

**PROPOSALS FOR CONSIDERATION AT THE MEETING OF THE
JOINT EDUCATION TRUST OF 19 AUGUST 1993**

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1. Target Beneficiaries

260 Adult Learners from Tembisa

2. What Programme Does

The Centre was established in 1987 and runs 7 (seven) projects:

- Adult Education and Literacy
- English Enrichment - Student Assistance Programme;
- Community Advice Unit;
- Resource and Information Unit;
- Computer Literacy Training;
- Primary Upgrading; and
- the Family Desk.

The current proposal is for the first project, i.e., the Adult Education and Literacy Project. The project runs Mother tongue (Sotho, Zulu, Xhosa) and ESL literacy classes. There are 4 full-time and 2 part-time tutors. These were trained by Operation Upgrade, whose material they are also using. The Centre Director has attended several training programmes run by such organisations as READ, the Legal Resource, and Advice Centres Association. He formerly worked as a field worker for the Advice Centres Association. The project is affiliated to the South African Association of Literacy and Adult Education (SAALAE), which is in turn an affiliate of the African Association of Literacy and Adult Education (AALAE).

Learner groups meet three times a week for 1 1/2 hour sessions. There are 260 learners. To date, the Centre has been funded by Ukukhanya Trust, Liberty Life Foundation, Human Resources Trust, T.E.A.S.A, Envirotech, Caterpillar (Africa) Pty. Ltd, the German Embassy, Up-John (Pty) Ltd, Parker - Henefin (SA), and Bush - Boake Allen. They also received computers and some furniture from UNIDATA.

3. Focus Area

ABE

4. Certification/Accreditation

Certificates of attendance designed by the project.

5. Organisation

There is a Co-ordinators Committee which comprises the co-ordinators of the different projects run by the Centre. The Committee plus the Centre Director are accountable to the Board Of Management. The latter body is chaired by a local lay-priest, and comprises other community members.

6. Funding Required

1993/4 - R110 000 which is 40% of their total budget. They expect other agencies to cover the balance. Their total budget for the project (not the Centre) is:

Capital (Car, Books, VCR, etc) - R73 050
 Salaries - R123 300
 Stationery (incl. Certificates) - R11 500
 Staff Development - R18 750
 Publications + Pamphlets - R8 650
 Overheads - R16 250

 TOTAL = R251 500 + Contingency (R25 150) = R276 650

7. Assessment

The project impresses me as having the capacity to deliver and with the kind of material and tutor training scheme they are using, I think they should be supported. Although Sunflower Projects are said to be operating in Tembisa, the proposers do not know about them. Earlier in the year the Trust declined a proposal from another small project in the area on the grounds

SUMMARY OF PROPOSAL

COMMUNITY RESEARCH AND DEVELOPMENT CENTRE (CRDC)

640

1. Target Beneficiaries

80 Adult learners

2. What programme does

The community Research and Development Centre (CRDC) was established when the Centre for Community and Industrial Advice merged with Urban Research and Development Consultants in 1992. Since April 1993 it assumed the new name CRDC and runs 5 programmes in Health, Research Consultancy, Labour, Para-legal and Development. The Literacy programme for which funding is sought, is a new project. Prolit will be working, training and helping CDRC to set up the project which will be run at two schools in Evaton and Sebokeng. Four tutors, each to teach 20 learners, will be trained by Prolit at a basic teacher training level using the Molteno Breakthrough method over two weeks.

Content of course:

- * Skills to use the Molteno Breakthrough method.
- * 2 day course with the CRDC Literacy Management Committee
- * 5 sessions throughout the first twelve months to provide counselling and in-service training.
- * Certification when each teacher has helped the group to mother tongue literacy
- * Bookkeeping and reporting systems

3. Focus area

ABE

4. Organisation

6 Staff members : Programme Director, 4 tutors 1 Part time bookkeeper
1 Volunteer : Treasurer

Management Committee of 14 members, individuals from professional, business and political communities.

5. Certification/Accreditation

Will be based on Prolit curriculum

6. Funding Required

31 May 1993 - 1995 Total budget requested: R416 719

	Salaries	Setup costs	Office expenses	Evaluation
1993 = R137 410	83 400	37 050	16 960	
1994 = R131 340	91 740	6 050	18 550	15 000
1995 = R147 969	100 914	6 655	20 400	20 000

7. Assessment

The Vaal area, although a section of the PWV is not as well endowed with NGO nor informal projects as one would think. This is particularly so in the area of Literacy where a few names such as LUPCO and other DET night schools are operating. The CRDC is a consortium of community activities run by volunteers.

The Senior staff have no formal training in literacy. Having realised that all staff on this programme lack experience in each of the portfolios, they have a strong suggestion for training and have built in costs for evaluating progress in 1994.

A consultative meeting was held with CDRC, JET staff and Prolit where it was agreed that Prolit will train, support, and monitor the development of this project. They will extend their support to include management and financial control training.

8. Recommendation

To be funded in full, on condition that JET staff are consulted on the terms and progress of the evaluation.

Responsible officer

Khanya Rajuili.

1. Target Beneficiaries

Adult Educators and Literacy Learners

2. What Programme Does

Three proposals were received from the organisation. According to Proposal 588 the organisation wants to train 30 literacy tutors in 1993 in their 12-month-BMA Adult Education Diploma. The Diploma, called Business Management Association offers training in the following areas: Adult Education, Business Communication, Personnel Administration, Practical Supervision, Personnel Mangement, Wages and Salaries, Finance for Managers, and Management. The course is accredited by the Natal Technikon, and will be offered at the regional centres of the organisation.

The tutors will in turn supervise community projects of Sunflower in their three major centres (Johannesburg, Durban, and Cape Town). It is hoped that these 30 will in turn reach 4 800 illiterates each year.

According to proposal 631, the organisation wants to run a literacy programme at Sampokwe (Stanger)to:

- * 36 trainees in Mother Tongue Foundation
- * 12 trainees First English Continuum
- * 12 trainees Second English Continuum

Learners will be using Sunflower Material.

Proposal 644 has the same information as Proposal 631, with the exception that the programme will be run at the Albert Luthuli Centre in Groutville.

3. Focus Area

ABE

4. Certification/Accreditation

BMA Certificates

5. Organisation

These are projects of the Education Division of Sunflower Projects, whose activities are overseen by a Board of Directors.

6. Funding Required

Proposal 588

SALARIES (6 lecturers)	R180 000
STUDENTS' BOOKS	
(30 Students)	R15 000
STUDENTS' STATIONERY	<u>R1 800</u>
TOTAL	<u>R196 800</u>

Proposals 631 and 644

R99 850 each

7. Assessment

The confusion (and frustration) arising from handling these proposals has necessitated this joint assessment. The three proposals come from the Education Division of the organisation, but from different people. The first one is signed by Mrs Jeanette Wicks and the other two from

Mr Knox. A series of telephone conversations and a site-visit have failed to get sufficient information about the last two proposals. The responsible Project Officer has tried in vain to obtain more information as regards budget breakdown, learner selection, course duration, etc. In addition, at the meeting of 17 August 1992 the JET BOT agreed to give the Albert Luthuli Centre a grant not exceeding R100 000 for planning the establishment of a career-oriented secondary school, and to subsequently develop and submit a detailed funding proposal. No report has been received thus far, despite a number of attempts by the Secretariat to get the matter attended to. Our impressions are that the two projects (Sampokwe and Albert Luthuli) are not properly structured, and this is so even after they were given a planning grant. We are therefore unable to recommend these two proposals.

Proposal 588 clearly indicates what the training programme is about. It is an important course for adult educators, even though it has a bias towards business courses (hence the name). However, it proves to be a rather costly model of Adult Educator Training, with over 91% of the total budget being paid out as salaries. We are unable to recommend this project with this cost structure.

8. Recommendation

631 and 644 should be declined on the grounds that the programmes are not properly structured. Proposal 588 should be declined on the grounds that it represents an expensive Adult Educator training Model.

9. Responsible Officers

MD and KR

1. Target Beneficiaries

Literacy tutors trained in the old Operation Upgrade approaches.

2. What Programme Does

Operation Upgrade plans to retrain its previously trained tutors who need to be updated in terms of new approaches. Previously, the organisation used the Phonic Approach which was teacher-centred and did not allow integration with other development issues (e.g. social and environmental issues). An earlier proposal from the organisation was deferred by the Board at the meeting of 16 October 1992, pending presentation of a more detailed plan and budget. (See attached assessment).

The meeting further decided to grant the organisation R20 000 for a planning exercise. The current proposal comes after such a planning exercise with John Aitchison of the UNP Centre for Adult Education. The project will have the following components:

- further planning and conceptualisation
- developing information systems
- organisational, administrative and project development
- course research and development
- tutor retraining
- tutor support
- assessment
- monitoring and evaluation

The Wits Adult Literacy Unit has helped the proposers to lay down strategies for material development and tutor retraining. It is expected that there will be new course material for English and 7 African languages. The African languages are:

- Zulu
- Venda
- Xhosa
- Tswana
- Seswati
- Pedi
- South Sotho

For the ESL course, the proposers have already acquired the Adult English Programme (AEP) which will be reworked to suit their needs. In particular, they want the programme to include different levels of bridging and advanced courses. A working group comprising such people as Herman Kotze, Ione Burke, and Dr Carol MacDonald will be involved in reworking the existing ESL materials.

The basic format for courses in African Languages has already been developed. The Zulu and Xhosa versions have already been developed and piloted and adaptation into the other languages is underway.

Tutor retraining will involve:

- * a minimum of 40 hours of initial contact for African Languages
- * a minimum of 64 hours of initial contact for ESL
- * 4 supporting workshops per year, of 32 hours contact time

Total contact time for a tutor trained in both an African Language and ESL will be 136 hrs. Training will take place while tutors are engaged in running literacy classes, thus enabling quick implementation of newly acquired skills. Trainees will be tutors previously trained on Operation Upgrade courses. It is expected that 5000 tutors will be retrained over a period of 3 years. 7 tutor trainers will be employed for this task.

Operation Upgrade is affiliated to the N.L.C.

3. Organisation

Operation Upgrade is an Incorporated Association Not For Gain. There is a Board of Governors, and an Advisory Board. The organisation has Section 18 A Status.

4. Focus Area

ABE

5. Certification/Accreditation

Operation Upgrade Certificates. Course Development and tutor training to take cognisance of IEB developments.

6. Funding Required

	Year I	Year II	Year III
SALARIES	R629 000	R667 150	R705 850
PLANNING & ESTABLISHMENT	R79 000	R34 000	R33 000
TRAINING & CONSULTANCY	R27 000	R30 500	R42 050
OFFICE ADMIN.	R87 700	R95 150	R106 350
COURSE DEVELOPMENT	R1 399 500	R3000	R2 400
(1 ESL , 7 'Mother tongue')			
TRAINEE RECRUITMENT	R41 500	R20 000	
TUTOR RETRAINING	R105 000	R117 000	R131 000
NETWORK SUPPORT	R40 000	R51 000	R59 000
(Some follow-up support)			
<u>EVALUATION</u>	<u>R15 000</u>	<u>R20 000</u>	<u>R20 000</u>
TOTAL	R2 420 700	R1 037 800	R1 099 650

7. Assessment

Operation Upgrade has been heavily criticised for its outdated approaches to literacy. Their methodology has, for instance been described as a set of 'empty rituals' which promoted the old Laubach method in spite of its problems and other questionable orientations.

That the organisation has decided to metamorphose in favour of current approaches is commendable. The planning grant they received from JET helped them to structure their retraining process and lay down strategies for course development. I am convinced that with further financial support the organisation can complete this process. I however think that they could find ways of cost recovery by, for instance, charging minimal fees for the newsletters and training. Their apparent reliance on consultants is also unacceptable. Such big old organisations presumably have the experience and expertise to manage change, and although external assistance may be sought it should not be at this rate.

8. Recommendation

Recommend funding in the amount of R1,4m to cover Salaries, Tutor Retraining, Evaluation, Admin, and part of Course Development costs. My impression is that the latter costs could be brought down, noting that:

- * the Zulu and Xhosa courses have already been developed and piloted. The major task now is to adapt these in the other African Languages.
- * major work on the ESL involves adapting the Adult English Programme to suit the needs of Operation Upgrade, an exercise which should not cost the budgetted R415 000.

9. Responsible Officer

MD

JOINT EDUCATION TRUST

REVIEW OF ADULT BASIC EDUCATION PROPOSAL

PROJECT: OPERATION UPGRADE
DATE OF PROPOSAL: 25 June 1992
REVIEWER: EDWARD FRENCH, ADULT LITERACY UNIT, WITS
UNIVERSITY
DATE OF REVIEW: 25 September 1992

A NOTE ON THE REVIEWER'S POSITION

As Trustees might know, I wrote a very critical outline of the work of Operation Upgrade in Chapter 2 of *Adult Basic Education in SA*. Substantial changes in the management of the project have changed my position, and the position of many who previously had a negative view of this agency. I have participated in an organisation development exercise with the new Operation Upgrade and believe that it has the potential to do worthwhile work given its extensive outreach around the country, and particularly in Natal.

i. WHAT IS PROPOSED FOR THE JOINT EDUCATION TRUST

Funding is requested for one or both of two projects: **R290,550** for the development of new approaches and teacher training, and **R300,000** to supplement a larger amount granted by the IDT for an ongoing literacy programme among the unemployed, mainly in the Durban area.

ii. THE PROJECT

Background

Operation Upgrade has just celebrated its 25th birthday as one of the country's largest literacy organisations. Until recently it could have been described as a mission organisation promoting the Laubach method with proselytising zeal, in spite of serious problems surrounding this method and other questionable orientations. The result is that Operation Upgrade has a broad base of literacy projects around the country - with a virtual monopoly of programmes in Natal and KwaZulu - ranging from local religious and development groups to industrial and official projects. It has trained (however superficially) thousands of teachers, many of whom remain eager supporters of the organisation and the method even though the general approach has not delivered the goods and leads to practices that could be described largely as empty rituals.

Even its sternest critics in the past recognised the extent of Operation Upgrade's network, and the fact that it reached into areas of need that no-one else was touching - deep rural areas,

mental hospitals, squatter settlements and the urban unemployed - linking literacy to health and job-creation. This reach seemed to some of us to make the poverty of Operation Upgrade's old education practices all the more problematic. About 2,000 teachers are currently dependent on Operation Upgrade's resources.

The central challenge

The great challenge which the new management of the organisation is facing is how to develop this large support base as a resource for innovation towards effective practice. The new management has

- * joined the National Literacy Cooperation,
- * established a generally open and cooperative relationship with the field,
- * engaged the advice of leading consultants in adult literacy work and organisation development to guide this difficult change,
- * given considerable new attention to consultation with many literacy and community organisations and to the participation of its learner communities in the reconstruction of the organisation, and
- * has set out on a the following programme...

Curriculum, materials and teacher (re)training

The urgent priority is therefore to negotiate successfully the change to better practices while securing a minimum of decay in the existing base of projects and teachers. To do this Operation Upgrade has been willing to use the materials and methods developed by other organisations. However, a consideration of available literacy and English Second Language packages has convinced the management and their consultants that their particular situation and clientele require a new package, and above all, new approaches to teacher (re)training. Their reason for this relates to the need to keep costs very low and to the constraints involved in working in contexts of extreme poverty under primitive conditions. Apart from this, they find the cost of the best existing programmes so high that this undermines their efforts at cost recovery in certain areas.

Some collaborative work has already been done in the direction of creating a new package in both literacy and ESL, but further funds are urgently needed for this to be completed. The sooner the package can be established the sooner the transformation of the work in the community can be undertaken.

Literacy programme for unemployed illiterates

For some years Operation Upgrade has been running programmes among the vast numbers of people streaming into industrial areas of Natal in search of employment - in Durban itself, in Pinetown, in Natal Training Centres and KTT centres, and in various remoter informal settlements. The action has not only involved teaching, but the provision of food and in some

cases transport for the learners. The curriculum has included practical work-related skills of a rudimentary nature and help has also been provided in securing employment.

The National Coordinator of Operation Upgrade, who is open about the effort to reconstruct the organisation, argues that in spite of the inadequacies in the programme, there have been some very worthwhile achievements for communities and individuals in this project. He points to this as an example of the need to keep things going while the improvements in provision are being engineered, and also as an illustration of the urgency of the need to complete the new package.

iii. APPROPRIATENESS FOR THE TRUST

With its newly-established aims and *modus operandi* plus the positive aspects of its past work Operation Upgrade has the potential to do very significant work towards the fulfilment of the the nature and aims of the JET.

iv. SOUNDNESS

The proposal was constructed under pressure and does not make as good a case as it could for these two projects. I have had to develop the statement from my knowledge of the organisation's new plans and from several contacts with the National Coordinator (who was away when the proposal was submitted). I am fairly convinced that the organisation is on its way to the achievement of important results by approaches that will be well-informed by current education theory and practice. A suggested response to the inadequacy of the proposal is offered under the Recommendations below.

v. DELIVERY AND IMPLEMENTATION

It should be clear from my account that Operation Upgrade has a powerful base for delivery and implementation. Apart from its established centres and large number of loyal supporters, it has

- * a long-established central office in Durban with a highly-motivated professional core staff of three (with a new professional post supported by Shell still to be filled), plus 6 clerical assistants, 6 workers in a low-cost printing unit and a core training staff of 8,
- * influential patrons, a Board of Governors and a large Advisory Board with representatives from a wide range of sectors,
- * an informally constituted research group including several respected specialists.

The organisation prides itself on its own sustainability and that of the centres it has established, on its larger infrastructure and on what it regards as its effective utilisation of funds. Wherever possible it attempts cost recovery (in industry) and financial support from local communities, establishments or individuals. Currently it is operating on grants from the IDT, Shell, the Canadian Embassy and Total, while funding for another project is being sought from the Nedcor Chairman's Fund. In spite of this range of support, Operation Upgrade suffers monthly insecurity

about its financial position.

RECOMMENDATION

Operation Upgrade urgently needs funding if it is to carry through its programme of renewal and continuity. If the Trustees decide that in principle the Trust should support Operation Upgrade I would be pleased to see a grant of the full R590,550 requested. If a lesser amount is granted, priority should be given to the project for the development of new approaches to Operation Upgrade's work.

However, I would like to see whatever grant is awarded made conditional on the submission of a more fully worked-out budget. Perhaps an interim grant could be made to support a more concerted planning process.

1. Target Beneficiaries

Builders in the informal sector

2. What Programme Does

BIFSA plans to run three programmes for small builders in the informal sector. These arise out of a concern that there are many such builders in the black community who cannot read contracts, employ skills to manage housing contracts and market themselves.

- * the literacy programme - this will have three levels, viz, the literacy phase, the language phase, and the numeracy and individual functional literacy phase. The first phase (to be covered over a 60 hour-2hrs per day-3 days per week period) will offer the equivalent of std. 2 in formal school. The second phase (to be covered over a 120 hour-2hrs per day-3 days per week period) will focus on work/survival language, and the last phase (to be covered over a 64 hour-2 hr per day-3 days per week period) will focus on supporting life skills and offering the learners an opportunity to exercise what was learned before.

In the first year, it is expected that 5 instructors and 500 learners will be trained. The Transnet Literacy programme will be used. Part of the learners' tuition (approximately 22 days) will take place at the BIFSA Training College, while the rest of the training is expected to take place in community venues still to be arranged. Tutors will be trained on all 3 phases.

- * the skills training programme - this will offer the learners an opportunity to go through a 5 -week apprenticeship course. The programmes are offered in the designated trades of Bricklayer, Carpenter, Joiner and Woodmachinist, Shopfitter, Plumber, Plasterer and Tiler, and Painter and decorator. Each course is accredited with the Building Industry Training Board. It is expected that 700 learners will be trained each 5 weeks.
- * the entrepreneurial training programme - this will be offered through three levels: Introductory, Intermediate, and Advanced. The first phase (to be covered over 10 weeks in African Languages) will enable the learners to obtain piece jobs using their own trade skills. The second phase (to be covered over 16 weeks in English or Afrikaans) will enable the learner to manage house building contracts employing trade skills. The last phase (to be covered over 24 weeks in English or Afrikaans) will enable the learner to manage multi-unit or more complex building contracts. It is said that this training model has been used since 1989 in the country and has reached over 1000 black builders.

In planning the literacy programme, BIFSA claims to have consulted with the HSRC and COSATU. Learners will be identified through BIFSA's links with black builders associations (e.g. the African Builders Association)

3. Focus Area

ABE

4. Certification/Accreditation

Certificates of attendance

5. Organisation

The programmes will be overseen by the Education and Training division of BIFSA

6. Funding Required

1993/94

LITERACY:

Instructor training (5 instructors) R49 585

Instructors' kits	R37 520
Students' kits (per 500 learners)	R66 300
Students training costs at college (for 22.5 days)	R250 000
<u>Students' stationery</u>	<u>R100 000</u>
TOTAL	R503 405

SKILLS TRAINING

Cost of training/ learner/ week:	R550
5 week training for 700 learners:	<u>R1 925 000</u>

ENTREPRENEURIAL TRAINING (per group of 20)

Introductory course	R16 000
Intermediate Course	R21 000
<u>Advanced Course</u>	<u>R26 000</u>
TOTAL	R63 000

7. Assessment

The Skills- and Entrepreneurial training programmes do not fall within the Trust's prioritised foci since they target small-time builders and not marginalised youth. My assessment will therefore focus on the literacy programme only. I think this represents an expensive training model. Per capita costs come to slightly over R1000, which is not too high compared to what other organisations are achieving. However, considering that these costs do not include salaries and capital (computers, cars etc) as is the case with most organisations, I think they are high. In addition there are a lot of uncertainties around the programme. For instance, they are still going to try the Transnet course out, and they are not sure if it will suit their needs. They are also not sure whether it will be necessary(or possible) to get the learners to the training college, noting that all of them are either looking for work or are working.

In view of these uncertainties, it would be advisable for the project to start small with about 100 learners, before expanding .

8. Recommendation

Fund a pilot of the project in the amount of R200 000. The project should commit itself to lowering its costs.

9. Responsible Officer

MD

1. Target Beneficiaries

Adult Education and Development Workers

2. What Programme Does

It offers: a two-year part-time Certificate course; and a two-year part-time Diploma course. Both courses are targeted at adult education and development workers involved in a range of activities, e.g, primary health care, literacy, trade unionism, civic organising, income generation projects, community advice, environmental agriculture, church organising, cultural and youth work, and women organising. The Certificate Course caters for those who do not have the necessary qualifications for admission into the Diploma course (i.e, a two-year post-matric qualification).

- * The curriculum for the certificate course includes: Contextual Studies; Organisational Management and Development; Educational Theory and Practice; Forms of Adult Education; and Action Research. Students study at a distance with workbook material. They also form study groups which meet every two weeks with a tutor. The whole group meets every two months for residential study week-ends at CACE. Enrolment figures are as follows:

19	registered in 1988 and graduated in 1989
36	" 1990 " 1991
100	" 1992

- * The Diploma course focuses on educational and organisational theory and practice. The material used in the courses is said to be relevant to the students's work within organisations. Students meet for weekly workshop classes on campus throughout the year. In each of the diploma courses, there are between 20 and 25 learners.

3. Organisation

CACE is the Adult Education unit of the University of the Western Cape.

4. Focus Area

Organisational Development?

5. Certification/Accreditation

UWC certification

6. Funding Required

	1994	1995	1996
STAFFING	R529 391	R608 800	R700 119
STUDENTS COSTS	R117 000	R134 550	R154 733
MATERIAL & ADMIN	<u>R97 209</u>	<u>R111 791</u>	<u>R128 559</u>
TOTAL	R743 600	R855 141	R983 411

7. Assessment

The Trust has received many such proposals for projects engaging in general organisational leadership training. Those which do not have a primary focus on ABE leadership training often argue convincingly that Adult Educator training cannot be fragmented. However, as the Trust has not as yet revisited its policy on such projects, they are still seen as falling outside the prioritised foci.

8. Recommendation

Recommend decline on the grounds that the project does not have a primary focus on ABE leadership training.

9. Responsible Officer

MD

CACE (UWC) - Development of ongoing, effective training and support services for educators to develop anti-racist, anti-sexist and culturally sensitive educational practices.

701

1. Target Beneficiaries

Adult educators in state and non-gonernmental educational institutions

2. What Programme Does

CACE plans to train adult educators to be able to work in ways which are anti-sexist, anti-racist, and culturally sensitive. They also want to train facilitators to run programmes on 'challenging racism and gender awareness'.

- * CACE has developed a Facilitators Training Course for the Challenging Racism Workshop which consists of attendance of an initial racism awareness workshop, plus attendance of a 4-day facilitators training course. Thereafter, with the help of a supervisor, the trainees must co-design and facilitate at least three workshops in their respective organisations. The aim is to train 5 facilitators per year over three years. The training of facilitators in gender awareness is likely to follow the same pattern
- * The training of the educators will involve: running regular workshops of 3-5 days and; developing a part-time course of between four and six months.

The precise design and curriculum of the courses will depend on the initial research which will be conducted in the latter half of 1993 and 1994.

The CACE staff is said to have experience in this field, and has already produced such material as ON OUR FEET: TAKING STEPS TO CHALLENGE WOMEN'S OPPRESSION, and CHALLENGING RACISM.

3. Organisation

CACE is the Adult Education unit of the University of the Western Cape

4. Focus Area

Adult Educator Training

5. Certification/Accreditation

CACE Certificates

6. Funding Required

	1994	1995	1996
STAFFING	R387 373	R451 229	
BURSARIES	R15 000	R17 250	
<u>MATERIAL & ADMIN.</u>	<u>R71 569</u>	<u>R82 591</u>	
TOTAL	R473 942	R551 070	R633 773

7. Assessment

The Trust has not prioritised programmes in the area of anti-sexist, anti-racist education for Adults.

8. Recommendation

Recommend decline on the grounds that the project does not fall within the Trust's priority foci.

9. Responsible Officer

MD

1. Target Beneficiaries

Std 1 - 3 teachers in the Cape and Natal areas.

2. What Programme Does

The Novalis Institute runs teacher training and upgrading courses based on the 'International Waldorf educational impulse'. The Institute, together with the Novalis College for Adult education, the Novalis Press, and the Rudolf Steiner Teachers Education Centre, operate under the Von Hardenberg Foundation. The Foundation was founded in Durban in 1983, to offer assistance in educational, social, and cultural development programmes, using 'the artistic and scientific impulses given by Novalis, Goethe and Rudolf Steiner (Waldorf)'. The Foundation is part of the international Waldorf movement, which is said to have a membership of over 700 schools, colleges and universities. All Novalis' programmes are evaluated by the Teaching Methods Unit, University of Cape Town.

The current proposal is for the Teacher Enrichment Programme run by the Institute. The programme was developed in 1991 in response to requests from DEC and DET teachers in Natal and the Western Cape.

- * it is run by a 'part-time faculty' of over 30 qualified and experienced lecturers.
- * the target group is Std 1 - 3 teachers,
- * the goal is to help them meet pupils' needs in specific subject areas.
- * the subjects include English, Mathematics, and Geography.
- * assistance will be on such levels as: understanding the development processes in the child, developing a creative approach to teaching the subjects, and techniques for making the subject matter interesting and accessible to the child.
- * the programme will be covered in 7 4-hour workshops.
- * there will also be follow up support for the participants

The current proposal is for the Natal region (the W.Cape is already being funded by the IDT). In Natal, the programme will involve about 6 lecturers and 150 teachers. The Natal SADTU Chairperson is said to be actively supporting the project, with at least 60 of the participants having been recruited by him. However, the actual selection of participants is done by the coordinator. Two centres will be utilised for the programme.

The Foundation has Section 18A status. Its past funding partners are IDT, British Embassy, Standard Bank Foundation, Syfrets Trust, Southern Foundation, Escom, and local and international patrons. They pride themselves on the following:

- * in 1986 the Institute was commissioned by the Urban Foundation to assist in the redesign and development of the Uluntu college in Guguletu;
- * in 1993, at the request of the Urban foundation, the St. Francis College for Adult Education, and the College for Continuing Education, they have undertaken to provide tutorial support and classroom skills training for underqualified teachers working in informal community centres in the Cape Flats.

3. Focus Area

TQ

4. Certification/Accreditation

Novalis Certificates of attendance

5. Organisation

The Novalis Institute falls under the Von Hardenburg Foundation which is run by a Board of Directors.

6. Funding Required

	1993
SALARIES -	R17 440
TRANSPORT -	R8000
PRINTING + MATERIALS -	R8550
REFRESHMENTS -	R3 345
EVALUATION -	R5000
<u>RENT -</u>	<u>R1400</u>
TOTAL	R43 735 less registration fees = R43 435

7. Assessment

See attached external assessment.

Considering the number of participating teachers, the scheme seems to be relatively cheap. The External Assessor did not know the number of teachers and lecturers who will be involved in the programme, since this information does not appear in the proposal. His concern that the costs are high is based mainly on that aspect. But now, having engaged further with the proposers and taking their numbers into account, this impresses me as a much cheaper programme. E.g, the R8000 for transport will be shared among 6 lecturers and about 150 teachers over a seven-month period. In addition, it will also cover two visits by the overall Project Coordinator (from Cape town). Noting that the project is apparently widely supported, and that its content and methodologies are said to be sound, I think it should be funded.

8. Recommendation

Recommend funding in the amount of R43 000 in 1993 on condition that the local community (or the teachers) participate in the management of the programme.

9. Responsible Officer

MD

THE JOINT EDUCATION TRUST

REPORT ON APPLICATIONS FROM

VON HARDENBURG FOUNDATION : NOVALIS INSTITUTE

- A. UBUNTU COLLEGE OF EDUCATION, CAPE TOWN
- B. TEACHER ENRICHMENT PROGRAMME, DURBAN

Introduction

The von Hardenburg Foundation was set up in Durban in 1983, and is linked to the world-wide organisation of Waldorf Schools. It is a Section 21 company, with Section 18A status in terms of the Income Tax Act and a registered fundraising number. It has four subsidiary operations : The Novalis Institute, the Novalis College for Adult Education, the Novalis Press, and the Rudolf Steiner Teachers' Education Centre. It is the first of these that is concerned with the present applications.

A. UBUNTU COLLEGE OF EDUCATION, CAPE TOWN

1. The long-term proposal of the Novalis Institute is to set up a private, "independent college for education and training", to provide full-time, recognised, certificated training courses for "underprivileged and disadvantaged communities." It is clear from the application that much more foundation work needs to be done before this proposal is at the point where it could be seriously considered by JET. In particular, the issue of the recognition of courses, certification and qualifications by the State (present and future) needs to be resolved very clearly, in the interests of the full-time students of the college.
2. However, in the short term, consideration could be given to two programmes :
 - The Teacher Enrichment and Support Programme, and
 - The Head Teacher Support Programme,both of which provide support to teachers and principals already in service, mainly in informal settlements and squatter camps.

2.1 Educational Soundness

These courses are based on Waldorf School methodology which stresses practical skills, individual creativity, self-motivation and spiritual values. The teaching courses are concerned with helping teachers to understand the process of child development, encouraging a creative approach to teaching school subjects, and training in techniques that will make subjects interesting and accessible to children. The programme for principals also

concentrates on the technical aspects of education management, and the development of confidence and skills that will enable them to deal with conflicts and tensions in the school and its environment.

The Waldorf educational philosophy and practice is well-established and recognised world wide. While it is largely a private school movement, there is no question but that it has had its influence on state systems in many countries, largely in the areas of practical skills and 'humanising' the classroom. JET can be assured that these programmes will be based on sound educational principles, relevant to the needs of those they are working with.

2.2 Organisational capacity

From my own knowledge of the Waldorf movement in South Africa, and the quality of the people that are associated with it in Cape Town, together with what has already been achieved in the teacher enrichment programme, I have no doubts about the capacity of the organisation to run the programmes under consideration.

2.3 Financial management

In the first place, this organisation has already managed funds from the IDT, the British Embassy, Standard Bank Foundation, Syfrets, Escom etc, all of which demand strict accounting procedures. The financial reports of the Von Hardenburg Foundation, which were included in the application, all indicate careful use of funds designated for specific purposes. The budget presented, while perhaps not in as much detail as it might have been, seems to be very reasonable in terms of what is to be done.

2.4 Funding of the Project

It is recommended, in the light of the above, that

- 2.4.1 the Teacher Education Support programme be funded for three years at R70 000 per year (which includes admin. and co-ordination costs of about R22 000 p.a.)
- 2.4.2 the Head Teacher Support Programme be funded for one year at R48 000, further support to be dependent upon evaluation of its success and cost-effectiveness at the end of the period.

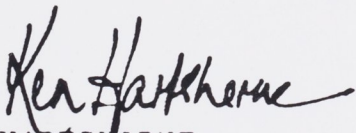
B. THE TEACHER ENRICHMENT PROGRAMME, DURBAN

Much of what has been written above is applicable to the Durban project, as the same organisation is concerned and the same educational principles apply. However, it is necessary to deal with the specifics of the particular programme.

As laid out in the application, the Durban Teacher Enrichment Programme is to be carried out in seven workshops of four hours each, at roughly monthly intervals. This amounts to 28 hours of contact time. Teachers from Stds 1 to 3 will be eligible for these workshops, but it is not stated how many are to be included. The workshops will concentrate on language teaching, arithmetic and geography (home and school surroundings), with some music, classroom crafts and the celebration of the seasons of the year.

My concern is not with the educational content, but with the proposed costs. I have no problem with the 'lecture fees' for running the workshops which amount to R7 840, to which one could reasonably add the R4 550 for materials, and some printing costs, perhaps in total about R15 000. But to add about another R29 000 for administration, 'co-ordination', transport etc is quite unacceptable.

I am unable to recommend this application as it stands. JET will need to establish exactly how many teachers are to be involved, and then negotiate a much lower level of costs before it can be expected to support this programme.



K. B. HARTSHORNE

14 JUNE 1993

1. Target Beneficiaries

Teachers and Head teachers in and around the Cape

2. What Programme Does

The Novalis Institute runs teacher training and upgrading courses based on the 'International Waldorf educational impulse'. The Institute, together with the Novalis College for Adult education, the Novalis Press, and the Rudolf Steiner Teachers Education Centre, operate under the Von Hardenberg Foundation. The Foundation was founded in Durban in 1983, to offer assistance in educational, social, and cultural development programmes, using 'the artistic and scientific impulses given by Novalis, Goethe and Rudolf Steiner (Waldorf)'. The Foundation is part of the international Waldorf movement, which is said to have a membership of over 700 schools, colleges and universities. All the Novalis programmes are evaluated by the Teaching Methods Unit, University of Cape Town.

The current proposal is for the establishment of an independent teacher training college. In 1988, the Institute established The Novalis College. This was a post-graduate college providing full-time and part-time courses in adult education based on the philosophy of Rudolf Steiner (Waldorf). The courses were for teachers who wished to teach in Waldorf schools or schools sympathetic to Waldorf educational methods. Successes achieved with these programmes have encouraged the Institute to consider establishing an independent college. Such a college would seek recognition and aid from the state, following the pattern of Model C schools. The College would offer:

- * two- and three-year training courses for junior and senior primary school teachers, based on Waldorf principles and methodologies.
- * part-time courses for practising primary and high school teachers to improve their classroom practice.
- * "apprenticeship teacher training", (following Prof Merlin Mehl's encouragement) where students will be working alongside well qualified mentor teachers.
- * a Head Teachers Support Programme. This will cover technical aspects of educational management and personal development. Initially, this will be run as a pilot with approximately 30 Head teachers. It will take the form of workshops and projects relevant to management issues in their respective schools. The programme was structured by Mr Len Smith, who after working for 13 years as Education Projects Manager (Urban Foundation - Western Cape) has now joined TOPS.
- * the currently up and running Teacher Education Support Programme. This is a programme which runs tutorials and offers support to underqualified teachers from informal establishments, who are upgrading their qualifications through the College for Continuing Education (Soshanguve). They are registered as part-time students by the CCE, where they study towards a Teachers Diploma. These teachers are said to be struggling in both their studies and classroom practice in the schools. There are currently 24 teachers in this scheme. The teachers meet every Monday - Thursday for 3 hours, and every third Saturday. The mid-week meetings are mainly for tutorials, but some time is also set aside for classroom skills which they need for their work in the schools. Saturday sessions are exclusively for classroom skills. There are also follow-up visits in the schools where the teachers work.

3. Organisation

The College will be run by the Novalis Institute, a subsidiary of the Von Hardenberg Foundation

4. Focus Area

TQ

5. Certification/Accreditation

Novalis Certificates of Attendance

6. Funding Required

	93/94	94/95	95/96
COORDINATION + ADMIN.	R81 250	R93 440	R107 456
RESEARCH & DEVEL.	R32 500	R37 375	R42 981
MATERIAL & EQUIPM.	R24 000	R27 600	R31 730
TRANSPORT & ACCOM.	R36 000	R41 400	R47 610
TEACHER SUPPORT PROG.	R48 750	R56 065	R64 475
HEAD TEACHER PROG.	R48 000	R55 200	R63 480
<u>EVALUATION</u>	<u>R12 000</u>	<u>R13 800</u>	<u>R15 870</u>
<u>TOTAL</u>	<u>R282 500</u>	<u>R324 880</u>	<u>R373 602</u>

7. Assessment

It is still early to comment on the Ubuntu College since little information is available at the moment. Telephone conversations with the Director indicate that planning is still going on, and that such things as state recognition and course accreditation are still being negotiated. Even the idea of "Apprenticeship Teacher Training" will need more research and planning, especially because it relies on the availability of 'good', 'well-qualified' 'experienced' teachers to serve as mentors. Depending on how these attributes are defined, it may be very difficult to find such teachers. I am inclined to agree with the External Assessor that more foundation work needs to be done before the proposal can be considered for funding.

The Teacher Support Programme may be a little tricky. The teachers are supported through classroom techniques-workshops and follow-up visits, and this falls within the Trust's priorities. But in addition, the programme runs tutorials to help them upgrade their qualifications at post-matric level in what can be described as a 'non-innovative' way, and this is therefore outside the Trust's focus areas.

My recommendation in this regard is that JET grant them half the amount requested for the programme with the condition that the money be used for the classroom techniques and follow-up support. This differs from the External Assessor's recommendation for full funding, because he may not be aware that the other half of the programme is not within JET's focus.

When the proposal was drafted, it was expected that the Head Teacher Support Programme will run with over 100 teachers in the first year. Telephone conversations with Mr Len Smith indicate that the project will first have to be piloted with approximately 30 teachers. JET could therefore grant them half the original request for the Head Teacher Support Programme for them to pilot it first. This differs from the External Assessor's recommendation for full funding, because he was not aware that the project was still going to be piloted with a much smaller group than it was initially planned.

8. Recommendation

Recommend funding in the amount of R72 000, to be allocated as follows:

Teacher Support Prog	R25 000
Head Teacher Prog	R25 000
<u>Admin & Coordination</u>	<u>R22 000</u>
<u>TOTAL</u>	<u>R72 000</u>

9. Responsible Officer

MD

1. Target Beneficiaries

About 1 000 Std 9 and 10 English teachers in Soweto/Alexandra, Ciskei, Gazankulu, Natal/Kwazulu (selected largely through education department advisors)

2. What Programme Does

SSERP has been providing Inservice training in English as a second language, for over a decade. Since 1989 they have operated a field-unit in Ciskei: this is a full-time presence, with office, and locally-developed networks, infrastructure and facilities that run SSERP programmes. They now wish to consolidate their part-time unit in Gazankulu by employing full-time the subject advisor who has been facilitating much of their work in the area. SSERP also wish to set up a unit in Natal. Gazankulu and Natal are areas where SSERP has gained some experience and contacts but feel their work would be significantly enhanced by a dedicated presence and infrastructure. They have run workshops extensively in the rural areas of Transvaal , and some in Natal. Numbers reached over 1990-2 include some 200 teachers in Soweto/Alex, 150 in Bop, 150 Gazankulu, 110 in Ciskei, and over 160 in other rural areas including Natal.

SSERP provides school-based classroom support; produces materials; and runs short 1-5 day courses. There are usually 40-60 in a course. Three courses a year are 4-day residential; the rest are usually day courses with some limited ongoing contact. Networking and follow-up with teachers usually occurs through the coordinators who organise and request inputs: in the case for example of Gazankulu the subject advisor is engaged in ongoing contact with schools. There is also a fair bit of schools contact in the Ciskei in the process of running a full-time field-unit there, with the organiser regularly visiting schools and initiating contacts for implementing programmes.

The material is basically very syllabus-related. While there is an approach of empowering the teacher, this is through explicating and clarifying work directly related to the teaching situation in the classroom.

3. Organisation

A Board includes DET, teacher college and university members, with a wider steering committee including business. There are 4 employees at HO, and tutors in the various field-units. It has good working relations with various education departments, that supply some infrastructure. Lecturers from colleges, universities, publishers contribute to courses.

4. Focus Area

TQ (English)

Rural

5. Certification/Accreditation

6. Funding Required

1993/4: R324 500 for 3 field units

1994/5: R357 000

1995/6: R392 700

7. Assessment

SSERP has established a sound reputation. Its various reports give the impression of a carefully managed and self-critical project, with objectives that are continuously being assessed and measured against realities in the classroom. An external assessment is being undertaken that has taken longer than hoped.

It is not in the business of pioneering new methodologies, though there is awareness of the need to maintain more interaction with debates. Like many NGO's, it possibly relies a little heavily on the leadership of a single personality; this is a problem which could inhibit the planned expansion in Natal through the establishment of a new field-unit.

SSERP is making available to rural teachers, tips and ideas for teaching that are clearly a sought after resource. In the light of overwhelming practical problems in the classroom, and the fact that teachers in rural areas in particular receive very little attention at all, SSERP's work should still be seen as filling an important niche.

It would be useful for the field units as established to include some sort of control by stakeholders. Further, there needs to begin a program of affirmative action/ development to change the face of the staff complement.

SSERP were asked to rework their budget in more detail, which they have done.

8. Recommendation

Fund R324 500 for 1994, further funding subject to the development and implementation of plans for stakeholder control and the diversification of management structures.

9. Responsible Officer

Graeme Bloch

4.08

SUMMARY PROPOSAL

THE LITTLE ELEPHANT TRAINING CENTRE FOR EARLY EDUCATION

661

1. Target Beneficiaries

Pre-school teachers

2. What programme does

The Little Elephant/eNdlovana centre is a branch of Little Elephant Diocesan primary and junior primary school. It was launched as a non-racial pre-school pilot programme in 1992. They received financial support from individuals and institutions. The school has grown to cater for approximately 85 pupils at pre-school and junior primary levels. On the basis of a needs analysis done in 1992 they planned to embark on training the educare workers from other local creches in the neighbouring rural outskirts.

LETCEE utilises the infrastructure of the church school. Their pressing need are for salaries. The condition may change as the programme develops and numbers increase.

TREE in Natal and Border Early Learning Centre were consulted in establishing the syllabus and materials required. Both of these consulted projects are funded by JET and hold good repute in the field of educare.

Practical courses started early in 1993. 5 Educare workers attend courses every week. The Anglican church hall is loaned for the training workshops because the centre does not have its own facilities yet. The second group of 14 educare workers will start their training in July 1993.

Course content: Practicals in child development
 Nutrition
 Making teaching aids

3. Focus area

Teacher training - ECE

4. Accreditation

Still negotiating with SAECE to accredit the Level 1 course.

5. Organisation

5 Full time staff : trainer and co-ordinator

5 Pre-school trainees

11 members in the School Council : Governing board

6. Funding required

1993 - 1995 R284 960 00

1993	Salaries	R49 200	
	Portion running costs	R26 000	Total R75 200
	Project costs		Funded by Southern Life, Anglovaal and the Chairman's Fund.
1994	Salaries	R82 800	
1995	Salaries	R126 960	

6. Assessment

The initiative was started after a careful needs analysis. It is an outgrowth of educational services provided by the Catholic Church, and the capacity to carry it through clearly exists. The determination to pilot and carefully embark on a non-racial pre-school programme should be encouraged on condition that the on-going support with services of TREE and BELC form part of their developmental strategy.

7. Recommendation

To be funded for the full amount on condition that they continue accreditation of other levels with SAAECE.

Responsible Officer

Khanya Rajuili.

SUMMARY OF PROPOSAL

SOUTHERN AFRICAN ASSOCIATION FOR EARLY CHILDHOOD EDUCARE 683

1. Target Beneficiaries

Pre-school teachers, parents, pre-school children at a national level.

2. What Programme Does

SAAECE is a national body for pre-school workers with a membership of 5000. It coordinates training, accreditation and bursaries for pre-school practitioners who could either be teachers, parents or pre-school trainers. It regards itself as South Africa's "national opinion leader" in setting standards for pre-school education. Ten regions have affiliated to SAAECE.

Main thrust:

- * Training
- * Advocacy and Lobbying for Pre-school educate
- * Building capacity of the affiliated regions

The major challenge since the national structure was established, was the uneven development among the nine regions. SAAECE has been engaged in

- identifying regional needs
- identifying developers to work in each region
- conducting central and decentralised training
- providing support for the regions

While SAAECE is a networking body, it has moved beyond networking for its own sake to address key systemic issues in Early Childhood Educate. Thus, it has set national standards for teacher training and for the establishment and running of the pre-schools. While the latter is still in an early stage of development, the accreditation of teacher training programmes is well under way. On the issue of legitimacy and representativity, SAAECE is by far the largest Early Childhood Education body in the country and is playing an active part in initiatives currently under way to unite the field and form a single organisation by mid 1994.

3. Organisation

National Council : for policy and procedures

National Executive Committee

2 Working groups in Course accreditation and centre accreditation

4 Sub-committees each with a special task.

SAAECE is a Section 18 A project

4. Focus Area

ECE

5. Certification/Accreditation

SAAECE is in the process of developing accreditation standards for the training of early childhood educate workers. This is in an advanced stage, with the training courses at Level 1 of many projects around the country having received accreditation.

6. Funding Required

April 1993 to March 1994 R316 095

Running costs R61,875

Admin costs R29,220

Prog. Costs R225 000

TOTAL = R316 095

7. Assessment

The funding proposal is sound, well written and convincing that thinking was exercised in planning the 1993-1994 programme. In the short time since its inception the outcome of the advocacy role and coordination of Educate work nationally can be attributed to the collective effort from regional structures that resulted in the formation of this umbrella body.

The training function of SAAECE, beside falling within one of JET's priority foci, is a crucial element in establishing coherence within the field of ECE and articulation between this sector, and other components of the education system. Since December 1992 JET has included as a strong recommendation in its grant agreements with ECE training agencies that the grantee commit itself to achieving SAAECE accreditation.

8. Recommendation

Fund the programme in full.

9. Responsible Officer

Khanya Rajuili

1. Target Beneficiaries

60 unemployed youth from Soweto and the Vaal, with minimum Std 8, recruited through church/community projects and selected after testing and interview

2. What Programme Does

The Vocational Advancement Programme is proposed after a planning grant, made available in October 1992. While trustees supported the concept in principle, this grant was to draw up a "more detailed plan and budget for the development of the project". It was produced by Ishmael Mkhabela in May of 1993, and a process of discussion and refining with JET staff led to the current proposal.

VAP is being driven by previous church youth workers, with some training experience.

The long-term plan is "to provide comprehensive youth training and stimulate entrepreneurship and community-based projects". Skills training will be provided through an arrangement with Reef Training Centre ; and VAP will develop and implement a curriculum with vocational, counselling, entrepreneurial and life-skills elements. Business will be networked to help employ graduates.

3. Organisation

A Trust has been set up, with Joyce Siwani as chair, and other church, business, and academic figures. As a new project, there is no real infrastructure although an office in Braamfontein has been opened and planning/negotiations have been developed for some time.

4. Focus Area

MY

5. Certification/Accreditation**6. Funding Required**

R570 570 1993/4

R521 021 1994/5

R572 591 1995/6

TOTAL R1 664 181

7. Assessment

The key issue here is capacity. Those driving the project do have some experience in youth training; they have a potentially supportive Board. Contact has confirmed a dedication to making the project work.

However, plans do remain to be implemented, and the exact nature and effect of the training are not clear. There is a definite need for things to be tightened up. It could be argued that through working, clarity and precision will emerge, and that the capacity of the motivators will be enhanced. This is an argument that in developing the outlines of the project, the individuals concerned have shown a capacity for hard work in a dedicated way and have substantially developed their initial formulations. They have reached a point where hands on application can begin. There is unlikely to be further progress at a purely planning level without engaging.

This would fall in line with our current policy of funding action research geared to a more precise understanding of the problems of the out-of-school/work youth, with practical attempts to engage them.

Clearly there is an element of risk, in particular as the project has no real history. I think this is a risk worth taking. In particular, the strength of VAP is its relatively firm community base, and it would provide an indication of possibilities of success for similar projects.

The funding proposal could be leaner, and one should be cautious about any major capital expenses (e.g. car).

The progress of VAP should be carefully and rigorously monitored along the way, with particular attention to:

- * satisfactory addressing of all elements of the program in order to ensure a comprehensive package
- * proper definition in practise of staff tasks and evidence of productive work
- * close records of numbers attending as well as evidence of employment after completion
- * detail of materials produced and course contents
- * evidence of regular internal assessments and critical approaches to internal problems and strengths
- * effective networking being accomplished and synthesis of experience of other appropriate actors in the field

VAP should be encouraged to diversify its funders.

Lastly, this is essentially an experiment/pilot. VAP should clearly understand that should there not be a firm indication of success and enhanced capacity to deal with youth issues in a meaningful way, there will not be ongoing funding.

8. Recommendation

Fund R380 000 (2/3 of their application), subject to conditions above

9. Responsible Officer

Graeme Bloch

1. Target Beneficiaries

- (a) 42 young women, early school-leavers, from Phiri, Krugersdorp and Evaton
- (b) 100 "mature aged", exiled, dropped-out prospective matriculants, chosen on interview
- (c) students in various IEP projects, particularly the Tuition Project in (b) above

2. What Programme Does

The Keyboards programme of IEP is already being funded. (see 584a). The current application is for 3 programmes.

Programme (a), the **Cooperative Secretarial Study Groups**, is similar to Keyboards in providing a one-year commercial skills, cultural and English communication course, though the focus is "on-site".

The Tuition Project (b) has 100 full-time students on a two-year matric preparation programme, with leadership, guidance, life-skills components. It is hoped to expand to 150. Students write the JMB matric. The pass rate is approximately 50%.

While the **Tuition Project** was originally started to aid victims of political persecution in the schools and ex-detainees, it now includes exiles, some students suffering from post-traumatic stress, women who left school due to teenage pregnancy. The average age of students is 23-4.

The Project offers a sympathetic and democratically-oriented environment in which a culture of learning is encouraged.

There are 4 full-time teachers, and 17 part-time tutors, many of them university students.

Student Support (c) is a bursary fund which includes lunch, travel, medical, tertiary registration and other expenses of IEP students, basically those in the Tuition Project.

3. Organisation

IEP has been functioning under the Wits Council of Churches since 1978 and is now a separate Trust. It has established a sound reputation and reasonable administrative infrastructure. Its current funding requests are related to attempts to diversify funding sources, and are for partial funding only.

4. Focus Area

- (a) MY - commercial skills
- (b) is MY
- (c) is bursaries

5. Certification/Accreditation

matriculation for Tuition Project

6. Funding Required

(a) R88 458 1994
 106 149 1995

(b) 218 189 1994
 257 463 1995

(c) 34 250 1994
 39 388 1995

7. Assessment

The provision of commercial training to marginalised young women is in line with JET's funding of STEC and Keyboards. It is not clear what the success-rate is of those trained in the Cooperatives, but they provide a community-level channel for attempts to improve the situation of disadvantaged female youth. This is an innovative approach. The amount requested is small, and they should be funded, subject to a general assessment of secretarial/white-collar skills training that includes Keyboards and STEC. There should also be evidence of sound internal administration, and better tracking of graduates and their fortunes.

The other two programmes do not fall clearly in JET's priority area. Beyond that, it is not clear what JET policy on matriculation/supplementary training aimed at mature-age youth (sic!) would be. While these are young people with some problems, being offered a low-cost education, it is not clear that the Tuition Project differs substantially from a street academy. The pass-rate is not impressive, and the use of tutors does mitigate against highly consistent teaching. There are also internal tensions between students and staff over issues of governance (which is not in itself a major problem), but which contribute to a sense that things are a little adrift internally, including at an administrative level.

As an assessment of IEP in 1991 said: "Given the disruption of township schooling, it is possible (that) only extremely skilled and experienced teachers with increased contact time will adequately be able to assist students whose schooling has been as intermittent and disadvantaged as that of the students in the Tuition Project".

I am not convinced that the Tuition Project offers any strong solutions to problems of marginalised youth, and does not have enough internal energy to emerge as more than a useful but low-key assistance to a limited number of students. It may be that administrative changes and a more professional approach in the future could enable them to address some of their problems. Funding of the bursary assistance programme (c) obviously hinges on assessment of the Tuition Project.

8. Recommendation

Fund (a) in full (Cooperatives): R88 458, subject to the concerns raised before further funding.

9. Responsible Officer

Graeme Bloch

4.08.93

1. Target Beneficiaries

200 "second chance" matrices and post-matrices, rising to 500 std 9 and 10's by year 5

2. What Programme Does

This is a re-submission/re-working of an earlier proposal. The aim is to set up a college, that apart from academic subjects relating to matriculation (and decreasing "post-matric" numbers) will stress life-skill and leadership qualities. A five-year plan has been developed, that includes 100 std 9's by year 2.

The idea is to tackle the "youth at risk" by carefully nurturing leadership, which will then have a multiplier effect. Youth will be selected for identified leadership potential, "in consultation with all relevant community organisations" and after various psychometric tests and interviews.

3. Organisation

At present, most plans are at the conceptualisation stage. There is a committee of 4 individuals, associated with organisations such as Youth for Christ and "I Can".

Registering for sec. 18a, appointing a board, identifying premisses, choosing which matric syllabus to follow, are all to be determined once financial backing is found.

4. Focus Area

?MY

5. Certification/Accreditation

matriculation certificate

6. Funding Required

Minimum R4m start-up for the first two years, R2,96m in year 3.

7. Assessment

This really is a proposal for a high-quality school focussing on std 9 and 10, with a strong stress on moral values and leadership. It is difficult to distinguish it from any private (church-based) school, despite the "youth-work" background of some of the proponents.

With the strong stress on "leadership" for selection, it is unclear why pupils would be classed as "marginalised": while strong leadership training is an important element in addressing youth issues, the applicants do not show how their particular approach makes a general or specific contribution, beyond a vague concept of "multiplication".

8. Recommendation

Perhaps if the school is up and running, it might be possible to fund specific (out-reach) programmes, where the schools' resources are made available to address targetted problems of youth. At this point, however, the proposal falls more within the field of conventional tuition, with some additions.

Recommend decline.

9. Responsible Officer

Graeme Bloch

4.08

NAMAQUALAND RESOURCE & EDUCATION CENTRE (NAMREC)**1. What programme does**

The NAMREC is an educational centre that started in 1991. It is situated in Springbok, an isolated 'dorp' in Namaqualand where a distinction between white(sic) and coloureds (sic) is very noticeable. Access to information is limited and most resources such as the Council of Churches, Namaquanews are all based in town. The language barrier further limits accessibility. Distances between towns is a constraint because of limited transportation facilities. One single company has the monopoly over transport, including the local airline. The Career and Information Centre in Cape Town was instrumental in setting up the NAMREC, and continued to support them until April 1992.

The main aspects of NAMREC is to :

- * Train and develop teacher-student groups called Namrec Action Groups (NAGies) that make a range of services available to their communities.
- * Provide information on career guidance, computer knowledge, teaching material for teachers.
- * To provide supportive services by facilitating activities, coordinating forum and coordinating exposure visits for the NAG groups.

Their development work is accomplished through the student groups called NAGies. These are youth initiated projects made of guidance teachers and students in all 4 high schools in the region. NAGies activities in 1992 were:

- Career information search
- Needs assessment
- Exposure visits
- Rural outreach to the far north town called Khubus
- Workshop to be held on July 24 1993 on Marriage counselling in Belsig

2. Target beneficiaries

Teachers, students and parents.

3. Focus area

Youth, Teachers

4. Organisational Structure

20 member steering committee of teachers NAG representatives guidance, staff and community representatives.

2 Full time staff members

4 Member Executive Committee

Affiliated Member of the SAVGEA (South African Vocational Guidance and Education Association) since 1992.

5. Funding required

R203,232,00 = 1993

R208,800,00 = 1994

Administration costs = 16% of total budget

Evaluation = R3 000

Programme costs = R177 000

6. **Assessment**

The initiative from the youth group is a proactive role taken by the youth from the Namaqualand region in addressing existing and potential problems in their areas. In terms of JET policy, NAMREC is **not** directly engaging youth out of work or school. It is indirectly and actively involving youth who in a year or two shall have completed their high school studies with no where to go because many families cannot afford further education. The amount of work accomplished since 1991 is remarkable. All 4 high schools, two of whom I met on my site visit, have set **active** NAGies and PTSA's in the distant towns 163 East, 114 South and 62 km North of Springbok.

The groups have engaged other students in group discussions and information on career choices together with the guidance teachers. Other activities address educational issues in schools and social problems with community members guided by NAMREC but facilitated independently of them. The marriage counselling hosted on July 24 1993 is one result of the needs analysis studies carried in 1992. Credibility has been built in the region and the original misconception that NAMREC was orchestrating ANC activities is dying off. As a result requests for services of the resource centre have increased from all distant towns and communities. The chairperson measures the work of NAMREC by saying "their plans are visible and concrete as compared to other community organisations".

A formative evaluation was conducted to review the objectives and determine how to respond to the increasing demand for services. A report is available. The recommendations were that NAMREC should consolidate and strengthen the NAGies by considering concrete plans of addressing the youth problems. A strategic planning workshop was facilitated by James Taylor in 1993 and proposals (as summarised in the attached pages) are to be pursued.

NAMREC is one of the institutions through which the youth can be engaged in community work far more widely than, for example the Council of Churches would. The latter engages youth within church structures. NAMREC is considering decentralisation of their services because travelling from one town to the other is very time consuming and not cost effective. This has implications for more staffing but the impact will be far more meaningful if this route is followed.

This is a community based initiative that must be encouraged particularly for their success in bringing parents to work with teachers and students. It does not seem realistic to expect two staff members to coordinate all activities as outlined.

At present the principal educational impact of NAMREC is achieved through career guidance to students and, PTSAs working together. The projects that the students were engaged in (see page 1) have enabled them to understand their environment so that any future thinking about job opportunities could centre around identified problems and a firm community-based infrastructure. Perhaps JET should recommend concretised programme which will absorb the majority of young people as already indicated in their strategic plans.

7. **Recommendation**

I recommend full funding for 1993 on condition that the project consider expanding its activities so as to provide a wide range of programmes which address the problems of the out-of-work and out-of-school youth.

Responsible Officer

Khanya Rajuili

- *The primary target group is the youth, now expanding to incorporate primary school as well as non-school going.*
- *The secondary target groups are teachers and parents, because of the integral role they play in the lives of the youth.*
- *There is a unshakable commitment to making the organisations resources and programmes accessible throughout the whole region of Namaqualand. The organisation is struggling to conceptualise how this is to be done particularly as the "Centre" in the physical sense is so central to the identity of NAMREC/NAG. At present the possibility of regional centres and mobile units are being considered, but a clearer picture of the options will have to emerge before strategic decisions can be made.*

13. SPECIFIC AREAS FOR PLANNED CHANGE

Having looked at where the organisation should be in three years time the participants were asked to identify specific priority areas in which change would have to occur in order to effect the overall change.

* Youth Programmes:

- Extend NAG groups to primary school level.
- Extend NAG groups to non school going youth.
- Increase participation in Senior NAG groups.
- Develop relations between NAG groups and other community organisations (eg Church Youth Organisations).

* Teacher Programmes:

- Educational programmes particularly in Group I subjects (Mathematics, Science, English etc.).
- Curriculum development.
- Computer training.
- Heighten awareness around remedial needs.

* Parent Programmes:

- Broadening parents knowledge of school and schooling in general.
- Address illiteracy amongst parents.
- Computer training.
- Heighten awareness around remedial needs.

* Organisational Development:

- Develop the staff/committee structure, including roles, relationship and responsibilities.
- Develop internal systems and procedures including policy, computer training etc.
- Information - improve access to information relating to needs - increase existing information available in the resource centre.
- Fundraising.
- Networking with other organisations.

1. Target Beneficiaries

49 Marginalised Youth

2. What Programme Does

The Centre was established in 1984. Following some small-scale fund raising among the community, and financial assistance from World Vision, they started running a remedial programme started in 1987. The children admitted to the programme are between 7 and 13 years old. There is also a Community Awareness Programme to educate the community about the plight of children with learning disabilities. In addition, the Centre has introduced a programme for the youth who have pre-maturely left school "because of frustration". The Youth Programme offers:

- * literacy and numeracy in the following areas: Health, Physical development, Reading, Mathematics, Spelling, Writing and developing one's system of values. They have worked closely with Mary Metcalfe (Wits Dept Of Education) to structure this package.
- * skills training in the areas of carpentry/cabinet making, floristry, art and crafts, motor mechanic, panel-beating, spray-painting, and dress making
- * a job placement scheme (the Half Way programme), which involves undertaking educational tours to relevant companies, negotiating placements for students to serve their apprenticeship, giving support to coopertaives and budding entrepreneurs, and providing social counselling.

The initial enrolment will be 49 learners. The duration of the entire programme (from literacy to skills training will take 2 years). The current proposal is for the funding of this youth programme, including the purchase of a structure with facilities for panel beating, spray painting, and motor mechanics. The site also includes a filling station. These facilities will be used for training the youth. It is expected that after this initial funding, the project will be self sustaining. The Project Leader, Mr Sanku Molauli, is a co-founder of the Centre and has since attended numerous short courses on development work, locally and internationally. He is also the current chairperson of The Leadership Institute, an NGO which provides technical support to other organisations. The Remedial Programme is funded by Kellogg Foundation while the Community Awareness Programme is funded by USAID.

3. Organisation

The project is overseen by a Management Board of 8 representatives from the community.

4. Focus Area

ABE + MY

5. Certification/Accreditation

Still to be negotiated

6. Funding Required

	93/94	94/95
SALARIES (7 tutors,1 social worker)	R110 000	R90 000
CONSULTANTS	R35 000	R40 000
TEACHING MATER.	R10 000	R15 000
STAFF TRAINING & DEVEL.	R30 000	R10 000
RESEARCH	R5 000	R5 000
SUBSIDY(students' meals, extra-curricula activ.)	R23 000	R23 000
MATERIAL PRODUCTION	R15 000	R20 000

TOURS & PLACEMENTS	R5 000	R5 000
RENT	R60 000	
PURCHASE OF PERMANENT FACILITY	R650 000	
<u>EVALUATION & AUDIT</u>	<u>R6 000</u>	<u>R6 000</u>
TOTAL	R949 000	R214 000

7. Assessment

The organisation has established a good track-record through its remedial programme. The skills training component promises to become a major initiative should it become certificated and self-sustaining. I however think that since this is a pilot year, the project should start small and cut out some of the costs. They could for instance postpone the purchase of the training facility while they in the mean time rent it. They could also reduce their budget for research and consultants. I am also not convinced that the youth desperately need the services of a Social Worker.

8. Recommendation

Fund them in the amount of R300 000 for 93/94, on condition that they will reduce the costs for Consultants and Research, and Material Production. The grant should be used to pay the rent for, and not the purchase of, the training facility. An evaluation to be paid out of this grant should be commissioned in the first year.

9. Responsible Officer

MD

1. Target Beneficiaries

120 out-of-school and unemployed youth (+ 30 adults) over a 3-year period, drawn from Streetwise, local orphanage, Bertrams youth and other sources

2. What Programme Does

FEP provides education and training in a hands-on situation, engaging youth through 12-person production Brigades in activities that also provide a vehicle for employment. FEP has developed core curricula for academic study/trade production theory linked to active production. They have experience in managing such groups extensively in Botswana and a training methodology that appears successful.

In this case, FEP proposes to integrate a housing development and urban renewal process with the activities of the Bertrams Development Brigades. They have negotiated with Johannesburg City Council in a programme similar to the Seven-Buildings initiative. A Trust is to be set up in Bertrams, to include Civic Association of Johannesburg, that will cooperatively purchase, upgrade and dispose properties in Bertrams. Units should be marketable in a way that can sustain the programme; the Inner City Housing Upgrade Trust will guarantee housing finance in order to enable financial institutions to engage. The New Housing Company, Central Johannesburg Partnership, PLANACT and others have already been engaged in processes such as identifying properties and drawing up plans. Offers to purchase have already been submitted for 4 properties. DBSA are likely to grant a loan for acquisition of a training centre. One of the first "activities" will be upgrading Streetwise premises.

In the meanwhile, the first brigade has been sent for training at the Germiston Training Centre. Chamdor TC have also been engaged for aspects of more "theoretical" training. FEP have entered into discussions with BIFSA who have also agreed to accredit FEP performance criteria to precede taking BIFSA trade tests.

Skills training in the BDB will occur in housing-related areas: bricklaying, carpentry, fitting, painting, electrical, bookkeeping and costing, stores control and participatory management.

Apart from training facilities, FEP require funding for a project coordinator and training managers of each of the production brigades, funds for plant and tools, and also for allowances to the trainees. They have applied to Manpower to cover allowances for a period, though this is to a maximum of 8 weeks.

In the longer term, trainees would have various exit points including cooperative production in Brigades, own business enterprise, further study or employment.

3. Organisation

Foundation for Education with Production (FEP) has been pioneered by Patrick van Rensburg principally in Botswana through the Brigades, though it now has a Southern African infrastructure. FEP has relocated in South Africa, and is engaged in curriculum development (with IEB) and distance education (with SACHED and COSATU), as well as offering a B Ed module at UCT.

It has applied for sec 18A status, but was refused due to a clause in its constitution relating to "assistance to other Southern African affiliates". They intend to change this to allow for registration.

4. Focus Area

MY

5. Certification/Accreditation

Arrangements with BIFSA for accreditation

6. Funding Required

R302 00 for 1993 (education and training component of R2,8m budget)

7. Assessment

This is an innovative and exciting approach to intensively-supervised training. With a sound methodology and close integration with production tasks and income-generating activities, the project is an excellent experiment. The link to developments in the Johannesburg Council and creative attempts at urban renewal, as well as the targetting of particularly marginalised youth in a community-based initiative, enhance the prospects and longer-term sustainability of the project.

FEP has experience and thus a model for this type of work, and has adapted its approach to local conditions in a directed way. On site-visit and discussions, I feel happy that there is a dedicated and skilled staff that could manage such a project.

Essentially, they need the funding to get off the ground, and allow other aspects of the project to be drawn into place. They should move as rapidly as possible to formalise the Trust for this project (though it does include difficult parallel community-organising efforts by CAJ). FEP must also be encouraged to establish clear costing and expected revenue plans i.e. a more thorough business plan for eventual financial sustainability. They must also show clear evidence over a period of establishing the appropriate training/production infrastructure.

8. Recommendation

Fund as requested

9. Responsible Officer

Graeme Bloch

5.08.93

MEDU was established in 1989 as a project in which university educators and community-based education groups co-operated to address the education crisis in the Natal Midlands.

In 1992 MEDU re-defined its activities to focus on the field of teacher development. MEDU set out to :

- assist in developing more democratic teaching methodologies and management structures at schools
- deepen teachers' subject-specific and general educational knowledge
- assist teachers in sharing and developing their own teaching resources
- make resources more available to teachers in less privileged and inaccessible schools
- foster debate around the integration of schools

The work functions of the project were divided in the following way:

A Teacher Development Programme

- school-based methodology programme
- materials development programme
- subject seminar programmes to focus on curriculum issues
- a school-based teacher project to develop more participatory management styles

A Dialogue Programme

- a teacher exchange programme between teachers of different-race schools
- the Teachers Forum newsletter
- publications on areas crucial to the integration of schools

Resource Development

- resource collection
- Box library project
- newsclipping to be systematised

The 1992 Grant Agreement

In August 1992 JET agreed to support the programme in principle for three years and to make a grant not exceeding R92 000 to cover the short-fall in the R257 000 1992 budget. The grant was made subject to agreement on the criteria in terms of which the first year of the project should be assessed.

Medu submitted the following "indicators of success" :

1. Did Medu develop change agents with the capacity to make a difference in schools. In particular, how many teachers have taken action in terms of teacher development after working with Medu. How sustained has their activity been?
2. Did schools look and feel different after Medu had been involved with them, particularly through the School-based Teacher Project and the Dialogue Programme?
3. Did teachers share and develop resources and experiences?
4. Are Medu staff and its interns deepening their own abilities as development workers?
5. Is Medu influencing other suppliers of in-service work?

JET added the following criteria:

1. A satisfactory level and quality of participation of the relevant teaching community in the management of the programme.
2. Evidence of sustainability through broad-based training.

Progress report for 1992

The Annual Report for 1992 was submitted in May 1993 and the final report in July 1993. The final report provides an assessment of Medu's activities in relation to each of the indicators of success set by Medu.

1. Change agents

Almost 800 people attended Medu's general education seminars in the year and more than a thousand participated in subject workshops. The report suggests that it is difficult to quantify change agents as there are many teachers who attend workshops and talk to Medu and then work in their schools with no dramatic effect but with changed attitudes. However, Medu claims that there are examples of teachers whose development has been significant and sustained as a result of contact with Medu. The one area where there has been little success is that of teachers developing and producing teaching materials.

2.Changes in school ethos and efficiency

The school-based methodology programme was expanded to three schools and thirty-eight visits to schools were undertaken. The schools did not show the kind of change envisioned by Medu but there are "hopeful indicators" such as that the schools have committed themselves to a continuation of this programme and have begun to invite Medu staff to watch lessons. Some time has been spent by Medu establishing cordial relationships with DET inspectors and subject advisers. This has resulted in the DET partly sponsoring courses and advertising Medu courses.

3. Co-operation and sharing of resources among schools and teachers

Seven two-day exchanges between different-race schools involved 112 teachers from 28 schools. A Principals' Forum involving the heads of all Midlands schools was established in 1992.

Three thousand copies of each of the eight issues of Teachers' Forum were distributed to approximately 300 schools. The report indicates increased teacher involvement in the newsletter.

Box libraries have been introduced to eleven schools.

About 450 teachers are registered users of the Resource Centre.

4.Staff development and capacity building

An evaluation of the project was used to develop a staff plan. Staff development workshops were run and all staff were involved in formal or informal study.

Medu is attending to the fact that staff trained by Medu move on to other more permanent positions.

5.Impact on other suppliers of in-service training

As a result of Medu's efforts:

- the faculty of Education at Pietermaritzburg will be accrediting a joint Medu/University of London course in materials writing.
- the faculty has agreed in principle to move towards an in-service based form of teacher education.
- work done by Medu has been formalised in faculty courses.

Medu staff have been actively involved in the teacher education working group of NEPI.

Financial report

A copy of the draft financial statement for the period November 1992 to June 1993 has been reviewed and is satisfactory. The audit of the project will only be done at the end of the financial year which is 31/10/93. JET's contribution of R92 000 was utilised to fund the projected shortfall of R98 000. However the actual shortfall amounted to R49 500 due to the efficient management of expenditure which resulted in a saving of R40 000 on the projected expenditure of R257 000. As a result the income statement reflects a surplus of R43 000 which has been included in the 1993/94 budget. Total expenditure for the period amounts to R217 000 with salaries representing 72 % of the total expenditure.

What is planned for 1993

MEDU's objective for 1993 remains the creation of a professional, empowered teaching corps in the Natal Midlands. The immediate goals are:

- the establishment of a core of education development workers from schools. MEDU will train these teachers in participative management skills, experiential teaching methods and materials writing skills.
- writing learning materials in the areas of participative management, experiential teaching methods and materials writing
- setting up a strong support function through box libraries.
- design a Teachers Forum which is a "hands-on" journal
- setting in place staff development programmes between teachers of privileged and disadvantaged schools i.e. twinning schools

Assessment

Medu reports satisfactory progress in all but one of its activities, that is, materials development. The project continually assesses its projects and progress, and responds in what seems to be an appropriate and responsible fashion. New areas in which Medu moves, serve to consolidate and extend work already begun. In addition careful planning and research is carried out before any project is undertaken.

R320 600 has been requested for 1993. R150 000 has been secured from Interfund, while requests have been directed to Liberty Life, the Canadian Embassy and WUS, all of whom have funded Medu in the past.

Recommendation

Medu should be funded in the amount of R100 000 for 1993/4. The grant should be used for consolidating the school-based project in the 3 core schools rather than expanding it. Particular attention should be paid to those areas in which expectations were not fully met in the first year of funding. The projects initiated with the faculty of education should be developed.

If the project is funded by JET during the 1993/4 period, the grant agreement should include the submission of the 1992/3 audit report as a condition, before such funding is released to the project.

