



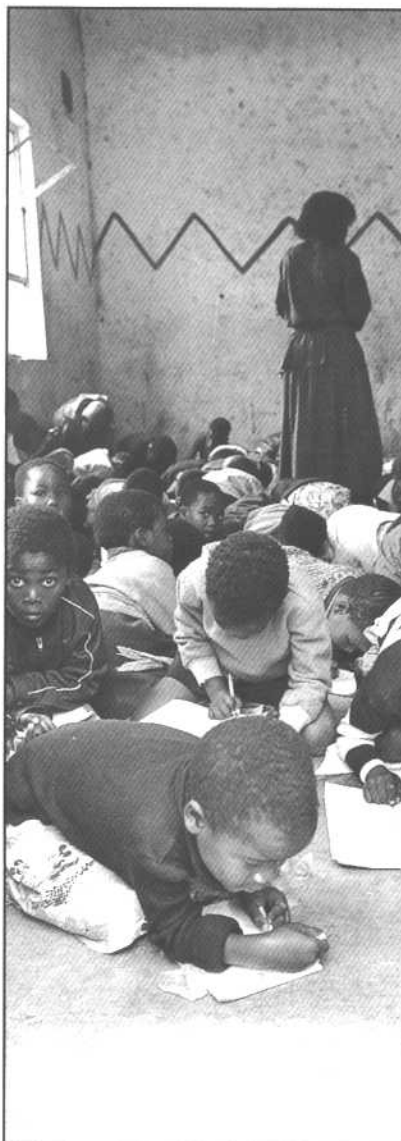
November 1995: **FOCUS ON TEACHER DEVELOPMENT**

The need to make a difference in the quality of education provision has been central to the work of most INSET NGOs in the country. According to the draft report on the NGO component in the National Teacher Education Audit (NTEA), there were 99 such organisations in 1994, with a total overall budget of over R150 million. JET supports 69 of these organisations and has, from 1992 to date, committed about R76 million to their work. Clearly this represents a sizeable slice of the sector and makes JET the single biggest funder of organisations in this field.

One of the questions that motivated the NTEA - and which has been central to JET's approach in this sector - concerns quality and impact: What difference do these service providers make in addressing the development and support needs of teachers and schools?

In the context of the present funding crisis facing NGOs, some observers have pointed out that unless these organisations can demonstrate the impact of their work and thus "justify their existence", they are unlikely to survive. Although this may seem a cynical assertion, it cannot just be dismissed. If the purpose of our work is to make a difference, then why don't we demonstrate our achievements in this regard? Indeed, if we've got it, why don't we flaunt it?

## MAKING A DIFFERENCE TOGETHER -



## THE WORK OF JET AND ITS INSET GRANTEES

by *Mashwahle Diphofa*,  
Projects Manager - JET

## Quality assurance in INSET provision

Throughout JET's relationship with its INSET grantees we have insisted on deriving criteria against which programme plans and activities can be silhouetted to provide a clear but not rigid guiding framework for delivery. Such a framework provides for the achievements of the programme to be tracked and consolidated.

The use of the word 'derive' is significant here. These criteria are not formulated in one context and then imposed on the programmes. Instead, they emerge from the concept documents submitted by the projects and are informed by policy developments pertinent to the sector. In addition, the criteria are negotiated with each grantee to the extent that they become acceptable to both parties as part of the funding contract.

### 1. A data base of participants

The Trust requires that its grantees be in a position to provide information on the number of teachers and schools they are reaching. Preliminary indications from the NGO Teacher Education Audit are that a lack of reliable quantitative data of this nature is a common problem.

Admittedly, numbers do not mean much in themselves, but we cannot begin to talk about impact if we cannot identify,

through the maintenance of proper records, who the participants in a programme are or have been. In order to determine progress made by the alumni of any organisation we need to know, in the first place, who and how many they are. It is against this background that we see such quantitative information as crucial.

## 2. A record of activity programmes

JET also asks projects to describe the nature and frequency of development and support activities offered to participants. The purpose is to establish what programme activities the project carries out in its endeavour to achieve its goals.

For instance, how many workshops or classroom/school visits were conducted and what was done during each of them.

This too is crucial; if we cannot describe the nature of the work done with the participants, then to what will we attribute the success or failure of the intervention?

## 3. Evaluation mechanisms

In their concept documents projects usually argue convincingly that their particular programmes will improve the quality of provision in schools. It is only fair therefore to request that they, after running for a while, report on the improvements that can be attributed to their interventions.

For instance, have there been improvements in the classroom/management practices of the teachers/principals? What evidence is there that a positive enabling institutional culture has been developed or enhanced? Have there been changes in the achievements of pupils which can be attributed to the programme?

Clearly, these are not easy questions and they cannot be answered adequately unless there are appropriate evaluation mechanisms in place.

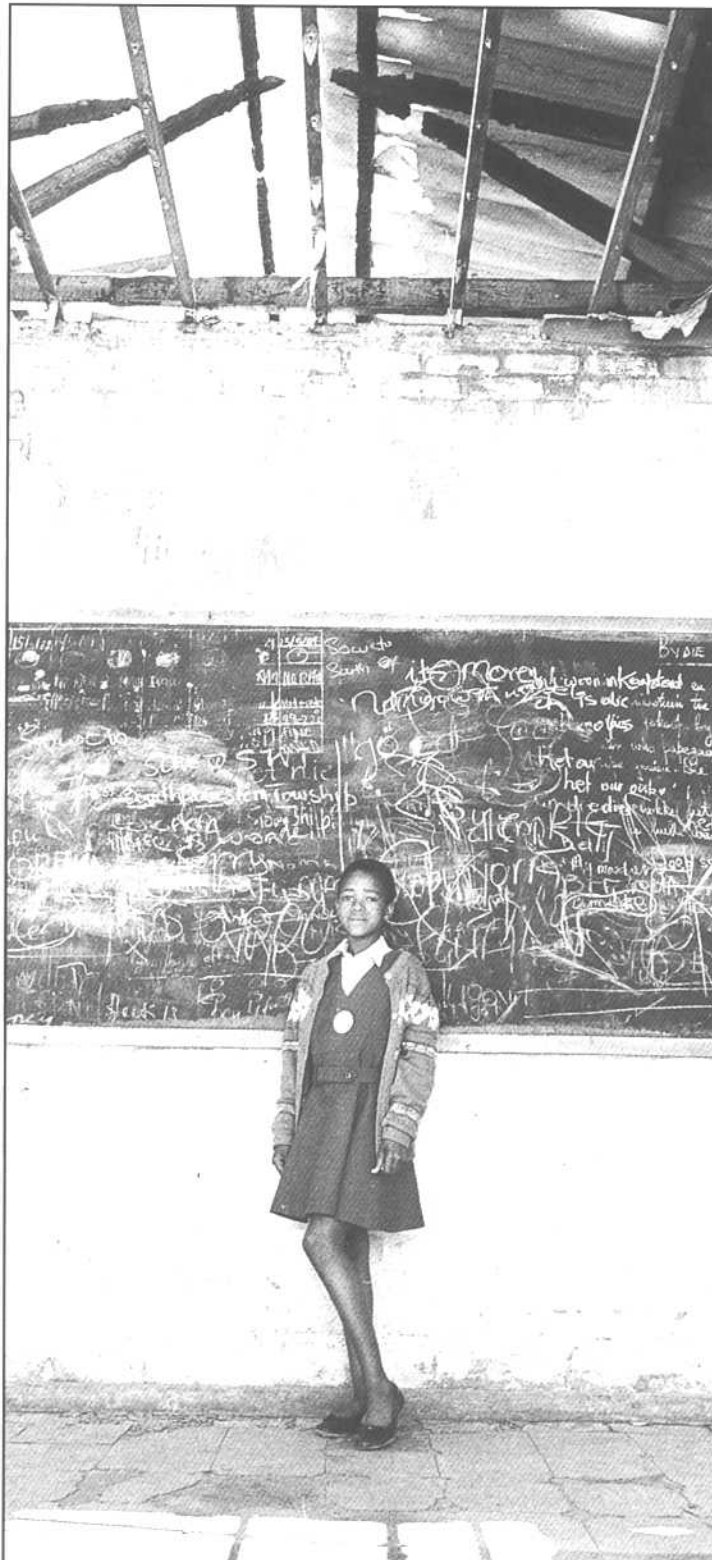
## 4. Policy and programme links

Projects do not operate in a vacuum. There are other stakeholders involved, including education authorities, tertiary institutions and fellow NGOs. Projects therefore need to be aware of developments and opportunities pertinent to their sector to ensure that they do not ignore important policy developments, to promote cross-pollination of expertise and experiences, and to avoid duplication of efforts in the face of scarce resources.

## Conclusion

The above criteria represent only a selection from those that the Trust negotiates with its grantees and should not be misconstrued to be the ultimate formula for a successful INSET programme. Rather, they should be seen as guidelines on some of the fundamental requirements to demonstrate quality and impact.

NGOs are well positioned to influence education policy and system change as external agents. However, if some of the basics as described above are not in place, it may be difficult for them to achieve this.



# The National Teacher Education Audit - NGO Sector

by Penny Vinjevold,  
Evaluation Manager - JET

JET was commissioned by the National Education Department to undertake an audit of non-governmental organisations (NGOs) involved in teacher education. This is part of a larger audit of South African teacher education institutions and programmes which was funded by the Danish agency, Danida. All the main teacher education providers, namely universities, technikons, colleges of education, distance education institutions, state INSET departments and NGOs form part of the audit. However, the audit does not cover the training of educators in Early Childhood Development, Adult Basic Education and Training and industry training programmes.

The audit has two objectives:

- i. To develop an analysis of teacher demand, supply and utilisation as the basis for the development of models for projecting future needs
- ii. To evaluate teacher education institutions and programmes, formal and non-formal, in terms of their capacity to provide preservice and/or inservice teacher training, the quality of the programmes offered and their staffing and governance structures.

## Methodology adopted

Two questionnaires were developed, one for NGOs and one for donors. The NGO audit was designed to capture information on the teacher education programmes offered

by NGOs, the number of teachers reached by each programme, the race, gender and qualifications of the teachers reached, the staff involved in delivering the programmes, the governance structures, the income and expenditure and the physical assets of each NGO. The donor questionnaire was designed to identify how much was spent on INSET programmes in the calendar years 1993 and 1994 and projected amounts for 1995, what donors' priorities in INSET are, and whether these priorities are changing in response to the new government.

The NGO questionnaires were posted or delivered to all the NGOs on a list compiled from donor lists and NGO networks.

Twelve fieldworkers from around the country were trained in the completion of the questionnaire. They set up times to visit NGOs in their areas, to assist project personnel in the completion of the questionnaire and to collect the questionnaire and any other useful information, such as annual reports, course outlines, materials, brochures, external evaluations and similar reports.

Seven writers were contracted to write the provincial reports. In order to ensure that the information submitted had been correctly interpreted, profiles of each organisation were developed and faxed to organisations for comment. These confirmed profiles are appended to the national and provincial reports.

The writing of the National NGO Report was undertaken by staff members of JET and comprises:

- i. A quantitative overview of the NGO INSET providers in the formal school sector
- ii. An overview of 54 evaluations carried out in the NGO teacher education sector, with particular respect to the research methodologies adopted and the findings of the evaluations.

Both parts of the Report are informed by the questionnaires, the supporting documentation submitted, the evaluations conducted, interviews conducted with NGO personnel and local and international literature on teacher development.



## The Providers

The Audit found 99 NGOs involved in teacher development. JET funds 69 of these (shown in brackets in Table 1). Table 1 illustrates the provincial variation in NGO INSET provision. Column 1 indicates that Gauteng, Western Cape and KwaZulu-Natal are well-covered and the other six provinces are particularly poorly serviced. However, many of the NGOs based in the

## Number of NGOs based and operating in each province

Province	Based	Operating	TOTAL
Gauteng	41 (28)	8	49
Western Cape	19 (12)	13	32
KwaZulu/Natal	18 (11)	18	36
Northern Province	5 (4)	17	22
Mpumalanga	2 (2)	21	23
North West	4 (2)	13	17
Eastern Cape	6 (6)	21	27
Northern Cape	1 (1)	14	15
Free State	3 (3)	20	23

first three provinces also operate in other provinces. Column 2 shows the number of NGOs which are based

outside of the province, but operate in it. The total number of NGOs working in each province is shown in

## Mathematics, science, biology and technology programmes

by Fatima Adam, Project Officer - JET

Table 2 provides an outline of what programmes are available and at what level, in the fields of maths, science, biology and technology. The draft report on the NGO sector in the NTEA indicates that there is a total of 36 projects in these fields, of which 28 (78%) are funded by JET.

Of the 28 projects funded by JET, which are estimated to reach about 20 000 teachers, 12 are based in Gauteng, 4 in KwaZulu-Natal, 2 in Free State, 4 in Western Cape, 4 in Northern Province and 2 in Eastern Cape. There are no projects based in the other provinces (JET-funded or others). However, 11 of the JET funded projects operate in more than one region.

The survey of evaluations of INSET NGOs, which forms part of the NTEA, indicates that most teacher development in the sciences is underpinned by a learner-centred, problem solving philosophy and has moved away from an absolutist framework to one in which pupils actively participate in the construction of their knowledge.

As a result of this shift, substantial amounts of time and resources are being spent on equipping teachers with interactive teaching methodologies. However, with methodology as the central focus, subject knowledge has been placed in the background. In fact more than 90% of projects present subject knowledge only in so far as it provides the medium for delivery of methodological technique and do not adopt a systematic approach to content. Furthermore, in most cases where content is presented, it is done so at the level at which it is being taught.

While this change of methodology can play a role in developing confidence and critical thinking, research is beginning to indicate that the ways in which interactive approaches are being used do not encourage individual cognitive application, the very reason for their introduction. There are also indications that the old method is being replaced by the new in a prescriptive manner, which is equally disempowering.

A constructivist approach in teaching requires an understanding of the underlying philosophy as well as a mastery of subject knowledge. These two factors should be regarded as a minimum requirement for the effective and appropriate use of methodology. Subject knowledge should not be assumed, particularly in the context of poor quality education at school and college level. It is worth noting, in this regard, that the survey conducted by Khulisa Management Services for JET indicates that 75% of donors view subject knowledge as a priority.

Visits to some projects have shown that while many teachers are working with interesting and innovative games and worksheets, their lack of content knowledge hinders the effective use of these techniques. In the development of effective INSET programmes, subject knowledge should be inextricably linked with the conceptual understanding and application of interactive teaching approaches.

Column 3, indicating that NGO INSET provision is more evenly distributed than the first column would suggest.

### Programmes offered

The 99 organisations offer a total of 191 programmes. The vast majority of these are non-accredited short courses or workshops. Six programmes are offered at colleges of education, 19 are accredited by higher education institutions

towards diplomas or degrees which are recognised by the state for salary notches and 15 are certificated by tertiary or professional institutions but are not recognised for salary purposes.

### Numbers of educators reached

Organisations were asked to provide figures of teachers reached in 1993 and '94. The number of teachers

participating in NGO programmes varies considerably from programmes which reach up to 11 000 teachers per annum to those that reach less than ten teachers per annum. The number of teachers which NGOs reportedly reached per province is shown in Table 4. In addition the number of primary and secondary teachers employed in each province in 1994 (EduSource, 1995) is provided in the third column.

## English language and learning programmes

by Zo Mbelle, Project Officer - JET

Table 3 illustrates the number of English language and learning programmes provided by NGOs across the country, as measured in the NTEA. Of the total of 49 programmes, 55% focus on English language and 45% on language teaching and learning, methodology, cognitive development, teacher enrichment, multilingual learning and language across the curriculum.

Although most of the projects in this field began their work in one province, many of them have expanded to other provinces and even outside South Africa.

Evaluations of a number of these projects indicate that the need for measurable quality in delivery has been recognised. Most are introducing systems and processes that will enable them to move towards operating at a professional level. These include the following:

- \* setting up mechanisms for research, data collection, formal evaluations and policy development;
- \* forging partnerships with other bodies at various levels, creating links with the Education Department and credible accrediting bodies;
- \* sharing skills, resources, materials and arranging secondments;
- \* negotiating with government so that it starts playing an explicit and significant role in the NGO sector, by providing funds, infrastructure and capacity;
- \* being involved in discussions commissioned by stakeholders in the accrediting field; and
- \* broadening their funding bases by selling academic materials and classroom teaching aids to various stakeholders in the field, inside and outside South Africa.

### Mathematics, science, biology and technology programmes

Focus Area	Primary	Secondary	Both	College	Accredited	Certificated
Maths	17	9	1	1	1	4
Science	5	10	5	1	1	1
Maths, Science and Biology	0	8	1	2	4	0
Maths, Science and Technology	0	0	1	0	1	0
Technology	0	1	0	0	0	0
<b>TOTAL</b>	<b>22</b>	<b>28</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>5</b>

### English language and learning programmes

Province	Total programmes	School Level			No accredited/certificated	Programmes funded by JET
		Primary	Secondary	Both		
Gauteng	17	8	3	6	-	15
Western Cape	5	4	-	1	-	4
KwaZulu/Natal	15	7	2	4	3	13
Northern Province	3	2	-	1	1	3
Mpumalanga	3	1	-	2	-	3
North West	1	1	-	-	1	1
Eastern Cape	4	2	1	1	1	4
Northern Cape	-	-	-	-	-	-
Free State	1	1	-	-	1	1
<b>TOTAL</b>	<b>49</b>	<b>26</b>	<b>6</b>	<b>15</b>	<b>7</b>	<b>44</b>

Table 4 suggests that just under a third of South Africa's teachers are reached by NGOs.

The total number of teachers reached by NGOs should be treated with some caution as many organisations guessed at these figures. It was clear from the teachers' lists provided that while many estimates were fairly accurate they were estimates nonetheless.

### NGO Income

An informal survey of 28 donors commissioned by JET and conducted by Khulisa Management Services in June 1995 showed that donor funding of INSET had increased by 38% since 1993. Local and foreign donors contributed R69,4 million to INSET NGOs in 1993 and R79,8 million in 1994. In 1995, R95,8 million has been committed. This sample includes South African Trusts, corporate donors, bilateral and multilateral international donors and several US foundations working in SA.

In this sample JET's contribution is the largest, constituting 31% of all funding of NGO teacher development.

Among the 28 donors surveyed, the first INSET priority was improving the subject knowledge of teachers, teaching methodology was the second priority, while materials development and school management also emerged as significant priorities.

The National Teacher Education Audit shows that financial support for NGO teacher development comes from a number of sources (Table 6) and in 1994 amounted to more than R152 million.

### Number of teachers reached by NGOs per province

Province	1993	1994	No of Teachers
Gauteng	15 661	20 486	48 407
Western Cape	10 851	17 736	33 848
KwaZulu/Natal	19 210	20 587	68 356
Northern Province	5 396	8 312	50 109
Mpumalanga	2 932	5 140	25 177
North West	16 077	15 893	26 676
Eastern Cape	9 386	17 806	58 438
Northern Cape	330	2 721	7 208
Free State	3 266	7 201	23 684
<b>TOTAL</b>	<b>83 109</b>	<b>115 882</b>	<b>341 903</b>

Table 6 shows that local corporate funders are the biggest source of income for NGOs involved in teacher development and support. They provide 35% of the income while the other two large contributors, foreign funders and the IDT, provide 22% and 20% of the funding respectively. Government contributed 6% of the total income of NGOs and self-generated income made up 6% of the total.

Of some concern is the low proportion of income generated by the organisations from the sale of services or materials. This is particularly worrying in the present uncertainty of funding. However a number of organisations have started charging for their services and materials and this amount should increase in the next years' budgets. 80% of organisations reported some self-generated income but in most cases this was less than 5% of the total income.



### Funding of INSET NGOs

Donors	Contributions	% Contribution
	1993 - 95	1993 - 95
Local Corporate*	R42 416 943	17
Foreign	R60 714 113	25
JET	R76 000 000	31
IDT	R66 000 000	27
<b>TOTAL</b>	<b>R245 131 056</b>	<b>100</b>

\* Only the larger local corporate donors were included in this survey.

## Conclusion

One of the most striking findings of the NGO Audit was the general absence of information systems in this sector. This was most manifest in the reporting on teachers reached and in costing of services.

It is clear that most NGOs are unsure of the costs of their services, despite the fact that many wish to be contracted in to assist provincial governments. New initiatives such as the IDT's Thousand Schools Project and the NBI's EQUIP Programme require that school governing bodies decide on INSET priorities.

If the school is to decide which NGO or university or government services it wishes to buy, the cost of such services and a description of what these costs buy must be available to the school so that those responsible make informed decisions.

The practice of establishing unit costs or per capita costs for INSET work is extremely difficult. Different cost structures have to be worked out for different activities. A workshop for fifty teachers cannot be compared to intensive classroom-based support for ten teachers. However management information systems can assist in defining costs of services, establishing a better understanding of the use of human and financial resources, tracking project participants and examining the effects of project interventions, and in this way strengthening NGO activities.



## NGO Income by province

Province	Government	Foreign	Local	IDT	Other*	Self-generated Income	TOTAL
Gauteng	5 464 355	20 444 832	29 416 868	16 033 838	7 355 673	3 832 073	82 547 639
Western Cape	-	4 641 663	5 570 258	7 056 254	1 144 870	2 243 147	20 656 192
KwaZulu/Natal	306 981	4 519 233	11 850 149	6 859 453	7 585 700	2 259 378	33 380 894
Northern Province	975 155	1 057 714	2 052 933	69 984	16 179	692 400	4 864 365
Mpumalanga	-	210 000	423 600	-	36 000	2 100	671 700
North West	1 748 244	161 500	379 000	-	-	-	2 288 744
Eastern Cape	120 418	1 546 653	2 886 858	629 745	36 361	453 367	5 673 402
Northern Cape	-	115 541	258 335	-	9 773	99 196	482 845
Free State	-	278 210	1 031 565	280 698	-	91 475	1 681 948
<b>TOTAL</b>	<b>8 615 153</b>	<b>32 975 346</b>	<b>53 869 566</b>	<b>30 929 972</b>	<b>16 184 556</b>	<b>9 673 136</b>	<b>152 247 729</b>

\* Other includes interest earned, endowments, donations, etc.

# Lessons from INSET NGOs

by Nick Taylor

## Claims about NGO delivery

Conventional wisdom has it that NGOs, being small and flexible, close to their client communities and free from the clumsy bureaucracy of government, are able to deliver services more efficiently and effectively than the state. David Korten notes that NGOs typically pass through three phases of development. First, the organisation develops an innovative solution to a local problem. Next, having established success, the model is implemented on a larger scale. And finally, the lessons learned are made available to government and other actors through policy advocacy.

There is at present in South Africa a public campaign drawing attention to the fact that foreign donors are redirecting resources away from NGOs and calling for the allocation of RDP and other funds to these organisations. A major problem bedeviling this debate is that, by and large, NGOs have slipped into Korten's third phase - policy advocacy - without producing cogent evidence that their innovations are making a difference and that they can deliver to scale on a cost-effective basis.

Until they can demonstrate delivery there is no case, other than blind faith, for prioritising the spending of public and private resources on NGO activities such as in-service teacher training. Improving the quality of schooling certainly must rank as a priority if South Africa is to develop an educated and skilled population. However, there are far too many other

needs, like water and housing, for any sector to have an automatic call on funds.

In order to assess the claims made by and on behalf of NGOs working in the field, JET undertook, as part of the NGO component of the NTEA, a survey of evaluations of INSET programmes conducted over the last three years. A total of 54 evaluations covering 33 of the 99 INSET NGOs were assessed. The conclusions of this survey fall into two categories: findings about what these organisations have or have not achieved, and recommendations for improving their impact.

## Are INSET programmes improving the quality of teaching and learning?

There is a widespread perception that many of the ills of our schooling system are due to 'rote' classroom methods: teachers lecture and children chant answers to ritual questions without understanding what they are saying. The solution generally prescribed to this problem is to make learning more meaningful through the adoption of 'child-centred', problem-focused learning.



A significant number of the evaluations covered by the JET review conclude that in the majority of classrooms visited the struggle to produce an alternative methodology has been won. Children sit in groups and talk more than they used to, while their teachers set tasks and allow the children to work on these without imposing formulaic answers.

However, this approach by no means invariably leads to learning of a higher quality. Indeed, in many instances it may even be counter-productive. Often it is only one pupil in each group who undertakes the task, with the remainder sitting passively, wondering what is expected of them. An inordinate amount of time is often wasted while the teacher hands out tasks. One teacher took child-centred learning to the absurd conclusion of not correcting nonsensical answers produced by her pupils.

## Learning outcomes and appropriate teaching methods

Clearly, the child-centred method has become an end in itself in many classrooms, with no attention being given to the quality of the learning outcomes. A number of evaluators noted that the next priority must be to raise the level of the cognitive effort required of pupils. And, while child-centred practices may have a role, they are not always appropriate.

The ultimate aim of INSET programmes must be to enable teachers to improve the meaningfulness and efficiency of learning. Rather than



focusing obsessively on the forms of the new orthodoxy, capacity needs to be built amongst teachers to use appropriate methods: appropriate to the topic, the class and the school.

While the majority of the INSET NGOs have a long way to go in attaining these goals, there are some encouraging signs on the horizon. The latest evaluation of the Science Education Project (SEP), for example, found that a sample of pupils in SEP classrooms perform significantly better than their peers whose teachers were not beneficiaries of the programme.

### **Institutional development**

One of the most striking and widespread conclusions of the evaluations is that the work rate in many schools is extremely low. One evaluator observed that the average school week is reduced by around 40% due to early closing or work stoppages of some kind. These practices severely inhibit the implementation of INSET programmes. Under such conditions, improving

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the skills of individual teachers will, at best, impact marginally on the productivity of schooling.

An increasing number of INSET initiatives are recognising the need to work with the entire school community - government officials, parents, principals, teachers and pupils - in improving the institutional culture of our schools. This is seen as a prerequisite to developing the skills of the different actors.

A second reason for linking the activities of NGOs with those of government is to make optimal use of human resources. For example, supporting teachers in their classrooms and assisting them to implement new ideas is an integral component of the majority of INSET programmes. However, it is also the most labour intensive and hence most expensive component. Using subject advisers and inspectors to assist with in-school support will not only save costs, but also ensure that public and private resources complement each other.

### **Strategic planning, management and research**

A number of evaluators noted that the INSET programmes under scrutiny are not driven by a clearly conceived plan encompassing a graduated programme and a well defined set of outcomes. Many project activities appear to be ad hoc and teachers are often unsure as to when they have completed the course. NGOs defend this approach, arguing that all schools are unique and innovative approaches to development cannot be planned in advance. These problems would be minimised if the programme were located within a strategic

plan, even if this was developed with the participants during the early stages.


A universal problem amongst the projects under evaluation is the absence of data bases which record information about programme participants. In the majority of cases, NGOs do not know the precise number and location of the teachers they serve. As a result they cannot demonstrate the scope of their work. The establishment of management information systems is an urgent necessity.

In order to track the quality of their work, INSET programmes need to constantly research and evaluate the effects of their interventions.

### **Cost-effectiveness**

Because of the absence of reliable data bases, INSET programmes are unable to calculate unit costs. The establishment of management information systems, with separate cost centres for different programme components, is an essential starting point for an accurate calculation of costs and for placing the work of NGOs on a more cost-effective basis.

### **Conclusion**

South Africa has a well developed NGO sector. This is the envy of countries struggling to move away from a state dominated system, toward the involvement of civil society in development. However, South Africa's NGOs were born in antagonism to the state, and their most urgent priority for the immediate future is to demonstrate their impact and show how they can complement government resources in promoting equitable development. 

# YOUTH JOB-SKILLS TRAINING

## Strengthening provision and developing policy

The JET conference on Youth Job-skills Training held in Johannesburg on 12 September was attended by more than 200 delegates from government departments, embassies, funding agencies, youth groups and training organisations.

In view of the questions about delivery and accountability that have recently plagued the field of youth development - with particular uncertainty surrounding the National Youth Service Initiative and the National Youth Development Forum - JET considered it important to share its own experience of successful youth training programmes. It aimed also, through the conference, to position the issue of youth upfront in political discussion.

**MINISTER MBOWENI**, in his speech which was delivered by Director General of the Department of Labour Mr Siphon Pityana, reinforced this need - describing youth unemployment as "a national crisis - not simply a matter of concern to youth."

Mboweni emphasised that the economy's "unacceptably low capacity" to create jobs was the critical factor restricting youth from finding gainful employment. "No amount of career guidance will generate sustainable employment and similarly, increasing education and training without taking full cognisance of subsequent income generating opportunities could result in no more than 'qualification inflation'."

Referring to a steady decline in the labour absorption



*Director General of Labour, Siphon Pityana, addresses the conference*

capacity of the economy over the last twenty years, Mboweni cited NYSI research which indicates that only 5% of school-leavers were absorbed into formal sector jobs over the last decade. "About 5 million people are

unemployed, of whom at least half are under 24 years of age and 85% are under 34. And to make matters worse, youth unemployment is in a context of high adult unemployment."

The Minister called on society - government and non-government players together - to change gear to tackle the 33% national unemployment problem. He said a coordinated effort, supported by the private sector, was required to generate **sustainable employment growth** in the country. Deputy President Thabo Mbeki is establishing a National Youth Commission to facilitate this and the Comprehensive Labour Market Commission is investigating appropriate labour market policies - to promote employment growth



*A panel of representatives from five successful JET funded projects presented their experience of what has worked. From left: Debbie van Rensburg from Bergzicht Training Centre, Mandla Vilakazi from School Leavers Opportunity Training (SLOT), Ronnie Moalusi from Keyboards Secretarial College, Ahmed Moonda from Bertrams Brigades and Rory Robertshaw from Centre for Opportunity Development (COD).*

*Each speaker covered factors such as local market research, selection criteria, development, curriculum and accreditation, and post-training support.*



*Nick Taylor, Director of JET, and Graeme Bloch, Project Officer, welcome the guests*

within the country's broader growth and development strategies. He invited the public to submit proposals to the Commission.

Mboweni said the department's contribution to creating employment had been inadequate compared to the size of the challenge. However, he said that the RDP was being translated into real programmes with deadlines and budgets. He cited special programmes, such as the construction of roads and dams using labour intensive methods and the targeting of youth in small business development schemes initiated by the Ministry of Trade and Industry.

While acknowledging that there is no single solution to a problem as massive as this one, Mboweni said that organisations such as JET play a role in our society's attempts to tackle these problems and he hoped that they would continue to do so. "Indeed, the role of the private sector in maintaining such organisations cannot be underestimated."

**ADRIENNE BIRD** from the Metal Industries Training Board spoke about the processes involved in developing the

National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA).

Adrienne also introduced the concept of a new work-focused learning contract that could be negotiated between youth, learning institutions, employers and workers. She emphasised that suitable incentives would need to be considered for each of the parties but proposed that such a contract could be negotiated by the youth desk within Nedlac.

**HUGH MCLEAN** from Liberty Life Foundation tackled the issue of professionalism in the NGO sector arguing for its ethical implications to be acknowledged as well as its technical demands for efficiency and formality.

McLean proposed three practical techniques that could be implemented by NGOs to professionalise service delivery:

- \* the use of statistical indicators and goal setting;
- \* the implementation of a tracking and placement programme;
- \* the establishment of a data base and the use of hard data in evaluation and planning.

**FEBÉ POTGIETER** of the ANC Youth League and self-confessed youth activist of the 80s highlighted alarming statistics to sketch the situation in which South Africa's 11 million youth find themselves today.

Outlining a view of the role of the state and some of the challenges facing civil society with regard to youth development she emphasised, that we must guard against developing programmes and policies for youth without their participation.

In summarising the issues arising from the conference and looking at the way forward, **GRAEME BLOCH**, Project Officer at JET, said that much has been achieved yet there remains a lot of thinking to be done. While there are no easy paths, inputs and discussion at the conference indicated that there are detailed strategies in place and operational.

He reiterated Febé Potgieter's statement that the problem is multi-layered and so solutions similarly must be multi-layered.

Acknowledging a comment from the audience - that we would probably never achieve full employment for youth - Bloch stressed that the real question is: How does a Third World country, which is not at the forefront of development, share its resources and create humane policies which ensure that everybody has some stake in that society?



**JET** will shortly issue a publication of all the papers presented at the conference with a contact list of speakers and delegates that attended.

*Sowetan - 23 June '95*

Deputy Minister of Education Mr Reiner Schoeman announced that about 21 foreign countries have pledged to contribute more than R4 billion towards the upliftment of education and training standards of disadvantaged South African communities.

Sweden will contribute about R55 million during 1995, the Netherlands R40 million and the British R35 million. Consultations with the United States, the European Union, Japan, Italy, Norway and Australia were in progress.

*The Star - 29 June '95*

Education Minister Sibusiso Bengu said he had noted with alarm the "distortions and fabrications" about the implications of the National Qualifications Framework Bill.

An explanatory memorandum to the Bill clearly showed that the Bill was proposed as "enabling legislation to create a structure within which the national qualifications authority could work together with role-players to create a national qualifications framework".

*Business Day - 5 July '95*

SAs first national student aid scheme which would make more than R600 million in bursaries and loans available to 70 000 students would be put to Cabinet next month with a view to implementing it early next year, the National Commission on Higher Education said yesterday at a conference on student financial aid.

Government is expected to contribute R150 million, institutions will be asked to raise R200 million and a loan guarantee fund of R110 million will be set up.

*Sunday Independent - 13 Aug '95*

Pupils who failed matric are to be given another chance at the Gauteng Youth College which will take in 7 500 scholars next year. The College, at the former Rand College of Education near

# NEWS WATCH

Soweto, opened yesterday. It is the biggest RDP education project in Gauteng with a five-year budget of R200 million, including R59 million from the RDP Fund.

*Sowetan - 18 Aug '95*

The severe shortage of maths and science teachers in the Eastern Transvaal has forced the provincial department of education to employ teachers from India. According to MEC for Education in the province, Mr David Mabuza, government bursaries would in future only be granted to student teachers studying maths and science.

*The Argus - 12 June '95*

The Northern Cape Thousand Schools Project forms part of a national strategic intervention which has been initiated by a number of non-governmental organisations and is being funded by the IDT.

The initiative is primarily a teacher support and staff-development project aimed at helping teachers to optimise participatory teaching, critical learning and management in schools. The project also aims to coordinate the use of NGO services in Northern Cape schools.

*The Citizen - 8 Sept '95*

Education Minister Sibusiso Bengu yesterday released the National Adult Basic Education and Training Framework: Interim Guidelines, which set national standards for ABET programmes.

At the same time Bengu announced that unemployed teachers will be retrained as adult educators as part of a R50 million government initiative to upgrade adult basic education programmes.

*Sowetan - 14 Sept '95*

Deputy director-general of policy and administration Mr Enver Motala announced the establishment of the Gauteng Advisory Council for ABET last Friday. Organisations that are key to the success of ABET are represented on the Council which will concentrate on developing an implementable plan, preparing for mass delivery within a comprehensive strategy.

*Business Day - 11 Sept '95*

Government aims to develop a national core education curriculum which will not only prepare students for formal sector employment but create a multiskilled labour force that can help build the economy, says the education minister's special adviser, Sheila Sisulu.

*Saturday Star - 16 Sept '95*

The Senate yesterday adopted the National Education Policy Bill, but agreed to delay sending the Bill to President Nelson Mandela for signature until after the Constitutional Court has ruled on its validity.

*Sowetan - 19 Sept '95*

The Association of Black Scientists Engineers and Technologists was formed recently to advance the pursuit of science, engineering and technology (SET) in the black community.

*The Citizen - 27 Sept '95*

Gauteng's controversial School Education Bill was finally passed in the provincial legislature. But Premier Tokyo Sexwale will not sign the Bill into law until the Constitutional Court has considered the constitutionality of certain clauses.

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