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Electronic Media in Education Forum

901 Geldenhuys Building, 33 Jorissen Street (cnr de Beer), BRAAMFONTEIN

P O Box 31822, BRAAMFONTEIN 2017

Telephone number : +27 011 403-2813 • Facsimile number : +27 011 403-2814

Introduction to the EME

The Electronic Media in Education Forum (EME), which was initiated in November 1992, brings together a wide range of democratic organisations and education and media related NGOs in order to guide and facilitate the development of the electronic media in education. The EME Forum is founded on the belief that the electronic media can make a significant contribution to addressing the current education crisis and to furthering the aims of democracy, educational development and national reconstruction in South Africa. At present however, the electronic media are under-utilized in education and development. Much of the educational material that is broadcast is of a low quality and not relevant to the lives of the majority of South African learners.

At a workshop in March 1993, the EME adopted guiding principles and objectives for the development of the electronic media in education. These include:

1. The prime purpose of the electronic media in education should be to support the improvement of the quality of, and access to, education for all South Africans.
2. Current broadcasting structures and policies will have to be transformed to address questions of equity, access, participation, relevance, diversity, quality and efficiency.
3. In order to achieve a holistic approach to the design, transmission and use of the electronic media in education, mechanisms need to be established for the ongoing participation of educators, learners, broadcasters, producers and researchers in the planning processes.
4. Programmes should satisfy the aims of democratic education and should address the needs of educators and learners from preschool through youth to adults. Planning and programming should take cognisance of national, regional and local educational needs and initiatives.
5. South Africans, especially those from historically disadvantaged communities, need to be empowered to commission, produce and use quality educational programmes, and to plan and manage educational broadcasting.

In order to realise these objectives, the EME is engaging in a range of projects relating to training, educational media programme design, distribution and reception systems, and policy for educational broadcasting. The EME is also convening regional forums in order to broaden and deepen the initiative and its work.

POLICY IN EDUCATIONAL BROADCASTING

PROPOSAL FOR A JOINT INVESTIGATION

1. Parties

- EME Forum - the Electronic Media in Education Forum project of the National Education Conference. The Forum was formed to co-ordinate, guide and facilitate the use of the electronic media for democratic educational development. The Forum includes mass-based and resource organisations from both the education and media sectors.
- SAIDE - the South African Institute for Distance Education - is an organisation committed to the facilitation of quality distance education in South Africa. Its functions include advocacy, policy formulation, training, networking, research and operating a resource centre.

2. Overall Purpose

SAIDE, acting on behalf of the EME Forum, wishes to commission a consultant (or consultants) to develop, in partnership with two locally appointed persons, recommended policy options for how educational broadcasting should be **viewed, structured, supported and resourced** in the period of transition and during the government of national unity.

Such recommendations should be informed by the principles adopted by the EME Forum (see attached) and in particular by the need to maximise the effectiveness of educational interventions attempting to redress the legacy of apartheid education and to building an open learning society. The recommendations should be informed by key educational policy options currently being developed and debated.

The recommendations should address :

- the uses to which the future education system¹ should put the nation's broadcasting capacity
- the relationship between the future education system and educational efforts of broadcasters (public and commercial)
- the resourcing of educational broadcasting

¹ This should be interpreted widely to include any structured educational opportunity.

The recommendations should cover areas such as :

- how educational broadcasting should be financed
- on what criteria resources should be allocated
- the levels (national, regional and local) at which broadcasting resources should be available, to who and in what form
- how different levels might link with each other
- how decisions about educational broadcasting should be made at the different levels
- the best arrangements for educational broadcasting (eg separate channel, scheduling etc.)
- in what framework the different players might best interact with each other (ministries, NGO's, education institutions, community organisations, independent producers).
- the necessary learner support structures to maximise effectiveness

The investigation might include :

- the collation of potentially fruitful models from abroad;
- a summary description and analysis of the present system and
- the construction of a workable South African model which responds to the emerging educational priorities within the political development of the progressive forces.

The report should cover all sectors of the educational spectrum.

3. Process

The international consultant(s) will work together with one or two locally appointed people to form an investigative team. The team will report to a small secretariat (including an EME Steering Committee representative, the SAIDE director and possibly a representative of the Centre for Education Policy Development (CEPD)). The team will be expected to consult with representatives of political, union, teacher and student organisations from the National Education Conference. The brief will already have been discussed by the secretariat with such representatives. Draft proposals will be tabled for discussion at an EME national conference in November and will be fed into the work of the CEPD. A final report will be submitted to the new independent Board of the South African Broadcasting Corporation (SABC) and to the new Ministry of Education after the April elections.

GUIDING PRINCIPLES FOR THE DEVELOPMENT OF THE ELECTRONIC MEDIA IN EDUCATION

THIS CONFERENCE NOTING THAT :

- i to date the electronic media in South Africa have been used almost exclusively for the establishment and maintenance of apartheid education
- ii in order to support democratic education, the current broadcasting structures, policies and principles will have to be transformed to address questions of equity, access, participation, relevance, diversity, quality and efficiency
- iii educational and socio-political development requires that close attention be paid to questions of need, purpose, feasibility, accountability and sustainability

THEREFORE ADOPTS THE FOLLOWING GUIDING PRINCIPLES FOR THE USE OF THE ELECTRONIC MEDIA IN EDUCATION :

1. Educational broadcasting should have as its prime purpose to support the improvement of the quality of, and access to, education in our country.
2. Together with relevant actors, the electronic media will endeavour to work in support of increased and equitable access to educational resources, by all South Africans.
3. In seeking to strengthen educational provision in various sectors, electronic media planning should involve: educators, learners, broadcasters, producers etc in order to adopt a holistic approach to the design of programmes to be transmitted through the electronic media.
4. Programmes must meet the educational needs of various audiences eg: adult basic education, adult learners of in formal education, people learning in different languages, as well as the learning needs of different age and interest groups - from pre-school through youth to adult.
5. Every programme should satisfy the aims of democratic education. We perceive these as including the following criteria:
 - * non-racial and non-sexist values
 - * promoting active learning by acknowledging the learners as participants in the learning process

- * building learners' competence in communication and numeracy skills at the appropriate level
 - * building on learners' own experiences
 - * developing visual, problem-solving and practical skills
 - * encouraging independent and critical thinking by offering choices, possibilities and contesting viewpoints
 - * building learners' confidence.
6. The shape of educational programming needs to be informed by theory and research from a variety of fields, including adult learning, cognitive and conceptual development, learning through languages other than the mother-tongue, and distance education. Experts in these fields should be involved in the development and testing of programmes.
 7. Programmes designed for use in the formal education arena must link closely with national curricula in order to provide core teaching material (where appropriate), supplementary resources and enrichment material. Furthermore, the use of the electronic media in formal education must be determined by agreed criteria and priorities which include:
 - * selecting subject matter on the basis of the core learning skills required by students/pupils;
 - * covering subject matter which lends itself particularly well to the electronic media;
 - * seeking to support teachers in those areas in which they are underqualified or where resources are lacking.
 8. Non-formal and informal educational provision should not only be seen as the preserve of educational broadcasting. It should also impact on mainstream broadcasting activities so as to upgrade substantially the quality of all programming so as to make programmes more engaging and informative, and encourage the audience to take a critical stance to the subject matter.
 9. Programme development must be informed by research, evaluation and audience research, in order to ensure the continual upgrading and innovation of educational materials used in the electronic media.
 10. The choice of media used for a particular purpose should depend on that which is most appropriate for the material, the purpose and the audience.

11. Complementary materials for radio and TV programmes must be used effectively to reinforce learning and extend learners' understanding.
12. Mechanisms need to be established which will enable various stakeholders to participate in planning and programme decision-making in an informed manner. These include training, resourcing (including funding), evaluation and collaboration with local, regional and international agencies working in relevant fields.
13. Planning and programming must take cognisance of local and regional educational needs and initiatives, as well as those at national level.

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APPLICATION FOR FUNDING 1993 / 1994

Introduction

Education is fundamental to both civic and economic empowerment. In a South Africa in transition it is the key to building a thriving economy which benefits all South Africans, and to the working of democracy. Ongoing formal, non-formal, and informal education for both children and adults are crucial to ensure that people are able to be economically active and to enable them to participate in public debate and decision-making which effects their lives. The electronic media are an extremely powerful resource for fulfilling these educational development objectives. In the face of our enormous education crisis, the electronic media can provide invaluable support to both educators and learners in both formal and non-formal learning contexts. Furthermore, the electronic media are, already in the case of radio, and increasingly in the case of television, universally available throughout South Africa. At present, however, the electronic media are under utilized for education and development purposes, and much of the educational material that is broadcast is of a low quality and not appropriate or relevant to the lives of the majority of South African learners. The objective of the EME is to facilitate and guide the development of electronic media in education. EME aims to ensure that the structures and policies of the electronic media support the improvement of access to educational resources for all South Africans and that in furthering the aims of educational development, the electronic media address questions of equity, participation, relevance, diversity, quality, and efficiency.

Context/Background

The legacy of the South African Broadcasting Corporation (SABC) is that of a classical apartheid institution. It has largely been designed to serve white interests and has defined people's cultural, educational and informational needs in apartheid terms. To the small extent that the SABC has been used for educational purposes, it has reflected and promulgated apartheid education. The history of Bantu Radio, for example, has been inextricably bound up with the history of Bantu Education.

Since 1990 there has been an active campaign to "free the airwaves" and transform the SABC into a genuine public broadcaster. Central to this campaign has been the demand

for the SABC to play an active and substantial role in education and development. (See for example the resolution from the Jabulani conference in Amsterdam, appendix I.) The Electronic Media in Education Forum (EME) was initiated to address these needs. A workshop was held in March 1993 which brought together a wide range of educationist, media organisations, political and civic organisations as well as people currently working in the SABC education department. The workshop developed guiding principles for the development of the electronic media in education (see Appendix II). The workshop also adopted a range of concrete resolutions outlining principles and tasks relating to training; programme design; engaging with the SABC during the transition; voter education; research priorities; the consolidation of regional and national EME structures; the restructuring of educational broadcasting and the long-term financing of educational media production, training and infrastructure (see appendix III and IV). The specific development objectives and the project strategy which follow have largely been developed on the basis of these resolutions.

Development Objectives

The appointment of a new independent board for the SABC and the imminent establishment of an Independent Broadcasting Authority (IBA), create an environment for addressing the development objectives outlined above. Nonetheless, a range of skills, resources, and structures have to be developed and harnessed before these goals can really be achieved.

In seeking to strengthen educational provision in the various sectors (preschool, youth through to adults), electronic media planning should involve educators, learners, broadcasters, producers, researchers etc. in order to adopt a holistic approach to the design, production, transmission, use and evaluation of educational programmes. Mechanisms need to be established for ongoing communication between different EME stakeholders.

The SABC's education department is going to have to be revamped into a dynamic, accountable and innovative department which is accessible and responsive to the needs of educators and learners and to national educational priorities.

A diverse range of people, especially those from historically disadvantaged communities, need to be equipped with the skills to produce and use quality educational programmes; to commission programmes, and to plan and manage educational broadcasting strategies at national and regional levels. Educators and learners need to be trained to use electronic media supports effectively in the classroom and in non-formal educational environments. Those commissioning and producing programmes need to be equipped to design appropriate, high quality programmes and to research and evaluate their educational impact.

General Project Strategy

Forums

Participation

The steering committee of the EME is comprised of a range of key EME stakeholders including national mass-based organisations and NGOs. The EME is in the process of establishing regional forums throughout the country. These regional forums will function as networking structures and enhance the capacity of people engaged in EME related activities. They will also function as consultative structures in the ongoing development of national and regional EME policies. Finally, they will form the basis for ongoing consultation between the SABC education services and EME stake-holders.

Activities and output:

In order to address the more specific development needs identified by the EME, three task groups have been established to assist the national steering committee.

1. Task Group on Training for EME
2. Task Group on Educational Programme Design and Development
3. Task Group on EME Policy and Structures

The task groups have set themselves a range of tasks, many of which have already begun to be addressed:

Task Group on Training:

Activities and output include:

1. Research existing training, and produce and distribute a directory of existing training projects and institutions.
2. Guide and support existing training initiatives and institutions.
3. Facilitate co-ordination between existing training initiatives and institutions.
4. Organise workshops/forums to identify and begin to address the training needs of
 - a. educationists and producers in the design and production of educational programmes.
 - b. educational broadcasting managers, planners and commissioning editors.

- c. teachers in the use of electronic media in the formal and non-formal education.
 - d. learners to use electronic media education through media literacy training and the introduction of media studies into core curricula.
- 5. Research proposals for a Training Development Plan to redress gaps and inadequacies in the existing training. Lobby for and guide the implementation of the training plan in conjunction with the key stakeholders in electronic media education.
- 6. Produce a series of practical handbooks to assist educators and learners to use (and produce) educational electronic media materials.

Task Group on Programme Design and Development

Activities and Output include:

- 1. Collect, commission and publish research and information on the impact and use of distance education/EME materials, including audience research
- 2. Collect exemplary multi-media programmes both locally and internationally, and link into data-bases of existing multi media educational programmes as a resource and reference for people designing programmes.
- 3. Organise forums and workshops for people who are commissioning and/or producing programmes. Aims could include:
 - a: Developing criteria for the evaluation of programmes in order to inform programme design and ensure high programme quality and educational impact.
 - b: Networking and sharing of information between people engaged in programme design and production.
 - d: Empowering educationists to commission producers effectively
 - e: Bringing in local or international "experts" to identify and take people through key aspects of programme design, development, and evaluation.
- 4. Facilitate independent evaluations of educational programmes that are currently being produced and used.

In the immediate term, activities will be especially focused on assisting and guiding those involved in producing and evaluating voter education materials and other civic education relevant to the forthcoming elections.

Task Group on EME Policy and Structures

Activities and Output include:

1. Develop policy for the use of the electronic media in addressing the current education crisis and in longer-term educational development.
2. Develop proposals and lobby for the restructuring of the SABC educational broadcasting service including questions of how it should relate to the education sector and how it should be structured and financed.
3. Develop proposals for ongoing mechanisms through which the broadcasting service can consult appropriate education stake-holders at both national and regional levels.
4. Research into reception technology (radio, television, cassette-players, video machines) and their availability throughout South Africa.
5. Research non-broadcast distribution structures and mechanisms (i.e for distributing videos, cassettes etc.)
4. Develop proposals and lobby for the establishment of a national Media in Education Trust which will draw on funds from a range of sources (including the state, private donors, international funding agencies and broadcasters) to finance the ongoing development and production of electronic media in education.

Personnel

National Co-ordinator

To drive, facilitate and co-ordinate the work of the initiative as a whole and to assist the steering committee in organisational development and in its ongoing policy development, lobbying and fundraising.

Training Co-ordinator

To facilitate, drive and co-ordinate the projects of the training task group and the training components of the Programme Design Group and to direct the process of developing and implementing the Training Development Plan.

Research Co-ordinator

To co-ordinate the various EME research projects and to assist the task groups through creating and maintaining data-bases and cataloguing and managing research materials and resources.

Research Assistant

To assist the Research Co-ordinator and the various short-term researchers and consultants with information gathering and the collection and collation of research materials and other resources.

Administrator

To provide administrative assistance to the three coordinators. To organise and run the EME office and to manage other EME resources e.g. books and media materials.

Consultants

Local and foreign consultants will be employed on specific research projects requiring their expertise. They will also be engaged to assist in formulating policy; to assist with training, programme design, and evaluation as well as with organisational development.

Conclusion

The EME is confident that in addressing the tasks outlined above we will progress substantially towards facilitating the fulfilment of our development objectives.

Attached please find details of the EME's funding needs and budgets for the remainder of 1993 and for 1994.

IMMEDIATE FUNDING NEEDS:

AUG - DEC 1993

Almost all of our current projects already have funds committed to them by EME constituent organisations. In each case however, funding is insufficient and there are also a range of operational and organisational costs for which we are urgently in need of funds:

The convening of regional EME forums and the extension of the steering committee to include regional representation are absolutely crucial in this period.

Administrative support and basic infrastructure will be indispensable to the successful execution of the various EME projects over the coming months.

Additional funding is required for the research on training to continue and for the workshops and the conference to have adequate regional impact and representation.

The Total operating budget for Aug-Dec is R239 000. R103 500 of this has already been raised through EME member organisations. (see below). The Amount requested from USAID for 1993 is the difference between the two: R135 500.

The EME is therefore, desperately in need of R135 000 between August and December this year. We hereby make an urgent application to USAID to assist us in this regard. Without a basic operating budget, much of the valuable work that the EME could undertake in 1993 will not be able to go ahead.

SEE ATTACHED BUDGET FOR 1993

Operating costs already committed by EME member organisations:

national co-ordinator for 3 months	15 000
office expenses	26 000
conference	50 000
researcher/consultant	12 500
TOTAL	103 500

JAN - DEC 1994

The total budget for 1994 is R1 499 875. R149 500 has already been committed towards it.

SEE ATTACHED BUDGET FOR 1994

	A	B	C	D	E	F	G
1	EME Budget 1994						
2							
3	Category	Item	Number	Amount	Unit	Item total	Category total
4							
5	RECURRENT EXPENSES						
6	SALARIES				mo/yr		
7	•Full or major time staff	National Coordinator	1	6500	13	84500	
8		Training Coordinator	1	5400	13	70200	
9		Research Coordinator	1	4800	13	62400	
10		Administrator	1	4800	13	62400	
11		Research assistant	1	3800	13	49400	
12		Bookkeeper (PT)	1	3800	13	49400	378300
13							
14	•Short term staff	Policy	2	6000	2	24000	
15		National structures & governance	2	6000	3	36000	
16		Training	2	6000	3	36000	
17		Legal structure of EME forum	1	500	12	6000	
18		Organisational development	1	6000	1	6000	
19		Curricula / handbooks	2	6000	2	24000	
20		Materials development	2	6000	2	24000	
21		Evaluation/Audience research	2	6000	3	36000	
22		Accounting service	1	1000	12	12000	204000
23							
24	•International consultants	Policy	2	37500	1	75000	
25		Training	2	37500	1	75000	
26		Organisational development	1	37500	0.25	9375	
27		Programme planning	1	37500	1	37500	196875
28							
29	RESOURCES						
30		Software				5000	
31		Books,videos, cassettes etc.		2000	12	24000	29000
32							
33	WORKSHOPS						
34		Program design/evaluation	6	5000		30000	
35		Training/curriculum dev.	6	5000		30000	60000
36							

	A	B	C	D	E	F	G
37	TRAVEL/ACCOMMODATION						
38	-Steering committee		5	1000	10	50000	
39	-National Coordinator		1	4000	5	20000	
40	-Training Coordinator		1	4000	3	12000	
41	-Research Coordinator		1	4000	3	12000	
42	-International consultants	International travel	6	6000	1	36000	
43		Local travel	6	4000	1	24000	
44		Accommodation	6	6000	1	36000	
45	-Workshop facilitators	National travel	4	1000	12	48000	
46		Accommodation	4	150	12	7200	
47	-Car hire		200	100	1	20000	265200
48							
49	PUBLICATIONS - PRODUCTION						
50	-Research reports		4	5000	500	20000	
51	-Conference report		1	5000	500	5000	
52	-Handbooks		4	15000	3000	60000	
53	-Directories		3	6000	500	18000	103000
54							
55	CONFERENCE						
56	National Conference			100000		100000	100000
57							
58	ADMINISTRATION						
59		Rent	1	4000	12	48000	
60		Phone/FAX	1	1500	12	18000	
61		Photocopying	1	2000	12	24000	
62		Stationery/supplies	1	1500	12	18000	
63		General				8000	116000
64							
65	CAPITAL EXPENDITURE						
66		Furniture				15000	
67		Video/TV	1	3500		3500	
68		Teachmaster	1	2500		2500	
69		Audio-cassette player	1	2500		2500	
70		Computers	5	4000		20000	
71		Printers	1	4000		4000	47500
72							
73		TOTAL					1499875