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Project Partners
Areas Of Focus
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URRE IN RITERM F R - A

WUS raises funds for projects who meet the following criteria:

A

Who seek to TRANSFORM the South African society into a

t Non-Sexist

t Non-Racist

t Democratic Society.

3

Who pursue the above vision through providing EDUQATIQN and TRAININQ among and for disadvantaged communities.

0 Q

Who EMPQWER their TARQET group and whose programmes prioritize and directly beneht

t Blacks

t Women

t Urban Poor

t Rural Communities; and

t Under-Resourced Parts of South Africa.

2 .

Who have the technical capacity to deliver the services they plan to provide.

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EDUCATIQN AND TRAINING IS WUSLS PRIQRITY

t scholarship and training organisations giving training in the fields which are key for HUMAN RESOURCE DEVELOPMENT

t Adult Basic Education, especially Literacy

t Training in Research skills

it Building capacity of organizations doing A - D

t Rural Development and Economic Self-reliance of rural communities

t Innovative and Pilot projects in the field of Education meeting the criteria.

CENTRE FOR ADULT AND CONTINUING EDUCATION (CACE)
ADULT LITERACY AND BASIC EDUCATION PROJECT

Background

One of the first projects to be undertaken by CACE staff at the time of its establishment in April 1985, was an assessment of what role CACE should play in the field of Adult Literacy and Basic Education. The study, not surprisingly, demonstrated needs in relation to training of adult educators, research and development of appropriate adult curricula, production of materials and the need for resources to be made accessible to ABE teachers. The needs were vast and our resources very limited. We were anxious that whatever was undertaken should complement the work of other initiatives in the area. UCT at the time had a well developed ABE project and there were also several small community-based efforts.

CACE chose to begin its work by
developing a training programme for rural and urban community development workers and adult educators
by building up a Resource Centre on Literacy and adult education
by providing consultancy and support services on ABE
by developing structural links with the local network of progressive literacy organisations.

Because of the limited resources and competing priorities no staff persons were appointed with a specific brief for adult literacy and basic education. The servicing of projects and individuals occurred as part of other ongoing work. The time is now opportune for an Adult Literacy and Basic Education Project to be established in its own right with a small specialised staff who will liaise closely with the other initiatives in NGOs, at the various universities and in the community.

In order that UWC's efforts in this area are maximised CACE has sought to build cooperative relations with others in the field. CACE has had good working relationships with the Western Cape Literacy Cooperation with them serving on the CACE Advisory Council since 1989. CACE staff in turn serve on the USWE Board and were invited to serve as consultants for the new Regional Literacy Centre. In addition CACE has joined with four other university departments and centres at UCT, Witwatersrand, Pietermaritzburg and Durban to form a Trust for the Disseminating Expertise for Adult Literacy (DEAL). The DEAL Trust will help to ensure a degree of cooperation amongst the departments. It is hoped that over time more universities will participate through the DEAL Trust.

The ALBE Project

The ALBE Project will contribute towards finding solutions to the mass adult illiteracy in the country by working together with the various other initiatives in the field. The central thrust of the project will be concerned with building the capacity within CACE both to offer a more professional support and consultancy service, to develop specialist courses for ALBE practitioners and to make a contribution to innovations within the field through action orientated research.

1. Support and Consultancy Service

This occurs through the CACE Resource Centre, through individual and organisational consultations, and through cooperation with a range of actors in the field.

The CACE Resource Centre has a fair selection of books, journals, and popular materials in the broad field of adult education. It is serviced by a qualified librarian who assists between 200 and 300 users per month. We propose to further develop the stock of materials in adult literacy and basic education in close consultation with the Zenex Literacy Unit at the University of Witwatersrand. We will be making these resources available to practitioners in the northern, southern and western Cape particularly through the CACE Certificate for Educators of Adults course.

Consultations occur with both individuals and organisations.

At present the capacity of CACE staff to respond is very limited.

We hope to build this capacity through being able to have specialists on the staff and through being able to buy in specific capacity in an ad hoc way. 0

2. Innovations : A Research and Development Programme

The choices made as to the foci for an R and D programme, come out of an assessment of where there are gaps in the field and the particular strengths of CACE. The initial research will include

2.1 Integrating literacy into development programmes

Concern for adult illiteracy has risen dramatically in response to 1990 being the International Literacy Year and because of the socio-political changes underway in the country. There are increasing studies globally which are advising on the most effective strategies for tackling the problems. There is recognition that for any effective intervention to be made a combination of a national campaign, which has political credibility and resources, and ongoing grassroots efforts are needed. High profile campaigns have important potential potential gains but cannot ultimately solve adult illiteracy.

The common wisdom emerging from several research studies is that decentralised, diversified, locally controlled, target group strategies should be developed, particularly to ensure that rural based women are reached. Local development workers need to be involved in designing programmes which are relevant to the various groups in the community on the basis of a careful assessment of their needs. Literacy and numeracy programmes need to be integrated to other programmes which are of direct material, spiritual or cultural benefit to the learners. Literacy teaching is unsuccessful if it is not addressing the basic needs of communities. It therefore needs to be a closely integrated dimension of various development strategies.

CACE proposes to explore through an action research process what the most effective means are to enable adult education and development workers to competently address literacy needs as part of their broader programmes. In order to do this CACE will work in close consultation with other literacy organisations in the

field. The process may well be integrated into the Certificate for Educators of AduTts programme.

The outcome of this two year action research programme will be a number of successfully functioning projects which will form the basis of a report which will elaborate on the lessons that can be learnt. It will also include proposals for the successful integration of literacy into grassroots development projects and programmes in South Africa.

2.2 Investigating and developing the possibilities for tertiary institutions in South Africa to teach adult literacy and basic education on a mass scale.

At the Senate Academic Planning Committee in 1991 there was a preliminary discussion and agreement that the potential role of its 13 000 students be explored in the delivery of adult literacy and basic education on a mass scale. The SAB is aware of several programmes that have been developed at universities in, for example, India and Mexico, and it is from these programmes that it wishes to learn. The initial idea for this investigation was stimulated through the WUS meeting in India in 1991.

It is envisaged that the study will be of short term duration and will consist of both a study of other programmes and the development of a proposal for the implementation of such a programme at UWC. The outcome of this research will be a report and a proposal for future, specific actions.

3. The development of a hierarchy of training courses for adult literacy and basic education personnel

In recent studies of the needs for ALBE in South Africa, the question of training for the personnel at all levels has been raised. More particularly, specialist ALBE modules for the certificate and diploma courses for educators of aduTts. and specialist masters programmes have been identified as the appropriate areas for universities to contribute to the development of the field of ALBE. The course development will be undertaken in close consultation with other universities and NGOs. We hope that certain courses will be able to be offered jointly.

4. Personnel needs

1 full-time ALBE Coordinator, a full-time research and development officer and a part-time administrative assistant are seen as the minimum staff complement. In addition short-term research contract staff and a part-time librarian will serve the project. Initial funding has been raised for the coordinator and a part-time administrator.

BUDGET

General commentary : A 15% inflation rate is used to calculate totals in consecutive years. Staff benefits are calculated by adding 30%.to salaries.

1993 1994

1 research and development

worker Q R48 712 48 712 56 018

Staff benefits 14 613 16 805

Overhead costs at 15%

of the total towards

admin and other infra-

structure costs 9 498 10 923

TOTAL 72 823 83 746

TOTAL OVER A TWO YEAR PERIOD R156 569

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