TOWARDS A MODEL FOR THE RECONSTRUCTION AND DEVELOPMENT OF CIVIL SOCIETY AND THE TRANSFORMATION OF HIGHER EDUCATION IN RELATION TO COMMUNITY NEEDS

by Jo Lazarus
Project Manager

In recent years there has been a growing interest among community leaders, higher education administrators, students, academics, and the public and private sectors, in the need for higher education institutions to become more relevant to community needs.

In 1998 the Minister of Education called for the development of a new educational vision, which challenges students and academic staff to engage with community in assisting the Government to carry out its reconstruction and development programmes. Such engagement would produce more employable and socially responsible graduates. It would provide academics with a more realistic understanding of development needs and better insights into the challenges of changing curricula to meet current and future demands. Furthermore, the White Paper on Higher Education identifies the reconstruction and development of civil society as one of the most immediate and important objectives of higher education in South Africa.

During the past few years there have been several initiatives attempting to make higher education more aware, responsive and accountable to community needs. These include:

- the W.K. Kellogg Foundation funded Community Partnerships in Health Professions Education;
- the Higher Education Partnerships funded by the Ford Foundation; and
- the Community Service in Higher Education survey conducted by the Joint Education Trust funded by the Ford Foundation.

The Community Service in Higher Education survey culminated in two monographs, a Concept Paper and a Final Report (both available from JET). Critical findings of this initiative include the following:

- The mission statement of most higher education institutions in S.A. include community service

- Few higher education institutions in S.A. have a policy to operationalise the community service component of their mission statement
- Most higher education institutions in S.A. engage in some form of community service
- Generally, community service initiatives within S.A. higher education institutions are initiated by innovative and concerned individuals and not as an institution-wide strategic response to community needs
- Few community service initiatives within higher education institutions in S.A. embrace a community-higher education-service partnership model
- Few community service initiatives embrace all three traditional functions of higher education institutions, viz teaching, research and service.

Taking cognisance of the above findings, and building on the

Students from the University of the Western Cape CHESP unitiative map their experience of a community site visit

work and experience of previous partnership initiatives, the Ford Foundation made a further grant to the Joint Education Trust to facilitate, support, research and advocate the development of Community-Higher Education-Service Partnerships (CHESP) in South Africa

Aims & Objectives of CHESP

The ultimate aim of CHESP is the reconstruction and development of South African civil society through the development of socially accountable models for higher education, research, community service, and development. Central to these models, is the development of partnerships between developing communities, higher education

institutions, and the service sector (i.e. public, private and NGOs) so as to address the development priorities of participating communities and, through focussing on these priorities, transform higher education institutions in relation to community needs. Objectives of the initiative include:

◆ *Partnership Development*
To develop partnership structures and programmatic activities between developing communities, higher education institutions, and the service sector within specified geographic regions.

◆ *Community Empowerment and Development*
To empower developing communities to participate as an equal and active partner in

decision making and programmatic activities of the partnership.

◆ *Community-based Service Learning Sites*
To develop community-based 'campuses' within participating communities suitable for teaching, research and service.

◆ *Development of Higher Education Institutions*
To facilitate the transformation of higher education within participating institutions. Specific outcomes include:
- selecting students from participating communities to study at the academic institution;
- providing academic support programmes for these students;
- using community-based sites for student learning/teaching, research and service;
- faculty development;
- curriculum development; and
- broader institutional transformation.

◆ *Leadership Development*
To develop a cadre of leaders in South Africa capable of developing and implementing policies and programmes across historical community, education, and service sector organisational boundaries.

◆ *Policy Development and Implementation*
To inform the development of national and institutional policies in South Africa and to use the CHESP pilot projects as case studies for the implementation of new policies.

◆ *Replicability*
To develop and produce generic programmes and materials, which could be used to replicate CHESP, or components thereof, within a variety of contexts and disciplines throughout South Africa.

Snapped at the opening reception. Jo Lazarus (JET), Nasima Badsha (Deputy Director General, Department of Education), Dr Dick Fehnel (Ford Foundation), Dr Nick Taylor (JET) and Susan Stroud (Ford Foundation)

LEADERSHIP PROGRAMME LAUNCHED

The first Module of the CHESP Leadership Capacity Building Programme commenced in July 1999 with an Opening Reception. The following is an extract from the address delivered by Nasima Badsha, Deputy Director-General in the Department of Education.

One of the key findings of the JET survey on Community Service in Higher Education was that most higher education institutions in South Africa include community service as part of their mission statement, but few have an explicit policy or strategy for operationalising that particular component of their mission statement. Although most higher education institutions engage in a diverse range of community service projects, these projects are in the main initiated by concerned and innovative individuals, and do not form part of a deliberate and explicit institution-wide strategy

to engage in reconstruction and development.

The Community-Higher Education-Service Partnerships (CHESP) initiative of JET provides a unique model for operationalising critical aspects of both the White Paper and the mission statement of higher education institutions in South Africa. The initiative has been conceptualized to integrate and link all the ingredients for systemic, institutionalized and sustained transformation. These ingredients include

- engaging with the reconstruction and development agenda,
- using this engagement to transform higher education institutions in relation to societal needs,
- research to impact upon policy and planning at both a national and institutional level, and
- building the capacity of a cadre of leaders to engage in

development across community, institutional and service sector boundaries".

Ms Badsha went on to say that, given the strategic importance of CHESP, the national Department of Education intends to work closely with the initiative in several ways. "Several potential areas of collaboration between the Department of Education and JET have been identified. These include (i) exploring various funding options for community-based service-learning in higher education, (ii) monitoring the impact of the CHESP initiative on broader institutional planning, and (iii) and mobilizing other public sector departments to participate in the CHESP initiative. The mechanisms for collaboration are likely to include (i) the CHESP Advisory Board, (ii) the CHESP Research Group, and (iii) a special Joint CHESP Committee co-convened by the Department of Education and JET".

CHESP Implementation Strategy

In order to implement the CHESP initiative effectively, JET has integrated and implemented five complementary operational programmes simultaneously. They are (i) **grant-making** to participating higher education institutions for the development of institution-wide CHESP projects, (ii) building the leadership **capacity** within participating institutions and their community and service partners to effectively plan and implement CHESP, (iii*) monitoring, evaluating and researching* the development of institution-wide CHESP pilot projects, (iv) developing and disseminating resource materials and **information** about CHESP, and (v) **advocating** CHESP as a model for the reconstruction and development of civil society and the transformation of higher education in relation to community needs.

◆ Grant-making Strategy

The objective of the Grant-making Strategy is to provide participating higher education institutions with seed funds to conceptualise, plan, implement and manage an institution-wide CHESP initiative which will result in achieving the objectives of the CHESP initiative. Given the diversity of partners within an institution-wide CHESP initiative, and the resulting complexity of the planning and implementation process, JET has adopted a two-phased approach towards grant making within the CHESP initiative. In May this year seven higher education institutions were awarded a *Planning Grant* for a nine to twelve month period. The purpose of this Grant is to support participating institutions and their community and service partners to conceptualise a strategic plan for achieving the objectives of the CHESP initiative.

The Strategic Plan agreed upon by the higher education institution and its community and service partners would provide the basis for a further *Implementation Grant* over a four-year period, subject to available funding. While participating institutions will be provided with clear guidelines in terms of the generic issues to be covered within their Strategic Plan, the specific substance of these plans will only be known at the end of the Planning Phase. The Implementation Grant will provide "seed funds" to assist participating institutions and their community and service sector partners to implement their CHESP Strategic Plan.

◆ CHESP Leadership Capacity Building Programme

This Programme is designed to provide participating higher education institutions and their community and service partners with the necessary support to

Figure 1: CHESP IMPLEMENTATION STRATEGY
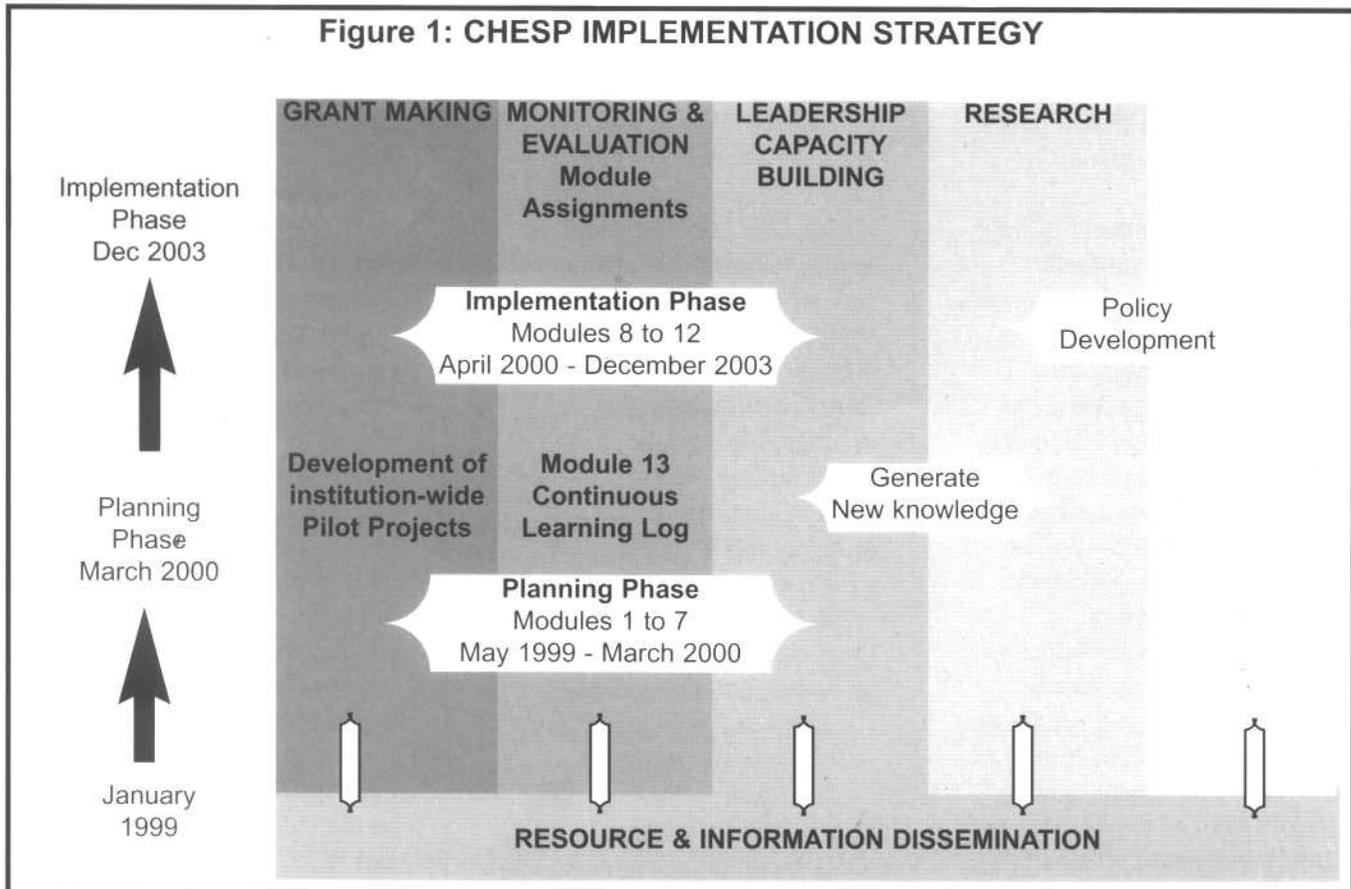
plan and implement an institution-wide CHESP pilot project. In terms of the CHESP grant agreement, each institution is required to nominate a minimum of three persons, one from the community, one from the higher education institution, and one from the service sector, to participate in the CHESP Leadership Capacity Building Programme. The Programme, which may be the first of its kind not only in South Africa but in the international academic community, is a two year accredited graduate Programme with exit points at Advanced Postgraduate Certificate, Advanced Postgraduate Diploma, Masters and Doctorate levels. The Programme was designed by JET in collaboration with the Leadership Centre at the University of Natal which provides the academic, logistic and administrative home for the Programme. The Programme consists of twelve six week Modules and one continuous "learning-log" Module. Figure 1 shows how the Programme relates to CHESP as a whole.

The first seven Module themes coincide with the Planning Grant Phase of the CHESP initiative. Themes included during this phase are (i) the theory and

From left to right: Dr Thomas Mogale (Wits), Prof Rob Taylor (Acting Director, Leadership Centre, University of Natal), and Penny Vinjevold (JET)

practice of development, (ii) the operational context of higher education institutions, (iii) systems theory and practice, (iv) community situation analysis, (v) a case study of best practice in Community-Higher Education–Service Partnerships, (vi) higher education institutional transformation, and (vii) scenario building. The remaining five Modules will be part of the Implementation Grant Phase and include (i) project management, (ii) community empowerment and development, (iii) the development of community-based 'campuses' suitable for teaching, research and service,

(iv) service-learning, and (v) curriculum planning and development.

Twenty-six persons, representing a diverse group of community, higher education and service sector representatives, nominated by the eight higher education institutions participating in the CHESP initiative, are currently registered on the Programme and have completed the first three Modules.

◆ *Monitoring, Evaluation & Research Programme*
This component is another thread which integrates and ties each of the five operational programmes within the CHESP initiative together. The Programme is developed in collaboration with the Education Policy Unit of the University of the Western Cape and the Human Sciences Research Council (HSRC). The primary objective of the Programme is to monitor, evaluate and research CHESP as a potential model for the development of civil society and the transformation of higher education .

As part of their Module assignments, the Core Group

From left to right: UNIQWA CHESP Core Group B Tsiu, N Nhlapho and Mami Maduna with Dr Dick Fehnel (Ford Foundation)

participants on the Leadership Capacity Building Programme will undertake much of the monitoring and evaluation. The Research Programme will analyze the institution specific and collective lessons learnt, and translate these into new knowledge for the purpose of programme development and advocacy.

◆ *Advocacy Programme*
The CHESP Advocacy Programme is intended to inform the development and implementation of national and institutional policy with regard to CHESP as a potential model for replication throughout the Higher Education sector. Regular meetings and site visits will be scheduled with decision and policy makers in community organisations, higher education institutions, and the public and private sectors.

◆ *Resource and Information Programme*
Critical to the success of the CHESP initiative is its underpinning with an effective resource and information Programme. While the Programme will be coordinated nationally, it will be located within all higher education institutions participating in the CHESP initiative, and will be an integral part of both the Planning and Implementation Phase. In addition to building the capacity of participating institutions in terms of resource materials on CHESP, the Programme will provide a resource and information service to communities, higher education institutions and the public, private and NGO sectors throughout South Africa. Linked to the JET website, a CHESP website is in the process of being established and a CHESP Newsletter will be disseminated

University of Natal, Durban and Pietermaritzburg CHESP Core Groups
Top left to bottom right: Dr Tim Nuttal, Clive Bruzas, Nhlanhla Ngubane, Victor Mkhize, Prof Eleanor Preston-Whyte (Deputy Vice-Chancellor), David Gengan, Francis O'Brien, Carol Mitchell, and Kirsty Trotter.

to higher education institutions throughout South Africa. In addition to the above activities popular and scientific monographs, publications and articles will be produced on various aspects related to community-higher education-service partnerships.

CHESP Case Studies
Each of the higher education institutions participating in the CHESP initiative already have several case studies which capture one or more of the CHESP objectives. Examples of such case studies are briefly described below.

University of Natal, Durban Valley of a Thousand Hills
Clive Bruzas
The Valley Trust

In the Valley of a Thousand Hills, about 20 kilometers outside Durban, the University of Natal has a relationship with the Valley Trust, a non-government organization in partnership with

the community in the Valley. At present, students from several higher education institutions visit the Valley at various times during their studies to gain practical experience of issues relating to their discipline within a community context. In some cases, these visits are short (perhaps only a morning), but ideally the students interact with community and service partners at a deeper level and in ways which result in mutual benefit. One example is the first year Community Studies Module for Health Science Students offered by the University of Durban-Westville. This is a twelve-week module facilitated by a partnership team of community representatives, service providers, and academics, with students visiting community sites on three occasions. These three occasions are the key points around which the module revolves. The first visit provides students with the opportunity to obtain an initial understanding through a look, listen, and learn exercise. The second visit seeks to deepen that understanding

through participating in a community meeting and visiting a family. The third visit involves the students in an education project at a school.

Other projects involve medical students from the University of Natal, and an internship programme for agriculture students from Mangosuthu Technikon. Hopefully, with the transformations currently under way in higher education in South Africa, we will see more institutions of higher education forming partnerships which will offer students the opportunity to learn in community and service settings in mutually beneficial ways.

University of Natal, Durban Office of Community Outreach & Service Learning
Francis O'Brien

The Office of Community Outreach and Service Learning (COSL) at the University of Natal, Durban, was established within a newly created Faculty, namely the Faculty of Community and Development Disciplines, in early 1999. The purpose of COSL is to facilitate a coordinated approach to community outreach, community-based research and service-learning partnerships between the community and the faculty staff and students. COSL is based on the understanding that taught and experiential knowledge are generated both within and beyond academia and that reciprocal transfer of knowledge between academia and the community is an important goal of the modern university.

The specific objectives of COSL are to: (i) integrate service-

Income generating project: Community-based "bakery" in a rural community served by the University of Transkei

learning into all Faculty Programmes, (ii) promote community outreach activities by staff and students of the Faculty, (iii) broker partnerships between community organisations, the public and private sectors, and the Faculty, and (iv) establish joint outreach and service-learning initiatives with international institutions in collaboration with the University's International Office.

At present, COSL consists of a half-time Director and part-time Administrative Officer, two full-time managers (Outreach/ Research and Service Learning) and an honorary researcher. To date, COSL has been funded primarily by a State grant for a Crime in Schools Project, which has involved the staff in co-ordinating and implementing a multi-disciplinary crime prevention initiative in selected local schools via fifteen direct service-learning intervention and nineteen research programmes. One 'stand-alone' service-learning course has been conducted, support has been given to service-learning activities in other departments and a variety of post- and further-education courses are in the planning stage. Partnerships with various community organisations have been

established. It is anticipated that, through reaching its objectives, COSL will become self-supporting when its present source of finance ends. Its participation in JET's CHESP initiative will enable it to extend its activities throughout the campus and thereby make a significant contribution to the university's commitment to service-learning and community development. Further information may be obtained from our web-site: http://www.und.ac.za/und/cadds/cosl.htm

University of Transkei
Prof Khaya Mfenyana

During the past six years the University of Transkei has established an effective community-higher education-service partnership through its Health Sciences Faculty with a grant from the W.K. Kellogg Foundation. The CHESP grant from the Ford Foundation through JET, is intended to expand this partnership initiative to other Faculties within the university.

One of the objectives of the CHESP initiative is to develop community-based 'campuses' suitable for student

learning/teaching, community-based research, community service and development. Currently the university is using four sites located within the Mbekweni, Baziya, Ngangelizwe and Mhlakulo communities.

Student activities include comprehensive patient care, health education, social services, home visits, school visits, family attachment schemes, village attachment schemes, training of community health workers, and engagement in community development projects. The academic staff from various departments participate in these activities. The departments include pathology, microbiology, clinical disciplines, basic sciences, social work, psychology, nursing, and health promotion. Community-based education is part of the curriculum in the Faculty of Health Sciences and therefore all students going through the programme are assessed accordingly. The assessment plays a major role in determining whether a student should proceed to the next level or not.

Community development activities include food gardens, income generating projects, youth development and cultural issues.

Left to right: Susan Stroud (Ford Foundation), Jo Lazarus (JET), Prosper Mosime, Prof Basie Wessels, Dibuseng Seitheisho (CHESP Core Group, UOFS), and Prof Benito Khotseng (Deputy Vice-Chancellor, UOFS).

The University of the Orange Free State
Mangaung Community
Prof Basie Wessels

The Mangaung community, adjacent to Bloemfontein, has been described as Bloemfontein's equivalent to Soweto. During the past six years a community-higher education-service partnership was established between this community, the Health Sciences Faculty of the University of the Orange Free State, and the local and provincial health services authorities. The CHESP grant to the University of the Orange Free State is intended to expand this initiative to other Faculties within the university.

The existing partnership has engaged in numerous community development initiatives including income generating projects, skills development, youth development, pre-school programmes, community food gardens, cultural development and sport and recreation programmes. In addition to these community development and empowerment initiatives, the partnership has established a primary health care clinic serving in excess of seven thousand persons per month. The site has become an important meeting and learning place for community, university faculty staff and students, and service sector providers. Academic faculty and students currently using the site for teaching and learning purposes include Agriculture, Anatomy, Business Economics, Dietetics, Entomology, Community Medicine, Family Medicine, Obstetrics and Gynaecology, Pediatrics, Nursing, Occupational Therapy, Physiology, and Psychology.

Community-based resource center established for a rural community served by the University of Transkei

University of the Witwatersrand Hillbrow Community
Mercy Hlungwani

During the past six years the Health Sciences Faculty of the University of the Witwatersrand has developed a community-higher education-service partnership with the Hillbrow community and the Eastern Metropolitan sub-structure. Several community development and empowerment projects were initiated. These include income generating projects, youth development, the building of community organisations, woman's health programmes, environmental health, health promotion, child care, upgrading of residential buildings, and the general upgrading of the Hillbrow environment through cleaning-up campaigns and the development of children's playgrounds and small parks. Community members, university students and service providers are all actively involved in these projects which, in most instances, are integrated into the curriculum of students. Community members have extended the provision of health services by creating access for students and health workers


Woman sewing as part of the UWC income generating programme

through home visits. Community members work in Tuberculosis programmes with students and health service providers from the primary health care clinics to trace patients who are defaulting on treatment. One hundred and sixty patients were brought back into treatment over a six-month period as a result of these endeavors.

University of the Western Cape

The Health Sciences Faculty at the University of the Western Cape has developed a partnership with three communities and the Western

Cape and the Tygerberg sub-structure. Community development initiatives within this partnership include income generating projects, violence against woman's project, after school care, disabled people's project, preschool programmes and strengthening of community leadership. Students currently engaged in these activities as part of their academic studies include Biomedical Technology, Dentistry, Dietetics, Environmental Health, Human Ecology, Nursing, Occupational Therapy, Pharmacy, Physiotherapy and Social Work.
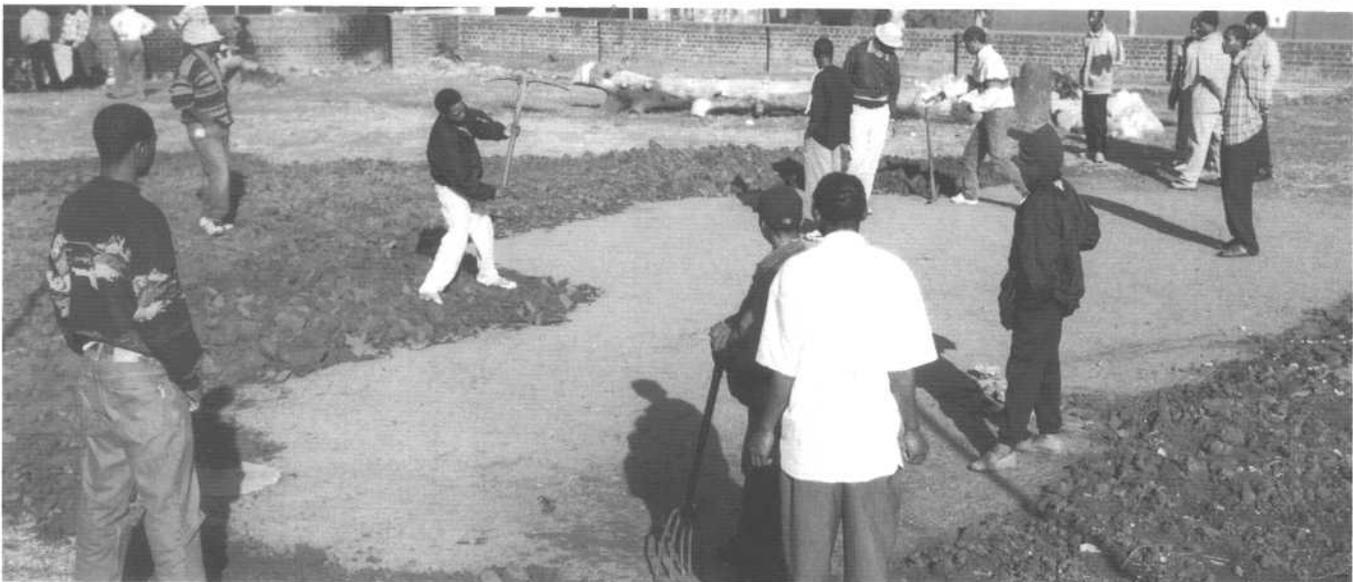
Community members proceed with the development of a flower garden designed and supervised in partnership with Architecture students in central Hillbrow.

GETTING LEARNING RIGHT

Report of the President's Education Initiative Research Project

The Department of Education hosted a two-day conference in May at the Riverside Sun near Vereeniging. Attended by over 200 delegates representing provincial Departments of Education, teacher unions, universities, teacher colleges, local and international donors, and NGOs, the main purpose of the gathering was to present and discuss the findings of the PEI Research Project. Both the Research Project and the conference were funded by DANIDA.

Opening the conference Minister Bengu said that, through commissioning independent research of this kind, his Ministry and the Department of Education showed its commitment to public accountability and transparent government.

In a plenary presentation Nick Taylor summarised the PEI findings under four headings:

1. Systemic and institutional considerations

- Instituting the systemic assessments at Grades 3, 6 and 9 recommended in the Department of Education's Assessment Policy must constitute one of the most urgent priorities for South African education. Without systemic, standardised information on learning outcomes, managers have no data by which to steer the system and teachers are left with no means of accountability or targets to aim for. It is imperative that the status of pupil learning be established at all levels, but particularly at the Foundation Phase where there are signs that literacy and numeracy are not being adequately taught.

- Research is required to investigate the links between successful learning and:
  - different models of school improvement
  - particular elements of classroom practice.

2. Curriculum, pedagogy and assessment

- It would appear that the poor pedagogical and assessment practices adopted by teachers arise in large measure as a consequence of their weak conceptual foundations. Inadequate pedagogy and assessment, in turn, give rise to poor student learning. It follows, that priority should be given to improving the conceptual knowledge of teachers. All pre- and inservice training programmes for teachers should focus primarily on the development of sound conceptual frameworks. This is not to say that pedagogy, assessment and the use of materials should be neglected, but courses dealing with these latter aspects will have little purchase if they are not built on solid conceptual foundations.

- Because of their shaky conceptual bases, teachers are not in a position to interpret the broad outcomes of Curriculum 2005 into appropriate learning programmes, nor to implement the sophisticated approach to integrated knowledge advocated in the new curriculum. There is thus a need for the production of curriculum frameworks which detail the topic and task outcomes of Curriculum 2005, by learning area and grade level.
The intention of this recommendation is not to undermine an important principle of Curriculum 2005, which is to provide creative space for teachers to interpret the broad outcomes of the new curriculum. But the PEI findings strongly indicate that there are a significant number of teachers who do not have the minimum knowledge resources required to engage with the outcomes as specified at present.

- Similarly, the production of sets of assessment items, graded by topic and task, will serve as exemplars to teachers and establish the standards

Director-General Chabani Manganyi hands the PEI Research Report to Minister Bengu

required at the respective grade levels.

3. Teaching and learning materials

- It is imperative that provincial budget deficits be eliminated and the balance between salary and other costs be restored so as to free up funds for the provision of books and stationery.
- There is also a need for an advocacy campaign aimed at reestablishing the importance of well structured learning support materials in the eyes of teachers, given that the climate over the last few years has tended to denigrate the role of books as 'prepackaged materials.'
- Teacher development programmes should assist teachers to integrate materials into their classroom activities, and to teach their students to undertake independent study from books. Such courses should also make clear the distinction between materials which provide a systematic exploration of the subject material within a holistic conceptual framework, and worksheets and activity manuals, which serve as supplementary materials.

4. Language issues

- Competence on the part of both teachers and learners in the language of instruction is crucial for effective teaching and learning. It follows that initial teacher development programmes must have as a central component the development of linguistic competence in the language of teaching. As an overwhelming number of South African classrooms are moving towards English as medium of instruction, an English language component

should be a central feature of all pre- and inservice courses.

- Furthermore, knowledge by teachers of learners' primary language facilitates learning and improves relationships between teachers and learners. For this reason initial teacher education courses should include a compulsory component of a major language of the region in addition to the language of instruction.
- As it seems likely that there will be low levels of English linguistic competence amongst teachers and pupils for the foreseeable future it is important to investigate the factors that will optimise teaching and learning under these conditions. For example, the use of teacher assistants that speak the language of pupils, bridging classes in the language of instruction, and use of storybooks and other textbooks and learning materials.

Conclusion

During the first five years of South Africa's first democratic government the Department of Education has restructured the administration of schooling at the highest levels and established a coherent progressive policy framework. These are impressive achievements, given the extent to

Getting Learning Right

Report of the President's Education Initiative Research Project.

Edited by Nick Taylor and Penny Vinjevold

which apartheid education had become entrenched, not only in the spheres of administration and policy, but at all levels of practice as well. The new policy vision strikes a balance between developing excellence for competing in the global society, on the one hand, and expanding real educational opportunity, on the other. The devolution of responsibility to provinces and schools and high-skill curriculum goals are directed towards promoting excellence, while the drive to equity is promoted by compensatory funding formulas, affirmative staffing practices, and multi-cultural language policies and curriculum processes.

Progress towards both kinds of educational goals has to date been severely constrained by institutional malfunction in all parts of the system. Improving systemic efficiency will undoubtedly be a major objective during the second term of the new government. And the extent to which this is achieved is likely to depend in large measure on finding the right balance in four areas: between authoritative and devolutionary management practices, between operating and staff costs, between prescriptive and constructivist curriculum and assessment activities, and between market and multicultural considerations in language usage.

Empirical research has an important role in ensuring that policy, based on the best political intentions, meet the needs of pupils, teachers, schools and parents, as determined by careful investigation into the conditions into which reform is launched, and the systematic gathering of information on the state of schooling.

The full PEI Research Report is available from the JET offices.
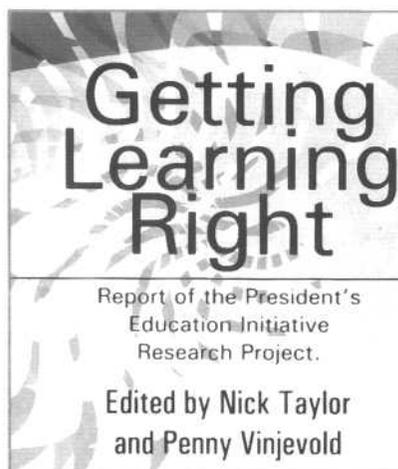
JET ANNUAL REVIEW MEETING

The JET Annual Review Meeting was held on 19 May 1999 at the Sunnyside Park Hotel in Parktown. Special guest at the review was Dr Ihron Rensburg, Deputy Director-General, Department of Education.

In his keynote address Dr Rensburg pointed out that the transformation of education and training systems in South Africa is at a critical phase. He commended JET on the pivotal role it plays in educational development. "From a partnership that utilised grant-making as a level for change from outside of the apartheid state, it has, in less than seven years moved smartly to being a substantial partner of our democratic government in leveraging system-wide change, especially in its new role of management of major education interventions."

Dr Rensburg added that JET focused its energies and skills, correctly, on four areas: educational development, research and evaluation and finance and administration. He noted that JET had also turned itself to two overarching programmes: Youth and Workforce Development and School Development and Support. These changes are consistent with developments within the Ministry of Education, and with the founding mission of the organisation.

Dr Ihron Rensburg, Deputy Director-General, Department of Education

"The new patriotism, of confronting complexity and risk with solutions, of asking what I can do for my country, begins first with me, and you... it begins with every educator, every learner, every parent, every public servant...."

BUSINESS TRUST AWARDS R100 MILLION FOR FET DEVELOPMENT

In July the Business Trust made a grant of R100 million to the National Business Initiative for a programme designed to transform the country's 152 technical colleges into institutions which are both more efficiently managed and more responsive to the demands of the labour market.

The programme will complement that of the national and provincial Departments of Education, and the skills development strategy of the Department of Labour. Main elements of the project include:

- Development of strategic plans at provincial and institutional levels
- College restructuring, including merging smaller institutions into larger, more economically viable entities.
- Establishing links between colleges and commerce and industry.
- Development of capacity of college governing councils and senior and middle-level managers.
- Evaluation and research.
- Greater equity in the composition of staff and students.

JET has been subcontracted by the NBI to manage and administer the finances and to undertake the evaluation of the programme.