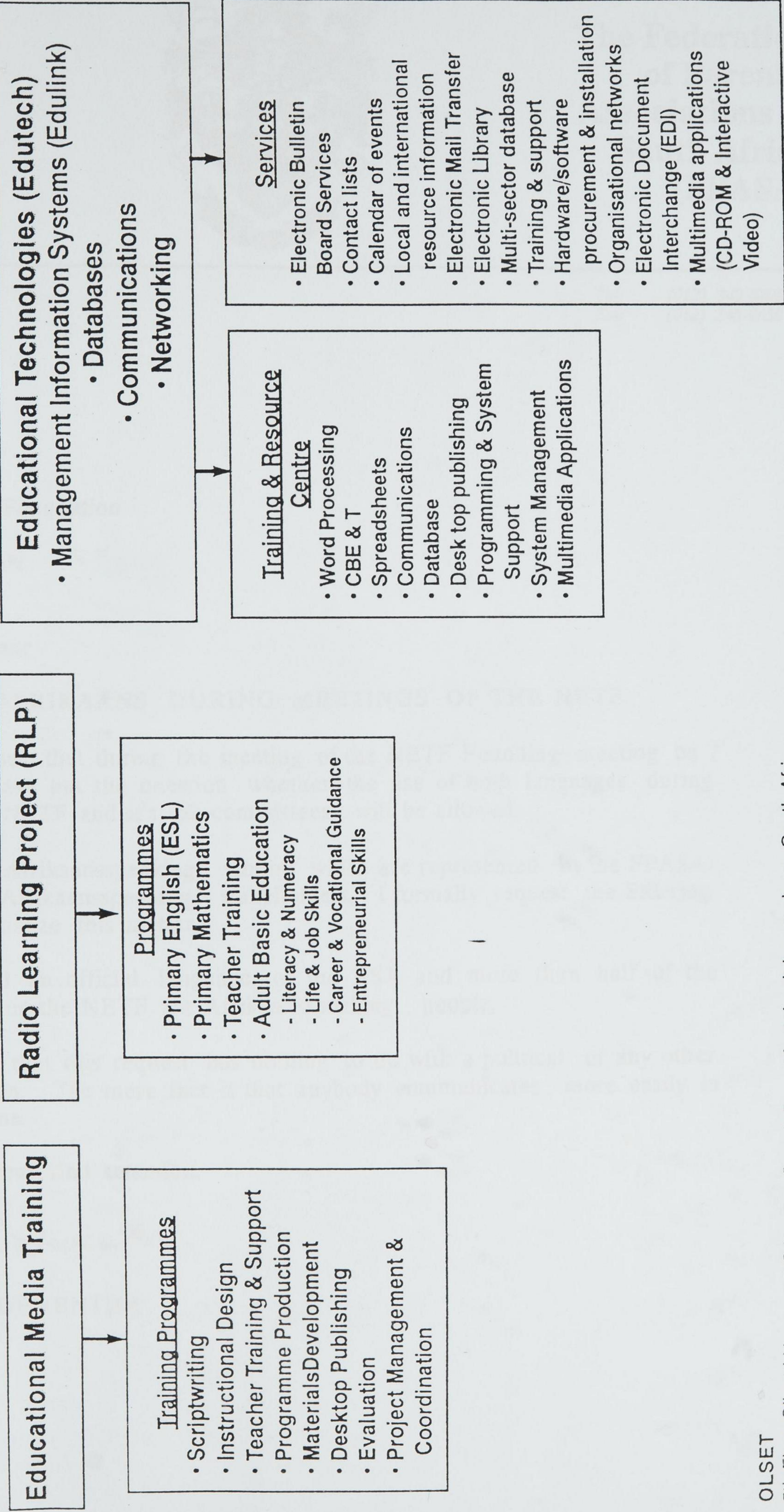
As an outcome of the most recent consultative meeting, held in May this year, a Coordinating Committee was established to take forward this new initiative, labelled a National Adult Education Computerised Information Network (NAECIN). The committee consists of Kumi Naidoo (SACHED), Joe Samuels (CACE/UWC), Dee Roup (FAAE), Grace Nyovane (ZENEX/WITS), and Colin Haskins (NLC).

A full report of the consultative meetings and the OLSET feasibility study is available on request from Project ABEL in Braamfontein.





OLSET Open Learning Systems Education Trust



Die Federasie
an Ouer-
verenigings in
Suid-Afrika
(FOSA)



The Federation
of Parents'
Associations of
South Africa
(FPASA)

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1993-08-23

The Chairman
NETF
C/o The Urban Foundation
P.O. Box 1198
BRAAMFONTEIN
2001

Dear Dr Dippenaar

THE USE OF AFRIKAANS DURING MEETINGS OF THE NETF

You will remember that during the meeting of the NETF Founding meeting on 7 August 1993 I have put the question whether the use of both languages during meetings of the NETF and its sub-committees will be allowed.

On behalf of the Afrikaansspeaking schools which are represented by the FPASA, as well as other Afrikaansspeaking stakeholders, I formally request the Steering Committee to finalize this matter.

Afrikaans is still an official language of the RSA and more than half of the representatives on the NETF are Afrikaansspeaking people.

I can assure you that this request has nothing to do with a political or any other negative intention. The mere fact is that anybody communicates more easily in his mother tongue.

Thank you for your kind attention.

DR H T VAN DEVENTER
CHAIRMAN

