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Human resource development for educational eletronic media practitioners: a new paradigm

Butcher, Neil

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FIRST NATIONAL BANK STAFF COLLEGE AND FIRST VIDEO UNIT

TRANSVAAL
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Introduction

The main aim of the *First National Bank Staff College* is to provide training in banking to *First National Bank* personnel. There are two training centres, a centre in Braamfontein (which provides non-managerial training) and a centre in Sandown (which provides managerial training). Training is generally divided into contact sessions and distributed training. The contact sessions usually last a week, after which personnel are given a multi-media package (comprising hand books, videos, and audio-cassettes) to work through in their own time. When this is completed, personnel undergo an evaluation process to determine whether or not they have successfully completed that module of training. All of the course materials are produced by the Staff College (with *First Video Unit* providing the skills necessary for production of the videos). The Unit also makes use of Business Broadcasts on the *Electronic Media Network (M-Net)* for additional training of personnel.

In addition, however, *First National Bank* believes it has a responsibility towards the community and the *First Video Unit* is, therefore, also involved in the production of a variety of videos for community, development, and educational organizations. These videos are made in response to requests from such organizations. There is no charge for the production of these videos and the participating organization is given full control over the production process (although the Unit will offer advice and assistance wherever required). Organizations for which the Unit has produced videos include the *Transvaal Education Department* (these videos are also made available to other interested organizations), the *Get-Ahead Foundation* (training videos for small business development), the *Child Welfare Organization* (a video on child abuse), and *Phuthing High School* (a promotional video). In addition, the Unit is involved in the production of *First National Bank*'s banking videos (which are broadcast on the *TSS Network Channel* of the *South African Broadcasting Corporation*), although it does not do the full production itself.

In all, the *First Video Unit* produces sixty to seventy videos per year. The people employed by the Unit are expected to have the necessary skills. Nevertheless, some training is provided for such people (see below).

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Training Programmes Presently Offered

(•) **In-Service Training**

As stated above, people employed by the Unit are expected to have the skills necessary for video production. Nevertheless, personnel are sometimes sent on external courses to further their skills and to learn new skills and techniques. People in management positions are also sent to the Sandown Staff College to learn management skills. Finally, although the Unit does not have an internship scheme,

development and if there is a need within the Unit for additional staff members.

Main Field/s: Electronic Media Skills Training.

FORUM FOR ADULT AND CONTINUING EDUCATION - NATAL (FACE-NATAL)

NATAL

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Introduction

The *Forum for Adult and Continuing Education-Natal* (FACE-NATAL), which was established in November 1991, is "a democratic network of providers and users of adult education and training in the Natal region, which seeks to improve the quality and extent of provision of adult education and training, particularly for those sectors of the population which have historically been disadvantaged"[1]. It seeks to do this by:

(●) Lobbying the state, public, and private sectors.

(●) Establishing a network of providers and users of adult educators and trainers in the region, with the purpose of encouraging cooperation and the sharing of resources and ideas.

(●) Facilitating provision of adult education specifically in areas and communities which are under-resourced.

(●) Creating a social movement for adult education.

FACE-NATAL acts as a facilitating network for providers and users of adult education, through seminars which are based on community needs.

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Materials Available at SAIDE

(●) Mission Statement for The *Forum for Adult and Continuing Education.*

(●) Constitution of the *Forum for Advancement of Adult and Continuing Education.*

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[1] Mission Statement, The Forum for Adult and Continuing Education (FACE) - Natal, Loose Paper.

FREE FILM MAKERS

TRANSVAAL
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Nicola Galombik
Edwin Wes

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Introduction

Free Film Makers is a multi-racial collective of twenty two producers, directors, and technicians. According to an introductory flier, *Free Film Makers* was "formed in 1986 to bring together film makers and trainees who shared a vision of a non-racial, democratic country and to make films with a South African identity in a way which was technically proficient and stylistically innovative"[1]. The collective focuses on the production of documentary films, educational non-broadcast videos, news and current affairs programmes, animated videos, and a small number of fictional productions. In addition to film and video production, *Free Film Makers* also has a facilities and distribution arm, known as *Video Batho*, which specializes in educational, development, and environmental films.

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Internships Offered

(●) *Free Film Makers* has a system of internships, but money has to be raised annually to support it (in 1993, this money was provided by the *Kellogg Foundation*). This system is geared towards historically under-privileged people and aims to train interns into an infrastructure at *Free Film Makers* and give them the skills required to start a career (with a particular emphasis on the field of directing). In 1993, the programme took two graduates from the *Community Video School* and one from the *Africa Cultural Centre*. The system is very informal, although twice a month one of the members of *Free Film Makers* will give a workshop on the various skills required for film making and production. The first half of the internship year consists of on-the-job training. This continues during the second half of the year, but it is augmented by the production of professional videos by the interns which serve to act as their portfolio and their induction into professional film making. Money is raised specifically for this component of the internship, although use is also made of the infrastructure provided by *Free Film Makers*.

Requirements: Interns must show a commitment to and potential for making films and must have some prior experience of or training in video production (*Free Film Makers* has a commitment to taking some of the students graduating from the *Community Video School* course).

Main Field/s: Electronic Media Skills Training.

Materials Available at SAIDE

(●) *Free Film Makers* Introductory Fliers (including lists of productions).
(●) *Free Film Makers* Introduction to the Internship Programme.

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[1] Loose Paper.

GOLD FIELDS CENTRE FOR ENGLISH

Rhodes University

EASTERN CAPE

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Introduction

The *Gold Fields Centre for English*, which is located at *Rhodes University*, "provides a physical facility which brings into creative contact and cooperation three distinct organisations in the field of English"[1]. These are:

(•) **Dictionary Unit for South African English** - this unit has been involved in researching South African English since 1969. It is currently compiling The Dictionary of South African English on Historical Principles, to be published by the *Oxford University Press* in 1994.

(•) **Molteno Project** (see separate report).

(•) **Institute for the Study of English in Africa** (see separate report).

The Centre also houses the *Rhodes University Museum*.

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Materials Available

(•) *Gold Fields C re for English* Introductory Magazine.

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[1] Gold Fields Centre for English Introductory Magazine, p. 1.

GRASSROOTS EDUCARE TRUST AND GRASSROOTS ADULT EDUCATION AND TRAINING TRUST

WESTERN CAPE
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Contact/s: Jinny Rickards (Director)

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Introduction

The *Grassroots Educare Trust* was established in 1971 to promote early childhood education and care (educare) for children in need. *Grassroots* "believes it is the right and responsibility of every community to take charge of the educare of their preschool children. Therefore, community control of preschool educare is the cornerstone of our policy"[1]. *Grassroots*'s programmes fall under three main headings:

(•) **Educare Social Action** - *Grassroots* offers an advisory service for the preschool educare field, acts as an advocate for the concept of preschool educare for all, and networks with others in the field to plan pragmatic approaches to preschool educare.

(•) **Training: Curricula and Programmes** (see below).

(•) **Resources** - *Grassroots* runs a resource centre and a preschool shop for educare projects. The resource centre services include libraries for children and adults, toy libraries, the development of indigenous toys and puzzles and the publication of handbooks and a newssheet (produced twice annually). Finally, *Grassroots* also runs the Adventure Bus Scheme, which takes about twenty thousand children on educational outings annually.

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Training Programmes Presently Offered

Grassroots Educare Trust Community Educare Training and Development Programmes (GETCET)

The training and development component of *Grassroots*'s programmes covers two basic focuses - for people who work with children and for people who run projects. Training within the first focus includes *Centre Educare Training* (basic and advanced), *Home Educare* (incorporating knowledge and skills for people taking care of children under the age of three), *Health Educare* (bringing components of health and nutrition into educare), and *Parent Educare* (educare programmes for mothers who are looking after their own children at home). The second focus includes *Community Organization Training* and *Financial Training* for the elected parent executive committees which manage educare projects. All training and development work situates educare within the social context and emphasizes national, regional, and local issues. The curricula are covered by the following training programmes:

(•) **Training of Preschool Teachers**

These ongoing training programmes are run for educare teachers working at over two hundred local educare projects with which *Grassroots* is involved and for which it provides support services. The programme is offered in various geographical areas, with pairs of *Grassroots* community educare developers covering the educare projects

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[1] Grassroots Statement of Commitment.

within each particular area. The content of the courses is based on a needs-analysis workshop held with potential trainees.

Length: Five hours per session (number of sessions per year is dependent on the needs).
Intake: 20-60 participants per programme.
Location: At central locations within each training area.
Requirements: Open to all educare teachers employed in educare projects with which *Grassroots* is involved.
Main Field/s: Educare/Preschool Training; In-Service Educator/Teacher Training.
Accreditation: None.
Course Fees: None
Accommodation: Not applicable.

(●) **Training of Preschool Community Members**

These programmes are part of the same development approach as above, with pairs of *Grassroots* community educare developers again covering the same educare projects. Again, the structure of specific courses is dependent on the needs of the community members. The training is essentially community organization training and covers issues right through from the setting up of an educare institution to full administrative and financial details on how to run it.

Length: Dependent on needs of participating projects.
Intake: Variable.
Location: At educare projects (if sufficient projects within a geographical area are experiencing a similar problem, a joint workshop is held at a central location).
Requirements: Involvement in an educare project.
Main Field/s: Educare/Preschool Training; Educational Administration Training.
Accreditation: None.
Course Fees: None.
Accommodation: Not applicable.

Materials Available

(●) *Grassroots* Introductory Document.
(●) *Grassroots* Introductory Folder, Comprising:
  (♦) *Grassroots* Programme Pages.
  (♦) *Grassroots* Statement of Commitment.
  (♦) Paper on the Work and Role of *Grassroots*.
  (♦) Combined Extracts from the Constitutions.
  (♦) Introduction to *Grassroots* (Cartoon History).
  (♦) *Grassroots* Educare Newssheet, June 1993.
  (♦) 1992 Annual Report.
  (♦) List of Other Document Available.
(●) *1991 Annual Report.*
(●) Document on "Project Design - the Establishment of a National Programme for the Support of Educare Organisations Serving Young Children".
(●) Rickards, J. May 1992, Ideas on a System of Preschool Educare Provision.
Note: 32 papers are available through *Grassroots*).

HANDSPRING TRUST FOR PUPPETRY IN EDUCATION

TRANSVAAL

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	Graeme Reid (Administrator/Project Developer)

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Introduction

The *Handspring Trust for Puppetry in Education* was formed in 1991, and developed out of the educational work being done by the *Handspring Puppet Company*. The mission of the Trust is to serve "the educational needs of the people in South Africa, and in particular disadvantaged people and those people who have had limited access to educational opportunities. The *Handspring Trust* addresses those educational needs through the medium of puppets and related arts. One area of particular concern is to raise the interest of children in science and technology. In pursuit of our goals we endeavour to work closely with other educational groups in South Africa"[1]. In the belief that one of the greatest needs in South African education today lies in the field of primary science, the Trust is focusing on the *Handspring Trust National Primary Science Programme*, a multi-media package incorporating television and radio programmes and printed materials (comic books, student workbooks, and teacher guidebooks). This project is being developed in conjunction with the *Primary Science Programme*, *Facet Film and Television*, and the *Storyteller Group*. A pilot television programme and comic book package, entitled *Spider's Place*, has been developed, tested, and evaluated. It constitutes the first part of an envisaged thirteen part multi-media package, which is currently under development.

Materials Available

(●) *Handspring Trust for Puppetry in Education* Mission Statement.
(●) Spider's Place: Handspring Primary Science Programme Video (Pilot).
(●) Spider's Place: Handspring Primary Science Programme Comic/Workbook (Pilot).
(●) Perold, H. & Bahr, M.A. January 1993, *Handspring Trust for Puppetry in Education* Report on the Evaluation of the Materials Comprising the Pilot Programme.

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[1] Handspring Trust for Puppetry in Education Mission Statement.

INDEPENDENT TEACHER ENRICHMENT CENTRE (ITEC)

EASTERN CAPE

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Introduction

The *Independent Teacher Enrichment Centre* (ITEC) was started in 1987, and arose from the needs of teachers (particularly lower primary teachers) for support services in the Border region. ITEC's focus is on the context of the teaching situation and on the specific needs (identified through participatory analysis) of teachers from all six educational departments. The work of ITEC is divided into various projects:

(●) **Farm School Project** - This project provides a variety of community support and development programmes focused on farm schools and rural schools (sixty one schools in 1993). This includes in-service teacher training (see below) and the expansion of farm school buildings and facilities so that they can function as resource centres. It is also involved in the establishment and coordination of *District Association Education Committees*, made up of farmers, teachers, and community members. Finally, this project runs Xhosa mother tongue literacy courses for adults and marginalized youth.

(●) **Lower Primary Project** - the aim of this project is "to build solid foundations as the basis of education, using the holistic approach to education"[1]. This project provides lower primary teachers with a variety of support services, including training programmes and workshops (see below) and resources.

(●) **Career Project** - this project provides career information and counselling to teachers and pupils. Awareness of a wide variety of careers forms part of the programme, and career clubs, specialized speakers, and excursions play an integral part in promoting this awareness. A guidance counselling course is also offered by ITEC (see below) and a Work Experience Programme is being run to give school pupils the opportunity to receive experience in careers which they are interested in pursuing. Finally, a job creation skills programme is also being run for Matric students to launch them into sustainable self-employment and to prevent them from joining the ranks of the unemployed when they leave school.

(●) **Science Project** - this project provides support services for science teachers, as well as running support programmes for science pupils, organizing science fun fairs, quizzes, and clubs, and helping to facilitate the *Border Science Forum*.

(●) **Student Enrichment Programme** - this programme provides pupils suffering from inadequate formal education with additional classes in mathematics, science, career guidance, and life skills. ITEC runs winter and summer schools and Saturday classes.

(●) **Principals' Forum** (see below).

(●) **Resources** - ITEC is involved in the development and publication of educational materials, particularly teaching aids. In addition, a resource centre for teachers and pupils is run at the Centre.

In addition to these programmes, ITEC also houses a variety of national projects (although

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[1] *Independent Teacher Enrichment Centre* Annual Report 1992, p. 15.

it does not necessarily subscribe to the aims of these organizations). These include:

(●) *Read Educational Trust.*
(●) *Teacher Opportunity Programmes.*
(●) *Science Education Project.*
(●) *Protec.*
(●) *Open Learning Systems Education Trust.*

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Training Programmes Presently Offered

(●) **Farm Project Senior Primary Programme**

ITEC is running a pilot project for senior primary teachers, which focuses on English proficiency. On the basis of this pilot programme, it will be established whether or not the programme is viable for the entire Border region.

Length: Part-time, two hour sessions once weekly for three months.
Intake: 5 participants in pilot group.
Location: Central location in the village of Komgha.
Requirements: Open to practising higher primary teachers - teachers who do not have a Matric qualification are encouraged to study for this while on the programme.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No accreditation.
Course Fees: R40 per participant (including transport).
Accommodation: Not applicable.

(●) **Lower Primary Teacher Support Programmes (Rural Areas)**

The focus in these regular support programmes is on aiding rural lower primary teachers. ITEC, in addition to running the programmes, provides transport to and from sessions for participating teachers, thus eliminating one of the major problems in providing support for rural teachers. One focus of these programmes is on the provision of supporting resources for teachers.

Length: Two hour sessions once weekly, during school terms (additional sessions are sometimes run to deal with curriculum changes and other updates).
Intake: Average of 15 participants per group (groups meet in six districts in the Border region).
Location: Central locations within each district.
Requirements: Open to practising rural teachers - teachers who do not have a Matric qualification are encouraged to study for this while on the programme.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No accreditation.
Course Fees: R100 per year per participant (including transport).
Accommodation: Not applicable.

(●) **Lower Primary Teacher Support Programme (Urban Areas)**

This consists of workshops for urban lower primary teachers, and teachers are encouraged to discuss a variety of issues related to the work they are doing. Another focus of these programmes is on the provision of supporting resources for teachers.

Length: Two hour sessions once weekly, during school terms.
Intake: Average of 20-25 participants per group.
Location: *Independent Teacher Enrichment Centre* and at central locations at King William's Town and Alice.
Requirements: Open to practising lower primary teachers - teachers who do not have a Matric qualification are encouraged to study for this

while on the programme.

Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No accreditation.
Course Fees: R100 per year per participant, plus costs of materials and transport.
Accommodation: Not applicable.

(•) **Principals' Forum**

These forums are run as a service to school principals, and deal with a wide variety of topics around management of a school.

Length: Afternoon sessions, once a school term.
Intake: Approximately 35 participants per session.
Location: *Independent Teacher Enrichment Centre.*
Requirements: Open to principals of schools.
Main Field/s: Educational Administration Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

(•) **Basic Guidance Counselling Course**

This course, through concentrating on counselling skills, is aimed at helping guidance teachers to counsel neglected, abused, and directionless children. Following this, ITEC also runs regular guidance counselling workshops for practising career guidance teachers.

Length: Full-time, eight weeks.
Intake: Approximately 20 participants per course, once annually.
Location: *Independent Teacher Enrichment Centre.*
Requirements: Open to teachers involved in career guidance.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: Internal certificate of attendance, but no formal accreditation.
Course Fees: R60 per participant.
Accommodation: Not applicable.

(•) **Advanced Guidance Counselling Course**

This course follows on from the Basic Guidance Counselling Course.

Length: Full-time, four weeks.
Intake: Approximately 15 participants per course, once annually.
Location: *Independent Teacher Enrichment Centre.*
Requirements: Completion of Basic Guidance Counselling Course.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: Internal certificate of attendance, but no formal accreditation.
Course Fees: R30 per participant.
Accommodation: Not applicable.

Training Programmes Planned

(•) **Senior Primary Project**

ITEC is developing a project for senior primary teachers. This will incorporate teacher support programmes similar to those run for lower primary teachers (See Above).

Main Field/s: In-Service Educator/Teacher Training.

Materials Available at SAIDE

(•) *Independent Teacher Enrichment Centre* Annual Report 1992.

INDEPENDENT TEACHERS' RESOURCE CENTRE (ITRC)

Vulindlela Trust

EASTERN CAPE
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Contact/s: Nune Mgoduka

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Introduction

The *Independent Teachers' Resource Centre* (ITRC) was started in 1992 by the *Vulindlela Trust*. The ITRC is a "non-racial centre...for the use of all science and mathematics teachers in the region. Its mission is to effect a dramatic improvement in the skills, understanding and knowledge of as many teachers as possible so as to impact forcefully and positively on the pupils they teach"[1]. The ITRC helps by providing conference, lecture, and seminar facilities, a library, laboratory facilities, and a secretarial service to teachers. The Centre is also planning on setting up satellite resource centre in townships around Port Elizabeth. In addition, the Centre acts as a venue where "like-minded people can meet informally for discussion, counselling and the exchange of ideas"[2]. Finally, the ITRC offers training to teachers (see below).

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Training Programmes Presently Offered

(•) **In-Service Teacher Training Programme**

Originally, the ITRC started by offering ongoing in-service teacher training to mathematics and science teachers, but this has now been expanded to cover other subjects in the primary and secondary school curriculum. Principals' forums and teachers' forums, run by the ITRC, act as a needs analysis for this training, and the content of workshops is based on that needs analysis.

Length: Ongoing workshops.
Intake: 700-800 teachers go through workshops per month.
Location: *Independent Teachers Resource Centre.*
Requirements: Open to teachers.
Main Field/s: In-Service Educator/Teacher Training
Accreditation: No accreditation.
Course Fees: None (ITRC also pays or subsidizes transport costs).
Accommodation: Not applicable.

Materials Available at SAIDE

(•) *Independent Teachers Resource Centre* Introductory Brochure.

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[1] Independent Teachers Resource Centre Introductory Brochure.

[2] Ibid.

INSTITUTE FOR THE ADVANCEMENT OF JOURNALISM

In Association with the University of the Witwatersrand

TRANSVAAL

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Introduction

The *Institute for the Advancement of Journalism* describes itself as "a unique undertaking in Africa: training school for practising journalists, run by professional journalists of international standing and dedicated to raising the standards of their profession"[1]. The Institute, which opened in 1992, is involved in a wide variety of activities relating to the training and support of practising journalists. These include:

(•) **Print and Broadcast Media Training Programmes** - the Institute is running and planning to run a wide variety of courses (see below).

(•) **Schools Newspaper Project** - through this project, the Institute encourages the establishment of student newspapers in schools. The Institute equips teachers at schools with an elementary understanding of journalistic processes, so that they are able to organize pupils to make the newspapers. In addition, the Institute continues to provide support and to make its facilities available to the teachers after training has been provided. Finally, the Institute runs a one week writers' camp annually for the best pupil and teacher writers. The aim of this is to nurture participants for a career in journalism.

(•) **Media Resource Centre** - "the Institute is establishing a comprehensive media library of books, periodicals and videos on the print and electronic media, and on general communication issues worldwide. The Institute also acts as a resource centre for media-related organisations"[2].

(•) **Conference Centre** - the Institute hosts conferences and meetings for media-related organizations (a conference for journalism trainers was, for example, run in 1992).

(•) **Fellowship Programme** - the Institute arranges fellowships and bursaries in print and broadcast journalism at international training institutions (the Institute is, for example, organizing one month training courses for five journalists annually at the *Poynter Institute* in the United States of America).

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Training Programmes Presently Offered

(•) **In-Service Print Journalism Courses**

The Institute offers a range of print journalism courses on a variety of topics every year. The topics and content of the courses vary from year to year according to the needs of the journalism industry. Seventeen courses are being run in 1993 and they have covered a range of issues, including "reporting and sub-editing", "news graphics", "ethics and press policy", "development journalism", and "photo-journalism".

Length: Full-time, one week per course.

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[1] *Institute for the Advancement of Journalism* Introductory Folder, Inside Cover.

[2] *Ibid.*

Intake: 12-20 participants per course (optimum of 16 per course).
Location: *Institute for the Advancement of Journalism* (some courses have also been run at central locations in Cape Town and Durban).
Requirements: Open to practising journalists - most participants are sent by newspapers, but some freelance journalists are also taken.
Main Field/s: Journalism Training; Printed Media Skills Training.
Accreditation: No formal accreditation.
Course Fees: R600 per participant per course (major newspapers pay an extra R500 per participant to contribute to a bursary scheme).
Accommodation: Not available, but some funds for accommodation are available if necessary.

(•) **Radio Training Courses**

The Institute runs a variety of courses dealing with radio skills. The courses focus mainly on journalism skills, but also extend into the field of community radio. Course topics and content vary from year to year; topics covered in 1993 have included "news and current affairs", "setting up a radio station", "an introduction to radio reporting:, and "documentary production". The courses run in Cape Town make use of facilities donated by the *Frederick Ebert Stifting* for training purposes. Twelve courses are scheduled for 1993.

Length: Full-time, two weeks per course.
Intake: 8-12 participants per course.
Location: *Bush Radio* (Cape Town); *Institute for the Advancement of Journalism* (Johannesburg).
Requirements: Participants are selected on the basis of their responses to an advertisement - participants must be linked to journalism.
Main Field/s: Electronic Media Skills Training; Journalism Training.
Accreditation: No formal accreditation.
Course Fees: Approximately R700 per course (the *Frederick Ebert Stifting* has a bursary scheme for people unable to afford the fees).
Accommodation: Not provided, but some funds are available for students unable to find or afford accommodation.

(•) **Television Course**

The Institute is in the process of establishing a regular television course for practising journalists. The course, which is making use of expertise and equipment donated by the *Australian Broadcasting Corporation*, is, at present, made up of eleven participants from the *South African Broadcasting Corporation* (SABC) and nine other participants. The Institute is hoping to run this course twice annually.

Length: Full-time, three months.
Intake: 20 participants per course.
Location: *Bush Radio* (Cape Town); *Institute for the Advancement of Journalism* (Johannesburg).
Requirements: Participants not from the SABC are selected on the basis of their responses to an advertisement - participants must be linked to journalism.
Main Field/s: Electronic Media Skills Training; Journalism Training.
Accreditation: No formal accreditation.
Course Fees: R5000 per course (a bursary scheme is available for non-SABC participants).
Accommodation: Not available.

(•) **Once-off Workshops**

The Institute will, on request, run once-off workshops and seminars for newspaper

and radio journalists. A consultancy service is also provided for newspapers.
Main Field/s: Journalism Training; Media Skills Training.

Training Programmes Planned

(●) **Low-Level Media Courses**
The Institute assists community organizations in the production of low-level media materials. As a result of this, it has decided to set up a course for media workers within community organizations. This course, which will start in 1994, will equip participants with the skills required for low-level media production.
Main Field/s: Journalism Training; Printed Media Skills Training.

(●) **Radio and Television Courses**
The Institute is planning courses for people who are or will be involved in national or regional radio broadcasting, as well as courses for television news producers and television and radio scriptwriting courses. The courses, which will all be two weeks each and will be run at the Institute, are being planned for 1994.
Main Field/s: Electronic Media Skills Training; Journalism Training.

(●) **English Second Language Journalism Course**
This course is aimed at print media journalists for whom English is not a mother tongue. The course will start in November of 1993 and will consist of one and a half hour classes twice a week for three months.
Main Field/s: Journalism Training; Printed Media Skills Training.

(●) **Journalism Course**
A nine month course for eight journalists (five local journalists and three from the *Southern African Development Community* Countries) will begin in 1994. The course will be run in conjunction with the *University of the Witwatersrand* and will allow the journalists the opportunity to spend an academic year pursuing their own journalistic interests at the University.
Main Field/s: Journalism Training; Printed Media Skills Training.

Materials Available at SAIDE

(●) *Institute for the Advancement of Journalism* Introductory Folder, Comprising:
- (♦) 1993 Calendar and Course Outlines for Print Media Courses.
- (♦) 1993 Calendar and Course Outlines for Broadcast Media Courses.
- (♦) Application Form.

INSTITUTE FOR THE STUDY OF ENGLISH IN AFRICA (ISEA)

Gold Fields Centre for English, Rhodes University

EASTERN CAPE

Physical Address:	Gold Fields Centre for English, St Peter's Campus, Rhodes University, off Somerset Street, Grahamstown
Postal Address:	Gold Fields Centre for English, St Peter's Campus, Rhodes University, P.O. Box 94, Grahamstown, 6140
Tel No:	[0461] 26093
Fax No:	[0461] 25642
Contact/s:	Laurence Wright (Director) Jane Bursey (Alan MacIntosh Research Fellow) Lindiwe Msengana (Adult Literacy Officer) Paul Walters (Standard Six Language Project)

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Introduction

The *Institute for the Study of English in Africa* (ISEA) was started in 1964 to promote and improve the use of English in the South African educational context. The institute is involved in a wide variety of activities:

(●) **Open Schools Standard Six Project** - the aim of this project is to assist people for whom English is not a mother tongue to cope with English as a medium of instruction. Through research, the Institute aims to help teachers to deal with and solve this problem. It is also hoped that this research will lead to materials development in the future.

(●) **Curriculum Development Project** - the Institute is involved in the development of curriculum materials for people for whom English is an additional language.

(●) **Shakespeare Project** - this project entails the development of learner-centred texts aimed at making Shakespeare accessible to learners from all backgrounds. A teacher support programme, run in collaboration with *MacMillan Boleswa*, accompanies the materials (see below). The project is also part of a broader programme to transform the teaching of literature in South African schools.

(●) **Adult Literacy Unit** - this is a new project, which is looking particularly at adult literacy in urban and rural areas in the Albany district. The unit hopes to have six literacy classes running by the end of 1993. In addition, there are plans to provide resources and training to literacy facilitators at existing literacy organizations and to conduct research which will feed into future policy documents. The emphasis is on Xhosa and English in the context of adult basic education.

(●) **Resources** - the Institute has a publishing arm, which publishes a variety of journals (for example, English in Africa, New Coin, and the Journal of the Shakespeare Society of Southern Africa). In addition, an English Language Teaching Resource Centre is in the process of being established, and its main target groups will be local teachers and university students.

In addition to these projects, the ISEA has also developed a variety of projects which have since become independent, including the *Molteno Project* and the *Dictionary Unit for South African English*.

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Training Programmes Presently Offered

(●) **Shakespeare Teacher Training Course**

This course was run in its pilot phase in 1993, and is designed to act as a support service for the Shakespeare materials being developed by the Institute (see above).

The pilot programme was a one and a half day course run for forty participants, and it was designed to provide support for Richard III and The Tempest. A full programme will start at the beginning of 1994.

Main Field/s: In-Service Educator/Teacher Training.

(•) **Input into University Courses**

The Institute provides input into a variety of education degrees at *Rhodes University*. It helps to run the English Second Language Method Option in the Higher Diploma of Education, helps to run lectures in the Bachelor of Primary Education Degree, and helps with lectures in the English Language Teaching Honours Course run by the *Linguistics Department*.

Location: *Rhodes University*.
Intake: Variable.
Requirements: Open to students on relevant courses.
Main Field/s: Language/Literacy Training; Pre-Service Educator/Teacher Training.
Accreditation: Offered through formal degrees.
Course Fees: Covered by university fees.
Accommodation: Available through university residences.

(•) **Open Schools Consultancy**

The Institute provides a consultancy service on language teaching and learning in Open Schools, with a particular emphasis on language-across-the-curriculum, integrate studies, multi-culturalism, and issues of staff development and school management. This consultancy is run on requests from the schools. In addition, the ISEA is also developing subject-specific teaching aids for Open Schools.

Location: At participating school.
Intake: Variable.
Requirements: Open to staff of participating school.
Main Field/s: Educational Administration Training; In-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation: No accreditation.
Course Fees: Travel and printing costs incurred by the ISEA must be covered, and a consultancy fee (negotiable for schools in financial need) is charged.
Accommodation: Not applicable.

Materials Available at SAIDE

See Materials Available for *Gold Fields Centre for English*.

INTEC COLLEGE

WESTERN CAPE

Physical Address:	Woodlands Building, 19 Woodlands Road, Woodstock, 7925, Cape Town
Postal Address:	P.O. Box 19, Cape Town, 8000
Tel No:	[021] 47-3070
Fax No:	[021] 47-9565
Contact/s:	Beatrice Kernick (Education Manager)

TRANSVAAL

Physical Address:	1st Floor, INTEC House, corner Marshall and Eloff Streets, Johannesburg or 3rd Floor, Rosepark South, Baker Street, Rosebank, Johannesburg
Postal Address:	P.O. Box 1104, Johannesburg, 2000
Tel No:	[011] 331-8686 [011] 880-8666

NORTHERN TRANSVAAL

Physical Address:	Ground Floor, Sanlam Plaza West, Schoeman Street, Pretoria
Postal Address:	P.O. Box 1332, Pretoria, 0001
Tel No:	[012] 322-6318

NATAL

Physical Address:	Ground Floor Burlington House, 27 Field St Durban
Postal Address:	P.O. Box 4086, Durban, 4000
Tel No:	[031] 305-6366

EASTERN CAPE

Physical Address:	2B Western Street, Port Elizabeth Central
Postal Address:	P.O. Box 1422, Port Elizabeth, 6000
Tel No:	[041] 55-7597

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Introduction

INTEC College was started as the *International Correspondence School* in 1906, its name changing to *INTEC College* in 1988. The College is a member of the *Association of Distance Education Colleges of South Africa* and its focus is almost totally on teaching through distance education, with all but a few Business School courses being offered through distance education. The courses are delivered primarily through printed materials, although language courses and some other courses utilize audio tapes. A variety of courses are offered, including business studies courses, high school courses, career programmes, technical studies and computer studies courses, and creative courses (see "Materials Available at SAIDE" section below for examples of courses available). *INTEC College* develops the materials for all courses which include specifically South African content themselves (this does not apply to the production of audio tapes), and this is done through a process of freelance consultation with external experts. Student support for the courses is provided by student advisors, tutors who monitor progress, and student and study methods handbooks. The courses are recognized by a wide range of professional institutes.

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Training Programmes Presently Offered

(●) *INTEC College* offers no formal training to authors of the courses, but they are all briefed extensively by the College on the principles to which they should adhere in writing distance education courses. In addition, editors are sent on courses at the *University of Cape Town.*

Main Field/s: Printed Media in Education; Printed Media Skills Training.

(●) **Creative Writing Course**

This course has two components, one dealing with short story writing and the other with freelance journalism (the two components may also be taken separately). The component on freelance journalism teaches the communi ations skills required for gathering and conveying information effectively, and includes sections dealing specifically with the South African market.

Length: Variable (maximum of four years).
Intake: Flexible.
Location: Not applicable.
Requirements: Preferably a High School certificate, but people with Junior Certificates are accepted.
Main Field/s: Printed Media Skills Training.
Accreditation: *INTEC College* certificate for individual courses and diploma for creative writing course.
Course Fees: R1240 per individual course; R1620 for combined creative writing course.
Accommodation: Not applicable.

Materials Available at SAIDE

(●) *INTEC College* Introductory Brochure.
(●) *INTEC College* Business School Prospectus.
(●) Introductory Pamphlets For:
- (♦) Architectural & Mechanical Engineering Draughting Courses.
- (♦) Computer School Courses.
- (♦) Creative Writing Course.
- (♦) Electronics Course.
- (♦) French, German, Spanish, & Italian Courses
- (♦) High School Courses.
- (♦) Interior Decorating Course.
- (♦) Modern Supervision Course.
- (♦) Photography Course.
- (♦) Psychology Course.

INTERACTIVE TELETEACHING PROJECT

University of Pretoria

NORTHERN TRANSVAAL

Physical Address:	Room 22:14, 22nd Floor, Human Sciences Building, University of Pretoria, Roper Street, Pretoria
Postal Address:	Bureau for Academic Support Services, University of Pretoria, 0002, Pretoria
Tel No:	[012] 420-2568/3466
Fax No:	[012] 43-2185
Contact/s:	Dr Trichardt Malan (Director: Bureau for Academic Support Services)

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Introduction

The *University of Pretoria* embarked on the *Interactive Teleteaching Project* due to its desire to "make quality education accessible to more and to contribute in solving some educational needs of the community"[1]. The aim of the project was to find a cost-effective way of getting involved in the community in a way which would be beneficial to both the community and the University. Through the project, "advanced technology is employed to transmit a television signal to viewers within a specific geographical area and to relay voice from the viewer back to the presenter"[2]. Experimental facilities were set up in 1991, broadcasting graduate lectures in engineering from campus to students on site with an employer. After evaluation, the second phase of the project began, and involved the transmission of lectures to the *University of Pretoria*'s Witbank campus after hours. This project is now operational. A third pilot phase for the project has also begun, and this involves the transmission of high school lectures to students at the *Eersterust High School*.

The project is still in the development stage, but the University has committed itself to fully developing the system. The project is not designed to replace teachers, but it is able to function where no teachers in a specific subject are available. It can also allow for experts in a particular field to deliver lectures to a number of venues simultaneously (the transmission of lectures to pupils at two different schools simultaneously has already started). Lectures can, in addition, be video-taped for later use. The University is already in the process of raising funds to equip schools with the electronic materials required for participation in the project. The University is also keen for the facility to be used by the community and will provide training for people wishing to participate (see below).

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Training Programmes Presently Offered

(●) **Interactive Teleteaching Training**

At present, this is a form of in-service training for lecturers wishing to use the *Interactive Teleteaching Project*. The course provides simple technological education details at a very practical level. This consists mainly of information on the way in which to present lecturers through the visual broadcast medium. This training will also be made available to external people who make use of the facilities provided by the project.

Length:	Two to three hours, depending on the needs of the lecturer.
Intake:	Personal training offered to individuals.
Location:	*University of Pretoria.*

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[1] Interactive Teleteaching Introductory Brochure.

[2] *Ibid.*

Requirements:	None.
Main Field/s:	Electronic Media in Education; In-Service Educator/Teacher Training.
Accreditation:	None.
Course Fees:	None for educational community services when using the facilities of the University; otherwise to be negotiated.
Accommodation:	Not applicable.

Materials Available at SAIDE

(●) *Interactive Teleteaching* Introductory Brochure.
(●) *Interactive Teleteaching* Introductory Video.

JOINT EDUCATION TRUST (JET)

TRANSVAAL

Physical Address:	4th Floor, Field North Building, 23 de Beer Street, Braamfontein, Johannesburg, 2001
Postal Address:	P.O. Box 178, Wits, 2050, Johannesburg
Tel No:	[011] 339-3212/3
	[011] 339-3242/5
Fax No:	[011] 339-3246
Contact/s:	Dr Nick Taylor (Deputy Director)

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Introduction

The *Joint Education Trust* (JET) describes itself as "a partnership between leading private corporations and business, education, labour and political organisations. It has been established to improve the quality of education and the relationship between education and the world of work"[1]. JET is a funding agency which was set up in 1992 with local funds. The Trust consists of twenty members across the political spectrum, and its primary concern (and thus the focus of the projects which it funds) is on the relationship between education and work. Non-governmental organizations come to JET with funding proposals for projects they wish to run, but the Trust is also attempting, at present, to become more proactive, particularly in assisting some of the programmes which it is funding. The disbursement of funds concentrates on three main activities:

(●) Advancing adult basic education.
(●) Improving the quality of teaching.
(●) Helping to meet the education and employment needs of the out-of-work and out-of-school youth.

The Trust has published advisory notes outlining their strategy in regard to each of these three areas of activity.

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Materials Available at SAIDE

(●) *Joint Education Trust* Booklet on Background, Aims & Operation.
(●) *Joint Education Trust* Checklist for Organisations Preparing Funding Proposals.
(●) *Joint Education Trust* Advisory Note #1: "The Content of Proposals".
(●) *Joint Education Trust* Advisory Note #2: "Advancing Adult Basic Education: Current Strategy".
(●) *Joint Education Trust* Advisory Note #3: "Meeting the Needs of Marginalised Youth: Current Strategy".
(●) *Joint Education Trust* Advisory Note #4: "Improving the Quality of Teaching: Current Strategy".

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[1] Joint Education Trust Booklet on Background, Aims & Operation, front cover.

MANGAUNG EDUCATION AND DEVELOPMENT TRUST (MEDET)

Community's Anchor for Success

ORANGE FREE STATE

Physical Address: 2nd Floor, Rocerick Building, 101 St Andrew Street, Bloemfontein
or
Site #18806, Rocklands, Corner of Tau and Singonzo Streets, Mangaung

Postal Address: P.O. Box 8328, Bloemfontein, 9300
or
P.O. Box 9266, Bloemfontein, 9300

Tel No: [051] 47-3767/3839
[051] 35-2837/8

Fax No: [051] 47-3767 (ask for fax)
[051] 35-3005

Contact/s: Mr Ramahlele (Coordinator)

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Introduction

The mission of the *Mangaung Education and Development Trust* (MEDET) is "to be the Community's Vehicle for educational advancement and economic empowerment"[1]. Thus, MEDET is a community-based organization which aims at empowering disadvantaged communities through education and economic development. The Trust is currently based in Mangaung, but is also extending its activities into other areas. It is involved in a variety of activities:

(●) **Education Programme** - this programme consists of a number of projects;

(♦) The programme's central focus is on providing school students with careers information. The idea behind this is to motivate standard nine and Matric pupils to continue studying after their school careers. MEDET runs seminars at schools and also acts as an advice centre, providing students with information on careers and bursaries (MEDET career guidance counsellors are not trained at MEDET, but through other organizations, such as the Cape Town based *Careers Research and Information Centre*).

(♦) MEDET also offers remedial tutorials to pupils suffering as a result of the collapse of education structures. A number of school students are catered for through winter and summer schools (approximately nine hundred and forty students) and Saturday classes (approximately four hundred and fort, students). Tuition is provided in all major school subjects. MEDET is also planning on starting a training programme to extend this activity (see below).

(♦) MEDET has recently started an adult literacy programme - the aim of the programme is to run literacy classes for the catering union in Bloemfontein. The *National Literacy Cooperation* has also asked MEDET to coordinate other literacy classes in the area. In addition, MEDET is planning on setting up a literacy training programme (see below).

(♦) Preschool involvement - MEDET recently coordinated a meeting of twenty four preschool representatives in response to a request from preschools. The aim of this was to get the preschools in the area to form an umbrella body. MEDET is now developing a policy for its future intervention in and interaction with preschools. In addition, the Trust runs a toy bus which grants children access to a variety of toys.

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[1] Mangaung Education and Development Trust Introductory Brochure.

MEDET is also aiming to set up an education and information centre in Mangaung, which will provide a facility for careers guidance, remedial tutorials, adult literacy programmes, and a programme for marginalized youth. In addition, MEDET is also planning on initiating a community-based bursary programme. The Trust is part of the *Orange Free State Education Forum* and the *Need for Education, Elevation, and Development (NEED) Programme* (which is designed to upgrade students' qualifications to allow them entry into first year university level courses).

(•) **Economic Development Programme** - this programme emerged out of a concern about unemployment. It aims at creating jobs, particularly through a housing programme ,but also through targeting entrepreneurial activity and small micro-enterprise development. MEDET offers loans for the development of micro-enterprises and has also set up a warehouse which sells building materials (supplied by participants in MEDET's programmes) at very competitive rates. This activity generates income for MEDET and also supports its housing programme. The Trust is also in the process of establishing an industrial park for the production of building materials.

(•) **Capacity Building Programme** - the aim of this programme is to build the capacity of non-governmental organizations by equipping their members with administrative and management skills. In this regard, MEDET runs workshops, seminars, and a consultancy service.

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Training Programmes Planned

(•) **Remedial Tutorial Training Course**
MEDET is currently planning on developing a course in facilitating learning. The aim of the course would be to equip teachers, university students, and school children with the skills that they would require in order to run remedial tutorials for secondary school subjects.
Main Field/s: In-Service and Pre-Service Educator/Teacher Training.

(•) **Materials Development Programme**
MEDET is planning on coordinating sessions where teachers can come together in order to work on materials development for their classes.
Main Field/s: In-Service Educator/Teacher Training; Media in Education.

(•) **Literacy Facilitator Course**
MEDET hopes to run a course to train literacy facilitators for the literacy classes it has recently begun to set up in the Bloemfontein area.
Main Field/s: Adult Education Training; In-Service Educator/Teacher Training; Language/Literacy Training.

Materials Available at SAIDE

(•) *Mangaung Education and Development Trust* Introductory Brochure.
(•) *Community Development Organization* Introductory Brochure.
(•) MEDET Newsletter, June/July 1993.

MARITZBURG CAREERS RESOURCE CENTRE

NATAL
Physical Address: c/o Tembaletu Community Education Centre, 206 Burger Street, Pietermaritzburg, 3201
Postal Address: As above
Tel No: [0331] 94-5416
Fax No: [0331] 94-7841
Contact/s: Lara Kay (Coordinator)

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Introduction

The *Maritzburg Careers Resource Centre* was established in 1989 when people at the *University of Natal, Pietermaritzburg*, identified a need for community-based career guidance. The Centre "assists youth, particularly those that are unemployed and out of school, in Pietermaritzburg and the Natal Midlands in matters concerning Education and Work. It does this by providing information, education and training. Where possible the work of the centre is informed by research which it conducts into actual opportunities available to youth"[1]. The original focus of the Centre was on formal careers and careers training, but it has now been extended beyond this. The Centre is engaged in a variety of activities:

(●) **Resource Centre and Advice** - the resource centre focuses primarily on career guidance support for pupils, teachers, and community educators, but also includes materials on life skills and study skills. Pupils and teachers are also able to approach the Centre for advice and for counselling (between one hundred and twenty and two hundred students approach the Centre each month for advice and information). There is also an attempt to establish a video library, but the Centre has found that there are very limited resources for this.

(●) **Materials Development** - the Centre is involved in various publications. It provides career guidance information for the *Learn with Echo* supplement in the *Natal Witness*. It also produces a newsletter for teachers which comes out twice annually. In addition, the Centre produces articles for Education Alive!, the *Midlands Education Development Unit* newsletter.

(●) **Workshops** - these workshops, which are closely tied to the above work of the Centre, are provided for both pupils and teachers (for more information on teacher workshops, see below). Workshops for pupils are run at the Centre, at schools, and at other central locations, and the average workshop is four hours long.

(●) **Distance Counselling Unit** - "for those young people who are unable to visit the centre, there is a distance counselling unit which responds to queries over the telephone and through the post. As many as 200 young people write to the centre every month with requests for career and bursary information"[2].

(●) **Research Department** - the research department has focused on doing research into non-formal career opportunities (and particularly the development of micro-enterprises). It has published materials on its findings.

The Centre is also hoping to start an *Enterprise Education Unit*, which will assist people in the development and running of community projects and, through that, will equip them with a variety of enterprise skills that will be applicable in a range of contexts (this will form part of a national programme run by careers centres around the country). It should be noted that staff members of the Centre receive training at the *Careers Information Centre* in Durban.

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[1] Maritzburg Careers Resource Centre Introductory Brochure.

[2] *Ibid.*

Training Programmes Presently Offered

Note: All of the courses below are designed to equip teachers with the skills required to function as career guidance counsellors and to provide career guidance lessons for pupils. The various courses are accompanied by materials support and ongoing teacher support from the Centre.

(•) **Part-Time Career Guidance Counselling Course**

This course is coordinated by the *Department of Education and Training* in Pietermaritzburg, although the input is from the *Maritzburg Careers Resource Centre*.

Length: Part-time, four sessions of two hours spread over one year.
Intake: Approximately 25 participants per course.
Location: *Department of Education and Training* offices in Pietermaritzburg.
Requirements: Open to *Department of Education and Training* teachers.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: None for participants.
Accommodation: Not applicable.

(•) **Once-Off Career Guidance Counselling Workshops**

These courses are run both proactively and in response to requests. The courses are aimed at all teachers, but focus mainly on secondary and senior primary teachers.

Length: Usually one or two afternoons per course.
Intake: Maximum of 30 participants per course.
Location: *Maritzburg Careers Resource Centre* or at central locations.
Requirements: Open to any teachers.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Not applicable.

(•) **One-to-One Career Guidance Counselling Sessions**

Centre fieldworkers also work on a one-to-one basis with teachers when necessary, assisting them in setting up career guidance services (particularly a resources base).

Main Field/s: In-Service Educator/Teacher Training.

(•) **Business Skills Teacher Training Courses**

These courses are designed to equip teachers with the skills required to train pupils in business skills (including identifying business opportunities, business plans, and market analyses).

Length: Full-time, two day course.
Intake: Maximum of 30 participants per course.
Location: *Maritzburg Careers Resource Centre* or at central locations.
Requirements: Open to any teachers.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Not applicable.

Materials Available at SAIDE

(•) *Maritzburg Careers Resource Centre* Introductory Brochure.
(•) Organizing a Career Day: A Teacher's Guide, a publication of the *Maritzburg Careers Resource Centre*.

MATHS CENTRE FOR PRIMARY TEACHERS (MCPT)

TRANSVAAL

Physical Address:	65 Twickenham Avenue, Auckland Park, Johannesburg
Postal Address:	P.O. Box 117, Auckland Park, 2006, Johannesburg
Tel No:	[011] 726-4237/8
	[011] 726-4295/6
Fax No:	[011] 726-1510
Contact/s:	Colleen Goldstein (Programme Developer)
	Pam Rodwell (Programme Developer)

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Introduction

The *Maths Centre for Primary Teachers* (MCPT) "aims to promote the development of independent functional learners. [The Centre works] to sensitise teachers and teacher educators, predominantly at lower primary level, to the need for change in educational practice, and to expose them to investigative methodology as an alternative to current rote practices. Together with teachers, [it is] attempting to develop effective, home grown methods to meet local conditions and to emphasize the relevance of mathematics to daily living"[1].

The MCPT works in a variety of ways in order to achieve these aims:

(●) **Research and Training** - the Centre is involved in classroom-based facilitation (see below), which also functions as a research base for the development and testing of effective teaching methodologies, activities, and materials. This classroom-based research feeds into the materials development of the Centre. The Centre also runs a training programme for its trainers and a variety of workshops (see below).

(●) **Materials Development** - the MCPT is involved in the development of a variety of materials:

- (♦) **Booklets** - these booklets are designed for use by teachers within the classroom. Theory is built into the activities and structure of the booklets, thus aiming to give teachers a vision of an alternative teaching methodology. The booklets emerge from the classroom-based research undertaken by the Centre and are written up as suggestions for teachers. They are, therefore, designed to act as a springboard for the teachers' own ideas, and teachers are actively encouraged to develop their own ideas and activities. Eight hundred copies of four booklets are currently being tested in a pilot phase of this project, after which the MCPT is hoping to get the booklets (as altered after the testing phase) disseminated through like-minded institutions such as the *Mathematics Education Programme* and the *National Productivity Institute* (these organizations will also provide support for teachers using the booklets). The booklets are accompanied by teachers' guides (which, in the future, will be combined with the pupils' booklets and presented as a single publication) and a kit of equipment for the pupils (a kit for two children costs approximately R20). The booklets and guides are all produced by the Centre.
- (♦) **Quarterly Newsletter** - this provides support for teachers. Amongst other functions, the newsletter actively encourages teachers to develop and publish their own ideas and activities for use in the classroom.
- (♦) **Videos** - the MCPT is also involved in the development of videos for teachers and teacher educators. The aim of the videos is to act as a discussion document within in-service and pre-service training programmes offered both

[1] *Maths Centre for Primary Teachers* Introductory Brochure.

by the Centre and by other organizations. Three videos have already been produced (each accompanied by a supporting booklet) and the Centre is working with *Free Film Makers* on a fourth video. The videos are all strongly grounded in the South African context and deal with problems specific to that context. Original footage is filmed in South African classrooms without rehearsal or scripting, meaning that the content of the videos is, to a large extent, determined by the classroom process itself. These videos have been used in research groups, workshops, and conferences, and are also available to other organizations and individuals on request. The video-making process also acts as a form of teacher and electronic media skills training (see below).

(♦) **Papers** - the MCPT regularly presents papers on its findings at national and international co...erences.

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Training Programmes Presently Offered

(●) **Classroom-Based Teacher Development**

Note: In addition to the programme described below, the Centre has found that working with teachers in its video-making process (see above) has functioned as a form of intensive teacher development.

In its classroom-based teacher development programme, the Centre works with one school at a time, focusing on that school's sub-A to standard two mathematics teachers. A facilitator from the MCPT will work alongside teachers in the classroom and offer other support services, using this process to introduce teachers to new teaching methodologies. The aim of the programme is to develop structures within the schools which will allow for the eventual withdrawal of the facilitators from those schools (the Centre has worked with ninety schools in this way). Once the Centre has withdrawn from schools, it continues to offer an annual one day meeting for the teachers as an additional support service and forum for the exchange of ideas. As stated above, this process also functions as a form of research for the MCPT.

Length:	Variable, according to needs of teachers - programme consists of one-on-one training and weekly meetings of all teachers involved in the programme.
Intake:	Variable, according to the number of teachers willing to participate in each school.
Location:	At participating school.
Requirements:	Open to all sub-A to standard two teachers at participating school.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	No accreditation.
Course Fees:	None.
Accommodation:	Not applicable.

(●) **Once-off Workshops**

The Centre runs once-off workshops in response to requests from various organizations. The content of the workshops varies according to the needs of participants, but most workshops make use of the Centre's videos in some way.

Length:	Variable, according to needs.
Intake:	Variable.
Location:	At participating organization.
Requirements:	Determined by participating organization.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	No accreditation.
Course Fees:	None.
Accommodation:	Not applicable.

Internships Offered

(•) **Teacher Facilitator Internship**

The Centre's development of teacher facilitators functions in the form of an internship. Facilitators spend time in classrooms in the mornings (first observing, then working with senior members of staff, then working on their own) and are given theoretical input in the afternoons. This programme accommodates three to four interns per year (and the Centre is hoping to offer this as a form of training for staff members from other organizations in the future).

Requirements: Teaching experience.

Main Field/s: In-Service Educator/Teacher Training.

(•) **Video Training Programme**

A facilitator from the Centre accompanies the production of each of the Centre's videos. The aim of this is to give facilitators an introductory understanding of how the video-making process works.

Requirements: Only open to facilitators at the *Maths Centre for Primary Teachers*.

Main Field/s: Electronic Media Skills Training.

Materials Available at SAIDE

(•) *Maths Centre for Primary Teachers* Introductory Brochure.

(•) *Maths Centre for Primary Teachers* Newsletter vol 3, June 1993.

(•) Videos and Accompanying Booklets:

- (♦) Investigating Numbers for Adding and Subtracting.
- (♦) Working Mathematically on Multiplying.
- (♦) Working Mathematically on Sharing.

(•) My Maths Pupils' and Teacher's Booklets.

(•) MCPT Team, Medium and Message.

MEDIA RESOURCE CENTRE (MRC)

University of Natal, Durban

NATAL

Physical Address:	3rd Floor, Memorial Tower, Department of Education, University of Natal, King George V Avenue, Durban, 4001
Postal Address:	Department of Education, University of Natal, King George V Avenue, Durban, 4001
Tel No:	[031] 260-2090/1029
Fax No:	[031] 261-6880
Contact/s:	Caetas Criticos (Media Resource Centre Director) Jeanne Prinsloo (Media Education Programme Coordinator) Jenni Karlsson (ERIS Coordinator) Zithuleli Mahaye (Media Resource Centre Coordinator)

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Introduction

The *Media Resource Centre* (MRC) was established in 1985 in order to rectify the unequal distribution of educational media resources. Its location within *Faculty of Education* at the *University of Natal, Durban*, has, according to the MRC, "enabled a union of educational scholarship and community service that has been [its] trademark ever since [its] inception"[1]. The MRC focuses on equipping people with the skills needed to produce educational materials and on creating a critical awareness of those materials. It is involved in teacher training, research, and video and literary production, and is now moving into the production of distance education materials.

In addition to this, the MRC, according to its funding proposal, has three main projects. These are "the *Media Attachment Programme* which provides advanced training in educational media production through internships, the *Educational Resource Information Service* (ERIS) which facilitates access to educational resources in Southern Africa through a data-base of low-cost educational resources and the *Media Education Programme* which provides curriculum guidance and teacher in-service training on media education"[2]. They have also initiated two new projects, the Technology in Education Programme, which is aiming to lead the field of technological education in schools in order to promote technological literacy, and the Materials Development Unit, which will produce and manage educational development commissions. Each of the above projects has its own coordinator, giving them relative autonomy within the MRC and allowing individual projects to continue without reliance on the success of the others.

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Training Programmes Presently Offered

(●) **Media Education and Materials Development Options in B. Ed. Course**

These courses are optional components within the Bachelor in Education (B. Ed.) degree offered by the *Faculty of Education* at the *University of Natal, Durban*. The course in media education, offered for the first time in 1993, is primarily aimed at student teachers who will have to teach media education within the formal English syllabus at school level, but is also described as being of relevance to "teachers and lecturers who wish to examine media interests in school and higher education subjects

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[1] *Media Resource Centre Funding Proposal, June 1993, p. 1.*

[2] *Ibid. p. 1.*

and the construction and mediation of meaning through education texts"[3]. Thus, in various ways, the course focuses on theoretical understandings of media education. The materials development option is an introduction to the development, production, and evaluation of curriculum materials and resources for education. The two courses are designed to complement each other. The courses are evaluated and updated internally on a regular basis.

Length: Each option lasts one month.
Intake: Varies annually.
Location: *Media Resource Centre.*
Requirements: Only open to University of Natal, Durban B. Ed. students.
Main Field/s: Media Teaching Education; Pre-Service Educator/Teacher Training.
Accreditation: Formal accreditation through B. Ed. Degree.
Course Fees: Included in course fees for B. Ed. Degree.
Accommodation: Available through university residences.

(•) **Video Production Course**

This course is "an intensive intermediate video production course for people who intend producing or directing educational video productions...Educational facilitators who use video or multi-media in their organizations will benefit from a deeper understanding of video production skills"[4]. Participants are also allowed access to the MRC and its facilities after the course is completed.

Length: Three days.
Intake: 12 students, once annually (as far as this is possible)..
Location: *Media Resource Centre.*
Requirements: No prior experience or academic qualifications needed. Participants who have media production responsibilities in their work will be given priority. Participants who have recently qualified as media producers may be awarded a Production Fellowship (available from January to December each year).
Main Field/s: Electronic Media Skills Training.
Accreditation: No formal accreditation.
Course Fees: R750 (R400 if a full-time student or unemployed); fees include all materials used on course.
Accommodation: No accommodation offered.

(•) **Once-off Workshops**

The MRC also runs a number of courses, both as part of the University's winter school and on an *ad hoc* basis in response to community requests. A special focus of interest within this is the use of radio, particularly community radio (see "Training Programmes Previously Offered" below). Included within this is informal work on audio-production with community groups.

Main Field/s: Electronic Media Skills Training.

Training Programmes Previously Offered

(•) The MRC ran a three month course in 1992 on technical radio skills. The course cost R360 per student. The MRC hoped to offer a second component to this course in 1993 focusing on a critical awareness of radio, but was unable to overcome problems relating to the course. It will now be run in 1994.

Main Field/s: Electronic Media Skills Training.

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[3] Media Education Course Outline, p. 1.

[4] Video Production Course Introductory Brochure, 1993.

(•) As part of the winter school in 1993, the MRC offered a five day course entitled "radio in the '90s". The course covered the history of radio, how radio works, and society's attitude towards radio. The course also included a trip to the *South African Broadcasting Corporation* in order to see how radio works. The course had a fee of R55 per student.
Main Field/s: Media Theory.

(•) The *Educational Resources Information Service* (ERIS) ran a series of seminars and a workshop, in April and May of 1993, entitled "repackaging information for a developing community". The seminars were designed for information and media workers in those schools, groups, and organizations deprived of educational resources by South Africa's history of racial discrimination. The three seminars cost R105 per participant, while the workshop cost R50 per participant.
Main Field/s: Media in Education.

Training Programmes Planned

(•) **Postgraduate course in Materials Development for Education**
A postgraduate course on the development of materials for education is planned for 1994. The course will focus on the field suggested by its name, but will also include a critical component which looks at existing materials. The course will last 1 year, consisting of a two hour meeting every week. A first degree and a teaching diploma will be requirements for the course.
Main Field/s: Media in Education; Media Theory.

(•) **Masters in Education in Educational Resources Development**
A Masters degree by coursework is planned for 1995. The course is described as a Masters in Education in Educational Resources Development and it will have two focuses. The first will be on human development and the second will be on the development of the materials required to advance learning. The course will be aimed at anyone involved in making, managing, or disseminating educational information (for example, educational authors or publishers).
Main Field/s: Media in Education; Media Theory; Media Skills Training.

Internships Offered

(•) Internships are offered through the Media Attachment Programme. According to the MRC funding proposal, this programme "trains participants from outside organizations in advanced media skills. These range from video production to low-cost publishing. The participants are attached to the MRC for a fixed period to develop their media skills while they assist with educational media production assignments"[5].
Main Field/s: Media in Education.

Materials Available at SAIDE

(•) *Media Resource Centre* Funding Proposal, June 1993.
(•) *Educational Resources Information Service* Introductory Brochure.
(•) Media Education Option Course Outline.
(•) Application for a Course Revision and name change of the Educational Technology B.Ed. Option (contains information about Materials Development Option).
(•) Video Production Course Introductory Brochure, 1993.
(•) Invitation to Seminar on Repackaging Information for a Developing Community.
(•) ERIS Directory of South African Resource Centres.

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[5] *Media Resource Centre* Funding Proposal, June 1993, p. 1.

MIDLANDS EDUCATION DEVELOPMENT UNIT (MEDU)

University of Natal, Pietermaritzburg

NATAL

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Postal Address:	University of Natal, P.O. Box 375, Pietermaritzburg, 3201
Tel No:	[0331] 95-5361
Fax No:	[0331] 95-5080
Contact/s:	John Gultig (Director) Richard Rangiah (Programme Coordinator)

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Introduction

The *Midlands Education Development Unit*, which is based at the *University of Natal, Pietermaritzburg*, was established in October 1989 and provides in-service teacher education, focusing particularly on secondary school teachers (see below). The training offered by MEDU concentrates on content and methodology and aims to get teachers to move towards learner-centred, interactive, empowering education (it should also be noted that MEDU is, in conjunction with the *Drama Department*, involved in drama-in-education, and this methodology impacts on the training programmes which it runs). MEDU tries to avoid acting as an expert provider of information, seeking rather to act as a catalyst for the learning process.

MEDU also focuses on materials development. Materials are being produced both for and by teachers (an example of current production involves materials for media education). MEDU also produces Education Alive!, a newsletter designed to act as a support service for practising teachers, which comes out six times annually. MEDU also runs a resource centre primarily for teachers, researchers, and students. Finally, MEDU is, in conjunction with the *Drama Department* and Julie Frederickse, developing an audio unit. The unit will initially focus on voter education, but intends to extend into other issues, including teacher education, in the future. The unit will produce material both for broadcast purposes and for use as teaching aids. The unit will also include a training component (see below).

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Training Programmes Presently Offered

Note: MEDU's courses are all integrated by two principles; the principle of learner-centred education and the principle of teachers becoming critical users and producers of materials.

(●) **English Second Language Course**

This course is aimed at teachers of English as an additional language. The course includes a materials development component, with materials developed during the course being shared as a resource afterwards. Once the course is completed, participants are able to approach MEDU for further informal support and advice (MEDU field workers also visit some of the schools on a weekly basis).

Length:	Part-time, 25 hours spread out over ten weeks.
Intake:	25 participants per course, twice annually.
Location:	*Midlands Education Development Unit.*
Requirements:	Open to secondary school teachers.
Main Field/s:	In-Service Educator/Teacher Training; Language/Literacy Training; Printed Media in Education.
Accreditation:	No formal accreditation.

Course Fees: R50 per participant.
Accommodation: Can be arranged.

(•) **Once-off Courses**

These courses are run in response to requests from teachers (an annual users' forum, MEDU's weekly visits to schools, and direct requests act as needs analyses for the courses). MEDU's fields of expertise in these courses are mathematics, english, literature and culture, geography and development studies, and participative management (the latter would include working with principals and middle management to strengthen middle management - participative management encourages the notion of the school as a cohesive unit requiring active participation from all of its elements). MEDU ran forty once-off courses in 1993 (including three courses of twenty hours each) on a wide variety of topics. Details of annual courses are published in a brochure available from MEDU at the beginning of the year.

Location: Run at MEDU, the *Methodist Church* in Pietermaritzburg, and at township schools.
Requirements: Open to all teachers regardless of qualifications.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No formal accreditation for most courses, but some do carry varying types of accreditation.
Course Fees: Variable.
Accommodation: Can be arranged.

Training Programmes Planned

(•) **Teacher Educator Courses**

MEDU is working with the *Natal College of Education* and the University's *Faculty of Education* to devise courses for educators at teacher training colleges. The courses will be run at the *Natal College of Education* and, through MEDU, at the University's *Faculty of Education*.
Main Field/s: Trainer Training.

(•) **Radio Training**

As stated above, MEDU, in conjunction with the *Drama Department* and Julie Frederickse, is developing an audio unit. This unit will provide training in audio production and will also train teachers how to use media materials in educational contexts.
Main Field/s: Electronic Media in Education; Electronic Media Skills Training; In-Service Educator/Teacher Training.

Materials Available at SAIDE

(•) *Midlands Education Development Unit* Annual Report, 1992.
(•) Education Alive!, vol 1 nos 1-3, April/May, June/July, August/September 1993.

MOLTENO PROJECT

A Project of Rhodes University

TRANSVAAL

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Tel No:	[011] 339-6603/4/5
Fax No:	[011] 339-3555
Contact/s:	Lionel Pillay (Training Coordinator)

EASTERN TRANSVAAL

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Fax No:	[01311] 27-763
Contact/s:	Lulu Nxumalo (Regional Coordinator)

NORTHERN TRANSVAAL

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Fax No:	[01521] 95-3782
Contact/s:	Gloria Mfulathela (Regional Coordinator)

NATAL

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Tel No:	[0331] 45-1354/5
Fax No:	[0331] 94-3688
Contact/s:	Margaret Blyth (Regional Coordinator)

EASTERN CAPE

Physical Address:	Gold Fields Centre for English, St Peter's Campus, Rhodes University, off Somerset Street, Grahamstown
Postal Address:	Gold Fields Centre for English, St Peter's Campus, Rhodes University, P.O. Box 94, Grahamstown, 6140
Tel No:	[0461] 31-8170
Fax No:	[0461] 25-642
Contact/s:	Phumla Dasa (Regional Coordinator)

WESTERN CAPE

Physical Address:	Community House, 41 Salt River Road, Salt River, 7925, Cape Town
Postal Address:	P.O. Box 43215, Salt River, 7925, Cape Town
Tel No:	[021] 448-5322
Fax No:	[021] 448-6029
Contact/s:	Gail Hendricks (Education Officer)

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Introduction

The *Molteno Project*, which was started in 1975, describes itself as "a unique agent of change in primary education for children whose mother tongue is an African language. Currently used in some 8 500 schools it is also the largest initiative assisting in the

transformation of learning and teaching in the first years of school"[1]. The Project's work is based on the beliefs that learning takes place in the mind of the child and that, in order to learn a second language, a child must first be fluent in mother tongue literacy. With this in mind, the *Molteno Project* has developed a series of courses for primary school children:

(•) **Breakthrough to Literacy** - this course focuses on mother-tongue literacy and is aimed at children in sub-A. The programme is available in eleven languages, and, in response to demand, an English version is now being developed.

(•) **Bridge to English** - this course follows on from *Breakthrough to Literacy* and is aimed at sub-B children.

(•) **Bridge plus One** - this course follows on from *Bridge to English* and is aimed at standard one children.

(•) **Bridge plus Two** - this course follows on from *Bridge plus One* and is aimed at standard two children.

(•) **Bridge plus Three** - this course is still being developed and will be designed to follow on from the *Bridge plus Two* course.

The *Molteno Project* has developed a full set of materials (which includes teachers' and pupils' manuals) for these courses, materials which are continually updated. In addition, the Project runs training programmes for teachers wishing to use the courses (see below).

The *Molteno Project* has now also set up an adult literacy unit, which has developed literacy courses in vernacular mother tongue (this course is an adapted version of the *Breakthrough to Literacy* course and covers approximately nine languages) and in basic English. The basic English literacy course is designed for people who already have a basic level of mother-tongue literacy, and will be followed by a more advanced course (which is currently being developed by the unit). The unit also offers materials and training to literacy facilitators wishing to run the courses (see below).

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Training Programmes Presently Offered

(•) **Teacher Training Courses**

These training courses are run in response to requests from institutions for the four primary school literacy programmes (see above). The courses consist of both theoretical and practical components, and are aimed at provide training for teachers in the running of the courses in their classes. Teachers are provided with *Molteno Project* course materials when they go on the training programme (it is, in fact, compulsory for teachers to have a copy of these materials should they wish to attend the courses). After the courses, fieldworkers continue to provide teacher support and will also run refresher courses when they perceive a need for such courses.

Length:	Full-time, four and a half days per course (separate courses are offered for each of the four literacy programmes).
Intake:	Maximum of 50 participants per course.
Location:	Run at central regional locations .
Requirements:	Open to practising teachers.
Main Field/s:	In-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation:	No formal accreditation.
Course Fees:	No cost to participants, but accommodation, food, and travel costs are the responsibility of the organization employing the teachers.
Accommodation:	Not applicable.

[1] Molteno Project Introductory Magazine, P. 1.

(•) **Trainer Training Programme**
In order to train their trainers, the *Molteno Project* engages its staff in a variety of activities. These include a first year in which the trainer, in a form of internship, observes and learns from a senior trainer. In addition, trainers attend staff development workshops covering various aspects of their work. Finally, every trainer will also go to the United Kingdom to attend a training course there.

Requirements: Only open to *Molteno Project* trainers.
Main Field/s: Language/Literacy Training; Trainer Training.

(•) **Vernacular Adult Literacy Facilitator Training**
This course teaches facilitators how to run the vernacular mother-tongue literacy courses and how to use the materials provided by the *Molteno Project*. The course is very practically oriented, but also includes some theory on issues such as learner-centred approaches to education and principles of adult basic education. The course is run in response to requests from organizations.

Length: Full-time, five day course, followed by break in which facilitators start to run courses, followed by two day in-service training course.
Intake: Optimum of 8-12 participants per course; maximum of 20 participants per course.
Location: At participating institution or at central regional locations.
Requirements: Standard nine or Matric qualification.
Main Field/s: Adult Education Training; Language/Literacy Training; Pre-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: R1500 per participant for courses requested by companies; R100 per participant for non-governmental organizations, plus travelling costs of trainer if appropriate.
Accommodation: Not applicable.

(•) **English Adult Literacy Facilitator Training**
This course teaches facilitators how to run the basic English literacy course and how to use the materials provided by the *Molteno Project*. The course is very practically oriented, but also includes some theory on issues such as learner-centred approaches to education and principles of adult basic education. When the course is completed, monitoring and backup support services remain available to the facilitators.

Length: Full-time, four day course.
Intake: Optimum of 8-12 participants per course; maximum of 20 participants per course.
Location: At participating institution or at central regional locations.
Requirements: Standard nine or Matric qualification and fluency in English.
Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation: No formal accreditation.
Course Fees: R1500 per participant for courses requested by companies; R100 per participant for non-governmental organizations, plus travelling costs of trainer if appropriate.
Accommodation: Not applicable.

Materials Available at SAIDE

(•) *Molteno Project* Introductory Magazine.

MULTI-MEDIA HEALTH PROMOTION STRATEGY (MMHPS)

A Project of the Institute of Urban Primary Health Care
Based at the Alexandra Health Centre

TRANSVAAL

Physical Address:	Alexandra Health Centre, 33 Arkwright Avenue, Sandton/Alexandra
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Tel No:	[011] 440-1231
Fax No:	[011] 887-9007
Contact/s:	Shereen Usdin (Research and Development Coordinator)

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Introduction

The aim of the *Multi-Media Health Promotion Strategy* (MMHPS) is to promote health education through entertaining media programmes. According to an introductory document, the MMHPS package is described as follows; "A television and radio soap opera/drama is planned to introduce educational themes alongside exciting, dramatic intrigues. The themes will be supported by supplementary material in national newspapers. The project would then be available to organisations wanting to promote health or development messages"[1]. The project, designed for family audiences, will consist of between forty and sixty radio programmes, approximately thirteen television programmes, and a number of newspaper supplements. It will target the two themes of Aids and Primary Health Care. This will then also be converted into a package for use by health care workers, educators, and organizations.

At present, a three month pilot package on maternal health care is being developed for 1994. It is being pre-tested with target audiences throughout the various stages of production (starting as early as the scriptwriting stage) to establish, amongst other things, whether or not the 'edu-tainment' framework is successful in relaying the desired message and if the characters are accessible. In addition to this process, a variety of training programmes will take place throughout the project (see below). The video component of this package has already been allocated a prime time broadcasting slot on the *South African Broadcasting Corporation's CCV channel* and a second flighting on the *TSS Network Channel*. In addition, agreements have been reached with several national newspapers and radio stations concerning publication and broadcasting.

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Training Programmes Previously Offered

(•) **Educational Research Training Programme**

The MMHPS has worked in conjunction with the *National Progressive Primary Health Care Network* in the group research process. This process is designed to serve a double function in the capacity-building of organizations by training people in research skills. The aim of this temporary, *ad hoc* training programme is to equip people with various research skills, including running focus groups, free-attitude training, in-depth interviewing skills, and data analysis. This might be converted into a more permanent training course, depending on the needs of organizations and available resources.

Main Field/s: Educational Research.

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[1] *Multi-Media Health Promotion Strategy* Introductory Document, p. 1.

Training Programmes Planned

(•) **Community Video School Course**

The MMHPS plans to run workshops with the *Community Video School* (CVS), students, particularly in the field of script development. In these workshops, the CVS students would attend focus groups and then, in conjunction with the MMHPS script-writer, engage in scriptwriting exercises on the relevant topic.

Main Field/s: Electronic Media in Education; Electronic Media Skills Training.

Internships Planned

(•) The MMHPS plans to include training for people in the form of internships in its radio component, mainly in the fields of sound and scriptwriting. The aim would be to give people practical radio skills while working in an internship on the radio programmes.

Main Field/s: Electronic Media in Education; Electronic Media Skills Training.

(•) The MMHPS will also ensure that the television production component is accompanied by an internship programme of some sort.

Main Field/s: Electronic Media in Education; Electronic Media Skills Training.

Materials Available at SAIDE

(•) *Multi-Media Health Promotion Strategy* Introductory Document.

MULTI-MEDIA NETWORK TRUST (MNT)

TRANSVAAL

Physical Address:	10 Eldorado Road, Victory Park, Johannesburg
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Tel No:	[011] 888-6035
	[051] 401-2862 - Helena Foster
Fax No:	[011] 888-6036
Contact/s:	André Walters (Executive Director)
	Helena Foster (Director of Community Social and Project Development)

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Introduction

The *Multi-Media Network Trust* (MNT) is an organization in development, and is in the process of being registered as a Trust in 1993. The aim of the MNT is "to provide adult basic education through the use of educational videos and other media to communities lacking access to television - either because of extreme poverty or because they live in areas that have no electricity"[1]. The MNT intends to fulfil this aim in three phases:

(●) The establishment of nine video vehicles. These will be equipped with educational multi-media packages and videos, with the main focus being on adult life-skills training and basic literacy education. The vehicles will take these educational materials to the communities identified as being those with the greatest need for them (early priority areas identified include the North Western area of the Orange Free State, Qwa-Qwa, Botshabelo, the Kimberley area, Northern and North Western Transvaal, and Northern Zululand, as well as a range of squatter camps around South Africa). As part of this phase, and accompanied by research, local action groups will also be set up.

(●) The establishment of social work and community centres and the addition of a fleet of video buses to the fleet of video vehicles. These video buses will contain a series of video booths where self-study under the guidance and tutelage of trained video librarians will be encouraged. The centres will act as supply depots for the video vehicles and buses, but will also be engaged in a range of educational and development programmes themselves.

(●) The establishment of local community radio stations and, where feasible and necessary, community television stations.

Throughout this process, the MNT will make use of existing media materials, but will also have a production arm which will produce materials in those subject areas where materials are either not available or not suitable for the contexts in which they are to be used. The MNT also envisages commissioning some production work to external production houses.

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Training Programmes Planned

(●) **Media-in-Education Training Programme**

The MNT plans to run courses in the use of the electronic media in education. These courses would be aimed at those people who will be running educational programmes at the MNT's community centres and who will be responsible for their video vehicles and buses.

Main Field/s: Electronic Media in Education; In-Service and Pre-Service Educator/Teacher Training.

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[1] Multi-Media Network Trust Plan of Action, p. 1.

Internships Planned

(●) The MNT plans to run internships as part of their materials production process. These internships would equip interns with media production skills.
Main Field/s: Electronic Media Skills Training.

Materials Available at SAIDE

(●) *Multi-Media Network Trust* Plan of Action.

NATAL COLLEGE OF EDUCATION

NATAL
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Postal Address: Private Bag 9007, Pietermaritzburg, 3200
Tel No: [0331] 45-4515
Fax No: [0331] 94-5303
Contact/s: Stuart Wallace (Rector)
Janet Edwards (Vice-Rector)
Moray Comrie (Senior Head of Department)
Gwyn Robertson (Senior Head of Department)

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Introduction

The *Natal Training College* was started in 1912 as a pre-service training college for primary school teachers. In 1977, the *College of Education for Further Training* was opened for white teachers. These two colleges amalgamated to form the present *Natal College of Education*, which is now multi-racial. The function of this College is "to provide upgrading and further training facilities for qualified teachers"[1]. The College provides in-service teacher training to approximately one and a half thousand students, all courses being offered through distance education. In addition to a range of present and planned training courses (see below), the College is also involved in a variety of outreach programmes (for example, *Toyota Teach*, a project which involves a range of non-governmental organizations and government structures and aims to educate the children of *Toyota* employees). The College also networks with other Colleges to assist with and gain assistance in working with the method of distance education (for example, the College is working with *Ramaano College* in Venda and the *Umlazi College for Further Education* in the setting up of distance education courses).

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Training Programmes Presently Offered

Note: The College is aiming to give more formal recognition to non-governmental organizations' courses by allowing them to constitute credits within the formal courses (this is, in fact, already happening in conjunction with the *Primary Science Programme* and the *READ Educational Trust*). The College also works closely with the *Faculty of Education* at the *University of Natal, Pietermaritzburg*.

(•) **In-Service Teacher Training Programme**

The College "offers courses ranging from those leading from a Certificate in Education to a Diploma in Education (DE with category rating of m+3); those leading from a DE to a Higher Diploma in Education (HDE with a category rating of m+4); and Further Diplomas in Education (FDE's) which may lead to an increase in category rating to m + 5 and which may follow a DE or an HDE"[2]. The courses mainly focus on people involved in primary school education and include the following:

(♦) Diploma in Education for the Senior Primary School.
(♦) Diploma in Education for the Junior Primary School.
(♦) Higher Diploma in Education for the Senior Primary School.

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[1] (*) *Natal College of Education Prospectus, 1994, foreword.*

[2] *Ibid.*

(♦) Higher Diploma in Education for the Junior Primary School.
(♦) Further Diploma in Education: Reading Teaching.
(♦) Further Diploma in Education: Curriculum Enrichment and Extension.
(♦) Further Diploma in Education: Educational Administration and Management (Primary Schools).
(♦) Further Diploma in Education: Educational Administration and Management (Secondary Schools).
(♦) Further Diploma in Education: Zulu.
(♦) Further Diploma in Education: Teacher Education.
(♦) Further Diploma in Education: Computer Literacy.

The courses are all offered through distance education, with all courses consisting primarily of printed media materials and some using audio materials. All of these materials are generated by the College, although, due to time pressures, the College is collaborating with external experts for materials production. Audio production consists of very low-key, course-specific cassettes; the College does not, at present, have an audio production laboratory.

In addition to providing course material, however, the College also runs face-to-face components for all of its courses, the range and extent of each component varying according to the subject. Some of these components are run at the College, while others are run at other central locations (for example, Durban, Empangeni, Ladysmith, Port Shepstone, and Newcastle; the location of these components depends on the number of registered students in each region). Most of these face-to-face components are voluntary, but are well attended. Some of them also involve the use of media materials such as video cassettes (borrowed from educational sources such as the *Natal Education Department* library).

Finally, it should be noted that several of the various courses include components dealing with how to use the media in education.

Requirements: Open to practising teachers.
Main Field/s: (Various fields apply to different courses) Computer Training; Educational Administration Training; In-Service Educator/ Teacher Training; Media in Education.
Accreditation: Certificated by the *Natal College of Education*; secondary courses are certificated by the *University of Natal, Pietermaritzburg*.
Course Fees: Variable according to course.
Accommodation: Accommodation (including food) is available at R35 per day for face-to-face components run at the College.

(●) **Staff Development Workshops and Seminars**

Workshops and seminars are regularly held for the staff members of the College (30 people in total). The content of these workshops depends on the needs of the staff; the 1993 staff development programme focused on the development of study guides (including guidelines on developing study guides, language issues, thinking skills, and the house style). The length and frequency of the workshops is dependent on the demands on the staff body at any particular time.

Main Field/s: Media in Education; Media Skills Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

Training Programmes Planned

(●) **m + 2 Course**

The College is planning on adding a Matric plus Two course to the courses it runs for teachers (this course will replace certificates in mathematics, science, and English

previously offered by the College). The course will start in 1994 and will also incorporate bridging components for participants. The College is hoping to develop supplementary media materials for this course. This course will also offer accreditation possibilities for courses run by non-governmental organizations.
Main Field/s: In-Service Educator/Teacher Training

(●) **Further Diploma in Education: Teacher Trainers**
This course will be aimed specifically at people lecturing in teacher training colleges.
Main Field/s: In-Service Educator/Teacher Training; Trainer Training.

(●) **Further Diploma in Education: Educational Administration and Management**
This course, already being run for primary school principals and heads of department, will start for secondary schools in 1995.
Main Field/s: Educational Administration Training.

Materials Available at SAIDE
(●) *Natal College of Education* Prospectus, 1994.

NATIONAL FILM LIBRARY

NORTHERN TRANSVAAL

Physical Address:	Didacta Building, 211 Skinner Street, Pretoria, 0002
Postal Address:	Private Bag X239, Pretoria, 0001
Tel No:	[012] 322-6625
Fax No:	[012] 322-1862
Contact/s:	Jan Blignaut (Director)

NATAL

Physical Address:	Creamery Building, Theatre Lane, Pietermaritzburg
Postal Address:	Private Bag X9090, Pietermaritzburg, 3200
Tel No:	[0331] 94-2391

WESTERN CAPE

Physical Address:	15 Kruskal Avenue, Bellville
Postal Address:	Private Bag X85, Bellville, 7535
Tel No:	[021] 94-1170

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Introduction

The *National Film Library* states that its primary aim is "to enhance the quality of teaching and learning at schools, tertiary and training institutions through the use of educational media"[1]. The Library was started in 1936, and has since collected educational materials on 35mm film strips, long playing records, 16mm films, video cassettes (VHS, Beta, and Video 8), and computer disks. Its main focus now is on building its VHS video library and its computer resources, but it is also starting to build compact disc resources. At present, it has approximately three and a half thousand titles on video and six hundred and fifty programmes on computer disk, all of which are available at all three of the library's centres. Subjects covered include core syllabus material for all subjects and all age groups, corporate training, and community development (for example, health care and agriculture), and materials are chosen from a range of international catalogues (such as *Walt Disney*, *Encyclopædia Britannica*, and the *British Broadcasting Service*) and local productions. The *National Film Library* also commissions work to production houses when it believes this is necessary. According to the brochure, "all institutions promoting education, training or community development are eligible for membership"[2]. Catalogues on the different media are sent to all members. Finally, the *National Film Library* also publishes a Journal, entitled Informedia, twice annually. It is directed at clients and shows how the media can be used for education.

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Training Programmes Presently Offered

(●) On request from schools, the *National Film Library* will run courses which provide teachers with very basic, practical training in the use of the media. Wherever possible, the library will try to present these courses to a collection of schools together.

Length: Dependent on needs of school.
Intake: Variable.

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[1] National Film Library Introductory Brochure.

[2] Ibid.

Location:	At participating school (a central school if a number of schools are involved)
Requirements:	Open to teachers.
Main Field/s:	Electronic Media in Education; In-Service Educator/Teacher Training.
Accreditation:	None.
Course Fees:	None.
Accommodation:	Not applicable.

Materials Available at SAIDE

(•) *National Film Library* Introductory Brochure.

(•) Informedia, vol 39:2, August 1992 and vol 40:1, April 1993.

NATIONAL LANGUAGE PROJECT (NLP)

WESTERN CAPE
Physical Address: 1st Floor, 15 Durham Avenue, Salt River, Cape Town
Postal Address: P.O. Box 378, Salt River, 7924, Cape Town
Tel No: [021] 47-2760/1
Fax No: [021] 47-2994
Contact/s: Kathleen Heugh (Research and Publications Editor)
Noxolo Ngudiwa (Xhosa Second Language)
Mawethu Guzana (Translation and Interpreting)
Nigel Crawhall (Publications)
Gerda de Klerk (Bua!)

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Introduction

The *National Language Project* (NLP) describes itself as a "non-governmental organisation committed to empowerment through language"[1]. The NLP started in 1986, in consultation with grassroots organizations, to deal with the lack of access to language systems. Its main aims are to grant access to English as a medium of communication and to rehabilitate the status of African languages. To achieve this, the NLP is engaged in a variety of projects. These include:

(●) **African Languages Programme** - this involves the regular running of conversational courses for Xhosa as a second language. In addition, similar courses are run, on request, for a range of institutions.

(●) **Multilingual Schools Project** - this project is run in conjunction with the *Project for the Study of Alternative Education in South Africa*. The project consists of two main components, the first of which involves researching international multilingual projects. The second entails working with local schools wishing to implement multilingual teaching. The NLP's main input in this regard is in the running of in-service teacher training programmes at the schools with which they work (see below) and in the teaching of Xhosa as a second language for both pupils and staff.

(●) **Translation and Interpretation** - this service is run primarily as a community service, and concentrates especially on translation and interpretation from Xhosa and Afrikaans into English and *vice versa*.

(●) **Publications Unit** - the main publication is a quarterly magazine called Bua! (formerly known as the Language Projects Review). This magazine is aimed at trainers and teachers. In addition, the NLP produces a variety of course books and teacher guides and has a video available. The video shows teachers "how to utilize language resources in a multilingual classroom in order to improve cognitive development"[2]. The NLP has also produced Democratically Speaking, a book of collected papers on questions of language, identity, and power in multilingual and multi-ethnic nation states.

(●) **Resource Centre** - this is currently being developed for external use.

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Training Programmes Presently Offered

(●) **In-Service Teacher Training**

A variety of in-service teacher training courses are offered by the NLP:

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[1] National Language Project 1992 Annual Report, back cover.

[2] Bua! vol 8 no 2, June 1993, p. 16.

(♦) *Mary Help of Christians School* in Paarl - for this course, teachers are taught Xhosa and given language awareness programmes, and also sit in on Xhosa lessons for children. The NLP goes to this school at least once a week.

(♦) Workshops run at irregular intervals for various local schools - these are part of a language awareness programme run at local schools. The aim of the programme is to validate languages conventionally regarded as inferior.

(♦) Once-off workshops are also run at schools in response to requests. In addition, such workshops are run for educational departments around the country. Workshops for educational departments would include components on language policy.

The following details apply to all of the above courses:

Length: Dependent on participating organization.
Intake: 8-25 participants per course.
Location: At participating organizations.
Requirements: No formal requirements - open to members of participating organizations.
Main Field/s: In-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation: None.
Course Fees: None (the departments must cover NLP travel and accommodation costs at workshops run for educational departments).
Accommodation: Not applicable.

(●) **Xhosa Teacher Training Programme**

This training programme is aimed at teachers involved in the NLP *African Languages Programme* (see above). In addition to training in teaching Xhosa as a second language, students also receive training in second language methodology, using a conversational and communicative focus.

Length: Full-time, two weeks - this is followed by in-service training for all NLP teachers, consisting of regular weekly planning meetings and a full-day workshop once a month (which deals in greater depth with problems which have arisen and providing additional input).
Intake: Five to ten students, twice annually.
Location: NLP.
Requirements: Participants must have Xhosa as a first language and must have at least one year of Xhosa education at university level. Preference is also given to people with degrees or diplomas.
Main Field/s: In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Not available, but the NLP covers transport costs and provides food to participants.

(●) **Trainer Training**

Ongoing trainer training is provided. People are either sent on international courses or international expertise is brought to South Africa to run training programmes.

Materials Available at SAIDE

(●) *National Language Project* 1992 Annual Report.
(●) Bual (formerly Language Projects Review) vol 8 no 1, April 1993 & vol 8 no 2, June 1993.

NATIONAL LITERACY CO-OPERATION (NLC)

TRANSVAAL

Physical Address: 415 Hampstead House, 46 Biccard Street, Braamfontein, Johannesburg, 2017
Postal Address: As above
Tel No: [011] 339-4735
Fax No: [011] 339-4736
Contact/s: Colin Haskins

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Introduction

The *National Literacy Co-operation* (NLC) is an umbrella organization for a number of organizations working in the field of literacy and adult basic education. The operation of the NLC is broken down in the following way; the NLC is divided into seven regional councils, which are comprised of organizational representatives. A representative from each of the regions sits on the National Executive Committee. There is, in addition, a National Council, made up of representatives from member organizations and of the regional representatives, which meets once a year and constitutes the highest decision-making body of the NLC. According to an introductory brochure, "the expertise of member organisations ranges from recruiting learners to literacy classes to starting learning groups around the country; from teaching literacy classes to providing training for teachers; from creating materials for use in literacy classes to writing manuals for literacy and adult basic education trainers"[1]. The NLC's national office is located in Johannesburg and ensures the effective day-to-day operation of the NLC.

Materials Available at SAIDE

(●) *National Literacy Co-operation* Introductory Brochure.
(●) *National Literacy Co-operation* Address Lists of Members and of National Executive Members/Regional Councils.

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[1] National Literacy Co-operation Introductory Brochure.

NETWORK OF EDUCARE TRAINING AGENCIES (NECTA)

Eastern Cape and Border-Kei Regions

EASTERN CAPE

Physical Address: 50 Albany Street, East London, 5201
Postal Address: As above
Tel No: [0431] 20723
Fax No: [0431] 43-1408
Contact/s: Margaret Irvine (Training and Curriculum Developer) - [0431] 52115

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Introduction

The *Network of Educare Training Agencies* (NECTA) is a cooperative of eight non-governmental organizations in the Eastern Cape and Border-Kei Regions, seven of which are involved in educare teacher training. The initiative was started in 1992, and has been developed with the aim of reaching all children under the age of six within these regions. The aim of NECTA is to centralize certain traditional functions of educare non-governmental organizations (such as materials development and training programmes), while continuing with educare servicing at a decentralized level. NECTA will also act to ensure that there is not unnecessary duplication among participating organizations, and will network with other relevant organizations around South Africa.

NECTA intends to develop a negotiated regional core curriculum for teacher training, as well as systems for this teacher training (see below). These will then be adapted to the particular contexts in which they will be used. NECTA also plans to develop core training materials for teachers, parents, and civic organizations, which will be produced in English, Afrikaans, and Xhosa. Finally, NECTA also aims to conduct needs and resource surveys for educare in the region.

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Training Programmes Planned

(●) **Parent Educare Training Course**
NECTA is working in collaboration with *Fort Hare University* to develop a distance education course for parents in the field of Educare. The aim is to create Early Childhood Development Committees which would select motivators to run the distance education course at local residents' associations. These motivators would receive additional training in fields such as facilitative skills and group dynamics.
Main Field/s: Educare/Preschool Training.

(●) NECTA is also aiming to establish a regional course to train trainers for educare teacher training courses.
Main Field/s: Educare/Preschool Training; Trainer Training.

Materials Available at SAIDE

(See Also Materials Available at SAIDE for *Border Early Learning Centre*)

(●) *Network of Educare Training Agencies* Introductory Document and List of Members.
(●) Document on "Ways in Which We Could Use the Early Childhood Development Accreditation Programme".
(●) Building a New Nation; a NECTA publication, produced for the South African National Civics Organization.

NTATAISE TRUST

A Project for Farm Pre-School Development

ORANGE FREE STATE
Postal Address: P.O. Box 41, Viljoenskroon, 9520
Tel No: [01413] 33311/22
Fax No: [01413] 32922
Contact/s: Jane Evans (Project Director)

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Introduction

The *Ntataise Trust*, which started in 1981, is a project for the development of rural preschools. It aims to offer training to women in rural areas (farms and small rural towns) which will equip them with the skills required to run preschool centres (see below). In addition to this, *Ntataise* runs its own preschool centre.

As from 1992, *Ntataise* has "embarked on a major programme to give more structure to its training programmes, and also to fully document the programmes in order to make them easier for trainers to follow; and secondly to develop a full series of informative illustrations as aids in the training process"[1]. This initiative has included the development of two training videos, made in conjunction with *Toron Television*. They cover the following preschool topics; the parent and the preschool child, the daily timetable, free choice activities, outdoor play, and story time in the nursery school, and learning through our senses at nursery school. These videos, along with training manuals and courses, are available for teachers (including teachers from other centres) wishing to use them. The training programmes, however, also encourage teachers to rely on their own abilities and initiative for materials development and to utilize materials which the community can provide. Finally, *Ntataise* is planning on developing audio-cassettes for those teachers who, due to problems of distance and travel, are unable to attend support sessions and workshops run by the organization (*Ntataise* is also interested in developing distance education training components for such people).

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Training Programmes Presently Offered

(•) **Introductory Training Programme**

This training programme focuses specifically on the skills required for setting up and running preschool centres.

Length: ..-time, two week cours.., followed by a year of additional programmes; these include 12 in-service training visits by a *Ntataise* fieldworker to the preschool centres and 12 one day worksho.. (both held once monthly and only available if there are *Ntataise* fieldworkers in the area in which the preschool is being set up).

Intake: 15-30 participants per course (nine introductory courses held in 1992).

Location: *Ntataise* (some courses are held at central regional locations in the Transvaal, the Orange Free State, and Natal).

Requirements: No formal requirements.

Main Field/s: Educare/Preschool Training; In-Service and Pre-Service Educator/Teacher Training.

Accreditation: No formal accreditation.

Course Fees: R150 per week per participant (excluding travel costs, but

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[1] Ntataise Annual Report, 1992, p. 1.

including accommodation) and R200 for a year's support service.

Accommodation: Offered by *Ntataise* for two week residential course.

(•) **Learning in Preschool Training Programme**

This course, which follows on from the one year introductory programme above, offers further theoretical and practical skills in the running of a preschool centre.

Length: Full-time, one week course, followed by a year of additional programmes; these include 12 in-service training visits by a *Ntataise* fieldworker to the preschool centres and 12 one day workshops (both held once monthly and only available if there are *Ntataise* fieldworkers in the area in which the preschool is being set up). This programme is followed by a further week of residential training.

Intake: 15-30 participants per course.

Location: *Ntataise* (some courses are held at central regional locations in the Transvaal, the Orange Free State, and Natal).

Requirements: Open to educare teachers who have been on *Ntataise*'s introductory programme.

Main Field/s: Educare/Preschool Training; In-Service Educator/Teacher Training.

Accreditation: No formal accreditation.

Course Fees: R150 per week per participant (excluding travel costs, but including accommodation) and R200 for a year's support service.

Accommodation: Offered by *Ntataise* for residential courses.

(•) **Regular Monthly Workshops**

Regular monthly workshops are offered where possible by *Ntataise*. The content of the courses is determined by the needs of participants.

Location: Central regional locations.

Requirements: Open to Educare Teachers who have been on *Ntataise* training courses.

Main Field/s: Educare/Preschool Training; In-Service Educator/Teacher Training.

Accreditation: No formal accreditation, but it is being applied for.

Course Fees: R10 per participant.

Accommodation: Not applicable.

(•) **Training of Trainers**

At present, *Ntataise*'s trainers are sent on courses at the *Early Learning Resource Unit*, after which they are offered some further practical training programmes at *Ntataise*. *Ntataise* however acknowledges the need for further training programmes in South Africa to deal with the present need for training.

Materials Available at SAIDE

(•) The *Ntataise Trust* Annual Report, 1992.

(•) Range of materials available from the *Ntataise Trust*.

OPEN LEARNING SYSTEMS EDUCATION TRUST (OLSET)

TRANSVAAL

Physical Address:	5th floor, Olivetti House, 15 Stiemens Street, Braamfontein, Johannesburg
Postal Address:	P.O. Box 8760, Johannesburg, 2000
Tel No:	[011] 339-5491/2
Fax No:	[011] 339-6818
Contact/s:	Manie Eagar (Executive Director) Christine Morling

NATAL

Physical Address:	English Language Educational Trust, 6th floor, 74 Aliwal Street, Durban, 4001
Postal Address:	As above
Tel No:	[031] 320-501
Fax No:	[031] 370-002

EASTERN CAPE

Physical Address:	Independent Teacher Enrichment Centre, 8 Park Avenue, East London, 5201
Postal Address:	P.O. Box 549, East London, 5200
Tel No:	[0431] 43-8333
Fax No:	[0431] 29263

ORANGE FREE STATE

Physical Address:	Du Plessis Language Specialists
Tel No:	[051] 366-869
Fax No:	[051] 366-891

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Introduction

The *Open Learning Systems Education Trust* (OLSET) describes itself as "an independent, registered trust with a special interest in the application of technology to help overcome the backlogs and bottlenecks in South Africa's education and training systems"[1]. The institution was established to research the options offered by 'technology-assisted' education. Through this research, OLSET has decided to focus on the *Radio Learning Project*, as it sees this as making the most significant and tangible contribution to education.

The purpose of the *Radio Learning Project* is "to improve the quality of basic education in South Africa in a cost-effective manner through educational radio"[2]. The project is in its pilot phase in 1993, and is working in three hundred classrooms in four regions. The focus of the project is on teaching children English as a Second Language at the formal primary school level (mainly Sub-A and Sub-B).

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Training Programmes Presently Offered

(•) **International Bursary Scheme**

OLSET has contacts with a number of universities internationally and has managed

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[1] An Introduction to OLSET, unpublished pamphlet, p. 1.

[2] *Ibid.* p. 3.

to tap into their bursary schemes. As a result, by making contact through OLSET, it is possible to go on bursaries to a number of different courses at international universities.

(●) **Teacher Development Workshops**
As part of the Radio Learning Project, OLSET runs teacher training programmes involving those teachers who will be overseeing the radio courses. Prior to the courses, there were also headmaster orientation programmes of two days, which were designed to gain the Project access to schools through the 'proper' channels and to give principals the skills necessary to run classes should teachers be forced to miss a class.

Length: Full-time, two to three days.
Intake: 35-70 participants per course.
Location: Central regional locations.
Requirements: Open to junior primary teachers who will be utilizing Radio Learning Project.
Main Field/s: Electronic Media in Education; In-Service Educator/Teacher Training.
Accreditation: None.
Course Fees: None.
Accommodation: Not applicable.

(●) **Once-off Workshops**
OLSET also runs a number of different once-off workshops involving international consultants.
Main Field/s: Electronic Media in Education; Electronic Media Skills Training.

Training Programmes Planned

(●) OLSET is planning a number of training programmes to be run as part of the Radio Learning Project. These courses will focus on the following fields:
- (♦) General teacher development programmes.
- (♦) Scriptwriting.
  Encompassing the various forms and degrees of educational radio writing as well as techniques of dramatic writing for purposes of social development.
- (♦) Instructional design.
  Focusing on the range of stages of project development, from analysis of curricular goals and syllabus requirements to programme sequence planning, programme format design, and considerations of delivery systems, listener needs, integrated print components, and evaluation.
- (♦) Radio programme production.
  Training for radio producers in a full range of production techniques, style analysis, and project design and management[3].

Main Field/s: Electronic Media in Education; Electronic Media Skills Training; In-Service Educator/Teacher Training.

Internships Planned

(●) OLSET is planning to establish a system of internships as part of its broader training programme. The selection process for internship is envisaged as constituting an assessment at OLSET.
Main Field/s: Electronic Media in Education; Electronic Media Skills Training.

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[3] Taken from The Opening Learning Systems Education Trust Training Programmes, unpublished pamphlet, p. 1.

Materials Available at SAIDE

- An Introduction to OLSET (including outline of the Radio Learning Project).
- The Opening Learning Systems Education Trust Training Programmes (outlining planned training programmes).
- East London Teacher Development Workshop #1 Programme .
- Radio Learning News Newsletter #1, May 1993.
- Introductory package to Radio Learning Project's English in Action Radio Course, Comprising:
  - Teacher Development Video Programme (introduction to Radio Learning Project).
  - English in Action Theory Pamphlet.
  - English in Action Teacher's Notes (Level 1).
  - Pupil's Workbook (Level 1, lessons 1-20).
  - Audio Tape - Teacher Development #1 introduction and lesson 10 of level 1.
  - Examples of posters accompanying Radio Project.

OPERATION UPGRADE OF SOUTH AFRICA

Adult Literacy

NATAL (HEAD OFFICE)

Physical Address:	74 NMR Avenue, Durban, 4001
Postal Address:	P.O. Box 314, Durban, 4000
Tel No:	[031] 32-9591
Fax No:	[031] 37-2759
Contact/s:	David Ensor (Acting Director) Thabiso Moyo (Training Coordinator) Rasigan Maharajh (Research Coordinator)

NATAL (NEWCASTLE OFFICE)

Tel No:	[03431] 28566
Contact/s:	Meg Ogilvie (Coordinator)

TRANSVAAL (PRETORIA OFFICE)

Tel No:	[012] 323-3296
Fax No:	[012] 323-3296 (ask for fax)
Contact/s:	Charl Walters (Coordinator)

NORTHERN CAPE (KIMBERLEY OFFICE)

Tel No:	[0531] 323-3296
Contact/s:	Cora Geldenhuys (Coordinator)

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Introduction

Operation Upgrade of South Africa was established in 1966, but has, however, undergone a major shift in its focus and approach since 1991. Its new preliminary mission statement declares that *Operation Upgrade* "aims to affirm, through its literacy work, the dignity and worth of individuals and the right of people to attain their full potential. In collaboration with others in the literacy field, Operation Upgrade works with communities or organisations to facilitate the empowerment of illiterate people"[1]. The organization, which is a member of the *National Literacy Cooperation* (NLC), is involved in a variety of activities:

(•) **Training of Literacy Facilitators** - the main focus is on the training of literacy facilitators (see below), who then run literacy classes independently but with continued support from *Operation Upgrade*. The organization has trained over thirteen thousand literacy tutors since 1966. Nevertheless, with its shift of focus in 1991, *Operation Upgrade* has found that it has become necessary to re-train tutors in new teaching methodologies and is also currently involved in this process (see below). Positions for trainers are advertised and *Operation Upgrade*'s trainers are then selected on assessed ability, qualification, and experience.

(•) **Materials** - *Operation Upgrade* develops its own literacy courses (primarily in English and Zulu, but also covering a variety of other languages) and a quarterly newsletter. These materials are developed as collaborative efforts drawing on the expertise of NLC affiliates. In addition, the organization distributes the literacy materials of other organizations (for example, it distributes *Learn and Teach* and materials from the *English Language Project*).

(•) **Regional Project** - *Operation Upgrade* is involved in a project attempting to break down the barriers between individual literacy organizations. The main aim of this project is to centralize certain activities of literacy organizations (such as funding,

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[1] *Operation Upgrade of South Africa* Introductory Magazine, p. 4.

training, provision of resources, and materials development), while continuing to provide other services at a decentralized level. *Operation Upgrade* will facilitate the creation of regional networks in literacy over the next three years. This is being done in conjunction with the NLC, and *Operation Upgrade*'s initial efforts will focus on the Natal, Kei, and Border regions.

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Training Programmes Presently Offered

Note: In addition to the courses offered below for literacy facilitators, *Operation Upgrade* also provides ongoing support to literacy facilitators. This support programme is more formal for literacy facilitators in industry and less formal (though not less intensive) for facilitators in community organizations. Support consists of visits by trainers to classes and the provision of an advice and consultancy service. Literacy materials are also made available to literacy tutors.

(●) **Zulu Literacy Tutor Training Programme**

The aim of this course, which is method-based and not content-based, is to equip literacy facilitators with the skills required to run Zulu mother tongue literacy classes for adults. The exact content and nature of the course shifts according to the specific context for which it is being run.

Length: Full-time, five days.

Intake: Maximum of 15 participants per course (14 courses were held in 1993).

Location: *Operation Upgrade* Durban offices (if there is a group of 15 participants, training will be held at central regional locations).

Requirements: Minimum of standard eight, but a Matriculation certificate is preferred.

Main Field/s: Adult Education Training; Language/Literacy Training; Pre-Service Educator/Teacher Training.

Accreditation: No formal accreditation.

Course Fees: R2000 per person for industry; R250 per person for community organizations (bursaries available) - fees include provision of materials.

Accommodation: Must be funded by participating organization.

(●) **English Literacy Tutor Training Programme**

The aim of this course, which is method-based and not content-based, is to equip literacy facilitators with the skills required to run English literacy classes for adults. The exact content and nature of the course shifts according to the specific context for which it is being run. The course is ideally intended for literacy tutors who have completed the Zulu literacy tutor training course above.

Length: Full-time, eight days.

Intake: Maximum of 15 participants per course (14 courses were held in 1993).

Location: *Operation Upgrade* Durban offices (if there is a group of 15 participants, training will be held at central regional locations).

Requirements: Minimum of standard eight, but a Matriculation certificate is preferred.

Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training.

Accreditation: No formal accreditation.

Course Fees: R2000 per person for industry; R250 per person for community organizations (bursaries available) - fees include provision of materials.

Accommodation: Must be funded by participating organization.

(●) **Re-training of Literacy Tutors**

As part of its shift in focus in 1991, *Operation Upgrade* revised its materials and methodologies extensively. Thus, part of its work involves re-training several of the over thirteen thousand tutors it has already trained, making use of the courses offered above. Details above apply to this re-training programme.

Main Field/s: Adult Education Training; In-Service Educator/Teacher Training; Language/Literacy Training.

Materials Available at SAIDE

(●) *Operation Upgrade of South Africa* Introductory Magazine.
(●) *Operation Upgrade of South Africa* Adult Literacy Project Introductory Folder.
(●) *Operation Upgrade of South Africa* Adult Literacy (Industrial Training Division) Introductory Brochure and List of Library Books Available.
(●) Excerpt from Adult Basic Education in South Africa on *Operation Upgrade*.
(●) Organising the Regional Literacy Co-operation in Natal: Towards Participation Coherence and Co-ordination, Discussion Paper.

PORT ELIZABETH EARLY LEARNING CENTRE

EASTERN CAPE

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Fax No:	[041] 55-3998
Contact/s:	Joan Prinsloo (Project Manager) Denise Manning (Educare Training Coordinator)

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Introduction

The *Port Elizabeth Learning Centre* evolved in 1986 as an initiative of the *Urban Foundation*. The Centre was started to "serve the needs of disadvantaged preschools in the surrounding areas"[1], and the main way in which this is now achieved is through the non-formal para-professional training of people in the field of educare (see below). In addition to this, however, the Centre is also involved in the following activities:

(•) **Materials and Resources** - the Centre is involved in the development of course material for educare workers. In addition, it runs a resource centre and a small shop for people in the field of educare. Materials, such as book bags and toys bags, are also made available to schools, either sold at very low prices or loaned to the schools. Finally, the Centre has established a wasteroom, where waste materials which can be utilized to make improvised toys are collected and stored for preschools and educare centres.

(•) **Advice Centre** - the Centre offers advice to a broad range of people with an interest in educare, including parents, playgroups, and daymothers.

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Training Programmes Presently Offered

Note: Through its training programmes, the Centre focuses on the development of the educare worker within the community, with the result that these courses extend beyond educare to include literacy, health, anti-bias, and other issues of social relevance. In addition, video, television, overhead projectors, and slides are used wherever possible in the courses.

(•) **Orientation Course**

This course is divided into two modules, each of which is taken separately. Module A provides an introduction to the field of educare, and deals with planning daily programmes and activities as an educare teacher. Module B continues with practical introductory material, while extending the participant's knowledge and understanding of teaching through the use of themes.

Length:	Full-time, two weeks per module.
Intake:	For module A, 20-25 participants per course, four times annually; for module B, 15-20 participants, three times annually.
Location:	*Port Elizabeth Early Learning Centre* or, in response to needs of communities, at central locations within communities (for example, the course has been run at Uitenhage).
Requirements:	Open to people in the field of educare. Centre fieldworkers

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[1] *Port Elizabeth Early Learning Centre* Introductory Brochure.

monitor participants who have completed module A to assess whether or not they are ready to begin module B.

Main Field/s: Educare/Preschool Training; In-Service and Pre-Service Educator/Teacher Training.

Accreditation: Accreditation is offered through the *Southern African Association for Early Childhood Educare* on completion of both modules.

Course Fees: R40 per participant per module.

Accommodation: Accommodation is not available, but financial aid schemes for people who need to travel and find accommodation in order to attend the course are available.

(•) **Educare Training Course**

This course covers a wide variety of the skills required by educare teachers, covering subjects in much greater detail than the above course. In addition to educare issues, the course also deals with topics such as Aids awareness, road safety, and hygiene.

Length: Part-time, one year; a two and a half hour session once weekly.
For those unable to attend the part-time course, a full-time version of the course is offered, in three blocks of two weeks each.

Intake: 54-60 participants per part-time course, once annually; 10-15 participants per full-time course.

Location: *Port Elizabeth Early Learning Centre.*

Requirements: Open to people in the field of educare.

Main Field/s: Educare/Preschool Training; In-Service Educator/Teacher Training.

Accreditation: Accreditation is offered through the *Southern African Association for Early Childhood Educare.*

Course Fees: R150 per participant.

Accommodation: Accommodation is not available to full-time course participants, but financial aid schemes for people who need to travel and find accommodation in order to attend the course are available (not applicable to part-time course participants).

(•) **Home-Based Course**

This course is in the pilot phase. The course is aimed at people running home-based centres (especially for children of pre-educare age). The course is very practically based and is designed to be able to be taught anywhere (including in the homes where the centres are located). For this reason, the course is divided up into a number of segments.

Length: Full-time, two weeks, with a break of several months in between each week (this will be flexible as the course is taught in more locations).

Intake: 20-25 participants per course.

Location: At present, central locations in Port Elizabeth and Uitenhage.

Requirements: No formal requirements.

Main Field/s: Educare/Preschool Training; In-Service and Pre-Service Educator/Teacher Training.

Accreditation: Certificates offered for completion of various segments, but no formal accreditation.

Course Fees: R10 per participant per week.

Accommodation: Not applicable.

(●) **Educare Workshops**

The Centre offers three types of workshops:

(♦) **Monthly workshops**

These workshops deal with issues relevant and related to educare.

Length: Two hours, once monthly on Saturdays.
Location: *Port Elizabeth Early Learning Centre.*
Requirements: Open to anyone, but compulsory for participants of the part-time Educare Training Course.

(♦) **Weekly Workshops**

These workshops are open to anyone with an interest in children and deal with specific community needs revolving around educare. The workshops are run in various communities.

Length: Two hours, weekly on Monday afternoons.
Location: Central locations in various communities.
Requirements: Open to anyone with an interest in children.

(♦) **Once-off Workshops**

These include training course and discussion forums run on a once-off basis in response to requests from communities. Workshops cover a wide variety of topics (for example, how to stimulate children or the prevention of waste.

The following details apply to all of the above workshops:

Main Field/s: Educare/Preschool Training; In-Service and Pre-Service Educator/Teacher Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

(●) **Community Organizational Training Course**

This course is offered to any community organization requesting it. It deals with the administrative and managerial material relevant to the running of community organizations.

Length: Afternoons over five days (flexible according to precise needs of organization).
Intake: 10-15 participants per course.
Location: At participating organization.
Requirements: No formal requirements.
Main Field/s: Educational Administration Training.
Accreditation: No formal accreditation.
Course Fees: R10 per participant.
Accommodation: Not applicable.

Materials Available at SAIDE

(●) *Port Elizabeth Early Learning Centre* Introductory Brochure.
(●) Document on Courses Offered by the *Port Elizabeth Early Learning Centre.*
(●) Document on Home-Based Courses.

PRIMARY EDUCATION PROJECT (PREP)

University of Cape Town

WESTERN CAPE

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Contact/s: Wendy Flanagan (Director)

Introduction

The *Primary Education Project* (PREP) aims at the professional development of primary school teachers, especially rural and farm teachers, through in-service training. The focus, in this regard, is totally on bilingual literacy, where the home language is seen as the first language and English becomes the medium of instruction. PREP runs no formal training courses, but teachers are given professional experience through the research and development projects in which PREP is and has been involved. At present, a resource pack dealing with the theory and practice of reading and writing instruction is being developed. It consists of a course book, video and audio cassettes, curriculum materials, and a suggested cumulative assessment procedure for examining teachers who complete the course, and will be available for teachers, schools, groups of schools or regions at the end of 1993. In addition, PREP is currently involved in the research, planning, and development of materials for a distance education diploma or certificate for junior primary teachers.

Materials Available at SAIDE

(●) "Teaching Reading and Writing - a Distance Learning Resource Pack" Introductory Brochure.

(●) Report on the Feasibility Study into UCT Piloting an In-Service Diploma in (Bilingual) Literacy for Junior Primary Teachers in Rural and Farm Schools Through Distance Learning.

PRIMARY SCIENCE PROGRAMME (PSP)

A Project Initiated by The Urban Foundation

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Contact/s:	Nthabiseng Tsatsi (Coordinator)

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ORANGE FREE STATE

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Fax No:	[051] 32-4881
Contact/s:	Tom Sesele (Manager)

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Introduction

The mission of the *Primary Science Programme* (PSP) is "to improve the quality of science teaching and learning in S.A. through the development of a body of competent primary school teachers"[1]. The programme was piloted by the *Urban Foundation* in the Western Cape in 1983. It has now become a national programme aimed primarily at black schools. Each of the regional managers coordinates the activities of the implementors and the implementation of the teacher development programme (see below). Each implementor is responsible for approximately two hundred schools. This model, which gives each region relative autonomy within the programme, allows the PSP to reach four and a half of the approximately ten thousand DET schools in the country.

The PSP aims to deliver a multi-media science package. The rationale behind this is that "it is the entire process of trained teacher, motivated student, adequate supplementary material as well as well written and well produced programmes that provides education"[2]. Behind this also lies the belief that the electronic media are essential in education because hearing English spoken in this way promotes the acquisition of that language, which is vital within South African education at present. The PSP does not produce educational radio or video itself, but scans the available materials and creates written programmes around that which is suitable for their work.

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Training Programmes Presently Offered

(●) **Ongoing Teacher Development Programme**

This is the main programme of the PSP. The courses run have been developed regionally, on the basis of a needs analysis, in conjunction with the implementors and with primary science teachers (covering standards three, four, and five). Nationally, several of the problems that need to be tackled are similar, for example the overcrowding of classrooms and the lack amongst teachers of science training at school level. This model, however, allows for autonomy on a regional level. As a result, the details below are based on the Transvaal region of the programme and there may be some discrepancies regionally. Implementors evaluate the workshops by visiting representative schools regularly (about five schools annually, visiting different schools each year).

Length:	One day workshops at the beginning of each quarter over a period of three to five years in urban areas. Week long residential workshops in rural areas.
Intake:	Dependent on size of circuit (see 'Location' below).
Location:	At a central location within circuits (each DET area is divided into circuits, with each implementor responsible for about five or six circuits. In the Highveld region, for example, there are 30 circuits).
Requirements:	Open to DET science teachers at standard three, four, and five levels.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	No formal accreditation.
Course Fees:	None - participating schools must, however, contribute to the costs of the science apparatus kit (usually a contribution of about 20%).
Accommodation:	Available at Church-affiliated institutions where applicable.

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[1] Transvaal Region *Primary Science Programme* proposed implementation and Delivery Strategy of a Multi-Media Science Package, p. 1.

[2] *Ibid* p. 8.

(●) **Advanced Certificate for Primary Science Educators (ACPSE)**

This is a new course, run in conjunction with the *Science Education Department* at the *University of the Witwatersrand*. At present, it is a part-time course run through correspondence, but including a four one-week practical sessions at the University. This course has been designed for the PSP's implementors, but, from 1994, will be open to anyone who qualifies. It is aimed to train people as advisory teachers. Plans are underway to expand the scope of the course by including mathematics and English components, which will qualify students as higher primary specialists.

Length:	Part-time, two years, with four one-week practical sessions in January, March, June, and September (the expanded course will last two years per component for a total of six years' part-time studying; it will not, however, be compulsory to take all three components of the course).
Intake:	20-30 participants, once annually.
Location:	Contact sessions at the *University of the Witwatersrand*.
Requirements:	Matriculation certificate with science, Primary Teacher's Diploma and five years of teaching experience.
Main Field/s:	In-Service Educator/Teacher Training; Trainer Training.
Accreditation:	Advanced certificate.
Course Fees:	R2500 per participant per year.
Accommodation:	For the four one-week segments, students are accommodated at the university.

(●) **Implementors' Training Workshops**

These courses are run regionally to train implementors in the skills required to run the Teacher Development Programmes, and thus vary from region to region. The aim is to replace these workshops with the more formal ACPSE above.

Length:	One week at the beginning of each quarter.
Intake:	Varies from region to region - five in the Highveld region (but expansion is planned).
Location:	At regional offices.
Requirements:	Matric science; Primary Teacher's Diploma; five years science teaching experience; driver's licence.
Main Field/s:	Trainer Training.
Accreditation:	No formal accreditation.
Course Fees:	None.
Accommodation:	Arranged by the PSP.

Materials Available at SAIDE

(●) Introductory Brochure.

(●) Transvaal Region *Primary Science Programme* proposed implementation and Delivery Strategy of a Multi-Media Science Package (includes introduction to PSP, introduction and curriculum for ACPSE, December 1992 Implementors Training Workshop outline, & National Evaluation Report on the Transvaal Region).

(●) Course Book for Language Skills Development Workshop run by Laura van Hoegaerden (14-18 June 1993).

(●) Teacher Resource File for the PSP Primary Science Pupil Kit for Stds 3 & 4.

(●) Teacher's Guide: Physical Science Posters & Worksheets for Std 5.

PROGRESSIVE PRIMARY HEALTH CARE NETWORK (PPHCN) MEDIA AND TRAINING CENTRE

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Contact/s: Gabriel Urgoiti (Coordinator Consultant)

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Introduction

In 1990, the *Kellogg Foundation* invited proposals on health personnel education from a variety of institutions. One of the proposals accepted as a result of this initiative was that from the *Progressive Primary Health Care Network (PPHCN) Media and Training Centre*. This proposal was accepted in 1992 and funding was granted in August of 1993. The aim of the *PPHCN Media and Training Centre* is "to improve, through participatory methods, Primary Health Care by developing adequate and relevant media directed to the needs of communities and health workers"[1]. This project, therefore, hopes to resolve an important problem in primary health care, which is that most media materials currently being used are inappropriate for their context. The media materials that will be produced will be aimed directly at the communities with which they are made, and will not be utilized outside of that context. There are three geographical areas of focus; urban (Elsie's River), peri-urban (Khayelitscha), and rural (the Pella Community). The project will have four strands:

(●) Producing media for primary health care.
(●) Training people in the production of primary health care media.
(●) Training people in the use of primary health care media.
(●) Evaluating the effectiveness and role of the media in primary health care.[2]

The communities involved will decide which media should be used and what themes should be covered by the media materials. Thus, the process is designed to be very flexible and open. The Centre hopes to have the programme running in all three areas by January of 1994.

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Training Programmes Planned

(●) The *PPHCN Media and Training Centre* plans to run training throughout the above processes. This training will be very practical, task-centred training, and its nature will be dependent on the needs of specific communities and projects (for an example of such a training programme already run, see the *Zibonele Training Programme* in the *Speak Radio/Audio Project* report).

Main Field/s: Electronic Media in Education; Electronic Media Skills Training.

Materials Available at SAIDE

(●) *Progressive Primary Health Care Network Media and Training Centre* Proposal.

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[1] *Progressive Primary Health Care Network Media and Training Centre* Proposal, p. 1.

[2] *ibid.*

PROJECT FOR THE STUDY OF ALTERNATIVE EDUCATION IN SOUTH AFRICA (PRAESA)

University of Cape Town

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Introduction

The *Project for the Study of Alternative Education in South Africa* (PRAESA) was established in 1992, and describes its role in the following way; "The struggle against apartheid education produced a rich legacy of service, community and labour organisations, many of which explored a new literary pedagogy. For the sake of educational renewal after February 1990, it has become imperative that the experiences of hitherto marginal 'alternative' educational structures and practices be theorised and made available for replication. PRAESA seeks to be a catalyst in this process"[1]. In order to achieve this, PRAESA is involved in the following projects:

(●) **Documentation** - this consists of the collection and cataloguing of documents, with the intention of creating a computerized database on 'alternative' education in South Africa since 1970.

(●) **Research** - PRAESA is currently undertaking surveys in a variety of educational fields. The fields under research include academic support and development, preschooling, primary schools, labour (trade unions), literacy, adult basic (community) education, and secondary schools.

(●) **Comparative Education and Networking** - this involves the establishment of contacts and working relationships, as well as the exchanging of information, with alternative education projects in other 'Third World' countries.

(●) **Dissemination and Publication** - PRAESA intends to publish a survey of 'alternative' educational practices in South Africa. They also aim to facilitate networking among educationists.

Materials Available at SAIDE

(●) *Project for the Study of Alternative Education in South Africa* Introductory Brochure.

(●) *Project for the Study of Alternative Education in South Africa* Introductory Pamphlet.

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[1] *Project for the Study of Alternative Education in South Africa* Introductory Brochure.

PROMAT

NORTHERN TRANSVAAL

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NATAL

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Introduction

Promat, which stands for "Project Matriculation", was started in 1983. The main aim of the organization is to help people to obtain their matriculation certificates. *Promat* has Matric colleges in Mamelodi, Springkell (near Kempton Park), Springs, Durban, and KaNgwane, each of which offers face-to-face education. Some of these colleges also provide bridging programmes in English, mathematics, and science which equip students with the education necessary to take these subjects at Matric level. In addition, in order to broaden the scope of its work, *Promat* has established a correspondence college for matriculation students (materials for the correspondence courses are developed by *Promat*). The majority of students registered at the various colleges are adults, many of whom are practising teachers.

In addition to this, *Promat* has also set up the *Promat College of Education*, the only privately-funded teacher education college in South Africa. This College, which is now in its third year, was "born out of the realisation that the future of any nation depends on the quality of its education...[and] quality education depends on quality teachers"[1]. Thus, the college offers pre-service and in-service training programmes for teachers (see below). There is, however, a possibility that, from 1994, this college might move solely into the field of in-service teacher training. Finally, the College is looking at the possibility of creating satellite campuses in places such as KaNgwane and Standerton, which would be equipped with some tutors and support services from *Promat*.

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Training Programmes Presently Offered

(●) **Pre-Service Teacher's Diploma**

This course offers a teaching diploma to people wishing to go into the field of senior primary teaching.

Length:	Full-time, four years.
Intake:	120 students, once annually
Location:	*Promat College of Education.*
Requirements:	Matriculation certificate (preference given to good results in

[1] Promat College of Education Introductory Magazine, p. 2.

mathematics, science, an English).

Main Field/s: Pre-Service Educator/Teacher Training.

Accreditation: Formal accreditation through the *University of the Witwatersrand.*

Course Fees: R4200 per year, including tuition and materials (some bursaries are available).

Accommodation: Limited accommodation available at R140 per month (excluding food) - some bursaries are available for this accommodation.

(●) **In-Service Teacher's Courses**

These courses give practising senior primary teachers the opportunity to upgrade their qualifications from Matric plus one to Matric plus two and from Matric plus two to Matric plus three. The College is hoping to be able to offer the course through distance education as from 1994.

Length: Full-time, one year per course.

Intake: Total intake of 124 students annually.

Location: *Promat College of Education.*

Requirements: Relevant qualification (Matric plus one or Matric plus two).

Main Field/s: In-Service Educator/Teacher Training.

Accreditation: Formal accreditation through the *University of the Witwatersrand.*

Course Fees: R4200 per year, including tuition and materials (some bursaries are available).

Accommodation: Limited accommodation available at R140 per month (excluding food) - some bursaries are available for this accommodation.

Materials Available at SAIDE

(●) *Promat* Matric Colleges Introductory Pamphlet.
(●) *Promat* Correspondence College Introductory Pamphlet.
(●) *Promat College of Education* Introductory Magazine.
(●) Financial Mail, April 16, 1993 (Includes *Promat* Special Report).

PUBLIC BROADCASTING INITIATIVE (PBI)

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Introduction

The *Public Broadcasting Initiative* (PBI), which "operates as a service organisation to promote the development of public broadcasting in South Africa"[1], was established in 1993 by fourteen journalists as a broadcasting training programme initiated by the *Campaign for Open Media*. The PBI has two main fields of activities:

(●) **Training and Upgrading** - this is intended as a short-term programme, and its immediate focus is on news and current affairs journalists in the run-up to 1994's elections. Training is and will be done in the form of formal courses and secondments (see below). The PBI envisages the training arm becoming smaller as *Television News Production* within the *South African Broadcasting Corporation* (SABC) starts to run similar courses.

(●) **Research into Policy Options for Public Broadcasters in South Africa**
This research is intended to feed into policy formulation and includes research into the SABC's training needs and the establishment of needs-driven training systems and structures.

As part of its longer-term planning, the PBI also envisages setting up three radio stations at the three campuses of the *University of the North, Turfloop*. This project is designed to act as a form of research into the communication needs of people in the Far North (an historically peripheral area). The PBI hopes that this process will feed into and make an impact on SABC policy. Similarly, the PBI hopes that training courses similar to those which it is running at present will become part of the communications courses at the University. A further objective behind these processes is to establish the PBI at the university and to pass control of the PBI over to the university.

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Training Programmes Presently Offered

(●) The PBI are and will be running a variety of once-off training courses in news and current affairs journalism for radio and television. These include:
- (♦) Basic radio journalists' and producers' course.
- (♦) Basic television journalists' and producers' course.
- (♦) News and current affairs anchors' course.
- (♦) Television news managers' course.
- (♦) Radio news managers' course.
- (♦) Course for broadcasting trainers.

The courses are being run by international experts from the *Canadian Broadcasting Corporation*, the *British Broadcasting Corporation* and *National Public Radio* in the United States of America. Participants will consist both of SABC staff and external applicants.

Length: Variable, according to course.
Intake: Variable.

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[1] Public Broadcasting Initiative Introductory Document, p. 1.

Location: *South African Broadcasting Corporation.*

Requirements: No fixed criteria, but course is aimed at people who have been denied access to training yet who in the best position to be able to use the training. A selection panel will evaluate applications for external participants.

Main Field/s: Electronic Media Skills Training; Journalism Training.

Accreditation: No formal accreditation.

Course Fees: No fees for external participants (the SABC will pay some costs for its staff members).

Accommodation: Not available.

Internships Offered

(•) The PBI is in the process of arranging a series of secondments and internships, both at the SABC and at international institutions (primarily the *Canadian Broadcasting Corporation*, the *British Broadcasting Corporation* and *National Public Radio*), for broadcast journalists.

Main Field/s: Electronic Media Skills Training; Journalism Training.

Materials Available at SAIDE

(•) *Public Broadcasting Initiative* Introductory Document.

(•) *Public Broadcasting Initiative* Document on Turfloop Projects.

(•) *Public Broadcasting Initiative* Report on Broadcast Trainers' Consultative Meeting.

READ EDUCATIONAL TRUST

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ORANGE VAAL

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NATAL

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Contact/s:	Ms J. Tomlinson (Regional Director)

EASTERN CAPE

Physical Address:	Deal Partye Building, 125 Grahamstown Road, Port Elizabeth
Postal Address:	P.O. Box 19[illegible], Port Elizabeth, 6000
Tel No:	[041] 75-3229
Fax No:	[041] 54-5805
Contact/s:	Roy Valentine (Regional Coordinator)

EASTERN CAPE

Physical Address:	Independent Teachers Enrichment Centre, 8 Park Avenue, East London
Postal Address:	P.O. Box 549, East London, 5200
Tel No:	[0431] 43-8333
Fax No:	[0431] 29263
Contact/s:	Belinda Smith (Regional Coordinator)

WESTERN CAPE

Physical Address:	10 Orlando Place, Olivia Way, Meadowridge, 7800, Cape Town
Postal Address:	As above
Tel No:	[021] 75-3229
Fax No:	[021] 72-3741
Contact/s:	B. Priehn (Regional Coordinator)

NORTHERN CAPE

Postal Address:	P.O. Box 1717, Kimberley, 800
Tel No:	[0531] 81-1438
Fax No:	[0531] 81-1438 (ask for fax)

ORANGE FREE STATE

Postal Address:	P.O. Box 6917, Bloemfontein, 9300
Tel No:	[051] 32-4489
Fax No:	[051] 32-3291
Contact/s:	Bertha Katching (Regional Coordinator)

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Introduction

The vision of the *READ Educational Trust* is that "all South African children should be able to read, write and speak with greater confidence so that they can cope with the modern world, improve their chances of meaningful employment, share the wisdom of the world's great literature, and increase their enjoyment of leisure time"[1]. READ, which was established in 1979, has three main activities:

(●) **Training** (see below).

(●) **Materials Development** - "the emphasis of materials development has been on the primary level, but some substantial work has also been done on high schools materials. Cognitive skills are built into all new materials and there is increasing emphasis on theme work across the curriculum"[2]. Materials, which consists of a wide variety of media including books, posters, and worksheets, are primarily designed for READ's training courses and to act as teacher support. In addition, READ has been involved in the production of videos (in collaboration with production companies) which form part of their training courses. Some of these videos can, however, be used separately to the training courses.

(●) **Materials Provision** - READ's book department serves as the distributor of educational books and other materials to historically deprived communities around the country.

In addition to these activities, READ also runs an annual Readathon, runs materials development competitions and library competitions, and is involved in a Community Outreach Programme. The latter project involves the installation of libraries in business and industry and the establishment, provision, and maintenance of community libraries. The Community Outreach Programme also runs an adult education programme in conjunction with *Project Literacy*.

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Training Programmes Presently Offered

(●) **Teacher Training Programme**

A variety of teacher training courses are run by READ around the country. The focus of these courses is to train teachers to make use of books and other educational printed media materials in the classroom and to encourage them to become involved in their own materials development. The programme is aimed primarily at primary school teachers, but classes are also run for high school teachers and adult educators. In addition to regular courses run by READ, courses of this kind are also run specifically in response to requests from teachers.

Length: Variable, according to nature of course.

Intake: Variable.

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[1] *READ Educational Trust Annual Report, 1993, P. 1.*

[2] *Ibid* p. 14.

Location: Regional READ offices, community centres, and teacher training colleges.
Requirements: Must be a teacher (or a teacher-in-training) at the level of education relevant to the course.
Main Field/s: In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training; Printed Media in Education; Printed Media Skills Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Not applicable.

(•) **Leader Teacher Course**
The aim of this course is to equip leading teachers in the various regions with the skills required to run some of READ's teacher training workshops (see above). Once the course is completed, participants are given funding to set up their own workshops.
Length: Full-time, one week.
Intake: Variable, once or twice annually.
Location: READ.
Requirements: A commitment to and ability for running teacher training workshops.
Main Field/s: Language/Literacy Training; Printed Media in Education; Trainer Training.
Accreditation: No formal accreditation.
Course Fees: None (including accommodation).
Accommodation: Supplied by READ.

(•) **Trainer Training Course**
The aim of this course is to equip READ staff members with the skills required to run a variety of teacher training workshops and to provide teacher support services. The course deals with principles of adult education and details of how to run training courses. After the course is completed, trainees run courses themselves, initially under the supervision of a head trainer.
Length: Full-time, three days, after which trainees attend all READ teacher training courses from the perspective of a trainer.
Intake: Variable.
Location: READ.
Requirements: Only open to READ staff members.
Main Field/s: Language/Literacy Training; Printed Media in Education; Printed Media Skills Training; Trainer Training.
Accreditation: No formal accreditation.
Course Fees: None (including accommodation).
Accommodation: Supplied by READ.

(•) **Principals' Course**
The aim of this course is to give school principals an awareness of the work which READ does and to equip them with some skills in library administration. Details of the course depend on the needs of READ and of the community.
Main Field/s: Educational Administration Training; Language/Literacy Training; Printed Media in Education.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Not applicable.

Materials Available at SAIDE

(•) *READ Educational Trust* Annual Report, 1993.

(•) Lead to Read, Newsletter from READ's SAB Leader Teachers, February 1993.

RESEARCH INSTITUTE OF EDUCATION PLANNING (RIEP)

ORANGE FREE STATE

Physical Address:	Faculty of Education, University of the Orange Free State, off Kimberley Road, Bloemfontein
Postal Address:	Faculty of Education, University of the Orange Free State, P.O. Box 339, Bloemfontein, 9300
Tel No:	[051] 401-2836
Fax No:	[051] 47-4939
Contacts:	Japie Strauss (Acting Director)

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Introduction

The *Research Institute of Education Planning* (RIEP) was established in 1974 as a unit within the *Faculty of Education* at the *University of the Orange Free State*, but became independent in 1983. Its main objective is "the support of education in the deprived communities in the Southern African context with the emphasis on the activities of the education departments of the independent states, and self-governing regions"[1]. Thus, the aim is to utilize research and academic structures to assist deprived communities in South Africa and to support education in general. In order to achieve this, RIEP is involved in various activities:

(●) **Education Statistics and Planning** - this project, which functions at a national level, focuses on the "interpretation and processing of education statistics and the role therefore in the education planning process in the deprived communities of Southern Africa"[2]. Thus, RIEP provides education statistics and planning to the different education departments around the country.

(●) **In-service Teacher Training** - RIEP provides training, primarily in mathematics and science, for teachers (see below).

(●) **Modular Courses and Computer Software** - RIEP is involved in the development of modular courses in physical science and mathematics. In addition, because RIEP identified a lack of practical demonstrations in physical science at school level, computer programmes have been developed which deal with physical science in different modules. These programmes include computer graphics which simulate scientific experiments and are made available to schools with computer facilities.

(●) **Education Management** - the focus here is on the management and leadership role of senior education officials in the developing communities. Management courses are run for secretaries of education, education planners, principals, and other people in education management positions.

(●) **Language Programme** - this programme consists of research into language policies and options and into the role of language in education.

(●) **Documentation** - RIEP is currently creating a database, accessible through keywords, of education books and magazines. Until now, over forty seven thousand articles and books, all available at the *University of the Orange Free State* or at RIEP, have been indexed in this way.

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Training Programmes Presently Offered

(●) **In-Service Teacher Training**

The focus of this programme is on in-service teacher training in mathematics and

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[1] Strauss, J.P. et al, 1991, Education and Manpower Development, Bloemfontein, RIEP, p. 1.

[2] Ibid p. 1.

science. A pilot junior primary mathematics programme has been run by RIEP (and this will be extended to standard one teachers in 1994), while a programme for Matric mathematics teachers will also soon be started. The programme is now open to all sub-A teachers in the townships around Bloemfontein. The initial course covers the teaching skills required for mathematics (including developing problem-solving skills and encouraging a modular approach to teaching). The monthly sessions thereafter deal with specific problems encountered by the teachers (RIEP aims to replace this with a field worker who will travel to schools to provide teacher support). In addition, RIEP is involved in developing an "essentials of science" kit for use by science teachers.

Length:	Part-time, three to five days split up over three weeks, followed by once monthly sessions for two or three months.
Intake:	Approximately 18 participants per course.
Location:	*Research Institute of Education Planning.*
Requirements:	Open to teachers.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	No formal accreditation.
Course Fees:	None (materials such as an abacus, 15-20 small blackboards, and number-charts are also provided free of charge).
Accommodation:	Not applicable.

Materials Available at SAIDE

(o) Strauss, J.P. *et al*, 1991, Education and Manpower Development, Bloemfontein, RIEP.

SAFRITEL

South African Broadcasting Corporation

TRANSVAAL

Physical Address:	Television Centre, South African Broadcasting Corporation, Artillery Road, Auckland Park, Johannesburg
Postal Address:	South African Broadcasting Corporation, P.O. Box X41, Auckland Park, 2006, Johannesburg
Tel No:	[011] 714-3680 - Paul Liebetrau [011] 714-3155 - Johan Aucamp
Fax No:	[011] 714-6319 - Paul Liebetrau [011] 714-5799 - Johan Aucamp
Contact/s:	Dr Paul Liebetrau (Head: Educational Programmes) Dr Johan Aucamp (Head of Production: Instructional Programmes)

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Introduction

Safritel is a production facility of the *South African Broadcasting Corporation* (SABC). The facility is divided into different directorates, such as a directorate for entertainment and drama, a directorate for dubbing, and a directorate for instructional programmes and educational programmes. The directorate for entertainment is responsible for a variety of entertainment programmes, such as Glas Kasteel, The Big Time, and Win 'n Spin, and produces materials on commission from the various television channels at the SABC. The latter is responsible for a wide range of educational programmes on television and radio.

The production of educational television programmes is handled to a large extent by *Safritel*. The directorate for instructional programmes and educational programmes is allocated airtime for educational programmes by *TV1*, the *CCV Channel*, and the *TSS Network Channel* (a total of between fifty and fifty five hours of airtime per week) and then plans the schedule for this airtime. *Safritel* has two departments dealing with educational programming:

(•) **Instructional Programme Department** - this covers the range of formal education programmes, which are aimed primarily at those who do not have access to good schooling and teachers. The aim of the programmes is to combine good television with good education, thus motivating viewers to want to learn. Instructional programmes produced include the following:

  (♦) **Teleschool** - *Teleschool* is an overall title for a range of television programmes aimed at school pupils and broadcast on all three of the television channels (different programmes are broadcast on each channel, although some programmes utilize the same inserts at times). *Teleschool* offers programmes on a wide variety of school subjects, including mathematics, science, biology, English, Afrikaans, accounting, business economics, and geography. *Teleschool*'s original focus was on junior secondary pupils, but it is now starting to produce programmes for standard nine and Matric, as well as programmes for primary school pupils. This latter move includes the production of a new programme for primary school literacy entitled Word Power. Programmes may be taped by anybody, while VHS cassettes are available for sale from *Safritel*. Broadcasts are also followed up with printed media materials, and *Safritel* works in conjunction with a variety of publications (including *The Star*, *Upbeat*, *Archimedes*, and the *Educational Support Services Trust*).

  (♦) **Eduspectrum** - the emphasis of this programme is on entrepreneurship and careers and it is also aimed at school pupils.

  (♦) **Magazine Programmes** - the *Department of Instructional Programmes* is also involved in the production of some less formal magazine programmes for

school children (for example, environmental awareness programmes).

(♦) **Teacher Training Programmes** - the *Department of Instructional Programmes* is working with the *Teacher Opportunity Programmes* to develop teacher training programmes. The aim of these is to upgrade teachers' skills (this includes academic and methodology upgrading and material on the use of the electronic media in the classroom). It is hoped that production of these programmes will begin in 1994.

Production of all of the instructional programmes is done using freelance production staff.

(●) **Educational Programme Department** - this covers the range of non-formal education programmes, including literacy, primary health care, and child care. The programme schedule for this category of programmes is formulated on the basis of research, seminars, and other needs analyses. Experts are then consulted for advice and input on the various programmes. In production, substantial use is made of freelance production staff, with eighty percent of these productions being commissioned out to external production houses. A wide variety of programmes are produced by the *Department of Educational Programmes*. These include Kideo, a preschool programme, On the Right Track, a primary health programme, and a range of general informative life style programmes such as Just for You, On the Move, and D.I.Y. Made Easy. The department also produces specialized, research-based guidance programmes such as Agriforum and S.O.S, as well as specific life skills programmes such as Getting it Right and Study Magic. All programmes aim to promote the involvement of the community in education and awareness. In addition, programmes are supplemented wherever possible by printed media materials. Kideo, for example, is supplemented by a quarterly newsletter to *Kideo Club* members, while On the Right Track is supplemented by printed materials distributed by the *Department of Health and National Development*. *Safritel* is also developing a series of literacy programmes, which it hopes to bring out as a multi-media package incorporating radio, television, and printed media materials.

Safritel is also involved in the production of programmes for the various radio stations. *Safritel* provides themes and content for educational programmes to the various radio stations and the stations then organize the production and format of the programmes themselves. Topics covered by educational radio include primary health, population development, parental guidance, preschool, family life, and literacy.

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Training Programmes Presently Offered

(●) **In-Service Training**

All training of *Safritel* personnel is done through the SABC's *Training Department*. In addition, *Safritel* relies for much of its educational production work on freelance expertise. Nevertheless, some upgrading of personnel does take place internally. This usually takes the form of once-off workshops and seminars, relying on input from external experts, on specific issues. Topics covered would include adult education, parental guidance, Aids prevention, and issues around formal education. *Safritel* staff are also sent to workshops, seminars, and conferences run externally.

Main Field/s: Electronic Media in Education.

Materials Available at SAIDE

(●) *Directorate: Educational and Instructional Programmes* Introductory Document.

(●) Teleschool Introductory Magazine and Catalogue of Materials Available.

(●) On the Right Track Supplementary Booklet.

SCIENCE EDUCATION PROJECT (SEP)

Innovation in Science Teaching

NATIONAL OFFICE

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Fax No:	[011] 339-7429
Contact/s:	Dwight Triegaardt (Executive Director)

WITWATERSRAND

Physical Address:	11th Floor, University Corner, East Campus, University of the Witwatersrand, Jorissen Street, Braamfontein, Johannesburg
Postal Address:	P.O. Box 46, Wits, 2050, Johannesburg
Tel No:	[011] 716-3758
Fax No:	[011] 39-7429
Contact/s:	Malesela Letsoalo

PRETORIA/KWANDEBELE

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Fax No:	[012] 386-0941 (ask for fax)

NORTHERN TRANSVAAL

Physical Address:	University of the North, Turfloop
Postal Address:	Private Bag X1106, Sovenga, 0727
Tel No:	[01521] 68-2849
Fax No:	[012] 68-2849 (ask for fax)
Contact/s:	Eubert Mashabane

BOPHUTHATSWANA

Postal Address:	Institute of Education, UNIBO, Private Bag 2046, Mmabatho
Tel No:	[0140] 89-2216 [0140] 89-2161
Fax No:	[0140] 25775
Contact/s:	Rose Machobane

NATAL

Postal Address:	c/o Centre for Adult Education, University of Natal, King George Avenue, Durban, 4001
Tel No:	[031] 81-4684
Fax No:	[031] 81-5055
Contact/s:	Magnate Ntombela

CISKEI

Postal Address:	P.O. Box 274, Fort Beaufort, 5720
Tel No:	[04634] 32609
Fax No:	[04634] 31110
Contact/s:	Fez Dlepu

TRANSKEI

Postal Address:	Trinset, Private Bag 5089, Umtata
Tel No:	[0471] 37-0466

Fax No:	[0471] 37-0466 (ask for fax)
Contact/s:	Wakeford Gova

EASTERN CAPE

Physical Address:	Independent Teachers' Enrichment Centre, 8 Park Avenue, East London, 5201
Postal Address:	P.O. Box 549, East London, 5200
Tel No:	[0431] 43-8333
Fax No:	[0431] 29263
Contact/s:	Mateli Mpuntsha

WESTERN CAPE

Postal Address:	c/o School of Education, Peninsula Technikon, P.O. Box 1906, Bellville, 7535
Tel No:	[021] 959-6521
Fax No:	[021] 951 952
Contact/s:	Roy Pickerill

ORANGE FREE STATE

Physical Address:	Mangaung Resource Centre, Dr Belcher Road, Bloemfontein
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Tel No:	[051] 32-3797
Fax No:	[051] 32-3797 (ask for fax)
Contact/s:	Mojalefa Maepe

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Introduction

The *Science Education Project* (SEP) started its work in 1976 at the *University of Fort Hare*. Since then, SEP has established contracts with most of the education departments around South Africa (including the TBVC states and self-governing territories). SEP is a project which is involved in training and materials development for the subjects of science and biology at school level. SEP is involved in three main activities:

(●) **Training** (see below).

(●) **Research and Development Unit** - this unit conducts research on SEP's activities "with the sole purpose of informing the Project about its praxis, in order for it to develop and implement strategies to impact positively on the practice of school science education"[1]. This includes the evaluation of SEP materials and monitoring the changes which take place within classrooms as a result of SEP intervention.

(●) **Curriculum Development Unit** - this Unit, which is based at *Peninsula Technikon*, has developed science workbooks for pupils in standards six, seven, and eight (the workbooks are designed to complement laboratory kits originally designed by SEP and distributed by *Science Teaching Aids*). This unit is now developing kits and workbooks for standard six, seven, and eight biology, as well as kits and workbooks for standard nine and Matric science and biology. All materials developed by SEP are designed to be used in schools where teachers do not necessarily have access to laboratories, electricity, or running water.

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Training Programmes Presently Offered

(●) **Teacher Training Programme**

SEP has approximately fifty four implementors working around the country (themselves ex-teachers) who are responsible for its training programme. These

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[1] *Science Education Project Annual Report, 1992, p. 4.*

implementors work with a cluster of schools in the area in which they are located, running courses for standard six, seven, and eight science and biology teachers. Teachers are first given an orientation course, which is followed by ongoing content and methodology courses throughout the year. Amongst other goals, these courses aim to upgrade the knowledge and skills of teachers and provide assistance in the use of science kits. They also attempt to encourage teachers to improvise in their teaching where materials are not available. In addition to these courses, implementors visit schools to provide ongoing teacher support.

Length: Two day orientation course, followed by ongoing courses of one to three days.
Intake: Maximum of 60 teachers per course.
Location: Central locations in implementors' areas.
Requirements: Open to practising standard six, seven, and eight science and biology teachers.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: None (including accommodation).
Accommodation: Provided by SEP when necessary.

(•) **Implementors' Development Programme**

Implementors are seconded from education departments around the country for periods of three years. When implementors start with SEP, they are taken through a training programme to equip them with the skills they will require to run their own courses. The programme includes an introductory course, by the end of which implementors will have developed their first orientation courses for teachers. This is followed by a month in which implementors run their orientation courses (under a SEP mentor). There is then a second full-time course by then end of which implementors will have designed their first content courses. Ongoing support is provided by SEP regional managers and SEP's training manager once the courses are completed. In addition, at least one implementors' conference takes place each year (which includes input from *Leeds University* and other experts).

Length: The initial programme consists of two courses of two weeks each, separated by at least a month in the field; conferences usually last one week.
Intake: Variable.
Location: Variable (all courses are, however, residential)
Requirements: Only open to implementors seconded to SEP.
Main Field/s: Trainer Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Provided by SEP for two week courses.

Training Programmes Planned

(•) **Implementor Training**

SEP is planning on sending its implementors on three month diploma courses in science at *Leeds University* from 1994. SEP is also planning on running further ongoing training programmes for its implementors in 1994.

Main Field/s: Trainer Training.

Materials Available at SAIDE

(•) *Science Education Project* Introductory Brochure.
(•) *Science Education Project* Annual Report, 1992.

SOUTHERN AFRICAN ASSOCIATION FOR EARLY CHILDHOOD EDUCARE (SAAECE)

NORTHERN TRANSVAAL

Postal Address:	P.O. Box 673, Pretoria, 0001
Tel No:	[012] 322-0601/2
	[011] 787-1358 - Bronwen Eckstein
Fax No:	[012] 322-9379
Contact/s:	Bronwen Eckstein (Media Officer)
	Debbie Appelbaum (Development Coordinator)

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Introduction

The *Southern African Association for Early Childhood Educare* (SA ECE) was established in 1939 and is "an independent non-racial umbrella body which seeks to create and promote opportunities for education and care of the highest quality for all preschool children. By laying and maintaining firm educational foundations and qual[illegible]re at the preschool level, SAAECE is contributing to an effective integrated education system in South Africa"[1]. SAAECE is a national organization made up of ten regional educare associations, whose membership constitutes individuals, preschool centres, and organizations concerned with preschool educare. These regional affiliates are:

(●) *Central Rand Association for Early Childhood Educare.*
(●) *Durban and Coastal Association for Early Childhood Educare.*
(●) *East London and Border Association for Early Childhood Educare.*
(●) *East Rand Association for Early Childhood Educare.*
(●) *Greater Soweto Association for Early Childhood Educa*
(●) *Northern Transvaal Association for Early Childhood Educare.*
(●) *OFS and Northern Cape Association fo. Early Childhood Educare.*
(●) *Pietermaritzburg Association for Early Childhood Educare.*
(●) *Port Elizabeth Association for Early Childhood Educare.*
(●) *Western Cape Association for Early Childhood Educare.*

SAAECE is involved in a wide variety of activities:

(●) **Lobbying and Public Awareness** - one of SAAECE's aims is to raise awareness about the needs of the child between nought and nine years of age. SAAECE is also engaged in "challenging the public and private sectors as well as the community to be more actively involved in funding the provision of preschool facilities, and the training of educare staff"[2]. In addition, SAAECE is lobbying actively for a government budget for educare. Most of SAAECE's outreach is done through the printed media, including women's magazines, alternative education magazines, grassroots publications, and SAAECE quarterly newsletters, brochures and pamphlets. The Association has, however, also made use of radio in an informal way (through interviews on other programmes).

(●) **Centre and Course Accreditation System** - one of SAAECE's main projects involves the establishment of an accreditation system for the educare field. This accreditation system "aims to promote and maintain facilities offering high quality

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[1] *Southern African Association for Early Childhood Educare* Introductory Document, p. 2.

[2] *Southern African Association for Early Childhood Educare* Introductory Brochure.

education and care for young children irrespective of race or creed"[3]. SAAECE is setting this system up through regional accreditation systems.

(•) **Database** - SAAECE is in the process of setting up a database of materials, institutions, and training programmes in the field of educare. It is intended to act as a support service for its members.

(•) **Training** - SAAECE acts primarily as a support organization for educare training agencies. In addition to the above services, the Association also runs a bursary fund which assists with educare staff training at approved training institutions. SAAECE is also involved in some training programmes for educare trainers (see below).

Finally, it should be noted that SAAECE and the *National Interim Working Committee on Educare* are in the process of combining to form a single, united body. They have formed a *Transitional Council for Early Childhood Educare* which will operate during the transitional period (November 1992 to March 1993), after which a new organization will be formed.

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Training Programmes Presently Offered

(•) **Once-off Workshops**

SAAECE organizes a wide range of once-off workshops around the country for committees in community empowerment. The content of the workshops is driven by the needs of these committees and details vary according to the exact nature of the workshop. Workshop topics in the past have included cross-cultural exploration, committee skills training, and course and centre accreditation awareness.

Main Field/s: Educare/Preschool Training.

(•) **Annual Training Forum**

SAAECE organizes an open annual training forum for non-formal and formal educare training agencies around South Africa. The forum provides an opportunity for discussions around educare training. The conference also allows for regular policy formulation. It is the responsibility of participants to find and pay for their own travel and accommodation.

Main Field/s: Educare/Preschool Training; Trainer Training.

(•) **National Symposium**

SAAECE organizes a national symposium once every three years. The symposium covers a wide range of topics in the educare field. In 1993, it covered health in educare, community involvement, and educare unity. The symposium is run in a different region each year, and it is the responsibility of participants to find and pay for their own travel and accommodation (although often financial assistance and bursaries are arranged).

Main Field/s: Educare/Preschool Training.

(•) **Media Awareness Programme**

SAAECE has recently run media awareness training programmes for its members, the aim being to raise an awareness of the uses of the media within the educare field. The course covers the printed and electronic media (primarily emphasizing the utilization of existing electronic media programmes, particularly magazine and current affairs programmes, and other outreach methods to publicize the aims and objectives of educare). SAAECE is looking to extend these courses to the various SAAECE regions around South Africa.

Length: Full-time, three days.

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[3] (Q) *Southern African Association for Early Childhood Educare* Guide to Accreditation of Centres, p. 2.

Intake:	20-25 participants per workshop.
Location:	*Southern African Association for Early Childhood Educare* (SAAECE is hoping to run the courses at central regional locations in the future).
Requirements:	Open to SAAECE committee members.
Main Field/s:	Educare/Preschool Training; Media in Education.
Accreditation:	No formal accreditation.
Course Fees:	None.
Accommodation:	Responsibility of participants.

Materials Available at SAIDE

- (●) *Southern African Association for Early Childhood Educare* Introductory Brochure and Introductory Document.
- (●) *Southern African Association for Early Childhood Educare* pamphlets:
  - (◆) Educare Centre and Home-Based Accreditation Programme.
  - (◆) Is your Child Safe and Happy When You are at Work?
  - (◆) *Assisted Childcare for Employees* Pamphlets.
- (●) *Southern African Association for Early Childhood Educare* Accreditation of Centres General Information Documents and Questionnaires.
- (●) SAAECE Soundwaves, Newsletter, August 1993.
- (●) SAAECE Smalltalk, vol 1 no 3, (October 1990), vol 3 no 1 (February 1992), & vol 4 no 1 (March 1993).
- (●) List and Order Form for SAAECE Publications.

SOUTH AFRICAN ASSOCIATION FOR LITERACY AND ADULT EDUCATION (SAALAE)

NATAL

Physical Address:	Umtapo Centre, 10th floor, Albany House East Wing, Albany Grove, Durban
Postal Address:	P.O. Box 2792, Durban, 4000.
Tel No:	[031] 307-6830
Fax No:	[031] 305-3506
Contact/s:	Deena Sollar (Secretary General)

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Introduction

The *South African Association for Literacy and Adult Education* (SAALAE) was set in motion in September of 1991. A newsletter editorial states that "it is SAALAE's participatory approach, its clarity of vision, its forthrightness and its commitment to social change that gives it the potential to be recognised as a force in the field of education and development. Above all, what is perhaps most significant is that the formation of SAALAE is a valiant endeavour to provide a platform to sidelined organisations performing at grassroots level, committed to black leadership in a field that completely affects black people, yet, in the main, is dominated by whites"[1].

SAALAE focuses on research and training, as well as on the empowerment of learners. This latter focus has resulted in plans for the formation of a *National Learner Association* which will act as a parallel organization to SAALAE. SAALAE is also a member of the *African Association for Literacy and Adult Education* (AALAE). The association has no offices as yet, but is hoping to acquire these by the end of 1993.

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Training Programmes Previously Offered

(●) **Training of Trainers Programme**

A programme designed to train trainers of literacy facilitator was run in March of 1993 in Tlokweng, Botswana. The programme was run in conjunction with AALAE and the *Botswana Adult Education Association*. "The general objective of the workshop was to enable the participants to understand the role literacy plays in empowerment of people and to be able to plan, design and implement a literacy training programme"[2]. This was a 12 day workshop attended by 16 participants drawn from the national SAALAE membership.

Main Field/s: Adult Education Training; Language/Literacy Training; Trainer Training.

Training Programmes Planned

(●) **Participatory Research Course**

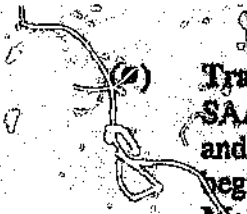
SAALAE aims to develop a course that will train researchers in participatory research methods.

Main Field/s: Educational Research.

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[1] SAALAE News 1993, Special Issue, p. 2.

[2] *Ibid* p. 6.



(●) **Training of Trainers Programme**
SAALAE also hopes to establish national courses, on an annual basis, for facilitators and trainers of literacy and adult educators. These will hopefully be in place by the beginning of 1994.

Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/ Teacher Training; Language/Literacy Training.

Materials Available at SAIDE

(●) SAALAE News 1993, Special Issue.

(●) Report on the Proceedings of the Conference on *Empowerment of the Oppressed: Taking Literacy to the Grassroots* (founding conference of SAALAE).

SOUTH AFRICAN COMMITTEE FOR HIGHER EDUCATION
(SACHED TRUST)
Committed to Higher Education

TRANSVAAL
Physical Address: Allied Building, 236 Bree Street, Johannesburg, 2001
Postal Address: P.O. Box 11350, Johannesburg, 2000
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Contact/s: Nokuzola Moiloa (Coordinator of Distance Education Training Unit)

NORTHERN TRANSVAAL
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NATAL
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Postal Address: P.O. Box 6043, Durban, 4000
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Fax No: [031] 305-6853
Contact/s: Ian Mkhize (Regional Coordinator)

EASTERN CAPE
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Tel No: [0431] 43-7994/6
Fax No: [0431] 43-8041
Contact/s: Khetsi Lehoko (Basic Course for Adult Educators Coordinator)

EASTERN CAPE
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Postal Address: P.O. Box 320, Grahamstown, 6140
Tel No: [0461] 26415
[0461] 26490
Fax No: [0461] 31-1804
Contact/s: Lali Naidoo (Centre Coordinator)

EASTERN CAPE
Physical Address: 4th Floor, Alpine House, 510 Main Street, Northend, Port Elizabeth, 6065
Postal Address: P.O. Box 2755, Northend, 6065, Port Elizabeth
Tel No: [041] 54-3378
[041] 54-4526
Fax No: [041] 54-6207

WESTERN CAPE
Physical Address: Mediprint House, 5 Howe Street, Observatory, Cape Town, 7925
Postal Address: As above
Tel No: [021] 448-2729
Fax No: [021] 448-2080
Contact/s: Louise Vale (ASECA Coordinator)

Introduction

The *South African Committee for Higher Education* (*SACHED Trust*) was started in 1959 by a group of individuals committed to assisting black students to gain access to tertiary education. Today, the *SACHED Trust* is a "non-governmental organisation which contributes to the reconstruction of education in South Africa through its focus on adult education. SACHED's programmes aim to reach those communities who have been denied basic educational access - workers, women, rural people, marginalised youth and the unemployed"[1].

The *SACHED Trust* is involved in a wide variety of activities around the country, including the following:

- **An Alternative Secondary Curriculum for Adults (ASECA)** - the ASECA programme involves the creation of a new curriculum and the development of a secondary level distance education programme for adults, drawing from the Trust's experiences in *Turret Correspondence College* (which offers secondary level correspondence courses, but will be phased out in 1994) . The programme will offer distance education courses from standards five to ten in five subjects; communication in English, mathematics, integrated science, integrated social studies, and integrated commercial studies. The *SACHED Trust* is engaged in the development of materials for the courses, including printed materials, diagnostic tests, and audio cassettes. The courses will be run through twenty five community centres nationally, and educators and administrators for the programme will receive training through the *Training Distance Educators and Administrators* Programme (see below). *SACHED* has also run workshops for the ASECA materials developers (see below).
- **Basic Course for Adult Educators** (see below).
- **Training Distance Educators and Administrators** - this programme has been developed jointly by the *Distance University Support Programme* (which provides support for students registered at the *University of South Africa*) and the *Turret Correspondence College*. This project, along with ASECA, will replace the two older programmes in 1994.
- **Books and Newspaper Education Supplements** - the *SACHED Trust* produces a wide variety of printed materials. These include books, which are developed from "SACHED's most effective and popular educational materials"[2], and newspaper education supplements. Supplements produced by the *SACHED Trust* include Thuthuka, a four page tabloid supplement for adults published weekly in UmAfrika; Learning Nation, an eight page tabloid supplement published weekly in New Nation; and Project Learn, a four page tabloid supplement published as a pilot in the Daily News. In addition, *SACHED* produces a youth magazine entitled Upbeat. Finally, *SACHED* also commissions texts and assists other organizations in the improvement of their texts.
- **Library and Information Services Unit** - the main function of this Unit is to provide in-house servicing of the *SACHED Trust*'s programmes. Its three main activities in this regard are the provision of information, the organization of educational activities, and the management of resources.
- **Evaluation Resource Unit** - the aim of this Unit is "to ensure that the educational services and resources offered to SACHED's audience are of the highest quality. This aim is achieved by helping SACHED's educational and media programmes and infrastructure units to build systematic and effective evaluation into their work"[3].

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[1] SACHED PWV Region Information Sheet.

[2] *SACHED Trust* Information Sheet on SACHED Books.

[3] *SACHED Trust* Information Sheet on the Evaluation Resource Unit

It should also be noted that the *SACHED Trust*, particularly in the Eastern Cape region, is exploring the development of radio and audio programmes for use in distance education.

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Training Programmes Presently Offered

(•) **Training Distance Educators and Administrators**

This programme "is designed for trainers and administrators of learning and resource centres in local communities or study centres as well as distance education institutions throughout South Africa. More specifically, it is geared towards those providing support services, with the aim of equipping them with the necessary educational and administrative skills"[4]. The programme was started in 1991, drawing from the *SACHED Trust*'s experiences with *Turret Correspondence College* (which offers secondary level correspondence courses) and the *Distance University Support Programme* (which provides support for students registered at the *University of South Africa*). The programme focuses on distance education principles, adult learning theory, materials development, distance education support services, planning and management of distance education systems, and evaluation. This programme, which consists of two courses, is currently in the pilot phase, and will be formally offered from mid 1994. Both courses consist of a core syllabus and sections of specialization (in topics such as course-writing, counselling, study skills, assignment marking, and group facilitation skills).

Basic Course

The primary means of training for this course will be through thirty audio cassettes (to assist those whose literacy level is not high enough to rely strongly on printed materials), but there will also be manuals, readers, and face-to-face sessions. All of the materials are currently being tested through the pilot phase of the project.

Length:	Six months (envisaged), with fortnightly face-to-face sessions.
Intake:	Maximum of 20 students per trainer.
Location:	Face-to-face sessions at central regional locations.
Requirements:	Basic literacy level.
Main Field/s:	In-Service and Pre-Service Educator/Teacher Training; Media in Education; Media Skills Training.
Accreditation:	No formal accreditation as yet, but *SACHED* is hoping for accreditation or professional certification once the pilot phase is completed.
Course Fees:	Still to be determined.
Accommodation:	Not applicable.

Intermediate Course

This course will function in conjunction with other organizations (such as the *Sekhukuniland Education Projects Forum* and the *South African Democratic Teachers' Union*). It provides more intensive training than the above course, aiming primarily at people involved in distance education but lacking the necessary knowledge.

Length:	Full-time, 21 days.
Intake:	Maximum of ten students per trainer (maximum of 30 students per course).
Location:	At participating organization.
Requirements:	Participants must be able to cope with very intensive level of studying.
Main Field/s:	In-Service Educator/Teacher Training; Media in Education; Media Skills Training.

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[4] *Training Distance Educators and Administrators* Introductory Brochure.

Accreditation: No formal accreditation as yet, but *SACHED* is hoping for accreditation or professional certification once the pilot phase is completed.

Course Fees: R500 per day per trainer, plus costs of accommodation and travel of trainers.

Accommodation: Not applicable.

(•) **In-house Materials Development Course**

These course are currently being run for materials developers working on the *SACHED Trust*'s materials development. Initial courses of two weeks each have been run and follow-up workshops are being organized. In addition, the Trust intends to run some further courses for its materials developers in the future, but details have not yet been established.

Main Field/s: Media in Education; Media Skills Training.

(•) **Once-off Workshops, Seminars, and Conferences**

The *SACHED Trust*, both nationally and regionally, organizes a wide variety of workshops, seminars, and conferences on educational issues (*SACHED*, for example, recently hosted a conference entitled "publishing for democratic education".

Training Programmes Planned

(•) **Basic Course for Adult Educators**

The *SACHED Trust* has been involved in a variety of educational programmes which have involved the training of educators and is currently drawing on the knowledge it has accumulated through these projects to develop the Basic Course for Adult Educators. This course will be accredited and will be combined with a package of course materials. The course will be offered through distance education and will provide wider access to the training than has previously been offered by *SACHED*'s adult education training programme. The course will be delivered for the first time in 1994.

Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/Teacher Training.

Materials Available at SAIDE

(•) *SACHED Trust* Information Sheets:
- (♦) SACHED: A History of Commitment to Democratic Education.
- (♦) SACHED PWV Region.
- (♦) SACHED Durban Centre.
- (♦) SACHED Eastern Cape Region.
- (♦) SACHED Cape Town Centre.
- (♦) ASECA: A Secondary Level Distance Education Programme for Adults.
- (♦) Basic Course for Adult Educators.
- (♦) Training Distance Educators and Administrators.
- (♦) Newspaper Education Supplements.
- (♦) Library and Information Services Unit.
- (♦) Evaluation Resource Unit.
- (♦) SACHED Books.

(•) Introductory Brochure to Upbeat.

(•) SACHED Publications Catalogue, 1993-94.

(•) *Training Distance Educators and Administrators* Introductory Brochure.

SOUTH AFRICAN INSTITUTE FOR DISTANCE EDUCATION (SAIDE)

TRANSVAAL

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Postal Address:	P.O. Box 31822, Braamfontein, 2017, Johannesburg
Tel No:	[011] 403-2813
Fax No:	[011] 403-2814
Contact/s:	Jenny Glennie (Director)

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Introduction

The *South African Institute for Distance Education* (SAIDE) was established in 1992 "to facilitate the development of quality distance education in South Africa"[1]. In order to do this, SAIDE is involved in a wide variety of activities:

(●) **Advocating, Lobbying, and Policy Shaping for Distance Education** - SAIDE has already prepared and presented a number of policy papers, including papers on post secondary education and open learning and distance education. In addition, SAIDE, in conjunction with the *Electronic Media in Education Forum* (EME), is preparing a policy paper on educational broadcasting policy and will also be developing a comprehensive document on the place of distance education in a future education system in South Africa (this will begin in 1994). SAIDE also organizes workshops to advocate and lobby for the use of distance education by educational institutions in South Africa. Finally, SAIDE attends a variety of workshops, meetings, and working groups as an extension of this lobbying and advocating role.

(●) **Networking and Facilitating the Development of Distance Education Initiatives** - as part of this activity, SAIDE and the EME are jointly developing a proposal for a pilot project on radio. In addition, SAIDE hosts a variety of forums aimed at facilitating the growth of distance education and promoting networking between distance education organizations.

(●) **Research and Resources on Distance Education** - in addition to the policy research it undertakes, SAIDE is also involved in a research project on training needs for the electronic media in education and distance education (of which this directory is a part) and in a research project on correspondence colleges in South Africa. SAIDE is also in the process of building up resources on distance education and is currently establishing a resource centre for this purpose.

(●) **Training** (see below).

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Training Programmes Presently Offered

(●) **Training Practitioners in Distance Education**

SAIDE runs a variety of once-off training programmes for practitioners of distance education. Some of these are run proactively and others in response to requests from organizations, and details vary according to the content of each workshop and the needs of participants. Topics for workshops in 1993 have included elements of course design, distance education for teacher training, vocational education, and student support services.

Main Field/s: In-Service Educator/Teacher Training; Media in Education; Media Skills Training.

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[1] *South African Institute for Distance Education Introductory Document.*

SPEAK RADIO/AUDIO PROJECT

Putting Women First

TRANSVAAL

Physical Address:	Office no 7, 17th Floor, Conlyn House, 156 President Street, Johannesburg
Postal Address:	P.O. Box 261363, Excom, 2023, Johannesburg
Tel No:	[011] 29-6166
Fax No:	[011] 333-5862
Contact/s:	Libby Lloyd (Coordinator)

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Introduction

In August 1992, *SPEAK*, an independent media collective primarily concerned with the struggle for women's equality in South African society, broadened its focus to include a radio/audio project. In an introductory paragraph, it describes its aims as follows;

> We do not intend having our own radio station! We do intend ensuring that in both national public service broadcasting and on a community level, women's voices are heard. We will be producing audio cassettes with other organisations specifically looking at issues through women's eyes. We intend training women in radio/audio skills so women are not only the listeners but are also the ones behind the microphones.[1]

SPEAK Radio/Audio Project thus aims both to produce audio cassette material for broadcasting and to train people (and especially women) with the practical skills required for making and broadcasting radio programmes. In this regard, one of the *SPEAK Radio/Audio Project*'s focuses is on community radio because it sees this as a great training ground for radio practitioners. Finally, the project is very willing to allow people access to its resources, which include a wide variety of courses and training programmes from around the world.

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Training Programmes Presently Offered

(●) The *SPEAK Radio/Audio Project* runs training programmes on demand from institutions. These courses teach basic radio skills, primarily at the community level, while incorporating gender sensitivity into the course. The training courses are designed according to the specific needs of the institution and of the people taking the course (see "Zibonele Training Programme" below for an example of such a course).

Length:	Dependent on needs of participating organization.
Intake:	Dependent on needs of participating organization.
Location:	At participating institution.
Requirements:	No entrance requirements unless set by participating organization.
Main Field/s:	Electronic Media Skills Training.
Accreditation:	At present, the courses offer a certificate, but no formal accreditation. The courses might link into accreditation systems later because people need formal recognition.
Course Fees:	Participating institutions pay for these courses if they are financially able to do so.
Accommodation:	Not applicable.

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[1] Loose introductory paper.

Training Programmes Previously Offered

(•) **Zibonele Training Programme**

This was a five day course run at the *Zibonele Health Clinic* in Khayelitsha. The course involved eighteen students, all of whom were community health workers and who were keen to start up their own community radio station in Khayelitsha. These people approached Libby Lloyd and asked her to run the course; in addition, they paid for her transport costs. The course was run using only that equipment which the Zibonele health workers already had so that they would be able to continue their work after Libby left. Many of these people were functionally illiterate, while others could not understand English, factors which had to be taken into account in the planning of the course. The course taught basic educational radio skills.

Main Field/s: Electronic Media in Education; Electronic Media Skills Training.

(•) Another course has been run in Grahamstown. This was a two day workshop with community workers which aimed to demystify radio. Further training would be needed for these people to have the skills required for radio broadcasting.

Main Field/s: Media Theory.

Internships Offered

(•) There is, at present, one intern at *SPEAK Radio/Audio Project*. The aim of this internship is to teach the intern radio skills in detail in order that she might become a permanent staff member on the *SPEAK Radio/Audio Project*. One of the aims of the internship is to have the intern spend time at some other radio stations, for example *Radio 702* or *Capitol Radio*.

Requirements: Basic media skills.

Main Field/s: Electronic Media Skills Training.

Internships Planned

(•) There might be internships available for other people at a later date, depending on funding and the requirements of the organization.

Main Field/s: Electronic Media Skills Training.

Materials Available at SAIDE

(•) Introductory Loose Paper.
(•) SPEAK Radio/Audio Project Half Yearly Report February 1993.
(•) An outline and rough schedule for training a radio trainee.
(•) Training Programme for ZiLonele Health Project 8-11 February 1993.
(•) Training Curriculum Notes for Zibonele Health Project 8-11 February 1993.

ST ALBAN'S COLLEGE TECHNOLOGY CENTRE (STATECH)

NORTHERN TRANSVAAL
Physical Address: 110 Clearwater Road, Lynnwood Glen, Pretoria, 0081
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Fax No: [012] 47-4917
Contact/s: Grant Nupen (Director of Development)

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Introduction

The *St Alban's College Technology Centre* (*Statech*) was opened in October 1991, and describes its mission as the following; "St Alban's College Technology Centre researches and provides cost effective courses, products and services in education for its key customers - St Alban's College, the wider community and organisations committed to innovative people development strategies"[1]. The aim of the project is to increase the quality of education for a greater number of people, at a reduced *per capita* cost. The Centre makes use of one hundred and ten computer stations, as well as interactive video facilities, with teachers acting as facilitators of the educational environment, in order to achieve this.

In addition to facilitating education for *St Alban's College* pupils (in which it is envisaged that computer links to all classrooms, boarding houses, and private homes will allow this facilitation to extend well beyond school hours) and running assorted teacher upgrading programmes (see below), *Statech* is also involved in an extensive outreach programme. Within this programme, the *Statech* facilities are made available to two hundred school pupils from neighbouring communities annually. The facilities are made available to these pupils in the afternoons, for fourteen weeks a year. *Statech* plans to double the capacity of its centre in the near future, while further expansion will also be made possible through the development of satellite centres. Finally, *Statech* is also involved in courseware research and development in order to make the courseware as relevant as possible to its users. College teachers and other users are also able to develop and personalize their own courses (see below).

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Training Programmes Presently Offered

(●) **Internal Teacher Development**

This is an ongoing process for *St Alban's College* teachers, designed to demonstrate to these teachers that technology can help them to become more effective teachers, by making the curriculum more exciting, and can make their jobs easier. The process is divided into three steps:

(♦) Basic skills required for computer technology.
(♦) Product knowledge (i.e. exposure to various software packages).
(♦) Curriculum delivery and development - this step trains teachers to act as facilitators and equips them with the skills required to put their curriculum into the Learning Management System (LMX). Through this final step, teachers are trained in the skills to use the LMX to maintain control over their curriculum, to personalize it, and to keep and publish student reports.

Length: 40 minute lessons twice weekly, during school terms.
Intake: All *St Alban's College* teachers.
Location: *Statech*.

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[1] *Statech* Introductory Brochure, p. 1.

Requirements: Open to *St Alban's College* teachers.
Main Field/s: Computers in Education; Computer Training; In-Service Educator/Teacher Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

(●) **External Teacher Development**

Conceptually, this development programme has the same aims as that above. At present, however, the external teacher development programme, aimed at teachers from neighbouring schools, is still only concentrating on the first step of the programme. This is done through a course teaching word processing and disk operating system skills. Over four hundred teachers have been through this course. A future aim is to get computer centres established in the communities, and, when these structures are in place, steps two and three of the development programme will be undertaken in those centres.

Length: Three days, during school holidays.
Intake: 10-12 per course.
Location: *Statech*.
Requirements: Open only to practising teachers.
Main Field/s: Computer Training; In-Service Educator/Teacher Training.
Accreditation: A *Statech* certificate, but no formal accreditation. In future, students will be registered with *Pitman's Examination Institute*, an internationally recognized institute based in London.
Course Fees: None - travelling costs are also funded.
Accommodation: Not applicable.

Materials Available at SAIDE

(●) *Statech* Introductory Folder, Comprising:
- (♦) *Statech* Introductory Brochure.
- (♦) *Statech* Progress Report, October 1992.
- (♦) *St Alban's College* Outreach Newsletter, June 1992.

(●) *Statech* External Teacher Development Programme Course Book on Information Technology.

STAR SCHOOLS

Incorporating the Learning Channel

TRANSVAAL

Physical Address:	Everite House, 20 de Korte Street, Braamfontein.
Postal Address:	P.O. Box 31648, Braamfontein, 2017
Tel No:	(011) 339-6603/6/7
Fax No:	(011) 403-2587
Contact/s:	William Smith (Head of Institution)

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Introduction

The aim of *Star Schools* is to educate the masses, and its focus is on high school pupils, particularly those at Matric level. The institution, which was started in 1968, covers all of the major curriculum subjects, and reaches pupils through part-time schools, holiday schools, and Saturday and evening classes. In addition, *Star Schools* runs a full-time school at the *University of the Witwatersrand*. Through these face-to-face methods, *Star Schools* is able to reach approximately forty five thousand students annually. In addition, *Star Schools* is involved in the production and publication of its own printed materials, which support the face-to-face classes. All of these materials are curriculum-based and are produced by the *Star Schools* teachers who run these courses.

Star Schools has, however, also set up the *Learning Channel* in an effort to reach those students not being reached through its face-to-face education component. This division of *Star Schools* is involved in the production of video-cassette material for broadcast purposes (on the *South African Broadcasting Corporation*'s *TSS Network Channel*), as well as for hire and sale to individuals (the production of audio-cassettes for this purpose was carried out for approximately seven years, but has now been stopped due to a belief that they have become outdated).

An estimated five hundred hours of original video material is produced at the *Star Schools* facilities annually. In addition, the video material is supported by printed material which is carried by *Argus Group* newspapers and is also available in the form of workbooks (produced by *Star Schools*). At present, these materials packages focus on mathematics, science, biology, and English, in an effort to improve the quality of life of the viewers and increase their productivity (the face-to-face component of *Star Schools* acts as a needs analysis on which the programme content is based). In addition, however, numeracy programmes are being broadcast on Saturdays, while the *Learning Channel* is also planning on moving into the fields of finance and adult literacy in the near future.

Star Schools has also recently introduced interactive educational television, which is a world-first for open channel television broadcasts. Through this system, pupils can phone, toll-free, into the studio and have their questions answered in a live broadcast, watching their answers on the screens and sharing their problems with the rest of the viewers. This innovation combines the advantages of television education with those of the classroom.

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Training Programmes Planned

(•) **Teacher Training Courses**

Star Schools plans to start a training programme dealing with how to use the media in education. These courses will take the form of seminars or teachers, and will hopefully begin in 1994.

Main Field/s: In-Service Educator/Teacher Training; Media in Education.

Materials Available at SAIDE

- (●) *Learning Channel* Introductory Brochures
- (●) *Learning Channel* Catalogue of Video Programme. (300 hours of video programming in catalogue).

TEACHING AND LEARNING RESOURCES CENTRE

University of Cape Town

WESTERN CAPE

Physical Address:	Level One, Education Building, Middle Campus, University of Cape Town (off Stanley Road)
Postal Address:	School of Education, University of Cape Town, Private Bag, Rondebosch, 7700, Cape Town
Tel No:	[021] 650-3276
Fax No:	[021] 650-3489
Contact/s:	Ruth Versfeld (Director)

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Introduction

The *Teaching and Learning Resources Centre* was opened in 1987 as "a place where primary and high school teachers can consult teaching materials, meet other teachers and attend workshops, or just come and work"[1]. The aim, therefore, is to link university expertise with teachers in the wider community. This is done in a variety of ways:

(●) **Courses for Teachers** (see below).

(●) **Forums** - forums are run by the Centre, dealing with relevant topics within the educational field.

(●) **Materials Production** - all materials produced by the Centre (some in conjunction with publishers) deal with teacher support. The Centre, however, also produces reports on workshops and conferences run by other institutions.

(●) **Resources** - The Centre runs a bookshop, which sells materials to teachers, schools, and other institutions. In addition, the Centre opens in the afternoons to teachers who wish to make use of its resources (including a variety of publications, files of worksheets compiled by university students, and copies of exams and syllabi).

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Training Programmes Presently Offered

(●) **In-Service Teacher Training Courses**

These courses are designed for teachers at either primary or secondary level. The courses are based on requests from teachers or on what the Centre itself perceives the needs of teachers to be (although more research is required into this latter task). Examples of topics covered by courses are using art activities in creative writing, special educational needs in the classroom, and teaching maths in a creative pupil-centred way.

Length:	Part-time, two hour sessions once weekly for four to six weeks.
Intake:	20-30 participants per course.
Location:	*Teaching and Learning Resources Centre.*
Requirements:	Open to any teachers interested - target groups are, however, set for each course depending on the topic.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	Certificates are offered, but no formal accreditation
Course Fees:	R20 per participant per course.
Accommodation:	Not applicable.

(●) **Materials Production Option in B. Ed. Course**

This is an option within the University's Bachelor of Education (B. Ed.) post-graduate degree, and is run in close conjunction with the *Faculty of Education*. The main

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[1] *Teaching and Learning Resources Centre Introductory Brochure.*

objective of the course is "to acquaint teachers with knowledge about, and provide practical experience of the production of materials for teaching and/or learning which are suitable for use by teachers and students generally"[2].

Length: Approximately one fifth of one year B. Ed. Course.
Intake: Variable.
Location: *Teaching and Learning Resources Unit.*
Requirements: Only open to *University of Cape Town* B. Ed. students.
Main Field/s: Pre-Service Educator/Teacher Training; Printed Media in Education; Printed Media Skills Training.
Accreditation: Formal accreditation through B. Ed. degree.
Course Fees: Included in course fees for B. Ed. degree.
Accommodation: Available through university residences.

(•) **School Staff Training Courses**
Training Courses are run for staff bodies at individual schools. These courses, run on request from the schools, cover a range of topics such as language policy and conflict resolution.

Length: Run on ongoing basis at schools.
Intake: Entire staff body of school.
Location: At participating schools.
Requirements: Entire staff body of school.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: None.
Course Fees: None.
Accommodation: Not applicable.

Internships Offered

(•) B. Ed. students are hired by the *Teaching and Learning Resources Centre* to run the Resource Centre in the afternoons. This acts as a *Curriculum Vitae* building process for students, who are also paid on an hourly basis.

Requirements: Only open to B. Ed. students.
Main Field/s: Printed Media in Education.

(•) A person is also hired through the University's *Job Opportunities Bureau* to do office administration. The job, however, is designed to build a *Curriculum Vitae*, and is intended to last between six months and a year.

Materials Available at SAIDE

(•) *Teaching and Learning Resources Centre* Introductory Brochure.
(•) Course Outline for Materials Development Option in B. Ed. Course.
(•) Outline of Courses for Primary School Teachers, July-September 1993.
(•) Notice for Discussion forum on "Exploring the Challenges of Teaching in Open/Multi-Cultural Classrooms".
(•) Stories into Books, a *Teaching and Learning Resources Unit* Publication.

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[2] Course Outline for Materials Development Option in B. Ed. Course, p. 1.

TECHNICAL COLLEGE SOUTH AFRICA (TECHNISA)

A Better Tomorrow Demands Know-How Today

TRANSVAAL

Physical Address: Huguenot Street, Bordeaux, Randburg
Postal Address: Private Bag X7, Pinegowrie, 2123, Randburg
Tel No: [011] 886-1531
Fax No: [011] 886-7718
Contact/s: Riki Malan (Principal)

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Introduction

The *Technical College South Africa* (Technisa) is "a state subsidised technical college for vocational training in Engineering, Business and General Studies"[1]. *Technisa* is involved in vocational and technical education from categories N1 to N6 and aims to deliver candidates who are ready to enter the job market (courses offered include a range of electronics courses). *Technisa* offers courses through distance education, but, the College runs face-to-face vocational schools and practical sessions as part of some courses (in addition, however, it is found that many students are employed and thus able to get practical experience at the workplace). Courses are made up primarily of printed materials (offered in English and Afrikaans), but some audio cassettes are also produced for students. These cassettes are produced internally by staff members and mostly consist of evaluations (where students are asked to record answers onto the cassettes and send them back to the lecturer). In addition, however, *Technisa* plans to develop audio cassettes and video cassettes for use as supplementary materials in some courses. *Technisa* is based in Johannesburg, but liaises with other technical colleges around South Africa for the provision of ongoing student support.

In addition to this, *Technisa* runs bridging programmes, designed to upgrade people wishing to study but lacking the necessary qualifications. They also run a range of non-formal courses, including evening computer literacy classes. Finally, the College has satellite centres located within specific industries, which are designed to service those industries through the provision of skills training.

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Training Programmes Presently Offered

(*) **In-Service Training**

Technisa undertakes an annual needs analysis for its staff members, including both academic and administrative staff. On the basis of this, it then organizes a variety of seminars and workshops for its staff, run both by internal and external expertise. Details vary according to the content of each course, but topics covered include management, deportment, leadership, computer literacy, distance education, instructional design, and subject-specific courses. *Technisa* also sends staff members on a variety of external courses.

Location: *Technical College South Africa.*
Requirements: Open to *Technisa* employees; workshops and seminars are open to others on request.
Main Field/s: (Fields vary according to specific course) Computer Training; Educational Administration Training; In-Service Educator/ Teacher Training; Media in Education; Media Skills Training.
Accreditation: No formal accreditation.
Course Fees: Fees negotiable for outside participants; *Technisa* sponsors its

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[1] *Technical College of South Africa* Yearbook, 1992/93, p. 1.

own staff.

Accommodation: Not applicable.

(•) **Courses for Freelance Materials Producers**

The development of *Technisa*'s courses is managed by an internal coordinator, who hires part-time authors, editors, typists, and other experts to assist in production. *Technisa* has produced a guide for setting up materials and also offers a short course to course-writers prior to them beginning work. The course covers *Technisa* principles, methodologies, and instructional design

Location: *Technical College South Africa.*

Requirements: Only open to freelance materials producers employed by *Technisa.*

Main Field/s: Media in Education.

Accreditation: No formal accreditation.

Course Fees: None.

Accommodation: Not applicable.

Materials Available at SAIDE

(•) *Technical College of South Africa* Yearbook, 1992/93.

(•) *Technical College of South Africa* Technology Courses, 1992/93.

TECHNIKON PRETORIA FILM SCHOOL

NORTHERN TRANSVAAL

Physical Address: Staatsartillerie Road, Pretoria West, Pretoria
Postal Address: Private Bag X680, Pretoria, 0001
Tel No: [012] 318-5911
Fax No: [012] 318-5462
Contact/s: Gerhard Uys (Senior Lecturer)

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Introduction

The main function of the *Technikon Pretoria Film School*, which was started in 1971, is to provide training in video and film technology. The School offers a range of training programmes (see below). In addition, the School also undertakes some production for external organizations (such as *Shell* and the *University of Pretoria*). These usually consist of low budget video productions made by the students themselves, and include educational programmes, documentaries, and promotional videos. Students are also able to use the School's facilities for small-scale commercial ventures of their own (for example, filming weddings).

In addition to this function, however, the School runs an annual film festival in Pretoria.

It is also of interest to note that the School, in conjunction with an ex-film school student, is hoping to establish a centre of excellence. The aim of this project is to set up a studio at the School (which would, nevertheless, operate independently of it) which will produce educational videos on commission for the *South African Broadcasting Corporation*. This video production process will also act as part of the School's internship programme, as third year students will be able to work at the Centre during the third year of their diplomas in film and video technology.

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Training Programmes Presently Offered

(•) **National Diploma: Film and Video Technology**

The aim of this course is to train people for the film and television industry. Training is offered in the full range of skills required for film and television production, including the skills required by directors, producers, scriptwriters, editors, and directors of photography. Students are required to attend courses in all of the skills, but are able, through practical assignments, to specialize in various fields of filmmaking. The School is also planning on altering the syllabus in the near future to allow for further, more in-depth specialization by students. It should also be noted that the School hopes, in addition to the diploma, to offer a Bachelor of Arts degree in film and video production from 1995.

Length:	Full-time, three years (the third consists of an internship in the production industry).
Intake:	Maximum of 25 participants per year.
Location:	*Technikon Pretoria Film School*.
Requirements:	Senior certificate or equivalent qualification.
Main Field/s:	Electronic Media Skills Training.
Accreditation:	Formal accreditation through diploma.
Course Fees:	R5000 for first year, R5000 for second year, R600 for third year (costs are approximate).
Accommodation:	Available through technikon residences.

(•) **National Higher Diploma: Film Production**

This course follows on from the diploma in film and video technology.

Length: Full-time, one year.
Intake: Three participants in 1993.
Location: *Technikon Pretoria Film School.*
Requirements: Diploma in film and video technology or equivalent qualification.
Main Field/s: Electronic Media Skills Training.
Accreditation: Formal accreditation through diploma.
Course Fees: Approximately R2000 per participant.
Accommodation: Available through technikon residences.

(•) **Master's Diploma in Technology: Film Production**

This course follows on from the higher diploma in film production.

Length: Full-time, one year.
Intake: Two participants in 1993.
Location: *Technikon Pretoria Film School.*
Requirements: Higher diploma in film production or equivalent qualification.
Main Field/s: Electronic Media Skills Training.
Accreditation: Formal accreditation through diploma.
Course Fees: Approximately R2000 per participant.
Accommodation: Available through technikon residences.

(•) **Short Courses**

The School offers two types of short courses:

(♦) **Hobby Courses** - these are courses designed for people wishing to use the video medium informally for personal purposes. The courses are offered, when possible, during technikon holidays.

(♦) **Renewal Courses** - these courses are offered in response to requests from people in industry wishing to renew their skills or learn new skills within film and video production. Topics and details for the courses vary according to the requests, but a variety of topics can be covered (for example, editing, documentary production, or computer graphics). The courses are run by external expertise if the School finds it necessary.

Location: *Technikon Pretoria Film School.*
Main Field/s: Electronic Media Skills Training.

TELEVISION NEWS PRODUCTION (TNP)

South African Broadcasting Corporation

TRANSVAAL

Physical Address:	Level S4, Television Centre, South African Broadcasting Corporation, Artillery Road, Auckland Park, Johannesburg
Postal Address:	South African Broadcasting Corporation, Private Bag, X41, Auckland Park, 2006, Johannesburg
Tel No:	[011] 714-3894
Fax No:	[011] 714-5281
Contact/s:	Hein Ungerer (Editor Training)

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Introduction

Television News Production (TNP) is a production house within the *South African Broadcasting Corporation* (SABC). It undertakes the production of news, current affairs, and magazine programmes for the three SABC television channels, *TV 1*, the *CCV Channel*, and the *TSS Network Channel*. Productions in which TNP is involved include news broadcasts for all three channels, Agenda, and Six on One. TNP also commissions productions from other production houses if it feels that these production proposals are warranted and cost effective.

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Training Programmes Presently Offered

(●) **In-Service Training**

TNP makes use of the SABC's *Training Department* to meet its functional training needs. This training includes basic and advanced camera techniques, basic and advanced video editing, and television production courses for producers and production assistants (see *Training Department* report for further details). In addition, however, TNP currently contracts in its journalism training from institutions such as the *British Broadcasting Corporation*, the *Institute for the Advancement of Journalism*, the *Australian Broadcasting Corporation*, the *Thompson Foundation*, and *Sky Television*. Training consists of once-off workshops or series of courses run in South Africa on a variety of issues, including news reporting, live studio directing, and current affairs production. In addition, journalistic exchanges takes place with other broadcasters.

Training Programmes Planned

(●) TNP In-Service Training

TNP is planning on establishing an in-service training programme for its staff members. TNP has identified a variety of job definitions (for example, insert producers, documentary producers, and desk writers) and is in the process of designing various training modules for the different job definitions. The training programme will be very practically orientated and will combine elements of contact education with self-study modules. TNP is hoping to set this training up in conjunction with the *Training Department* and with input from international broadcasting corporations, and is hoping to have the first modules under production by the middle to end of 1994.

Main Field/s: Electronic Media Skills Training; Journalism Training.

TEMBALETU COMMUNITY EDUCATION CENTRE

NATAL
Physical Address: 206 Burger Street, Pietermaritzburg, 3201
Postal Address: As above
Tel No: [0331] 94-7807
Fax No: [0331] 94-7841
Contact/s: Jabulile Bengu (Education Coordinator)
Sandile Ndaba (Education Officer)

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Introduction

The mission of the *Tembaletu Community Education Centre* is "to provide a centre where non-racial, informal and non-formal education activities can take place which address the needs of the community in the greater Pietermaritzburg area and where contacts and understanding between people from different groups and communities can be developed"[1]. In order to effect this, the Centre, which was established in 1991, is involved in a variety of activities:

(•) **Adult Basic Education Classes** - the Centre is involved in the running of a variety of adult basic education classes. These classes cover four levels of literacy training; beginner's mother tongue literacy, beginner's English literacy, intermediate English literacy, and advanced English literacy. The Centre provides two types of training for literacy teachers (see below). The Centre also has six outreach centres in the greater Pietermaritzburg area. It runs these centres and employs fourteen literacy teachers, providing them with materials, support, and advice in the running of their classes (classes are run both in English and in mother tongue). The Centre also facilitates second language Zulu classes, which are either run at the Centre or at central locations.

In addition to this, the Centre, in conjunction with the *Sunflower Project* (a *Murray and Roberts* Project), runs skills training classes for adults (covering technical skills such electrical, bricklaying, or plumbing skills). The *Sunflower Project* provides the technical skills expertise, while the *Tembaletu Community Education Centre* provides life skills and English communications skills expertise.

(•) **Resources and Consultancy** - the Centre also acts as a consultancy service in the support of literacy programmes. In addition, it runs a resource centre which focuses on adult basic education, particularly on literacy. This resource centre is open to anybody wishing to use it. The *Tembaletu Community Education Centre* is also involved in the publication of materials for teachers involved in voter education. This project, which is being undertaken in conjunction with the *Citizens' Elementary Legal Education Project*, also involves a short training programme for voter education teachers (see below).

(•) **Housing of Organizations** - the Centre houses a range of organizations, all of which operate independently. These include the *Maritzburg Careers Resource Centre*, the *Primary Science Programme*, the *READ Educational Trust*, and the *Association for Training and Resources for Early Education*.

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Training Programmes Presently Offered

(•) **Literacy Teacher Training Programme**

This course is aimed at literacy teachers. It contains both theoretical and practical

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[1] *Tembaletu Community Education Centre* Introductory Pamphlet.

components, the former covering adult basic education and literacy theory and the latter dealing with both mother tongue and English literacy classes.

Length: Usually a full-time one week course.
Intake: 10-15 participants, two or three times annually.
Location: *Tembaletu Community Education Centre.*
Requirements: Matriculation certificate.
Main Field/s: Adult Education Training; Language/Literacy Training; Pre-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Arranged by *Tembaletu Community Education Centre.*

(•) **Literacy Teacher Workshops**

These workshops, which are run in conjunction with the *Centre for Adult Education* at the *University of Natal, Pietermaritzburg*, are open to anyone involved in literacy teaching. The workshops deal with specific issues related to literacy and identified as needs of the participating teachers.

Length: Approximately five hours, once monthly.
Intake: 25-30 participants per workshop.
Location: *Tembaletu Community Education Centre.*
Requirements: Open to practising literacy teachers.
Main Field/s: Adult Education Training; In-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

(•) **Voter Education Teacher Workshops**

This is a short-term project, run jointly with the *Citizens' Elementary Legal Education Project*, to equip teachers with the skills needed to run electoral education classes.

Length: Full-time, one day.
Intake: Approximately 15 participants per workshop.
Location: *Tembaletu Community Education Centre.*
Requirements: No formal requirements.
Main Field/s: Adult Education Training; Language/Literacy Training; Pre-Service Educator/Teacher Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

Materials Available at SAIDE

(•) *Tembaletu Community Education Centre* Introductory Pamphlet.
(•) *Tembaletu Community Education Centre* Annual Review, 1992.
(•) Umphakathi Newsletter, May 1993.

TRAINING DEPARTMENT

South African Broadcasting Corporation

TRANSVAAL

Physical Address:	Television Centre, South African Broadcasting Corporation, Artillery Road, Auckland Park, Johannesburg
Postal Address:	South African Broadcasting Corporation, P.O. Box X41, Auckland Park, 2006, Johannesburg
Tel No:	[011] 714-4381
Fax No:	[011] 714-6132
Contact/s:	Willem Gresse (Manager of Human Resources Development and Acting Head of Department) [See accompanying training programme lists for further contacts]

Introduction

The purpose of the *Training Department* at the *South African Broadcasting Corporation* (SABC) is to cater for the training and development needs of all radio, television, and administrative personnel at the SABC (see below).

Programmes Presently Offered

Practical Training Courses

The training offered by the Department is based on the needs of the various departments within the SABC and needs are catered for in two different ways. Firstly, at the beginning of each year, the Department establishes dates for a variety of very practically-orientated electronic media skills training courses (operational and production training - for a full list of radio and television training courses available, see accompanying lists). These courses are advertised internally, but external participants, incorporating a wide range of people from school leavers to employees at production houses, may also apply to attend courses. Secondly, when specific units request training programmes, the courses offered by the Department are customized to fit the exact needs of that unit.

Length:	Variable, according to content of the course.
Intake:	Variable, depending on course.
Location:	*Training Department.*
Requirements:	Variable, depending on course.
Main Field/s:	Electronic Media Skills Training.
Accreditation:	An internal certificate of competence is offered for the courses, but no formal accreditation.
Course Fees:	For external participants, variable according to course.
Accommodation:	Not available.

TECHNICAL TRAINING

Contact :- Manager of Technical Training, Mr. Eric Coetzer, Tel. 714-3771

PROGRAMME NAME	DURATION	LEVEL
Group Sessions for Students Studying N1 - N3 Technical Subjects by Correspondence	Negotiated, On-going	Negotiable
Group Sessions for Students Completing the Bridging Course to Technical Courses	Negotiated, On-going	Negotiable
Basic Typing	Modular	Basic
Advanced Typing	Modular	Advanced
Electronics for the Novice	3 days	Basic
Soldering Techniques	3 days	Basic
Lampmans Course	5 days	Basic
Basic Electricity	2 days	Basic
Workshop Practice	2-5 days	Basic
Safety Representatives' Course	2 days	General
Safety Training for Supervisors	3 days	General
Building and Grounds Maintenance	3 days	General
Energy Conservation in Buildings	3 days	General
Basic Handtool Skills	3 days	General
Direct Current Electronics	5 days	Intermediate
Alternating Current Electronics	5 days	Intermediate
Electronic Circuits	5 days	Intermediate
Surface Mount Soldering	2 days	Intermediate
Maintain & Troubleshoot VCR's	5 days	Intermediate
Practical Faultfinding & the Design of Power Supplies	5 days	Intermediate
Opto-Electronics	5 days	Advanced
Semi-Conductors	5 days	Advanced
Digital Techniques	5 days	Advanced
Understanding Digital Troubleshooting	5 days	Advanced
Principles of Television	8 days	Advanced
Operational Amplifiers	5 days	Advanced
Integrated Timers	5 days	Advanced
Advanced Microprocessors	10 days	Advanced

AUDIO TRAINING

Contact :- Manager of Audio Training, Mr. Dirk Vermooten, Tel. 714-3773

PROGRAMME NAME	DURATION	LEVEL
Basic Studio Productions (RAB1)	4 weeks	Basic
In-Service Training : Radio Productions (RAB2)	Own Pace	Intermediate
Radio Drama Course (RAB3)	5 weeks	Advanced
Music Production Course (RAB4)	6 weeks	Advanced
Outside Production Course (RAB5)	3 weeks	Advanced
Advanced Sound Reinforcement (RAB6)	1 week	Specialised
MIDI Production Techniques (RAB8)	1 week	Specialised
Basic Stereo Techniques (RAB9)	3 days	Advanced
Digital Audio (RAB10)	1 week	Specialised
Studio Use for Announcers (OMR1)	2 weeks	Basic
Continuity Presentation (OMR4)	3 days	Intermediate
Interviewing Techniques (OMR5)	3 days	Intermediate
Continuity for Regional Services (OMR6)	3 days	Intermediate
Documentary Programmes (OMR7)	3 days	Advanced
Producing for Radio Drama (OMR8)	1 week	Advanced
News Reading Techniques (OMR11)	2 days	Advanced
Magazine Programmes (OMR10)	3 days	Advanced
Basic Announcing Principles	3 days	Basic
Orientation : Main Control (OPS1)	3 days	Basic
Radio Programme Traffic (OPS2)	Own Pace	Intermediate
Television Programme Traffic	Own Pace	Intermediate
Basic Audio Training	1 week	Basic
Competency-based Instructional Techniques	1 week	Intermediate
Learning-Supportive Training	3 days	Advanced

TV TRAINING

Contact :- Manager of TelevisionTraining, Mr. Rudie van Heerden, Tel. 714-2890

PROGRAMME NAME	DURATION	LEVEL
Introduction to Broadcast Television and Programme Production	4 weeks	Introductory
Specific Career Training for Television Operations (in 1 of these fields : Cameras, Sound, Vision Control, Vision Mix, Videotape/Editing)	10 weeks	Basic
Single Camera Technique I	12 days	Basic
Single Camera Technique II	12 days	Advanced
Single Camera Lighting I	4 days	Basic
Single Camera Lighting II	2 weeks	Advanced
Multi-Camera Technique II	4 weeks	Advanced
Large OB Camera Technique	4 weeks	Specialised
Single Camera Sound Course	12 days	Specialised
The Grammar of Editing	2 days	Basic
EDL Functions (Grass Valley Edit Controller)	1 day	Advanced
Advanced GVEC - Macros	1 day	Advanced
Advanced GVEC - Pegs	2 days	Advanced
Advanced GVEC - Slaves	½ day	Advanced
Advanced GVG Equipment	3 days	Specialised
Audio Editing (Soundcraft Audio Mixer)	1 day	Advanced
Technical Support	½ day	Advanced
Directing Multi-Camera Productions I	7 days	Intermediate
Directing Single-Camera Productions I	12 days	Intermediate
Directing Multi-Camera Productions II (Drama)	5 weeks	Advanced
Directing Single-Camera Productions II (Drama)	4 weeks	Advanced
WORKSHOPS		
The Principles of Shot-Continuity and Storytelling for Producers and Directors	5 days	Intermediate
Multi-Camera & Single-Camera Orientation for Producers/Directors	4 days	Intermediate
Introduction to Camera Mountings for Producers/Directors	3 days	Advanced
Visualisation, Graphics & Effects Workshop	5 days	Advanced
Writing the Script	5 days	Intermediate
Planning & Budgeting a Production	2 days	Advanced
Management Skills for Producers/Directors	3 days	Advanced
Directing Talent	2 days	Intermediate
Pre-Production for Producers/Directors	8 days	Advancediate
Post-Production for Producers/Directors	8 days	Advanced
Technical Problem-Solving for Producers/Directors	2 days	Advanced
ENG News Camera Technique	2 weeks	Basic
Filters II	5 days	Advanced
Camera Mountings	1 week	Advanced

Outside Broadcast Sound Mixing	2 days	Advanced
Public Address Systems	4 days	Advanced
Basic Sound Equalisation	4 hours	Advanced
Abnormalities of Sound	2 hours	Advanced
Gates & Expanders (Sound)	3 hours	Advanced
Limiters/Compressors (Sound)	3 hours	Advanced
Metering the Sound Signal	2 hours	Advanced
Microphone Theory	1 day	Basic
Use of Noise Reduction (NR)	3 hours	Advanced
Components of Sound	2 hours	Basic
Sound II	4 hours	Advanced
Stereo Sound Recording	2 days	Specialised
Effects Units (Sound)	4 hours	Advanced
Videotape Workshop	1 day	Basic
2-Machine Betacam Editing	3 days	Basic
Sound/Final Mix Orientation for Video Editors	1 day	Basic
DPM 100 DVE Operations	2 days	Basic
Junior Scribe Operations	2 days	Basic
Max>! Workshop	3 days	Basic
Advanced Title Composition	3 days	Specialised

UMLAZI COLLEGE FOR FURTHER EDUCATION

NATAL
Postal Address: Private Bag X08, Mobeni, 4060
Tel No: [031] 907-3555/6/7
Fax No: [031] 907-3555 (ask for fax)
Contact/s: Raymond Ngcobo (Head of Geography Department)
Sipho Ntuli (Head of Mathematics Department)

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Introduction

The *Umlazi College for Further Education* is "an institution committed to meeting the challenges of teacher education in innovative and practical ways in order to inculcate in students a critical attitude towards their important role in a future non-racial South Africa"[1]. The College, which was established in 1983, is involved in the upgrading of practising teachers who are either unqualified or underqualified. In this regard, the College offers two formal upgrading diplomas (see below) and has also initiated the *Vulani Education Unit*. This Unit aims to launch and support various teacher-education issues and College-school relations, as well as to promote cooperation among various education efforts. Its main project is a bridging and upgrading programme for teachers (see below). The College has nine subject departments and caters for approximately two thousand students.

Umlazi College offers all of its courses through distance education. Courses consist primarily of printed study guides, although each subject is also supplemented by contact sessions. In addition, the College is exploring the possibility of using radio broadcasts and audio cassettes for educational purposes. It has been able, on an experimental basis, to broadcast programmes in some subjects in a midnight slot on *Radio Zulu*. These programmes, which were produced using *Radio Zulu* technical expertise and advice, were a mixture of pre-recorded and phone-in programmes. Finally, as part of a pilot project, some departments within the College have also prepared some audio cassettes which have been made available to students.

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Training Programmes Presently Offered

(●) **Senior Primary Teachers' Diploma**

This diploma improves the certification of senior primary teachers to a Matric plus three level, resulting in a salary adjustment to m + 3 (an initial adjustment to m + 2 is made after completion of the second year of study).

Length:	Part-time, four years. The number of contact sessions varies with each subject, but there are a minimum of two contact sessions per subject per year.
Intake:	Variable. At present, approximately 500 students per year.
Location:	Contact sessions at five central regional locations.
Requirements:	Senior certificate, teacher's certificate, and letter of recommendation from school principal or an inspector.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	Formal accreditation through teacher's diploma.
Course Fees:	R700 per year.
Accommodation:	Not applicable.

[1] *Umlazi College for Further Education* Prospectus, 1993, p. 7.

(•) **Secondary Teachers' Diploma**

This diploma improves the certification of secondary school teachers to a Matric plus three level, resulting in a salary adjustment to m + 3 (an initial adjustment to m + 2 is made after completion of the second year of study).

Length: Part-time, four years. The number of contact sessions varies with each subject, but there are a minimum of two contact sessions per subject per year.

Intake: Variable. At present, approximately 200-300 students per year.

Location: Contact sessions at five central regional locations.

Requirements: Senior certificate, teacher's certificate, and letter of recommendation from school principal or an inspector.

Main Field/s: In-Service Educator/Teacher Training.

Accreditation: Formal accreditation through teacher's diploma.

Course Fees: R700 per year.

Accommodation: Not applicable.

(•) **Vulani Education Unit Primary Teachers' Course**

The aim of this course is to improve the classroom performance of teachers by equipping them with an m + 1 qualification (in particular, the course focuses on privately-paid teachers, its aim being to allow them to enter formal salary structures). The course also aims to qualify teachers for courses at residential colleges. Although the course is offered through distance education, students receive ongoing support through media materials and regular contact sessions.

Length: Part-time, two years. There are regular two contact sessions throughout the year.

Intake: Variable.

Location: Contact sessions at five central regional locations.

Requirements: Matriculation certificate and three years of teaching in a subsidized post.

Main Field/s: In-Service Educator/Teacher Training.

Accreditation: Formal m + 1 accreditation.

Course Fees: R400 per year.

Accommodation: Not applicable.

Materials Available at SAIDE

(•) *Umlazi College for Further Education* Prospectus, 1993.

(•) Ntuli, S.T. 1992, The Role of Distance Education in the In-Service Training of Mathematics Teachers - with Particular Reference to Kwa-Zulu in South Africa, unpublished thesis.

UMTAPO CENTRE

NATAL
Physical Address: 10th floor, Albany House East Wing, Albany Grove, Durban
Postal Address: P.O. Box 2792, Durban, 4000.
Tel No: [031] 307-6830
Fax No: [031] 305-3506
Contact/s: Deena Soliar

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Introduction

The *Umtapo Centre* describes itself as "a non-profit development organization whose mission is to empower members of the underprivileged and deprived communities to take control of their own lives and thereby play an active role in determining their future"[1]. This registered educational trust was started in 1987 and its main area of interest is literacy, particularly adult literacy. The main activities in this regard are English and local language literacy classes, training of facilitators (see below), a Zulu language course for English speakers, and the collection and production of relevant resource material.

The centre does, however, also include among its activities a women's unit, youth leadership development, and the organization of seminars on various issues such as the empowerment of women and education for democracy in a post-apartheid South Africa. It also has two regular publications, a quarterly newsletter and a magazine. The *Umtapo Centre* operates mainly in the townships around Durban, but does extend its activities as far as Pietermaritzburg when necessary.

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Training Programmes Presently Offered

(•) **Training Programme for Teachers and Facilitators**

The *Umtapo Centre* focuses on developing s ng literacy facilitators through this course. The course is usually run on request from community organizations between two and four times a year. It makes use of existing materials, but the centre is currently involved in publishing a manual to accompany the course. Facilitators m et monthly to assess and evaluate the course.

Length:	Full-time, five day session, followed by two sessions of a weekend each after three or four months.
Intake:	Maximum of 25 students, two to four times annually.
Location:	Run at central regional locations.
Requirements:	Decided by community organization requesting course.
Main Field/s:	In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation:	No formal accreditation, but people who attend the minimum number of classes are given an attendance certificate.
Course Fees:	Costs of venue, transport, and accommodation must be covered by community organization.
Accommodation:	Accommodation organized by Centre if required (extra charge for accommodation).

(•) **In-Service Training Programme**

This course is designed for the volunteer literacy teachers working for the *Umtapo*

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[1] Umtapo Centre Introductory Brochure.

Centre. This course covers the same topics as the training programme for teachers and facilitators. As part of the evaluation, representatives of the in-service training groups meet on a monthly basis to discuss problems.

Length:	Full-time, five day session, followed by two sessions of a weekend each after three or four months.
Intake:	Maximum of 25 students, two to four times annually.
Location:	*Umtapo Centre*.
Requirements:	No formal requirements.
Main Field/s:	In-Service and Pre-Service Educator/Teacher Training; Language/ Literacy Training.
Accreditation:	No formal accreditation.
Course Fees:	None.
Accommodation:	Accommodation organized by Centre if required.

Materials Available at SAIDE

- *Umtapo Centre* introductory brochure.
- *Umtapo News*, quarterly newsletters, vol 2 no 3 & vol 3 no 1 (Jan-March 1993).
- Review of *Umtapo Centre* conference on violence.
- Invitation to *Umtapo Centre* conference on Education for Democracy in a post-Apartheid South Africa.

URBAN AND RURAL DEVELOPMENT AND EDUCATION PROJECTS (URDEP)

WESTERN CAPE
Physical Address: 67 Argyle Street, Woodstock, Cape Town
Postal Address: P.O. Box 247, Salt River, 7925, Cape Town
Tel No: [021] 47-2787
Fax No: [021] 47-2774
Contact/s: J. Marsh

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Introduction

The *Urban and Rural Development and Education Projects* (URDEP) were started in 1991 "in order to pay particular attention to the plight of the urban and rural poor in a rapidly changing South Africa...its area of operation is national even though its focus in the period 1992-1994 will be the Western and North Western Cape Province"[1]. URDEP orientates itself towards long-term self-reliance and development projects. While it will initiate such projects where necessary, URDEP's focus is on assisting, strengthening, or directing existing grassroots efforts. URDEP is involved in two main activities:

(•) **Rural Literacy Project** - work in this regard is done primarily in the Namaqualand, the Boland, and the Karoo, and is often done in response to community organization requests. URDEP provides training classes for literacy facilitators (see below), support services for literacy facilitators (support is offered through field workers), and materials for literacy classes. URDEP is involved with approximately thirty seven such classes at present.

(•) **Multi-Purpose Centres** - these centres are designed to offer para-legal advice, adult basic education, health education, and counselling for the communities in which they are located. This project includes a materials development process for various educational materials required by the centres. At present, there is a centre at Khayelitscha and a centre is being set up in Daggaskraal through an URDEP office in Johannesburg.

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Training Programmes Presently Offered

(•) **Training of Literacy Facilitators**

These courses are designed to cater for community organizations in rural areas wishing to start literacy programmes. The course is divided into three blocks, between each of which the participants, with the aid of URDEP field workers set up their own literacy classes. The first block includes a theoretical introduction to literacy, experiences in other countries, and community issues. The second block deals with numeracy, project management, and conscientization, while the third deals with specific problems and with contextually-based materials development.

Length: Full-time, three blocks of seven days, five days, and four or five days respectively, with a break of two months in between each block.
Intake: Maximum of 25 participants per course, twice annually.
Location: *Urban and Rural Development and Education Projects.*
Requirements: No formal requirements - open to members of rural community organizations.
Main Field/s: Adult Education Training; In-Service and Pre-Service Educa-

[1] *Urban and Rural Development and Education Projects* Introductory Brochure.

tor/Teacher Training; Language/Literacy Training.

Accreditation: No formal accreditation.

Course Fees: None - transport and accommodation costs are also covered by URDEP.

Accommodation: Provided by URDEP.

Materials Available at SAIDE

(•) *Urban and Rural Development and Education Projects* Introductory Brochure.

USWE

Adult Basic Education Project

WESTERN CAPE

Physical Address:	Unit 25, the Waverley, Weymouth Road, Mowbray, 7700, Cape Town
Postal Address:	As above
Tel No:	[021] 448-7070/1
Fax No:	[021] 448-1837
Contact/s:	Heather Garner (Director) Geoffry Marks (Acting Head of Materials Development) Marian Clifford (Head of Training Department)

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Introduction

USWE describes itself as a "non-profit educational trust [whose] main aim is to help adults with little or no formal schooling acquire the skills and knowledge they need to contribute to social, political and economic change and to participate effectively in a non-racial democratic society"[1]. USWE, a member of the *National Literacy Cooperation*, is an adult basic education project with three main areas of focus. These are:

(•) **Provision of Adult Basic Education** - classes for six to seven hundred learners run, at a wide range of venues, by twenty five teachers. First and second language provision, both at beginner and advanced levels, is offered, but the majority of courses focus on teaching English as an additional language. One aim of these latter courses is to form a bridge between basic literacy and the *South African Committee for Higher Education Trust*'s ASECA (A Secondary Education Curriculum for Adults) programme.

(•) **Teacher and Trainer Training** (see below).

(•) **Materials Development** - USWE is in the process of developing learner workbooks and teacher notes at adult basic education (ABE) levels two and three. The workbooks are theme-based and draw on concepts and skills from a number of subject areas. At ABE level two, USWE will have a course ready by June of 1994, entitled Speak Out!, which develops listening and speaking skills. At ABE level three, the workbooks cover themes such as knowledge and education, living conditions in Southern Africa, geography and the environment, history, economics, and science and technology. The workbooks aim to develop sound language and learning skills and to promote critical thinking and problem-solving strategies. USWE is hoping to adapt these materials for use in distance education. These materials are also available from USWE (or will be available in 1994).

In addition, USWE has a resource centre and provides administrative support services.

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Training Programmes Presently Offered

(•) **Certificate in Adult Literacy and Language**

This course deals with the theory and practice of adult basic education, focusing primarily on basic English teaching. The course is predominantly pre-service, but also involves an in-service component which integrates theory and practice. Resources from the course will available for wider use in 1994.

Length:	Negotiable, according to needs of participants.
Intake:	Maximum of 20 participants per course.
Location:	Negotiable.
Requirements:	Minimum of standard eight qualification (or equivalent) and

[1] USWE Annual Report, 1992/93, p. 5.

evidence of community service.

Main Field/s: Adult Education Training; Language/Literacy Training; In-Service and Pre-Service Educator/Teacher Training.

Accreditation: A certificate is offered through the *Centre for Continuing Education* at *Peninsula Technikon.*

Course Fees: Negotiable.

Accommodation: Not available at USWE, but can be arranged.

(•) **Trainer Training Course**

This course is run at different levels depending on the background and experience of the trainers. The main aim for participants in the course is "to gain a clearer theoretical understanding of what teacher development means in adult basic education and to learn more effective ways of training and supporting teachers"[2]. Participants are given introductory theoretical input, then observe and co-train in an action-reflection process with teacher training programmes USWE is running at that time. This is followed by further reflection and the development of their own training skills, and, at advanced levels, by the planning of their own training courses.

Length: Negotiable, but currently one month (full-time) after which participants return to their own institutions and maintain contact with USWE for support and advice.

Intake: Maximum of 12 participants per course.

Location: Negotiable.

Requirements: Degree of experience and education necessary varies depending on the course.

Main Field/s: Adult Education Training; Language/Literacy Training; Trainer Training.

Accreditation: An USWE certificate is offered, but no formal accreditation.

Course Fees: Negotiable.

Accommodation: Not available at USWE, but can be arranged.

(•) **Teacher Support Training Programme**

This course is for experienced adult basic education teachers to learn how to support and be mentors for new teachers.

Length: Negotiable, but normally part-time over six months.

Intake: Maximum of 12 participants per course.

Location: Negotiable.

Requirements: Experience as an adult basic education teacher.

Main Field/s: Adult Education Training; Language/Literacy Training; Trainer Training.

Accreditation: An USWE certificate is offered, but no formal accreditation.

Course Fees: Negotiable.

Accommodation: Not available at USWE, but can be arranged.

(•) **Training for Specific Purposes**

USWE is available, on request, to conduct training programmes that meet the particular needs of organizations, institutions, and companies. Such courses could involve helping teachers, teacher trainers, or employers to become more effective in teaching adults general knowledge or specific material (for example, labour law, safety procedures, or the use work manuals).

Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training; Trainer Training.

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[2] Trainer Training Course Introductory Document, p. 2.

Training Programmes Planned

(•) **Adult Basic Education Diploma**

USWE is currently developing a course in conjunction with *Peninsula Technikon* which will provide formal adult basic education training. USWE is assisting the Technikon with the design and development of a three year diploma course for adult basic education teachers.

Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training.

Materials Available at SAIDE

(•) USWE Annual Report, 1992/93.

(•) *USWE Certificate in Adult Literacy and Language Teaching* Introductory Document.

(•) Trainer Training Course Introductory Document.

VISTA UNIVERSITY

NORTHERN TRANSVAAL

Physical Address:	263 Skinner Street (Corner Skinner and van der Walt Streets), Pretoria
Postal Address:	Private Bag, X634, Pretoria, 0001
Tel No:	[012] 322-8967
	[012] 322-1303 - E.M. Murray
Fax No:	[012] 322-2905
	[012] 322-3243 - Further Training Campus
Contact/s:	E.M. Murray (Head of English sub-Department)
	Wendy Coetzee (Department of Institutional Development)

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Introduction

Vista University, which was started in 1983, is "an open, autonomous university and was established with the purpose of providing university facilities for people living in the major urban areas of the Republic of South Africa"[1]. The university operates through seven decentralized campuses (at Mamelodi, Bloemfontein, Sebokeng, Soweto, Port Elizabeth, the East Rand, and Welkom), each of which has five faculties (natural sciences, law, education, arts, and economic and management sciences). Between them, these campuses serve approximately ten to twelve thousand contact students. A variety of degrees are offered through these campuses.

In addition, however, there is a Further Training Campus located in Pretoria. This campus focuses solely on the upgrading of under-qualified teachers (see below), and tuition is offered through distance education. The main medium of communication is through printed materials, all produced and printed by the University, but pilot projects are currently being undertaken to test the viability of also using other media for tuition purposes. In 1992, the biology sub-department produced an audio cassette as a pilot project, while the geography and history sub-departments have also produced audio cassettes using cassette production teams (this constitutes part of a wider pilot project in the use of course-production teams for materials production). The geography sub-department has, in addition, made use of video materials developed in conjunction with the *Department for Education and Training*. On the basis of these pilot projects, the university will decide whether or not to extend the use of media materials beyond printed materials in the future.

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Training Programmes Presently Offered

(●) **In-Service Teacher Training**

The Further Training Campus offers a variety of in-service teacher training diplomas and certificates through distance education. By finishing a diploma through this Campus, the student becomes eligible to register at *Vista University*'s contact courses or for a degree at the *University of South Africa*. Courses offered are:

(♦) Primary Education Certificate (standards two to three).
(♦) Primary Education Diploma (standards four to five).
(♦) Secondary Education Certificate (standards six to eight).
(♦) Secondary Education Certificate (home economics: standards six to eight).
(♦) Secondary Education Diploma (standard nine and Matric).
(♦) Secondary Education Diploma (home economics: standard nine and Matric).
(♦) Higher Education Diploma.

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[1] *Vista University Introductory Brochure.*

(♦) Higher Education Diploma (home economics).

The following details apply to all courses:

Length:	Part-time, two years per course.
Intake:	Approximately 20 000 students registered in total in 1993.
Location:	Not applicable.
Requirements:	Vary according to course.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	Formal accreditation offered through diplomas and certificates.
Course Fees:	R880 per year.
Accommodation:	Not applicable.

(●) **Academic Writing Workshops for the Further Training Campus**

At the beginning of 1993, the *Department of Institutional Development* within the University ran a series of five academic writing workshops for staff members of the Further Training Campus. These workshops were based on a needs analysis carried out among staff members, and dealt with specific issues such as text accessibility, team approaches, layout and design, student interaction with the text, copyright, and the *Vista University* philosophy. The aim of these workshops was to equip staff members with writing skills, although not specifically writing skills for distance education. Three series of these workshops have been run in 1993, and it is hoped that needs-based workshops for staff members will continue in 1994. The following details apply to the courses run in 1993, and details may change as the needs change.

Length:	Part-time, two to three hour workshops once weekly for five weeks.
Intake:	Maximum of 16 participants per course.
Location:	*Vista University*'s Further Training Campus.
Requirements:	Only open to members of staff from Further Training Campus.
Main Field/s:	In-Service Educator/Teacher Training; Printed Media in Education; Printed Media Skills Training.
Accreditation:	No accreditation.
Course Fees:	None.
Accommodation:	Not applicable.

(●) **Audio-Production Training**

For the pilot projects in audio production (see above), *Vista University* is making use of a self-study module supplied by the *University of South Africa* (UNISA). In addition, staff members have used UNISA facilities and expertise, as well as having been given more formal input from UNISA lecturers.

Materials Available at SAIDE

(●) *Vista University* Introductory Brochure.

WESTERN CAPE MEDIA TRAINERS FORUM

WESTERN CAPE

Physical Address:	Community House, 41 Salt River Road, Salt River, 7924, Cape Town
Postal Address:	P.O. Box 237, Salt River, 7924, Cape Town
Tel No:	[021] 448-1222
Fax No:	[021] 448-6029
Contact/s:	Fahdiel Manuel (General Secretary) Christo Maarman (Rural Organizer)

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Introduction

The *Western Cape Media Trainers Forum* was started in 1991 when ten media organizations, each with their own projects, perceived a need to get together for training initiatives, particularly in providing training to rural areas. Thus, the Forum describes itself as "a regional network of organisations involved in Community Media development. It aims to co-ordinate basic journalism training on a grassroots level and is also assisting communities in setting up community newspapers that serve particularly the rural areas"[1]. The Forum coordinates the training activities of these organizations in the Overberg area of the Western Cape. Members of the Forum are:

(●) *Bush Radio.*
(●) *CAP Media Project.*
(●) *Community Education Computer Society.*
(●) *Community Video Education Trust.*
(●) *Congress of South African Writers.*
(●) *Film and Allied Workers Organization.*
(●) *International Labour Research and Information Group.*
(●) *Media Training and Development Trust.*
(●) *Ons Leer Mekaar.*
(●) *South African Student Press Union.*

Groups come to the Forum with requests for training and it then allocates activities to the various member organizations. In addition, the Forum runs some of these training courses itself (see below). The Forum also believes strongly in the need for community radio stations around South Africa, and hopes to be strongly involved in the setting up of community radio stations, primarily through offering training.

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Training Programmes Presently Offered

(●) **Rural Training Programme**

These programmes are run on request from different organizations (such as sports bodies, civic organizations, churches, and political bodies) in the Overberg area. The aim of the courses is to promote the independence of these organizations by training their members in low technology media skills. This would include such skills as the production of banners, posters, brochures, small newspapers, and T-shirts. The courses also aim to develop more advanced skills in order to empower the communities with which the Forum is working. In addition, some of the courses also include radio production skills.

Length: One day media awareness course, followed by three or four workshops of varying lengths until communities feel confident with the skills being taught (courses are run with approximately

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[1] *Western Cape Media Trainers Forum* Introductory Papers and List of Members.

nine groups per year).

Intake: 30-35 participants per course.
Location: At participating organization's facilities.
Requirements: Determined by participating organization.
Main Field/s: Media Theory; Media Skills Training.
Accreditation: None.
Course Fees: R10 per day per participant, but people unable to pay are not prevented from participating.
Accommodation: Not applicable.

(●) **Winter School Courses**

The Forum runs various components of courses on basic media production skills at the winter schools courses organized by the adult education departments at the *University of Cape Town* and the *University of the Western Cape*.

Length: One week per course.
Intake: Approximately 20 participants per course.
Location: Adult education departments at the *University of Cape Town* and the *University of the Western Cape*.
Requirements: None.
Main Field/s: Media Skills Training.
Accreditation: None.
Course Fees: Covered by fees of winter schools courses.
Accommodation: Not applicable to the Forum.

Materials Available at SAIDE

(●) *Western Cape Media Trainers Forum* Introductory Papers and List of Members.
(●) Xha, Newsletter of the *Western Cape Media Trainers Forum*, vol 1.2, March 1993.
(●) Print it Yourself: A Low Technology Media Hand Book for Organisations, a *Western Cape Media Trainers Forum* Publication.
(●) Examples of Low Technology Media:
  (♦) Die Huisvriend, Nuusbrief van die Overberg, June 1993.
  (♦) Suidpunt, July 1993.

YOUNG PEOPLE'S THEATRE EDUCATIONAL TRUST

WESTERN CAPE

Physical Address:	Post Office Building, Lawrence Road, Athlone, Cape Town
Postal Address:	P.O. Box 472, Athlone, Cape Town, 7760
Tel No:	[021] 697-1881
Fax No:	[021] 697-1881 (ask for fax)
Contact/s:	Phyllis Klotz (Community Theatre Director) Carol Beck (Teacher)

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Introduction

The *Young People's Theatre Educational Trust* was started in 1985 as a pilot project aiming to work with the perspective of education and development through the medium of drama. The Trust believes that "educational drama is inherently democratic, holistic and child-centred. When practised with rigour it can, and does, empower facilitators and students alike, to self knowledge and social responsibility"[1]. The main focus in this regard is on teaching English as an additional language. In addition to several training programmes (see below), the Trust is engaged in a variety of activities:

(•) *Living English Project* - this project has both urban and rural components. Teachers work at senior primary schools (standards two to five) with pupils in blocks of three to six weeks.

(•) *Community Outreach Programme* - this consists of weekly events at libraries, a children's home, and the Guguletu Senior Centre.

(•) *Literacy Programme* - the Trust works in conjunction with various literacy groups (for example, *USWE* and the *Adult Learning Project*).

(•) The Trust also takes specially modified productions of prescribed Shakespeare plays to *Department of Education and Training* schools.

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Training Programmes Presently Offered

(•) **Formal Teacher Training Course**

This course is designed to train participants in the use of drama for teaching and in community development skills (in 1994, these two fields of skills will hopefully be offered through two separate courses). The course combines theoretical input with practical components, including the taking of classes.

Length:	Full-time, one year.
Intake:	Four participants per course, once annually January.
Location:	*Young People's Theatre Educational Trust.*
Requirements:	No formal requirements, as yet (in 1994, the teacher training course will require a diploma, but the community development skills course will not).
Main Field/s:	Pre-Service Educator/Teacher Training.
Accreditation:	Certificate, but no formal accreditation.
Course Fees:	Dependent on finances (no fees at present).
Accommodation:	Not supplied.

(•) **Drama Workshops**

These are run in response to requests from organizations and the course content is, therefore, dependent on the needs of the institution. The workshops can cover topics

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[1] *Young People's Theatre Educational Trust* Introductory Brochure.

such as using drama across the curriculum or in adult literacy.

Length: Dependent on needs of institution, but workshops are run in three hour sessions.
Intake: Approximately 50 participants per workshop.
Location: At participating organization.
Requirements: Determined by participating organization.
Main Field/s: In-Service and Pre-Service Educator/Teacher Training.
Accreditation: None.
Course Fees: Dependent on finances (no fees at present).
Accommodation: Not applicable.

Training Programmes Planned

(•) **Course for Tutors of Adult Literacy Programmes**

The Trust believes that drama can a very effective technique in training adult literacy facilitators, and is consequently planning a full-time one year course for four participants per year. According to the planned outline, "in addition to equipping tutors with drama skills that will enhance and enrich their personal teaching styles, this course aims to ensure that the links between drama-in-education and literacy are understood and fully utilized"[2]. The course will hopefully start in 1994.

Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training.

(•) **Course for Facilitators of Non-Formal Educational Programmes**

As stated above, there are plans to begin a training course in community development skills which will run separately to the formal teacher training course.

Main Field/s: Educational Administration Training.

Internships Offered

(•) The first year as a staff member at the *Young People's Theatre Educational Trust* is considered to be a year of internship. The year is aimed at developing the skills of the intern as a facilitator, particularly in the use of drama in education.

Requirements: Must have successfully completed formal teacher training course above.
Main Field/s: In-Service Educator/Teacher Training.

Materials Available at SAIDE

(•) *Young People's Theatre Educational Trust* Introductory Folder.
(•) *Young People's Theatre Educational Trust* Introductory Brochure.
(•) Course Outline for Formal Teacher Training.
(•) Course Outline for Facilitators for Non-Formal Educational Programmes.
(•) Course Outline for Tutors of Adult Literacy Programmes.

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[2] See Outline for Tutors of Adult Literacy Programmes, p. 1.

Author: Butcher Neil.
Name of thesis: Human resource development for educational electronic media practitioners- a new paradigm.

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