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SOUTH AFRICAN EXTENSION UNIL-rf; 3"

(SAEU)

MONTHLY PROGRESS REPORT - OCTOBER AND 1ST WEEK OF NOVEMBER

. 1993: by M P MTHEMBU, COORDINATOR

1 . INTRODUCTION

In this report it will be evident that some progress has been made. On day to day basis a number of former SAEU students make enquiries about the programme and commit themselves to it through registration. Every registration is preceded by an informal orientation and guidance. Registered students communicate with the regional office through telephones and visits. They also attend tutorial classes.

2. REGISTRATION

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The PWV area

Presently our register consists of 138 students. Of these 102 attended the orientation workshops that were held on 02 and 23 October 1993 at Allied Building, Johannesburg. 30 students were given informal orientation and counselling by the coordinator. The number of students who have indicated interest in the programme is approaching 160.

Durban

Students from Durban show an interest in the SAEU programme. Their letters of enquiry in which they pledged themselves willing to resume their studies have been replied to and the number of registered students is bound to rise from twenty to more than 60. Two students decided to come and re-register personally. They are desperate to start learning soon. Unfortunately they could not receive the course files for Geography and Biology. These will be posted to them on arrival. Advertising the programme in Durban is important as it is apparent that the information has not reached all the students. 48 students have confirmed their interest in the programme. Registration forms have been sent to these for re-registration.

Welkom

A number of students have enquired about the programme and registration forms were sent to them together with letters explaining the programme. However, the six registered students are in constant communication with us. They even attend tutorials occasionally.

2.4 East London, Port Elizabeth, Nelspruit etc.

More than 50 students have enquired and shown interest in registering with SAEU.

Students in these areas have been encouraged to register with the SAEU programme, while arrangements are being made for study centres to be opened there in the future. This survey will reveal the real needs of the former students as well as their fields of interest.

6 students in East London have returned the registrations forms. 7 registrations forms were sent to students in Port Elizabeth. 20 registrations forms have also been sent to the students who wish to re-register themselves in Nelspruit - Eastern Transvaal. 25 students in the Cape will be returning their registration forms. Both PAC and ANC members have declared their support and interest in the programme.

STUDY MATERIAL

It is unfortunate to report that in a number of subjects, neither textbooks nor course files are available. Students however register with the hope that these will be made available soon. These subjects are Biology, Chemistry, Physics and Maths.

Although the English language books are still available, there are no course files any more. Students have also shown an interest in Geography and Sociology.

About 18 students from the first orientation workshop did not collect their study material. I have written letters to them confirming that the course materials for basic levels in English and Mathematics will be sent from Tanzania. We need them to reassure us if this is their basic necessity.

I am optimistic that effort will be made on 08 November 1993 for the draft procedure to take the final step. Ms Thandi Ngengebule is due to sign a letter to Nedbank on Monday morning, 08 November 1993. Ms Eve Nonyongo and Saleh had already finalised an arrangement for the letter to be dispatched soon. Dr Nick Smith will be consulted about the arrangements very soon. The latter has since agreed to accept a letter of credit and has faxed us a letter giving details of the account to be used. It should be noted that Makope Stationery and Print have managed to print a few study materials for English 0 Level and have shown great efficiency in their work.

TUTORIALS

4.1 The first tutorial classes were held on the 23 October 1993. However the attendance was very low due to the fact that many of our students had attended a funeral of a comrade who had passed away in America, and was buried in Johannesburg. Only 15 students attended the tutorials. The tutors had to attend a session of the workshop for introductions.

4.2 The second tutorials were held on the 30 October 1993. 43 students attended. The following subjects already had tutors: English - Edcent Williams; - Mathematics - Jacob Manale; Accounting - Emily Madamombe; Economics - Emily Madamombe; Biology - Thulare Bopape; Sociology - Didi Nkosi. For Physics and Chemistry we had Dumisani Nkomo who has been unable to resume his service. He, nevertheless, was able to find two tutors to substitute him. One of them is Sisinyana Pholo for Chemistry. The tutor for Physics has not yet reported, but has confirmed that he will be available on the 20 November 1993. His name is Strike Marhungu;

4.3 Tutorials held on the ()6 November 1993. Students attended tutorials for the following subjects:

Biology - 10

Chemistry - 4

Mathematics - 10

Sociology - 7

31 students attended. This was an administrative flaw. Students doing English, Economics, Accounting, Business Studies and Government & Politics would attend on 13 November in an attempt to avoid clashes of subjects. Otherwise the attendance would have been doubled. I am optimistic that on the 20 November more students will attend. The fortnight timetable is now available to both tutors and students. This timetable eliminates the need for tutorials to be held on every week-end.

TUTORS

The tutors are committed to guide the students sincerely and in a responsible manner. They have positive remarks about the students cooperation. The Maths tutor is particularly happy with his group of students dedication to learning.

Tutors have agreed to an amount of R40.00 per hour. Since they will be responsible for both Di and 1A, levels in their subjects it was suggested that they may start with one-hour session per class, so that they tutor for two hours per weekend school.

Tutor marking is also encouraged and will be financially supported. This will need further discussion with the tutors. Presently, it was agreed that like at SACHED, tutor marking is R10.00 per script, per assignment. However, short exercised will be included in the tuition fee.

ADMINISTRATION

A number of forms have been designed. These include SAEU/SA/4 for distribution of stationery, SAEU/SA/S for the distribution of course file for O, level, SAEU/SA/6 for course file IAI level; SAEU/SA/7 for textbook distribution. Other forms are Attendance Registers for SAEU students, Transport Allowance fee form. SAEU TutorIs Claim form etc.

A new letter head has been printed by the Printing Department. We had to send copies for final remarks from the Director and colleagues.

Syllabuses for different subjects were also photocopied and each student received a copy of the relevant subjects syllabus on collecting the study material. Stationery has also been issued.

In the two offices there are two new filing cabinets which have enabled us to start filing the necessary documents, especially the students, registration forms, although this has not been completed.

ANY OTHER BUSINESS

I wish to mention that most of the students are cooperative and hardworking. They never miss the tutorials. Dumisa Mrwata deserves mention. He has been useful to me personally on weekends, assisting in the issuing of stationery and textbooks when I was too busy during the orientation workshop which was held on 23 October 1993. 46 students attended it. Among the tutors, Miss Emily Madamombe and Didi Nkosi have been very supportive. This does not undermine the efficiency of the individual tutors of different subjects. It is quite appreciated.

Ms Eve Nonyongo and Ms Thandi Ngegebule have also guided and supported the project. They ensure that I receive necessary support from Abegail and Annah Phalime, whom I work with on many occasions. I hope I will continue to cooperate with the people mentioned above for the success of the programme.

CONCLUSION

There is hope that many more former SAEU students will re-register their names as they have been sent new registration forms as well as letters giving guidance and counselling about the programme and how the choices could be made. Their reaction will be of great significance.

ISSUES FOR CONSIDERATION

Since assuming duties in SAEU, I have been looking at various issues of administration and management which need attention. It may be possible that some have already been attended to but lack of sufficient information may be the factor. I would expect that the guidance of SACHED officials and the Director will be of great help.

8.1 Administrative work

- a) Setting up of financial management system in line with original budget proposals submitted to Kagiso Trust and IDT i.e. codes and activity budget breakdown. This would guide me on expenditure and reporting.
- b) Introduction of a quarterly communication update for students and tutors.
- c) Designing of a feedback and Needs Analysis Form.
- d) Provide quarterly Reports with financial statements.
- e) Identify activities outside current approved budget and preparing new project proposal as supplementary programme.
- f) Plan closing dates for Examination Registration.
- g) Plan in advance study material orders.
- h) Communicate regularly with all key players in the programme, including the funders.
- i) Consider improving the capacity of the office - administratively.

8.2 Programme Work

- a) Establishing an inclusive Resource/Advisory Committee of i 10 people involving founding organisations and some key NGO,s to the programme i.e. EIC, YWCA, Batlagae Trust. SACC, JEP, NECC, and others. SACHED and SAEU will remain as an Operational Committee for day to day activities. Such an extended committee will assist in terms of broad policy issues, networking; accountability, curriculum design and placement of students within South African institutions.

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b) Establishing needs analysis system in all regions in order to identify students who are in need of assistance i.e. Durban, Western Cape, Albany-Boarder-Ciskei, Eastern Cape, Midlands (Natal), Lowveld, Northern Cape, Northern Transvaal, Transkei and Southern Cape.

c) Establishing contact points/NGO's in the regions and organise regular upgrading programmes nationally three times a year.

d) Marketing and publicising of the programme, through media, N605 and churches.

e) Linking of the programme with local curriculum demands.

Implementation plan would be ideal in order to regulate expenditure according to available resources. This should be detailed i.e. activity; duration, dates, participants; facilitators including budget of each item. (see SACC document)

Possible Activities envisaged (New Proposal)

a) Counselling and Career Guidance Programme

b) Regional extension centres and part-time staff

0) Needs Analysis in the regions

d) Regular visits to the regions by coordinator

e) Upgrading regional programme - 3 times per year

f) Car

g) Computer and a Print-out

h) Curriculum development