

V " 955.9333X3-55-33. :1.

i

SOUTH AFRICAN EXTENSION UNIT

J OHANNESBURG

BOARD PAPER NUMBER 1.6.1 SAEU GOALS AND STRATEGIES FOR  
1994/95

The Goals and strategies planned for implementation by the SAEU in 1994/95 are based on Board Paper Number 1.5.1 entitled, The SAEU programme and the Tasks Ahead. Although the Goals and Strategies have been presented on a positive outlook, the main limitation facing their implementation will be the uncertainty of funding.

The Goals and Strategies appear under five major areas corresponding closely to those addressed in the previous yearis and current budget.

i) Enrolment and Study Centre

ii) Course Material

iii) Regional Support

iv) Office and Programme Administration

v) Monitoring and Evaluation

The major trend for the goals is to get the programme expanded through the following ways:

i) raising the number of students, study centres and categories of courses studied by the students.

ii) developing course materials for use as bridge materials between the lower and middle levels of the ABE.

iii) identifying alternative approaches for reducing the shortage of secondary level course materials.

iv) promoting collaboration with other distance teaching institutions through experience sharing.

v) sustaining close monitoring and evaluation of the programme to ensure that prompt solutions are found to the problems identified.

-2-

vi) maintaining flexibility within the strategies to accommodate alternative approaches in the light of funding problems and the demands associated with the RDP.

4. Board Members are requested to study the Goals and strategies set out for 1994/95 and advise.

I submit

N .E. LIGATE

DIRECTOR

NLlnn

ldetails/

SOUTH AFRICAN EXTENSION UNIT

JOHANNESBURG

SAEU GOALS AND STRATEGIES FOR 1994/95

INTRODUCTION

The Goals and Strategies planned for implementation in 1994/95 have been situated within the context of the Demands and Tasks laid out in the paper entitled SAEU Programme and the Tasks Ahead.

The major limitation to the implementation of the goals and strategies is likely to be the

uncertainty of funding support. Therefore, flexibility will be the main factor built into the

strategies focusing on SAEU's commitments for 1994/95.

2.0 ENROLMENT AND STUDY CENTRES

2.1 GOALS

2.1.1 Enrol 400 new learners into the foundation (30%), secondary (50%) and vocational (20%) courses. Total enrolment to reach 1100.

2.1.2 Operationalize Durban Study Centre and set up a new Study Centre in Cape Town/Port Elizabeth ( see 5.1.3).

2.2 STRATEGIES

2.2.1 If new study centres cannot be set up, identify institutions to be contracted to give face to face support to SAEU students in the Cape Region.

2.2.2 Encourage formation of study groups among SAEU students

3.0 COURSE MATERIALS (DEVELOPMENT)

3.1 GOALS

3.1.1 Secure course manuals and textbooks to support secondary level learners

3.1.2 Transfer course materials remaining in study centres in exile to South Africa

3.1.3 Finalize arrangements to get SAEU's basic course materials assessed by the Independent Examination Board (IEB) for their suitability as bridge materials between levels II and III of ABE ( see 4.1.5 below)

3.1.4 Organize workshops to review SAEU's Basic Course materials for the ABE course

3.1.5 Extend professional expertise to the National Literacy Cooperation (NLC) in developing their course materials for the ABE

3.1.6 Identify course materials available locally to support SAEU learners.

### 3.2 STRATEGIES

3.2.1 Materials development initiatives will focus on producing materials which are relevant in bridging gaps between ABE and ASECA as end and starting points, respectively.

## 4.0 REGIONAL SUPPORT

### 4.1 GOALS

4.1.1 Conduct Study Skills Workshops for new learners in the three Study Centres (JHB,Durban, Cape Town/Port Elizabeth) ..

4.1.2 Conduct training workshops for new tutors in all the study centres

4.1.3 Organise week-end schools for face to face tutorial support and counselling services for learners in all the study centres.

4.1.4 Follow up JVC for support to SAEU learners in vocational courses -

4.1.5 Select and register 120 students to do London GCE Examinations in 1995.

4.1.6 Identify vocational course participants to be registered for National Vocational Certificate Examinations .

4.1.7 Mobilize part time tutors to participate in the revision of SAEU's Basic Courses manuals (see 3.1.4 above).

### 4.2 STRATEGIES

4.2.1 Learners contribution in meeting the costs of their studies will be emphasized as a step towards self-sustenance and localization of the programme -

4.2.2 Enrolment of non-returnees and close follow up on opportunities for vocational courses will be taken as measures for diversification of the SAEU programme.

## 5.0 OFFICE AND PROGRAMME ADMINISTRATION

### 5.1 GOALS

5.1.1 Maintain the National Co-ordinating office at Johannesburg

1 5.1.2 Recruit Administrative Secretary to assist the National Co-ordinator (COSA) at Johannesburg ,

5.1.3 Operationalize Durban Study Centre ( see 2.1.2)

i. finalize appointment of Regional Co-ordinator

ii. Appoint part - time staff

iii. Finalize hire of office and study rooms

5.1.4 Set up new Study Centres at Cape Town/Port Elizabeth. Alternatively, make arrangements with other educational institutions for tutorial support to SAEU learners in their regions

5.1.5 Develop mechanisms/scheme for coordination of activities between Regional and National Co-ordinator and linkages with local and other administrative structures

5.1.6 Finalize arrangements to Register the SAEU as an Educational Trust and continue with plans to advertise the programme

5.1.7 Develop mechanism for strengthening the capacity of local staff in administering the programme

5.1.8 Assess efficiency of the record keeping system and make further improvements

5.1.9 Maintain close working relations with the relevant structures of the Government, funding partners and sister institutions, (including Distance Education Associations at National, Regional and International levels).

5.1.10 Prepare Interim Reports of Activities and submit them to Committees and Funding Partners (see 6.1.5)

### 5.2 STRATEGIES

5.2.1 Experiences gained and networks established in 1993/94 will be built upon to keep the programme running in 1994/95

5.2.2 Close watch will be maintained with the demands of the National Reconstruction and Development Programme to ensure relevance of the SAEU courses.

## 6.0 MONITORING AND EVALUATION

### 6.1 GOALS

6.1.1 Set up Committees to oversee and advise on the operations of the SAEU as recommended by the Board of Trustees

6.1.2 Prepare motivating documents for the meetings of the relevant committees as set out by the Board

6.1.3 Conduct Quarterly Monitoring and Evaluation visits - by Head Office staff and National Co ordinator

6.1.4 Co ordinators to attend week-end schools regularly to check progress of students and tutors, on top of studying Monthly Progress Reports.

6.1.5 Prepare Interim Reports of Activities and submit them to Committes and funding partners ( see 5.1.10).

### 6.2 STRATEGIES

6.2.1 The Board of Trustees and Committee will be relied upon in guiding the Management in the administration of the programme.

6.2.2 As 5.2.1 and 5.2.2 above