

https://dspace.org/

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

Butcher, Neil

1995

http://hdl.handle.net/10539/22051

Butcher, Neil (1995) Human resource development for educational eletronic media practitioners: a new paradigm, University of the Witwatersrand, Johannesburg,<http://hdl.handle.net/10539/22051>

Downloaded from a DSpace repository. https://dspace.org/

HUMAN RESOURCE DEVELOPMENT FOR EDUCATIONAL ELECTRONIC MEDIA PRACTITIONERS: A NEW PARADIGM

By

Neil Butcher

A Dissertation Submitted to the Faculty of Arts

University of Witwatersrand Johannesburg

For the Degree of Master of Arts

Johannesburg 1995

DECLARATION

I declare that this dissertation is my own, unaided work. It is being submitted for the degree of Master of Arts in the *University of the Witwatersrand*, Johannesburg. It has not been submitted before for any degree or examination in any other University.

NEIL DAVID LOFTUS BUTCHER

th Day of January, 1995

ABSTRACT

The aim of this thesis is to develop a new paradigm for the human resource development of educational electronic media practitioners, including both users and producers of educational electronic media materials.

The thesis begins by placing the problem in context. This it does by considering briefly the educational needs facing South Africa and the role which the electronic media have to play in dealing with some of these needs. An opening rationale is also provided for why human resource development is targeted as the focus of the thesis.

Following this, the thesis provides both a broader educational context and a theoretical basis for the new paradigm by introducing the concepts of open learning and distance education. The discussion of these concepts has two further functions; to strengthen the rationale for the use of the electronic media in education and to provide principles and methods of practice which lie at the heart of the new paradigm being developed. A further section on constraints in education develops some of the themes emerging in greater detail.

The rest of the thesis focuses on providing details, both practically and theoretically orientated, which complete the paradigm. Separate sections are devoted to users and producers of educational electronic media materials, in an effort to shift greater emphasis on the users of such materials. Finally, the notion of macro coordinating structures, as an element essential for the successful implementation of the new paradigm, is discussed.

ACKNOWLEDGEMENTS

I would like to express my gratitude to various people who have played an important role in the development of this thesis.

Firstly, I would like to thank my supervisor, John van Zyl, who has shown continued support and encouragement for the work that I have done, particularly at times when I doubted the usefulness of what I was doing. His continually positive attitude, sound advice, and willingness to act as a sounding-board for developing ideas have been vital to the completion of the thesis.

I would also like to thank Jennifer Glennie and all of the staff members at the *South African Institute for Distance Education* (SAIDE). SAIDE has, over the last year and a half, provided the ideal environment in which to develop the ideas contained in this thesis. All of the staff of SAIDE have given me support and encouragement and have shown a remarkable willingness to share with me the benefits of their experience. It is fair to say that, without SAIDE, this thesis would not have been written. I can only hope that SAIDE has also benefited in some way from this work.

Finally, I would like to express my gratitude to all of the people around South Africa and from around the world who have shared their experiences and ideas with me. I have been warmly received and have been accorded every courtesy in all of my research work, and hope that the resulting work can offer some dividend for this kindness.

HUMAN RESOURCE DEVELOPMENT FOR EDUCATIONAL ELECTRONIC MEDIA PRACTITIONERS: A NEW PARADIGM

CONTENTS

	Page
Foreword	1
Placing the Problem in Context	10
The Concept of 'Open Learning'	25
The Relevance of Distance Education to Open Learning	52
Constraints in Education and the Role of the Media in Opening Up Learning Opportunities	60
Current Human Resource Development Initiatives for Educational Electronic Media Practitioners	71
Human Resource Development Needs for Users of Educational Electronic Media Materials	77
Human Resource Development Needs for People Involved in Educational Electronic Media Materials Production	83

HUMAN RESOURCE DEVELOPMENT FOR EDUCATIONAL ELECTRONIC MEDIA PRACTITIONERS: A NEW PARADIGM

CONTENTS

	Page
Foreword	1
Placing the Problem in Context	10
The Concept of 'Open Learning'	25
The Relevance of Distance Education to Open Learning	52
Constraints in Education and the Role of the Media in Opening Up Learning Opportunities	60
Current Human Resource Development Initiatives for Educational Electronic Media Practitioners	71
Human Resource Development Needs for Users of Educational Electronic Media Materials	77
Human Resource Development Needs for People Involved in Educational Electronic Media Materials Production	83

The Role of Macro Coordinating Structures 108

Postscript: The Way Forward 113

Appendix A: The ORT-STEP Institute Interactive Distance Education Pilot Programme: Some Subjective Perceptions 115

Appendix B: A Note on the Use of the Mass Broadcast Media in Reconstruction and Development 124

Acknowledgements 139

Bibliography 147

Appendix C: SAIDE Directory of Organizations in the Related Fields of the Electronic Media and Education (Attached as a Separate Document)

FOREWORD

In March 1993, the *Electronic Media in Education Conference* brought together several key players interested in the use and production of educational electronic media materials in South Africa. One of the resolutions arising out of this conference pertained to the need for human resource development in this field. It stated that,

> to address issues such as state monopoly, biased information and racial imbalances in training, development needs to take place in a more considered and structured fashion in areas such as:
>
> - programme production, including both technical and educational development;
> - research, and specifically curriculum development;
> - teacher training for the use of electronic media materials;
> - audience research;
> - special training for trainers and instructors;
> - presentation and management skills;
> - policy and planning, etc.
>
> There needs to be some form of co-ordination between training institutions, broadcasters and projects to ensure that training flows in with the restructuring and developments of the media, and also in redressing the imbalances of the past.

Key sites identified for training include: -

- Community based training projects.
- Internships and on-the-job training with local and foreign broadcasting schools, and in the independent sector, with the SABC and other organisations.
- University and technikon-based training, or in conjunction with other schools or projects.
- The involvement of teacher training institutions.[1]

On the basis of this resolution, a task group focusing on training and research was set up at the end of the conference, which had, as one of its main functions, research into training needs for the electronic media in education. The first phase of the research project initiated by this task group, and funded by the *South African Institute for Distance Education* (SAIDE), involved an identification of current human resource development initiatives in the fields of the electronic media and education. As a result of this preliminary research, several issues emerged in respect of human resource development needs for the effective use of the electronic media within education in South Africa. This thesis is based on that research work.

[1]EME Forum, 1993, Summary of the Electronic Media in Education (EME) Conference Discussions and Resolutions, unpublished document, p. 3.

RESEARCH PROCEDURE

In May 1993, the training task group of the *Electronic Media in Education Forum* initiated a research project on current human resource development initiatives in the field of the electronic media in education. When this research was started, it was envisaged that two types of programme would be identified:

- **Human resource development programmes in the PRODUCTION of educational electronic media materials** - this refers to programmes which would equip people with the educational and media skills and competencies required for effective production of educational electronic media materials.

- **Human resource development programmes in the USE of educational electronic media materials** - this refers to pre-service and in-service programmes which would equip educators with the skills required for effective use of educational electronic media materials in whatever educational contexts they might be working. In addition, it refers to programmes which would equip learners with a critical understanding of such media materials so that they can also make effective use thereof.

It was, however, discovered before long that, due to the paucity of such programmes, this research would yield very little and would, therefore, be of minimal value. As a result, the scope of the research was significantly broadened in the following way. There are two fields in which skills and competencies, and therefore human resource development, are required

for effective production and use of the electronic media in education, namely education and the media. These two fields were, therefore, taken as opposite poles of a spectrum, the middle point of which would constitute the ideal area of human resource development for the electronic media in education. The aim of the research was to gain a comprehensive overview of human resource development programmes which would fall somewhere between these two poles[2]. The rationale for re-constituting the research in this way was as follows:

- By identifying existing human resource development programmes within this spectrum and through conversations with a wide variety of people, it would be possible to identify where the gaps existed in terms of the programmes defined in the original brief.

- Analyses of the existing gaps in human resource development programmes for the PRODUCTION and USE of the educational electronic media materials would, therefore, be based on a strong awareness of what already exists in terms of training in South Africa. Thus, consequent attempts to fill those gaps would be able take cognisance of existing initiatives, attempting to work with such initiatives (using existing skills, structures, and resources) rather than creating new initiatives. In this way, it becomes possible to prevent unnecessary duplication of efforts, hence streamlining ongoing processes.

[2]Because this covers such a wide range of human resource development programmes, it is not claimed that the research has identified every such programme; it is believed, however, that the resulting directory, included as Appendix C, gives a comprehensive impression of the range of human resource development programmes currently available in the related fields of the electronic media and education.

- Because of the nature of the reports on each organization (with introductory information on each organization, more in-depth information on human resource development programmes run in the related fields of the electronic media and education, and contact details), it was hoped that the research would play an additional role in facilitating broader networking processes between the various organizations themselves. This would take place through the sharing of the information with any interested parties. In this way, it becomes possible for the research work done for this thesis to have broader applicability and, hopefully, play a useful practical role rather than simply remaining limited to the theoretical domain.[3]

The research procedure has, therefore, involved visiting one hundred and sixteen organizations to gather information about the work in which they are involved and, wherever possible, to discuss more general issues around the use of the electronic media within education. To make the process as participatory as possible (given time constraints) and to ensure accuracy of information, each report drafted has been sent to the relevant organization for correction of factual errors and omissions. Following this process, ongoing contact has been maintained with developments in the relevant fields through participation in the Steering Committee of the *Electronic Media in Education Forum* and through the *South African Institute for Distance Education*; in addition, the network of contacts has continually been expanded[4]. Thus, in addition to the theoretical basis for the thesis outlined below, what

[3]It is pleasing to note in this regard that the resulting directory has been distributed among interested parties and received favourably. It is being updated for 1995 by the *Applied Broadcasting Centre* and the *South African Institute for Distance Education*.

[4]For a full list of all people consulted, see the Acknowledgements at the end of the thesis.

- Because of the nature of the reports on each organization (with introductory information on each organization, more in-depth information on human resource development programmes run in the related fields of the electronic media and education, and contact details), it was hoped that the research would play an additional role in facilitating broader networking processes between the various organizations themselves. This would take place through the sharing of the information with any interested parties. In this way, it becomes possible for the research work done for this thesis to have broader applicability and, hopefully, play a useful practical role rather than simply remaining limited to the theoretical domain.[3]

The research procedure has, therefore, involved visiting one hundred and sixteen organizations to gather information about the work in which they are involved and, wherever possible, to discuss more general issues around the use of the electronic media within education. To make the process as participatory as possible (given time constraints) and to ensure accuracy of information, each report drafted has been sent to the relevant organization for correction of factual errors and omissions. Following this process, ongoing contact has been maintained with developments in the relevant fields through participation in the Steering Committee of the *Electronic Media in Education Forum* and through the *South African Institute for Distance Education*; in addition, the network of contacts has continually been expanded[4]. Thus, in addition to the theoretical basis for the thesis outlined below, what

[3]It is pleasing to note in this regard that the resulting directory has been distributed among interested parties and received favourably. It is being updated for 1995 by the *Applied Broadcasting Centre* and the *South African Institute for Distance Education*.

[4]For a full list of all people consulted, see the Acknowledgements at the end of the thesis.

follows is strongly based on a practical understanding of the needs facing South African education and particularly of the ongoing need for human resource development of educational electronic media practitioners.

A NOTE ON TERMS OF REFERENCE

Before proceeding further, it is necessary to provide two initial terms of reference for the thesis:

Electronic Media

Below are listed various types of electronic media which have been taken into consideration when considering human resource needs for the effective use of the electronic media within education. Nevertheless, it should be stated at the outset that the various electronic media types should not be considered as disparate, self-supporting elements, but should be viewed as forming parts of a greater whole. This is vital because educational courses which rely on only one medium will inevitably be less effective than those using a variety of complementary media materials. To take this further, it should also be realized that educational courses cannot be considered in isolation from broader processes of education.

Thus, this thesis will focus on the following electronic media types:

- Television programmes.

- Video material.
- Radio programmes.
- Audio material.

A distinction needs to be made between AUDIO/VIDEO and RADIO/TELEVISION. In brief, the former are media materials designed specifically for non-broadcast purposes, while the latter refer to media materials designed specifically for broadcasting. This distinction has important implications because, in the field of education, AUDIO and VIDEO have several advantages over broadcast material. This is because they are more flexible media which can be any length, can be specifically designed to allow for regular pauses, and which remain under the control of the educator or learner (who can, for example, pause or rewind whenever necessary). Thus, audio and video lend themselves more readily to use in courses made up of different media and as educational resources which function merely as one part of wider educational processes. This is not, however, to suggest that there is no role for broadcast media in education. They still have a vital role to play, particularly in raising educational awareness in society (this issue is covered in greater detail in Appendix B).

Various digital, computerized technologies constitute a further electronic medium which would hypothetically be included within this definition. However, due to limitations of space, the separate human resource development needs for the use of computers in education, and the fact that such a large percentage of South Africa's population lack access to computer facilities, these media have not been considered in this thesis. This should not be regarded as a naïve omission of media of great relevance; on the contrary, the potential importance

of computers in education is fully acknowledged. It is, therefore, hoped that many of the more general points made below are equally applicable to those media as they are to the ones selected for consideration.

Educational Electronic Media Practitioners

Most considerations of the role of the electronic media within education tend to place undue emphasis on the PRODUCTION process of materials at the expense of the RECEPTION process (the process of making effective use of media materials for educational purposes). Consequently, in an effort to focus more clearly on learners and their needs, this thesis will attempt to place equal emphasis on the reception process of educational electronic media materials, the process in which they are used by learners for educational purposes. Furthermore, there needs to be renewed emphasis on the broader process of educational course design and on the way in which the electronic media must be included only as one part of this (as well as such mixed media educational programmes constituting only one part of the broader education and training system). Several previous considerations of the use of the media in education have tended to regard the media as disparate elements functioning independently of broader educational processes. This, however, minimizes the impact of such media, which can be much more effectively used within more comprehensively designed educational courses and programmes. In an attempt to restore some balance in these regards, it has been necessary to distinguish between various types of educational electronic media practitioner:

- People involved in the CONCEPTUALIZATION, PLANNING, and DESIGN of educational

programmes and of mixed media courses which will be used in such programmes. It is important to include this group of people in order to restore a sense of the way in which electronic media materials should fit into educational mixed media courses and broader educational processes. If these functions are not performed competently, it will not be possible to use the electronic media effectively in education.

People involved in the PRODUCTION of educational electronic media materials (this category covers a wide variety of job definitions, which will be outlined in more detail in chapter seven).

USERS of educational electronic media materials - it is important to bear in mind that this refers to two groups of people:

- EDUCATORS - this is intended to function as a blanket term, referring quite broadly to the full range of educational fields, from educare workers through the full range of formal and non-formal teachers at primary, secondary, and tertiary levels, to adult educators.
- LEARNERS - similarly, this term is intended to apply to learners at all levels of education.

This distinction is important because educational initiatives making use of educational electronic media materials must keep the needs of the learner (who should be the focus of all educational activities) uppermost. Thus, it is vital that the learner be included as an educational electronic media practitioner.

CHAPTER ONE

PLACING THE PROBLEM IN CONTEXT

> *The fragmented, unequal and undemocratic nature of the education and training system has profound effects on the development of the economy and society. It results in the destruction, distortion or neglect of the human potential of our country, with devastating consequences for social and economic development...Apartheid education and its aftermath of resistance destroyed the culture of learning within large sections of our communities.*
>
> *African National Congress*[5]

The education problems in South Africa are well known and have been documented in detail. Challenging educational tasks face this country because the conventional education system is simply not capable of catering for the country's massive educational needs. In fact, the structure of that system and the assumptions and practices on which it is based constitute barriers to learning for most people. Effective restructuring is required if that system is to provide quality lifelong learning in our country, meeting the needs of vast numbers of South Africans who were systematically deprived of educational opportunity in the past and providing opportunities for the cohorts of youth coming up through the educational system. But in adversity lies opportunity. In re-organizing to meet the challenges of current problems,

---

[5]ANC, 1994, The Reconstruction and Development Programme: A Policy Framework, Johannesburg, Umanyano Publications, p. 58.

South Africa has a chance to design an education system for the twenty-first century. To do this, one small, but important, step will be a large-scale increase in the innovative and effective use of the electronic media in education.

WHY FOCUS ON HUMAN RESOURCE DEVELOPMENT FOR EDUCATIONAL ELECTRONIC MEDIA PRACTITIONERS?

Despite differences of opinion on the exact role that they should play, there is a growing consensus on the importance of the media within education in South Africa. According to John Samuel,

> in the short term, traditional educational delivery structures alone cannot begin to remove the backlogs created by apartheid. Creative intervention is needed and there is widespread consensus that the media could and should provide a vehicle for education reconstruction.[6]

The *Electronic Media in Education Forum*'s document, The Use of Broadcast and Non-Broadcast Electronic Media in South Africa's Restructured Education and Training System, makes similar assertions.

Although this provides a starting point, however, it offers no guarantee that electronic media

---

[6]Botha, W. 1993, The Role of the Media in Education, Johannesburg, EduSource, p. 1.

materials will be effective or useful educationally, as John van Zyl makes clear;

> to have access to a technology is not necessarily to use it in the most effective way. There is a need to train the teachers and students who are going to use it, and as a further need to train writers and producers to make useful and usable programmes.[7]

Thus, a focus on various aspects of human resource development is vital for the effective use of the electronic media as part of the education and training system.

Research undertaken in the last few years has, however, shown clearly that the quality of existing educational electronic media materials is often not adequate for educational purposes[8]. In relation to television, for example, Liz Dilley estimated that "about half the locally produced educational programmes evaluated were unimaginative and lacked interaction"[9]. Similarly, Wilna Botha found that

> progressive organizations have tended to get the process right while battling to deliver a quality product, while 'establishment' media were strong on

---

[7]Van Zyl, J. 1992, "Radio and TV Education" in McGregor's Education Alternatives, Cape Town, Juta & Co, p. 436.

[8]For a full list of research materials consulted, see *Bibliography*. In addition, comments are also based on conversations with a wide variety of people around South Africa (see *Acknowledgements*).

[9]Dilley, L. 1993, An Evaluation of Educational Media Initiatives in South Africa, Johannesburg, SACHED Trust and Argus Group, p. 2.

production, but often ignored the need for a process that involved learners.[10]

This would suggest that people involved in the production of electronic media materials for educational purposes often lack the skills necessary to produce quality educational materials. David Seligman pointed out at the SAIDE Launching Conference that "what is often taken for granted and under valued is the human resource, the training needed for technicians, materials developers and producers"[11]. It is clear that there is a need to focus on what skills, competencies, and knowledge are necessary for educational electronic media materials production and on ways in which people can be appropriately equipped. Without this focus, it will remain very difficult to provide quality educational media materials. Thus, "there is a...need to train scriptwriters and producers who can develop a range of educational programmes for the varied learning constituencies that exist"[12].

Research also shows that educational programmes making use of electronic media materials have tended to focus on the PRODUCTION process of such materials at the expense of the RECEPTION process. One of the main reasons for this is that "it is most difficult to get the feeding-in mechanism and the on-the-ground logistics, support, monitoring and evaluation right"[13]. Nevertheless, if there is not a focus on the reception process governing educational

---

[10]Botha, W. 1993, The Role of the Media in Education, p. 24.

[11]Seligman, D. 1992, "The Challenge of New Technology" in Launching Conference of the South African Institute for Distance Education, Johannesburg, SAIDE, ch. 6, p. 8.

[12]Naidoo, K. & Galombik, N. 1993, Key Issues Facing the Democratic Movement with Regard to Electronic Media in Education in the Period of Transition and Beyond, Discussion Paper presented to Electronic Media in Education Workshop, p. 7.

[13]Botha, W. 1993, The Role of the Media in Education, p. 31.

electronic media materials, their impact will always be adversely affected, as John Gultig makes clear;

> [Technology] will be resisted by teachers if they feel it is replacing them, or if they feel disempowered by it...It must be unpacked...and it needs to be interactive, and it needs to be accepted by teachers on educational, and not economic terms.[14]

There can be little doubt that an extremely effective method of dealing with this particular problem is to provide pre-service and in-service training in the use of educational electronic media materials to educators. Any educational media initiative which does not take the needs of educators into account and provide training to cater for those needs will always remain restricted in scope and achievement.

This is not, however, the only type of human resource development which needs to be offered within the reception process of educational electronic media materials. In addition, there needs to be a focus on the needs of learners, ultimately the most important group of all. Unfortunately,

> in the present situation the process of media production is highly mystified with the result that media users in South Africa are very passive...it is necess-

[14]Gultig, J. 1992, "Educating Teachers for a 'New' South Africa: What Role can Distance Education Play?" in Launching Conference of the South African Institute for Distance Education, Johannesburg, SAIDE.

ary to educate media users in order to create media awareness.[15]

Unless learners are provided media literacy skills and competencies, educational initiatives making use of the electronic media will inevitably be limited in their potential impact.

It is, therefore, necessary to focus on a wide variety of human resource development needs if such educational initiatives are to achieve their full potential in South Africa. These needs fall into three major categories:

- **Human resource development for educational programme designers:** this refers to education for people involved in the conceptualization, planning, design, and implementation of educational programmes and of mixed media courses which will be used in such programmes.

- **Human resource development programmes in the production of educational electronic media materials:** this refers to programmes which would equip people with the educational and media skills required for effective production of educational media materials.

- **Educational courses in the use of educational electronic media materials:** this refers to pre-service and in-service training courses which would equip educators with the skills required for effective use of electronic media materials in whatever

[15]FAWO, 1992, Information on Film-Media Education Context in S.A., Unsourced Document, p. 1.

educational contexts they might be working. In addition, it refers to courses which would equip learners with a critical understanding of such media materials so that they can also make effective use thereof.

THE ISSUE OF CULTURAL IMPERIALISM

Despite the above, it may still be claimed that a simpler solution to the production problems outlined above would simply be to import, *en masse*, large amounts of foreign educational material. This, however, poses great dangers which should be mentioned briefly. They relate to the concept of 'cultural imperialism'. Both the term and its suitability within the present global environment are, however, contestable areas of debate. Nevertheless, it remains a concept of importance in South Africa, particularly as the country comes to terms with its post-apartheid re-admission into world affairs and global communications. It is also important because it allows for a conceptualization of educational media materials which sees them as cultural artefacts, ideological in both content and structure.

In discussing the broad concept of 'imperialism', Raymond Williams makes the following observation;

> If imperialism is understood primarily as an economic system of external investment and the penetration and control of markets and sources of raw materials, political changes in the status of colonies or former colonies will

not greatly affect description of the continuing economic system as imperialist[16].

Obviously, in the present global environment, the Nineteenth Century political meaning of 'imperialism', referring to direct political control of colonies from a metropole, has little application. If, however, the term is understood in economic terms, as above, one can claim that imperialism has indeed not become a redundant concept[17]. The relevance of this to education becomes clear in the assertion by Moss that "education is already recognised by all accountants and by many alert businessmen as something few educators would immediately acknowledge it to be: a highly saleable commodity"[18].

John Tomlinson, in his critique of Dorfman and Mattelart's How to Read Donald Duck: Imperialist Ideology in the Disney Comic, notes "'a global situation' in which media texts of Western origin are massively present in other cultures"[19]. He then goes on to state that this presence in itself does not constitute cultural imperialism because "a text does not become culturally significant until it is read"[20]. This interpretation of cultural imperialism,

---

[16]Williams, R, 1983, Keywords, London, Fontana Press, pp. 159-60.

[17]Within the context of this discussion, it must be remembered that it is not possible to claim redundancy for a phrase because of shifts in its meaning. Tomlinson often tries to do this, negating the concept of cultural imperialism because it does not fit certain pre-ordained meanings or definitions. One needs only refer to Williams's analysis of how the meaning of the word 'culture' has shifted considerably in recent times to realize that such a method of analysis is ineffectual.

* See Williams, R. Keywords, pp. 87-93.

[18]Moss, R. 1983, Video: The Educational Challenge, London & Canberra, Croom Helm, p. 102.

[19]Tomlinson, J. Cultural Imperialism: A Critical Introduction, London, Pinter Publishers, p. 42.

[20]*ibid*. p. 42.

while pointing to the ideological nature of the process, clearly discounts its economic aspect, a consideration which it is dangerous to ignore. This is because cultural imperialism involves both the commercial importation of foreign cultural practices, an economically motivated undertaking, and the underpinning of the cultural values and ideals inscribed in those practices.

Tim O'Sullivan *et al* demonstrate this in their definition of cultural imperialism as

> Both an integral part and product of a more general process of imperialism, whereby certain economically dominant nations systematically develop and extend their economic, political and cultural control over other countries...Cultural imperialism refers to important aspects of this process, namely the ways in which the transmission of certain products, fashions and styles from the dominant nations to the dependent markets leads to the creation of particular patterns of demand and consumption which are underpinned by and endorse the cultural values, ideals and practices of their dominant origin. In this manner the local cultures of developing nations become dominated and in varying degrees invaded, displaced and challenged by foreign, often western cultures.[21]

This process quite obviously has two strands, the one economic and the other ideological, demonstrating that it is vital to see cultural imperialism in terms of its relation to and its

---

[21]O'Sullivan, T. *et al*, 1983, Key Concepts in Communication, London & New York, Routledge, p. 62.

overlapping with economic imperialism, as well as to analyse its effects on cultures globally.

The issue of cultural imperialism is vitally important in South African education because of the potential economic and ideological dangers caused by the importation of international educational materials. The following quotation from Robin Moss is illuminating in this regard:

> Britain, like many other European countries, has to make the difficult transition from a major manufacturing country to a society relying much less heavily for its export earnings on traditional industrial goods and materials: 'invisibles' such as banking, tourism, consultancy, as well as education and training, will have to expand considerably to compensate.[22]

This provides clear reference to the necessity to penetrate and control markets and sources of raw materials (in this case, learners), as suggested by Williams above. The resultant ideological impact has been made clear. Furthermore, as J.O. Boyd-Barrett points out,

> It is not only specific programme contents that are exported. Directly or indirectly there is also the 'export' from the stronger economies of particular conceptual models that affect, for instance, prevailing views as to how

[22]Moss, R. 1983, Video: The Educational Challenge, London & Canberra, Croom Helm, p. 103.

programme contents should be arranged or presented.[23]

Thus, it is vital that South Africa develop the capacity of its own people in order to be able to compete effectively with such processes.

In addition to this, however, the concept of cultural imperialism takes on added relevance in South Africa, because it also exists internally. As Tomlinson states, "'cultures' - in the sense of communal practices, values and shared meanings of social collectivities - do not map neatly on to the political grid of nation-states"[24]. Tomlinson, in this discussion, goes on to mention how national culture is the mould into which cultural identity tends to be squeezed, although "within nation-states, and even possibly across national boundaries, there exist patterns of cultural identification which are quite different from, and often in direct conflict with, the 'national culture'"[25]. Thus, to see cultural imperialism simplistically as the domination of one national culture over another is fundamentally incorrect because it glosses over regional and ethnic divisions within 'nations'[26].

This breakdown of national cultural identities displays clearly that one can no longer think

---

[23]Boyd-Barrett, J.O. 1982, "Cultural Dependency and the Mass Media" in Culture, Society and the Media, Eds, Gurevitch, M. *et al*, London & New York, Routledge, p

[24]Tomlinson, J. Cultural Imperialism: A Critical Introduction, p. 68.

[25]*ibid*, pp. 68-69.

[26]This is especially the case in countries such as South Africa and the United States of America, where there are a multitude of cultural identities within the two countries' national boundaries.

in terms of O'Sullivan *et al*'s simple model, "whereby certain economically dominant nations systematically develop and extend their economic, political and cultural control over other countries"[27]. In this way, it can be possible for South African educational institutions themselves to become an active extension of the process of cultural imperialism, whereby economically powerful cultural distributors tap into and exploit underdeveloped markets. This applies particularly to their preference for particular, Western conceptual models and curricula.

In order to be fully understood, this process requires further explanation. In discussing global shifts in cultural relations, theorists have adopted terminology which masks certain realities exposed in the above model. For example, Richard Collins describes "the transnationalization of culture [as] both a cause and a consequence of the political and economic processes through which television is becoming transnationalized"[28]. Similarly, Tomlinson maintains that "it cannot be denied that certain processes of cultural convergence are under way"[29]. These concepts of 'transnationalization' and of 'cultural convergence', while quite possibly applicable to the Euro-American cultural environment, falsely suggest that there is a global two-way flow of cultural practices.

O'Sullivan *et al*, in further defining cultural imperialism, mention

---

[27]O'Sullivan, T. *et al*, 1983, Key Concepts in Communication, p. 62.

[28]Collins, R. 1990, Television: Policy and Culture, London, Unwin Hyman, p. 199.

[29]Tomlinson, J. Cultural Imperialism: A Critical Introduction, p. 110.

> 'the uni-directional nature of international media flow'...[which] entails the one-way export of media products...from a highly restricted number of internationally dominant sources of media production...to media systems in developing national and cultural contexts.[30]

As has been stated, their definition falsely tends to limit cultural imperialism to a national paradigm, yet the point nevertheless holds that an essential feature of cultural imperialism is the one-way flow of culture. While one can not claim that this uni-directional flow is a global phenomenon, there can be little doubt that, in the case of South African education, such a flow does indeed exist. In South African education at present, many cultures have been deliberately excluded from the development of educational practices and materials. The present distribution of wealth and power within South Africa need not be commented on at length, as it is well known that the history of South Africa, its history of colonialism and then of apartheid, has led to an entrenchment of white power in the country. This is particularly so economically and politically, and wealth and power are consequently located primarily in the hands of white people. In terms of education, this has allowed for the domination of institutions such as the *University of South Africa* by white people, and thus, in educational media materials, for the dominance of white cultural practices.

Thus, the cultural flow in education for many people and cultures has undoubtedly been uni-directional, consequently constituting an example of cultural imperialism. The only way in which this can be effectively rectified is if the development of new media materials does not

---

[30]O'Sullivan, T. *et al*, 1983, Key Concepts in Communication, p. 63.

simply constitute an extension of current educational practices, but works actively to include those people and cultures marginalized by the legacies of colonialism and apartheid. To do this, large-scale human resource development programmes aimed at these marginalized people are urgently required.

THE BROADER CONTEXT

Of course, when considering a new paradigm for human resource development in the use and production of educational electronic media materials, it is necessary to provide a rationale for the use of these media in education and to place such discussions in a broader context. This is particularly important in order to avoid a technicist consideration of these media in isolation from wider educational process. Furthermore, the effective use of the media in education will require innovative approaches and will need to be based on principles antithetical to those currently informing the provision of education and training in South Africa; this also applies equally to human resource development initiatives for educational electronic media practitioners. It is therefore necessary to place any discussion about new paradigms for the use of the media in education into a broader context, namely the context of 'open learning'.

Open learning is, however, a complex and contested concept; internationally, it has tended to be confused with the term 'distance education', with the result that the two have come to be very similar in meaning (as will be demonstrated in chapter two). This tendency robs the

concept of much of its power, reducing it simply to a collection of methods of providing education. Such tendencies are not appropriate in South Africa, where the educational needs are so massive and immediate, and where a revision of the principles on which education is based is so urgently required. Thus, it is necessary to develop a new understanding of the term in order to provide an appropriate context for discussions about the use of the media in education. This can be done by grouping together various educational principles under open learning. The principles themselves are not new, but they have previously lacked a coherent framework. Open learning can provide this framework[31]. In this way, open learning provides the basis for a new paradigm for human resource development of educational electronic media practitioners.

[31]Although it falls outside the scope of this thesis, it is interesting to note that this approach is particularly relevant in South Africa. This is because the apartheid education system was based on the 'science' of fundamental pedagogics. This Calvinistic, authoritarian educational philosophy was developed to provide a theoretical framework for Christian National Education. Despite its exnomination in recent times, it continues to be the most pervading influence in South African education and training at present. Open learning, as conceived in this thesis, becomes particularly important because its stands in direct opposition to fundamental pedagogics, thus offering a clear theoretical framework in which to overcome the negative effects of this insidious educational 'science'.

concept of much of its power, reducing it simply to a collection of methods of providing education. Such tendencies are not appropriate in South Africa, where the educational needs are so massive and immediate, and where a revision of the principles on which education is based is so urgently required. Thus, it is necessary to develop a new understanding of the term in order to provide an appropriate context for discussions about the use of the media in education. This can be done by grouping together various educational principles under open learning. The principles themselves are not new, but they have previously lacked a coherent framework. Open learning can provide this framework[31]. In this way, open learning provides the basis for a new paradigm for human resource development of educational electronic media practitioners.

[31]Although it falls outside the scope of this thesis, it is interesting to note that this approach is particularly relevant in South Africa. This is because the apartheid education system was based on the 'science' of fundamental pedagogics. This Calvinistic, authoritarian educational philosophy was developed to provide a theoretical framework for Christian National Education. Despite its exnomination in recent times, it continues to be the most pervading influence in South African education and training at present. Open learning, as conceived in this thesis, becomes particularly important because its stands in direct opposition to fundamental pedagogics, thus offering a clear theoretical framework in which to overcome the negative effects of this insidious educational 'science'.

CHAPTER TWO

THE CONCEPT OF 'OPEN LEARNING'

> *As reflective practitioners we never allow our work to become a matter of routine. We remain alive to new issues, new theories, new knowledge, new technologies, new controversies that touch upon our field. We expect to go on learning and developing new approaches of our own as long as we practice.*
>
> *Derek Rowntree*[32]

WHAT IS OPEN LEARNING?

The term 'open learning' does not invite easy definition. As Mackenzie *et al* pointed out in 1975,

> Open Learning is an imprecise phrase to which a range of meanings can be, and is, attached. It eludes definition. But as an inscription to be carried in procession on a banner, gathering adherents and enthusiasms, it has great potential[33].

---

[32]Rowntree, D. 1992, Exploring Open and Distance Learning, London, Kogan Page, p. 2.

[33]Mackenzie, N. *et al*, 1975, Open Learning: Systems and Problems in Post-Secondary Education, Paris, Unesco Press, p. 15.

Thus, open learning describes a concept which is complex and yet invigorating educationally. Herein, however, lies a great danger, namely that the term 'open learning' can be used by educationists and politicians as an 'inspirational' title which allows for the perpetuation of outdated modes of educational practice under the guise of something new and exciting. If the term is not simply to be used as a smokescreen for such a phenomenon, it is vital to understand the full implications of making use of the concept.

Open learning is "a state of mind rather than a method with particular characteristics"[34]. It describes an approach to education which seeks to remove all unnecessary barriers to learning, while aiming to provide learners with a reasonable chance of success in an education and training system centred on their specific needs and located in multiple arenas of learning. The concept of open learning is built around and defined by certain key principles, each of which is aimed at opening up particular features or aspects of learning for learners. They are principles which can effectively inform and transform educational practice[35], and they can be grouped in the following categories:

1. **Learner-Centredness**

   One of the key principles of what has loosely been described as the 'progressive educational movement' is the notion of learner-centredness. This notion is the primary

---

[34]M. Jack, quoted in Bosworth, D.P. 1991, Open Learning, London, Cassell, p. 3.

[35]As will become clear throughout this thesis, 'Educational practice' is intended to refer to the full spectrum of educational activities in all sectors of education (including adult basic education, higher education, further education, general education, special education, educare, and teacher training) and all of the educational methods used in providing education (for example, face-to-face education, distance education, educational broadcasting, and drama-in-education).

prerequisite of openness; any conceptualization of education which is not learner-centred cannot ever regard itself as open. The principle of learner-centredness, in essence, acknowledges that the learner should be the focus of the educational process and should be regarded as an active participant in an interactive process. Education should not be viewed as a transmission procedure, where there is a one-way flow of information from the source of knowledge (whether it be an educator or an educational course made up of one or more media) to a passive learner. Rather, education should encourage independent and critical thinking. This is facilitated by regarding the learner as an active participant in the educational process and can be further enhanced by offering learners choices, possibilities, and contesting viewpoints within that process. In addition, the principle of learner-centredness implies that education should develop problem-solving skills and competencies. This, in combination with efforts to encourage independent and critical thinking, empowers learners to be able to interact confidently and effectively with society. Put differently, one essential aim of education is "the development of the whole person, especially the continuing capacity to make sense of oneself and the world in which one lives"[36].

Finally, learner-centred education should also build on learners' own experiences, using these as the starting point and basis for any learning process. Laurillard makes this clear:

> The idea is to recognise that learning must be situated, in the sense

[35]Boot and Hodgson, quoted in Rowntree, D. 1992, Exploring Open and Distance Learning, p. 58.

> that the learner is located in a situation and what is known from that experience is known in relation to the particular context...Knowledge has a contextualized character, which means that we cannot separate knowledge from the situations in which it is to be used.[37]

Thus, an understanding of the various contexts in which learning takes place is essential for this to be possible. In South Africa, these contexts exist on different levels:

- **The South African context:** it is now commonly understood that education has, in the past, been very deliberately used to entrench minority interests in South Africa. As educational reconstruction takes place, there will need to be an awareness that millions of people have not received any education or have received education of very poor quality. These people are, therefore, functioning well below their potential and are unable to participate effectively in the economic and political life of the country[38]. Thus, in order to be effective, educational providers should have a concrete awareness of the current state of South African education in general. This would include a thorough understanding of the negative effects which apartheid education had on the majority of the population.

---

[37]Laurillard, D. 1993, Rethinking University Teaching: A Framework for the Effective Use of Educational Technology, London and New York, Routledge, pp. 16-17.

[38]Adapted from, EME Forum, 1994, The Use of Broadcast and Non-Broadcast Electronic Media in South Africa's Restructured Education and Training System, Johannesburg.

- **Regional and local contexts:** in education, what works in one context is often inappropriate in another. For example, an educational course developed with urban learners in mind might be completely unsuitable for rural people, while some courses suitable for use in the Western Cape might be completely unsuited to Natal. It is, therefore, essential to take into account the specific needs of various regional and local learning constituencies.

- **The circumstances of individual learners:** each learner lives within a unique set of circumstances and has personal preferences which will affect the way in which s/he learns. Consequently, each learner will have different preferences in respect of what they learn and the methods which they employ in order to learn. Thus, as Temple suggests,

> Personal reactions to learning materials can...be diverse even within a population where members have many characteristics in common...Material highly suited to one learner can frustrate another and...the differences are not entirely attributable to background knowledge, previous study experience or intellectual ability.[39]

As Entwistle suggests, however, the understanding of individual circumstances should not stop at this:

---

[39]Temple, H. 1991, Open Learning in Industry: Developing Flexibility and Competence in the Workforce, Essex, Longman, pp. 112-13.

> The tendency to adopt a certain approach, or to prefer a certain style of learning, may be a useful way of describing differences between students. But a more complete explanation would also involve a recognition of the way an individual student's strategy may vary from task to task.[40]

An understanding of these contexts is an essential aspect of learner-centredness. Any efforts to open up learning should take these various contexts into account and should attempt, through the planning and development of educational provision, to cater as far as possible for the needs of individual learners within these contexts.

2. Lifelong Learning

The concept of lifelong learning is central to openness. It argues that learning should continue throughout life, rather than being limited to childhood, and should be of direct relevance to the needs and life experience of learners. The concept of lifelong learning also implies an acknowledgement of the reality that learning is a process in which all people are inevitably involved from birth until death and a consequent attempt to make structured educational opportunities available to people throughout their lives. The following definition of lifelong learning puts forward this perspective quite clearly, thus suggesting a need to re-conceptualize what is meant by the process

[40] Laurillard, D. 1993, Rethinking University Teaching: A Framework for the Effective Use of Educational Technology, p. 33.

of 'learning':

> Lifelong learning is not restricted to the kinds of learning which take place in schools, nor does it lead only to the acquisition of school-like information. It is a comprehensive phenomenon including traditional schooling and vocational learning, but going beyond learning as it is traditionally understood in formal education systems, and including learning leading to self-development or self-actualization. Such learning is affected by a whole spectrum of influences and not just by what happens in schools and related institutions. These influences range from the highly systematic and organized (such as conventional schools) to the unsystematic and unorganized (such as a parent playing with a child). Learning is thus something which lasts a lifetime (it is 'lifelong'), and is also related to the whole range of influences people encounter in the course of living their lives.[41]

As Bosworth points out, therefore, "educationalists, in particular, should always remember that a great deal is learned from material that is not specifically designated as 'learning' or 'training'"[42]. Thus, for example, watching, hearing, or reading an advertisement is as much an educational experience (teaching the learner to buy a product) as is attending a lecture or working through a university course. It is vital,

---

[41]Cropley, A.J. 1980, "Lifelong Learning and Systems of Education An Overview", in Towards a System of Lifelong Education, Cropley, A.J. (Ed), Oxford, UNESCO Institute for Education & Pergamon Press, p. 2.

[42]Bosworth, D.P. 1991, Open Learning, p. 76.

in attempting to open up learning opportunities, to re-conceptualize what constitutes a 'learning experience'.

The concept of lifelong learning is not, however, merely a philosophical concept about human rights, but a national necessity for economic survival. It is becoming clearly understood in South Africa that commitment to lifelong learning is an economic necessity. This commitment is seen in policy statements recently released in South Africa. For example, the *African National Congress* (ANC) states that "all individuals should have access to lifelong education and training irrespective of race, class, gender, creed or age"[43]. The *Ministry of Education*'s recent draft policy document has made similar assertions[44].

Linked to the principle of lifelong learning as a necessity for economic survival is the concept of integrating education and training to form a single, unified system nationally. Historically, unnecessary distinctions have been made between education and training. Education has been regarded as providing learning of a generic and theoretical nature, and has been epitomized by the university experiences. Training, on the other hand, has been regarded as providing learning of a specific and practical nature, as is found in technikons and technical colleges. These distinctions are largely

[43]ANC Education Department, 1994, A Policy Framework for Education and Training, Draft Discussion Document, p. 3.

[44]See: Ministry of Education, 1994, Education and Training in a Democratic South Africa: First Steps to Develop a New System, draft policy document for consultation, p. 7.

artificial and simply serve to impede the progress of people through various learning processes. It has also had the unfortunate effect that 'education' is regarded as being a higher form of learning than 'training', something which South Africa with its massive need for a skilled workforce, can ill afford. A unified education and training system, on the other hand, can increase flexibility and serve to promote the provision of lifelong learning[45]. Commitment to an "integrated system of education and training that provides equal opportunities to all irrespective of race, colour, sex, class, language, age, religion, geographical location, political or other opinion" is expressed in the Reconstruction and Development Programme[46].

3. Flexibility in Learning

The concept of open learning entails increasing the flexibility of learning provision to cater for the needs of learners. This includes allowing learners flexibility in determining the following:

- **What they want to learn:** the concept of openness in learning implies that learners are given the opportunity to decide for themselves what they want to learn. Thus, learners should ideally be able to decide which courses or parts of courses they wish to follow, should be allowed to omit sections of a course which they feel to be of no use to them, should be able to develop their own

[45] It should be noted that any references only to 'education' or to 'training' below are underpinned by the notion that education and training, as conventionally conceptualized, should be integrated. Where they have been made, it has been to simplify the text and not to maintain the distinctions. As a substitute, the term 'human resource development' has also been used throughout the thesis.

[46] ANC, 1994, The Reconstruction and Development Programme: A Policy Framework, p. 60.

pathways through educational programmes, and should be able to decide on their own learning objectives.

- **How they want to learn:** as part of openness in learning, learners should also be allowed to decide for themselves the learning methods which are most suited to their needs and to their style of learning. Thus, a learner should ideally be presented with a range of methods and techniques that would enable her or him to achieve the learning goals and objectives which s/he has set and should be able to combine these methods and techniques (and ignore those which s/he does not find useful) in order to develop a process of learning suited to her or his needs. Examples of different ways in which education could be provided to learners would include human interaction (either at a distance or face-to-face), practical work, interactive television classes[47], drama-in-education, educational broadcasting, computer-based training, and a range of media materials (including printed materials, videos, and audio cassettes)[48]. Implicit in all of this is that learners will be given greater freedom to choose where they wish to learn, whether it be at home, in a classroom or learning centre, or at the workplace.

---

[47]'Interactive television classes' are classes where an educator is able to transmit his or her lesson to multiple classrooms within a particular area through the use of televisual and satellite technology. The image and words of the educator, as well as any other visual material s/he chooses, are, therefore, transmitted to several locations simultaneously and learners are able to communicate with the educator through telephone link-ups or two-way video links. The technology has obvious limitations, particularly in terms of the level of communication that can take place between educator and learner. This would usually be limited to learners asking an 'omniscient' educator questions of clarity about comments s/he might just have said. For further information on an example of the use of interactive television, consult Appendix B.

[48]For a fuller list of the various types of educational provision which might be made available, see chapter four.

When they want to learn: learners should then also be given the opportunity to decide when they want to learn. Thus, they should be able to embark on a learning programme at a time of year that suits them rather than having to enrol at set times during the year. In addition, they should be able to dictate the times of day and week at which they wish to learn, rather than having to conform to the requirements of a timetable or broadcasting times. Finally, learners should also be able to learn at their own pace, rather than being forced to complete modules of work according to deadlines set by educational providers. Of course, there is a possibility that some learners would feel unable to complete these modules without being motivated by the pressure of deadlines; thus, as Greville Rumble states, " there is...a case for allowing students to make the choice as to whether they will follow a paced course or an unpaced course"[49].

All of the above, therefore, implies that learners will increasingly take control of and responsibility for their own learning.

4. The Removal of All Unnecessary Barriers to Access

Central to the notion of open learning is the principle of removing all unnecessary barriers to access to educational opportunities. Barriers which learners might face would include geographical isolation, discrimination on the basis of race, gender, age,

---

[49]Rumble, G. 1989, "'Open Learning', 'distance learning', and the misuse of language" in Open Learning, vol 4 no 2, June 1989, p. 32.

or physical disability, the inability to take time off work for a course, lack of 'appropriate' qualifications, and lack of the funds required to enrol on particular courses and pay for the necessary resources. Any attempt to open up learning would need to acknowledge the existence of such barriers and ensure their removal. In addition, a further barrier facing learners would be the use of educational approaches that restrict accessibility to learning and expertise (for example, fundamental pedagogics and behaviourism)[50].

5. Recognition of Prior Learning Experiences and Current Competencies

As mentioned above, one of the key barriers to access to courses in many educational institutions is the lack of 'appropriate' qualifications. Hence, related to the principle of opening up access to learning opportunities is the need for recognition of the relevant prior learning experiences of learners and of the current competencies which they possess. Such experiences and competencies should also be accredited appropriately where applicable. They might include short courses which did not lead to formal qualifications, parts of courses completed (even if the full course was not finished), and relevant experiences in the workplace.

---

[50]Such approaches favour one-way transmission of knowledge from teacher to learner and, as such, are autocratic and teacher-centred. As a result, they can demoralize and intimidate learners, making learning an unpleasant experience to be avoided wherever possible.

6. Accumulation of Credits Within and Across Different Learning Contexts

Linked to the above is the principle that, as part of increasing openness in education and training, learners should be able to accumulate credits, earned in the same or different learning contexts, which can lead to the achievement of national qualifications. This would require, *inter alia*, that educational institutions should recognize credits earned at institutions other than their own and that a national framework for credit accumulation should be set up which could facilitate the creation of alternative pathways to achieving national qualifications. This fits in with the notion of integrating the education and training systems and was articulated by two resolutions of the *National Education Conference* in 1992:

- There shall be mechanisms to ensure horizontal and vertical *mobility and flexibility of access* between general formative, technical, industrial and adult education and training in the formal and non-formal sectors.
- There shall be *nationally determined standards* for accreditation and certification for formal and non-formal education and training, with due recognition of prior learning and experience.[51]

The creation of a *National Qualifications Framework* (NQF) as part of this has been

[51] Essop, A. *et al*, 1992, Back to Learning: The National Education Conference, Johannesburg, Sached & Ravan Press, p. 8 (italics as in the original).

discussed in several policy documents. The NQF was described in the following way by Namane Magau at the *International Donor Conference on Human Resource Development in the Reconstruction and Development Programme* in 1994:

> The NQF is a 'scaffolding' made up of nationally recognised levels of learning and agreed pathways of progression. It is based on a system of credits for learning outcomes achieved. A learning outcome is essentially a capability, developed in the learner, reflecting an integration of knowledge and skills which can be understood, applied and transferred to different contexts.
>
> Achievement of a qualification in such a system is not dependent on attendance at particular courses, but by a learner accumulating credit on an agreed cluster of learning outcomes defined according to national standards at a particular level. These qualifications might be achieved by full-time or part-time learning. The learning could be on campus, at work, community based, at a distance or by a combination of some or all of these. Assessment will be flexible and include recognition of prior learning and/or experience.
>
> Such a credit based framework will generate coherence across the traditional divides of education and training and allow articulation between currently fragmented and divided sectors and institutions. It will also provide access to, and progression through, recognised

qualifications for all learners, whatever their level, and allow learners to transfer credit across different modes of study and qualifications within the national framework.[52]

Both the draft policy document on education and training and the Government White Paper on Reconstruction and Development make clear reference to the *National Qualifications Framework* and acknowledge its importance.

7. Learner Support

The process of opening up educational opportunities cannot be effective unless educational providers ensure that it is accompanied by adequate learner support. This involves the provision of counselling, advice, and relevant information prior to enrolment so that learners can know clearly what they are being offered and the implications of their learning choices. It also entails providing continuing support, advice, and counselling throughout the learning process. Several types of support should be made available to learners: support offered by tutors and facilitators[53] on a regular basis both through face-to-face contact and other forms of communication (including telephones, the post, and computer links); the encouragement of interaction between learners on both a group and a one-to-one basis; the provision of any

[52]Magau, N. 1994, Quality Human Resource Development for South Africa: paper presented to the *International Donor Conference on Human Resource Development in the Reconstruction and Development Programme*, Cape Town, 26-28 October 1994, p. 8.

[53]The term 'facilitator' is intended to refer to a person who is not necessarily an expert in the content of particular courses. Rather, facilitators are people who have a sound understanding of the ways in which the learning process functions and who provide learners with the cues and guidelines required for them to discover knowledge for themselves.

necessary learner support in educational courses (although this should not be mistaken for 'support' which does nothing other than encourage learners to move through courses in a particular way prescribed by the providing institutions); and by providing access to the necessary facilities, including a space in which learning activities and interaction between learners can take place, as well as access to computers, laboratories, and other resources which might be a necessary requirement within the learning process.

8. Expectations of Success

Holt and Bonnici note that "open learning is not just about opening up access alone, it is also about providing people with a fair chance of success"[54]. This necessitates offering learners the opportunity to complete learning programmes successfully, but also ensuring that the qualifications they earn will ultimately have value in the occupational marketplace. Educational providers can do this both by consulting employers and workers in their curriculum development processes. It can also be implemented by the creation of the *National Qualifications Framework* as outlined above. Linked to this, therefore, is the notion that, ultimately, it is essential that the education offered should be of the highest possible quality. This ensures that expectations of success created by opening up learning opportunities can be met by educational providers.

---

[54] Quoted in Bosworth, D.P. 1991, Open Learning, p. 2.

necessary learner support in educational courses (although this should not be mistaken for 'support' which does nothing other than encourage learners to move through courses in a particular way prescribed by the providing institutions); and by providing access to the necessary facilities, including a space in which learning activities and interaction between learners can take place, as well as access to computers, laboratories, and other resources which might be a necessary requirement within the learning process.

8. Expectations of Success

Holt and Bonnici note that "open learning is not just about opening up access alone, it is also about providing people with a fair chance of success"[54]. This necessitates offering learners the opportunity to complete learning programmes successfully, but also ensuring that the qualifications they earn will ultimately have value in the occupational marketplace. Educational providers can do this both by consulting employers and workers in their curriculum development processes. It can also be implemented by the creation of the *National Qualifications Framework* as outlined above. Linked to this, therefore, is the notion that, ultimately, it is essential that the education offered should be of the highest possible quality. This ensures that expectations of success created by opening up learning opportunities can be met by educational providers.

---

[54]Quoted in Bosworth, D.P. 1991, Open Learning, p. 2.

The Question of Evaluation

A feature of most existing educational provision is that the mechanisms and criteria for evaluating the progress of learners are decided upon by the educational provider. In considering the evaluation procedures of universities, Harris makes the following observation;

> The real omission in the work on assessment can be identified as a failure...to reflect upon the social context of assessment policy. Universities must grade their students, but where exactly does the pressure to grade emanate from?[55]

His suggestion is that there are no clear requirements on criteria for evaluation provided by labour markets, validating bodies, or learners and that, therefore, evaluation procedures tend to be established primarily by the universities themselves. The solution tends to be to "trust that test constructors are homing in on something which they know to be worth measuring"[56]. Similar observations could be made about evaluation in general, the mechanisms of which and criteria for which are very seldom negotiated to ensure that the process of assessment is fulfilling the needs of learners, validating bodies (including other educational institutions), and labour markets. The issue of evaluation remains one of the most complex within the concept of open learning, but it is one which must be tackled by all providers of education

---

[55]Harris, D. 1987, Openness and Closure in Distance Education, 1987, London, Falmer Press, pp. 91-92.

[56]*ibid*, p. 79.

who a[illegible] sincere in their efforts to open up opportunities to learning.

MISCONCEPTIONS ABOUT OPEN LEARNING

Much of what has been written about open learning and several uses of the term in practice have led to the formation of certain misconceptions about the concept. Clearing up these misconceptions is essential in attempting to define the concept. Three of the primary misconceptions are therefore outlined below:

Open Learning and Distance Education are Synonymous Terms

Rowntree points out that, "for most people, open learning implies that the learner's work is based around self-study materials"[57]. For example, Hilary Temple, when describing a training programme that was introduced at *British Telecom*, made the observation that "it is now company policy for distance learning to be the first choice for delivery unless the cost-effectiveness of alternative forms can be demonstrated". She then goes on to describe this as a "victory for open learning"[58], thus equating distance education with open learning. There is, however, nothing to suggest that the switch to distance education has increased openness; rather it is simply a tactical switch of teaching methods by the company for financial purposes. This conflation of terms becomes most apparent in discussions on the

---

[57]Rowntree, D. 1992, Exploring Open and Distance Learning, p. 16.

[58]Temple, H. 1991, Open Learning in Industry: Developing Flexibility and Competence in the Workforce, p. 86 (both quotations).

'costs of open learning'. David Bosworth, for example, makes the following comment; "costing open learning is complicated, since a number of savings can be made, but initial costs of packages, equipment, software and so on can be high"[59]. It is clear that he is actually describing a costing process for distance education, as do many other people (for example, Derek Rowntree) when considering cost factors for 'open learning'.

This is, however, a distortion. In brief, the term 'distance education' describes a collection of methods for the provision of structured learning. Its object is to avoid the necessity for learners to discover the curriculum by attending classes frequently and for very long periods in order to listen to it being spoken about. This does not mean that there is no face-to-face contact, but that most communication between learners and educators is not face-to-face. Instead, it makes use of different media as necessary. Distance education, therefore, provides techniques of educational design and provision that can bring better chances of educational success to vastly more people at greatly reduced costs. Nevertheless, the provision of distance education does not automatically equate with openness in education. As Rumble points out, for example,

> the technological basis of distance education may...lead to a closed system if undue emphasis is placed on 'programmed' media such as texts, broadcasts, audio- and video-cassettes, computer-based instruction, etc, where the content is pre-determined and communication is one way (from the teacher to the

[59]Bosworth, D.P. 1991, Open Learning, p. 29.

student).[60]

Both in South Africa and internationally, a vast amount of distance education provision is closed in many respects. Consequently, although distance education is a method of educational methodology which has demonstrated great potential for increasing openness in learning, the terms should not be confused. The term 'distance education' is developed in more detail in chapter three.

Open Learning can be Contained in Individual Projects, Initiatives, or Institutions

In addition to confusing the terms open learning and distance education, there has been a further tendency to regard open learning as something which can be achieved through individual projects, initiatives, or institutions. This is expressed quite clearly in the names of several organizations; for example, the *Open University*, the *Open Learning Institute of Hong Kong*, and, in South Africa, the *Open Learning Systems Educational Trust* (OLSET) and the *College for Open Learning*[61]. The idea is also contained in opinions such as the following: " A sensible use of educational technology theories and technological devices can provide a truly open system"[62]. This notion is, however, misleading, as Rumble makes clear:

---

[60]Rumble, G. 1989, "'Open Learning', 'distance learning', and the misuse of language" in Open Learning, p. 31.

[61]Hilary Temple's Open Learning in Industry: Developing Flexibility and Competence in the Workforce contains a number of case studies of training projects in British companies which are described as 'open learning projects' despite the fact that none of them are even close to being fully 'open'.

[62]Bosworth, D.P. 1991, Open Learning, p. 8.

> There is, I believe, an attempt to highjack [*sic*] the descriptive adjective 'open' and apply it to learning systems to form a compound noun 'open-learning-systems', which is then used in sentences such as 'the [institution's name] is an open learning system'. Such sentences are then used to define the particular system in a way which is attractive politically, given the political and financial advantages which may accrue from claiming status as an open learning-system. In practice the systems so described may be anything but open.[63]

Thus, open learning is not something which can be contained in individual educational projects, initiatives, or institutions, each of which is subject to too many constraints to offer truly 'open' learning. Furthermore, there is a great danger in labelling individual initiatives in this way, because it implies the creation of a separate 'open learning' system alongside conventional education and training, running parallel to it through various 'open learning projects'. Such thinking has, for example, led to a proposal in the ANC's Policy Framework for Education and Training that a *National Open Learning Agency* should "conduct an analysis of the capacity of existing institutions which might form part of the national open learning system"[64]. Such a tendency robs open learning of its strengths as a concept. This is because it suggests that open learning is a perceptible method of educational provision which is to be offered alongside conventional education. Such educational provision will

---

[63]Rumble, G. 1989, "'Open Learning', 'distance learning', and the misuse of language" in Open Learning, p. 33.

[64]ANC Education Department, 1994. A Policy Framework for Education and Training, p. 74.

inevitably be regarded as inferior and marginal to mainstream education. In addition, this conceptualization can be used by existing educational providers as an excuse for doing nothing to open up their own mainstream provision.

Rather, then, open learning is, as has been suggested above, a state of mind, an approach to education the principles of which can continually inform all educational practices with the aim of improving them. In order to become effective in South Africa, these principles need to suffuse the education and training system as a whole in order to allow for its effective transformation. Openness in education can only start to be translated into practice when large numbers of projects, initiatives, and institutions attempt to adopt the principles of open learning and coordinate their efforts to offer as wide a range of learning opportunities and methodologies to individual learners as possible.

Open Learning is for Adults

Emerging from the tendency to regard open learning as synonymous with distance education is the perception that open learning is a phenomenon available to adults only. This has come about primarily because most attempts to open up learning have occurred at the tertiary and vocational levels. This is demonstrated quite clearly in the stated aims of the *Open Learning Agency of Australia*, which was established "to put Open Learning on a firmer footing" in Australia.

> The Broad aims of Open Learning...are:

(a) to widen and facilitate access to tertiary education through the provision of off-campus courses in a wide range of subjects in high demand at a cost to each participant broadly equivalent to the students' Higher Education Contribution Scheme (HECS);

(b) to increase flexibility and innovation in the provision of high quality tertiary education programs.

(c) to build on the experience, expertise, range of course offerings and infrastructure of distance education, the pilot Television Open Learning Project, and open learning initiatives in TAFE *[technical and further education]*.[65]

These provides a clear example of an institution which has conceptualized 'Open Learning' as a phenomenon for adults only.

Two comments, however, demonstrate the dangers inherent in this type of compartmentalization. Lewis Elton notes, in reference to adult learners, the "well known educational paradox that students have to be led to autonomy"[66]. This would imply that adult learners have not been encouraged to develop as independent, critical thinkers throughout their primary and secondary education. Building on this, Temple observes the following:

---

[65]Open Learning Agency of Australia, 1993, Open Learning - An Introduction and Overview, Melbourne, Open Learning Agency of Australia, p. 2 (both quotations - italicized comment is my addition).

[66]Rowntree, D. 1992, Exploring Open and Distance Learning, p. 62.

> It is difficult for those who do not work with adult learners to comprehend the extent and severity of the revulsion which they can feel about returning to learning...Thus any system which removes the more obvious barriers and embar...ments associated with a formal learning experience is bound to be seen as meritorious.[67]

This again implies the existence of unpleasant learning experiences at primary and secondary levels. Thus, these two comments carry with them the implication that adults learners, who are not autonomous in their learning habits, have been through a primary and secondary education which is not infused with principles of openness, principles which aim to make learning as accessible and learner-centred as possible. In order to reverse this trend, it is vital not to regard open learning experiences as something aimed at adults only. It is, rather, essential to start regarding open learning as an educational philosophy the principles of which can be applied in all fields of educations, including educare[68], primary education, secondary education, adult basic education, higher ...cation, further education, general education, special education, and teacher training. This approach can have the result of developing adult learners who do not suffer from the types of problems mentioned by Elton and Temple.

---

[67]Temple, H. 1991, Open Learning in Industry: Developing Flexibility and Competence in the Workforce, p. 172.

[68]It might even be argued that educare, with its highly flexible structure, variety of choices, and alternative assessment procedures, combined with learning of vital life skills and competencies, comes closest to an 'open' learning environment.

CONCLUSION

In considering open learning, Bosworth suggests that,

> 'Open learning offers the range of artefacts that you need to become successful'. And that is why it is virtually impossible to provide a neat definition or example of what will happen when you become a client of open learning. By its very nature, the learning opportunities offered will be unique to each enquirer.[69]

Indeed, sketching out some of the principles on which open learning is based and some of the misconceptions around it indicates immediately its complexity. It becomes clear, therefore, that the translation of these principles into practice is by no means a simple procedure or, indeed, one that can ever be fully accomplished. Rowntree makes this clear when he states that "no learning system or programme is ever fully open"[70]. This requires a comprehension of the reality captured in the opening quotation of this chapter, namely that, the process of developing and improving approaches to educational practices is ongoing.

Thus, as has been suggested above, open learning is an educational philosophy the principles of which can continually inform all educational practices with the aim of improving them. While, however, it may be possible to make concessions on the translation of these principles

---

[69]Bosworth, D.P. 1991, Open Learning, p. 3.

[70]Rowntree, D. 1992, Exploring Open and Distance Learning, p. 18.

into practice in the face of a range of constraints, it is not appropriate to compromise on the principles themselves. Such compromise allows space for the assumption that an educational initiative or practice no longer requires improvement. It can, therefore, give educational providers the opportunity to stop thinking critically and reflectively about the nature of their provision and ways in which it can be improved. This is not a healthy state of affairs, particularly because good educational provision in the present will not necessarily be suitable for the future and because what is suitable for one context will not necessarily be suitable for another.

It is necessary, above all, to debunk the myth that open learning is an absolute goal which can achieve full practical expression in individual initiatives. This can be regarded as both positive and challenging for educationists; positive because it does away with the simple dichotomy between 'correct' and 'incorrect' educational practices, moving instead towards a more relative approach when judging the merit of educational initiatives; challenging because it demands an ongoing process whereby educational aims and goals lead to actions which are evaluated and consequent feedback which contributes to the continual revision of the goals and amendment and improvement of educational practices.

The media have a very special role to play within education and training based on open learning principles, as will be made clear in chapter four. The context of open learning is also vital in considerations of human resource development for this field, because it is necessary for any effective human resource development programmes to be based on these

principles (this will be picked up on again in chapter seven). Prior to this, however, it is worthwhile outlining in greater detail what is meant by the term 'distance education', because the experiences gained by employing distance education methods have such important implications for making use of the media in education. Consequently, human resource development programmes for educational electronic media practitioners will need to be linked to, and often part of, similar programmes for distance education. Thus, considering one without mentioning the other would constitute an unnecessary and wasteful duplication of efforts.

CHAPTER THREE

THE RELEVANCE OF DISTANCE EDUCATION TO OPEN LEARNING

WHAT IS DISTANCE EDUCATION?

As has been stated in chapter two, open learning and distance education are not synonymous terms and attempts to use the terms interchangeably have led to unnecessary and undesirable confusion. Nevertheless, distance education is a term of particular relevance to open learning because it has demonstrated great potential for increasing openness in learning. It is also of great relevance to any discussion about the use of the media in education. Thus, in order to develop a new paradigm for human resource development of educational electronic media practitioners, it is necessary to outline what is meant by the term. When considering these needs, it may well be necessary to adopt innovative methods such as those provided by distance education.

As was mentioned in chapter two, distance education describes a collection of methods for the provision of structured learning. Its object is to avoid the necessity for learners to discover the curriculum by attending classes frequently and for substantial periods in order to listen to it being spoken about. This does not mean that there is no face-to-face contact between learners and educators. Rather, it means that the greater part of communication between learners and educators is not face-to-face, but takes place through the use of different media as necessary. Importantly, the face-to-face contact which does take place in

distance education does not involve simple transmission of knowledge from educator to learner; instead it involves various forms of learner support, for example tutorials, peer group discussion, or practical work. Thus, as an international commission reporting on distance education in South Africa has suggested, "the aim of...distance learning is to release learning opportunities from the conventions of classroom teaching and the assumption that classroom teachers are a necessary link between teaching and learning"[71].

A further key benefit of distance education methods is the fact that they have been shown to be cost-effective methods of educational provision, particularly when used in educational programmes involving large numbers of learners (although it must be emphasized that it should not be regarded as a cheap and easy alternative to conventional education). This is essential in any attempt to translate openness in education into reality.

The international commission also notes, however, that "there is still a mistaken perception that distance and face to face teaching are distinctly different forms of education and training"[72]. This distinction is dangerous for two reasons. Firstly, it leads to a tendency to regard the methods of educational provision of 'distance education' and 'face-to-face teaching' as totally separate, and this type of simplistic categorization can place limitations on educational providers about the range of choices available to them in constructing courses.

---

[71]Renwick, B. (Ed), 1994, Open Learning and Distance Education in South Africa, Johannesburg, SAIDE, p. 35.

[72]*ibid*, p. 34.

Similarly, this distinction can also lead to an unnecessary defence of one set of methods at the expense of the other (because it sets the two up in competition with one another). This can limit the flexibility of educational provision. Ultimately, therefore, regarding the two as mutually exclusive concepts can have negative consequences which result in the design of courses which might not be appropriate for the needs of learners wanting to enrol on them.

Consequently, it would be more useful to regard educational provision as existing on a continuum which has, as two imaginary poles, provision only at a distance and provision which is solely face-to-face[73]. The reality is that all educational provision exists somewhere on this pole but cannot be placed at either. All forms of education involve some learning which takes place at a distance (for example, school homework) and face-to-face education (even those correspondence courses which take place solely through the post require the presence of learners at examinations). Re-conceptualizing methods of educational provision as existing somewhere on this imaginary continuum has the result that certain methods of provision are no longer chosen at the exclusion of others, depending on whether they are 'distance' or 'face-to-face' education opportunities. Rather, educational providers, when constructing educational courses, are able to choose, from a wide variety, those methods which are most appropriate for the context in which they will be providing learning opportunities to learners[74].

---

[73]Acknowledgements to Jennifer Gleanie of SAIDE for the image of the continuum used in this discussion.

[74]Chapter four gives an idea of the range of methods of educational provision available.

Distance education, therefore, provides techniques of educational design and provision that can bring better chances of educational success to vastly more people at greatly reduced costs. This does not mean, however, that the provision of distance education automatically equates with good educational provision. On the contrary, in South Africa, distance education is based on an outmoded and very limited conception of what distance education is and how it should be managed. Generally, learners, with very little assistance other than from study materials, sit the distance education institution's examinations and, depending on their success, proceed toward the completion of certificates, diplomas, or degrees. Consequently, virtually everything depends on the quality of the study materials prepared by lecturers in each institution for use by learners. With few exceptions, these are of inferior quality in South Africa. Regrettably, throughput rates are, in most instances, very low for distance education programmes. Distance education provision also often gives expression to and is impregnated with the antiquated educational doctrines of apartheid. Those at the top are committed to change, but, with few exceptions, the major decisions are being made by white males who have shared a common experience[75].

WELL-FUNCTIONING DISTANCE EDUCATION PROVISION[76]

It becomes clear, when considering the principles contained in chapter two, that no individual provider can ever fully realize a vision of open learning. Nevertheless, if a transformed

---

[75]Based on Renwick, B. (Ed), 1994, Open Learning and Distance Education in South Africa.

[76]This section is based on: SAIDE, 1994, A Well-Functioning Distance Education Institution, unpublished workshop paper, no 1, and is indebted to the work of Professor Don Swift.

education and training system is to contribute meaningfully to the reconstruction and development of South Africa, it is essential that educational providers commit themselves to opening up meaningful learning opportunities to all South Africans. As has been suggested, distance education provides techniques of educational design and provision that can bring better chances of educational success to vastly more people at greatly reduced costs.

Distance education does not automatically give practical expression to open learning principles. If properly planned and executed, however, it does have a major role to play in opening access to education to all people and in redressing the imbalances that have been caused by apartheid education. If it is to play this role, it must be based on the principles of open learning and equality, principles that, in general, are missing from current distance education provision. In addition, well-functioning distance education provision should include the following features:

Well-Designed Courses

In good distance education, the course, rather than the educator, teaches the course. The course is the structure of learning that is designed into the materials and it has four basic elements:

- Conceptual pathways to mastery of its knowledge, conceptualizing skills, and practical abilities.

- educational strategies for helping the learner find his or her way through these pathways.

- Summative and formative assessment should be integral to the learning process.

- The materials and presentation of the course as a whole must excite, engage, and reward the learner. Courses should be designed so as to involve learners actively in their own learning and should allow learners quick access and clear movement through them. Although there is no need for courses to use advanced technologies, most, but not necessarily all, will make use of a variety of media. Provision should also be made, in the design of courses, for the necessary practical work. In order to be as flexible and open as possible, courses should be organized in modules.

Programme and Course Development in a Team

An essential component in the successful design of courses is an approach where a group of people, each with particular skills and competencies, develop a course as a team. Although there is no golden mean, nor indeed an absolute minimum, a substantial ratio of staff course design time to learner study time will be inevitable in developing courses. Satisfactory courses can be produced with a ratio of perhaps five hours of staff design time to one hour of learner study time. Some of the better courses in more challenging subjects, however, might have ratios of fifty to one hundred hours of design time to learner study time.

Counselling

Provision should be made by distance education providers to advise and help individuals who would otherwise be isolated throughout the learning process, and, in particular, to help them to make choices before enrolling for educational programmes. This must be easily available through a variety of devices including, most importantly, human intervention.

Learner Support

If learners are to adapt to the special requirements of guided self-study, they must be supported in various ways, for example by having satisfactory access to tutors and facilitators, opportunity to interact with other learners, and access to the necessary facilities.

Provision of Adequate Administrative Support to Learners

This would involve administrative support on a number of levels, including enrolment procedures, payment of fees, delivery of materials, and in keeping channels of communication open. The aim, throughout, should be to keep administrative procedures few and simple.

Quality Assurance in all Learning Programmes

Several mechanisms need to be established to ensure the quality of learning programmes. One of the most critical of these is a mechanism which enables feedback from learners and tutors into the ongoing performance of the institution.

Effectively-Managed Distance Learning

Managing distance education effectively involves establishing performance criteria and targets for the institution, together with mechanisms for publicly and regularly evaluating performance and incorporating lessons learned into improved practices. It also includes ensuring that governance structures are representative of South African society and that the learner body is adequately represented in such structures.

Research, Evaluation, and Development

As with all aspects of education, continuing research, evaluation, and development is necessary for the improvement of distance education provision. Distance education providers also need to have effective research as the basis for improving the quality of their performance.

CHAPTER FOUR

CONSTRAINTS IN EDUCATION AND THE ROLE OF THE MEDIA IN OPENING UP LEARNING OPPORTUNITIES

The fight against closure in education must be a permanent one.

Daryl Nation[77]

As has been stated, it is necessary, above all, to debunk the myth that open learning is an absolute goal which can achieve full practical expression in individual initiatives. Each of the principles of open learning is accompanied by various social constraints which prevents this expression. Below is an example of one such set of constraints and a suggested pathway to overcoming these constraints. It is this which provides a clear rationale for the use of the electronic media in education.

Logistical considerations[78] will inevitably contribute to some measure of closure in any individual educational initiative or institution. This is not a criticism of the work of any educational initiative. Rather, it is, simply a reality which has important implications for

[77]Nation, D., Paine, N., & Richardson, M. 1990, "Open learning and the misuse of language: Some comments on the Rumble/Lewis debate", in Open Learning, vol 5 no 2, June 1990, p. 42.

[78]Logistics is defined as "the detailed organization and implementation of a plan or operation".

Allen, R.E. (Ed), 1990, Concise Oxford English Dictionary, Oxford, Clarendon Press, p. 698.

educational providers, particularly to those committed to increasing openness in education. This is also important because it suggests that those educational initiatives which describe themselves as offering 'open learning' are, either consciously or mistakenly, misrepresenting the nature of their work. The following is an example of a logistical consideration which causes a tendency towards closure in education.

LIMITATIONS OF CHOICE AND THE ROLE OF THE ELECTRONIC MEDIA

One of the principles of open learning mentioned above is that of flexibility of learning provision to cater for the needs of learners. The principle is underpinned by the notion that learners should be able to determine what, how, and when they want to learn, as well as the pace at which they wish to learn. It becomes immediately obvious, however, that, as Rowntree states, "there is a limit to the amount of learner-autonomy that any teacher or system can support"[79] (the word 'system' refers here to a single educational institution). This is not a criticism of educational institutions, but it has important implications for the way in which they need to reconceptualize their position within the education and training system as a whole.

Rowntree points out that "what may make the system more user-friendly for some learners may make it less so for others"[80]. Thus, forms and methods of educational provision which

---

[79]Rowntree, D. 1992, Exploring Open and Distance Learning, p. 64.

[80]*Ibid*, p. 27.

may be suitable for some learners will not be suitable for others. Consequently, while some learners may find a distance education course combining audio and print materials and limited face-to-face tutorials the method of educational provision best suited to their needs, other learners may find full-time face-to-face learning with regular practical activities more appropriate. As was mentioned in chapter two, there are a number of methods of educational provision potentially available to learners. The following list gives an idea of the different types and methods of educational provision available (although it is not necessarily exhaustive)[81].

[81]The compilation of this list is indebted to several sources, but particularly:

- Laurillard, D. 1993, Rethinking University Teaching: A Framework for the Effective Use of Educational Technology.
- Rowntree, D. 1992, Exploring Open and Distance Learning.

TYPES AND METHODS OF EDUCATIONAL PROVISION

PRINTED MATERIALS

- Books, booklets, and pamphlets (either already published or written specifically for a course).
- Study guides, written either as stand-alone material or as 'wrap-around' guides to already published material.
- Workbooks intended for use in conjunction with other media materials (for example, audio or video cassettes or computer-based learning).
- Newspapers, journals, periodicals, newsletters, and magazines
- Printed learner support materials (for example, self-tests, project guides, notes on accreditation requirements or other aspects of courses, bibliographies, and handwritten/typed materials or comments passing between learners and educators).
- Maps, charts, photographs, and posters.

AUDIO-VISUAL MATERIALS

- Three-dimensional practical models.
- Audio cassettes.
- Compact discs.
- Radio broadcasts.
- Slides or filmstrip.
- Film or film loops.
- Video-cassettes or video discs
- Television broadcasts.
- Interactive video.
- Computer-based learning - examples would include:
  - Databases;
  - Various software packages (for example, word processors, spreadsheets, and accounting packages);

- Hypermedia (incorporating hypertext);
- Multimedia;
- Computer-based simulation;
- Computer-based tutorials (where the computer functions as the tutor).

PRACTICAL OR PROJECT WORK

- Materials, equipment, samples/ specimens for learner's own use (either at home or at local learning centre).
- Fieldwork or other use of learner's local environment (for example, through observation, interviews, collection of data or evidence, and experience in the workplace).
- Practical projects based in learner's environment.
- Assignments and research projects.

HUMAN INTERACTION

At a Distance

- Written/printed correspondence (including post, facsimile, courier, and electronic mail).
- Telephone conversations, either between educator and learner or learner and learner.
- Teleconferencing, whether it be audio conferencing, video conferencing, or computer conferencing (or combinations thereof).

Face-to-face

- Seminars, tutorials, classes, workshops, and lectures.
- Learner study groups or self-help groups.
- Conferences.
- One-to-one interaction, either between educator and learner, learner and learner, or learner and mentor (especially in workplace).
- Drama-in-education or theatre-in-education sessions.

The range of possible combinations of these types and methods of educational provision is, theoretically, limited only by the resourcefulness and ingenuity of educators and learners. Providing learners with the opportunity to choose from these methods of provision those which are best suited to their needs would greatly increase flexibility in the learning process, thus opening it up to the many learners who might find current provision unsuited to their needs and, consequently, a barrier to successful learning. This point is especially relevant in South Africa for two reasons: firstly, because the current education system itself has constituted a barrier to so many learners, who have consequently lost faith in the existing education system and who place little belief in its value; secondly, because the scale of the educational problems in South Africa is such that conventional methods of education will not be able to provide solutions on the scale and in the time frame required.

In particular, distance education programmes making use of various media (including the electronic media) will have an important role to play in opening up learning opportunities at various levels. David Seligman, for example, has pointed to the potential for distance education programmes at secondary level. In a recent newspaper article, he wrote the following:

> While distance education has been seen as a viable alternative in many countries for adults for basic, equivalence, vocational and university education, the use of the system for children of school age has been a fairly recent phenomenon.
>
> The system is adapted to meet different circumstances to cope with varied

resource levels, numbers and geographic spread of children, availability and quality of teachers and access to the different media.[82]

Seligman goes on to describe the *Open Junior Secondary School Project* in Indonesia, which employs distance education methods to cope with the large drop out of learners between primary and secondary education. Importantly, he points out that the pass rate of learners in this project and of those in the 'regular' school system does not vary considerably. He concludes with the following comments:

> The transformation of the South African education system is a gargantuan task facing all the classic problems of resource shortage, scarcity of qualified teachers, entrenched systems attempting to defend the status quo and an impatient population frustrated by the pace of change. The problem is not unique to South Africa. The experience of other countries might not provide all the answers but it can speed up the operation and contribute to the development process of the nation.[83]

Similarly, distance education can play an important role in opening up learning opportunities in other fields, for example adult basic education, vocational and further education, higher education, teacher education, and community development programmes. In each case, the electronic media have a vital role to play in increasing the flexibility of learning provision

---

[82]Seligman, D. "SA Takes New Look at Learning" in The Star, 26 September 1994.

[83]*ibid.*

and, in many cases, of providing cost-effective solutions on the massive scale required. The point should, however, be made that it is now widely accepted that the electronic media will never be able to function as an educational panacea, but are and will be most useful as part of a mixed media education system. As Lord Michael Young has written, "the lesson of a thousand-fold experiences from almost everywhere is that the media can be useful...but only when it belongs to a system which has strong organisation on the ground and encourages face-to-face contact"[84]. Thus, in order to be effective, all considerations of the use of electronic media materials within education must be informed and driven by an awareness of the broader framework of which these materials must be part, a framework provided by the concept of open learning as developed above.

Individual institutions, therefore, have an important role to play in ensuring that the methods of educational provision are those most suited to the learners' needs and to the specific educational aims and objectives of a particular course. The design of media materials for use in education provides illustration in this regard. As Bosworth states,

> the preparation of any learning material must start with an analysis of what is to be learned; who is to do the learning; where the learning is likely to be done; what equipment and tutor or mentor support is available. This is followed by decisions on which techniques will be most effective.[85]

---

[84]Young, M. "Distance Learning is More Than Just Turning on the TV" in the Educational Supplement to the Weekly Mail, March 1993, p. 11.

[85]Bosworth, D.P. 1991, Open Learning, p. 89.

This process is necessary because different media have different advantages and disadvantages for different types of learning and it is, therefore, essential to define the educational aims and objectives governing materials production at the outset and to ensure that these determine the choice of medium. This might appear fairly obvious, yet, in South Africa, the tendency continues to be to choose a medium before identifying educational aims and objectives.

In reality, however, while choice is often limited because of the unwillingness of educational providers to change their existing (and often outdated) methods of provision and to allow learners greater autonomy, it is also limited by the resources which any individual institution can make available to learners. No single educational institution can ever have the necessary finances or resources required to provide the full range of options for learners to choose from in deciding the means by which they want to learn. This does not diminish the responsibility of educational providers for increasing the flexibility of learning provision by offering greater choices to learners about how they will learn. These choices will, however, inevitably be limited by the logistical constraints that individual providers face.

The issue of financial constraints is very important in considering the use of the electronic media. It points to the consequent need for organizations to work together rather than in competition with one another. Rumble makes the following observation in this regard:

> All schemes cannot be all things to all persons. People are too diverse in their needs. Institutions cannot afford to do everything, they have to find niches in

the market. This implies the need for a plurality of provision.[86]

If educational providers are serious about opening up learning, it will be necessary for them to work in conjunction with one another to offer a range of complementary programmes from which learners can choose. It might also be conceivable that, if the principle of accumulating credits within and across different learning contexts were encouraged, learners could choose parts of courses from different institutions according to their needs. This would greatly increase flexibility in learning, providing learners with a far wider range of choices about how they will learn.

Such collaboration between institutions also has other advantages. Laurillard makes various comments about the effects of competition between institutions involved in higher education which are also applicable more broadly to education in general:

> It is inefficient to promote quality via competition because higher education has limited public resources to provide a public service. The already meagre resources are spread even thinner as academics compete and thereby repeat.[87]

She notes that competition between institutions tends to ensure repetition of effort, to encourage divisiveness between institutions and a disinclination to use the products of others,

---

[86]Rumble, G. 1990, "Open learning and the misuse of language: A reply", in Open Learning, vol 5 no 3, November 1990, p. 50.

[87]Laurillard, D. 1993, Rethinking University Teaching: A Framework for the Effective Use of Educational Technology, p. 224.

and to disperse rather than pool the best ideas. Such tendencies are unacceptable in the South African education and training system, which has very limited resources yet has a responsibility to vast numbers of learners to open up learning opportunities. Thus, collaboration between institutions in attempting to increase flexibility of choice for learners constitutes a concrete effort to ensure that repetition of effort, divisiveness, disinclination to use suitable existing materials, and dispersal of the best ideas are not features of South Africa's future education and training system.

CONCLUSION

The above demonstrates clearly that there is a vital role for the electronic media in a new South African education and training system. It also shows that, if the electronic media are to be used effectively, it will be necessary to adopt innovative approaches and to function within a new educational paradigm, one which centres on the needs of learners and strives, within the context of several constraints, to open up learning opportunities to as many people as possible. With this paradigm now sketched out, it is possible to consider in greater detail the human resource development needs for educational electronic media practitioners outlined in the introduction. All that follows is based on an understanding of the concepts introduced above and, therefore, encourages the development of future initiatives based on these ideas.

CHAPTER FIVE

CURRENT HUMAN RESOURCE DEVELOPMENT INITIATIVES FOR EDUCATIONAL ELECTRONIC MEDIA PRACTITIONERS

In chapter one, three major categories of human resource development needs for educational electronic media practitioners were identified. In brief, these were:

- human resource development for educational programme DESIGNERS;
- human resource development programmes in the PRODUCTION of educational electronic media materials;
- educational courses in the USE of educational electronic media materials.

To begin to meet these needs, it is first necessary to identify what human resource development in the use and production of educational electronic media materials already exists in South Africa[88].

THE PRESENT SITUATION

There are, at present, a wide variety of human resource development programmes taking

[88]Comments in this section are based on conversations with a wide variety of people involved in the related fields of the electronic media in education and on the findings contained in:
Butcher, N. 1993, SAIDE Directory of Organizations in the Related Fields of the Electronic Media and Education, Johannesburg, South African Institute for Distance Education. This document is included as Appendix C.

place in the related fields of the electronic media and education[89] in South Africa. This is a favourable set of circumstances because it means that a well-established infrastructure already exists. Research has identified a wide range of organizations involved in training in these related fields, ranging from tertiary institutions (primarily universities and technikons) and large media organizations (such as the *South African Broadcasting Corporation*) to a range of smaller commercial organizations and colleges and non-governmental organizations. Several of these organizations have accumulated considerable skills and resources which are a valuable asset for education in general. The following general types of educational programmes, then, are offered on a regular basis in the related fields of the electronic media and education:

Training in Electronic Media Production Skills

The majority of these programmes are very practically orientated and deal primarily with the technical side of media production, but there is now a growing tendency to include greater theoretical input and to incorporate a critical understanding of the media in such courses. There is a broad range of courses available, from short courses of two or three days to courses which can last five years. Some are introductory courses which would not, on their own, be sufficient for production purposes, while others are comprehensive and geared specifically towards training people for the production industry. Training in electronic media

[89]It should be noted that the term "the related fields of the electronic media and education", within the context of this thesis, refers to two fields which overlap with each other but also consist of large areas of activity which do not relate directly across the two fields. It is, therefore, important to understand that the education and training opportunities outlined in the field of the electronic media cover both the areas of overlap between these two fields and those areas which are not directly related to the field of education. Similarly, the education and training opportunities outlined in the field of education cover the areas of overlap between the two fields and those areas which are not directly related to the field of the electronic media.

production skills is also offered on a limited basis through internships at production houses or through other forms of project-based learning.

Journalism Courses

The media skills required for media production[90] are also offered to people through a variety of journalism courses, offered both at universities and technikons and at smaller commercial colleges and non-governmental organizations.

Communications and Media Theory Courses

This refers primarily to courses which seek to explain how the media function within society (it should be noted that there is often a strong overlap between the content of communications courses and journalism courses). The majority of the courses falling within this category are offered at universities, but there are growing attempts to offer shorter media awareness courses to a broader range of people (with a particular focus on those groups in society who remain the most marginalized by an historical lack of access to education).

In-Service and Pre-Service Training of Educators

This refers to in-service and pre-service training which equips people with the critical ability and skills required to function effectively as educators in whatever educational contexts they might be working. In-service and pre-service educator training is the most prevalent form of

[90]For further information on the skills and competencies referred to here, see chapter seven.

training in the related fields of the electronic media and education (although most courses of this nature make very little reference to the use of the electronic media within education), with many tertiary institutions and non-governmental organizations providing some human resource development of this nature. As with media skills training, the length of courses available is variable, ranging from short courses of an afternoon to master's and doctorate degrees which can take six or more years to complete. Some of these courses do include media-in-education components, which are aimed at training educators how to make use of the media in particular educational contexts. Most often, these components deal very practically and technically with the skills required to use the media, but some also include theoretical input and an attempt to incorporate a critical understanding of the media. Fewer courses deal with how to teach media studies (equipping learners with the skills required to understand and interact with media in everyday life), but awareness is growing around the necessity for this aspect of training within education courses.

Human Resource Development in Educational Electronic Media Materials Production

Some human resource development is offered in the production of electronic media materials specifically for educational purposes. Unfortunately, however, it is usually offered on an *ad hoc* basis by non-governmental organizations. As a result, human resource development of this nature tends to consist of short courses of two weeks or less which are geared towards specific production needs identified by these organizations.

IMPLICATIONS

Despite the existence of this range of training programmes, the various human resource development needs for effective use of the electronic media within education are not being catered for in anything approaching a comprehensive enough way by this range of programmes. This is not to suggest that the training taking place currently in the related fields of the electronic media and education is of no value or use; much of it is extremely worthwhile and commendable. The problem is that most of that which takes place is not orientated specifically towards the use of the electronic media specifically for educational purposes[91]. Of course, some programmes are, as has been stated above, geared towards the production and use of the electronic media in education. While many of these are very worthwhile, their effect often tends to be localized and fragmented[92], an effect compounded by their nature as *ad hoc* courses run in response to specific needs within a particular organization or sector.

---

[91]It must, of course, be realized that most of the training initiatives falling within the various categories outlined above were never intended to cater specifically for the use of the electronic media within education. Thus, this comment is not a condemnation, but a simply a statement of the current reality, a reality which, as has been argued, needs to be changed if the impact of the electronic media as educational resources is to become as effective as is hoped.

[92]This comment also applies, in many cases, to those training programmes which are not geared specifically towards the use of the electronic media for educational purposes. In addition, Wilna Botha has noted this point in relation to the impact of the media on education more generally;

> The effect of media on education is in fact minimal. Intervention is largely localised and fragmented, and much of it is only effective in giving to those who already have,..media interventions in education have been singularly unsuccessful in reaching those learners who are most in need"

Reference: Botha, W. 1993, The Role of the Media in Education, p. 24.

Thus, there are a number of gaps which exist and a range of human resource development needs which are not receiving the extensive attention required in order to maximize the impact of the electronic media in education. With an awareness of what exists and of the context into which use of educational electronic media materials has to exist, it is now possible to explore in more detail specific human resource development needs for the production and use of educational electronic media materials in South Africa.

CHAPTER SIX

HUMAN RESOURCE DEVELOPMENT NEEDS FOR USERS OF EDUCATIONAL ELECTRONIC MEDIA MATERIALS[93]

As has been made clear in chapter one, it is vital that a sense of balance be restored between the production process and reception process of educational electronic media materials. Any educational initiative making use of electronic media materials will succeed or fail according to the extent to which it is understood, accepted, and used by educators and learners. These people, then, are the users of educational electronic media materials and it is vital that they learn how to use and understand the electronic media. Only then will these media be used effectively within education.

What is needed, therefore, is a series of intensive and ongoing human resource development initiatives which will provide users of the electronic media for educational purposes with the skills competencies, and knowledge that they require in order to interact effectively with the electronic media. Various categories of human resource development are required. These initiatives should all be based on the principles of open learning if they are to work as successfully as possible and are to be made available on the scale required.

---

[93]This section has been placed before the section dealing with people involved in the production of educational electronic media materials in cognisance of the fact that, in the past, too much emphasis has been placed on the production process of educational media materials. This, therefore, constitutes an attempt to focus attention back on the reception process of such materials, in acknowledgement of the centrality of this side of the process to the success of educational materials.

Human Resource Development in the Use of Educational Electronic Media Materials for Educators

This is absolutely vital to the success of any educational programme or initiative making use of electronic media materials. Educators must be equipped with a critical awareness of how the media work, of ideological constructs inherent in the media, of the media's role within society, and of the mechanics of media production. In addition, they must feel comfortable with the concept of using the media for educational purposes within whatever context they might be working, as well as understanding which types of media are best suited to which contexts and activities[94]. Finally, they must understand the practical details of exactly how to use media materials. If training takes place along these lines, it will be possible for the electronic media to act as empowering resources at the disposal of educators, rather than appearing to be mystifying technological 'teachers'[95]. If the electronic media are seen as the latter, they will either disempower educators or will be avoided by them.

In order for electronic media materials to be used effectively within education, it is necessary that training of this sort be offered both as part of pre-service and in-service educator training. It should be noted here that there are a wide variety of existing pre-service and in-service training programmes for educators which could include components of this nature

[94]Included in this point is the need to encourage resourcefulness among educators. Efforts to develop the capacity of educators to use media materials will have a limited effect unless educators are actively encouraged, at the training level, to be resourceful in their approach to education. This would involve finding innovative ways to make use of whatever resources might be available (particularly where access to resources is limited) and to combine available materials in efforts to develop mixed media approaches to education.

[95]It is also interesting to note that, if training of this nature takes place, it would also be possible for educators to make effective use of educational electronic media materials of poor quality. If the materials are treated as resources rather than as teaching agents, then poor quality materials can often be very effective in highlighting particular points.

with a minimum of effort. Nevertheless, it is important to realize that development along these lines will be of very little use unless it is part of a sustained effort to change the attitudes of educators which involve approaching education as a transmission procedure (from educator to learner) towards seeing education as a learner-centred, experiential, and interactive process. This is essential if electronic media materials are not simply going to become extensions of the transmission mode of education. In addition, this development process must also be governed by an awareness that, in order to be effective, it must always provide incentives for the educators themselves. Without incentives of some sort, initiatives of this nature are unlikely to be very successful in their activities. It is clear that, as part of this, any modules developed for such human resource development will need to fit clearly into the *National Qualifications Framework*. This will also make possible the transfer of credits between institutions. Finally, it should be noted that, in many cases, distance education methods will need to be applied, to reach geographically dispersed people, to provide training on the scale required, and to cater for the needs of practising teachers.

Education in the Use of Electronic Media Materials for Learners

As has already been pointed out,

> in the present situation the process of media production is highly mystified with the result that media users in South Africa are very passive...it is necessary to educate media users in order to create media awareness.[96]

[96]FAWO, 1992, Information on Film-Media Education Context in S.A., p. 1.

Len Masterman has also noted the somewhat perplexing phenomenon that

> As communication systems and information flows become increasingly central components of social, economic and political activity at all levels, media education remains marginal within education systems everywhere.[97]

Following on from this, he has provided seven reasons why media education is important:

1. The high rate of media consumption and the *saturation of contemporary societies by the media.*
2. The ideological importance of the media, and *their influence as consciousness industries.*
3. The growth in the *management and manufacture of information*, and its dissemination by the media.
4. The increasing *penetration of media into our central democratic processes.*
5. The increasing *importance of visual communication and information* in all areas.
6. The importance of *educating students to meet the demands of the future.*
7. The fast-growing national and international pressures to *privatise information.*[98]

---

[97]Masterman, L. 1985, Teaching the Media, London & New York, Routledge, p. 1.

[98]*ibid*, p. 2 (italics as in original).

The above reasons not only provide a rationale for media education, at all levels and for all learners, but also give a clear indication of the type of education which is required. Thus, it is vital, particularly from an open learning perspective, that, through media education, learners be imbued with a critical approach to the media, understanding ideological constructs inherent in the media, the role of the media within society, and the mechanics of media production. If learners are able to deconstruct media materials effectively, they will then be in a position to use electronic media materials in an empowering way within their education. This type of education has several positive spin-offs, only one of which is the more effective use of the electronic media in education. It also enables people to adopt a more critical stance with regard to the mass media, enabling them to engage actively with such media rather than absorbing their messages quite passively. This, in turn, can lead to a democratization of society as more groups of people learn to express views which may contradict and possibly influence these very powerful communication instruments.

It should be pointed out that there are strong links between this type of human resource development and that outlined above, particularly because,

> if teachers have not been exposed to education technology, and more importantly, have not become literate in the application of the technology of education during their training, it is unlikely that they will demand such literacy from their students.[99]

---

[99]Van Zijl, P. 1989, "Educational Technology as a Development Agent" in First Southern African Conference on Educational Technology: Papers Delivered During the Conference, Pretoria, Human Sciences Research Council, p. 217

Although this quotation tends to concentrate on the issue from too technicist a point a view (neglecting the need for a full, critical understanding of the way in which the media work), the basic point holds that, unless educators are literate in the use of the electronic media, they are unlikely to encourage the development of such literacy in learners.

Training of Trainers

It is, of course, essential that people be trained to be able to run training programmes such as those outlined above. This would entail a large-scale training process for people involved in providing in-service and pre-service training to educators, many of whom will also not be equipped with the type of knowledge required for effective use of the electronic media within education. Efforts to train users of educational electronic media materials cannot succeed unless the training of trainers is successfully undertaken.

CHAPTER SEVEN

HUMAN RESOURCE DEVELOPMENT NEEDS FOR PEOPLE INVOLVED IN EDUCATIONAL ELECTRONIC MEDIA MATERIALS PRODUCTION

The design and development of courseware[100] of acceptable quality requires a combination of skills and expertise which is usually not possessed by one person. They include expertise in areas such as: content; curriculum; instructional design; educational technology; translation; media; project management and team leadership.

Jack Foks[101]

As has been stated, recent research has demonstrated that the current quality of educational electronic media materials is often not adequate for educational purposes. Nevertheless, several organizations, recognizing the potential role of the electronic media within education, are focusing their efforts on the production of new materials in an effort to tackle some of the educational backlogs facing South Africa. While these efforts are often commendable and necessary, it is of concern that very few seem to take cognisance of the necessity for human

---

[100]Courseware, in this quotation, is "a term used to describe learning materials recorded in any medium. So it includes - amongst others - printed study materials, videos, computer programs, and notes on a blackboard".

Reference: Foks, J. 1992, "Vocational Education and Open Learning in South Africa" in Launching Conference of the South African Institute for Distance Education, Johannesburg, SAIDE, ch. 14, appendix B, p. 2.

[101]Foks, J. 1992, "Vocational Education and Open Learning in South Africa" in Launching Conference of the South African Institute for Distance Education, ch. 14, p. 15.

resource development for effective educational media production[102]. Those organizations which do see it as important struggle to find adequate human resource development courses for the production and use of the electronic media in education. It is such organizations that either develop once-off courses to fulfil their needs or simply avoid making use of the electronic media for educational purposes at all.

None of these scenarios are, however, adequate solutions if the electronic media are to be used effectively within education in South Africa. Thus, having confirmed the necessity for human resource development programmes in the production of the educational electronic media materials, it is now necessary to identify in greater detail what those needs are and to set out some principles on which future human resource development programmes can be based in order to improve the quality and effect of the electronic media as resources within the field of education. An overview of the present situation has suggested that there are already several structures in place which are involved in human resource development in the related fields of the electronic media and education. Due to this wealth of structures and resources, there is no immediate need for heavy investment in new initiatives. Rather, the identification and fulfilment of such needs must be based on the development and networking of current initiatives, and must build on existing strengths, while eliminating any possible weaknesses.

---

[102]This is by no means an exclusively South African problem. For example, Bernadette Robinson and Hafiz Wali, from the United Kingdom and Nigeria respectively, suggested at the SAIDE Launching Conference that "a common experience is underestimation of the time, resource and expertise needed to produce [good quality learning materials]".

Reference: Robinson, B. & Wali, H. 1992, "Distance Education for Teache. Education" in Launching Conference of the South African Institute for Distance Educatic., ch. 16, p. 13.

The biggest problem in human resource development for the production of educational electronic media materials is the fact that there has, as a rule, been a division between the training offered in media skills and competencies and in educational skills and competencies. As a result, when electronic media producers and educationists have consulted with each other in the production of educational media materials, this consultation has generally taken place within a framework of mutual ignorance[103]. In other words, media producers have not properly understood the educational needs which should govern the materials being produced, while educationists have not really understood the parameters governing effective use of the electronic media. This type of consultation results in an imbalance which works against the educational objectives of such production (because media producers tend to have final control over production), which has had a negative effect on the educational quality of the materials produced. For example, it has often been responsible for one of the problems identified at the *Electronic Media in Education Conference* in March 1993;

> The present processes by which the development of educational programming occurs in South Africa is very much a top-down approach. There is very limited participation of educators and learners in the development of programmes or even in the consultation about these programmes prior to their development.[104]

---

[103]It should be noted that this is again not an exclusively South African state of affairs. Conversations with Jim Stevenson, Milton Chen, and Frances Cox, as well as information gleaned from a *Children's Television Workshop* presentation on 23 September of 1993 (involving Baxter Urist, Laura Martin, Pam Green, Evelyn Payne Davis, and Cooper Wright) indicate that many educational programmes around the world rely on this method of production.

[104]Naidoo, K. & Galombik, N. 1993, Key Issues Facing the Democratic Movement with Regard to Electronic Media in Education in the Period of Transition and Beyond, p. 6.

Such a paradigm is completely inappropriate in a country where the educational needs are so great and where it is vital to open up learning opportunities for learners as quickly as possible. It is particularly inappropriate in a context in which open learning approaches are required and where it is clear that there will need to be heavy dependence on distance education methods in meeting educational needs.

Thus, the most immediate need in human resource development programmes for the production of educational electronic media materials is to combine media skills and competencies with educational skills and competencies in the development of people who intend to engage in the production of such materials. This, of course, covers a very wide range of overlapping skills and competencies. They include the following:

1. **Educational Skills and Competencies**

   In-depth knowledge of education is absolutely central to the successful production of educational electronic media materials. Without such knowledge, it becomes impossible for such production to play its part in targeting educational needs and then effectively fulfilling those needs. This knowledge should include an understanding of the principles of good educational provision. It can be seen from the discussion in chapter two that this thesis is based on the understanding that the principles of open learning are principles which underpin good educational provision. It is because this knowledge of good educational provision is so central to any attempts to produce educational electronic media materials that open learning as defined above was used

to provide the broader educational context for the thesis.

In addition to this, it is worth reiterating that an understanding of the context for which educational materials are being produced is vital. Without this understanding, it is not really possible to focus on redressing educational imbalances and on fulfilling educational needs. The context can be separated into different levels:

- **The South African context** - the production of educational electronic media materials must be governed by a concrete awareness of the current state of South African education in general. This would include a concrete understanding of the effects which apartheid education has had on the majority of the population. It would also include a general awareness of the various fields within education and of how these fields relate to and interact with each other.

- **Regional and local contexts** - for many educational electronic media materials, what works for one context is completely unsuitable for another. As a result, it is vital that an understanding of the specific needs of various regional and local learning constituencies be taken into account and, wherever necessary, different educational programmes be developed to cater for those needs.

- **The context of specific educational fields** - this refers to the specific knowledge required for working in various educational fields. For example,

the skills and competencies required for adult literacy workers would vary considerably from those required for working as a technikon lecturer or as an educare worker. There are also further areas of specialization within each educational field. For example, at secondary school level, the knowledge required for mathematics educationists would vary considerably from the knowledge required for language educationists. Finally, it must be stated that the process of developing knowledge and skills within various educational contexts should include practical working experience.[105]

2. Critical Understanding of the Media

Also vital is that people involved in the production of educational electronic media materials have a critical awareness of the implications of using the media. The importance of this is summarized by Eric Louw:

> Emphasis needs to be placed on the need for critical media people. This means media workers who understand:
>
> - the full range of media theories;
> - their social context (and its mutability);
> - the meshing of existing media institutions into the power relationships of society;
> - possible alternative configurations of media organization/media

[105]It is hoped that, by starting at the most general level and then moving towards the most subject-specific levels, this breakdown makes clear the fact that, no matter what level a person intends working at, s/he must nevertheless have a concrete awareness and understanding of the holistic picture of education.

technology; and

- the relationship between existing media technology and research-development-funding.

This requires an education in critical theory, where the connectedness of theory and practice is emphasised.[106]

As Louw makes clear, this non-technicist approach to human resource development does not eliminate the need for technical competence (which remains absolutely vital); it suggests, however, that technical competence alone is not sufficient.

3. Knowledge of Mixed Media Programmes

It is becoming generally accepted that the electronic media will not function as effectively as individual, isolated materials as they will if they form part of broader mixed media programmes[107] (which must also be part of the broader educational context outlined above). A distinction must, however, be drawn between two categories within this field:

- **Management of multi-media educational course design and development:** this refers to a specific range of skills and competencies required by people involved in conceptualizing, planning, designing, and implementing educa-

[105]Louw, E. 1991, "Media Education - A Contemporary Cultural Studies Perspective" in Media Matters in South Africa, Eds. Prinsloo, J. & Criticos, C. Durban, Media Resource Centre, p. 236.

[107]The types of media referred to in this respect cover a wide variety of materials (refer to chapter four for a fuller list of these media).

tional programmes which will make use of mixed media courses, as well as coordinating the development of such programmes (a vital aspect within this would be curriculum conceptualization and development). Skills and competencies required would include the ability to make informed decisions on which media types would be most suitable in achieving the aims of the educational programme, ensuring that the various media formats chosen interact effectively with each other and with learners, and managing the development of the various aspects of educational programmes and mixed media courses once they have been designed.

- **Knowledge of mixed media educational courses amongst a broader group of people:** it is, in addition, vital that all people involved in the production of educational electronic media materials have a concrete awareness of the concept of and rationale behind mixed media educational courses, as well as an understanding of how the various media formats interact with each other and with learners. Importantly, the work of people at all levels should be influenced by an understanding of the broader processes into which that work will fit, and particularly of the concept and implications of distance education provision.

4. Scriptwriting Skills and Competencies

This covers a particularly complex and difficult range of skills and competencies required for educational electronic media materials production. There are also links

between this field and the reference to curriculum conceptualization and development above. Scriptwriters need to be aware of the needs governing curriculum developers, while curriculum developers would also need to understand the various considerations relevant to the field of scriptwriting. These would include:

Scriptwriting for different media types: for example, the skills and competencies required for writing scripts for radio would differ considerably from those required for writing scripts for television. Similarly, there would be important differences between writing for television and writing for video.

Scriptwriting for different subjects and educational fields: for example, the skills and competencies required for writing scripts for educare purposes would be very different to those required for writing scripts for materials aimed at formal secondary school levels. In addition, the skills and competencies required for subjects within fields might vary considerably; scripts for scientific electronic media materials aimed at secondary school level would be governed by very different principles to English materials aimed at the same level.

- **Scriptwriting in different languages:** this is particularly important for attempts to open up learning opportunities to as many people as possible in South Africa, especially those whose languages have previously been marginalized.

- **Creating storyboards:** this is only applicable to video and television production.

5. Media Middle-Management Skills and Competencies

This refers primarily to the following job definitions:

- Directors.
- Producers.
- Production Managers (coordinating and dealing with the logistics of productions).

The development of people for these jobs needs to focus specifically on the demands of media production for education, while also providing a more generic understanding of media production.

6. Research and Evaluation Skills and Competencies

These two processes are important to the success of electronic media in education materials, but they are often ignored or neglected. They refer to two phases of the production process:

- **Research prior to production:** if adequate research (including extensive consultation with educators and learners) is not undertaken prior to the production of materials, there can be no guarantees that the materials produced will cater for the needs of the learners at whom they are aimed.

Research, therefore, is necessary in order to establish a breakdown of learners at which various educational media materials will be aimed and to identify their educational needs. It is also necessary to establish what the most effective ways of fulfilling these needs would be. Such research might also connect with curriculum conceptualization and development (~ ~k which would assist in ensuring that media production fits constr. . into a broader process of educational programme design). It is, however, important to point out that such research cannot be fully effective unless it also takes into account the parameters surrounding the medium or media for which the research is being undertaken.

Evaluation: there are two types of evaluation required for educational electronic media materials:

- Formative evaluation - this refers to evaluations which are conducted while materials are in the process of being made, and which help to shape the final products.
- Summative evaluation - this refers to evaluations undertaken once educational electronic media materials are completed. Such research examines the strengths and weaknesses of these materials, providing information which can feed into future productions, thus creating self-improving processes of educational electronic media materials development.

An understanding of various skills and competencies would be required here. They might include: developing and administering questionnaires, conducting

interviews, observation skills, statistical skills, the ability to process and use theoretical information, and compiling evaluation reports.

7. Technical Production Skills and Competencies

Before outlining in further detail some of the skills and competencies encompassed by this field, it is necessary to re-emphasize that a non-technicist approach to human resource development is required here. Simply equipping practitioners with a range of skills is not adequate; they must also have a critical understanding of the implications of using such skills for various purposes. This field can be divided in two:

Television/video: the skills and competencies required here would cover the following:

- Editing.
- Lighting.
- Sound.
- Camera work.
- Studio-orientated and location-orientated work (including grips, gaffers, production assistants, wardrobe, makeup, set designers, set builders, sound and lighting technicians, runners, and others).
- Digital effects (where applicable).
- Broadcasting skills (television only).

- **Radio/audio:** the skills and competencies required here would include:

- An understanding of how radio/audio works (microphones, amplification processes, FM/AM transmitters, and so on).
- Sound editing and mixing.
- Tape-recording.
- Storage of sound equipment (particularly tapes, compact discs, and other recorded sound materials).
- Working a control desk.
- Digital skills - it is important to note that the linear, mechanical process of radio production, which involves the above skills, is gradually being replaced by digital, computerized methods of radio broadcasting (which are considerably cheaper to maintain). This field of skills is, therefore, growing in importance.
- *Broadcasting skills (radio only).*

8. Presentation Skills and Competencies

This field can also be divided in two:

- **Television/video:** the skills and competencies required would depend on the nature of the programme envisaged, but could include:
  - Acting.
  - Voice-over.
  - Continuity.
  - Choreography.

- Interviewing.

Radio/audio: again, the skills and competencies required would depend on the nature of the programme envisaged, but could include:

- On-air presentation.
- Voice-over and script-reading.
- Character voices.
- Interviewing.

9. Station Management Skills and Competencies

These are skills and competencies required by people who will be dealing with a wide variety of electronic media materials, both educational and non-educational. It is, however, vital to the success of educational electronic media materials intended for broadcast that people in such positions are aware of the potential of the electronic media within education[108]. It is also important that a broader range of people involved in educational electronic media materials production should have an understanding of the principles of station management, particularly in relation to legal, financial, and administrative issues around the media.

[108]It should be noted here that one of the most crucial management positions to which this refers is the management of community radio stations. Much has been written about the potential which community radio stations hold for South African society (including a great educational potential), but, without effective management, they will never be able to fulfil this potential.

It can be seen from this list that there are a wide variety of skills and competencies required for the effective production of quality educational electronic media materials (and thus a wide variety of human resource development needs). As the quotation at the beginning of this section suggests, this range of skills and competencies would not normally be possessed by one person. As was suggested in the chapter on distance education, course development in a team can be a vital feature of course production. This point can also be applied more generally to educational electronic media materials production, although it should not be regarded as a hard and fast rule. Nevertheless, a major problem lies in the fact that people have no real awareness of this wide variety of skills and competencies; they simply specialize in one area with no understanding of the needs and parameters governing other aspects of the production process.

This is a problem which needs to be tackled at the human resource development level. What is needed is a new approach to human resource development which takes cognisance of the complexity of the production process for educational electronic media materials and of the way in which various people with different skills and competencies must interact with each other within the process. This is one of a number of principles which should govern a new approach towards human resource development for people involved in the production of educational electronic media materials, an approach which, as stated above, should not rely on the creation of new initiatives, but should rather seek to make use of the great number existing structures, skills, and resources.

PRINCIPLES FOR TRAINING PEOPLE INVOLVED IN THE PRODUCTION OF EDUCATIONAL ELECTRONIC MEDIA MATERIALS: BUILDING ON STRENGTHS AND ELIMINATING WEAKNESSES

With an understanding of the range of skills and competencies which human resource development programmes need to cover and an awareness of the range of programmes already in existence, it is possible to identify some of the principles on which future programmes for people involved in the production of educational electronic media materials should be based. The following principles are based on the notion of building on the strengths and eliminating possible weaknesses in the existing human resource development infrastructure. Together with the concepts contained above, it is these principles which can pave the way to creating a new paradigm for the human resource development of educational electronic media materials practitioners.

Combine Educational and Media Skills in Human Resource Development Programmes

A glance at the education offered for journalism immediately reveals that people receive education in the specific skills and competencies required for using the media for journalistic purposes. Similarly, there is often a clear distinction drawn, at the human resource development level, between various 'entertainment' media genres (such as soap operas, comedies, or dramas). Unfortunately, the above does not apply, in general, to educational electronic media materials production. The assumption seems to be that people will be able to use skills learned in disparate human resource development programmes and techniques learned from non-educational media genres for educational purposes, an assumption which

lacks justification and which has a negative impact on the educational effect of materials (for further explanation of this point, see the principle on keeping educational objectives paramount below). Thus, it is vital that human resource development should combine both educational and media skills and competencies in order to be based specifically around the concept of producing media materials for educational purposes.

Keep Educational Objectives Paramount

The educational objectives of educational electronic media materials should constitute the main focus of attention throughout production and this production process should be seen predominantly as part of the education system and not part of the media production system. This is, however, only possible if the production of a new 'genre' of educational media materials is encouraged at the human resource development level among people who will become, first and foremost, educationists. Transporting ideas, techniques, and formulaic production procedures wholesale from other media genres is not an acceptable substitute; it has, for example, led to the concept of 'edu-tainment', where the entertainment of audiences is seen as paramount and, as a result, the educational message is often submerged, lost, or treated frivolously. Presently, however, producers of educational electronic media materials are often left with little choice because they have not come from an educational background and have not been imbued, at the human resource development level, with the idea of production orientated primarily around educational objectives (an idea which would provide an alternative frame of reference). What must, therefore, be encouraged in human resource development programmes is the idea that educational electronic media materials should be educationally interesting and stimulating and should engage the imagination, rather than

conforming to (predominantly American) notions of the media as entertainment. This is not to suggest that educational electronic media materials should not include ideas and techniques borrowed from other genres at all. Rather, it suggests that such ideas and techniques, when used, must serve the educational needs of the materials rather than dictating their final form.

Encourage Key Educational Principles

If human resource development is to be built on the principle that the educational objectives of electronic media materials is paramount, then it must also encourage the incorporation of key educational principles into such materials. As has been argued above, the concept of open learning, as outlined in chapter two, provides these principles and should, therefore be built into all human resource development initiatives. Obviously, there are no simple prescriptive formulae which will guarantee the existence of such principles in media materials, but the process of finding suitable techniques for incorporating such principles will be considerably aided if they are actively encouraged as cornerstones of thinking at the human resource development level and if educational electronic media materials production is seen primarily as an educational activity.[109] As a logical extension of this, all human resource development programmes should not only incorporate such principles into their curriculum, they should also be based on principles of openness themselves. In this way, courses can communicate the principles of openness in structure as much as in content.

[109] As an example, however, non-broadcast media materials lend themselves more readily to such principles than materials designed for broadcast. This is because they can function more easily as educational resources which allow for interaction on behalf of the learner and which can centre around her or his specific needs (and can also be paused or rewound if necessary). Non-broadcast materials thus fit more readily into broader, learner-centred processes of education. These points make the principle concerning broadcast versus non-broadcast materials (see below) more relevant.

Locate All Human Resource Development Within South African Educational Contexts

Human resource development needs to build an awareness of the South African educational contexts in which media materials are to fit if it is to promote the development of quality educational electronic media materials. Most vital in this respect would be a clear understanding of the nature and needs of the learners at whom materials will be aimed (see also the principle on subject specifics below).

Provide Generic Human Resource Development in All of the Various Skills and Competencies Required

As has been emphasized, one of the major problems in most current human resource development initiatives is that they do not foster a sense of the broad range of skills, competencies, and needs which govern educational electronic media materials use and production. Thus, it is vital, in planning new human resource development strategies for educational electronic media materials production, that programmes consist of a core base of knowledge in all of the various fields of skills and competencies required (as outlined earlier in this chapter). With this core base of knowledge (provided as a module at the centre of all relevant human resource development programmes), it will then be possible for people to specialize in certain fields within educational electronic media materials production (including specializations in different educational fields and specific subjects within each field). This specialization will, however, be based on a concrete awareness of the various parameters and needs governing that production process and an understanding of how that

process must fit into broader educational packages and programmes[110]. If this knowledge is held by all of the people in an educational electronic media materials production team, it can only streamline the production process because of the mutual understanding exis between those involved.

Promote the Concept of Mixed Media Educational Courses

It is vital for the successful use of educational electronic media materials that they should constitute elements of educational programmes, courses, and packages (which themselves are part of broader curriculum development processes) rather than attempting to stand as self-contained instructional materials. This is linked to the idea that electronic media materials should not be viewed as an educational panacea, and is a concept which must be fostered at the human resource development level. Again, this should be done not only through the content of programmes, but through their structure as well.

Encourage Critical Use of the Media

As pointed out above, there needs to be an emphasis on developing critical media workers. This is as applicable to the use of electronic media materials for educational purposes as for any other purpose. It is vital that a critical awareness of the media being used and of the implications of using such media within society is developed at the human resource

[110]The scriptwriting process, for example, would be greatly enhanced if it were to be governed by a strong knowledge of the both the educational and media parameters which will govern that script and if it is directed specifically towards the learners at which it is aimed. This requires knowledge of all of the various fields outlined in above, including educational, mixed media skills, middle-management, technical production, and research and evaluation skills and competencies. Such knowledge can only streamline the production process.

development level.

Differentiate between Broadcast and Non-Broadcast Materials

This is an important principle because it is vital that people involved in the production of educational electronic media materials understand that there is a great difference between the two types of materials and that each type is governed by very different parameters. This is also important because it is necessary to encourage the idea that broadcasting is not the only way of using the electronic media for educational purposes; encouraging this idea at the human resource development level will hopefully restore some balance in this regard and lead to a greater emphasis on the potential of non-broadcast media materials.

Encourage Human Resource Development at Regional and Local Levels

It is essential that human resource development initiatives geared towards production of educational electronic media materials are not run on a centralized basis. This is because, as has been stated previously, educational electronic media materials must be sensitive to the particular regional or local context for which they are designed (and to the fact that different regions often require educational materials in different languages). Thus, although an awareness of the broader educational context is required, human resource development must also gear itself towards the specific regional and local needs which must govern the effective production of educational electronic media materials. It is clear, however, that regional and local initiatives are unlikely to flourish unless macro coordinating structures (probably at government level) provide an appropriate environment. The special role of such structures

is covered in the final chapter.

Build Specifics of Different Educational Fields and Subjects into Human Resource Development

Following on from the above principle, it is also important that a sense of the particular needs and parameters which will govern media production for various educational fields and for subjects within those fields is inculcated at the human resource development level (such needs, along with those outlined in the principle above, can often most easily be catered for through non-broadcast materials, which can be aimed at very specific audiences).

Work Towards Modular and Part-Time Human Resource Development Initiatives

It is vital that human resource development programmes be developed in modules and that provision be made for transfer of credits from one institution to another. This will allow for a paradigm whereby people are all able to gain a core base of knowledge and a generic understanding of the production process, but will then be able to choose areas of specialization. It is also vital that human resource development should not only be offered through full-time courses, but that there be part-time options for people already working who are interested in becoming involved in educational electronic media materials production. If a modular approach is adopted, then it will be possible for such people (particularly those involved in education) to receive accredited education in only those modules necessary for them to engage effectively in educational electronic media materials production. Similarly, people already involved in educational electronic media materials production will be able to

take different part-time modules to improve their holistic understanding of the educational process[111]. It would not be necessary, or even preferable, for a single organization to build up the resources and skills necessary to run all of the modules required for this. Instead, different modules could be run by various organizations who already have the necessary expertise and resources, with each module forming part of a larger accreditation system through the *National Qualifications Framework* (a system which would include all human resource development organizations and would also recognize other forms of prior learning).

Include Project-Based Learning and Internships[112] as a Vital Aspect of Human Resource Development

It is important that human resource development programmes consist of formal and theoretical input and of project-based learning (where participants learn through assisting in the production of educational electronic media materials). It would be absurd to assume that formal education alone could equip a person with the skills and competencies required for effective educational electronic media production. Project-based learning, which allows for practical work and a measure of trial-and-error, can be the most effective learning tool of all, particularly if it is informed by all of the above principles[113]. It should also be noted that

---

[111]This point also makes clear the need to develop distance education modules within the paradigm to cater for the needs of people for whom face-to-face educational courses are not suitable.

[112]It is realized that several problems are attached to the notion of human resource development through internships for the use of the electronic media for educational purposes. For example, commercial production houses are often not strongly involved in the production of educational electronic media materials or are not geared towards internship programmes, while non-profit ventures often lack the necessary funding to provide effective internships. Nevertheless, opportunities do exist for project-based learning and it is vital that the capacity of such channels be increased.

[113]To take this model further, it could be possible for people to gain formal theoretical input through part-time modules offered by training organizations, while simultaneously gaining practical experience from project-based learning.

practical educational experience should also be a prerequisite for people planning on engaging in the production of educational electronic media materials.

Encourage Lifelong Learning

Human resource development for the production of educational electronic media materials should not be seen as something offered at the beginning of a career. Rather, ongoing programmes need to be provided to people involved in the field. Such human resource development should aim to keep people abreast of educational and media developments and to maintain an holistic approach to educational electronic media materials production.

Redistribute the Skills Base Through Human Resource Development

Although this principle is included fairly low down the list, it should nevertheless be seen as an absolutely vital principle underlying training for educational electronic media materials production. Programmes need to focus on redistributing the skills base to those groups within society who have historically been denied access to the range of skills and competencies outlined above. This becomes particularly important in the light of the discussion on cultural imperialism in chapter one.

Train trainers

It is quite obvious that initiatives of the nature being proposed will succeed or fail on the skills and quality of the trainers running programmes. In addition, it is also vital to the long-

term success of such initiatives that new trainers be trained to be able to deal with the growth in demand for educational electronic media materials.

Build on existing initiatives

Any attempt to fill gaps in the existing human resource development infrastructure for producers of educational electronic media material must make use of that infrastructure. This could be achieved through coordinating existing efforts and by adapting current programmes to allow for the needs of electronic media materials production aimed specifically at education. Thus, as has been suggested, various organizations could run various components of such programmes, while others could contribute by providing project-based learning.

CHAPTER EIGHT

THE ROLE OF MACRO COORDINATING STRUCTURES

The above provides a clear set of principles for the development of a new paradigm for the human resource development of educational electronic media practitioners. Nevertheless, such a paradigm will remain non-existent unless it has a driving force. There is, therefore, a special role for macro coordinating structures to play, a role which provides the final element to the above paradigm. It is important to note that what is contained below is intended to apply to the work of human resource development initiatives tackling the needs identified in both chapters six and seven above and has, as its central aim, building on the structures and resources which already exist.

Macro coordinating structures could be established by government at national and provincial levels and could play various vital roles. First and foremost, they could function as centres of information, both national and international. Spier *et al* identify two types of information flow in which these structures could become involved. It is focused specifically on the *Reconstruction and Development Programme* (RDP), but makes points which are also more generally applicable:

(1) Information flowing from the communities via the districts and regions to the central government departments and the RDP national coordinating body. This will enable proper planning and monitoring of

the progress of the RDP.

(2) Information, education, training and capacity building flowing from the central government agencies and the educational institutions to the local government structures and the community based development organisations. This will enable the decentralised and cost-effective implementation of the RDP.[114]

Coordinating structures could facilitate this information flow by gathering and distributing appropriate information and resources. Information they could gather would include South African and international research on the electronic media in education and related topics, relevant courses from institutions around the world (particularly from the so-called distance education institutions), knowledge about the activities of all of the local human resource development initiatives, and pertinent resources from these initiatives. This information needs to be organized and managed in such a way that it can be made easily accessible to all people who might be expected to use it, which is in itself a massive task. These structures should also create services necessary to make this information available (dealing with issues of copyright where necessary), with particular consideration given to people unable to travel to the centre itself. Thus, they should set in place simple mechanisms to enable easy distribution of materials. They should also become an integral part of efforts to establish and support national information systems which merge telecommunications with digital technologies[115].

---

[114]Spier, A. *et al*, 1994, Memorandum on the Establishment of a National Information System for Local and Regional Governance and the Reconstruction and Development Programme, Unpublished Paper, p. 1.

[115]As an example of this, Spier *et al* sketch out the following proposal:

The national information system driven by the Digital Informatics Utility [DIU], will be

In addition, in order to prevent entrenching existing geographical disparities, particular attention should be paid catering for the needs of the most poorly developed areas with the least resources.

Further, macro coordinating structures could also identify areas requiring further research and, where appropriate, commission or undertake relevant research and resource development projects. One of the key roles which such structures could undertake in this regard would be the facilitation of course development processes. Such processes might have three components; identification and evaluation of existing South African and international materials, adaptation of existing materials[116], and the development of new materials wherever necessary. All courses produced in this way should, of course, be designed to fit into the *National Qualifications Framework*. In order to prevent monopolization of resource development, however, it is essential to ensure that any centrally-coordinated course development exercises actively harness the expertise of people involved in local human resource development initiatives. Thus, the role of the central coordinating structures would simply be to facilitate the work of course development teams made up of people from a range of different organizations; they would not undertake the course development themselves.

---

subservient and instrumental to the implementation of the goals spelled out in the RDP. This requires reliable data streams both ways...The many developmental organisations and instruments will benefit greatly from the fact that they can communicate via the DIU with their counterparts anywhere in the country for the purpose of data exchange, access to problem solving, management systems and other development resources."

" *ibid*, p. 6.

[116]It should be pointed out here that adaptation of existing materials refers both to materials which were originally designed as educational courses, but which might contain language or layout not appropriate to the context in which they are to be used, and materials which were not designed to be used primarily for educational purposes. A large amount of this latter type of material might already exist, the content of which simply needs to be adapted by instructional designers for educational purposes.

Lastly, these structures should also strive to ensure that ongoing evaluation of local initiatives takes place.

Macro coordinating structures should also undertake a range of other functions. One of these would be to coordinate activities effectively. Importantly, they could identify appropriate South African and international trainers and coordinate the education and training of people working in local initiatives (who would themselves become trainers). They could also strive to ensure that maximum use is made of resources, particularly by establishing networks which could minimize duplication of efforts at a local level. This would not be limited to networks within the field of the electronic media in education. There are several areas of human resource development which link to this field, with which contact should be maintained. Thus, coordinating structures of this nature should also create links with similar structures in other areas to ensure that individual initiatives can be constructively integrated into broader, more comprehensive strategies of human resource development. Such strategies should, however, be developed primarily at the local level through collaboration between the various initiatives and coordinating structures should limit their role to promoting and facilitating this collaboration. Finally, these structures could also provide assistance in specific areas where requested, for example by assisting a local initiative to develop a funding proposal if it wished to becomes involved in this field.

Importantly, there are certain tendencies which should be clearly avoided by such structures. They should not resort to implementing human resource development projects of their own.

This can lead to short-term solutions to the human resource development needs which remain centrally controlled and, therefore, do not open up learning opportunities or distribute the base effectively. Rather, they should focus on facilitating the development of regional and local human resource development initiatives. Thus, they should work actively to prevent centralization of activities; the focus of the roles described above is on devolution of control and power to regional and local areas. Linked to this is the necessity to avoid monopolization of functions. Efforts to ensure the sharing of resources can easily lead to complete control over the production of information and resources by single institutions. This, in turn, can entrench a flow of information and resources from the centre out to the local rather than encouraging the two-way flow of information highlighted above. Careful monitoring and evaluation (both external and internal) and constant reflection on the implications of various activities are necessary to ensure that such monopolization does not occur.

Macro coordinating structures conceptualized in this way have an essential role to play in meeting the human resource development needs of educational electronic media practitioners. They provide the broad framework in which educational institutions and other human resource development agencies can usefully begin to develop courses to meet those needs. Importantly, they also provide the vital element of coordination of efforts, which, as was pointed out in chapter four, is the only way in which to harness existing resources and maximize their effectiveness.

POSTSCRIPT

MOVING FORWARD

This thesis has aimed to demonstrate that there is a vital need for human resource development programmes for users and producers of educational electronic media materials. It has also attempted to establish some of the principles on which such human resource development must be based if the electronic media are to function effectively within South African education. It is quite clear, however, that the need for human resource development of this nature cannot be adequately met unless there is a concerted and coordinated effort to train educational electronic media users and producers, an effort which attends both to short term and long term requirements and which is located within the broader educational context of this country. Nevertheless, without such initiatives, the electronic media will never be able to achieve their true potential within a future South African education system.

Many of the ideas developed in this thesis were presented in a paper to the 1994 *Electronic Media in Education* Conference and were circulated among members of the *Electronic Media in Education Forum* throughout 1994 (Neil Butcher being a member of that forum). This has been done in the hope that the academic work undertaken would not simply stop at the theoretical level, but would be moved into the mainstream of education and be able to play a small, but positive, role in tackling South Africa's many educational problems. It is pleasing to note, therefore, that this work has been part of a process which has resulted in the introduction, in 1995, of two comprehensive courses which combine educational and

media skills and competencies in ways very similar to those suggested above. The courses are to be offered through the Faculty of Education at the *University of Natal* and the Faculty of Dramatic Art at the *University of the Witwatersrand*. Hopefully, this will be the beginning of a process of course development which will result in the offering of modules at many institutions around the country, all of which can contribute to the achievement of useful qualifications recognized by the *National Qualifications Framework*.

APPENDIX A

THE ORT-STEP INSTITUTE INTERACTIVE DISTANCE EDUCATION PILOT PROGRAMME: SOME SUBJECTIVE PERCEPTIONS

PREAMBLE

During August 1994, The *ORT-STEP Institute* undertook a pilot project involving the use of what they have described as 'interactive television'. In essence, this project is a form of teleconferencing[1], involving a one-way visual and two way audio-link between one central site and three geographically dispersed 'reception' sites. This gives the project particular relevance within South Africa at a time when the country is trying to come to grips with its position in a late twentieth century global context. It is necessary to keep pace with technological developments worldwide, particularly developments in telecommunications. Large amounts of money are being spent, and will continue to be spent, on creating a telecommunications infrastructure and it is, therefore, vital that educationists start to grapple with the unique challenges which this provides them, as well as consider ways in which this infrastructure can best be used. This gives particular relevance to the pilot project undertaken by *ORT-STEP*.

---

[1]The description of this project as a form of teleconferencing is borne out by some basic definitions of terms. A 'teleconference' is described as "a conference with participants in different locations linked by telecommunication devices", while 'telecommunication' is defined as "communication over a distance by cable, telegraph, telephone, or broadcasting"*.

* Allen, R.E. (Ed), 1990, Concise Oxford English Dictionary, Oxford, Clarendon Press, p. 1253.

This short report contains some very loosely ordered subjective perceptions on the pilot project. Some are phrased as questions and some as statements, but they are all built on the notions sketched out in the above paragraph. The aim of what is contained below is, therefore, to provide a very limited reflection on one particular use of teleconferencing. It is hoped that this will, in some small way, assist both *ORT-STEP* and other educationists with an interest in forms of teleconferencing to ask themselves questions about ways in which the relevant teleconferencing media can be most appropriately and effectively used for educational purposes and as part of broader educational processes in the future. These comments are designed to complement the evaluation report on the *ORT-STEP* pilot project written by Cynthia Stevens, although there may be some repetition of points. They may often appear to be primarily critical of interactive television, but should not be viewed as an attempt to dismiss the medium. On the contrary, comments are based on the assumption that teleconferencing has a role to play within broader educational processes. They represent one narrow attempt to reflect on one specific use of teleconferencing in order to inform and improve future uses. It should also be noted that the comments below are my subjective opinion and are quite open for debate.

SOME ISSUES

Teleconferencing as a 'Real Time' Activity

ORT-STEP has described the pilot project as an interactive 'distance education' pilot programme, but it should be noted that the only separation between educator and learner within the programme is geographical. The programme does not offer the temporal separation

between educator and learner which makes many distance education programmes attractive (primarily because they allow learners increased flexibility in determining the pace at which they will learn). The fact that the programme all took place in 'real time' means that, in many ways, it had more in common with face-to-face education than with distance education programmes.

There is a danger inherent in this because the tendency could be to resort to using the medium as a high-tech method of delivering lectures to wider numbers of learners. Aside from anything else, it would seem that this is not a cost-effective way of transmitting information from educator to learner. The 'real-time' nature of the medium would suggest that this type of use is severely limited by the amount which learners can be expected to absorb in any given time (and approximately a quarter of the learners involved in the pilot project already considered lessons to be too long). In addition, however, this has the result that the capacity of interaction between educator and learner is not used adequately. The issue of interaction is a complex one, which is discussed in greater detail below, but it is important to realize that one of the key strengths ascribed to teleconferencing is the capacity for two-way interaction and this is lost if the medium is simply used to transmit information from experts to learners in a one-way communication. It would appear, therefore, that it is most sensible to use this medium in combination with more cost-effective and less ephemeral methods of information transmission. One suitable method might be to make printed materials available to learners prior to the 'interactive' sessions, thus opening the way for greater exploitation of the sessions for two-way communication.

The Nature of Interaction

Laurillard makes the following point about teleconferencing:

> The value of conferencing in all its forms is that it supports discussion between tutor and student, and theoretically, at least, allows each to express their viewpoint. In practice, the relationship is asymmetrical, as it is in any face-to-face tutorial, and the tutor is more likely to be responsible for establishing the ground rules of the interaction.[2]

Thus, one of the key strengths of this medium is its ability to support interaction between educators and learners separated by geographical distance. It became quite clear, on observation of the *ORT-STEP* pilot, that the success of using teleconferencing in education does not depend so much on anything intrinsic in the medium itself as it does on the way in which the medium is used. Linked closely to this is the fact that success is highly dependent on the character and personality of the educator. This is because of the fact that the educator is responsible for establishing the ground rules of interaction and thus for determining the nature on the interaction which occurs. This could clearly be seen in the *ORT-STEP* pilot, where the success of the project ultimately lay squarely on the shoulders of the educator, Iris. She was also responsible for determining the nature of the interaction which took place between her and the learners (and should be congratulated for managing to maintain a fairly dynamic level of interaction with the learners under often difficult circumstances).

---

[2]Laurillard, D. 1993, Rethinking University Teaching: A Framework for the Effective Use of Educational Technology, London and New York, Routledge, p. 169.

The danger inherent in these points is that the use of teleconferencing in education can lend itself very easily to an authoritarian, teacher-centred, and top-down approach to education (as can the use of any medium, electronic or printed). This is particularly so in the South African education system which is still dominated by educational approaches encouraged by fundamental pedagogics. There are, therefore, various questions which can be asked around the nature of interaction. For example:

> Is interaction limited to questions of clarification about points raised by the educator or does it enable learners to engage in greater depth with the content of the session?
>
> If interaction does not enable learners to engage in greater depth, is this a problem within the context of a specific session, or does the content of the session not lend itself to such engagement?
>
> How will the numbers of learners affect the nature of interaction? Specifically, will interaction be minimized as the number of participants increases? (the *ORT-STEP* pilot sessions involved between thirty four and forty learners each; a further phase of the pilot project intends to test the effects on interaction when the session is attended by far larger numbers of learners. This becomes a particularly important issue when one considers the fact that the sessions take place in real time.)

The *ORT-STEP* pilot project has demonstrated that teleconferencing can support a fairly high degree of interaction within education. There are, however, a few points which need to be raised around this:

- The use of volunteers - the *ORT-STEP* pilot made use of volunteer teachers from

different schools. It should be borne in mind that this may have had a positive impact on the level of interaction.

- The use of adults fluent in the language of communication - *ORT-STEP* has made it clear that it intends to use this medium only for the education of adults. Questions need to be raised about its capacity to sup. ort interaction if learners were children. A further issue raised by the pilot project is the fact that the interaction took place in English. It appeared to me that the most active participants were those most comfortable with speaking English. This point is raised again below in considering the homogenization of learners.

- The Hawthorne effect - the Hawthorne effect refers to the extent to which results in research are exaggerated when participants are interacting with something that is new, particularly from a technological perspective, to them. It is important to consider whether or not the same level of interaction would be sustained using this medium once the novelty of being involved falls away.

Homogenization of Learners

A further issue which emerged in the *ORT-STEP* pilot project was the assumption that was made that all learners had a common base of knowledge and that they were all from similar backgrounds. This is obviously a problem in all educational processes, but it is particularly relevant to the use of teleconferencing because of its ability to reach people in different areas simultaneously. The project demonstrated quite clearly that these assumptions are problematic

and require detailed consideration when attempting to identify the best uses for such a method of communication. Two examples are pertinent here:

- The medium used by *ORT-STEP* relied heavily on audio communication, particularly because, for financial reasons, the educator could not see the learners. An assumption, therefore, was that all learners felt equally comfortable with communicating in English. A danger inherent in this is that it can entrench positions of privilege for those learners able to communicate fluently in the language while jeopardizing the chances of those who struggle with English as a language of communication to gain significantly from such sessions.

- An assumption made out of necessity was that the learners in the *ORT-STEP* pilot project had a common level of knowledge. This was not borne out by events, often with interesting results. For example, in practical sessions, those learners with greater knowledge were often of more use to other learners than the material being transmitted through the television screen. Ultimately, this made practical sessions run more smoothly, but it prevented any real test of whether or not the medium would be able to support practical activities if none of the learners had the knowledge required to undertake the practical tasks.

The Use of Visuals

The use of five visuals by *ORT-STEP* in the pilot project was initially very limited and often difficult for learners to see. This was modified in the final session, where raw video footage

was pre-recorded and played to learners at relevant points during the session, with far greater success. What this demonstrated is that there is a need to consider in greater detail how the visual nature of teleconferencing, if it exists, can be used to maximum effect without becoming prohibitively expensive. It is my belief, as I made clear throughout the pilot project, that raw video footage (such as was used in the final session) can be very cheaply produced and effectively used within educational processes such as this one. In addition, the pilot project demonstrated quite clearly the need to display very clearly any printed material which is going to be transmitted on screen. *ORT-STEP* made use of a camera focused on a piece of paper, but this was not clearly legible. Computer-generated titles would probably be the best solution for any attempt to convey written material via teleconferencing media.

The Role of the Facilitator

The *ORT-STEP* pilot project made use of facilitators at each of the three learning sites. Because these facilitators were often more involved than was envisaged (particularly in practical sessions), it became clear that further consideration should be given to the exact role which such facilitators should play and the extent to which the success of the initiative depends on them (interestingly, learners felt that if the role of the facilitator was too great, then the use of the medium was failing). Similarly, it is also necessary to identify in greater detail the extent to which this medium can support practical work when the educator cannot see what is happening at each site. The strong supporting roles which the facilitator and other learners played in this regard prevented further consideration of this issue in the pilot project, but it is an important question to deal with in identifying the best uses for teleconferencing in education.

CONCLUSION

Many of the above comments may suggest that the medium used in the *ORT-STEP* interactive television pilot project is not really suitable for use in education. This is, however, not intentional. It is my belief that this pilot project has demonstrated that there is great potential for the use of the medium in education, particularly as the infrastructure required to support it is developed. What the pilot has also demonstrated, however, is that there is a need to consider in far greater detail the implications of using teleconferencing in education and to establish what its strengths and weaknesses are. In addition, it is vital, as *ORT-STEP* has acknowledged, not to see the use of teleconferencing as a substitute for other methods of educational provision, but rather as something which complements other media and forms one part of structured courses and broader educational processes. Hopefully, what is written above will be able to contribute in some small way to an ongoing process of action, reflection, and feedback aimed at using teleconferencing in a way which maximizes its effectiveness educationally.

APPENDIX B

A NOTE ON THE USE OF THE MASS BROADCAST MEDIA IN RECONSTRUCTION AND DEVELOPMENT[3]

Experience and research from around the world demonstrates unequivocally that the mass broadcast media are not effective modes of communication for educational purposes[4]. In a consideration of the use of television in education, Diana Laurillard suggests a reason for this:

> Like the lecture [broadcast television] is neither discursive, interactive, adaptive nor reflective, and is not self-paced. Because it is not controllable...the viewer is too easily swamped with information; alternatively the information is meted out in digestible quantities which then makes it inefficient.[5]

Similarly, research has suggested that public and commercial radio broadcasting is not ideally

---

[3]It should be noted that the broadcast media, namely radio and television, are regarded here as being different to their cassette counterparts audio and video. The latter have several educational uses different to the broadcast media, particularly because they are more flexible and more readily controlled by the learner. What follows, therefore, should not preclude the possibility of using the broadcast media in off-peak hours as a distribution mechanism for video and audio materials designed to be used as part of a structured educational course. In addition, because this appendix only considers the use of radio in public and commercial broadcasting, it should not preclude a new paradigm for the use of educational radio broadcasting via community stations.

[4]For a clear example of this (and there are several others), refer to: KonG, H. and Jenkins, J. 1990, "The Programme for Educational Television in the Ivory Coast" in Educational Media International, vol 27 no 2, June 1990, pp. 86-93.

[5]Laurillard, D. 1993, Rethinking University Teaching: A Framework for the Effective Use of Educational Technology, London & New York, Routledge, pp. 113-15.

suited to structured educational courses. Thus, it is necessary to consider ways in which these media can be used most effectively within the RDP. Nevertheless, the mass broadcast media have an important role to play in raising awareness about the need for human resource development[6].

Raising Awareness: The First Human Resource Development Need

When one attempts to consider the full range of human resource development needs encapsulated by the RDP, it becomes clear that only a coordinated effort involving all individuals and organizations in South Africa will begin to meet these needs. The RDP makes distinct reference to this fact, as the following demonstrates:

> CBOs [Community-based organizations], notably civics, must be encouraged to develop RDP programmes of action and campaigns within their own sectors and communities.
>
> [p. 131]

Similarly, it makes the following assertion:

> The democratic government must not be alone in accessing resources. Unemployed local labour must be mobilised, through job banks and con munity-based employment generation initiatives. Employed workers must be given

[6]This document will not consider contributions which the electronic media can make more broadly within structured human resource development programmes; this will be dealt with in another document, which will also examine the importance of distance education within the RDP.

> incentives to use their skills and knowledge in the interests of society. Creative use of local resources - such as building materials - must be encouraged. The power of women in households, in production and in community structures must be fully acknowledged and rewarded. Only through such grassroots-oriented development initiatives can the RDP be brought to its logical fruition as a successful programme in South Africa.
>
> [p. 146]

Thus, as the RDP states, it would not be possible or desirable for a central government to maintain control over all aspects of human resource development. This would also be contradictory to the notion of empowerment of individuals and marginalized communities contained within the RDP. In addition, a central government cannot be expected to understand and cater to the variety of needs facing people at a local level. Rather, it is necessary for all of South Africa's people to understand the issues raised by the RDP and their human resource development implications and to make these issues their own.

Thus, if it is to be successful, the RDP cannot simply be regarded as a series of reconstruction and development projects which will be organized by national and provincial government structures (although such projects are vital); it entails changing the attitudes of all South African people and this is a crucial human resource development need itself. It involves encouraging people to want to learn more, to acquire more skills and competencies which will assist in the reconstruction and development of South Africa, and to assist others to learn

more and to acquire those skills and competencies. It also requires that people develop an understanding about and sensitivity towards the general social issues raised by the RDP and ensure that this is expressed in their actions, whether this be through buying South African rather than imported goods or simply being more careful when driving on the roads. Above all, the success of the RDP depends on people realizing that the problems it attempts to tackle are their problems and that they have a responsibility to assist in finding the solutions to these problems. All people in varying positions of power also need to realize that this is not simply a philanthropic plea to assist others, but a necessity for the establishment of a stable and prosperous society in which they and others can live securely and comfortably (and one presumes that this is of primary concern to all people, with the possible exception of small groups on the fringes of the political spectrum).

The success of the RDP is, therefore, dependent on committed effort from all of South Africa's people and, in varying capacities, all of its many organizations (including governmental organizations, parastatals, non-governmental organizations, educational institutions, companies and other commercial organizations, and community-based organizations). This suggests quite clearly that an immediate priority is the need to raise awareness in individuals and in organizations about the importance of the RDP, the many social issues it encapsulates, and about their role within it. This is obviously an immense human resource development task in itself, but it is one that, given the range and scope of the problems to be dealt with, is integral to the success of the RDP.

The Role of the Mass Broadcast Media in Raising Awareness

Efforts to raise awareness about the scope and range of problems with which the RDP is attempting to deal will require massive publicity campaigns and lobbying efforts. Clearly, such efforts must harness the resources made available by the mass broadcast media. These media have the ability to reach far greater numbers of people than any other form of communication in South Africa, and this is essential to the success of the RDP.

It is important, however, to consider how they can best be used to assist the massive human resource development needs contained by the programme. Specifically, it is possible to identify two clear roles for radio and television in raising awareness around the need for human resource development in South Africa:

> **Advocacy and Lobbying:** media theory has demonstrated clearly the power of radio and television in contributing to 'climates of opinion' in society and of the fact that they both shape and are shaped by popular culture. These features can be positively harnessed by the RDP. As the *Electronic Media in Education Forum* has pointed out:
>
> > In the educational context both radio and television suffer from being ephemeral - they are heard or seen only for a short period of time and audience retention is quite small. Their power is mainly motivational: in the right hands TV and radio can inspire people to study, to do things, to explore new areas, extend their understanding and widen

their knowledge and tolerance of other people and groups.[7]

Thus, the broadcast media can encourage and motivate people to embark on their own programmes of human resource development, to learn more about the social issues encapsulated by the RDP or about relevant skills and competencies. They can function to persuade employers and managers at all levels of the importance of assisting employees in human resource development. They can encourage all educators, as well as parents, to learn more about how their efforts can function as a constructive element within the RDP. Above all, they can lobby effectively to solicit support for the RDP and to enable people to understand that the problems the RDP attempts to deal with are as much their own problems as the problems of others.

- **General Information:** vital to the success of the RDP will be the effective distribution of relevant information. This would include detailed information about various social issues of importance in South Africa (as suggested above), which organizations are involved in RDP projects (including contact names, telephone and facsimile numbers, and addresses), how interested people can gain further information on various RDP issues, and how they can become involved in the RDP. Information will also be required on an ongoing basis about new initiatives taking place. This implies the need within the RDP for a central coordinating or networking structure which provides information to people attempting to assist in awareness-raising campaigns (obviously using computer networks where appropriate and feasible).

---

[7]EME Forum, 1994, The Use of Broadcast and Non-Broadcast Electronic Media in South Africa's Restructured Education and Training System, Johannesburg, p. 25.

The broadcast media can play a very effective role in assisting in the process of information distribution. Specifically, for example, they can assist in making people aware about the various employment opportunities which are becoming available through the RDP. They can provide information about different types of career opportunities, human resource development programmes being run (and this should obviously not be limited only to those programmes coordinated by government), and people and organizations to be contacted for further information about such programmes. These media should not, however, attempt to replace face-to-face career guidance, but rather work to supplement it by providing regular information to the public. As was suggested above, however, it is very easy to swamp listeners or viewers with too much information; information distribution should, therefore, be integrated into broader programming schedules to allow for easy accessibility (a way in which this can be done is suggested below).

The latter role of information distribution fits in with the broader democratic information programme outlined in the RDP. Two points within this programme are relevant here:

> Open debate and transparency in government and society are crucial elements of reconstruction and development. This requires an information policy which guarantees active exchange of information and opinion among all members of society. Without the free flow of accurate and comprehensive information, the RDP will lack the mass input necessary for its success.

and:

> The new information policy must aim at facilitating exchange of information within and among communities and between the democratic government and society as a two-way process. It must also ensure that media play an important role in facilitating projects in such areas as education and health.[8]

This demonstrates clearly the importance of radio and television within a democratic information programme, but also their limitations. They essentially involve one-way communication and it is vital that the use of the media for the above two purposes fits into a broader process of information exchange to ensure that people at local levels have the opportunity to make the voices heard and their specific needs expressed. Thus, as Michael Young has pointed out, "the lesson of a thousand-fold experiences from almost everywhere is that the media can be useful...but only when it belongs to a system which has strong organisation on the ground and encourages face-to-face contact"[9]. Any endeavour to use the electronic media to raise awareness about the human resource development implications of the RDP should be integrated with broader campaigns and should also be explicitly located within the entire process of human resource development and not isolated from it. The example below attempts to illustrate this.

---

[8]ANC, 1994, The Reconstruction and Development Programme: A Policy Framework, p. 133 (Both quotations).

[9]Young, M. "Distance Learning is More Than Just Turning on the TV" in the Educational Supplement to the Weekly Mail, March 1993, p. 11.

The Use of Radio Presenters in Raising Awareness

The following example attempts to illustrate a way in which the broadcast media can be effectively used to raise awareness about the RDP. It should be noted that this should be regarded simply as an example and not a model for the use of the broadcast media. The range of ways in which these media can be used is limited only by the resourcefulness and ingenuity of those wishing to use it.

Julie Frederikse provides the following statistics on the coverage of radio in 1992:

> Nine out of ten black households have FM radios, according to Market Research Africa's surveys, with 77% listening regularly to the African language services in the cities and towns, and up to 99% in the rural areas.[10]

It is also an extremely powerful medium in this country. In a 1989 survey,

> A staggering 63 percent of blacks in the sample said they believed all they heard on the radio. And when asked to rate media credibility on a scale of 1 to 100, the respondents gave African language radio 82 out of a 100.[11]

This power has been abused to bolster apartheid in the past, but it could now be made

---

[10]Frederikse, J. 1992, The Use of Radio for Adult Education, National Education Policy Investigation Policy Options Report, p. 1.

[11]Amosu, A. 1992, New Routes for Radio, IDASA Occasional Paper no 44, p. 2.

available for use as part of the massive awareness-raising campaigns that need to be run as part of human resource development in the RDP.

One very simple and cost-effective way in which this could happen would be by approaching radio presenters (including disc jockeys) on the various radio stations. Radio presenters provide the live communication which is one of radio's most appealing features. They speak to people daily, providing the contact which makes radio seem so personal when it is in fact reaching huge numbers of people simultaneously. Such communication could be very effectively used by these radio presenters to raise awareness about issues within the RDP without any corresponding need to produce programmes or to buy airtime. Engaging the services of radio presenters would also be a very effective use of radio, given the fact that so many people listen to radio while occupied with other activities (the radio, for example, is often switched on in offices or played over loudspeakers in factory floors) and are consequently unlikely to concentrate for substantial lengths of time. Radio presenters could raise awareness through comments interspersed between programmes and songs or during chat shows, thus providing extended coverage for issues while not overloading listeners with information. In addition, radio presenters would not be expected to push political issues or angles, but simply to assist in matters of general social importance (and thus relevant to their listeners).

Such an initiative could take place in a number of ways, but would involve an initial human resource development session with the presenters themselves. Such a session could be used

to introduce presenters to the range of social issues around the RDP and the various human resource development initiatives being started. It could also set up more permanent communication links between these radio presenters and coordinators of RDP programmes in order to facilitate the free and effective flow of information over time. By giving radio presenters such an introduction, this session could give them an opportunity to adopt those issues most interesting and relevant to them and to their listeners and could encourage them to raise awareness around these issues during their everyday comments on air (between programmes and songs, during chat shows, and so on). This obviously assumes that radio presenters and station managers understand their responsibilities within the RDP and would be willing to contribute in this small way to the reconstruction and development of South Africa (if this cannot be taken for granted, an extra session could attempt to make this clear).

It is important to note that such a programme would be operating within a broader context and that radio presenters would need to be aware of this context. For example, a radio presenter might decide that s/he was interested in raising awareness about environmental issues on her or his programme through various comments, snippets of information, and announcements. It would be essential, as part of such an awareness-raising campaign, for that person to have access to a range of relevant materials. This could include packages providing further information about what environmental education is, what issues around the environment are of importance in South Africa, which organizations are involved in environmental work (including contact names, telephone and facsimile numbers, and addresses), how interested people can gain further information on the environment, and how they can become involved in protecting the environment. Information should also then be supplied on an

ongoing basis about new initiatives taking place and human resource development programmes being run. As has been suggested above, this implies the need within the RDP for a central coordinating or networking structure which provides information to people attempting to assist in awareness-raising campaigns (including radio presenters). Once such a network is put in place and links are established with radio presenters, it could then also be used to assist in marketing other initiatives within the RDP, for example by requesting radio presenters to announce any new and large-scale human resource development programmes being initiated (the second-chance programme to be launched in the PWV region by the provincial ministry of education is an example of such a programme).

It is difficult to gauge the potential effect that such an initiative would have, but, given the coverage of radio and its apparent powers of persuasion (as reflected in the above statistics), one can imagine it might be substantial. Its effect would obviously also depend on the commitment of the radio presenters and on the ability to provide up-to-date and accurate information. It is also vital to place any work of this nature within a context, to see it as one part of an ongoing process of human resource development rather than an end in itself. If these criteria are fulfilled, however, it could be a very productive and cost-effective venture.

Some Potential Dangers

The following aims to point to two potential dangers around making use of the media for the purposes outlined above. This is not intended as a disclaimer, but rather as an effort to problematize the use of the media in order to encourage reflection on the implications of such

use. It should be borne in mind that these are simply examples of issues around making use of the broadcast media; there are several other which require consideration.

Curran and Seaton state that:

> The power of the media has increased remarkably in the last few years. There are fewer alternative sources of information, while the control of the media has become concentrated in fewer hands...The press and broadcasting exercise a massive power, but it is more than ever a power without responsibility.[12]

This feature of the media provides a rationale for why media organizations should take on projects such as the one suggested above. However, it also needs to be clearly understood that a mass media campaign aimed at building awareness around the human resource development needs of the RDP can very easily be appropriated to serve limited political or economic ends rather than to function as part of the reconstruction and development of South Africa. Thus, it is vital that such campaigns be located within and integrated with broader human resource development programmes and exercise the power they wield responsibly. In addition, checks need to be put in place, through the *Independent Broadcasting Authority* and other appropriate organizations to ensure that this responsibility is maintained and that such campaigns focus on the issues within the RDP and not on its political prestige. In addition, ideas such as the one above concerning radio presenters can allow for a measure of

---

[12]Curran, J. & Seaton, J. 1991, Power Without Responsibility: The Press and Broadcasting in Britain, London, Routledge, pp. 3-4.

devolution of power to ensure that such media campaigns are not centrally controlled (even where they are centrally coordinated).

A further problem is the danger of sensationalism. This issue applies particularly to the use of television for the purposes suggested above. Television is a medium which tends to lend itself to sensationalism, particularly when used for documentary purposes (and awareness-raising as outlined above is a form of documentary). This is often due to commercial pressures facing television stations and the necessity to maximize audiences. One result of sensationalism is the following:

> Commercial pressures have...led programme-makers to emphasize the personal and human interest aspects of documentary stories. Thus structural social problems are treated in the form of individual case studies.[13]

This phenomenon is caused by the necessity to present the sensational aspects of issues, those which appeal primarily to the emotion rather than to the intellect. One of the major reasons for this occurring is that media quality is predominantly governed by mainstream American notions of the media as entertainment. It is a particularly dangerous tendency because it allows people the opportunity to regard such social problems as affecting only the 'other', and consequently to relinquish responsibility for such problems. This also convinces people that such problems cannot affect them and that they need not worry about them (a tendency most disturbingly seen in the way in which AIDS information campaigns have had little

[13] *ibid*, p. 223-24.

impact on patterns of behaviour despite the potential danger of such behaviour). It is vital, therefore, that any use of the broadcast media within the RDP does not succumb to this tendency because it is detrimental to efforts aimed at reconstruction and development. This should not be seen as becoming synonymous with creating boring media materials. What must, however, be encouraged is the idea that educational media materials should be educationally interesting and stimulating and should engage the imagination rather than conforming to (predominantly American) notions of the media as entertainment.

CONCLUSION

As has been suggested in the example of harnessing the power of radio presenters to raise awareness around the RDP, it is vital to ensure that any use of the broadcast media does not function in isolation. Rather, it is important for these media to be used in conjunction with other forms of communication. It is also important to identify the strengths and weaknesses of radio and television as forms of communication and to integrate them into broader educational processes in order to capitalize on the strengths and compensate for their weaknesses through complementary forms of communication. Above all, it needs to be realized that the use of the media to build awareness around the human resource development needs contained within the RDP is simply one small step towards solving a massive and complex range of problems which face South Africa and its people. Used effectively, however, the broadcast media can play a vital role within the process of reconstruction and development which must take place during the present period of transformation and beyond.

impact on patterns of behaviour despite the potential danger of such behaviour). It is vital, therefore, that any use of the broadcast media within the RDP does not succumb to this tendency because it is detrimental to efforts aimed at reconstruction and development. This should not be seen as becoming synonymous with creating boring media materials. What must, however, be encouraged is the idea that educational media materials should be educationally interesting and stimulating and should engage the imagination rather than conforming to (predominantly American) notions of the media as entertainment.

CONCLUSION

As has been suggested in the example of harnessing the power of radio presenters to raise awareness around the RDP, it is vital to ensure that any use of the broadcast media does not function in isolation. Rather, it is important for these media to be used in conjunction with other forms of communication. It is also important to identify the strengths and weaknesses of radio and television as forms of communication and to integrate them into broader educational processes in order to capitalize on the strengths and compensate for their weaknesses through complementary forms of communication. Above all, it needs to be realized that the use of the media to build awareness around the human resource development needs contained within the RDP is simply one small step towards solving a massive and complex range of problems which face South Africa and its people. Used effectively, however, the broadcast media can play a vital role within the process of reconstruction and development which must take place during the present period of transformation and beyond.

ACKNOWLEDGEMENTS

This thesis has been part of a participatory process involving a wide variety of people. Although the thesis does not claim to reflect the views of any of the people consulted, it has nevertheless been intended to accommodate as closely as possible the needs and endeavours of people involved in the production and use of the electronic media in education. Thanks must go to the following people whose sharing of time, assistance, projects, and ideas have formed the basis for what has been written.

John Aitchison (Centre for Adult Education (University of Natal, Pietermaritzburg))

Mick Andrew (Association of Distance Education Colleges of South Africa)

Debbie Appelbaum (Southern African Association for Early Childhood Educare)

Johan Aucamp (Safritel (South African Broadcasting Corporation))

Noeleen Barry (Independent Teacher Enrichment Centre)

Pat Bean (Faculty of Education (University of Port Elizabeth))

Carol Beck (Young People's Theatre Education Trust)

Di Beeton (Delta Environmental Centre)

Jabulile Bengu (Tembaletu Community Education Centre)

Linda Biersteker (Early Learning Resource Unit)

Jan Blignaut (National Film Library)

Monica Bot (Education Foundation)

Tamara Braam (End Racism and Sexism though Education)

Dorothy Brislin (Community Video School)

Ann Browne (English Resource Unit)

Gill Browne (Centre for the Advancement of Science and Mathematics Education)

Jane Bursey (Institute for the Study of English in Africa (Rhodes University))

Antonio Cabezas (Radio Netherlands Training Centre)

Jasper Cecil (Audio-Visual Centre (University of Natal, Durban))

Jo-Anne Chazen (READ Educational Trust)

Milton Chen (KQED, San Francisco)

Ansuya Chetty (Audio-Visual Alternatives (University of Natal, Durban))

Laura Cloete (Central Television Service (University of the Witwatersrand))

Wendy Coetzee (Vista University)

Moray Comrie (Natal College of Education)

Frances Cox (BBC English)

Costas Criticos (Media Resource Centre (University of Natal, Durban))

Sedica Davids (Education Policy Unit (University of the Witwatersrand))

David de Beyer (Department of Video Technology (Natal Technikon))

Snoeks Desmond (Association for Training and Resources in Early Education)

Coenie de Villiers (Communications Department (University of the Orange Free State))

Reuben Dikimolo (Afesis-Corplan)

Cynthia Dumbrill (Primary Science Programme)

Manie Eagar (Open Learning Systems Education Trust)

Bronwen Eckstein (Southern African Association for Early Childhood Educare)

Janet Edwards (Natal College of Education)

Eli Eisenberg (ORT Science and Technology Education Programme)

Jane Evans (Ntataise Trust)

Vanessa Fenner (Development Contact Network)

Wendy Flanagan (Primary Education Project (University of Cape Town))

Helena Foster (Bureau for Academic Support (University of the Orange Free State))

Julie Frederikse (Natal Radio Drama Project)

Nicola Galombik (Electronic Media in Education Forum)

Michael Gardiner (Promat)

Harriet Gavshon (Free Film Makers)

Mike Gaxamba (Eastern Cape Adult Literacy Project)

Barry Gilder (Matla Trust)

Jennifer Glennie (South African Institute for Distance Education)

Colleen Goldstein (Maths Centre for Primary Teachers)

Olive Goll (Career Information Centre)

Di Goodwin (Mathematics Department (University of the Witwatersrand))

Edric Gorfinkel (Bush Radio)

Pat Govender (Careers Research and Information Centre)

Willem Gresse (Training Department (South African Broadcasting Corporation))

John Gultig (Midlands Education Development Unit (University of Natal, Pietermaritzburg))

Paul Hartley (South African Committee for Higher Education)

Colin Haskins (National Literacy Cooperation)

Lou Haysom (Audio-Visual Alternatives (University of Natal, Durban))

Stan Henderson (College of Education for Further Training - Roggebaai)

Kathleen Heugh (National Language Project)

Faruk Hoosain (Durban Teachers' Centre)

Barbara Hutton (Adult Basic Education Development Services)

Margaret Irvine (Network of Educare Training Agencies)

Anne Irwin (Centre for Social Development (Rhodes University))

Salma Ismail (Centre for Adult and Continuing Education (University of the Western Cape))

Jane Jackson (English Language Educational Trust)

David Jammy (Free Film Makers)

Sydney Jegels (College of Education for Further Training - Roggebaai)

Ansie Kamffer (TSS Netwrok Channel (South African Broadcasting Corporation))

Jenni Karlsson (Media Resource Centre (University of Natal, Durban))

Lara Kay (Maritzburg Careers Resource Centre)

Beatrice Kernick (INTEC College)

Zvi Klier (Arel Communications and Software Ltd)

Prof le Roux (Faculty of Education (University of the Orange Free State))

Charlotte Lewis (Molteno Project (Rhodes University))

Paul Liebetrau (Safritel (South African Broadcasting Corporation))

Libby Lloyd (SPEAK Radio/Audio Project)

Christo Maarman (Western Cape Media Trainers Forum)

Sipho Mabusela (Africa Growth Network)

Robin Mackie (Centre for Adult Education (University of Natal, Durban))

Zithuleli Mahaye (Media Resource Centre (University of Natal, Durban))

Mbulelo Madyo (Afesis-Corplan)

Rasigan Maharajh (Operation Upgrade of South Africa)

Riki Malan (Technical College South Africa)

Trichardt Malan (Interactive Teleteaching Project (University of Pretoria))

Denise Manning (Port Elizabeth Early Learning Centre)

Fahdiel Manuel (Western Cape Media Trainers' Forum)

Geoffry Marks (USWE)

J. Marsh (Urban and Rural Development and Education Projects)

Siven Maslamoney (Centre for Adult Education (University of Natal, Pietermaritzburg))

Getti Mercorio (South African Institute for Distance Education)

Lucille Meyer (Afesis-Corplan)

Floyd Mgwato (Film Resource Unit)

Clive Millar (Department of Adult Education and Extra-Mural Studies (University of Cape Town))

Thobeka Mjuleni (Afesis-Corplan)

Ian Mkhize (South African Committee for Higher Education)

Nokuzola Moiloa (South African Committee for Higher Education)

Emily Mokoena (Community Video Education Trust)

Christine Morling (Open Learning Systems Education Trust)

Farah Moosa (Bush Radio)

Alum Mpofu (Centre for Cultural and Media Studies)

Lindiwe Msengana (Institute for the Study of English in Africa (Rhodes University))

E.M. Murray (Vista University)

Saloshini Muthayan (Border Early Learning Centre)

Gordon Naidoo (Open Learning Systems Education Trust)

Kumi Naidoo (National Literacy Cooperation)

Lali Naidoo (South African Committee for Higher Education)

Sandile Ndaba (Tembaletu Community Education Centre)

Nicola Newman (Film and Allied Workers' Organization)

Raymond Ngcobo (Umlazi College for Further Education)

Geraldine Nicol (Independent Teacher Enrichment Centre)

David Niddrie (Public Broadcasting Initiative)

Dorothy Nienkemper (Bloemfontein Child Information Centre)

Sipho Ntuli (Umlazi College for Further Education)

Jabu Ntuni (Career Information Centre)

Grant Nupen (St Albans College Technology Centre)

James Olivier (Educational Support Services Trust)

Keith Olivier (Access Distance Learning and Tutorial College)

Cheryl Pearce (Centre for Continuing Education (Peninsula Technikon))

Demaine Penhall (Alternative Education Centre)

Helene Perold (Helene Perold and Associates)

Ronnie Phillips (Africa Growth Network)

Prof Pienaar (Faculty of Education (University of the Orange Free State))

Lionel Pillay (Molteno Project (Rhodes University))

Don Pinnock (Department of Journalism and Media Studies (Rhodes University))

Peter Plüddeman (Project for the Study of Alternative Education in South Africa)

Calvyn Potgieter (Department of Educational Technology (University of South Africa))

Henriëtta Potgieter (ORT Science and Technology Education Programme)

Jeanne Prinsloo (Media Resource Centre (University of Natal, Durban))

Joan Prinsloo (Port Elizabeth Early Learning Centre)

Mr Ramahlele (Mangaung Education and Development Trust)

Christine Randell (South African Institute for Distance Education)

Tsepho Rantho (Film and Allied Workers Organisation)

Graeme Reid (Handspring Trust for Puppetry in Education)

Julia Reynolds (English Language Educational Trust)

Jinny Rickards (Grassroots Educare Trust and Grassroots Adult Education and Training Trust)

Gwyn Robertson (Natal College of Education)

Pam Rodwell (Maths Centre for Primary Teachers)

Chrystal Rosenberg (Career Information Centre)

Denzil Russell (Centre for Continuing Education (University of the Witwatersrand)

Malcolm Russell (Broadcast Development Group School of Broadcasting)

Joe Samuels (Centre for Adult and Continuing Education (University of the Western Cape))

Ansie Scout (Eastern Cape Adult Literacy Project)

David Seligman (Development Media Services)

Muzi Sithebe (Film Resource Unit)

William Smith (Star Schools)

Deena Soliar (Umtapo Centre)

Allister Sparks (Institute for the Advancement of Journalism)

Jim Stevenson (Education Broadcasting Services Trust, London)

Paul Steyn (Bureau for University Teaching (University of South Africa))

Japie Strauss (Research Institute of Education Planning)

Pat Summers (Central Television Service (University of the Witwatersrand))

Jaap Swart (Radio Netherlands Training Centre)

Don Swift (South African Institute for Distance Education)

Nick Taylor (Joint Education Trust)

Bev Thaver (Centre for Adult and Continuing Education (University of the Western Cape))

Desmond Thompson (National Education Coordinating Committee)

Keyan Tomaselli (Centre for Cultural and Media Studies (University of Natal, Durban))

Gwyneth Tuchten (DEAL Trust)

Ruth Underwood (Science Education Project)

Hein Ungerer (Television News Production (South African Broadcasting Corporation))

Gabriel Urgoiti (Progressive Primary Health Care Network Media and Training Centre)

Shereen Usdin (Multi-Media Health Promotion Strategy)

Gerhard Uys (Technikon Pretoria Film School)

Louise Valo (South African Committee for Higher Education)

Sam van den Berg (Editorial Department (University of South Africa))

Lilian van der Schyff (Centre for [illegible]tinuing Education (Peninsula Technikon))

Laura van Hoogaerden (Prima[illegible]Science Programme)

Johan van Zijl (Education Foundation)

John van Zyl (Applied Broadcasting Centre)

Ruth Versfeld (Teaching and Learning Resources Unit (University of Cape Town))

Joan Vinjevold (Centre for Continuing Education (University of the Witwatersrand))

Sylvia Vollenhoven (Public Broadcasting Initiative)

Ernst Vosloo (First National Bank Staff College and First Video Unit)

Wendy Walton (Adult Basic Education Development Services)

Albert Weideman (English Language Methods and Programmes)

Susan Westcott (Adult Learning Project)

Roy Williams (South African Committee for Higher Education)

Hilary Wilso, (READ Educational Trust)

Karen Yegappen (Forum for Adult and Continuing Education, Natal)

Doug Young (Faculty of Education (University of Cape Town))

Avraham Ziv-Tal (Gilat Communication Engineering Ltd)

BIBLIOGRAPHY

- Amosu, A. 1992, New Routes for Radio, IDASA Occasional Paper no 44.
- ANC, 1994, The Reconstruction and Development Programme: A Policy Framework, Johannesburg, Umanyano Publications.
- ANC/COSATU, 1993, A Framework for Lifelong Learning, Draft Discussion Document.
- ANC Education Department, 1994, A Policy Framework for Education and Training, Draft Discussion Document.
- ANC Education Department, 1994, Implementation Plan for Education and Training, Johannesburg, ANC.
- Applied Broadcasting Centre, 1994, Seminar: An Assessment of Training Capacity and Needs in Community Radio, Summary of Proceedings from Seminar held on April 19th 1994.
- Bosworth, D.P. 1991, Open Learning, London, Cassell.
- Botha, W. 1993, The Role of the Media in Education, Johannesburg, EduSource.
- Bunting, I.A. 1994, The University of South Africa: A Background Report, University of Cape Town, briefing document prepared for SAIDE.
- Butcher, N. 1994, Open Learning in South Africa, Johannesburg, South African Institute for Distance Education.
- Butcher, N. 1993, SAIDE Directory of Organizations in the Related Fields of the Electronic Media and Education, Johannesburg, South African Institute for Distance Education.
- Cashdan, B. 1994, National Capacity Building Programme for the Reconstruction and Development Programme in South Africa, Johannesburg, Wits Business School.

- Chetty, D. *et al*, 1993, The ERS and NEPI: Proposals and Options for the Reconstruction of Education and Training, Johannesburg, Education Policy Unit (University of the Witwatersrand).
- Collins, R. 1990, Television: Policy and Culture, London, Unwin Hyman.
- Commission on Development Finance, 1994, Making People-Driven Development Work, Johannesburg, Commission on Development Finance.
- Cropley, A.J. (Ed), 1980, Towards a System of Lifelong Education, Cropley, A.J. (Ed), Oxford, UNESCO Institute for Education & Pergamon Press.
- Curran, J. & Seaton, J. 1991, Power Without Responsibility: The Press and Broadcasting in Britain, London, Routledge.
- Davids, S. (Ed), 1994, Community Learning Centres: Various Perspectives, Johannesburg, SAIDE.
- Davids, S. (Ed), 1994, Training the Trainer Workshop: Tut... ig and Counselling in Distance Education, Summary of Main Points Drawn from a Workshop presented by R. Mills, A. Tait, E. Nonyongo, & S. Davids.
- Department of National Education, 1992, Education Renewal Strategy, Pretoria, Department of National Education.
- Dieuzeide, H. 1974, "Educational Technology for Developing Countries" in Media and Symbols: The Forms of Expression, Communication and Edu ation, National Society for the Study of Education 73rd Yearbook, Chicago, University of Chicago Press.
- Dilley, L. 1993, An Evaluation of Educational Media Initiatives in South Africa, Johannesburg, SACHED Trust and Argus Group.
- Durban Media Trainers' Group, 1993, Durban Media Trainers' Group Community Radio Training Project, Co-ordinator's Report.
- Ely, D. 1989, "Trends and Issues in Educational Technology" in First Southern African Conference on Educational Technology: Papers Delivered During the

Conference, Pretoria, Human Sciences Research Council.

- EME Forum, 1993, Summary of the Electronic Media in Education (EME) Conference Discussions and Resolutions, unpublished document.
- EME Forum, 1994, The Use of Broadcast and Non-Broadcast Electronic Media in South Africa's Restructured Education and Training System, Johannesburg.
- FAWO, 1992, Information on Film-Media Education Context in S.A., Unpublished Document.
- Essop, A. 1992, Back to Learning: The National Education Conference 1992, Johannesburg, Sached Trust and Ravan Press.
- Fiske, J. 1987, Television Culture, London & New York, Routledge.
- Frederikse, J. 1992, The Use of Radio for Adult Education, National Education Policy Investigation Policy Options Report.
- Gurevitch, M. *et al* (Eds), 1982, Culture, Society and the Media, London & New York, Routledge.
- Harris, D. 1987, Openness and Closure in Distance Education, London, Falmer Press.
- Ishmail, R. Video as a Tool for Education, Information, Communication and Socio-Economic Development - the Case of South Africa, Johannesburg, Film Resource Unit (undated).
- Jabulani! Freedom of the Airwaves - Conference Report, 1991, Amsterdam, African-European Institute.
- Kahn, M. & Godden, J. 1993, Workshop on the Role of NGOs in a Future Education and Training Dispensation, Centre for Education Policy Development, Johannesburg.
- Koné, H. amd Jenkins, J. 1990, "The Programme for Educational Television in the Ivory Coast" in Educational Media International, vol 27 no 2, June 1990,
- Laurillard, D. 1993, Rethinking University Teaching: A Framework for the Effective Use of Educational Technology, London and New York, Routledge.

- Lewis, R. 1990, "Open learning and the misuse of language: A response to Greville Rumble", in Open Learning, vol 5 no 1, February 1990, pp. 3-8.
- Mackenzie, N. *et al*, 1975, Open Learning:Systems and Problems in Post-Secondary Education, Paris, Unesco Press.
- Magau, N. 1994, Quality Human Resource Development for South Africa, paper presented to the *International Donor Conference on Human Resource Development in the Reconstruction and Development Programme*, Cape Town, 26-28 October 1994.
- Masterman, L. 1985, Teaching the Media, London & New York, Routledge.
- Maurice, P. "Calling on SABC: Free the Air for Electronic Schools" in the Educational Supplement to the Weekly Mail, April 1993.
- Maurice, P. "Reaching out Through the Airwaves" in the Educational Supplement to the Weekly Mail, October 1992.
- McGregor, R. & A. 1992, McGregor's Education Alternatives, Cape Town, Juta & Co.
- Mercorio, G. 1994, Second Chance Opportunities for Out-of-School Young People, Johannesburg, PWV Ministry of Education.
- Ministry of Education, 1994, Education and Training in a Democratic South Africa: First Steps to Develop a New System, draft policy document for consultation.
- Moja, T. "Educational Technology: the Politics of Exclusion" in Matlhasedi, Nov/Dec 1991.
- Morley, D. "Where the Global Meets the Local: Notes from the Sitting Room" in Screen, vol 32, no 1, Spring 1991.
- Moss, R. 1983, Video: The Educational Challenge, London & Canberra, Croom Helm.
- Naidoo, K. & Galombik, N. 1993, Key Issues Facing the Democratic Movement with Regard to Electronic Media in Education in the Period of Transition and Beyond,

Discussion Paper presented to Electronic Media in Education Workshop.

- Nation, D. Paine, N. & Richardson, M. 1990, "Open learning and the misuse of language: Some comments on the Rumble/Lewis debate", in Open Learning, vol 5 no 2, June 1990, pp. 40-45.
- National Community Radio Forum, 1993, National Community Radio Forum Funding Proposal and Final Report of Chapman's Peak Meeting, 26-28 February 1993.
- National Education and Training Forum, 1993, National Education and Training Forum Founding Agreement, Unpublished Document.
- National Investigation into Community Education, 1994, National Investigation Into Community Education Discussion Document, NICE, unpublished paper.
- NEC, ANC, COSATU, 1993, Education and Training Policy Principles, NEC, ANC, COSATU Policy Commitments.
- NECC, EME, & SAIDE, 1993, NECC, EME, SAIDE Statement on Electronic Media in Education, Unpublished Document.
- Open Learning Agency of Australia, 1993, Open Learning - An Introduction and Overview, Melbourne, Open Learning Agency of Australia.
- Open Learning Agency of Australia, 1994, Open Learning Agency of Australia Submission to Senate Standing Committee on Employment, Education and Training, Melbourne, Open Learning Agency of Australia.
- Open Learning Institute of Hong Kong, 1993, Distance and Open Learning, Unit One of Course on Tutor Orientation and Training, Hong Kong, Open Learning Institute of Hong Kong.
- O'Sullivan, T. *et al*, 1983, Key Concepts in Communication, London & New York, Routledge.
- Penhall, D. 1993, Practical Capacity Building, Paper Delivered at WCA/SACOMM International Conference.
- Perold, H. & Bahr, M.A. 1993, Handspring Trust for Puppetry in Education: Report

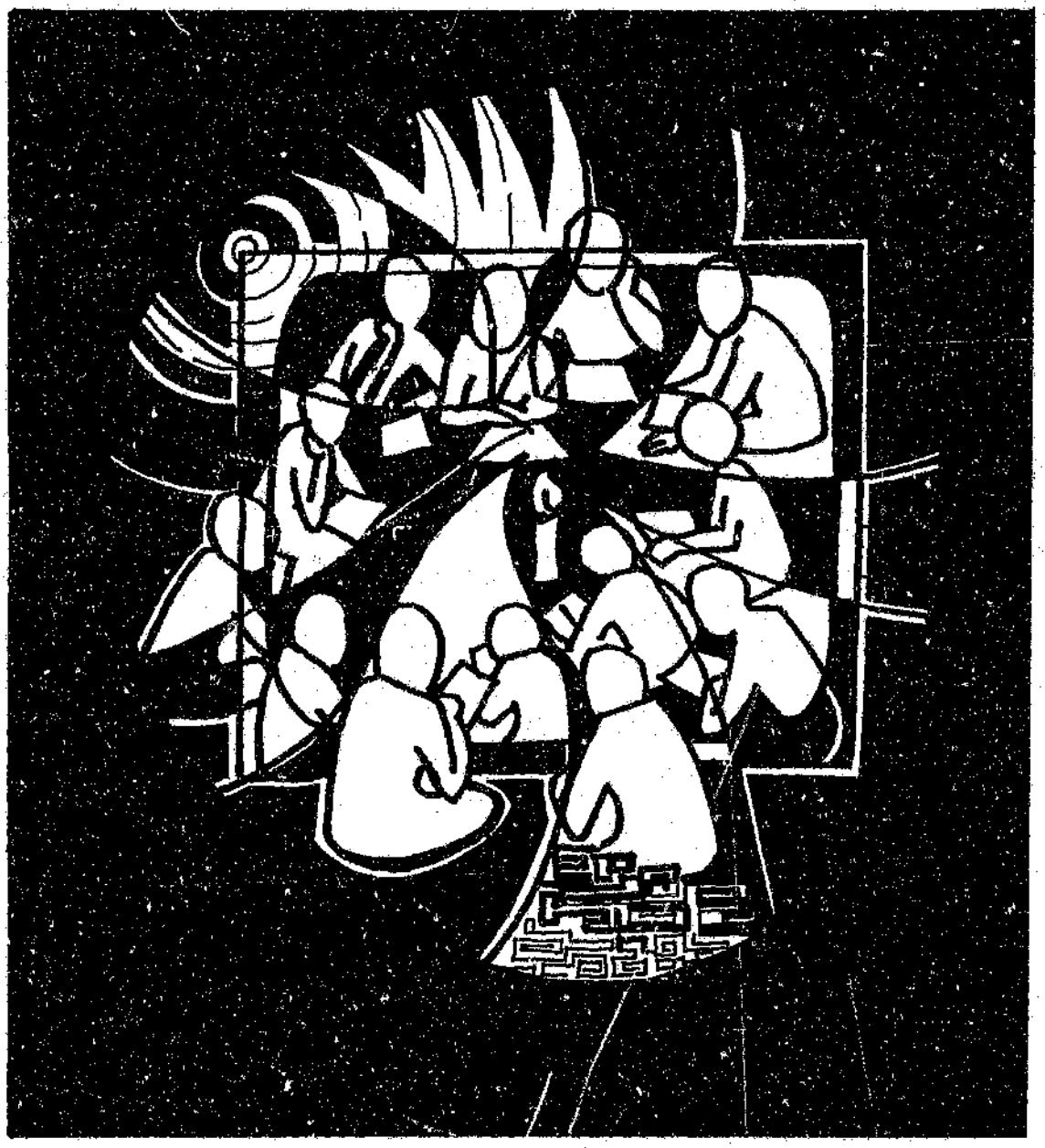
on the Evaluation of the Materials Comprising the Pilot Programme, Johannesburg, Handspring Trust for Puppetry in Education.

- Prinsloo, J. & Criticos, C. (Eds) 1991, Media Matters in South Africa, Durban, Media Resource Centre.
- Rakubutu, M. "Interactive Radio: Affordable Village Technology" in Matlhasedi, July 1992.
- Renwick, B. (Ed), 1994, Open Learning and Distance Education in South Africa, Johannesburg, SAIDE.
- Rowntree, D. 1992, Exploring Open and Distance Learning, London, Kogan Page.
- Rumble, G. 1989, "'Open Learning', 'distance learning', and the misuse of language" in Open Learning, vol 4 no 2, June 1989, pp. 28-36.
- Rumble, G. 1990, "Open learning and the misuse of language: A reply", in Open Learning, vol 5 no 3, November 1990, pp. 50-51.
- Russell, D. (Ed), 1992, Learning to Listen, Listening to Learn: Experiences from a South African Radio Forums Research and Development Project, Johannesburg, Centre for Continuing Education at the University of the Witwatersrand.
- SAIDE, 1992, Launching Conference of the South African Institute for Distance Education, Johannesburg, SAIDE.
- SAIDE, 1994, A Well-Functioning Distance Education Institution, unpublished workshop paper, no 1.
- Schumacher, S. & McMillan, J.H. 1993, Research in Education: A Conceptual Introduction, New York, Harper Collins College Publishers.
- Seligman, D. "SA Takes New Look at Learning" in The Star, 26 September 1994.
- Spier, A. *et al*, 1994, Memorandum on the Establishment of a National Information System for Local and Regional Governance and the Reconstruction and Development Programme, Unpublished Paper.
- Still, D. 1992, Reaching the Unreached: Bringing Potable Water to South Africa's

Rural Population, unpublished paper presented at Young Water Engineers' Conference.

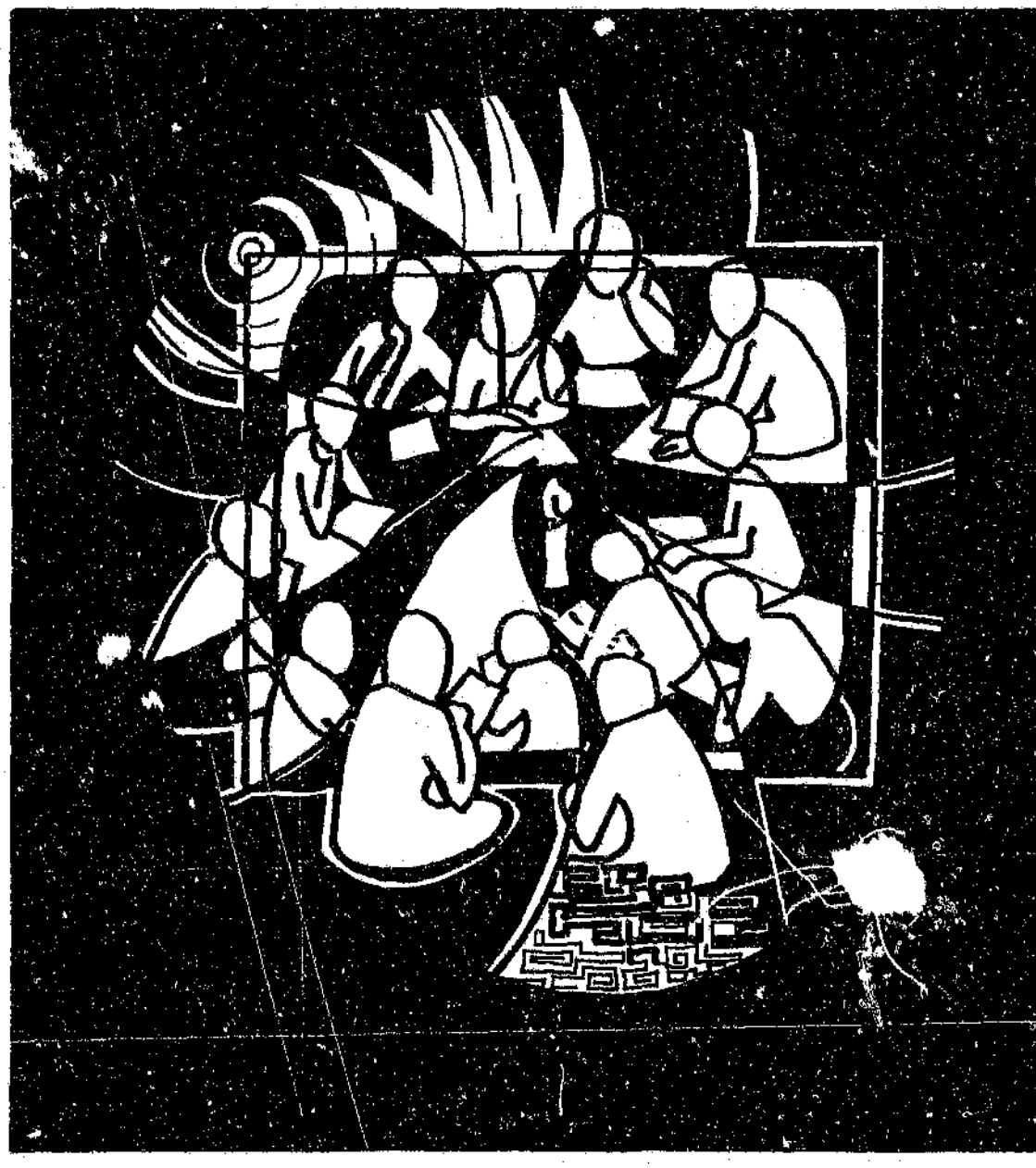
- Temple, H. 1991, Open Learning in Industry: Developing Flexibility and Competence in the Workforce, Essex, Longman.
- Tomlinson, J. Cultural Imperialism: A Critical Introduction, London, Pinter Publishers.
- Van Zijl, P. 1989, "Educational Technology as a Development Agent" in First Southern African Conference on Educational Technology: Papers Delivered During the Conference, Pretoria, Human Sciences Research Council.
- Williams, R. 1983, Keywords, London, Fontana Press.
- Young, M. "Distance Learning is More Than Just Turning on the TV" in the Educational Supplement to the Weekly Mail, March 1993.

SAIDE Directory of Organizations in the Related Fields of the ELECTRONIC MEDIA and EDUCATION



Compiled and prepared for the
Electronic Media in Education Forum
by Neil Butcher

SAIDE Directory of Organizations in the Related Fields of the ELECTRONIC MEDIA and EDUCATION



Compiled and prepared for the
Electronic Media in Education Forum
by Neil Butcher

INTRODUCTION

The *SAIDE Directory of Organizations in the Related Fields of the Electronic Media and Education* started as part of a wider research project into training needs for the production and use of the electronic media in education in South Africa. This project was initiated by the *Electronic Media in Education Forum*, and the original aim of the initial phase of the project was to identify what training in the electronic media in education was taking place around South Africa.

Shortly after this research was begun, it was discovered that very little training is taking place which is specifically geared towards the production and use the electronic media in education. As a result, the research which forms the basis for this directory was started; namely, a survey of organizations in the related fields of the media and education. The research was re-constituted in this way in order to determine what training is currently being offered in either the media or in education, these being the two fields of skills required for production and use of the electronic media in education. The central focus of this research and of the directory itself remains on training programmes offered by the various organizations covered, but the reports also cover wider introductory information on all of these organizations. It is hoped that this information will give the directory a broader applicability within the two related fields of the media and education, thus making the directory of relevance even to people not directly involved in producing or using educational electronic media materials.

• • • • • • • •

The directory has been released in a loose-leaf file format because this will facilitate its growth as a document. No claims are being made that the directory includes all of the organizations involved in the related fields of the electronic media and education (although it is believed that the range of organizations covered does give a comprehensive picture of the state of training in these fields). It is intended that this directory will continue to expand and that the necessary amendments to reports will be made regularly. The idea of this format, therefore is to facilitate the updating and enlargement processes, processes which will ensure the continued relevance of this information to its users.

• • • • • • • •

Many thanks to all of those people who contributed their time and effort to the development of this document. It is greatly appreciated and sincerely hoped that the process of which this is a part will have concrete benefits for you as well as for the educational sphere in South Africa. Thanks must also go to the *South African Institute for Distance Education*, whose support made this document possible. Finally, thanks to Enid Swift for assisting in proofreading the document, to Mandisa Nonyukela for administrative assistance, and to Merle van Dijck and Christine Randell for designing the front cover.

ALPHABETICAL LIST OF ORGANIZATIONS

- (●) Access Distance Learning and Tutorial College
- (●) Adult Basic Education Development Services
- (●) Adult Learning Project - ALP
- (●) Afesis-Corplan
- (●) Alternative Education Centre - AEC
- (●) Applied Broadcasting Centre - ABC
- (●) Association of Distance Education Colleges of South Africa - ADEC
- (●) Association for Training and Resources in Early Education - TREE
- (●) Audio-Visual Alternatives (University of Natal, Durban) - AVA
- (●) Audio-Visual Centre (University of Natal, Durban)
- (●) Bloemfontein Child Information Centre
- (●) Border Early Learning Centre - BELC
- (●) Broadcast Development Group School of Broadcasting
- (●) Bureau for Academic Support (University of the Orange Free State)
- (●) Bureau for University Teaching (University of South Africa)
- (●) Bush Radio
- (●) Career Information Centre - CIC
- (●) Careers Research and Information Centre - CRIC
- (●) Central Television Service (University of the Witwatersrand) - CTVS
- (●) Centre for Adult and Continuing Education (University of the Western Cape) - CACE
- (●) Centre for Adult Education (University of Natal, Durban) - CAE
- (●) Centre for Adult Education (University of Natal, Pietermaritzburg) - CAE
- (●) Centre for the Advancement of Science and Mathematics Education - CASME
- (●) Centre for Continuing Education (Peninsula Technikon) - CCE
- (●) Centre for Continuing Education (University of the Witwatersrand) - CCE
- (●) Centre for Cultural and Media Studies (University of Natal, Durban) - CCMS

(●) Centre for Social Development (Rhodes University) - CSD

(●) College of Education for Further Training - Roggebaai

(●) Communications Department (University of the Orange Free State)

(●) Community Video Education Trust - CVET

(●) Community Video School - CVS

(●) Damelin Education Group

(●) DEAL Trust

(●) Delta Environmental Centre

(●) Department of Adult Education and Extra-Mural Studies (University of Cape Town)

(●) Department of Educational Technology (University of South Africa)

(●) Department of Journalism and Media Studies (Rhodes University)

(●) Department of Video Technology (Natal Technikon)

(●) elopment Contact Network - DCN

(●) Durban Media Trainers' Group - DMTG

(●) Durban Teachers' Centre

(●) Early Learning Resource Unit - ELRU

(●) Eastern Cape Adult Literacy Project - ECALP

(●) Editorial Department (University of South Africa)

(●) Education Foundation

(●) Educational Resource Information Service - ERIS - See:
(♦) Media Resource Centre (University of Natal, Durban) - MRC

(●) Educational Support Services Trust - ESST

(●) Edusource - See:
(♦) Education Foundation

(●) End Racism and Sexism though Education - ERASE

(●) English Language Educational Trust - ELET

(●) English Language Methods and Programmes - ELMAP

(●) English Resource Unit - ERU

(●) Faculty of Education (University of Cape Town)

(●) Faculty of Education (University of the Orange Free State)

(●) Faculty of Education (University of Port Elizabeth)

(●) Film and Allied Workers Organisation - FAWO

(●) Film Resource Unit - FRU

(●) First National Bank Staff College and First Video Unit

(●) Forum for Adult and Continuing Education, Natal - FACE NATAL

(●) Free Film Makers

(●) Gold Fields Centre for English (Rhodes University)

(●) Grassroots Educare Trust and Grassroots Adult Education and Training Trust

(●) Handspring Trust for Puppetry in Education

(●) Independent Teacher Enrichment Centre - ITEC

(●) Independent Teachers' Resource Centre - ITRC

(●) Institute for the Advancement of Journalism

(●) Institute for the Study of English in Africa (Rhodes University) - ISEA

(●) INTEC College

(●) Interactive Teleteaching Project (University of Pretoria)

(●) Joint Education Trust - JET

(●) Learning Channel - See:
(♦) Star Schools

(●) Mangaung Education and Development Trust - MEDET

(●) Maritzburg Careers Resource Centre

(●) Maths Centre for Primary Teachers - MCPT

(●) Media Resource Centre (University of Natal, Durban) - MRC

(●) Midlands Education Development Unit (University of Natal, Pietermaritzburg) MEDU

(●) Molteno Project (Rhodes University)

(●) Multi-Media Health Promotion Strategy - MMHPS

(●) Multi-Media Network Trust - MNT

- (●) Natal College of Education
- (●) Natal Technikon - See:
  - (♦) Department of Video Technology
- (●) National Film Library
- (●) National Language Project - NLP
- (●) National Literacy Cooperation - NLC
- (●) Network of Educare Training Agencies - NECTA
- (●) Ntataise Trust
- (●) Open Learning Systems Education Trust - OLSET
- (●) Operation Upgrade of South Africa
- (●) Peninsula Technikon - See:
  - (♦) Centre for Continuing Education - CCE
- (●) Port Elizabeth Early Learning Centre
- (●) Primary Education Project (University of Cape Town) - PREP
- (●) Primary Science Programme - PSP
- (●) Progressive Primary Health Care Network Media and Training Centre
- (●) Project for the Study of Alternative Education in South Africa - PRAESA
- (●) Promat
- (●) Public Broadcasting Initiative - PBI
- (●) READ Educational Trust
- (●) Research Institute of Education Planning - RIEP
- (●) Rhodes University - See:
  - (♦) Centre for Social Development - CSD
  - (♦) Department of Journalism and Media Studies
  - (♦) Gold Fields Centre for English
  - (♦) Institute for the Study of English in Africa - ISEA
  - (♦) Molteno Project
- (●) Safritel (South African Broadcasting Corporation)
- (●) Science Education Project - SEP
- (●) Southern African Association for Early Childhood Educare - SAAECE
- (●) South African Association for Literacy and Adult Education - SAALAE

(●) South African Committee for Higher Education (SACHED Trust)

(●) South African Broadcasting Corporation - SABC - See:
- (♦) Safritel
- (♦) Television News Production - TNP
- (♦) Training Department

(●) South African Committee for Higher Education (SACHED Trust)

(●) South African Institute for Distance Education - SAIDE

(●) SPEAK Radio/Audio Project

(●) St Albans College Technology Centre - Statech

(●) Star Schools

(●) Teaching and Learning Resources Unit (University of Cape Town)

(●) Technical College South Africa

(●) Technikon Pretoria Film School

(●) Television News Production (South African Broadcasting Corporation) - TNP

(●) Tembaletu Community Education Centre

(●) Training Department (South African Broadcasting Corporation)

(●) TREE - See:
- (♦) Association for Training and Resources in Early Education

(●) Umlazi College for Further Education

(●) Umtapo Centre

(●) University of Cape Town - UCT - See:
- (♦) Department of Adult Education and Extra-Mural Studies
- (♦) Faculty of Education
- (♦) Primary Education Project
- (♦) Project for the Study of Alternative Education in South Africa - PRAESA
- (♦) Teaching and Learning Resources Unit

(●) University of Natal, Durban - See:
- (♦) Audio-Visual Alternatives - AVA
- (♦) Audio-Visual Centre
- (♦) Centre for Adult Education - CAE
- (♦) Centre for Cultural and Media Studies - CCMS
- (♦) Media Resource Centre - MRC

(●) University of Natal, Pietermaritzburg - See:
- (♦) Centre for Adult Education - CAE
- (♦) Midlands Education Development Unit - MEDU

LIST OF TRAINING INSTITUTIONS BY CATEGORY

- University of the Orange Free State - See:
  - Bureau for Academic Suppot
  - Communications Department
  - Faculty of Education
- University of Port Elizabeth - See:
  - Faculty of Education
- University of Pretoria - See:
  - Interactive Teleteaching Project
- University of South Africa - See:
  - Bureau for University Teaching
  - Department of Educational Technology
  - Editorial Department
- University of the Western Cape - See:
  - Centre for Adult and Continuing Education - CACE
- University of the Witwatersrand - See:
  - Central Television Service - CTVS
  - Centre for Continuing Education - CCE
- Urban and Rural Development and Education Projects - URDEP
- USWE
- Video Batho - See:
  - Free Film Makers
- Vista University
- Vulindlela Trust - See:
  - Alternative Education Centre - AEC
  - Independent Teachers Resource Centre - ITRC
- Western Cape Media Trainers Forum
- Young People's Theatre Education Trust - YPTET

- University of the Orange Free State - See:
  - Bureau for Academic Suppot
  - Communications Department
  - Faculty of Education
- University of Port Elizabeth - See:
  - Faculty of Education
- University of Pretoria - See:
  - Interactive Teleteaching Project
- University of South Africa - See:
  - Bureau for University Teaching
  - Department of Educational Technology
  - Editorial Department
- University of the Western Cape - See:
  - Centre for Adult and Continuing Education - CACE
- University of the Witwatersrand - See:
  - Central Television Service - CTVS
  - Centre for Continuing Education - CCE
- Urban and Rural Development and Education Projects - URDEP
- USWE
- Video Batho - See:
  - Free Tura Makers
- Vista University
- Vulindlela Trust - See:
  - Alternative Education Centre - AEC
  - Independent Teachers Resource Centre - ITRC
- Western Cape Media Trainers Forum
- Young People's Theatre Education Trust - YPTET

LIST OF TRAINING INSTITUTIONS BY CATEGORY

Note on Training Categories

The following categories refer broadly to the fields of training in which various organizations are involved. The following should be noted in relation to the various categories:

(•) **Adult Education** refers specifically to the two fields of adult basic education and literacy education for adults.

(•) **Computers in Education, Electronic Media in Education, Media in Education,** and **Printed Media in Education** all refer to pre-service and in-service training programmes for educators involved in formal and non-formal education. The various programmes covered by this category offer training in the use of the various media for educational purposes (**Media in Education** refers to training offered in the use of both the printed and electronic media).

(•) **Educare/Preschool Training** refers to training offered to anyone who will be working with children of preschool age, including workers at educare centres and preschools, parents, grandparents, and any other interested members of a community.

(•) **Educational Administration Training** refers to training offered to people who are or will be working in administrative posts at formal and non-formal educational organizations.

(•) **Electronic Media Skills Training, Media Skills Training,** and **Printed Media Skills Training** refers to training offered which equips people with the skills needed to produce a variety of electronic and printed media materials.

(•) **In-Service Educator/Teacher Training, In-Service and Pre-Service Educator/Teacher Training,** and **Pre-Service Educator/Teacher Training** refers to a range of organizations and training programmes which provide either in-service or pre-service training (or both) to educators involved in both formal and non-formal education.

(•) **Language/Literacy Training** refers to training programmes aimed at people who will be teaching either literacy or language skills or both.

(•) **Media Teaching Education** refers to training which equips educators in both the formal and non-formal educational fields with the skills necessary to provide theoretical media teaching.

(•) **Trainer Training** refers to training programmes which equip either media or educational people with the skills required to run training programmes themselves.

• • • • • • • •

ADULT EDUCATION TRAINING

(•) Adult Basic Education Development Services
(•) Adult Learning Project - ALP
(•) Centre for Adult and Continuing Education (University of the Western Cape) - CACE
(•) Centre for Adult Education (University of Natal, Durban) - CAE
(•) Centre for Adult Education (University of Natal, Pietermaritzburg) - CAE
(•) Centre for Continuing Education (Peninsula Technikon) - CCE
(•) Centre for Continuing Education (University of the Witwatersrand) - CCE
(•) Department of Adult Education and Extra-Mural Studies (University of Cape Town)
(•) Eastern Cape Adult Learning Project - ECALP
(•) English Resource Unit - ERU
(•) Mangaung Education and Development Trust - MEDET
(•) Molteno Project
(•) Operation Upgrade of South Africa

(•) South African Association for Literacy and Adult Education - SAALAE
(•) South African Committee for Higher Education - SACHED Trust
(•) Tembaletu Community Education Centre
(•) Urban and Rural Development and Education Projects - URDEP
(•) USWE
(•) Young People's Theatre Educational Trust - YPTET

COMPUTERS IN EDUCATION

(•) Bureau for University Teaching (University of South Africa)
(•) St Albans College Technology Centre - Statech

COMPUTER TRAINING

(•) Centre for Adult Education (University of Natal, Pietermaritzburg) - CAE
(•) Centre for Continuing Education (Peninsula Technikon) - CCE
(•) Natal College of Education
(•) St Albans College Technology Centre - Statech
(•) Technical College South Africa - Technisa

EDUCARE/PRESCHOOL TRAINING

(•) Access Distance Learning and Tutorial College
(•) Association for Training and Resources in Early Education - TREE
(•) Bloemfontein Child Information Centre
(•) Border Early Learning Centre
(•) Centre for Social Development - CSD
(•) Early Learning Resource Unit - ELRU
(•) Grassroots Educare Trust and Grassroots Adult Education and Training Trust
(•) Network of Educare Training Agencies - NECTA
(•) Ntataise Trust
(•) Port Elizabeth Early Learning Centre
(•) Southern African Association for Early Childhood Educare - SAAECE

EDUCATIONAL ADMINISTRATION TRAINING

(•) Access Distance Learning and Tutorial College
(•) Afes'is-Corplan
(•) Association for Training and Resources in Early Education - TREE
(•) Border Early Learning Centre
(•) Centre for Adult Education (University of Natal, Pietermaritzburg) - CAE
(•) Centre for Continuing Education (University of the Witwatersrand) - CCE
(•) Centre for Social Development - CSD
(•) Damelin Education Group
(•) Development Contact Network - DCN
(•) Early Learning Resource Unit - ELRU
(•) English Resource Unit - ERU
(•) Grassroots Educare Trust and Grassroots Adult Education and Training Trust
(•) Independent Teacher Enrichment Centre - ITEC
(•) Institute for the Study of English in Africa - ISEA

- (•) Natal College of Education
- (•) Port Elizabeth Early Learning Centre
- (•) Technical College South Africa - Technisa
- (•) Young People's Theatre Educational Trust - YPTET

EDUCATIONAL RESEARCH

- (•) Multi-Media Health Promotion Strategy - MMHPS
- (•) South African Association for Literacy and Adult Education - SAALAE

ELECTRONIC MEDIA IN EDUCATION

- (•) Applied Broadcasting Centre - ABC
- (•) Bureau for Academic Support (University of the Orange Free State)
- (•) Department of Educational Technology (University of South Africa)
- (•) Durban Media Trainers' Group - DMTG
- (•) Interactive Teleteaching Project (University of Pretoria)
- (•) Multi-Media Health Promotion Strategy - MMHPS
- (•) Multi-Media Network Trust - MNT
- (•) National Film Library
- (•) Open Learning Systems Education Trust - OLSET
- (•) Progressive Primary Health Care Network Media and Training Centre
- (•) Safritel (South African Broadcasting Corporation)
- (•) SPEAK Radio/Audio Project

ELECTRONIC MEDIA SKILLS TRAINING

- (•) Applied Broadcasting Centre - ABC
- (•) Audio-Visual Alternatives (University of Natal, Durban) - AVA
- (•) Broadcast Development Group School of Broadcasting
- (•) Bureau for Academic Support (University of the Orange Free State)
- (•) Bush Radio
- (•) Central Television Service (University of the Witwatersrand) - CTVS
- (•) Community Video Education Trust - CVET
- (•) Community Video School - CVS
- (•) Department of Video Technology (Natal Technikon)
- (•) First National Bank Staff College and First Video Unit
- (•) Free Film Makers
- (•) Maths Centre for Primary Teacher - MCPT
- (•) Midlands Education Development Unit (University of Natal, Pietermaritzburg) - MEDU
- (•) Multi-Media Health Promotion Strategy - MMHPS
- (•) Multi-Media Network Trust - MNT
- (•) Open Learning Systems Education Trust - OLSET
- (•) Progressive Primary Health Care Network Media and Training Centre
- (•) Public Broadcasting Initiative - PBI
- (•) SPEAK Radio/Audio Project
- (•) Technikon Pretoria Film School
- (•) Television News Production (South African Broadcasting Corporation) - TNP
- (•) Training Department (South African Broadcasting Corporation)

IN-SERVICE EDUCATOR/TEACHER TRAINING

- (•) Adult Basic Education Development Services
- (•) Career Information Centre - CIC
- (•) Centre for the Advancement of Science and Mathematics Education - CASME
- (•) College of Education for Further Training - Roggebaai
- (•) Damelin Education Group
- (•) Delta Environmental Centre
- (•) Department of Educational Technology (University of South Africa)
- (•) Durban Teachers' Centre
- (•) Early Learning Resource Unit - ELRU
- (•) Education Foundation
- (•) Educational Support Services Trust - ESST
- (•) English Language Educational Trust - ELET
- (•) English Language Methods and Programmes - ELMAP
- (•) Grassroots Educare Trust and Grassroots Adult Education and Training Trust
- (•) Independent Teacher Enrichment Centre - ITEC
- (•) Independent Teachers' Resource Centre - ITRC
- (•) Interactive Teleteaching Project (University of Pretoria)
- (•) Maritzburg Careers Resource Centre
- (•) Maths Centre for Primary Teacher - MCPT
- (•) Midlands Education Development Unit (University of Natal, Pietermaritzburg) - MEDU
- (•) Natal College of Education
- (•) National Film Library
- (•) Open Learning Systems Education Trust - OLSET
- (•) Primary Science Programme - PSP
- (•) Research Institute of Education Planning - RIEP
- (•) Science Education Project - SEP
- (•) South African Institute for Distance Education - SAIDE
- (•) St Albans College Technology Centre - Stetech
- (•) Star Schools
- (•) Technical College South Africa - Technisa
- (•) Umlazi College for Further Education
- (•) Vista University

IN-SERVICE AND PRE-SERVICE EDUCATOR/TEACHER TRAINING

- (•) Access Distance Learning and Tutorial College
- (•) Adult Learning Project - ALP
- (•) Afesis-Corplan
- (•) Applied Broadcasting Centre - ABC
- (•) Association for Training and Resources in Early Education - TREE
- (•) Bloemfontein Child Information Centre
- (•) Border Early Learning Centre
- (•) Bureau for Academic Support (University of the Orange Free State)
- (•) Careers Research and Information Centre - CRIC
- (•) Centre for Adult and Continuing Education (University of the Western Cape) - CACE
- (•) Centre for Adult Education (University of Natal, Pietermaritzburg) - CAE
- (•) Centre for Continuing Education (University of the Witwatersrand) - CCE
- (•) Centre for Social Development - CSD
- (•) English Resource Unit - ERU
- (•) Institute for the Study of English in Africa - ISEA

- (•) Department of Adult Education and Extra-Mural Studies (University of Cape Town)
- (•) Eastern Cape Adult Learning Project - ECALP
- (•) End Racism and Sexism through Education - ERASE
- (•) Mangaung Education and Development Trust - MEDET
- (•) Molteno Project
- (•) Multi-Media Network Trust - MNT
- (•) National Language Project - NLP
- (•) Ntataise Trust
- (•) Operation Upgrade of South Africa
- (•) Port Elizabeth Early Learning Centre
- (•) Promat
- (•) READ Educational Trust
- (•) South African Association for Literacy and Adult Education - SAALAE
- (•) South African Committee for Higher Education - SACHED Trust
- (•) Teaching and Learning Resources Centre (University of Cape Town)
- (•) Tembaletu Community Education Centre
- (•) Umtapo Centre
- (•) Urban and Rural Development and Education Projects - URDEP
- (•) USWE
- (•) Young People's Theatre Educational Trust - YPTET

JOURNALISM TRAINING

- (•) Bush Radio
- (•) Communications Department (University of the Orange Free State)
- (•) Department of Journalism and Media Studies (Rhodes University)
- (•) Department of Video Technology (Natal Technikon)
- (•) Institute for the Advancement of Journalism
- (•) Public Broadcasting Initiative - PBI
- (•) Television News Production (South African Broadcasting Corporation) - TNP

LANGUAGE/LITERACY TRAINING

- (•) Adult Basic Education Development Services
- (•) Adult Learning Project - ALP
- (•) Centre for Adult Education (University of Natal, Pietermaritzburg) - CAE
- (•) Centre for Continuing Education (Peninsula Technikon) - CCE
- (•) Eastern Cape Adult Learning Project - ECALP
- (•) English Language Educational Trust - ELET
- (•) English Language Methods and Programmes - ELMAP
- (•) English Resource Unit - ERU
- (•) Institute for the Study of English in Africa - ISEA
- (•) Mangaung Education and Development Trust - MEDET
- (•) Molteno Project
- (•) National Language Project - NLP
- (•) Operation Upgrade of South Africa
- (•) READ Educational Trust
- (•) South African Association for Literacy and Adult Education - SAALAE
- (•) Tembaletu Community Education Centre
- (•) Umtapo Centre
- (•) Urban and Rural Development and Education Projects - URDEP
- (•) USWE

(•) Young People's Theatre Educational Trust - YPTET

MEDIA IN EDUCATION

(•) Bureau for University Teaching (University of South Africa)
(•) Centre for the Advancement of Science and Mathematics Education - CASME
(•) Durban Teachers' Centre
(•) Faculty of Education (University of Cape Town)
(•) Faculty of Education (University of the Orange Free State)
(•) Faculty of Education (University of Port Elizabeth)
(•) Mangaung Education and Development Trust - MEDET
(•) Media Resource Centre (University of Natal, Durban) - MRC
(•) Midlands Education Development Unit (University of Natal, Pietermaritzburg) - MEDU
(•) Natal College of Education
(•) South African Committee for Higher Education - SACHED Trust
(•) South African Institute for Distance Education - SAIDE
(•) Star Schools
(•) Technical College South Africa - Technisa

MEDIA SKILLS TRAINING

(•) Audio-Visual Centre (University of Natal, Durban)
(•) Bureau for University Teaching (University of South Africa)
(•) Centre for the Advancement of Science and Mathematics Education - CASME
(•) Centre for Continuing Education (Peninsula Technikon) - CCE
(•) Communications Department (University of the Orange Free State)
(•) Department of Educational Technology (University of South Africa)
(•) Department of Journalism and Media Studies (Rhodes University)
(•) Durban Media Trainers' Group - DMTG
(•) Durban Teachers' Centre
(•) Faculty of Education (University of Port Elizabeth)
(•) Institute for the Advancement of Journalism
(•) Media Resource Centre (University of Natal, Durban) - MRC
(•) Natal College of Education
(•) South African Committee for Higher Education - SACHED Trust
(•) South African Institute for Distance Education - SAIDE
(•) Technical College South Africa - Technisa
(•) Western Cape Media Trainers' Forum

MEDIA TEACHING EDUCATION

(•) Durban Media Trainers' Group - DMTG
(•) Media Resource Centre (University of Natal, Durban) - MRC

MEDIA THEORY

(•) Audio-Visual Alternatives (University of Natal, Durban) - AVA
(•) Centre for Cultural and Media Studies (University of Natal, Durban) - CCMS
(•) Communications Department (University of the Orange Free State)

(•) Community Video School - CVS
(•) Department of Journalism and Media Studies (Rhodes University)
(•) Durban Media Trainers' Group - DMTG
(•) Durban Teachers' Centre
(•) Faculty of Education (University of Cape Town)
(•) Faculty of Education (University of Port Elizabeth)
(•) Film Resource Unit - FRU
(•) Media Resource Centre (University of Natal, Durban) - MRC
(•) SPEAK Radio/Audio Project
(•) Western Cape Media Trainers' Forum

PRE-SERVICE EDUCATOR/TEACHER TRAINING

(•) Bureau for University Teaching (University of South Africa)
(•) Centre for Adult Education (University of Natal, Durban) - CAE
(•) Centre for Continuing Education (Peninsula Technikon) - CCE
(•) Faculty of Education (University of Cape Town)
(•) Faculty of Education (University of the Orange Free State)
(•) Faculty of Education (University of Port Elizabeth)
(•) Media Resource Centre (University of Natal, Durban) - MRC

PRINTED MEDIA IN EDUCATION

(•) Centre for Adult Education (University of Natal, Pietermaritzburg) - CAE
(•) Editorial Department (University of South Africa)
(•) Education Foundation
(•) Educational Support Services Trust - ESST
(•) INTEC College
(•) READ Educational Trust
(•) Teaching and Learning Resources Centre (University of Cape Town)
(•) Vista University

PRINTED MEDIA SKILLS TRAINING

(•) Centre for Adult Education (University of Natal, Pietermaritzburg) - CAE
(•) Editorial Department (University of South Africa)
(•) INTEC College
(•) READ Educational Trust
(•) Teaching and Learning Resources Centre (University of Cape Town)
(•) Vista University

TRAINER TRAINING

(•) Association for Training and Resources in Early Education - TREE
(•) Border Early Learning Centre
(•) Bush Radio
(•) Centre for Adult Education (University of Natal, Durban) - CAE
(•) Centre for Adult Education (University of Natal, Pietermaritzburg) - CAE
(•) Durban Media Trainers' Group - DMTG
(•) Durban Teachers' Centre

(•) Early Learning Resource Unit - ELRU
(•) Eastern Cape Adult Learning Project - ECALP
(•) English Language Educational Trust - ELET
(•) Midlands Education Development Unit (University of Natal, Pietermaritzburg) - MEDU
(•) Molteno Project
(•) Network of Educare Training Agencies - NECTA
(•) Primary Science Programme - PSP
(•) READ Educational Trust
(•) Science Education Project - SEP
(•) Southern African Association for Early Childhood Educare - SAAECE
(•) South African Association for Literacy and Adult Education - SAALAE
(•) USWE

• • • • • • • •

FACILITATION AND OTHER MEDIA OR EDUCATIONAL ORGANIZATIONS (NOT INVOLVED IN TRAINING)

(•) Alternative Education Centre
(•) Association of Distance Education Colleges of South Africa - ADEC
(•) DEAL Trust
(•) Film and Allied Workers' Organization - FAWO
(•) Forum for Adult and Continuing Education - FACE NATAL
(•) Gold Fields Centre for English (Rhodes University)
(•) Handspring Trust for Puppetry in Education
(•) Joint Education Trust - JET
(•) National Literacy Cooperation - NLC
(•) Primary Education Project (University of Cape Town) - PREP
(•) Project for the Study of Alternative Education in South Africa (University of Cape Town) - PRAESA

ACCESS DISTANCE LEARNING AND TUTORIAL COLLEGE

A Shuter & Shooter Project

NATAL

Physical Address:	Shuter & Shooter, 199 Pietermaritz Street, Pietermaritzburg
Postal Address:	P.O. Box 2193, Pietermaritzburg, 3200
Tel No:	[0331] 94-6089
Fax No:	[031] 42-7419
Contact/s:	Keith Olivier (Chief Executive of College)

● ● ● ● ● ● ● ●

Introduction

The *Access Distance Learning and Tutorial College* was set up by the publishing firm of *Shuter & Shooter (Pty) Ltd* and was registered with the *Correspondence College Council* in June of 1993. The College was started due to a conviction that "distance education must play an increasingly significant role in the years ahead in advancing the competency levels of the South African workforce; and it must do so in a thoroughly professional manner and at affordable rates...our particular emphasis will be on assisting practising teachers to improve their professional effectiveness and competence in order to provide the children in their care with a high quality educational service"[1]. *Shuter & Shooter* decided to embark on this venture due to a belief that the organization has the materials, contacts and capacity necessary to set up a distance education college. The college offers two courses through distance education, and is also considering setting up a variety of other courses (see belowsee below). *Access College* is currently located in Pietermaritzburg, but is aiming to establish satellite centres around the country (starting with Johannesburg and Cape Town in 1994).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

Note: Both of the courses described below are offered through distance education. The course materials are made up wholly of printed media materials, but video materials are used during contact sessions.

(●) **Certificate Course in School Readiness**

This course, which is still in its pilot phase, has been created in recognition of the necessity for establishing school readiness programmes (pre-primary courses) for children. The course is aimed at pre-primary teachers, but can also be used by primary school teachers as the first part of sub-A primary school teaching. The course is, moreover, designed to function both as in-service and pre-service training. In addition, it can also be used by mothers and other interested parties. The course, which is divided into three modules, focuses on bridging the gap between educare and the primary school education of children. Although offered through distance education, the course includes contact sessions once a month; these are full-day sessions during which lectures are given and observation visits to schools are organized.

Length:	Three modules of 12 weeks each (the course must be completed in a maximum of three years).
Intake:	Variable (the College is hoping to run each of the modules concurrently twice a year to ensure maximum flexibility).
Location:	Contact sessions at central location in Durban (will be at central locations in other regions when satellite centres are established).
Requirements:	Open to practising and potential pre-primary and primary

[1] *Access Distance Learning and Tutorial College Introductory Document*, p. 1.

ACCESS DISTANCE LEARNING AND TUTORIAL COLLEGE

A Shuter & Shooter Project

NATAL

Physical Address:	Shuter & Shooter, 199 Pietermaritz Street, Pietermaritzburg
Postal Address:	P.O. Box 2193, Pietermaritzburg, 3200
Tel No:	[0331] 94-6089
Fax No:	[031] 42-7419
Contact/s:	Keith Olivier (Chief Executive of College)

● ● ● ● ● ● ● ●

Introduction

The *Access Distance Learning and Tutorial College* was set up by the publishing firm of *Shuter & Shooter (Pty) Ltd* and was registered with the *Correspondence College Council* in June of 1993. The College was started due to a conviction that "distance education must play an increasingly significant role in the years ahead in advancing the competency levels of the South African workforce; and it must do so in a thoroughly professional manner and at affordable rates...our particular emphasis will be on assisting practising teachers to improve their professional effectiveness and competence in order to provide the children in their care with a high quality educational service"[1]. *Shuter & Shooter* decided to embark on this venture due to a belief that the organization has the materials, contacts and capacity necessary to set up a distance education college. The college offers two courses through distance education, and is also considering setting up a variety of other courses (see belowsee below). *Access College* is currently located in Pietermaritzburg, but is aiming to establish satellite centres around the country (starting with Johannesburg and Cape Town in 1994).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

Note: Both of the courses described below are offered through distance education. The course materials are made up wholly of printed media materials, but video materials are used during contact sessions.

(●) **Certificate Course in School Readiness**

This course, which is still in its pilot phase, has been created in recognition of the necessity for establishing school readiness programmes (pre-primary courses) for children. The course is aimed at pre-primary teachers, but can also be used by primary school teachers as the first part of sub-A primary school teaching. The course is, moreover, designed to function both as in-service and pre-service training. In addition, it can also be used by mothers and other interested parties. The course, which is divided into three modules, focuses on bridging the gap between educare and the primary school education of children. Although offered through distance education, the course includes contact sessions once a month; these are full-day sessions during which lectures are given and observation visits to schools are organized.

Length:	Three modules of 12 weeks each (the course must be completed in a maximum of three years).
Intake:	Variable (the College is hoping to run each of the modules concurrently twice a year to ensure maximum flexibility).
Location:	Contact sessions at central location in Durban (will be at central locations in other regions when satellite centres are established).
Requirements:	Open to practising and potential pre-primary and primary

[1] *Access Distance Learning and Tutorial College Introductory Document, p. 1.*

teachers, as well as to other interested parties.

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

Accreditation: Certificate is offered. Accreditation is being negotiated with the *Southern African Association for Early Child Educare*; the College is also approaching teacher training colleges to have the course recognized as part of their formally accredited courses.

Course Fees: R380 per module.

Accommodation: Not applicable.

(●) **Certificate Course in School Management**

This course, which is still in the pilot phase, is being offered in conjunction with the *Department of Education* at *Natal Technikon*. The course is divided into ten modules and offers training in essential principles of management (including issues such as planning and organization, motivation, communication, delegation, staff development, and financial and administrative issues).

Length: Three months, including approximately 30 hours of contact sessions.

Intake: 40-50 participants per course (the College is hoping to run the course twice per year).

Location: Contact sessions at central location in Durban (will be at central locations in other regions when satellite centres are established).

Requirements: Open to school educationists currently in or wanting to become involved in management positions.

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

Accreditation: Certification offered through *Natal Technikon*. The College also envisages the course acting as a component within formal teacher training college and university courses (or acting as a positive factor for entry into such courses)

Course Fees: R800 per participant per course.

Accommodation: Not applicable.

Training Programmes Planned

(●) *Access College* has plans for a variety of other courses. These are, however, all still in the conceptual phase and will not necessarily be implemented.

(♦) **Leadership Training Course** - the aim of this course would be to train trainers to give leadership courses. Participants would be drawn from schools, community organizations, and development organizations.
Main Field/s: Trainer Training.

(♦) **Teach-Test-Teach Bridging Programme** - this course would be aimed at school children and would be designed to bridge the gap between primary and secondary school. The course would focus on languages and mathematics.

(♦) **Zulu Conversational Course.**

Materials Available at SAIDE

(●) *Access Distance Learning and Tutorial College* Introductory Document.

(●) *Access Distance Learning and Tutorial College* Introductory Brochures for:

(♦) Certificate Course in School Readiness.

(♦) Certificate Course in School Management.

ADULT BASIC EDUCATION DEVELOPMENT SERVICES

WESTERN CAPE

Physical Address:	12 Olympia Court, 91 Durban Road, Mowbray, 7700, Cape Town
Postal Address:	As above
Tel No:	[021] 689-3163/59
Fax No:	[021] 686-8704
Contact/s:	Barbara Hutton
	Nancy Murray
	Wendy Walton

● ● ● ● ● ● ● ●

Introduction

Adult Basic Education (ABE) Development Services is a small organization which started in January of 1992, and has recently become a trust. The focus of the organization is on course development for adult literacy. A four-module course in Xhosa mother-tongue literacy, which also mmakes use of existing course materials where appropriate, is currently being developed. The course, which starts in module one from absolute illiteracy, is very structured and progressive, and aims to prepare people for Standard Five examinations.

The first two modules of the course have been piloted, in conjunction with other literacy institutions such as the *Adult Learning Project* and *USWE*, at community organizations and an industrial organization (the third module should be ready by the end of 1994). Two night schools have also expressed an interest in using the course. The aim is to get the course material to stand on its own, requiring only the support and service of *ABE Development Services* roving teacher trainers, but a training programme is, at present, run for teachers of the course (see below).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Teacher Training Programme**

A programme is run for teachers from the various literacy organizations involved in teaching the *ABE Development Services* literacy course above. The programme consists of an initial literacy orientation segment, which is followed by material specific to that course, learning techniques, and further theoretical input. The programme has a heavy emphasis on teacher development. An aim for the future is to get a course like this run regularly (approximately four times per year).

Length:	Initial five day course (four hours per day), followed by one and a half to two hour sessions fortnightly while the teachers are using the literacy course.
Intake:	6-15 participants per course.
Location:	At participating literacy organizations.
Requirements:	Only open to teachers of *ABE Development Services* literacy course.
Main Field/s:	Adult Education Training; In-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation:	None.
Course Fees:	Variable; given on application.
Accommodation:	Arranged if necessary.

ADULT LEARNING PROJECT (ALP)

WESTERN CAPE

Physical Address:	1st Floor, Post Office Building, Lawrence Road, Athlone, 7764, Cape Town
Postal Address:	P.O. Box 478, Athlone, 7760, Cape Town
Tel No:	[021] 696-9791/2
Fax No:	[021] 697-1819
Contact/s:	Susan Westcott

• • • • • • • •

Introduction

The *Adult Learning Project*, a project newly re-constituted in 1991, describes itself as "a literacy/adult education project which liaises with community organisations and institutions, to train people to teach literacy and to set up and maintain learning groups in those communities"[1]. To do this, the ALP trains tutors from community organizations (see below), who are then given the option of employment as part-time staff of the Project. These tutors then run two learning groups in conjunction with the community organizations they are from, taking them for six hours of classes per week. Continued support is offered by the ALP for these tutors, both through in-service training (see below) and regular visits and assistance from ALP fieldworkers. In this way, the ALP is running a total of thirteen learning courses in 1993. The ALP is making use of the Xhosa mother tongue literacy course being developed by the *Adult Basic Education Development Services*, and is also translating this course into Afrikaans. For its groups learning English as a second language, the ALP makes use of a course being produced by the *English Literacy Project*.

• • • • • • • •

Training Programmes Presently Offered

(•) " or Training Course

Through this course, participants are equipped with the skills required to teach mother tongue literacy and English as an additional language. The teaching of numeracy, life skills, health, and adult education issues are also part of the training course.

Length:	Full-time, one month course, followed by in-service training sessions of fourhours weekly.
Intake:	Five participants, once annually.
Location:	*Adult Learning Project.*
Requirements:	Standard eight, a basic level of fluency, and a commitment to literacy.
Main Field/s:	Adult Education Training; In-Service and Pre-Service Educator/ Teacher Training; Language/Literacy Training.
Accreditation:	No formal accreditation.
Course Fees:	None.
Accommodation:	Not available.

Materials Available at SAIDE

(•) *Adult Learning Project* Introductory Brochure.

(•) *Adult Learning Project* Annual Report, 1992.

---

[1] Adult Learning Project Introductory Brochure.

AFESIS-CORPLAN

EASTERN CAPE
Physical Address: 1st Floor, Bomac House, 19 Gladstone Street, East London
Postal Address: P.O. Box 7101, East London, 5200
Tel No: [0431] 43-3830
Fax No: [0431] 43-2200
Contact/s: Lucille Meyer (Head of Education Department)

● ● ● ● ● ● ● ●

Introduction

In 1993, the *Afesis Community Advice and Resource Centre* (formed in 1984) and *CORPLAN (Community Research and Planning*, which was set up in 1991) amalgamated to form *Afesis-Corplan*. The organization, which has a project focus on urbanization, services the Border/Ciskei region. Its services are divided into a variety of departments:

(●) **Advice Office** - *Afesis-Corplan* runs a paralegal advice office to "assist people with problems regarding unfair labour practices and in claiming their pensions, disability grants, state maintenance grants and Unemployment Insurance"[1].

(●) **Research and Information Department** - this department undertakes a variety of research projects (for example, research has been done on "models of local government negotiations" and "implications of land struggles in East London for urban restructuring"), has a library which focuses on information around local government restructuring, local economic development, and housing issues, and also manages data on local authorities of the r

(●) **Projects Department** - this department manages the bulk of *Afesis-Corplan*'s projects, which are divided into three categories; architecture and planning, negotiations, and community development.

(●) **Education and Training Department** - the prime focus of this department is on organizational development work, although at present there is also work being done on electoral education in conjunction with the *Voter Education and Elections Training Unit*. A variety of courses are run which aim to develop the capacity of organizations. These include a variety of management and trainer training courses (see below), as well as a shop stewards training course and a course on negotiating skills. *Afesis-Corplan* also runs once-off courses in response to specific requests (such as administrative skills training courses on chairing meetings or minute-taking).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Human Resource Management Course**

This course is designed to provide skills for the managerial level of non-government organizations (including educational organizations). The course has not yet been established as an annual course, but *Afesis-Corplan* is hoping to do this shortly.

Length:	Full-time, four days.
Intake:	20 participants per course.
Location:	*Afesis-Corplan*.
Requirements:	Open to members of non-governmental organizations.
Main Field/s:	Educational Administration Training.
Accreditation:	No formal accreditation.
Course Fees:	R150 per participant (including accommodation).
Accommodation:	Supplied by *Afesis-Corplan*.

---

[1] Afesis-Corplan Information Brochure, p. 3.

...UCATION CENTRE

...ela Trust

EASTERN CA...
Physical Address: ..., 125 Grahamstown Road, Port Elizabeth
Postal Address: ...al, 6012, Port Elizabeth
...J No:
... No:
Contact(s): ... (... f,x)
... ...o Relations)

• • • • • •

Introduction

...e Alterna... ...endent non-governmental organization, but was
...ginally ... ...on. It was "born of the Community's urgent
...e to re... past, particularly in adult education"[1]. The
...e, whi... functi... ...es use of premises donated by *Spoornet* to
... variety of non-governm... ...ions devoted to education and upliftment. As
... fifteen regional and ... ...ations are located at the Centre. These are:
... The *Cape African ...*
... The *Career Resou...*
... The *Community ...*
... The *Eastern Provin...* ...g Trust.
... The *Harem Project...*
... The *Gold Shield Youth ...* ...Programme.
... *Human Awareness ...*
... *Independent Dra...*
... *Inter-Denominat...* ...Association of South Africa.
... *Khanya Centre* ...ment and Training.
... *...onia*
... *Mothers Project*
... *AD Education ...*
... *African Dra...* ...Union.
... *...ers' Opport...*

... is the activ... ...ations by providing central resources and
... in admini... ...al functions, and facilitating networking
... ...ations (... ...tion of efforts and resources). Facilities
... ...ntre (and ... ...Hire by outside organizations) include
... ...nd semin... ...modern electronic equipment accessible),
... ...ibrary.

... SA... ...ochure.
... ...ation ...
... Intro... ...rnative Education Centre.
... Pr... ... Loose Document.

(•) **Afesis/CECS Organizational Skills Programme**

Afesis-Corplan provides theoretical input and contextualization for a computer course run by the *Community Education Computer Society* (CECS).

Length:	Part-time, with one or two days per month at *Afesis-Corplan* for this component.
Intake:	Maximum of seven participants per course, once annually.
Location:	This component run at *Afesis-Corplan*.
Requirements:	Determined by CECS.
Main Field/s:	Educational Administration Training.
Accreditation:	Organized by CECS.
Course Fees:	Included in fees charged by CECS.
Accommodation:	Not applicable.

(•) **Training for Trainers Course**

This course is designed for mass formations (such as the *South African National Civics Organization* and the *Congress of South African Trade Unions*), and is currently in its pilot phase. The development of the pilot course was strongly dependent on the needs of the participating mass formations, and dealt with issues such as approaches to education, facilitating skills, and preparation for seminars and workshops (the third block of the course also included a practical component). *Afesis-Corplan* is hoping to develop course materials for the course in the near future.

Length:	Part-time; three blocks of two full days each, spread out over a year.
Intake:	30 participants on pilot course.
Location:	Central location in East London.
Requirements:	Determined by mass formations.
Main Field/s:	In-Service and Pre-Service Educator/Teacher Training.
Accreditation:	No formal accreditation.
Course Fees:	None (including accommodation).
Accommodation:	Offered by *Afesis-Corplan*.

Materials Available at SAIDE

(•) *Afesis-Corplan* Information Brochure.
(•) *Afesis-Corplan* Education and Training Projects Introductory Document.
(•) *Voter Education and Elections Training Unit/Legal Education Action Project* Voter Education Manual.

ALTERNATIVE EDUCATION CENTRE

Vulindlela Trust

EASTERN CAPE

Physical Address: Deal Partye Building, 125 Grahamstown Road, Port Elizabeth
Postal Address: P.O. Box 9040, Estadeal, 6012, Port Elizabeth
Tel No: [041] 54-3627
Fax No: [041] 54-3627 (ask for fax)
Contact/s: Mr Ngeva (Director)
Demaine Penhall (Public Relations)

● ● ● ● ● ● ● ●

Introduction

The *Alternative Education Centre* is an independent non-governmental organization, but was originally an initiative of the *Urban Foundation*. It was "born of the Community's urgent desire to resolve difficulties experienced in the past, particularly in adult education"[1]. The Centre, which started functioning in 1992, makes use of premises donated by *Spoornet* to house a variety of non-governmental organizations devoted to education and upliftment. As of 1993, fifteen regional and national organizations are located at the Centre. These are:

(●) The *Cape African Teachers' Union*.
(●) The *Career Resource Centre*.
(●) The *Community Development Unit*.
(●) The *Eastern Province Classroom Building Trust*.
(●) The *Harem Project*.
(●) The *Gold Shield Youth Education Support Programme*.
(●) The *Human Awareness Project*.
(●) The *Independent Development Trust*.
(●) The *Inter-Denominational African Youth Association of South Africa*.
(●) The *Khanya Centre for Business Development and Training*.
(●) *Koinonia*.
(●) The *Molteno Project*.
(●) The *READ Education Trust*.
(●) The *South African Democratic Teachers' Union*.
(●) The *Teachers' Opportunity Programme*.

The Centre supports the activities of these organizations by providing central resources and facilities, assisting in administrative and managerial functions, and facilitating networking between the organizations (thus preventing duplication of efforts and resources). Facilities available at the Centre (and also available for hire by outside organizations) include conference, lecture, and seminar facilities (all with modern electronic equipment accessible), a boardroom, and a library.

Materials Available at SAIDE

(●) *Alternative Education Centre* Introductory Brochure.
(●) *Vulindlela Trust* Introductory Brochure.
(●) Directory of Organizations housed by the *Alternative Education Centre*.
(●) Penhall, D. 1993, Practical Capacity Building, Loose Document.

---

[1] Alternative Education Centre Introductory Brochure.

APPLIED BROADCASTING CENTRE (ABC)

For Education and Development

TRANSVAAL

Physical Address:	10th Floor, University Corner, East Campus, University of the Witwatersrand, Cnr of Jorissen Street and Jan Smuts Avenue, Braamfontein
Postal Address:	University of the Witwatersrand, P.O. Wits, 2050, Johannesburg
Tel No:	[011] 716-4395/6 [011] 716-4390 - John van Zyl
Fax No:	[011] 339-5198
Contact/s:	John van Zyl (Director)

● ● ● ● ● ● ● ●

Introduction

The *Applied Broadcasting Centre* (ABC), which was set up in 1993, describes itself as "a Special Training and Research Group within the *University of the Witwatersrand*...The ABC believes it is critically important to develop a new generation of socially responsible broadcasters that can serve the interests of democracy, improve the quality of life of all the communities and empower those cultures that are marginalised at present"[1]. The ABC has identified three areas of need within the field of training:

(●) The training of writers and producers for television and radio in the field of development (primarily non-formal education programmes, dealing with issues such as literacy and health).

(●) The training of teachers in the use of the media, and particularly of radio and television, in order to extend their teaching capacity.

(●) The training of middle-management programme organizers for both national and community media.

As well as attempting to meet these needs (see below), the ABC also has, as a further objective, the offering of "assistance and research facilities to any organisation with similar aims as the ABC through the ABC's Research and Development Section"[2].

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Training of Writers and Producers in Voter Education, Development and Human Rights Programmes**

These courses are designed to fulfil the first training need identified above. At present, the course includes a specific component on electoral education, but this component will, in future, be able to be replaced by the other developmental topics. Separate courses focus on the different skills required for radio and for television, including such skills as programme conceptualization, script-writing, production, and distribution of programmes. A combination of local and international expertise provides input for the courses.

Length:	Full-time, one week, followed by a further week after one month if requested by participants.
Intake:	Maximum of ten participants per course.
Location:	*Applied Broadcasting Centre* and *Central Television Services* at the *University of the Witwatersrand*.
Requirements:	Some media experience and a commitment to democratic

---

[1] Applied Broadcasting Centre Introductory Brochure.

[2] Ibid.

ASSOCIATION OF DISTANCE EDUCATION COLLEGES OF SOUTH AFRICA (ADEC)

Value and Excellence in Distance Education

TRANSVAAL

Physical Address:	Damelin Centre, Cnr De Korte & Harrison Streets, Braamfontein, Johannesburg
Postal Address:	P.O. Box 31190, Braamfontein, 2017, Johannesburg or P.O. Box 953, Johannesburg, 2000
Tel No:	[011] 403-7112
Fax No:	[011] 403-2985
Contact/s:	Mick Andrew (President)

● ● ● ● ● ● ● ●

Introduction

The *Association of Correspondence Colleges of South Africa* (ACCOSA) was formed in the 1960s in order to provide a forum where private distance education Colleges could meet once a year and exchange ideas. In 1991, however, the name of this association was changed to become the *Association of Distance Education Colleges of South Africa* (ADEC), and a decision was taken that ADEC should publicize distance education Colleges more actively. At present, ADEC's membership includes approximately half of the colleges registered under the Correspondence College Act, as well as various associate and honorary members. ADEC strives for excellence in distance education, particularly by trying to ensure that members conduct their business according to an ADEC code of ethics. The association is also attempting to play a more prominent role in national education, for example in the development of community colleges and through setting up guidelines on the difference between diplomas and certificates. Finally, ADEC also plans to publicize the role of commercial education (particularly in distance education) more actively.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

ADEC runs no training programmes of its own, but its members do attend courses run by the *Association of European Correspondence Schools*.

Materials Available at SAIDE

(●) Private Sector Distance Education in South Africa, an ADEC brochure.
(●) *Association of Distance Education Colleges of South Africa* Member List.
(●) List of Registered Correspondence Colleges.

ASSOCIATION FOR TRAINING AND RESOURCES IN EARLY EDUCATION (TREE)

Natal/Kwazulu

NATAL

Physical Address:	69 Krishna Road, Briadene, Durban, 4051
Postal Address:	P.O. Box 35173, Northway, 4065, Durban
Tel No:	[031] 83-1784/5
	[031] 83-1757/8
Fax No:	[031] 83-7767
Contact/s:	Snoeks Desmond (Director)

NATAL

Physical Address:	206 Burger Street, Pietermaritzburg, 3201
Postal Address:	P.O. Box 3097, Pietermaritzburg, 3200
Tel No:	[0331] 94-9086/7
Fax No:	[0331] 94-7841

NORTHERN NATAL

Physical Address:	Zamintuthuko TREE Centre, Amakasi Mission, Hlati
Tel No:	No telephone as yet

● ● ● ● ● ● ● ●

Introduction

The *Association for Training and Resources in Early Education* (TREE) was established in 1985 to support educare centres throughout Natal and Kwazulu. TREE is "an independent, non-profit organisation providing non-formal training of educare staff, committees and parents, and mobilising the resources needed to support quality early education and care. [TREE sees] the needs of the young child as paramount and [is] dedicated to equality in education for all South Africans"[1]. TREE's main activity is the training of educare workers through courses and workshops (see below), training which is carried out by 70 TREE trainers located around Natal. In addition to this, however, TREE provides ongoing informal support for educare centres. The organization is also involved in materials development (including the development of toys, books, and publications), which function as a support service for educare workers. One of TREE's main publications is a book on teaching around a theme. The book covers eleven themes, each of which TREE is now aiming to convert into a multi-media package. This package will comprise a book, an audio cassette (being developed in conjunction with the *Open Learning Systems Education Trust*), and a selection of toys. The early learning pages in the Bona magazine supplement *Look and Learn* are also based on TREE's book on teaching around a theme. Finally, TREE is strongly involved in the various networking initiatives taking place in the field of educare.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

Note: TREE is seeking formal accreditation for all of its courses through the *Southern African Association for Early Childhood Educare*.

---

[1] Association for Training and Resources in Early Education Introductory Brochure.

(•) **Foundation Course**[2]

This course is aimed at women who are starting work in an educare centre, or who have had little previous training. It provides opportunities for observation of existing educare centres.

Length:	Part-time, two modules of one week each.
Intake:	Variable, according to capacity and workload of trainer.
Location:	Accessible locations around Natal and Kwazulu.
Requirements:	Open to anybody already working with children.
Main Field/s:	Educare/Preschool Training; In-Service and Pre-Service Educator/Teacher Training.
Accreditation:	Certificate of competence.
Course Fees:	R85 per participant.
Accommodation:	Not applicable.

(•) **Inkulisa/Mqondo**

This course is for women who have done the Foundation Course, are running a simple daily programme in their centres, and wish to further their skills in and deepen their knowledge of educare.

Length:	Full-time, five days (at the beginning of the year), followed by one day courses every month for a year.
Intake:	Variable, according to capacity and workload of trainer.
Location:	Accessible locations around Natal and Kwazulu.
Requirements:	Foundation Course certificate or attendance at TREE theme workshops.
Main Field/s:	Educare/Preschool Training; In-Service Educator/Teacher Training.
Accreditation:	Certificate of competence.
Course Fees:	R100 per participant, plus partial costs of food and accommodation during five day course.
Accommodation:	Organized by TREE.

(•) **Diploma Course**

This course is at an advanced level for those who wish to follow a curriculum based on high/scope teaching. It is suitable for experienced educare teachers who hold positions of responsibility in their centres.

Length:	Part-time, two years, eight weekends a year.
Intake:	Variable.
Location:	TREE offices in Durban, Pietermaritzburg, and Northern Natal (will also be run in Southern Natal and Zululand from 1994).
Requirements:	Inkulisa/Mqondo certificate or equivalent training.
Main Field/s:	Educare/Preschool Training; Educational Administration Training; In-Service Educator/Teacher Training.
Accreditation:	Diploma certifying competence.
Course Fees:	R200-600 per year per participant, on a sliding scale according to income.
Accommodation:	Organized by TREE.

(•) **Course on Caring for 0-3 Year Old Children**

This course is for women working in their own homes or in educare centres, with children up to three years old.

Length:	Part-time, one day a week for six weeks.

---

[2] All course descriptions are taken from the Association for Training and Resources in Early Education Booklet on Educare Training Courses for 1994.

Intake: Variable, according to capacity and workload of trainers.
Location: Accessible locations in Inanda, Kwa Mashu, and Southern Natal.
Requirements: Foundation Course certificate or other relevant training.
Main Field/s: Educare/Preschool Training; In-Service Educator/Teacher Training.
Accreditation: Certificate of competence.
Course Fees: R3 per session.
Accommodation: Not applicable.

(•) **School Readiness Course**

This course has been designed for those who work with children in the last year of attendance at educare centres or in the first years of primary school.

Length: Full-time, two modules of one week each.
Intake: 20 participants per course.
Location: Accessible locations around Natal and Kwazulu.
Requirements: Foundation Course certificate or other relevant training.
Main Field/s: Educare/Preschool Training; In-Service Educator/Teacher Training.
Accreditation: Certificate of competence.
Course Fees: R85 per participant.
Accommodation: Organized by TREE.

(•) **Theme Workshops**

These workshops provide ideas on how to use themes in working with young children.

Length: One day every month.
Intake: Variable.
Location: Accessible locations in Natal and Kwazulu.
Requirements: Foundation Course certificate or other relevant training.
Main Field/s: Educare/Preschool Training; In-Service Educator/Teacher Training.
Accreditation: Certificate of attendance.
Course Fees: R3 per workshop.
Accommodation: Not applicable.

(•) **Training of Trainers**

TREE only allows people to become trainers of the various courses once they have successfully completed the course one above the particular course they wish to run. TREE runs *ad hoc* workshops in the various regions for all of its trainers. The content and details of these workshops are based on the needs of the TREE trainers. In addition to this, however, trainers running TREE's more advanced courses must go through a formal course which provides theoretical and practical input. During the second year of this course, participants run courses with more experienced trainers who support and monitor their progress.

Length: Part-time, two years; four blocks of three days each in first year and co-training with experienced trainers in second year.
Intake: Variable.
Location: TREE Durban office throughout first year.
Requirements: Completion of TREE diploma course; only open to TREE staff.
Main Field/s: Educare/Preschool Training; Trainer training.
Accreditation: Certificate of competence.
Course Fees: None.
Accommodation: Provided by TREE.

Materials Available at SAIDE

- (•) *Association for Training and Resources in Early Education* Introductory Brochure.
- (•) *Association for Training and Resources in Early Education* Booklet on Educare Training Courses for 1994.
- (•) *Association for Training and Resources in Early Education* Annual Report, August 1993.
- (•) An Assessment of the Implementation of Recommendations of an Evaluation of TREE conducted in March 1992.

AUDIO VISUAL ALTERNATIVES (AVA)

University of Natal, Durban

NATAL

Physical Address:	Psychology Department, Office D1, Memorial Tower Building, University of Natal, King George V Avenue, Durban, 4001
Postal Address:	As Above
Tel No:	[031] 816-1026
Fax No:	[031] 816-2618
Contact/s:	Lou Haysom Ansuya Chetty

● ● ● ● ● ● ● ●

Introduction

Audio Visual Alternatives (AVA), which was started in 1988, is a "video production unit which facilitates the production of audio visual programmes by departments/organisations involved in education and community development"[1]. AVA's objective is to assist organizations involved in education and community development (including rural community development groups, health care groups, women's groups, and trade unions). Most of the production work done by AVA is undertaken in response to requests from organizations of this type, but, when time allows, the unit also develops its own ideas for video production (however, this time is limited as the Unit is only able to produce approximately five videos a year in total). Organizations requesting videos are required to cover the cost of equipment hire, labour, transport, materials, and administration. AVA also tries to promote an awareness around the ways in which video can be used by educational and community development organizations. Finally, AVA is involved in various training initiatives (see below).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Video Skills Training**

AVA tries, wherever possible, to insist on strong participation from organizations requesting video production, so that the ensuing production can fulfil the needs of that organization. In addition, however, AVA feels that this participatory process of production "leads to greater awareness about the use of video and enables the transfer of production skills"[2]. Some video productions also begin with a full-day video literacy course. This course is designed to equip participants with basic video skills and media literacy skills which will function as empowering tools throughout the production process. The cost of this training is built into the budget for making the video.

Main Field/s: Electronic Media Skills Training.

(●) **Video Skills Training for University Field Workers and Researchers**

AVA will, on request, provide training for field workers and researchers at the *University of Natal, Durban*, who want to document materials when they are working with various communities. The course covers technical video production skills.

Length: Variable, according to needs of participants.

Intake: Maximum of two participants per course.

---

[1] Audio Visual Alternatives Loose Introductory Paper.

[2] Ibid.

Location: *Audio Visual Alternatives.*
Requirements: Open to university staff members, students, fieldworkers, and community researchers.
Main Field/s: Electronic Media Skills Training.
Accreditation: No accreditation.
Course Fees: R40 per hour for course (charged to university departments).
Accommodation: Not applicable.

(•) **Once-off Workshops**
AVA will respond to requests to run once-off workshops (such as video production skills training workshops) if it has the capacity to do so at that particular time. The Unit tries to avoid running courses that cover skills training in training programmes offered by other organizations (such as the *Film and Allied Workers' Organization* and the *Media Resource Centre*).
Main Field/s: Electronic Media Skills Training.

Training Programmes Planned

(•) **Part-time Production Course**
AVA is planning a three month part-time course in video recording, editing and marketing skills, and media awareness. The course will also focus on teaching participants how to set up and run a video collective.
Main Field/s: Electronic Media Skills Training; Media Theory.

Internships Offered

(•) AVA has offered an internship to a resource centre coordinator, the focus of the internship relating to the use of a video camera. Only one person has been through this internship (which consisted of a one month period of residence once a year for three years). AVA is, however, considering continuing this programme in a more structured and formal way if there is a need for it.
Requirements: Open to resource centre coordinators.
Main Field/s: Electronic Media Skills Training.

Materials Available at SAIDE

(•) *Audio Visual Alternatives* Loose Introductory Paper.
(•) *Audio Visual Alternatives* Report, May-September 1993.
(•) *Audio Visual Alternatives* Catalogue and Price List of Videos Available.

AUDIO-VISUAL CENTRE

University of Natal, Durban

NATAL

Physical Address:	Level 5, Shepstone Building, University of Natal, King George V Avenue, Durban, 4001
Postal Address:	As Above
Tel No:	[031] 260-2637/43
Fax No:	[031] 260-2479
Contact/s:	Jasper Cecil (Director)

• • • • • • • • •

Introduction

The *Audio-Visual Centre* at the *University of Natal, Durban*, is primarily a support service for the various academic departments at the University. Academic departments are able to approach the Centre with requests for media materials, both of an educational and a promotional nature. The Centre will then produce these materials for the departments. Media materials produced include audio and video programmes, as well as a range of graphic and photographic media (including slides, posters, brochures, and transparencies).

In addition to this, however, the *Audio-Visual Centre* also produces materials proactively. Thus, for example, the Centre will try to document important events on the University campus such as speeches and graduations, some of which are edited for external use (for example, a jazz concert held by the *Centre for Jazz Studies* was filmed by the *Audio-Visual Centre* and is now being edited for external use). The Centre produces programmes for broadcast and will also produce materials for other tertiary institutions, such as *Kearsney College* and *Edgeworth College*, when this is possible. Finally, the Centre is involved in a variety of training programmes (see below).

• • • • • • • • •

Training Programmes Presently Offered

(•) **Dramatic Arts Third Year Television Module**

The Centre provides the technical expertise and facilities for an optional television module within the third year of the Bachelor of Arts Degree in Dramatic Art (BADA). The course provides an introduction to television production.

Length:	Part of third year of BADA.
Intake:	Variable.
Location:	*Audio-Visual Centre.*
Requirements:	Only open to third year BADA students.
Main Field/s:	Electronic Media Skills Training.
Accreditation:	Formal accreditation offered through BADA.
Course Fees:	Covered by BADA fees.
Accommodation:	Available through university residences.

(•) **Dramatic Arts Postgraduate Course in Television Production**

For this course, postgraduate Dramatic Arts students reside at the *Audio-Visual Centre* and are involved in the Centre's production of media materials. In addition, students receive formal theoretical and practical tuition from both the *Drama Department* and the Centre.

Length:	Full-time, one year.
Intake:	3-4 participants, once annually.
Location:	*Audio-Visual Centre.*
Requirements:	Only open to postgraduate Dramatic Arts students.

Main Field/s: Electronic Media Skills Training.
Accreditation: Formal postgraduate degree offered.
Course Fees: Covered by *Drama Department* fees.
Accommodation: Available through university residences.

(•) **Media Training Workshops**
The Centre is involved in summer and winter schools courses (for example, the Centre provides technical expertise and facilities for a radio production course). The Centre also offers once-off training workshops for staff and students, the details of which vary according to the needs of the participants (but which deal with issues such as poster production and graphic design).
Main Field/s: Media Skills Training.

(•) **Media Resource Centre Television Course**
The Centre assists in the *Media Resource Centre*'s Television course, through the provision of technical expertise and facilities (See *Media Resource Centre* report for further details).
Main Field/s: Electronic Media Skills Training.

BLOEMFONTEIN CHILD INFORMATION CENTRE

ORANGE FREE STATE

Physical Address:	Room 100, Block E, Faculty of Medicine, University of the Orange Free State, off Kimberley Road, Bloemfontein
Postal Address:	c/o Department of Paediatrics and Child Health, Faculty of Medicine, University of the Orange Free State, P.O. Box 339, Bloemfontein, 9300
Tel No:	[051] 405-3292 [051] 47-3548
Fax No:	[051] 48-2125
Contact/s:	Dorothy Nienkemper (Director)

● ● ● ● ● ● ● ●

Introduction

The *Bloemfontein Child Information Centre* was started in 1985 in order to provide support and assistance for parents and their children. For a three-month membership fee of R60 per child (R80 for two children), the Centre offers information relevant to children under the age of thirteen (information is available on a wide variety of issues, including para-medical, health, welfare, and educational information). The Centre also makes specific referrals to other services in order to avoid unnecessary delays in acquiring those services. In addition, the Centre offers advice on the normal development of the child. The information, advice, and referrals available are of particular relevance to people in the Orange Free State and Northern Cape regions.

As well as providing these services, the Centre is involved in three other main activities:

(●) **Parent-to-Parent Service** - this is also a support and information network, but it is aimed specifically at parents of children with special needs. The service is offered free of charge, and is run voluntarily by trained parents who have children with the same or similar needs.

(●) **Toy Library** - "this library is aimed specifically at the handicapped and normal pre-school child"[1]. The library supplies a wide range of appropriate toys, and also offers information and evaluations on toys and play. The library is open to anybody.

(●) **Research on Preschool Child Stimulation** - the Centre has started a training programme in 1993 on the basis of the research work it has done into the stimulation of preschool children (see below).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Parent Training Courses**

These courses deal with the stimulation of children under the age of three years. The courses are run by facilitators trained by the Centre (see below) and course content is strongly based on research done by the Centre. The courses, which are still in the pilot phase, cover a total of 216 families in the *Freedom Square Squatter Camp*.

Length:	One visit every two weeks.
Intake:	Three parents per group.
Location:	Homes of parents.
Requirements:	Open to parents or guardians of children under the age of three years.
Main Field/s:	Educare/Preschool Training.

---

[1] Bloemfontein Child Information Centre Introductory Brochure.

Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

(•) **Facilitator Training Course**
The aim of this course is to equip facilitators with the skills that they would require in order to run home visits for the above course. The training course, which is also currently in the pilot phase, focuses on promoting the independence of the community by training and supporting fieldworkers from the community.

Length: Part-time, four day pre-service training session (four hours per day), followed by two hour in-service training sessions every two weeks for a minimum of six months.
Intake: Five participants per course.
Location: *Bloemfontein Child Information Centre.*
Requirements: No Formal Requirements.
Main Field/s: Educare/Preschool Training; In-Service and Pre-Service Educator/Teacher Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

Materials Available at SAIDE

(•) *Bloemfontein Child Information Centre* Introductory Brochure.
(•) *Parent to Parent* Introductory Brochure.
(•) Speel-Speel Tuis and Speletjies Pret, *Bloemfontein Child Information Centre* Publications (Available through *Bloemfontein Child Information Centre*).

BORDER EARLY LEARNING CENTRE

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: Saloshini Muthayan (Director)

● ● ● ● ● ● ● ●

Introduction

The *Border Early Learning Centre* describes itself as "an independent, non-racial educational centre which aims to provide training, support and resources throughout the Border region for the education and care of the highest quality for all young children"[1]. The focus of the centre is on providing educare support and training for preschool teachers (see below). In addition to a range of training courses, however, the Centre also runs an observation school for approximately fifty children (this school also being utilized for training purposes by trainees on centre-based courses) and publishes a quarterly newsletter.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Level One, Level Two, and Level Three Educare Courses**

These courses are designed to cater for educare workers at different levels. The level one course equips educare workers with a basic knowledge of how to run an educare programme, the level two programme provides extensive knowledge in educare and related life skills, and the level three programme provides an extensive and intensive knowledge of educare and related management and life skills, while also empowering educare workers to function as educare facilitators in their communities.

Level One

Length:	Part-time, one year, with three hour sessions once weekly - a residential course of four intensive modules of a week each is also available to people who live too far away to attend weekly training sessions.
Intake:	50-60 participants, once annually; 20 participants per residential course, also once annually.
Location:	*Border Early Learning Centre.*
Requirements:	Open to literate people who are working with young children, but have little experience, no preschool training, and minimal formal school training.
Main Field/s:	Educare/Preschool Training; In-Service Educator/Teacher Training.
Accreditation:	Accreditation offered through *Southern African Association for Early Childhood Educare.*
Course Fees:	R200 per participant per course, and a further R200 for accommodation for participants on residential course (bursaries are available).
Accommodation:	Supplied by *Border Early Learning Centre.*

[1] Border Early Learning Centre Annual Report, 1992/93, p. 1.

Level Two

Length:	Part-time, one year, with four hour sessions once weekly.
Intake:	50-60 participants, once annually.
Location:	*Border Early Learning Centre.*
Requirements:	Open to literate people who are working with or teaching young children, and who have some experience and/or preschool training and/or a standard eight certificate.
Main Field/s:	Educare/Preschool Training; In-Service Educator/Teacher Training.
Accreditation:	Accreditation offered through *Southern African Association for Early Childhood Educare.*
Course Fees:	R200 per participant per course. (bursaries are available).
Accommodation:	Not applicable.

Level Three

Length:	Part-time, one year, with four hour sessions once weekly.
Intake:	20-25 participants, once annually.
Location:	*Border Early Learning Centre.*
Requirements:	Open to literate people who are working with young children, and who have experience in educare, level two educare training, and a commitment to developing specialized skills such as management and leadership.
Main Field/s:	Educare/Preschool Training; Educational Administration Training; In-Service Educator/Teacher Training; Trainer Training.
Accreditation:	Accreditation offered through *Southern African Association for Early Childhood Educare.*
Course Fees:	R200 per participant per course. (bursaries are available).
Accommodation:	Not applicable.

(•) **Regional Training Programme**

The aim of this programme is to target the whole community, including past students who have been on one or more of the Centre's training courses, people waiting to get onto such courses, grandparents, parents, and high school students. The programme, which is run in twelve areas, is very broad, looking at educare issues, health education, electoral education, and a range of other issues.

Length:	Three hours, once a month.
Intake:	Approximately 30 participants per group, but group sizes are growing.
Location:	Central locations within each area.
Requirements:	No formal requirements.
Main Field/s:	Educare/Preschool Training.
Accreditation:	None.
Course Fees:	None.
Accommodation:	Not applicable.

(•) **Training for Trainers Programme**

This programme is aimed at trainers at the Centre, and is designed to cater for their specific needs in order to render the Centre's training programmes more effective.

Length:	Full time, five days, run four times annually.
Location:	*Border Early Learning Centre.*
Requirements:	Only open to the Centre's trainers.
Main Field/s:	Educare/Preschool Training; Trainer Training.
Accreditation:	None.

Course Fees: None.
Accommodation: Not applicable.

(●) **Workshops**
The Centre also runs a variety of workshops in response to requests from organizations. Some of these workshops deal with specific educational issues (for example, a workshop was run on "building self esteem as a basis for creative discipline in the classroom"), but the Centre also runs anti-bias (including anti-disablement bias) and gender workshops.

Length: Minimum of one full day.
Main Field/s: In-Service and Pre-Service Educator/Teacher Training.
Course Fees: The Centre's costs of travel and accommodation must be covered.

Materials Available at SAIDE

(●) *Border Early Learning Centre* Introductory Brochure.
(●) *Border Early Learning Centre* Annual Reports, 1991/92 & 1992/93.
(●) *Border Early Learning Centre* Newsletter, September 1992.
(●) Educare III Course Introductory Document.
(●) *Border Early Learning Centre* Educare Teaching Resources (including materials on Mathematics Readiness Activities for Preschoolers, Guide to Children's Development, Learning Language, Creative Activities for Young Children, Visual Perception, The Role of the Teacher, How to Make Musical Instruments and Equipment, Practical Life Skills, and a Range of Documents on the Running of an Educare Centre).

BROADCAST DEVELOPMENT GROUP
SCHOOL OF BROADCASTING

TRANSVAAL

Physical Address:	8 Central Park, 1st Avenue, Illovo, Johannesburg
Postal Address:	P.O. Box 982, Northlands, 2116, Johannesburg
Tel No:	[011] 482-3590
	[011] 880-5909
Fax No:	Not established at time of print
Contact/s:	Malcolm Russell (Chairperson)

● ● ● ● ● ● ● ●

Introduction

The *Broadcast Development Group* is a group of commercial radio consultants. The main aim of the group is to orientate radio stations within the commercial market (the Group has, for example, worked with both *Radio 5* and *Radio 702* in this regard) and to assist new radio stations in establishing themselves and becoming commercially viable. The Group, however, also has a *School of Broadcasting*, which runs a variety of training courses for radio (see below). All of these courses are market-driven and, where necessary, expertise from outside of the school is brought in to assist in training. The Group also organizes conferences on broadcasting issues (for example, a conference was run in September and October of 1993 on "the setting up of an effective broadcast operation in a newly re-regulated South Africa"). Finally, the Group has set up a non-profit Development Foundation (which is now becoming an independent organization), the aim of which is to source international funding and invest it in the development of the local radio industry.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

Note: The training offered by the *School of Broadcasting* covers on-air skills and not technical radio skills.

(●) **The Foundation Course**

This course provides a general entry point for those with little or no experience in radio broadcasting. The course covers a range of basic skills and presentation techniques for news reading, music presentation, interviewing and panel discussions, commercials, and character voices, as well as an introduction to microphone and studio equipment, writing for radio, and adapting radio skills to television.

Length:	Part-time, 25 hours over a period of six weeks.
Intake:	Maximum of 15 participants per course, once every six weeks.
Location:	Language Laboratory at the *University of the Witwatersrand*.
Requirements:	No formal requirements.
Main Field/s:	Electronic Media Skills Training.
Accreditation:	Certificate offered, but no formal accreditation.
Course Fees:	Approximately R1700 per course per participant.
Accommodation:	Not applicable.

(●) **Intermediate Radio Training Course**

This course is very practically orientated. It consists of one-on-one tuition offered to people in specific fields of interest identified by the participants themselves.

Length:	Dependent on content of course.
Intake:	Individual tuition.
Location:	At organization of participant.

Requirements: Completion of *School of Broadcasting*'s Foundation Course.
Main Field/s: Electronic Media Skills Training.
Accreditation: No formal accreditation.
Course Fees: R110 per hour.
Accommodation: Not applicable.

(•) **Continuing Workshops**
Workshops are offered on a regular basis to people who have completed either one or both of the above courses. The content of the workshops is determined by the needs of participants.
Length: Two to three hours once every two weeks.
Intake: Variable.
Location: Language Laboratory at the *University of the Witwatersrand.*
Requirements: Completion of *School of Broadcasting*'s Foundation or Intermediate Training Course.
Main Field/s: Electronic Media Skills Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

(•) **Advanced Radio Training Course**
This course is open only to people in the radio industry. It provides training in the middle and senior management of radio stations. The content of the course is determined by the needs of participants.
Length: Variable, according to needs of participants.
Intake: Variable according to needs of radio stations.
Location: At participating radio station.
Requirements: Only open to practising broadcasters.
Main Field/s: Electronic Media Skills Training.
Accreditation: No formal accreditation.
Course Fees: R110 per hour.
Accommodation: Not applicable.

(•) **Involvement in Tertiary Training Courses**
The *School of Broadcasting* interacts with universities to make their courses more practically orientated and more relevant to the needs of the radio industry. The School's expertise is used in the training courses of various tertiary institutions. This involvement is still in the formative stage and changes to the various curricula will be implemented in 1994.
Main Field/s: Electronic Media Skills Training.

Materials Available at SAIDE
(•) *School of Broadcasting* Loose Introductory Papers and Descriptions of Courses.
(•) Pamphlet on "The New Radio Station Conference 1993"

BUREAU FOR ACADEMIC SUPPORT

University of the Orange Free State

ORANGE FREE STATE

Physical Address:	University of the Orange Free State, off Kimberley Road, Bloemfontein
Postal Address:	University of the Orange Free State, P.O. Box 339, Bloemfontein, 9300
Tel No:	[051] 401-2862
Fax No:	[051] 30-5714/6444
Contact/s:	Prof. A.H. Strydom (Head of Bureau) Helena Foster (Head of Media Production Centre)

Introduction

The *Bureau for Academic Support* at the *University of the Orange Free State* has as its mission "the advancement of quality university education"[1] through the following projects:

- **Academic Staff Development** - the Bureau assists in this regard by conducting research into and providing an information service on higher education, undertaking development projects in higher education, and offering lecturer orientation programmes.
- **Student Counselling Service** - this service involves student counselling, training, teaching, and consultations, as well as research into student learning and development.
- **Continuing and Development Education Services** - this involves continuing education for non-university students, as well as non-formal education (for example, congresses, conferences, and workshops) and development education (including bridging and channelling programmes).
- **Photographic, Computer-Assisted Instruction, and Media Services** - this service fulfils a variety of functions:
  - the purchasing, cataloguing, loaning, and maintenance of media materials and equipment.
  - the provision of computer-assisted instructional programmes.
  - the production of audio-visual programmes for teaching and learning. This involves the internal production of educational and promotional video cassettes, audio cassettes, and audio-visual packages for departments and lecturers within the university and some other tertiary institutions. In addition, this department is also working on the development of multi-media packages, which combine audio-visual materials with workbooks. The department's work includes the design of such packages for commercial education (for example, a package has recently been developed on customs and excise). This department is also working with the *Need for Education, Elevation, and Development (NEED) Programme*, which is a bridging programme designed to bring stude up to first year university level. In this regard, it is involved in the production of video-based supplementary instructional materials for use by students of the *NEED programme*. In total, the department produces approximately ninety videos per year, seventy two of which were multi-media packages in 1993. Finally, this department is involved in a variety of training programmes (see below).

[1] Bureau for Academic Support Introductory Folder.

Training Programmes Presently Offered

(•) **NEED Programme Training Course**

The aim of this training course is to equip instructors with the skills that they require in order to use the Bureau's video-based supplementary instructional materials. Instructors are given training and guidelines for each video, and are also supplied with written material to supplement the videos. The course also covers basic skills dealing with the use of the media in education, as well as other educational information.

Length:	Full-time, two weeks.
Intake:	Maximum of ten participants per course.
Location:	*Bureau for Academic Support Services.*
Requirements:	Open to instructors on NEED programme.
Main Field/s:	Electronic Media in Education; In-Service and Pre-Service Educator/Teacher Training.
Accreditation:	No formal accreditation.
Course Fees:	None.
Accommodation:	Not available.

(•) **Video Production Skills Courses**

The Bureau assists in the training of dieticians, architecture students, and, to a lesser degree, social workers and drama and communications students. The students are taught video production skills for their chosen fields. Thus, the course material is very subject-specific. The course includes both theoretical and practical components, and focuses on a five-minute video production.

Length:	Part-time, one year (constitutes a section of participants' degrees).
Intake:	Variable.
Location:	*Bureau for Academic Support.*
Requirements:	Open only to registered students on the various university courses offering the option.
Main Field/s:	Electronic Media Skills Training.
Accreditation:	Formal accreditation offered through university degrees and diplomas.
Course Fees:	Covered by costs of university courses.
Accommodation:	Available through university residences.

Materials Available at SAIDE

(•) *Bureau for Academic Support* Introductory Folder.

Training Programmes Presently Offered

(•) **NEED Programme Training Course**

The aim of this training course is to equip instructors with the skills that they require in order to use the Bureau's video-based supplementary instructional materials. Instructors are given training and guidelines for each video, and are also supplied with written material to supplement the videos. The course also covers basic skills dealing with the use of the media in education, as well as other educational information.

Length:	Full-time, two weeks.
Intake:	Maximum of ten participants per course.
Location:	*Bureau for Academic Support Services.*
Requirements:	Open to instructors on NEED programme.
Main Field/s:	Electronic Media in Education; In-Service and Pre-Service Educator/Teacher Training.
Accreditation:	No formal accreditation.
Course Fees:	None.
Accommodation:	Not available.

(•) **Video Production Skills Courses**

The Bureau assists in the training of dieticians, architecture students, and, to a lesser degree, social workers and drama and communications students. The students are taught video production skills for their chosen fields. Thus, the course material is very subject-specific. The course includes both theoretical and practical components, and focuses on a five-minute video production.

Length:	Part-time, one year (constitutes a section of participants' degrees).
Intake:	Variable.
Location:	*Bureau for Academic Support.*
Requirements:	Open only to registered students on the various university courses offering the option.
Main Field/s:	Electronic Media Skills Training.
Accreditation:	Formal accreditation offered through university degrees and diplomas.
Course Fees:	Covered by costs of university courses.
Accommodation:	Available through university residences.

Materials Available at SAIDE

(•) *Bureau for Academic Support* Introductory Folder.

BUREAU FOR UNIVERSITY TEACHING

University of South Africa

NORTHERN TRANSVAAL

Physical Address:	Theo van Wijk Building, University of South Africa, Pretoria
Postal Address:	University of South Africa, P.O. Box 392, Pretoria, 0001
Tel No:	[012] 429-6889
Fax No:	[012] 429-3221
Contact/s:	Paul Steyn (Director)

● ● ● ● ● ● ● ●

Introduction

The *Bureau for University Teaching* at the *University of South Africa* (UNISA) is an academic staff development unit, which functions mainly as a service department as the need arises. Its mission is "to research and develop adult higher education teaching methods, specifically aimed at distant teaching [and] to distribute information on these results to the academic staff of Unisa and the community at large"[1]. The Bureau also offers instructional design support to lecturers and departments designing distance education courses at UNISA. The Bureau has a range of self-study packages available (comprising video and audio cassettes and workbooks) and also runs seminars and workshops (see below).

In addition to this work, however, the Bureau is also involved in various other projects:

(●) **Structural Evaluation of Courses** - this is a service offered to UNISA lecturers and departments, and consists of a structural evaluation of courses according to the needs of distance education learners and other criteria which have been established by the Bureau.

(●) **Radio UNISA** - the Bureau, in conjunction with the *Department of Educational Technology*, runs *Radio UNISA*, a radio service for UNISA students which is broadcast on daily between 19:00 and 21:00 on *Radio 2000*. The Bureau promotes the idea of radio broadcasts amongst the various academic departments and provides support for the design and production of radio programmes (in this regard, the *Department of Educational Technology* provides the necessary technical support and production skills). The Bureau encourages departments to take topical issues within the courses and, through the radio programmes, to expand beyond the curriculum and provide supplementary materials to students. At present, two hundred and forty hours of programming are broadcast annually, for which the *South African Broadcasting Corporation* charges R1380 per hour. For this reason, it has been found that the target audience must exceed one thousand students in order to be cost effective. The Bureau has experimented with the medium of television, but found it to be too expensive a medium to use effectively. It was also found to be a medium to which not all students have access and thus which could not act effectively as a student support service.

(●) **Video and Tele-Conferencing** - the Bureau provides tele-conferencing links between the Pretoria campus and satellite campuses at Cape Town, Durban, and Pietersburg. This allows for direct contact between students and lecturers. The Bureau also runs *Picturetel*, an interactive video conferencing unit which provides a direct video link between staff in Pretoria and students in the Cape Town area.

(●) **Academic Courses** - the Bureau also provides input into academic courses (see below).

● ● ● ● ● ● ● ●

---

[1] *Bureau for University Teaching* Introductory Folder.

Training Programmes Presently Offered

(•) **Seminars and Workshops**

The Bureau runs a variety of academic support and development seminars and workshops on a number of relevant topics. There are approximately thirty eight workshop topics immediately available (including "adult learners", "communicating through writing", "computers and learning", "effective transparencies", "focus on learners", "presenting a teleconference", "audio programmes in training", "*Radio UNISA*", and "video programmes in training"), but the Bureau will also design workshops and seminars to meet the specific needs of academic departments and lecturers. In addition to workshops and seminars, the Bureau also has a range of self-study modules available. These packages, each of which comprises a video cassette, an audio cassette, and a workbook, cover the following topics:

(♦) *Radio UNISA* multi-media package.
(♦) The planning of a study guide (Afrikaans only).
(♦) Setting objectives.
(♦) The relationship between tutors and students.
(♦) Setting essay questions.
(♦) Marking essay-type questions.
(♦) Historical geography: a four-dimensional perspective (Afrikaans only).
(♦) Advantages of multiple-choice questions.
(♦) How to construct good multiple-choice questions.
(♦) Writing instructional objectives.

At present, the above materials and services are only offered to UNISA members of staff, but plans are under way to make them more widely available.

The following details apply to the Bureau's workshops and seminars.

Length:	Variable, according to needs.
Intake:	7-25 participants per workshop or seminar.
Location:	*Bureau for University Teaching* or at participating department.
Requirements:	At present, open only to UNISA members of staff.
Main Field/s:	Computers in Education; Media in Education; Media Skills Training.
Accreditation:	None.
Course Fees:	None (if opened to external organizations, the fee would be negotiated).
Accommodation:	Not applicable.

(•) **Nursing Education Media Course**

This course forms part of the Nursing Science course and is compulsory for nursing educators. The course covers the production of low-level media materials for educational purposes. The Bureau provides input into the construction and design of the course.

Length:	Distance education course of one year, including one week contact session.
Intake:	Approximately 600 students per year.
Location:	Contact session run at UNISA.
Requirements:	Open only to Nursing Science students.
Main Field/s:	Media in Education; Media Skills Training.
Accreditation:	Offered through Nursing Science course.
Course Fees:	Covered by Nursing Science course fees.
Accommodation:	Not offered.

(•) **Media Science Course**

This course is run by the *Department of Didactics* within the *Faculty of Education*. It constitutes an elective within the Higher Diploma of Education (HDE) and is

offered through distance education. The course deals with low-level media design and production (including posters, transparencies, models, and other low-level media materials). The Bureau provides input into the construction and design of the course.

Length:	Distance education course of one year, comprising approximately one fourteenth of the second year of the HDE.
Intake:	Approximately 200 students per year.
Location:	Not applicable.
Requirements:	Open only to HDE students.
Main Field/s:	Media in Education; Media Skills Training; Pre-Service Educator/Teacher Training.
Accreditation:	Offered through HDE.
Course Fees:	Covered by HDE fees.
Accommodation:	Not applicable.

Materials Available at SAIDE

- (●) *Bureau for University Teaching* Introductory Folder.
- (●) *Bureau for University Teaching* List of Self-Study Modules Available.
- (●) *Radio UNISA* Broadcasting Schedule 1993.

BUSH RADIO

WESTERN CAPE

Physical Address:	2nd Floor, Refaynaab Building, 2 Queen's Park Avenue, Salt River
Postal Address:	P.O. Box 13290, Mowbray, 7705, Cape Town
Tel No:	[021] 448-5450
Fax No:	[021] 448-5451
Contact/s:	Farah Moosa (Project Coordinator) Edric Gorfinkel (Training and Development Coordinator)

● ● ● ● ● ● ● ●

Introduction

The *Cassette Education Trust* was started in 1989, its aim being to record audio cassettes for a range of organizations. In 1991, this Trust ran the *Bush Radio Open Forum*, and, as a result of this forum, the Trust moved into community radio and became *Bush Radio*. The aim of the initiative is to promote the concept of community radio and to work towards the setting up of a community radio station which would be accountable to the community for which it broadcasts. In addition, *Bush Radio* seeks to promote the concept that learning technical radio skills is an easy process, thus attempting to broaden access to the medium. *Bush Radio*, therefore, aims to train people from historically deprived communities, thereby giving them a voice. In addition to running a variety of training programmes (see below), *Bush Radio* has applied for a broadcasting licence (applications have, until now, been unsuccessful). They have also attempted to transmit broadcasts, but their transmitter was confiscated after the first transmission. Finally, *Bush Radio* continues to run monthly Open Forums, open to anyone with an interest in radio.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Bush Radio Networker Training**

This course is geared towards production, teaching the full range of radio production skills. In addition to the formal course, participants also have access to *Bush Radio* facilities during the course and after it has finished, allowing them the opportunity to develop their skills. The aim of the course is to train members of the community to become networkers, after which people from the community will be able to hook up with these networkers to get radio programmes made.

Length:	Three hours per week for three months - at the end of the course, there is a further three month probation period, whereby participants can brush up on skills and it can be determined whether or not further training is required.
Intake:	Eight participants, four times annually.
Location:	*Bush Radio*.
Requirements:	Must be a member of *Bush Radio*. Applicants for the course decide amongst themselves who will constitute the final group of eight.
Main Field/s:	Electronic Media Skills Training.
Accreditation:	No formal accreditation.
Course Fees:	None.
Accommodation:	Not applicable.

(●) **Institute for the Advancement of Journalism, Frederick Ebert Stifting, Bush Radio Training Courses**

These courses are run at *Bush Radio*, in conjunction with the *Institute for the*

Advancement of Journalism and the *Frederick Ebert Stifting* (the latter organization donated the training studio), for community organizations throughout South Africa and neighbouring states. The courses are concrete in nature, each course dealing with a particular skill related to community radio (past courses have, for example, dealt with interviewing skills, news and current affairs, and the setting up of a radio station).

Length: Full-time, two weeks per course.
Intake: 8-12 participants, 8-12 times per year.
Location: *Bush Radio*.
Requirements: Participants must reply to the *Institute for the Advancement of Journalism* and the Institute then selects participants. Participants must be linked to journalism.
Main Field/s: Electronic Media Skills Training; Journalism Training.
Accreditation: Certificate of attendance.
Course Fees: Approximately R700 per course (the *Frederick Ebert Stifting* has a bursary scheme for people unable to afford the fees - this bursary pays for accommodation, transport, food, and the course).
Accommodation: Available in Cape Town.

Training Programmes Planned

(●) *Bush Radio* hopes to start running courses for trainers of the *Institute for the Advancement of Journalism*, *Frederick Ebert Stifting*, *Bush Radio* training courses. Trainers for the *Bush Radio* networker training courses would, however, be sent on international training courses.
Main Field/s: Electronic Media Skills Training; Trainer Training.

Internships Offered

(●) *Bush Radio* currently offers a one year internship programme for two students from the *Peninsula Technikon* Journalism Department. The interns learn about community radio and broadcasting skills, undertake specific projects (for example, setting up of community radio stations in other areas), and help with office administration. They can also apply to participate in the *Institute for the Advancement of Journalism*, *Frederick Ebert Stifting*, *Bush Radio* training courses, but are not granted preferential selection. The interns are not paid, but the internship forms part of the Journalism Diploma.
Requirements: A strong commitment to community radio.
Main Field/s: Electronic Media Skills Training.

Materials Available at SAIDE

(●) *Bush Radio* Loose Introductory Paper.
(●) *Bush Radio* Application Form for Training.
(●) List of Participating Organizations.
(●) *Bush Radio* Press Releases.
(●) Assorted Newspaper Articles on *Bush Radio*.
(●) Reports from various *Bush Radio* Open Forums, 1991-93.

CAREER INFORMATION CENTRE (CIC)

NATAL

Physical Address:	36 Ecumenical Centre, 20 St Andrew's Street, Durban, 4001
Postal Address:	As Above
Tel No:	[031] 301-2097
Fax No:	[031] 307-4001
Contact/s:	Olive Goll (Materials Developer) Chrystal Rosenberg (Coordinator: Teacher Training) Jabu N'uni (Coordinator: Community Educator Training)

● ● ● ● ● ● ● ●

Introduction

The *Career Information Centre* (CIC) was started in 1983 with the aim of providing "a comprehensive Guidance service to the young people of the Natal and Kwa Zulu area"[1]. The Centre focuses on a number of groups, including school pupils, teachers, and community youth workers, and is involved in a wide variety of activities:

(●) **Career Guidance** - the Centre runs career guidance workshops for school pupils, as well offering informal advice and counselling. In addition, the CIC runs a resource centre which contains information on a range of careers, study opportunities, and bursaries available (the resource centre is open to pupils, teachers, and community youth workers). The career guidance function of the CIC includes a *Distance Counselling Unit*, which is specifically aimed at people who live too far away to come to the CIC. They are able to receive career guidance by telephone or through the post.

(●) **Training for Teachers and Community Educators** (see below).

(●) **Materials Development** - materials developed by the CIC include information updates on careers (from simple leaflets to detailed publications), career training guides, study skills manuals, and training course materials. The Centre has also been involved in a series of career guidance programmes which were broadcast on *Capitol Radio* and is now engaged in an ongoing investigation into the potential use of radio in career guidance.

(●) **Building Resources in Communities (BRIC)** - this is a project aimed at rural youth. It focuses on providing rural youth with career guidance through the establishment of community-based career guidance centres.

(●) **Enterprise Education Initiative** - this initiative focuses on enhancing the employment opportunities of youth, particularly through the establishment of micro-enterprises and the creation of their own jobs.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **School Circuit Programme**

This programme is aimed at teachers and is designed to equip them with the skills necessary to provide school pupils with career guidance information and advice.

Length:	Two weeks, consisting of one week training and one week of delivery and implementation.
Intake:	Approximately 30 participants per course, once annually.
Location:	*Careers Information Centre* and schools.
Requirements:	Open to any interested teachers.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	No formal accreditation.

---

[1] *Career Information Centre* Staff Orientation Programme Introductory Document, p. 1.

Course Fees: R25 per participant.
Accommodation: Not available.

(•) **Teacher Workshops**
These workshops are aimed at teachers and are designed to equip them with the skills necessary to provide school pupils with career guidance information and advice. The workshops are run in response to requests from teachers.

Length: Usually one or two days.
Intake: Approximately 30 participants per course, run on request.
Location: *Careers Information Centre* and schools.
Requirements: Open to any interested teachers.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Not applicable.

(•) **Community Educator Training Workshops**
These workshops are aimed at community educators and are designed to equip them with the skills necessary to provide the youth with career guidance information and advice. The workshops are run in response to requests from community organizations.

Length: Full-time, usually two days.
Intake: 20-30 participants per course, on request.
Location: *Careers Information Centre* and other central locations.
Requirements: Open to all interested community educators.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: R20 per participant.
Accommodation: Not available.

(•) **Career Guidance Centres Workshops**
These workshops are run as part of the BRIC programme within the CIC. The workshops are run in response to requests from community organizations, and equip participants with the skills necessary to set up and run a career guidance centre of their own..

Length: Full-time, two days.
Intake: 20-30 participants per course, on request.
Location: *Careers Information Centre* and other central locations.
Requirements: Open to all interested community educators and teachers.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Not applicable (but organized by CIC if necessary).

(•) **Study Skills Courses**
These courses are designed to equip participants with the skills required to assist pupils in effective methods of studying. The CIC is also developing a manual on this.

Length: Full-time, two days.
Intake: 20-30 participants per course.
Location: *Careers Information Centre* and other central locations.
Requirements: Open to all interested community educators and teachers.
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Not applicable (but organized by CIC if necessary).

Training Programmes Planned

(●) **Distance Education Vocational Training Courses**
The CIC is hoping to create distance education courses offering career guidance training for teachers in the future.
Main Field/s: In-Service Educator/Teacher Training.

Materials Available at SAIDE

(●) *Career Information Centre*'s Role; Loose Paper.
(●) *Career Information Centre* Staff Orientation Programme Introductory Document.
(●) Career Training Guide, 1992-93, a CIC Publication.
(●) Studying through Correspondence, March 1992, a CIC Publication.

CAREERS RESEARCH AND INFORMATION CENTRE (CRIC)

WESTERN CAPE
Physical Address: Cnr of Klipfontein and Springbok Roads, Athlone, Cape Town, 7764
Postal Address: P.O. Box 378, Athlone, 7764, Cape Town
Tel No: [021] 637-8040
Fax No: [021] 633-9022
Contact/s: Pat Govender (Materials Development Manager)

● ● ● ● ● ● ● ●

Introduction

The *Careers Research and Information Centre* (CRIC) describes itself as "an independent, non-sexist, democratic, educational organisation. It is committed to educating youth to develop a critical understanding of the world of work and education. This is realised through working with students, teachers and community structures to develop their capacity to provide appropriate guidance services"[1]. CRIC is involved in a wide variety of activities:

(●) **CRIC Library** - the careers library provides students and teachers with information on careers, tertiary education opportunities, bursaries, and major employers. CRIC also offers counselling and advice to students on careers and career choices. Through the Distance Counselling Project (people may write to CRIC about careers-related issues), advice and information on careers and the world of work is offered to people living outside of Cape Town. The research library offers resources and information for teachers, researchers, student teachers, and community workers. The library stocks materials around areas such as vocational guidance and counselling, education, politics and the economy, labour, and human resource management.

(●) **CRIC Media Projects:**

(♦) CRIC Radio Programme - CRIC produces a monthly radio programme of three quarters of an hour on career guidance. The programme is broadcast on *Radio Xhosa*.

(♦) *Next Step* - this is a twenty page newspaper supplement which is circulated in the educational newspaper, *Learning Roots*. Fifty thousand copies of the newspaper are distributed free of charge on a monthly basis to one hundred and fifty one schools in the Western Cape. *Next Step* is designed to complement the CRIC Radio Programme.

(♦) CRIC is leading the attempt to restructure the career guidance television programme *Eduspectrum*. Television is not, however, a main focus for CRIC.

Although CRIC does not run any media training courses, there is an acknowledgement that the need for entertainment in educational media programmes points to an urgent need for the development and administration of electronic media in education training programmes.

(●) **Fieldwork** - CRIC offers workshops on education and work to students, teachers (see below), parents, and community organizations. In addition, CRIC organizes the *Work Experience Programme*, which involves placing students with a person qualified in the career of their choice during the school holidays.

(●) **Organization Development Unit** - the aim of this unit is to develop centres and organizations to function independently. Thus, the focus of this project is on decentralizing the services that CRIC offers, with a particular emphasis at present on the development of resource centres in rural areas. As part of its work, the unit also runs training programmes, workshops, and support services for participating institutions.

---

[1] Careers Research and Information Centre Introductory Brochure.

CRIC is affiliated to the *South African Vocational Guidance Educational Association* (SAVGEA).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Pre-Service Teacher Training**

CRIC helps in the training of prospective guidance teachers studying at the *University of the Western Cape* and the *University of Cape Town*. The aim of the CRIC lectures is to introduce issues relevant to guidance teachers and to encourage students to develop lesson plans which will enable them to introduce these ideas effectively in the classroom.

Location: *University of the Western Cape* and the *University of Cape Town*.

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

(●) **In-Service Teacher Training**

CRIC runs a variety of workshops for practising guidance teachers all over the Cape. Topics covered by workshops in the past include "using relevant educational materials and resources in the classroom" and "counselling skills". The details of the workshop change depending on the nature of the training being offered.

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

Materials Available at SAIDE

(●) *Careers Research and Information Centre* Introductory Brochure.
(●) *Careers Research and Information Centre* 15th Annual Report, 1992.
(●) Newspapers in Education 1, a CRIC Publication.
(●) Subject Choice: A Teacher's Guide, a CRIC Publication.
(●) Choosing a Career, a CRIC/Upbeat Photocomic.
(●) Dealing with Unemployment, a CRIC/Education Information Centre Publication.

CENTRAL TELEVISION SERVICE (CTVS)

University of the Witwatersrand

TRANSVAAL

Physical Address:	Senate House, East Campus, University of the Witwatersrand, Jorissen Street, Braamfontein, Johannesburg
Postal Address:	University of the Witwatersrand, Private Bag 3, WITS, 2050, Johannesburg
Tel No:	[011] 716-8034
Fax No:	[011] 339-3034
Contact/s:	Pat Summers (Marketing Manager)

● ● ● ● ● ● ● ●

Introduction

The *Central Television Service* (CTVS) was started in 1979 as a support facility for the academic departments of the *University of the Witwatersrand*, providing video materials for these departments on request. After a time, CTVS was approached by the *South African Broadcasting Corporation* (SABC) and asked to start producing educational programmes for broadcast purposes. Since then, CTVS has regularly been making a range of formal and non-formal education programmes for the SABC (an example of this is the series *Turn on to English*) In addition, however, as part of the rationalization of the University, CTVS has now been asked to support itself without aid from the central administration. Research has indicated that this is a viable request and, therefore, the Service is in the process of becoming a financially independent organization which produces educational and documentary programmes for the SABC and other companies and institutions. CTVS considers itself particularly well-suited to this type of production; it is a totally professional unit and, when necessary, it is able to draw on the expertise of the University's academic departments. At the same time, CTVS also continues to produce videos for internal use by these departments.

In addition to this main function, CTVS is involved in a variety of training programmes (see below). The Service also has a range of its video materials available for sale to anybody interested in purchasing them (the range of titles available is currently being catalogued). Finally, CTVS is also examining the possibility of establishing a permanent radio studio as part of its facilities.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **School of Dramatic Arts Television Course**

This course is open to third and fourth year drama students at the University's *School of Dramatic Art* (students must start the course in the third year of their degree). The course, which forms an option within the Bachelor of Arts degree in Dramatic Art (BADA), deals with the principles and practice of using television as a medium (covering a range of skills from pre-production to sound, lighting, directing, camera work, and editing). The course, which is run by CTVS professional television production personnel, includes the production of short videos by the students and student involvement, at an internship level only, on three or four CTVS productions.

Length:	Two years, one and a half hour morning theory session and a full afternoon practical session once weekly.
Intake:	Maximum of 18 students per course, once annually.
Location:	*Central Television Service.*
Requirements:	Only open to third year Dramatic Arts students (if there is a pressure on places, students are selected on academic merit).
Main Field/s:	Electronic Media Skills Training.

Accreditation: Formal accreditation offered through BADA.
Course Fees: Covered by BADA fees.
Accommodation: Available through university residences.

(•) **Short Television Course**
This course covers the basics of television production and is open to anyone interested in taking it.
Length: Full-time, three days.
Intake: Approximately 18 participants per course, twice annually.
Location: *Central Television Service.*
Requirements: No formal requirements.
Main Field/s: Electronic Media Skills Training.
Accreditation: *University of the Witwatersrand* certificate of attendance.
Course Fees: Approximately R1800 per participant (offered free of charge to University staff members).
Accommodation: Not available.

(•) **Once-off Workshops**
CTVS runs once-off workshops in response to requests from various organizations. The details of the course vary according to the specific needs of the organization requesting the course. A course often run within this category deals with how to manage the media (and is aimed at people whose work involves regular approaches by and contact with the media).
Main Field/s: Electronic Media Skills Training.

(•) **Applied Broadcasting Centre Courses**
The *Applied Broadcasting Centre* also runs its training courses at CTVS (See Separate Report).

Training Programmes Planned

(•) **Technikon Courses**
CTVS has had approaches from both *Wits Technikon* and *Technikon RSA* to run television courses. These would be short two month course run at CTVS by CTVS personnel.
Main Field/s: Electronic Media Skills Training.

Materials Available at SAIDE

(•) *Central Television Service* Introductory Brochure.
(•) *Central Television Service* Newsletter, vol 4 no 1, May 1993

CENTRE FOR ADULT AND CONTINUING EDUCATION (CACE)

University of the Western Cape

WESTERN CAPE

Physical Address:	University of the Western Cape, Modderdam Road, Bellville, Cape Town
Postal Address:	University of the Western Cape, Private Bag X17, Bellville, 7530
Tel No:	[021] 959-2798
Fax No:	[021] 959-2481
Contact/s:	Joe Samuels (Non-Formal Education Programme Coordinator) Salma Ismail (Lecturer/Researcher) Bev Thaver (Certificate Coordinator)

● ● ● ● ● ● ● ●

Introduction

The *Centre for Adult and Continuing Education* (CACE) at the *University of the Western Cape* was started in 1985 as part of the university's process of transformation from apartheid education towards serving 'third' world communities. The university decided that there was a need for a centre for Adult Education which would be relevant to the anti-a[partheid] framework. This move constituted an intention to take the discipline of adult [education] seriously, in order to build an adult education movement. The primary focus is [on] the training of adult educators (see below), but CACE is also involved in other activities. These include:

(●) **Non-Formal Education** - the focus, in this regard, is on how to deal with the legacy of apartheid, sexism, and authoritarianism. Workshops and lectures are organized by the Centre, some of which run by international experts.

(●) **Research component** - specific research projects in which the Centre is involved include a community organization research and education project, adult education policy research, and a joint research project with the woman's programme of the *International Council for Adult Education*. In addition, literacy research is currently being undertaken which connects into the *DEAL Trust*. CACE is also committed to the networking of information (CACE is part of the *Directory Services Collective* and the *National Adult Education Computer Information Network* initiative) and this includes an international dimension.

(●) **Publishing arm** - publications include books (for example, studies on community organizations in the greater Cape Town area) and teaching manuals.

(●) **Resource Centre** - access to this centre, which stocks material on adult education, is granted to students, community organizations, and adult educators.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Certificate for Educators of Adults**

This distance education course covers both the theory and practice of adult education. Within the various areas covered by the course, attention is paid to skills such as reading, writing, oral presentations, confidence building, group interaction skills, conflict resolution, administrative skills, and research skills. The Centre is looking into the possibility of using audio cassettes for the course, but members of the Centre feel that, at present, they lack the expertise required to produce educational materials and to write programmes (although *Bush Radio* would provide the technical media skills required for production).

Length:	Part-time, two years; weekend sessions are run every six weeks, and 16 support groups meet every two or three weeks.
Intake:	Variable.
Location:	Weekend sessions take place at CACE, and the support groups

meet at central locations off-campus.

Requirements: Open to people involved in adult education, and with reading and writing ability in English or Afrikaans. A standard eight qualification is a requirement, but this is flexible.

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

Accreditation: Certificate of competence for educators of adults is awarded.

Course Fees: R695 per year per participant, plus R695 per year for travel and accommodation. Bursaries are, however, available.

Accommodation: Offered by centre for on-campus weekends.

(•) **Advanced Diploma for Educators of Adults**

This course "covers the theory and practice of adult education and organisational management and development. It is designed to help students gain theoretical and practical insight into their own organisational and educational work"[1]. The course is aimed at adult educators involved in organizations at management level.

Length: Part-time, two years, with a three hour session once a week.

Intake: Approximately 25 participants per course.

Location: *Centre for Adult and Continuing Education.*

Requirements: A degree or diploma or equivalent experience.

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

Accreditation: A diploma is offered.

Course Fees: R1790 per year per participant (some bursaries are available).

Accommodation: Not applicable.

(•) ***Adult Educator Module in B. Ed.***

This course is an option within the Bachelor of Education (B. Ed.) Degree, and it provides a basic introduction to adult education.

Length: One and a half hours per week, for one semester.

Intake: Variable.

Location: *Centre for Adult and Continuing Education.*

Requirements: Only open to B. Ed. Students.

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

Accreditation: Accreditation is offered through the B. Ed. degree.

Course Fees: Included in course fees for B. Ed. degree.

Accommodation: Offered through university residences.

(•) **Masters and Doctorate Degrees**

These two degrees both entail thesis work.

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

Materials Available at SAIDE

(•) *Centre for Adult and Continuing Education* Annual Reports 1991 & 1992.
(•) Certificate for Educators of Adults Introductory Pamphlet, 1994-95.
(•) Advanced Diploma for Educators of Adults Introductory Pamphlet, 1993-94.
(•) List of CACE Publications.
(•) Walters, S. 1993. Continuity and Change in Community Organisations: Trends in Greater Cape Town from 1989 to 1991, Cape Town, CACE Publications.

---

[1] Advanced Diploma for Educators of Adults Introductory Pamphlet, 1993-94.

CENTRE FOR ADULT EDUCATION

University of Natal, Durban

NATAL

Physical Address:	Ground Floor, Memorial Tower Building, University of Natal, King George V Avenue, Durban 4001
Postal Address:	University of Natal, King George V Avenue, Durban, 4001
Tel No:	[031] 816-2399
Fax No:	[031] 816-1168
Contact/s:	Robin Mackie (Director)

● ● ● ● ● ● ● ●

Introduction

The *Centre for Adult Education*'s main function is to train adult educators through both formal and non-formal courses (see below). In addition, however, the Centre has an outreach function with various components:

(●) **Adult Basic Education Programme** - this programme contributes to the development of adult basic education by providing a consultation and support service for institutions and individuals and by providing access to a well-developed collection of adult basic education materials. The *New Readers' Project* within this programme is also involved in materials development (particularly the production of easy readers for adults).

(●) **Consultation and Evaluation Service.**

(●) **Extra-Mural Programme** - "this consists of daytime and evening lectures, courses and workshops. It aims to encourage social awareness, provide opportunities for cultural and intellectual enrichment, and develop vocational and professional skills and understanding"[1]. Examples of courses run in thesecond term of 1993 include such topics as "medico-legal problems in modern society" and "practical Zulu". Courses are also run at the University's summer and winter schools, and no entrance qualifications are required for the courses.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Advanced Diploma in Adult Education**

According to the introductory brochure, this postgraduate course "aims to assist adult educators to develop their skills, conceptual understandings, and critical and reflective capacity"[2]. Evaluation is carried out through internal course monitoring and curriculum development.

Length:	Part-time, two years, with a three and a half hour class once weekly.
Intake:	25 students, biennially in even-numbered years.
Location:	*Centre for Adult Education.*
Requirements:	Undergraduate degree.
Main Field/s:	Adult Education Training; Pre-Service Educator/Teacher Training.
Accreditation:	Post-graduate diploma.
Course Fees:	Approximately R2500 per year.
Accommodation:	Not applicable.

---

[1] *Centre for Adult Education Introductory Brochure.*

[2] *Ibid.*

(•) **Community Adult Educator Training Programme**

There are two components to this programme, which is designed to train adult educator trainers. The first is the *Community Adult Educator Course*, a course for people working in the field of adult education. The course "teaches practical skills in the design, implementation and evaluation of adult education programmes"[3] (further details below). In addition, this programme offers short workshops for community adult educators. Evaluation is carried out through internal course monitoring and curriculum development.

Length:	Part-time, one year.
Intake:	15-20 students, annually.
Location:	*Centre for Adult Education*.
Requirements:	Open to people already in the field of adult education.
Main Field/s:	Adult Education Training; Trainer Training.
Accreditation:	Certificate, but no formal accreditation.
Course Fees:	R700 per year - the course is, however, heavily subsidized and there are many bursaries offered.
Accommodation:	Not applicable.

(•) **Adult Education Option in Bachelor of Education (B. Ed.) Course.**

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

Training Programmes Planned

(•) **Masters in Adult Education**

A Masters Degree in Adult Education is in the process of being developed.

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

Materials Available at SAIDE

(•) *Centre for Adult Education* Introductory Brochure.
(•) *Centre for Adult Education* Annual Report, 1990.
(•) Adult Basic Education Programme Pamphlet.
(•) Community Adult Educator Project Pamphlet.
(•) Training Course for Community Adult Educators Pamphlet.
(•) Extra-Mural Programme Pamphlets, 1st & 2nd terms, 1993.
(•) *Centre for Adult Education* Winter School Programme, 1993.
(•) New Readers Project booklet and publications list.
(•) Who's Doing What?, List of non-commercial South African producers of Adult Basic Education print materials and their publications.

---

[3] *Ibid.*

CENTRE FOR ADULT EDUCATION

University of Natal, Pietermaritzburg

NATAL

Physical Address:	New Room 116, Arts Block, University of Natal, Golf Road, Pietermaritzburg
Postal Address:	University of Natal, P.O. Box 375 Pietermaritzburg, 3200
Tel No:	[0331] 95-5592
Fax No:	[0331] 95-5756
Contact/s:	John Aitchison (Director) Siven Maslamoney (Project Coordinator)

Introduction

The *Centre for Adult Education* (CAE) at the *University of Natal, Pietermaritzburg*, was started in the 1970s as an extra-mural and continuing education unit, aimed primarily at university graduates. While the Centre continues to offer a wide range of extra-mural classes of general interest (primarily through evening and Saturday classes) to the public, it is has also shifted its focus towards underprivileged communities. The Centre is involved in a wide variety of programmes:

- **Community Education Programme** - this is divided into a range of training activities:
  - **Training of Community Educators and Trainers.**
  - **Organizational Skills Training Project.**
  - **Computer Literacy Project.**

  For further details on these projects, see below.
- **Adult Basic Education Programme** - this is divided into a range of activities:
  - **Literacy Support** - this activity includes lobbying for the establishment of literacy programmes; for example, the CAE runs an annual conference with the *Chamber of Commerce* to promote the concept of major economic players becoming involved in literacy programmes. It also involves the support of such initiatives through the provision of training (see below), advice, and materials (several of which are produced by the Centre itself). The Centre is also a member of the *National Literacy Cooperation*.
  - **Materials Development** - this includes the production of *Learn with Echo*, a weekly four page literacy supplement in the *Natal Witness Echo*. The idea behind the supplements, fifty thousand copies of which are printed weekly, is to provide materials support for literacy facilitators and students. The CAE also produces other materials to act as literacy support; for example, it is in the process of producing booklets combining literacy and Aids awareness (this is being done in conjunction with the *Progressive Primary Health Care Network*). It also produces a quarterly newsletter which functions as literacy support. Finally, the Centre is considering the possibility of including radio supplements as part of its literacy support service.
- **Commissioned Work** - this consists primarily of evaluation of materials and organizations by the Centre. Many different levels of evaluation are currently being undertaken.
- **Research** - the Centre is involved in research into Adult Education, both regionally and nationally. (for example it was involved in the *National Education Policy Investigation* reports on adult education).
- **Literacy Classes** - the Centre runs literacy classes for workers at the University.
- **Violence Monitoring** - the CAE is involved in the monitoring of violence in the Natal Midlands region.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Community Educator Trainers' Course**

This course is aimed at community educators, and is designed to equip them with the skills required to train other community educators. Participants are drawn from a range of organizations, including the *Natal Parks Board*, the *Association for Rural Advancement*, civics organizations, and youth organizations.

Length: Part-time, one year, two and a half days per month.
Intake: 15-20 participants, once annually.
Location: *Centre for Adult Education.*
Requirements: Open to people working in community organizations who are literate in English.
Main Field/s: Adult Education Training; Trainer Training.
Accreditation: No formal accreditation. The CAE is working in conjunction with the *Centre for Adult and Continuing Education* at the *University of the Western Cape* and the *Centre for Adult Education* at the *University of Natal, Durban*, to get formal accreditation.
Course Fees: R600-800 per year (bursaries are available).
Accommodation: Not applicable.

(●) **Community Education Programme Organizational Development**

The aim of this project is to equip non-governmental organizations with a range of skills (including management, administrative, organizational, and conflict resolution skills). The project offers either formal courses for a range of organizations or custom-made programmes for single institutions. Courses are offered both in Zulu and in English.

Main Field/s: Educational Administration Training.

(●) **Community Education Programme Computer Literacy Courses**

The CAE, in conjunction with the *Community Agency for Social Enquiry*, offers a range of courses and support services to organizations wanting to become involved in computer technology. These courses generally function as a form of organizational support.

Main Field/s: Computer Training.

(●) **Literacy Teacher Workshops**

These workshops, which are run in conjunction with the *Tembaletu Community Education Centre*, 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: R10 per participant.
Accommodation: Not applicable.

(●) **Once-off Workshops**

On request, the CAE runs once-off workshops dealing with specific literacy issues. Details vary according to the specific needs of participants.

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

Internships Offered

(•) **Literacy Intern**

The CAE runs a one month block of teaching at the University farm once a year. This block of teaching functions as an internship for people involved or wanting to become involved in literacy teaching. two to three interns are accommodated annually.

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

(•) **Materials Development Internship**

CAE offers an internship programme on the *Learn with Echo Project*. It is aimed at people interested in materials development for adult basic education. Time and costs of the internship are negotiated with clients.

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

Materials Available at SAIDE

(•) *Centre for Adult Education* Introductory Brochure.
(•) *Learn with Echo* Supplement, September 2, 1993.
(•) *Centre for Adult Education* Extra-Mural Studies Programme, July-November 1993.
(•) *Centre for Adult Education* Materials Development in Adult Education conference Introductory Brochure and Programme.
(•) Literacy Matters, Newsletter, No 3, June 1993.

CENTRE FOR THE ADVANCEMENT OF SCIENCE AND MATHEMATICS EDUCATION (CASME)

A Shell South Africa Project

NATAL

Physical Address:	HSRC Building, off Francois Road, Durban
Postal Address:	c/o University of Natal, King George V Avenue, Durban, 4001
Tel No:	[031] 81-1390
Fax No:	[031] 81-5070
Contact/s:	Gill Browne (Materials Development)

● ● ● ● ● ● ● ●

Introduction

The *Centre for the Advancement of Science and Mathematics Education* (CASME) was "established in 1985 with the aim of redressing the educational deficiencies implicit in mathematics and science education in Natal"[1]. Thus, CASME aims to establish sustainable models for the professional development of educators, with a particular focus on secondary school mathematics, science, and biology teachers. The Centre attempts to do this in various ways;

(●) **Training of Teachers** (see below).

(●) **Materials Development** - CASME has developed all of the materials for its training courses. In addition, the Centre develops materials which emerge from the teacher workshops. These then function as support for the teachers, as does a newsletter produced by CASME. The Centre has also moved into the development of materials for pupils themselves. Finally, CASME has produced one or two videos for use by teachers, and is hoping to write supplementary materials for these and other videos.

(●) **Outreach Programme** - CASME has tried to extend the scope of its work through its outreach programme. Firstly, it has established six regional centres for teachers around Natal, as well as one at Kroonstad in the Orange Free State. These centres perform a variety of functions "including making resources such as video players, cassettes, books, models and laboratory kits available on a loan basis. In addition, the centres provide a venue for meetings and a centre point from which local teachers can request INSET workshops and other assistance"[2]. In addition, CASME is trying to encourage the development of subject interest groups among teachers in an attempt to empower teachers to run their own in-service training. CASME is hoping, amongst other aims, to see these groups function effectively as materials development groups.

(●) **Links between Teacher Educators** - CASME is attempting to provide links between teaching professionals in order to facilitate the sharing of ideas, problems and in an attempt to build a common educational base.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

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

CASME offers a wide variety of in-service training workshops, both through a formal Further Diploma in Education programme (see below) and in response to requests from teachers. The content of the courses varies from workshop to workshop, but includes subject-specific workshops on mathematics, science, and biology for teachers. The workshops for teachers often incorporate components on materials production. CASME has also piloted an integrated in-service training workshop initiative in 1993.

---

[1] *Centre for the Advancement of Science and Mathematics Education* Introductory Magazine.

[2] *Ibid* p. 7.

Location: *Centre for the Advancement of Science and Mathematics Education.*
Requirements: Open to practising science educators.
Main Field/s: (Fields depend on workshop details) In-Service Educator/ Teacher Training; Media in Education; Media Skills Training.
Accreditation: No formal accreditation.
Course Fees: Most courses are offered free of charge.
Accommodation: Not applicable.

(●) **Further Diploma in Education**

CASME offers a formally accredited diploma course for teachers of mathematics, science, and biology. The course is offered through distance education, but includes face-to-face components.

Length: Part-time, two years; six weeks of contact sessions throughout the full course.
Intake: Approximately 30 participants per subject per year.
Location: Contact sessions run at *Centre for the Advancement of Science and Mathematics Education.*
Requirements: Open to practising teachers or principals (depending on workshop).
Main Field/s: In-Service Educator/Teacher Training.
Accreditation: Formal accreditation through the *University of Natal, Durban.*
Course Fees: University-based course fees.
Accommodation: Offered at no extra charge for contact sessions.

Materials Available at SAIDE

(●) *Centre for the Advancement of Science and Mathematics Education* Introductory Brochure.
(●) *Centre for the Advancement of Science and Mathematics Education* Introductory Magazine.
(●) *Centre for the Advancement of Science and Mathematics Education* Pamphlets:
  (♦) 1993 In-service training Prospective.
  (♦) Forming Subject Interest Groups.
  (♦) The Science and Mathematics Resource Centre.
  (♦) Integrated In-service Training Workshop Initiative Introductory Pamphlet.
(●) "Doing Design that Works" Workshop Introductory Document.
(●) CASME teachers newsletter, no 2, August 1993.

CENTRE FOR CONTINUING EDUCATION (CCE)

Peninsula Technikon

WESTERN CAPE

Physical Address:	Peninsula Technikon, Modderdam Road, Bellville, Cape Town
Postal Address:	P.O. Box 1906, Bellville, Cape 7535.
Tel No:	[021] 959-6412/3
	[021] 959-6353
Fax No:	[021] 959-6107
Contact/s:	Samuel Isaacs (Director)
	Cheryl Pearce (Bridging Programme Coordinator)
	Lilian van der Schyff (Assistant Training Manager)

Introduction

The *Centre for Continuing Education* (CCE) was established in 1986 as part of the *Peninsula Technikon*'s dedication to lifelong learning. It "encourages adults to improve their education through part-time and evening classes and grants access to people who have been disadvantaged by the system of discriminatory education"[1]. In order to achieve this, the CCE is involved in a variety of activities, including the following:

- **Adult Basic Education Programme** - the aim of this is to provide training for adults who have either very little or no schooling. Through a participatory method of teaching, learners are encouraged to develop confidence and life skills through learning to read and write. Thus, the programme, which is run at interested institutions (such as companies and community organizations), focuses on mother-tongue literacy. This programme also includes a teacher training programme (see below).
- **Short Courses** - the CCE provides a broad range of part-time industrial and commercial short courses. The aim of these courses is "to enable adults to improve their skills and qualifications to allow them to secure meaningful and rewarding employment, advance in their careers and for them to contribute to the empowerment of their communities"[2]. Included in these courses are computer and media courses (see below). A longer business development programme is also run in conjunction with *Barlow's* and *Old Mutual*.
- **Access Courses** - these are bridging courses for people capable of involvement in tertiary education, but lacking the necessary education qualifications for such participation. The courses include both general components and components specifically geared towards the chosen field of study. Automatic access to the chosen field of study is built into passing the Access Courses.
- **Community-Based Outreach Programmes** - a variety of programmes are run. An example of one such programme is the setting up of electrification in Cradock through training programmes which equip people with the skills required for such electrification.

Training Programmes Presently Offered

- **Adult Basic Education Teacher Training Programme**

  The CCE finds and equips facilitators for its adult basic education programme. The course aims to develop the participant's understanding of adult basic education and

---

[1] *Centre for Continuing Education* Introductory Brochure, p. 1.

[2] *Centre for Continuing Education* Schedule of Short Courses for 1993, p. 3.

of the teaching methodology employed by the adult basic education programme. The course is structured in such a way as to allow for an action-reflection process, thus aiming to produce creative and competent teachers. Teacher support is also available after the course is finished.

Length: Six modules and a half day workshop spread over six months, for a total of 94 hours.
Intake: Variable, but maximum of 30 participants.
Location: At participating Institution or *Centre for Continuing Education*.
Requirements: A standard eight, language proficiency in mother-tongue and fluency in a second language, and a commitment to adult basic education.
Main Field/s: Adult Education Training; Language/Literacy Training; Pre-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: No charge for community organizations; companies are charged by the hour.
Accommodation: When courses are run at the CCE, accommodation is offered at no extra cost.

(•) **Short Courses on Computers and the Media**

A variety of short part-time courses, aimed at the community, are run by the CCE. There are a number of courses which provide a basic introduction to computer programming, as well as courses providing an introduction to print journalism and the broadcast media. In addition, two longer courses, a *Certificate in Print Journalism* and a *Certificate in Broadcast Media*, are offered, primarily aimed at people looking to upgrade their employment opportunities. The broadcast media courses, however, rely on the use of equipment from the Technikon's *Art and Design School*, and, therefore, cannot necessarily be run every year.

Length: Variable - the media courses are four hours per week for a total of 32 weeks.
Intake: Variable - media courses require a minimum of five participants and allow a maximum of ten.
Location: *Peninsula Technikon*.
Requirements: None.
Main Field/s: Computer Training; Media Skills Training.
Accreditation: No formal accreditation, but certificates of attendance are offered.
Course Fees: Variable.
Accommodation: Not applicable.

Materials Available at SAIDE

(•) *Centre for Continuing Education* Introductory Brochure.
(•) *Centre for Continuing Education* ABE Programme Introductory Document.
(•) *Centre for Continuing Education* Schedule of Short Courses for 1993.
(•) *Centre for Continuing Education & Barlow/Old Mutual* Business Development Programme Introductory Brochure.
(•) Small Business Forum, no 15, July 1993.
(•) *Centre for Continuing Education* Access Course Magazine.
(•) Document on Development of a Mother-Tongue Curriculum.
(•) *Centre for Continuing Education* Basiese Onderwys Program vir Volwassenes Werkboeke Een tot Vyf: Huis en Familie; Werk en Werkloosheid; Onderwys in Suid Afrika; Gesondheid: Behuising.

CENTRE FOR CONTINUING EDUCATION (CCE)

University of the Witwatersrand

TRANSVAAL

Physical Address:	*Centre for Continuing Education* Building, West Campus, University of the Witwatersrand (Entrance on Yale Road)
Postal Address:	University of the Witwatersrand, Private Bag 3, Wits, 2050, Johannesburg
Tel No:	[011] 716-5509/10
Fax No:	[011] 339-7763
Contact/s:	Joan Vinjevold (Assistant Director) Jacob Noe (Community Extension Officer)

● ● ● ● ● ● ● ●

Introduction

The *Centre for Continuing Education* (CCE) had its origins as an institute for adult education which was associated with the *Transvaal Workers' Educational Association*. It was incorporated into the *University of the Witwatersrand* in 1973, its aim being to extend the work of the University to all communities and special groups in the field of adult education, on the basis of a broad cultural enrichment. More recent emphasis includes a focus on the non-formal training of adult educators in the context of development work. The Centre is linked in this regard to the *Department of Adult Education* in the University's *Faculty of Education*.

The Centre has considerable flexibility within the University structure, allowing it to become involved in a wide range of relevant research and development projects (some of which have since become independent). These include the following past and present projects:

(●) *Radio Forums Research Project*.
(●) *Schools English Language Programme* (SELP).
(●) *Science Education Project*.
(●) *Teachers' English Language Improvement Project* (TELIP).
(●) *Zenex Adult Literacy Unit*.

The CCE also offers regular extension programmes, which consist of short courses, workshops, and seminars on a range of subjects of cultural, professional, or technical interest.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

Note: Adult educator's courses at the CCE include short sessions on general use of the media as an adult educator. The sessions include such topics as how to use video recorders and the value of using the media in education.

(●) **Adult Educator's Programme**

This programme is designed to enhance the effectiveness of adult educators and facilitators of adult learning in the field of non-formal education. The core modules of the programme include teaching methods, leadership skills, course design and planning, and learning theories, and are based on participative learning. Additional modules are offered in areas of specialization.

The programme includes a course designed for leaders in adult literacy and adult basic education. Its aim is to provide a critical understanding of adult basic education and literacy and to develop the skills required for facilitating groups, managing organizations and projects, and for planning, designing, and evaluating programmes

and materials. Details below are for this specific course. A future aim for the course will be for it to act as a bridging course to the University Diploma in Adult Education for people who do not have a Matric qualification.

Length: Five blocks of 40 hours each (a week per block) with approximately one month's break in between each module.
Intake: 20-25 participants per course.
Location: Five central locations in and around Johannesburg.
Requirements: Entry to the course is based on workplace experience and accumulated knowledge; preference is given to people working within institutions that serve adult basic education.
Main Field/s: Adult Education Training; Educational Administration Training; In-Service and Pre-Service Educator/Teacher Training.
Accreditation: The course is certificated by the University.
Course Fees: R1300 per participant (limited assistance is available through the University).
Accommodation: Offered by the University at R2314 per participant for five weeks of accommodation (limited financial assistance is available through the University).

(●) **Community Development Programme**

This course is being offered for the first time in 1993, and is aimed at adult educators, community developers, and facilitators of adult learning in communities. The course covers the skills that would be required for people in these positions.

Length: Five hours weekly on Saturdays over four months.
Intake: 25-30 participants per course.
Location: *Centre for Continuing Education.*
Requirements: Open to anyone involved in community development education.
Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/Teacher Training.
Accreditation: Certificates of attendance and/or competence are given.
Course Fees: R580 per participant.
Accommodation: Not applicable.

Materials Available at SAIDE

(●) *Centre for Continuing Education* Projects and Programmes, April 1992.
(●) *Adult Educator's Programme* Introductory Brochure.
(●) *Community Development Programme* Introductory Brochure.
(●) Russell, D. (Ed), August 1992, Learning to Listen, Listening to Learn: Experiences from a South African Radio Forums Research and Development Project.

CENTRE FOR CULTURAL AND MEDIA STUDIES (CCMS)

University of Natal, Durban

NATAL

Physical Address:	2nd Landing, East Wing, Memorial Tower Building, University of Natal, King George V Avenue, Durban, 4001
Postal Address:	University of Natal, King George V Avenue, Durban, 4001
Tel No:	[031] 260-2505
Fax No:	[031] 260-2214
Contact/s:	Keyan Tomaselli (Director)

● ● ● ● ● ● ● ●

Introduction

The *Centre for Cultural and Media Studies* (CCMS) states that its programmes "are geared towards the study of popular culture, the media and communication. There is a specific emphasis on the search for strategies aimed at cultural reconstruction in contemporary South Africa"[1]. Interdisciplinary research is conducted at post-graduate levels by the CCMS. The aim is to put theory into practice through policy research, community media, and cultural development projects. The CCMS also undertakes contract research though its *Media and Culture Research Unit*.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **CCMS Full-Time Honours Degree**

This course deals with media studies and practice, cultural analysis, popular performance, and visual anthropology. It has three compulsory components, dealing with theories of culture, meaning and ideology, and theories of the media. In addition, there are several options which comprise the fourth and final component. The options for study are: *Film, Video, and Cultural Production*; *African Philosophy*; *Visual Anthropology*; *Popular Culture and Performance*; *Education and Culture*; *Science as a Cultural Expression*; *Walter Benjamin and the Idea of Historical Progression*; *Gender Studies*. In addition, students must write a long essay.

Length:	Full-time, one year (can be completed over two years in six month segments).
Intake:	7-12 participants per course, once annually.
Location:	*Centre for Cultural and Media Studies*.
Requirements:	Bachelors degree.
Main Field/s:	Media Theory.
Accreditation:	Formal Honours accreditation.
Course Fees:	Full-Time, R4610 per year; part-time, R2670 per year.
Accommodation:	Offered through university residences.

(●) **CCMS M.A. & Ph.D. Degrees**

There are two options within the CCMS Master of Arts (M.A.) Degree, namely a coursework M.A. (a professionally oriented theoretical and practical programme designed to equip participants with skills to interact in the information society and with media industries) and a thesis M.A. If the coursework option is chosen (it will start as from 1994), "coursework is project-based, responding to requests from progressive organisations needing theoretical input into specific problems they face"[2].

---

[1] *Centre for Cultural and Media Studies* Introductory Brochure.

[2] Introductory Brochure.

Coursework is done through seminars. The Ph.D degree takes the form of an interdisciplinary research thesis, focusing on media studies, the political economy of the media, popular performance, and cultural and social theory.

Length:	If a media-oriented Honours course has been completed, an M.A. is one year full-time.
Intake:	Five to ten participants for M.A. course, once annually; variable intake for Ph.D. Course.
Location:	*Centre for Cultural and Media Studies.*
Requirements:	Four, five, or six year degree - candidates not familiar with cultural studies may have to complete sections of the Honours coursework, which entails a partial residence requirement.
Main Field/s:	Media Theory.
Accreditation:	Formal M.A. or Ph.D. Degrees.
Course Fees:	R5040 per year for full-time M.A., R2860 per year for part-time M.A.; R5040 for Ph.D.
Accommodation:	Offered through university residences.

Materials Available at SAIDE

- (•) *Centre for Cultural and Media Studies* Introductory Brochure.
- (•) *Centre for Cultural and Media Studies* Annual Reports nos 6 & 7 (Jan 1991 to Dec 1991 & Jan 1992 to Dec 1992).
- (•) List of Publications, May 1993.
- (•) Sub-Text Newsletter, No 1, Nov 1992 (a CCMS publication)
- (•) Critical Arts, vol 4 no 4 vol 5 No 1 combined issue, 1988/89 (special issue on Education, Capital and Discourse in South Africa).
- (•) Studies on the South African Media, a book series edited on behalf of Anthropos Publishers Bellville (available through the CCMS).

CENTRE FOR SOCIAL DEVELOPMENT (CSD)

Rhodes University

EASTERN CAPE

Physical Address:	19 Somerset Street, Grahamstown
Postal Address:	Rhodes University, P.O. Box 94, Grahamstown, 6140
Tel No:	[0461] 24483
Fax No:	[0461] 25049
Contact/s:	Thelma Henderson (Director)
	Anne Irwin (Preschool Coordinator)

● ● ● ● ● ● ● ●

Introduction

The *Centre for Social Development* (CSD) was started in 1982 and is currently involved in a wide variety of projects. These include the following:

(●) **Preschool project** - this project involves the assistance of the CSD in setting up and running preschools in urban and rural areas. Preschools are set up by the CSD in response to requests from communities. The preschools are then run by management committees made up of parents, but the schools continue to receive support from the CSD. This project also involves the training of preschool teachers (see below). Thirty three preschools are now running as a result of this project. The CSD also assists in the setting up of home care groups, eight of which have been established as a result of this venture to date.

(●) **Community Projects** - the CSD is involved in a number of community projects, including the following:

- (◆) *St Mary's Day Care Centre* for coloured school children. This is a pre and after-school centre run by the CSD.
- (◆) *Sun City Community Project* - this project involves the upgrading of the *Sun City Squatter Camp* by the CSD. Facilities which have been provided include a nursery school, a community hall, a playground, and community gardens.
- (◆) *Vezi Danga Project* - this is a project for the aged, which includes the running of two centres and of classes for elderly black people.
- (◆) *Kuyasa Special School for the Mentally Handicapped.*

(●) **Bursary and Education Programme** - this programme provides education members of underprivileged communities through financial assistance. The bursaries offered are primarily for universities and colleges, but some are also cover school tuition.

(●) **Government Food Aid Development Programme** - the CSD participates in this government-funded programme, the food aid going into preschools in the area.

(●) **Adult Basic Education** - ongoing courses are run in basic book-keeping, child care, and committee procedures.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Preschool Training Programme**

There are three courses offered within the preschool training programme. They are:

- (◆) **Orientation Courses for Teachers** - these courses are aimed at people with no preschool experience, and are designed to show how preschool activities should be organized.
- (◆) **Preschool Basic Training Course** - this course is for people who have been through the above orientation course, or who have had some other preschool experience. The course is very practically based, but also includes theoretical input.
- (◆) **Educare Course** - this course is aimed at more experienced educare workers. The course involves more educational theory than the above courses, and also

includes managerial and administrative input.

The following details apply to all three of these courses:

Length: Full-time for one week, followed by a one day follow-up workshop monthly for two months.
Intake: 15-25 participants per course.
Location: *Centre for Social Development*, and central locations in Bathurst and Alexandria (if there is a need, courses will also be run in Sidbury from 1994).
Requirements: In urban areas, teachers are selected in response to an advertisement; in rural areas, teachers are chosen by the communities.
Main Field/s: Educare/Preschool Training; In-Service and Pre-Service Educator/Teacher Training.
Accreditation: No formal accreditation.
Course Fees: Minimum of R50 per participant (participants who can afford to pay more are requested to do so).
Accommodation: Not offered by the CSD.

(•) **Preschool Workshops**

These workshops are run for preschool teachers in each of the applicable areas. The aim of the workshops is to provide an opportunity to share ideas, but they also cover general problems and issues in the field of educare.

Length: Full day workshops in rural areas, half day workshops in urban areas, once monthly.
Intake: Approximately 30 participants per workshop.
Location: *Centre for Social Development*, and central locations in Bathurst, Alexandria, and Sidbury.
Requirements: Open to preschool teachers.
Main Field/s: Educare/Preschool Training; In-Service Educator/Teacher Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

Training Programmes Planned

(•) **Supervisor's Course**

The CSD is hoping to run this course as level four of the preschool teacher training courses.

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

Internships Offered

(•) **Training of Trainers**

At present, the training of trainers is done through a form of internship. It is hoped that, in the future, this will be done more formally through in-service training and the course being devised by the *Network of Educare Training Agencies* (see separate report).

Requirements: Preschool experience and as high a qualification as possible.
Main Field/s: Educare/Preschool Training; Trainer Training.

Materials Available at SAIDE

(•) *Centre for Social Development* Director's Report for the period January to December 1992.

COLLEGE OF EDUCATION FOR FURTHER TRAINING ROGGEBAAI

WESTERN CAPE

Physical Address:	Corner Alfred and Prestwich Streets, Roggebaai, Cape Town
Postal Address:	Private Bag X4, Roggebaai, Cape Town, 8012
Tel No:	[021] 25-2665
	[021] 25-4068/9
Fax No:	[021] 419-1213
Contact/s:	Stan Henderson (Head of Geography Dept)
	Sydney Jegels (Vice-Rector)

● ● ● ● ● ● ● ●

Introduction

The *College of Education for Further Training - Roggebaai*, established in 1983, states its aims as the following; "to provide an opportunity for in-service teachers especially those in category 'A' and B, who find it impossible to attend part-time classes to improve their qualifications by means of further vocational in-service courses"[1]. Thus, the College does not train students to become teachers, but rather aims at upgrading the qualifications of people who are already teachers, while also furthering their teaching skills. Courses are taught primarily through distance education (the packages consist only of printed media and are offered in English and Afrikaans), but face-to-face sessions of one or two weeks a year (run by guest tutors) are offered in subjects of a practical nature which require personal contact. These sessions are run at six different centres, in Cape Town, Port Elizabeth, Worcester, Kimberley, George, and Oudtshoorn. At present, the College is funded by the *Department of Education and Culture: House of Representatives*, but enrolment is open to all races. This enrolment is limited by the size of funding and the number of lecturers which the College is allowed to employ. In addition to the courses below, there are also bridging courses in Maths, English, and Afrikaans to get people to the level required for the second year Diploma. English and Afrikaans are currently compulsory subjects at second and third year level, but Xhosa will be offered as a language subject in 1994, thus allowing students to choose from two out of three language subjects.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Diploma in Education II (Senior Primary and Junior Primary)**

Length:	Part-time, two to four years.
Intake:	Variable, annually in June (in 1993, there are 1170 Junior Primary students and 613 Senior Primary Students).
Location:	Not applicable.
Requirements:	A variety of teaching certificates, plus two years of teaching experience.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	Formal accreditation through *Department of Education and Culture: House of Representatives*. The College also offers certificates in addition to the formal accreditation.
Course Fees:	R195 per year, plus examination fees; an additional fee of R30 per week for travel and accommodation during face-to-face sessions. Bursaries of R450 per course are available.
Accommodation:	Offered by College for face-to-face sessions.

[1] *College of Education for Further Training - Roggebaai Prospectus, Foreword.*

(●) **Diploma in Education III (Senior Primary and Junior Primary)**

Length:	Part-time, two to four years.
Intake:	Variable, annually in January (in 1993, there are 199 Junior Primary students and 384 Senior Primary Students).
Location:	Not applicable.
Requirements:	A variety of teaching certificates plus two years of teaching experience.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	Formal accreditation through *Department of Education and Culture: House of Representatives*. The College also offers certificates in addition to the formal accreditation.
Course Fees:	R195 per year, plus examination fees; an additional fee of R30 per week for travel and accommodation during face-to-face sessions. Bursaries of R450 per course are available.
Accommodation:	Offered by College for face-to-face sessions.

(●) **Higher Diploma in Education IV (Senior Primary)**

Length:	Part-time, two to four years.
Intake:	Variable, annually in January (in 1993, there are 962 students).
Location:	Not applicable.
Requirements:	Teaching diploma plus three years of teaching experience.
Main Field/s:	In-Service Educator/Teacher Training.
Accreditation:	Formal accreditation through *Department of Education and Culture: House of Representatives*. The College also offers certificates in addition to the formal accreditation.
Course Fees:	R195 per year, plus examination fees; an additional fee of R30 per week for travel and accommodation during face-to-face sessions. Bursaries of R450 per course are available.
Accommodation:	Offered by College for face-to-face sessions.

Materials Available at SAIDE

(●) *College of Education for Further Training - Roggebaai* Prospectus.
(●) List of Due Dates for Assignments, 1993.
(●) Despatch Dates Forms for Students.
(●) 1993 Distribution of Work per Subject.
(●) *College of Education for Further Training - Roggebaai* Graduation Ceremony Programme, 1993.
(●) Summary of Results, 1992.

COMMUNICATIONS DEPARTMENT

University of the Orange Free State

ORANGE FREE STATE

Physical Address:	Top Floor, Theology Building, University of the Orange Free State, off Kimberley Road, Bloemfontein
Postal Address:	University of the Orange Free State, P.O. Box 339, Bloemfontein, 9300
Tel No:	[051] 401-2867
	[051] 401-2872 - Coenie de Villiers
Fax No:	[051] 30-4287
Contact/s:	Coenie de Villiers (Lecturer)

● ● ● ● ● ● ● ●

Introduction

The main focus of the *Communications Department* at the *University of the Orange Free State* is on providing formal training in the fields of Communications and Journalism (see below). In addition, however, the Department is setting up a *Unit for Community Communication*, which will start functioning in 1994. Meetings are currently being held with community leaders in order to establish the exact nature of this unit, but its central focus will be on spreading media skills to the wider community (see below). In addition, the unit will produce an academic journal covering the topic of community communications in the international context.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Bachelor of Arts Degree in Communications**

This Degree provides an introduction to media, both through media theory (for example, theories of communication and an introduction to communication structures) and through more practically-based courses. The latter consists of semester courses, covering a wide variety of topics, including journalism, public relations, press and media law, the media of radio and television, and advertising. All of the theoretical courses offered within the degree are also open to other Bachelor of Arts undergraduate students. Students taking this degree are encouraged to continue with the Communications Honours Degree (see below).

Length:	Full-time, three years.
Intake:	Approximately 100 enrolments and 65 graduations per year.
Location:	*Communications Department.*
Requirements:	Matriculation certificate with university entrance.
Main Field/s:	Journalism Training; Media Skills Training; Media Theory.
Accreditation:	Formal B.A. Degree accreditation Offered.
Course Fees:	R3800-5000 per year, depending on courses taken, plus a registration fee of R190.
Accommodation:	Offered through university residences.

(●) **Communications Honours Degree**

This degree moves on from the undergraduate Communications degree above to involve selection and specialization on the part of the students. Subjects for specialization include advertising, journalism, and the audio-visual media. The latter is a practically-oriented specialization covering radio and video, and it includes practical skills training and the production of audio or video programmes.

Length:	Full-time, one year; part-time, two years.
Intake:	Variable. A maximum of 10 participants may take the audio-

visual specialization annually.

Location: *Communications Department.*
Requirements: Three year degree.
Main Field/s: Journalism Training; Media Skills Training; Media Theory.
Accreditation: Formal B.A. Honours Degree accreditation Offered.
Course Fees: Approximately R4200 per year.
Accommodation: Offered through university residences.

(•) **Masters and Doctorate Degrees**
These degrees both entail thesis work.
Main Field/s: Journalism Training; Media Skills Training; Media Theory.

Training Programmes Planned

(•) **Community Communications Training**
The *Unit for Community Communication* will be offering training to people at a grassroots level. The exact nature of the training will depend on the needs of the communities and community organizations with which the unit is working, but the aim is to provide communities with the skills required for various levels of media production and for general communication.
Main Field/s: Media Skills Training.

COMMUNITY VIDEO EDUCATION TRUST (CVET)

WESTERN CAPE
Physical Address: 1st Floor, Reyfanaab Building, 2 Queen's Park Road, Salt River, Cape Town
Postal Address: P.O. Box 98, Observatory, 7935, Cape Town
Tel No: [021] 448-4024
Fax No: [021] 448-5451
Contact/s: Emily Mokoena (Producer)

● ● ● ● ● ● ● ●

Introduction

The *Community Video Education Trust* (CVET) was started in 1979 by the *Department of Adult Education and Extra-Mural Studies* at the *University of Cape Town*, in order to provide members of the community with training in technical video skills. Soon after this, CVET became independent and changed its focus. The aim now is to produce and distribute educational video materials to community organizations. Members of CVET create documentary videos in collaboration with different communities, and these documentaries are then used by those communities. CVET is also available, on commission from organizations, to film important events in the different communities, thus ensuring that these events are visually documented, a service for which community organizations are charged comparatively very low rates. Finally, CVET has been and is involved in a variety of training programmes (see below).

● ● ● ● ● ● ● ●

Training Programmes Previously Offered

(●) **Video Options in Community Arts Project Media Course**
In conjunction with the *Community Arts Project* (CAP), CVET has run video options within the CAP two year media course. The video component included an introduction to video, sound, scriptwriting, and directing. A video was also produced by course participants.
Length: Full-time, one month.
Main Field/s: Electronic Media Skills Training.

(●) **Video Skills Training Course**
This course, run in 1991, involved taking members from various communities and equipping them with video skills. The course, however, suffered because of lack of access to resources for trainees and has now been discontinued.
Main Field/s: Electronic Media Skills Training.

(●) **Video Skills Upgrading Course**
British filmmakers came to CVET to run a once-off six day course designed to upgrade the skills of people who already had some video skills.
Main Field/s: Electronic Media Skills Training.

Training Programmes Planned

(●) CVET is planning to set up training programmes in order to train people to work at community television stations. This is part of CVET's plan to set up a community television station for the Western Cape.
Main Field/s: Electronic Media Skills Training.

COMMUNITY VIDEO SCHOOL (CVS)

A Project Initiated by The Film and Allied Workers Organization

TRANSVAAL

Physical Address: 3rd floor, Paris Building, 70 End Street, Johannesburg
(School will be located at Newtown Cultural Precinct Building # 5, President Street as from January 1994)

Postal Address: P.O. Box 16939, Doornfontein, 2198, Johannesburg

Tel No.: [0'1] 402-3660

Fax No: [011] 402-0777

Contact/s: Dorothy Brislin (Acting Director)

● ● ● ● ● ● ●

Introduction

The *Community Video School* (CVS) "was established on the basis of the Film and Allied Workers Organization's (FAWO) resolve to create a community based film and video educational facility. This resolve arose out of the historical legacy of Apartheid that created imbalances in the distribution of skills, denial of access to education and production resources for black South Africans"[1].

The CVS began in January 1991 as a project initiated by FAWO, in recognition of the need to empower black students and those who were economically marginalized with skills previously only available to white students. While the CVS remains affiliated with FAWO, the school operates independently under an educational trust. The school includes among its aims training self empowered film students from disadvantaged communities, attempting through its training to create a distinct South African film culture, linking with others in the struggle to democratize the film and television industries, and struggling with communities and organizations to establish community broadcasting centres for self empowerment. As an example of an activity in which the CVS is involved in addition to its function as a training institution, it is currently lobbying with the relevant industry organizations and FAWO for a film subsidy scheme to entrench a system of traineeships and internships at production houses.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Film and Video Training Course**

This course aims to offer training in a range of cinematic skills, from a general understanding of the processes of film and video production, its history, and its relation to society to the practical and technical skills required to produce film or video. The aim throughout is, in addition, to promote independent and critical thinking in the students. While there is not a component specifically catering for the electronic media in education at present, the curriculum developers are examining the potential inclusion of such a component to the training. The course is national in reach and also plans to bring in participants from other Southern African countries in the near future.

Length: Full-time, two years, with an internship at a production house after completion of the course. There is currently a plan to formalize the internship and make it part of the final year of a full-time three year course. Extending the course to three years would also allow for greater attention to life skills within the curriculum.

---

[1] Community Video School Annual Report, 1992, p. 4.

Intake: 12 students annually, in July.
Location: *Community Video School.*
Main Field/s: Electronic Media Skills Training; Media Theory.
Accreditation: Certificate, but not formally recognized; the *Wits Education Policy Unit* is reviewing the curriculum for diploma accreditation and, if accepted, this accreditation will also be offered retrospectively to past graduates. Industry recognition exists in terms of the acceptance of interns annually. The School is also in the process of becoming a member of *CILECT*, an international association of film schools.
Course Fees: R2500 per year - bursaries are offered by the school and from outside for people unable to afford fees.
Accommodation: Each student is given a monthly allowance to help with transport and personal expenses. In 1992, additional money was also granted to the six neediest students in order to help with accommodation. There are also development plans to establish an accommodation residence for students.

Training Programmes Previously Offered

(•) **Upgrading Courses**
Four part-time Courses of four months each were run to upgrade people to the level necessary for the CVS full-time course. The courses took participants right through the production process, from conceptualization to pre-production, production, and post-production.
Main Field/s: Electronic Media Skills Training; Media Theory.

Training Programmes Planned

(•) The CVS plans to run part-time courses in specialized aspects of technical film and video training (for example, sound training). It also plans on running a foundation course, which will provide an introduction to film and video language, production processes, and the social impact of film and video.
Main Field/s: Electronic Media Skills Training; Media Theory.

Materials Available at SAIDE

(•) Full-Time Course Curriculum [First & Second Year].
(•) Part-Time Curriculum 1992 [Upgrading Course].
(•) *Community Video School* Annual Report 1992.
(•) *Community Video School* First Quarter and Second Quarter Reports, 1993.
(•) *Community Video School* Catalogue of Students' Work, 1993.

DAMELIN EDUCATION GROUP

TRANSVAAL

Physical Address:	Damelin Centre, Corner of de Korte and Harrison Streets, Braamfontein, Johannesburg
Postal Address:	P.O. Box 31190, Braamfontein, 2017, Johannesburg
Tel No:	[011] 403-7112
Fax No:	[011] 403-2985
Contact/s:	Mick Andrew (Director of Studies)

The *Damelin Education Group* has branches in the major cities of South Africa and its neighbouring states.

• • • • • • • •

Introduction

According to its introductory booklet, the *Damelin Education Group* "consists of a number of divisions, providing education and training over the full spectrum of high school and business training"[1]. The Group consists of the following divisions:

(•) *Damelin College High School.*
(•) *Damelin Business Campus.*
(•) *Damelin Management School.*
(•) *Damelin Computer School.*
(•) *Damelin Degree Campus* - this provides university education through the *University of South Africa.*
(•) *Damelin Centre for Local Government Studies.*
(•) *Damelin Correspondence College.*

The *Damelin Education Group* uses a variety of delivery systems for its courses, including full-time face-to-face tuition, part-time classes in the evenings and on Saturday mornings, and distance education. Correspondence courses are, however, primarily in secondary education (from higher primary to Matric), although they are aimed at adults. Schools are permitted to make use of the courses on condition that supervision is provided for students. Post-Matric courses offered are mainly in business, with courses being examined and diplomas awarded by a variety of institutes (for example, the *Institute of Chartered Secretaries and Administrators* and the *Institute of Marketing Management*). A few short courses are also offered in practical business studies; these are intended to function primarily as post-experience updating courses for adults, and *Damelin* diplomas, with the endorsement of a professional institute, are awarded.

• • • • • • • •

Training Programmes Previously Offered

(•) The *South African Association of Independent Schools* recently asked the *Damelin Education Group* to run a course on educational management. The Group ran this course in 1991 and then set up a course for the independent schools to use.
Main Field/s: Educational Administration Training.

Training Programmes Planned

(•) The *Damelin Education Group* is considering running a lecturer development programme for its lecturers. The course will, however, be open to other people, and will focus on Adult Education and be geared towards business and management principles. It will probably be a six month course, and should cost in the region of R500

---

[1] Damelin Education Group introduct. booklet, inside cover.

to R1000 per participant. For further details, contact Gordon Cook ([011] 880-6720).
Main Field/s: In-Service Educator/Teacher Training.

Materials Available at SAIDE

(●) *Damelin Education Group* Introductory Booklet.
(●) *Damelin Correspondence College* Introductory Booklet.

DEAL TRUST

Disseminating Expertise for Adult Literacy

TRANSVAAL

Physical Address:	Room 46, Education Building, West Campus, University of the Witwatersrand (Entrance on Yale Road), Johannesburg
Postal Address:	Faculty of Education, University of the Witwatersrand, Private Bag 3, 2050, Johannesburg
Tel No:	[011] 716-5459
Fax No:	[011] 339-7763
Contact/s:	Gwyneth Tuchten (National Facilitator)

● ● ● ● ● ● ● ●

Introduction

The *DEAL Trust* describes itself "a cooperative initiative of five South African university-based Adult Basic Education (ABE) programmes. The purpose of DEAL is to develop the participating programmes as an effective national base for supporting and promoting adult literacy and basic education in South Africa"[1]. The following programmes are included in the work of the Trust;

(●) The *Zenex Adult Literacy Unit* at the *University of the Witwatersrand.*
(●) The *Centre for Adult Education* at the *University of Natal, Durban.*
(●) The *Centre for Adult Education* the *University of Natal, Pietermaritzburg.*
(●) The *Centre for Adult and Continuing Education* at the *University of the Western Cape.*
(●) The *Department of Adult Education and Extra-Mural Studies* at the *University of Cape Town.*

The *DEAL Trust* is involved in management, research, evaluation, and the dissemination of information in the field of adult basic education.

● ● ● ● ● ● ● ●

Materials Available at SAIDE

(●) Loose Introductory Paper.

---

[1] Loose Pamphlet.

DELTA ENVIRONMENTAL CENTRE

Environmental, Education, Training and Consultation Network

TRANSVAAL

Physical Address:	Delta Park, Road No. 3, Victory Park, Johannesburg
Postal Address:	Private Bag X6, Parkview, 2122, Johannesburg
Tel No:	[011] 888-4831
Fax No:	[011] 888-4106
Contact/s:	Henning Viljoen (Chief Executive Officer) Di Beeton (Chief Education Officer) Benny Makgoga (Extension Officer)

● ● ● ● ● ● ● ●

Introduction

The *Delta Environmental Centre* was started in 1986 and is a "dynamic, future-focussed organisation addressing environmental issues by offering conservation awareness programmes for a wide spectrum of people"[1]. This includes groups such as school children, teachers (see below), college students, technikon and university students, and special interest groups (for example, wildlife organizations). The size of groups is variable, and these groups are accommodated on request from organizations (a three hour course costs R8 per participant; if this fee is not affordable, a reduced fee is negotiable). In addition to this main activity, the *Delta Environmental Centre* is also involved in the following activities:

(●) **Teacher Training Video Series** - this project involves the creation of a thirteen part television series on environmental awareness. The series will provide teaching hints for teachers, using a docudrama format which revolves around classroom situations (the focus will be on standards five, six, and seven). It is envisaged that resource materials will accompany the series, but the project requires further funding for this to happen.

(●) **Conference Facilities.**

(●) **Satellite Programmes under the Centre's Guidance** - these currently exist in Alexandra, Katlehong, Duduza, and Soweto.

(●) **Business Consultation** - the Centre provides a consultation service, dealing with environmental awareness in the workplace, to business and industry

Approximately thirty thousand people visit the centre every year.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Teacher Workshops**

Most of these workshops are thematic (covering topics such as standard eight ecology, mathematics and the environment, or pollution). Topics are devised either reactively, in response to teacher requests, or proactively (for example, in conjunction with the *Johannesburg College of Education*). The workshops are usually divided into three components; a knowledge input component, which can take several different forms (for example, talks, games, slide-shows, or videos); a skills and teaching strategy component, where teachers are taken through activities which they would be able to use in the classroom; and a component where resources relevant to the particular topic are made available to the participants.

Length:	Three hours per workshop (some groups of teachers return for workshops four to five times a year).
Intake:	Variable.
Location:	*Delta Environmental Centre* (workshops will hopefully also be

[1] Delta Environmental Centre Introductory Brochure.

run at the satellite centres in the near future).

Requirements: Usually primary school teachers, although groups of secondary school teachers are also taken.

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

Accreditation: Certificates are offered. Accreditation is also being negotiated with formal education structures.

Course Fees: R8 per participant.

Accommodation: Not applicable.

(●) **Extended Workshops**

These courses are run for teachers from *Department of Education and Training* schools and for community workers. The courses cover a range of environmental issues through presentations and discussion groups, and also include game drives and visits to bird aviaries.

Length: Three to four days, over weekends or during holidays.

Intake: Maximum of 36 participants, approximately four times annually.

Location: Nature reserves.

Requirements: Only open to teachers and community workers.

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

Accreditation: No accreditation.

Course Fees: R30 per participant (including accommodation).

Accommodation: Offered by *Delta Environmental Centre* at nature reserves.

Materials Available at SAIDE

(●) *Delta Environmental Centre* Introductory Brochure.

(●) *Delta Environmental Centre* Loose Introductory Paper and Price List.

(●) Itinerary for Soweto Primary School Teachers' Workshop: 18-20 June 1993 (Pilanesberg Nature Reserve).

(●) *Delta Environmental Centre* List of Resource Materials.

DEPARTMENT OF ADULT EDUCATION AND EXTRA-MURAL STUDIES

University of Cape Town

WESTERN CAPE

Physical Address:	Education Building, Middle Campus, University of Cape Town (off Stanley Road), Cape Town
Postal Address:	University of Cape Town, Private Bag, Rondebosch, 7700, Cape Town
Tel No:	[021] 650-3250 - Adult Education [021] 650-2888 - Extra-Mural Studies
Fax No:	[021] 650-3489
Contact/s:	Clive Millar (Head of Department)

● ● ● ● ● ● ● ●

Introduction

The *Department of Adult Education and Extra-Mural Stuaies* at the *University of Cape Town* is, according to its introductory brochure, "responsible for carrying out the University's commitments in the field of adult education. This is accomplished through two areas of work - academic teaching and research in adult education, and in course development and provision of public extra-mural study programmes"[1]. In addition to a range of training programmes (see below), the Department's activities include the following:

(●) **Extra-Mural Courses** - These courses, given mainly in the evenings, cover a variety of subjects, from subjects of general intellectual [illegible]st to language and computer training courses. Anyone may apply to attend the[illegible]ses.

(●) **Summer School and Winter School.**

(●) **Research and Development** - th[illegible] has three components:

- (♦) The evaluation of programmes and projects in education.
- (♦) Research on curriculum development and adult learning.
- (♦) Research and development programme in adult basic education and literacy.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Advanced Diploma for Educators of Adults**

This course is designed for people who are or will be responsible for helping adults to learn in a wide range of contexts. The course aims to give students a theoretical understanding of educational practice and the knowledge and skills they will require to enhance their own learning and to develop their practice in adult education.

Length:	Part-time, two years (four hours per week on campus).
Intake:	35 students, biennially, in the February of even-numbered years.
Location:	*Department of Adult Education and Extra-Mural Studies.*
Requirements:	Three year post-matric qualification (degree/teaching diploma).
Main Field/s:	Adult Education Training; In-Service and Pre-Service Educator/ Teacher Training.
Accreditation:	Recognized by the *Department of National Education* for salary purposes.
Course Fees:	Approximately R3000 per year per student.
Accommodation:	Not applicable.

---

[1] Department of Adult Education and Extra-Mural Studies Introductory Brochure.

(•) **Community Adult Education Programme**

This course aims "to give community workers and educators who do not have the qualifications for formal university study a chance to build on their practical experience. The course includes an introduction to adult and community education as well as exposure to selected forms of adult education practice"[2].

Length:	Part-time, one year (weekly classes, training session on Saturdays, and some residential weekends - there is also a mid-year intensive optional module programme consisting of short courses and workshops).
Intake:	40 participants, once annually.
Location:	*Department of Adult Education and Extra-Mural Studies.*
Requirements:	Fluency in written and spoken English and involvement in adult education in a community or trade union context.
Main Field/s:	Adult Education Training; In-Service and Pre-Service Educator/Teacher Training.
Accreditation:	Certificate of attendance, but no formal accreditation (although this is being worked on).
Course Fees:	R1000 per student (bursaries are available).
Accommodation:	Not applicable.

(•) **Workplace Learning Programme**

The aim of this course is "to enable practitioners in the field of commercial and industrial adult education and training to conceptualise new forms of training appropriate to the changing conditions of South African workplaces"[3].

Length:	Part-time, one year (27 weekly classes of two and a half hours each).
Intake:	35 participants, annually, in March.
Location:	*Department of Adult Education and Extra-Mural Studies.*
Requirements:	Involvement in training and development in industrial and commercial enterprises, community organizations, trade unions, and other similar organizations.
Main Field/s:	Adult Education Training; In-Service Educator/Teacher Training.
Accreditation:	Certificate of attendance, but no formal accreditation (although this is being worked on).
Course Fees:	R2500 per student (bursaries are available).
Accommodation:	Not applicable.

(•) **Non-Formal Adult Education Option (B. Ed.)**

This is an option within the Bachelor of Education (B. Ed.) degree, and is run in close conjunction with the *Faculty of Education*. Students participate in seminar work and research key issues in adult education and alternatives to schooling"[4].

Length:	Approximately one fifth of one year B. Ed. course.
Intake:	Variable.
Location:	*Department of Adult Education and Extra-Mural Studies.*
Requirements:	Only open to *University of Cape Town* B. Ed. students.
Main Field/s:	Adult Education Training; Pre-Service Educator/Teacher Training.

---

[2] *Ibid.*

[3] *Ibid.*

Accreditation: Formal accreditation through B. Ed. degree.
Course Fees: Included in course fees for B. Ed.
Accommodation: Available through university residences.

(•) **Master of Philosophy in Adult Education**
In 1993, the course was entitled *Research, Innovation, and Development*. The course consisted of two components, the first comprising course work (which drew on theoretical and empirical matter from the full spectrum of educational work) and the second entailing a minor dissertation (of twenty thousand words).

Length: Full-time, one year (the dissertation may be completed in part-time studies after the full-time year).
Intake: Variable; eight students in 1993.
Location: *Department of Adult Education and Extra-Mural Studies.*
Requirements: Honours degree and a demonstrated competence for further study.
Main Field/s: Adult Education Training; Pre-Service Educator/Teacher Training.
Accreditation: Formal accreditation through university.
Course Fees: R3300 per participant for first year and R1100 for subsequent years, plus R700 examination fee on submission of dissertation.
Accommodation: Available through university residences.

Materials Available at SAIDE

(•) *Department of Adult Education and Extra-Mural Studies* Introductory Brochure.
(•) *Advanced Diploma Course for Educators of Adults, 1994-95*, Course Brochure.
(•) *Community Adult Education Programme, 1993*, Course Brochure.
(•) *Masters Degree in Adult Education, 1993*, Course Brochure.
(•) Part-time Course (March-October 1993) on *Adult Learning in the Workplace* Course Outline.
(•) Summer School and Winter School Programmes for 1993.
(•) Extra-Mural Courses (May-August 1993).
(•) Hutton, B. A Manual for Writers of Learning Materials, Cape Town, Buchu Books.
(•) Murray, N. Thandeka's Story: A Book for Literacy Teachers, Cape Town, Buchu Books.

DEPARTMENT OF EDUCATIONAL TECHNOLOGY

University of South Africa

NORTHERN TRANSVAAL

Physical Address:	Room BG-56, Gold Fields Entrance, Theo van Wijk Building, University of South Africa, Pretoria
Postal Address:	University of South Africa, P.O. Box 392, Pretoria, 0001
Tel No:	[012] 429-3515
Fax No:	[012] 429-3363
Contact/s:	Calvyn Potgieter (Head of Department)

● ● ● ● ● ● ● ●

Introduction

The *Department of Educational Technology* is a service department for the *University of South Africa* (UNISA). The department has a wide range of media sections, whose focus includes the following:

(●) **Media Design and Production** - these sections concentrate on graphic, photographic, audio cassette, and video cassette design and production. Most production work is done by the Department itself, but some graphic and photographic work is commissioned to external organizations. In addition, the video production unit utilizes freelance technical people and also sometimes makes use of external facilities. Audio production is, however, completely internal, including the production of those programmes made for *Radio UNISA* (*Radio UNISA* is a collaborative effort between the *Department of Educational Technology* and the *Bureau for University Teaching* which involves the broadcasting of supplementary audio programmes for UNISA students on Radio 2000). Finally, the media design and production process acts as a form of informal training for UNISA lecturers (see below).

(●) **Media Provision** - this primarily involves the lending out of media materials to UNISA lecturers.

(●) **Media Duplication** - this involves the duplication of audio cassettes, video cassettes, and computer software for all of the UNISA students around South Africa.

The Department has also made available to the *TSS Network Channel* a range of UNISA video products. This is all supplementary material for UNISA students, and the *TSS Network Channel* is yet to decide whether or not they will be able to broadcast this material.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Informal Lecturer Training**

The Department undertakes media design for lecturers on request, and, when this happens, takes lecturers through the process of media design. The process acts as a form of training for lecturers in issues such as situational analysis, media selection, target groups, didactical needs, media integration, the structuring of content, and a range of issues relevant to the specific medium being used. The lecturer's involvement also continues through into the production process.

Length:	Dependent on complexity of medium and content and on lecturer's prior knowledge.
Intake:	Individual training.
Location:	*Department of Education Technology.*
Requirements:	Only open to UNISA lecturers.
Main Field/s:	Electronic Media in Education; In-Service Educator/Teacher Training; Media Skills Training.
Accreditation:	None.

Course Fees: None.
Accommodation: Not applicable.

(•) **In-Service Training**
Although people hired by the *Department of Education Technology* are expected to have basic media skills, further informal training takes place after employment. In addition, people are sent on relevant external training courses, while more formal seminars are also sometimes held with the Department's staff members (examples of past seminars include a presentation on the media design process and training in updated equipment by suppliers of computerized software).
Main Field/s: Electronic Media Skills Training.

Materials Available at SAIDE
(•) *Departement OnderrigteTegnologie* Introductory Document.

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

Rhodes University

EASTERN CAPE

Physical Address:	Room 10, Journalism Department, Rhodes Theatre Building (off Somerset Street), Grahamstown
Postal Address:	Journalism Department, Rhodes University, P.O. Box 94, Grahamstown, 6140
Tel No:	[0461] 22023 x338
Fax No:	[0461] 28447
Contact/s:	Charles Riddle (Lecturer) Temba Maselela (Lecturer)

● ● ● ● ● ● ● ●

Introduction

According to an introductory pamphlet, the *Department of Journalism and Media Studies* at *Rhodes University* "provides an academic and practical training in print and broadcast media within the framework of a university degree or postgraduate diploma"[1] (see below). In addition to this function, the Department is also involved in the following:

(●) **Research and Training** - the Department acts as a clearing agent for the funding of media training programmes and undertakes research into the media in South Africa (a recent example of research undertaken is the publication on Rural Media: Communicating Electoral Process to a Low-Literacy Audience). It also runs workshops in response to the needs of relevant organizations (see below). In addition, the department is linked to the *Eastern Cape News Agencies* (ECNA) and provides training for its members (see below). Finally, the department runs conferences on issues around the media. It has, to date, run two major conferences, one on "media policy" and a second on "making media work for development in Southern Africa".

(●) **Publications** - the department is involved in the production of a variety of publications. These include Cue, a daily newspaper to the *Standard Bank National Arts Festival*; Rhodes University Journalism Review, a journal produced twice annually which links academic journalism to the industry; Rhodian, an informal yearbook of Rhodes University activities; and a variety a small magazines, pamphlets, and other publications.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **University Journalism Courses**

The department offers three alternative courses in journalism and media studies. Each course contains theoretical and practical components. In addition, ECNA members are pulled into relevant aspects of these formal degree courses in order to provide them with journalism training.

(♦) **Bachelor of Journalism** - this is a four year course, and it offers a specialization in print media or in television.

(♦) **Bachelor of Arts** - this is a three year course with a major in Journalism and Media Studies.

(♦) **Higher Diploma in Journalism** - this is a one year postgraduate course, open to graduates with any degree.

Intake: Variable.
Location: *Department of Journalism and Media Studies.*
Requirements: Relevant university entrance requirements.

---

[1] Department of Journalism and Media Studies Introductory Pamphlet, p. 1.

Main Field/s: Journalism Training; Media Skills Training; Media Theory.
Accreditation: Formal degrees and diplomas offered through the university.
Course Fees: Variable.
Accommodation: Offered through university residences.

(●) **Journalism and Media Workshops**
These workshops are run in response to requests from community organizations (such as the *Grahamstown Voice*, which is a community newspaper, and the *East Cape Development and Funding Forum*). Each workshop deals with specific journalism and media topics, such as an introduction to radio, editing, news-writing, and radio production.
Main Field/s: Journalism Training; Media Skills Training; Media Theory.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

Materials Available at SAIDI.
(●) *Department of Journalism and Media Studies* Introductory Pamphlet.
(●) Introductory Paper to South African Media Course.
(●) Special Report on *Media Policy Workshop* in Rhodes University Journalism Review, November 1990.
(●) *Department of Journalism and Media Studies*, Rural Media: Communicating Electoral Process to a Low-Literacy Audience.

DEPARTMENT OF VIDEO TECHNOLOGY

Natal Technikon

NATAL

Physical Address:	City Campus, Natal Technikon, Cnr Smith and Warwick Streets, Durban
Postal Address:	Natal Technikon, P.O. Box 953, Durban, 4000
Tel No:	[031] 301-7823/9 [031] 301-7848/9
Fax No:	[031] 22-3405
Contact/s:	David de Beer (Senior Lecturer)

• • • • • • • •

Introduction

The main function of the *Department of Video Technology* at *Natal Technikon* is to provide training in video technology. The Department offers the only national diploma in video technology in South Africa (see below). In addition, however, the Department is and has been involved in a variety of other training programmes in video technology (see below). The Department also produces videos for external companies and institutions (for example, the *Kwazulu Training Trust*). These productions are generally done by the students, but staff members will become involved in external productions if the schedule allows time for this.

• • • • • • • •

Training Programmes Presently Offered

(•) **Diploma in Video Technology**

This course provides a comprehensive training in video production, and covers the full range of technical skills required for production (including pre-production, scriptwriting, lighting, sound, camera work, directing, and editing). The courses includes a six month experiential training component at a video production institution, which acts as a final assessment for the diploma.

It is of interest to note that the Technikon as a whole is considering the possibility of offering a variety of its courses through distance education. The *Department of Video Technology* is likely to become the first department to become involved in distance education, and intends to offer its Diploma in Video Technology through distance education. Students wishing to take the course would have to have access to the necessary technical equipment, but the Department will develop written materials and possibly videos of lectures for students taking the course through distance education. A group of six people in Pretoria have already asked to study the course in this way.

Length:	Full-time, three years (including six month experiential component).
Intake:	45 enrolments per year, once annually.
Location:	*Department of Video Technology*.
Requirements:	Matriculation certificate with Technikon entrance.
Main Field/s:	Electronic Media Skills Training.
Accreditation:	Formal accreditation through technikon diploma.
Course Fees:	Approximately R4800 per participant for first and second years; approximately R2400 per participant for third year.
Accommodation:	Available through technikon residences.

(•) **Journalism Course Broadcasting Component**

A broadcasting component for the Technikon's journalism course is run at the *Department for Video Technology*, making use of the Department's technical expertise and facilities. At present, the course is aimed at the third year students, but a course

for first year students will also be run from 1994 (the intensity of this course is still to be decided).

Length: Six months, five periods of three quarters of an hour every week.
Intake: Approximately 14 students per year, once annually.
Location: *Department of Video Technology*.
Requirements: Only open to third year journalism students.
Main Field/s: Electronic Media Skills Training; Journalism Training.
Accreditation: Formal accreditation offered through diploma in journalism.
Course Fees: Covered by course fees of diploma in journalism.
Accommodation: Available through technikon residences.

(•) **Education Course Television Production Component**

The *Department of Education* at the Technikon makes use of equipment from the *Department of Video Technology* to run courses in television production for education. These courses are open to fourth year students. The *Department of Video Technology* used to provide expertise and lectures for this course, but, due to time constraints, is now unable to do so.

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

(•) **Television Arts Course**

This course is run for any members of the public interested in taking it. It started as a hobby course in video production, but now offers more in-depth detail in video production skills

Length: Part-time, one year, with sessions on one night per week.
Intake: Variable.
Location: *Department of Video Technology*.
Requirements: No formal requirements.
Main Field/s: Electronic Media Skills Training.
Accreditation: No formal accreditation.
Course Fees: R1250 per participant.
Accommodation: Not applicable.

Training Programmes Previously Offered

(•) **One Week Television Courses**

The Department, in conjunction with the *Manpower Development Unit* (a unit within the Technikon), used to offer one week television production courses, but no longer has the staff capacity to do this.

Main Field/s: Electronic Media Skills Training.

DEVELOPMENT CONTACT NETWORK (DCN)

NATAL
Physical Address: 50 Umbilo Road, Durban, 4001
Postal Address: As above
Tel No: [031] 305-5452/3
Fax No: [031] 305-9721
Contact/s: Chantelle Wyley (Manager)
Vanessa Fenner (Administrator)

● ● ● ● ● ● ● ●

Introduction

The *Development Contact Network* (DCN), which was formerly known as the *Education Contact Network*, is a "non-profit agency which aims to facilitate people-centred development programmes by providing information, access to resources, support services, and training for people and organisations involved in the development process"[1]. In order to achieve this, DCN is involved in a variety of projects:

(●) **Databases** - DCN operates databases of donors, resources, and projects which are active in development. Information from these databases is available, on request, to anybody within the wider developmental community. Thus, for example, DCN will assist funding agencies by providing information to facilitate donation decision-making or will provide information to developmental organizations which will facilitate networking. In addition, DCN produces an annually updated directory of developmental organizations within the Durban Functional Region. DCN also participates in the management, planning, and management of the *South African Non-Governmental Organization Electronic Network* (SANGONET).

(●) **Development Education Diary** - DCN publishes the *Development Education Diary*, a monthly diary which contains information about upcoming educational and developmental events in the Durban Functional Region and around South Africa. The diary also provides a channel for writing on developmental issues (organizations can request the use of the front page of the diary for this purpose).

(●) **Training** - DCN provides capacity-building training to development workers and projects (see below).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Courses for Project Empowerment**

The Courses for Project Empowerment "consist of a series of capacity-building or skills training workshops, and a support programme, designed to increase the capacity of community-based development workers to manage and own their development projects and processes effectively and efficiently"[2]. This programme would provide capacity-building training to educational organizations as well as other developmental organizations. Skills covered include mobilizing community participation and ownership, building democratic organizations, management and monitoring skills, goal-setting and planning, bookkeeping, fund raising, the writing of project proposals, evaluation skills, and legal frameworks for projects.

Length: Part-time, nine full-day workshops spread out over nine months.

---

[1] *Development Contact Network Prospectus*, p. 2.

[2] *Development Contact Network Courses for Project Empowerment Introductory Brochure.*

Intake:	Variable, twice annually.
Location:	*Development Contact Network.*
Requirements:	No formal requirements, but participants must be involved in developmental projects.
Main Field/s:	Educational Administration Training.
Accreditation:	Certification, but no formal accreditation.
Course Fees:	R20 per person per workshop.
Accommodation:	Not applicable.

Materials Available at SAIDE

- (●) *Development Contact Network* Prospectus.
- (●) Development Education Directory 1993.
- (●) Development Education Diary, October 1993.
- (●) *Development Contact Network* Courses for Project Empowerment Introductory Brochure.

DEVELOPMENT CONTACT NETWORK (DCN)

NATAL
Physical Address: 50 Umbilo Road, Durban, 4001
Postal Address: As above
Tel No: [031] 305-5452/3
Fax No: [031] 305-9721
Contact/s: Chantelle Wyley (Manager)
Vanessa Fenner (Administrator)

● ● ● ● ● ● ● ●

Introduction

The *Development Contact Network* (DCN), which was formerly known as the *Education Contact Network*, is a "non-profit agency which aims to facilitate people-centred development programmes by providing information, access to resources, support services, and training for people and organisations involved in the development process"[1]. In order to achieve this, DCN is involved in a variety of projects:

(●) **Databases** - DCN operates databases of donors, resources, and projects which are active in development. Information from these databases is available, on request, to anybody within the wider developmental community. Thus, for example, DCN will assist funding agencies by providing information to facilitate donation decision-making or will provide information to developmental organizations which will facilitate networking. In addition, DCN produces an annually updated directory of developmental organizations within the Durban Functional Region. DCN also participates in the management, planning, and management of the *South African Non-Governmental Organization Electronic Network* (SANGONET).

(●) **Development Education Diary** - DCN publishes the *Development Education Diary*, a monthly diary which contains information about upcoming educational and developmental events in the Durban Functional Region and around South Africa. The diary also provides a channel for writing on developmental issues (organizations can request the use of the front page of the diary for this purpose).

(●) **Training** - DCN provides capacity-building training to development workers and projects (see below).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Courses for Project Empowerment**

The Courses for Project Empowerment "consist of a series of capacity-building or skills training workshops, and a support programme, designed to increase the capacity of community-based development workers to manage and own their development projects and processes effectively and efficiently"[2]. This programme would provide capacity-building training to educational organizations as well as other developmental organizations. Skills covered include mobilizing community participation and ownership, building democratic organizations, management and monitoring skills, goal-setting and planning, bookkeeping, fund raising, the writing of project proposals, evaluation skills, and legal frameworks for projects.

Length: Part-time, nine full-day workshops spread out over nine months.

---

[1] Development Contact Network Prospectus, p. 2.

[2] Development Contact Network Courses for Project Empowerment Introductory Brochure.

DURBAN MEDIA TRAINERS' GROUP (DMTG)

NATAL
Physical Address: Ecumenical Centre, 21 St Andrew's Street, Durban, 4001
Postal Address: As above
Tel No: [031] 301-5657
Fax No: [031] 207-3623
Contact/s: Max Singh (Coordinator)
Thumida Maistry (Coordinator of Radio Training Project)

• • • • • • • •

Introduction

The *Durban Media Trainers Group* was established in 1989 "by media service organisations in Durban who wanted to upgrade the standard of small media production and media training. It was created to fill the need for co-ordinated media training amongst local organisations"[1]. The organizations affiliated to the DMTG are *Diakonia*, the *Journalism Department* at *Natal Technikon*, the *Centre for Cultural and Media Studies*, the *Media Resource Centre*, the *South African Committee on Higher Education Trust*, *Audio-Visual Alternatives*, the *Association of Democratic Journalists*, the *Ecumenical Resource Centre*, and the *South African Students' Press Union*. The *Natal Organization of Video and Allied Workers* and the *Communications Department* at the *M.L. Sultan Technikon*, while not affiliates, are also strongly involved in the work of the DMTG.

The DMTG has a variety of functions:

(•) **Service Organization** - the group functions as a service organization for media training organizations in Durban.

(•) **Training Workshops** - the DMTG organizes a variety of workshops for its affiliates (see below). In addition, it also runs training workshops in media theory and various media skills, from low-level media production to community radio skills (see below).

(•) **Materials Development** - the DMTG produces a newsletter which acts as publicity for media training initiatives in and around Durban. The Group also produces media training materials, particularly manuals on how to train in pardcular media skills.

(•) **Media for Peace** - the DMTG is involved with the *Umlazi Local Dispute Resolution Committee*. The Group has also raised the idea of *Umlazi Peace Radio*, a community broadcasting initiative which will make relevant broadcasts of peace. This initiative will also provide hands-on training for people involved in the Radio Training Project (see below).

• • • • • • • •

Training Programmes Presently Offered

(•) **Workshops for Affiliates**

The DMTG organizes two main types of workshops for affiliates. The first deals with the drawing up of common curricula for the various affiliates and the second with improving the standard and methodology of workshops run by the affiliates. The details and content of the workshops vary according to the needs of the various organizations.

Main Field/s: Media Skills Training; Trainer Training.

(•) **Media Training Workshops**

The DMTG runs a wide variety of courses in understanding the media and in media

---

[1] Durban Media Trainers' Group Annual Report 1991, p. 1.

production. Most media production courses deal with writing, designing, and producing low-level media (particularly community newspapers) and are aimed at community-based organizations; the DMTG is, however, also involved in community radio skills training (see "Training Programmes Previously Offered" below). There is also a focus on running courses dealing with how the media work. Examples of courses run have been "an introduction to media awareness", "poster design and production", and "basic writing". Details and content of the courses varies according to needs and the schedule of the DMTG.

Main Field/s: Media Skills Training; Media Theory.
Accreditation: No formal accreditation.
Course Fees: Usually R30 per person.

Training Programmes Previously Offered

(•) **Community Radio Training Course**

The DMTG offered a pilot course in community radio skills training. The course lasted eight months and was run for five participants. It included an introduction to the media and media structures, building democracy through community radio, training in news writing and current affairs, community outreach skills, the planning of a sound production, the scripting and production of educational programmes, broadcast theory, and station management. The course also included an internship at the *South African Broadcasting Corporation*. The DMTG is hoping to turn this into a regular course in the future.

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

Materials Available at SAIDE

(•) *Durban Media Trainers' Group* Annual Reports, 1990, 1991, and 1992/1993.
(•) *Durban Media Trainers' Group* Community Radio Training Project Coordinator's Report.
(•) Document on Radio Training and Production Project.
(•) *Durban Media Trainers' Group* Core Media Training Programme, September-November, 1993.

DURBAN TEACHERS' CENTRE

NATAL

Physical Address:	Corner of Umgeni and Bisasar Roads, Springfield, Durban, 4091
Postal Address:	As above
Tel No:	[031] 269-3814
Fax No:	[031] 269-1272
Contact/s:	Faruk Hoosain (Facilitator of Centre for Restructuring Education, Schools, and Teaching)

• • • • • • • • •

Introduction

The *Durban Teachers Centre* is "an organisation that is geared to respond to and satisfy the professional needs of teachers as an on-going process. It is also a valuable agency for the production of curriculum materials, the dissemination of innovations in curricula and teaching techniques and curriculum development"[1]. Thus, the Centre runs a range of in-service teacher training courses (see below), all of which operate on the basis that classroom work should create a critical citizenry. As part of its training function, the *Durban Teachers' Centre* is currently negotiating to organize teacher trainers an additional non-teaching subject time within their weekly timetables in order to allow them more time to attend such courses. The Centre is also involved in curriculum development and materials production. As an example, it is currently collecting information from teachers on second language classes they have run, and are transforming this into materials which other teachers will be able to utilize. The Centre has satellite centres (all involved in similar work) operating in Pietermaritzburg, Chatsworth, Phoenix, and Tongaat.

• • • • • • • • •

Training Programmes Presently Offered

Note: The courses below have all been formulated on the basis of needs analyses and action research and may, therefore, change from year to year. The aim of several of the courses is to train committed teachers (and, in the case of the Child and Language Development Course, community members) in the skills that they will require to go back and run similar courses for teachers in their own schools (and for parents in the case of the Child and Language Development Course). Course designed to function in this way are identified by the field of "Trainer Training". Because the courses at the Centre are offered free of charge, it is expected that these teacher trainers will also offer the courses free of charge to other teachers.

(•) **Education for Development Course**

This course is designed to equip selected school teachers with the skills that they would need to run curriculum development programmes, staff development programmes, and action research groups. The underlying aim of the course is to empower people with interactive teaching skills.

Length:	Part-time, one year, with classes once a week.
Intake:	Maximum of 50 participants per course.
Location:	*Durban Teachers' Centre.*
Requirements:	Participants are selected by the staff body of their school.
Main Field/s:	In-Service Educator/Teacher Training; Trainer Training.
Accreditation:	Certificates offered through *Centre for Cultural and Media Studies* at the *University of Natal, Durban*, but no formal

[1] Durban Teachers' Centre Pamphlet on the Definition and Function of Teachers' Centres.

accreditation.

Course Fees: None (participants contribute to costs of refreshments where possible).

Accommodation: Not applicable.

(•) **Child and Language Development Course**

This course is aimed at people involved in parental skills training programmes (preschool and primary school teachers and committed community members), and is designed to equip them with the skills required to train others to run such programmes. The focus of the parental skills programmes is on getting the community and parents involved in the education of children and in the creation of an enquiring and democratic environment for children.

Length: Part-time, four hours.

Intake: Maximum of 50 participants per course.

Location: *Durban Teachers' Centre.*

Requirements: Open to preschool and primary school teachers and committed community members.

Main Field/s: Trainer Training.

Accreditation: Certificates offered through *Centre for Cultural and Media Studies* at the *University of Natal, Durban*, but no formal accreditation.

Course Fees: None (participants contribute to costs of refreshments where possible).

Accommodation: Not applicable.

(•) **In-Service Course for Primary School Teachers of English**

This course, which is also aimed at teacher trainers, focuses on second language skills, multi-culturalism, speech and drama, and experiential learning.

Length: Part-time, one year, with two hour sessions once weekly.

Intake: Maximum of 50 participants per course.

Location: *Durban Teachers' Centre.*

Requirements: Participants are selected by the staff body of their school.

Main Field/s In-Service Educator/Teacher Training; Trainer Training.

Accreditation: Certificates offered through *Centre for Cultural and Media Studies* at the *University of Natal, Durban*, but no formal accreditation.

Course Fees: None (participants contribute to costs of refreshments where possible).

Accommodation: Not applicable.

(•) **Media-in-Education Course**

In 1993, the Centre ran a short six hour media course "to provide a foundation for media studies teachers who wish to contextualize media studies in South Africa"[2]. The course was aimed at teachers of the media and covered general questions about the media and media production, as well as identifying key criteria for media analysis. This course is now going to become more fully developed in order to provide more comprehensive training, and will look at newspapers, television, radio, film, and the usage of alternative media. The course will have both practical and theoretical components and, like above courses, will be designed to equip participants with the skills needed to train other teachers in these skills. Details below apply to the course starting in 1994.

Length: Part-time, one year, with two hour sessions once weekly.

---

[2] Durban Teachers' Centre Introductory Brochures for a Short Course in Media Studies.

Intake:	Maximum of 50 participants per course.
Location:	*Durban Teachers' Centre.*
Requirements:	Participants are selected by the staff body of their school.
Main Field/s:	In-Service Educator/Teacher Training; Media Skills Training; Media Theory; Media Teaching Education; Trainer Training.
Accreditation:	Certificates offered through *Centre for Cultural and Media Studies* at the *University of Natal, Durban*, but no formal accreditation.
Course Fees:	None (participants contribute to costs of refreshments where possible).
Accommodation:	Not applicable.

(*) **Guided Review for the Internal Development of Schools**

This course is designed to equip school 'curriculators' with the skills that they would require to identify some of the in-service training needs of teachers at their school, to promote teamwork and a more cohesive staff body, to offer staff development opportunities, to produce a school development plan, and to help in the introduction of curriculum improvements. The theme underpinning these objectives is the empowerment of teachers as critical reflective classroom practitioners, the rationale being that curriculum development cannot take place without teacher development. The course is in its pilot phase in 1993 and will be formally offered for the first time in 1994.

Length:	Part-time, ten sessions of two hours, spread out over one school term.
Intake:	Maximum of 30 participants per course.
Location:	*Durban Teachers' Centre.*
Requirements:	Participants are selected by the staff body of their school.
Main Field/s:	In-Service Educator/Teacher Training; Trainer Training.
Accreditation:	Certificates offered through *Centre for Cultural and Media Studies* at the *University of Natal, Durban*, but no formal accreditation.
Course Fees:	None (participants contribute to costs of refreshments where possible).
Accommodation:	Not applicable.

(*) **Scriptwriting Course**

The aim of this course is to "empower teachers to become familiar with the basic principles that govern script-writing and with the methods and techniques employed by expert script-writers in achieving noteworthy results"[3].

Length:	Part-time, six months, with one and a half hour sessions once weekly.
Intake:	Maximum of 50 participants per course.
Location:	*Durban Teachers' Centre.*
Requirements:	Open to Drama, English, and Media Education teachers.
Main Field/s:	In-Service Educator/Teacher Training; Media in Education; Media Skills Training; Media Theory.
Accreditation:	Certificates offered through *Centre for Cultural and Media Studies* at the *University of Natal, Durban*, but no formal accreditation.
Course Fees:	None (participants contribute to costs of refreshments where possible).

---

[3] Durban Teachers' Centre Introductory Brochures for Script-writing Course for English, Drama, and Media Education Teachers.

Accommodation: Not applicable.

(●) **Saturday Morning Community Arts Course for Cultural Workers**
This course is an integrated, holistic, multi-disciplinary arts course which uses critical thinking, speech and drama, art, and music. The rationale behind the course is to merge, embrace, inform, fuse, synthesize, energize, and co-opt various content areas through the arts. The course aims to equip students with the skills required for creating, for communicating, for understanding other people's communication, and for making informed and critical choices.

Length: Four hours.
Intake: Maximum of 30 participants per course.
Location: *Durban Teachers' Centre.*
Requirements: Open to community cultural workers.
Main Field/s: Media Skills Training; Media Theory.
Accreditation: Certificates offered through *Centre for Cultural and Media Studies* at the *University of Natal, Durban*, but no formal accreditation.
Course Fees: None (participants contribute to costs of refreshments where possible).
Accommodation: Not applicable.

Training Programmes Planned

(●) **Further Diploma in Education (Theatre for Development Course)**
The aim of this course will be to empower teachers with critical conceptual tools for using theatre of the people, by the people, and for the people as a conduit for rebuilding civil society and thereby assisting in nation-building. The course, which will start in 1994, will focus on using the arts for healing, reconstruction, and development. It will be two years long and will be offered through a combination of distance education and contact classes.
Main Field/s: In-Service Educator/Teacher Training.

Materials Available at SA/DE

(●) *Durban Teachers' Centre* Pamphlet on the Definition and Function of Teachers' Centres.
(●) *Durban Teachers' Centre* Introductory Brochures for:
- (♦) School-Based Curriculum Development Facilitators Course.
- (♦) A Short Course in Media Studies.
- (♦) Script-writing Course for English, Drama, and Media Education Teachers.
- (♦) Workshop on Perspectives in Ethno-cultural Education.

EARLY LEARNING RESOURCE UNIT (ELRU)

WESTERN CAPE

Physical Address:	All Saints Parish Centre, 37 Denver Road, Lansdowne, 7764, Cape Town
Postal Address:	As above
Tel No:	[021] 696-4804
Fax No:	[021] 697-1788
Contact/s:	Linda Biersteker (Senior Researcher)

● ● ● ● ● ● ● ●

Introduction

The *Early Learning Resource Unit* (ELRU) describes itself as a "non-racial independent organisation which assists communities to improve the quality of early childhood care and education"[1]. In addition to designing and running a range of training programmes for people all around South Africa (see below), ELRU is also involved in the following:

(●) **Development of Materials and Undertaking of Research** - materials developed include guides for teachers and trainers, research into anti-bias and second language issues (including the development of multi-media language packages), basic health programmes, and surveys and policy options. ELRU also acts as a clearing house, disseminating early childhood material and information from Africa and around the world.

(●) **Consultation and Support** - ELRU offers support and consultation to other educare organizations, particularly in the setting up of training programmes.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Preschool Leadership Programme**

This training programme focuses on adult education and parent and community issues, including early childhood education policy and anti-bias curriculum. It is also accompanied by follow-up support. The course is aimed at preschool administrators, advisors, trainers and coordinators, parent educators, community social workers, community preschool motivators, and health workers. ELRU are currently experimenting with a distance education component to the course.

Length:	Two modules of three weeks each, and a four week home study module.
Intake:	15-18 students, approximately six times annually.
Location:	ELRU or, on request, at a participating institution (two courses are usually run in the Transvaal annually).
Requirements:	Relevant training and experience, including coping with English as a medium of instruction. Preference is given to people in the field.
Main Field/s:	Educare/Preschool Training; Trainer Training.
Accreditation:	Certificates of attendance and competence are offered, but no formal accreditation.
Course Fees:	R250 per module per participant including accommodation (bursaries are available).
Accommodation:	Organized by ELRU.

---

[1] *Early Learning Resource Unit* Brochure, p. 3.

(●) **Preschool Training Programme**

This course is aimed at preschool supervisors, teachers, trainers, and fieldworkers with no formal preschool training. The course is aimed at getting preschool programmes up and running.

Length: Full-time, seven weeks, separated into one four week and one three week module, with supervised practical work in between.
Intake: 15-18 students, twice annually.
Location: ELRU.
Requirements: Relevant educare experience, as well as an ability to cope with English as the medium of instruction.
Main Field/s: Educare/Preschool Training; Educational Administration Training; In-Service Educator/Teacher Training.
Accreditation: Certificate of attendance, but no formal accreditation.
Course Fees: R500 per participant (some financial assistance is available).
Accommodation: Organized by ELRU.

(●) **Part-Time Programmes**

ELRU runs a variety of part-time training programmes of six months and a year, each of which deals with aspects of Educare Training. They are:

(♦) **Advanced Preschool Training Programme** (level three) - one year, R300 per participant.
(♦) **Preschool Training Programme** (level two) - one year, R230 per participant.
(♦) **Preschool Training Programme** (level one) - six months, R115 per participant.
(♦) **Baby Care Training Programme** (level one) - six months, R115 per participant.
(♦) **Home-Based Training Programme** (level one) - six months, R115 per participant.

Financial assistance is available to those in need.

The following information applies to all of the above courses:

Intake: Variable.
Location: ELRU + the *preschool training programmes* (levels one and two) are also available at a variety of institutions around South Africa).
Requirements: No formal requirements, except for *Advanced Preschool Training Programme*, which requires training and experience in early childhood education.
Main Field/s: Educare/Preschool Training; In-Service Educator/Teacher Training (*Advanced Preschool Training Programme* also covers Educational Administration Training).
Accreditation: Certificates of competence.

(●) **Workshop Programmes**

ELRU also offers a variety of workshops for people with an interest in early learning and educare. These workshops are also run on request from institutions. In 1993, the following workshops were on offer:

(♦) **Preschool Orientation Workshops** - two to five days, at R35 per person per day, plus ELRU travelling costs.
(♦) **Developing an Anti-Bias Approach to Learning and Teaching** - fees negotiable.
(♦) **Home-Based Management Workshops** - total length 12 hours; fees negotiable.
(♦) **Health, Safety, and Nutrition Workshops** - fees negotiable.
(♦) **Anti-Racism Training for Teachers and Trainers.**

Intake:	Variable.
Location:	ELRU or at participating institution.
Requirements:	No formal requirements.
Main Field/s:	Educare/Preschool Training.
Accreditation:	Certificates of attendance.

Materials Available at SAIDE

- (•) *Early Learning Resource Unit* Brochure.
- (•) *Early Learning Resource Unit* Schedule of Training Courses, 1993.
- (•) *Early Learning Resource Unit* Progress Report, July 1992 to June 1993.
- (•) *Early Learning Resource Unit*, List of Reports and Papers to March 1993.
- (•) ELRU Newsletter, No 6, March 1993.

EASTERN CAPE ADULT LEARNING PROJECT (ECALP)

Literacy: A Right not a Privilege

EASTERN CAPE

Physical Address:	513 Capitol Building, 547 Main Street, North End, Port Elizabeth
Postal Address:	As above
Tel No:	[041] 54-6876
Fax No:	[041] 54-6670
Contact/s:	Ansie Scout (Project Coordinator) Mike Gaxamba (Organizer)

• • • • • • • •

Introduction

The *Eastern Cape Adult Learning Project* (ECALP) is an independent organization which specializes in the provision of non-formal adult literacy. The Project's stated objective is "to provide basic literacy skills at minimal or no cost to those who want to learn"[1]. ECALP's main target group consists of adults who received either little or no formal schooling and who are, therefore, completely illiterate. ECALP's main activity in this regard involves providing literacy tutors with the training and support that they require in order to run literacy classes in communities in the Eastern Cape rural and urban areas (see below). In addition to this, however, ECALP is and has been involved in other activities:

(•) **Xhosa and Afrikaans Mother Tongue Literacy Courses.**

(•) **Resource Centre** - this centre is open to anyone with an interest in literacy.

(•) **Radio Project** - ECALP ran a series of one hour radio programmes on *Radio Xhosa* for eight weeks. ECALP utilized *Radio Xhosa* expertise for this project, but had full control over programme content. The programmes dealt with literacy awareness.

ECALP, which is a member of the *National Literacy Cooperation*, aims to become a regional programme surrounded by satellite centres. It is hoping to have ten such centres established by the end of 1994.

• • • • • • • •

Training Programmes Presently Offered

(•) **Training Course for Literacy Tutors**

This is a modular course for people who wish to run literacy classes in the Eastern Cape area. The course covers a background to literacy work, methodologies and approaches to teaching basic literacy skills, troubleshooting, numeracy, reading and writing, and evaluation processes. There are breaks in between each module, during which participants set up and run their own literacy classes.

Length:	Part-time; first module is split into two sessions of one day and five days respectively, with a two week break in between. After that, modules last two days each and are separated by break of six to eight weeks.
Intake:	15-20 participants per course.
Location:	Central locations (the courses will be run at ECALP's satellite centres when these are established).
Requirements:	Criteria include standard eight qualification, minimum age of 18 years, and adequate levels of ability, interest, and commitment as teachers.
Main Field/s:	Adult Education Training; In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation:	No formal accreditation, but certificates are offered.

---

[1] Eastern Cape Adult Learning Project Introductory Brochure.

Course Fees: None.
Accommodation: Not offered by ECALP.

(•) **Once-Off Workshops**
Once-off workshops are run by ECALP in response to requests from various organizations. Issues covered by such workshops include workplace literacy, literacy and democracy, and literacy in voter education.
Main Field/s: Language/Literacy Training.

Training Programmes Planned

(•) **Training of Trainers Programme**
This course has been fully planned and prepared and the first module will be run by the end of 1993. The course is aimed primarily at rural communities that want to set up literacy classes, the idea being that one person from each community will be trained as a trainer and will then set up classes and train literacy facilitators from the community. The course is divided into three blocks, the first constituting an orientation to adult basic education, the second covering administrative and managerial skills, and the third dealing with financial skills.
Length: Three full-time blocks of 10-12 days each, with breaks of approximately three months in between each block.
Main Field/s: Adult Education Training; Language/Literacy Training; Trainer Training.

Materials Available at SAIDE

(•) *Eastern Cape Adult Learning Project* Introductory Brochure.
(•) *Eastern Cape Adult Learning Project* Outline, Structure, and Content of Training Course for Literacy Workers
(•) *Eastern Cape Adult Learning Project* Outline, Structure, and Content of Training Course for Tutors.
(•) Hutton, B. 1992, Voter Education: Manual for Trainers, Bellville, Centre for Development Studies.

EDITORIAL DEPARTMENT

University of South Africa

NORTHERN TRANSVAAL

Physical Address: Room BG-56, Gold Fields Entrance, Theo van Wijk Building, University o South Africa, Pretoria

Postal Address: University of South Africa, P.O. Box 392, Pretoria, 0001

Tel No: [012] 429-8668

Fax No: [012] 429-3221

Contact/s: Sam van den Berg (Head of Department)

● ● ● ● ● ● ● ●

Introduction

The *Editorial Department* is a service department for the *University of South Africa* (UNISA). It i involved in the editing of all printed tutorial materials which are sent out to UNISA students, thes materials being sent to the Department by various departments within the University. Editing is al done on computer, in both English and Afrikaans. This editing process is regarded as particularl important because some of the academic materials require much rewriting in order to make them a easily accessible as possible to students. In addition, the *Editorial Department* is now investigatin the possibility of creating course-writing teams (consisting of editors, structural designers, writers and other relevant experts) who will work together to create materials. The idea behind this is t streamline materials production by replacing the present linear system of materials development. A present, the Department only works on printed media materials, but is hoping to be able to mov into the editing of complete multi-media packages (particularly those involving audio-cassettes) i the future.

The *Editorial Department* only employs editors with some training and experience in editing an language skills, and thus does not run formal training courses (the Department also makes use o freelance editors). It does, however, provide some in-service training for its staff. The Departmen does, in addition, recognize the need for more training programmes for editors of distance educatio materials.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **In-Service Training**

Very informal training takes place for new staff members of the *Editorial Department*. This is provided by senior people within the Department and consists primarily of *ad hoc* training In addition, however, the Department also organizes once-off workshops for its staff (o topics such as typical language problems and the use of computers).

Location: *Editorial Department.*
Requirements: Only open to *Editorial Department* staff members.
Main Field/s: Printed Media in Education; Printed Media Skills Training.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

(●) **Course-writing Training Programme**

The *Editorial Department* is, in conjunction with the *Bureau for University Teaching* and the *Department of Educational Technology*, working on running course-writing workshops and courses. These courses are to be run for lecturers and other staff members of UNISA. The first course is on "elements of course design", and is designed to equip participants with precise course design skills. It is being run by the *South African Institute for Distance Education* on behalf of the *Editorial Department* and the *Bureau for University Teaching*, and

involves lecturers from over twenty five departments within the University. It is hoped th
this course will provide a model for future courses.
Main Field/s: Printed Media in Education; Printed Media Skills Training.

Training Programmes Planned

(*) **Formal Training Programmes**

The *Editorial Department* would like to see the establishment of formal training courses, wit
accreditation, for editing and distance education course-writing (for example, a postgraduat
diploma run in conjunction with the languages department). The Department envisage
training programmes of this nature linking into an affirmative action programme which woul
also include the establishment of internships within the Department itself.
Main Field/s: Printed Media in Education; Printed Media Skills Training.

EDUCATION FOUNDATION

TRANSVAAL

Physical Address:	Block B3, Hurlingham Office Park, Cnr William Nicol & Republic Road Hurlingham
Postal Address:	P.O. Box 41892, Craighall, 2024, Johannesburg
Tel No:	[011] 886-7874
Fax No:	[011] 886-8069
Contact/s:	Monica Bot (EduSource) Sue Beard (EduSource)

NATAL

Physical Address:	13th Floor, Fedlife House, 320 Smith Street, Durban
Postal Address:	P.O. Box 2925, Durban, 4000
Tel No:	[031] 305-2401
Fax No:	[031] 305-5571
Contact/s:	Dr Johan van Zijl (Executive Director)

● ● ● ● ● ● ● ●

Introduction

The *Education Foundation* is a national organisation which describes itself as "an independent an politically non-aligned education development institute, which holds the view that a future educatio system must be the product of the widest possible consultation and genuinely inclusive co-operativ design"[1]. The *Education Foundation* aims to facilitate this process through the research an development of policy support systems and pilot projects. The *Education Foundation* is involved i six major projects:

(●) **EduSource** - this is the data-clearing, research, and publishing arm of the *Educatio Foundation* and is located in its Johannesburg offices. It "aims to act as an informatio clearing house on education, providing access to strategic data needed for the developmer of policy options and transformation"[2]. This task includes the development of a data-bas on formal and non-formal education. Another recent project of relevance is the recer publication The Role of the Media in Education (Botha, W. 1993, Johannesburg EduSource).

(●) **Policy Support System** - the aim of this is to provide resource support for polic development.

(●) **Advanced Education Geographic Information System (AEGIS)** - this provides educationa information in a geographical format, thus allowing users a visual picture of relevar information (for example, where educational gaps are countrywide).

(●) **Regional Forums on Education** - the *Education Foundation* convenes and facilitates these An example of this is the *Natal Education Board*, which brings together all of the key player in Natal regional education.

(●) **Community Education** - the *Education Foundation* is particularly interested, in this regard in setting up a support system for the introduction of a Community College System.

(●) **Media in Education** - there are, at present, two activities run by the *Education Foundation* The first is the publication of a twenty four page, non-formal education supplement i BONA, the biggest magazine in South Africa. The magazine has editions in four language and the *Education Foundation* is on a two year contract to supply supplements (the firs supplement was in the issue of 20 July, 1993). The second activity is the Newspaper i

---

[1] Education Foundation Special Update, October 1992, p. 1.

[2] EduSource Data News, No 2, April 1993, p. 1.

Education Project (see below).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Newspapers in Education Project**

The training programmes offered by this project are designed to help teachers to use the *Education Foundation* publication on the use of newspapers in education. This is a publication which makes use of any daily, weekly, or monthly newspapers to teach syllabus material at both primary and secondary school levels. The courses and the publication are offered in English and Afrikaans across all Education Departments and across the subject spectrum. Approximately 30 of these workshops have been run so far, and informal evaluation of the course is done through contact with the teachers after the workshops. Training courses are supplemented with printed guide books for teachers.

Length: Usually four days.
Intake: 50-300 participants; run on an *ad hoc* basis.
Location: A central school within various areas.
Requirements: Open to primary and secondary school teachers.
Main Field/s: In-Service Educator/Teacher Training; Printed Media in Education.
Accreditation: None.
Course Fees: None.
Accommodation: Not applicable.

Materials Available

(●) *Education Foundation* Special Update, October 1992.
(●) *EduSource* Data News, No 2, April 1993,
(●) Newspapers in Education Project; A Guide for Primary School Teachers.
(●) Botha, W. 1993, The Role of The Media in Education, Johannesburg, EduSource.

EDUCATIONAL SUPPORT SERVICES TRUST (ESST)

WESTERN CAPE
Physical Address: 1 Roeland Terrace, Cape Town, 8001
Postal Address: P.O. Box 5012, Karl Bremer, 7531, Cape Town
Tel No: [021] 46-5525/6/7
Fax No: [021] 461-4198
Contact/s: James Olivier (Programme Director)

● ● ● ● ● ● ● ●

Introduction

The *Educational Support Services Trust* (ESST) is a registered, non-profit educational body whicl was initiated in 1986 by members of the private sector. Its objectives are "to provide equ educational opportunities to pupils from disadvantaged backgrounds through the developm appropriate learner-centred study material"[1]. Educational materials produced are designed to b enjoyable, but are also based on strong educational principles, thus aiming to provide the require learning stimuli for an adequate learning environment. In this regard, the ESST is involved in tw projects:

(●) **English Proficiency Programme** - this programme is based on the provision of learnin experiences to children across the whole range of human experiences. The programme consisting of printed media materials (researched and produced in Cape Town) and centrally run workshops (see below), reaches an estimated seventy thousand pupils, from standards on to five, across South Africa. The printed media materials consist of an English magazine fo higher primary pupils and an English story-book for lower primary pupils, each produce six times annually. A new series of magazines and story-books is produced every year. Thes materials are accompanied by pupil and teacher newsletters, each produced five time annually.

(●) **Matriculation Support Programme** - this was started in 1990 a a short-term solution t the Matriculation crisis. The aim of these publications is to put as much comprehensiv preparation into a series of tutorial guides as possible. The guides cover ten Matriculatio subjects, and are designed for people who struggle with English as a medium of instruction The service reaches an estimated fifteen thousand pupils a year.

All printed materials are offered free of charge.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **English Proficiency Programme Workshops**

Regional workshops are run for teachers making use of the *English Proficiency Programm* materials. They are run on demand from teachers, and cover specific problems faced b teachers and ways in which the ESST printed materials can help to overcome these problems.

Length: Approximately two and a half hours per workshop (the number o workshops run each year depends on the needs of teachers; they ar usually at least run once every term).
Intake: 30 teachers.
Location: Central regional schools.
Requirements: Open to teachers using ESST *English Proficiency Programme.*
Main Field/s: In-Service Educator/Teacher Training; Printed Media in Education.
Accreditation: No accreditation.
Course Fees: None.
Accommodation: Not applicable.

---

[1] Educational Support Services Trust General Memorandum.

Materials Available at SAIDE

- *Educational Support Services Trust* General Memorandum.
- ESST News, vol 1, March 1993.
- My Own English Magazine, Nos 1, 2, & 3.
- My Own English Story-Book, No 3.
- Your Own English Newsletter, 2 editions.
- *Education Support Services Trust* Matriculation Programme:
  - Understanding Focus.
  - Understanding Julius Caesar.
  - Understanding The Wind at Dawn.

END RACISM AND SEXISM THROUGH EDUCATION (ERASE)

Investing in Youth for the Future

WESTERN CAPE

Physical Address:	15 Durham Avenue, Salt River, 7924, Cape Town
Postal Address:	P.O. Box 262, Salt River, 7924, Cape Town
Tel No:	[021] 448-6934
Fax No:	[021] 47-2774
Contact/s:	Tamara Braam (Director)

• • • • • • •

Introduction

In 1983, the *Committee Against Racism in Education* was started by a group of volunteers. In 1988, sexism was included on the agenda of this organization, and its name was changed to *End Racism and Sexism Through Education* (ERASE). ERASE describes itself as "the only service organisation specialising in anti-racist and anti-sexist work, filling a vital role in promoting genuine reconciliation based on the firm belief that all people are equal"[1]. To achieve this, ERASE is involved in a range of activities:

(•) **Outreach** - ERASE runs workshops and training workshops, both in response to requests from organizations and proactively (see below). The workshops run in response to requests from organizations are developed in consultation with that institution. They are then run free of charge at the participating institution (unless the institution is outside of the Western Cape, in which case ERASE's travel and accommodation costs must be covered by the institution). The workshops, which focus on gender and racism issues, are designed to act as capacity-building and to promote awareness or these issues. Proactive training workshops are also run, and they aim at encouraging participants to teach others about racism and gender issues (there are usually separate workshops run for gender and racism issues, although both would make constant links with each other). Other workshops include mass workshops in times of crisis (for example, during strikes) and a weekly course on gender and racism issues for marginalized youth at COBERT. ERASE is also developing and implementing a counsellor training course, which will train youths at schools to act as counsellors for people affected by a wide variety of social problems, focusing particularly on how these problems are created by race and gender discrimination.

(•) **ERASER** - this magazine, first produced in 1989, is an anti-racist, anti-sexist youth magazine, but it is also used as a workshop aid and as an educational resource. Editions are published as regularly as funding will allow.

(•) **Resource Centre** - the ERASE resource library specializes in race and gender materials.

• • • • • • • •

Training Programmes Presently Offered

(•) **In-Service and Pre-Service Training Workshops**

Development programmes and teacher training workshops are run by ERASE. The programmes have a variety of aims: "[to train] teachers to enhance and add to the existing curriculum and teaching methods through incorporating new anti-racist/anti-sexist materials and approaches into their work" and "to enable teachers to play a more meaningful role in the educational process and to network with teacher training

---

[1] ERASE Introductory Magazine, p. 2.

and support organizations focusing on development programmes for teachers"[2]. Courses and workshop programmes are developed in conjunction with participating institutions and details for the workshops vary according to the aims of each specific workshop. Several of the workshops run by ERASE are also run at teacher training colleges.

Length: Variable, according to needs (minimum of three hours per workshop).

Intake: Variable.

Location: At participating organizations and teacher training colleges.

Requirements: No formal requirements.

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

Accreditation: No formal accreditation, but ERASE are working on getting accreditation.

Course Fees: None (if institution is outside Western Cape, travel and accommodation costs incurred by ERASE members must be covered by participating institutions).

Accommodation: Not applicable.

Materials Available at SAIDE

(●) ERASE Introductory Magazine.

(●) ERASER, Double Issue 4/5, 1992.

---

[2] *Ibid*, pp. 6-7.

ENGLISH LANGUAGE EDUCATIONAL TRUST (ELET)

NATAL

Physical Address:	6th Floor, 74 Aliwal Street, Durban, 4001
Postal Address:	As above
Tel No:	[031] 32-0501 [031] 37-1701
Fax No:	[031] 37-0002
Contact/s:	Mervin Ogle (Director) Jane Jackson (Project Coordinator) Julia Reynolds (Resource Centre Coordinator)

● ● ● ● ● ● ● ●

Introduction

The mission of the *English Language Educational Trust* (ELET) is "to enhance the quality of English teaching in schools where English is taught as a second language...[ELET] seeks to equip teachers with the skills for improved classroom performance and professional self-development"[1]. Thus, the main function of the Trust is to provide in-service training to English teachers (see below). In this regard, ELET focuses mainly on primary school teachers, but is also starting to move into secondary schools. In addition, however, ELET is involved in the following activities:

(●) **Materials Development** - this consists mainly of the production of materials for courses and of materials to act as support for teachers (much of the latter material is developed in conjunction with teachers themselves). ELET also assists in the *Learn* supplement in the *Daily News*.

(●) **Resource Centre** - ELET runs a resource centre designed to act primarily as a support for English teachers.

(●) **Conference** - ELET runs an annual, two day conference for English teachers.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **In-Service English Teacher Training Programme**

This is a long-term training project aimed at teachers of English as an additional language, especially those in rural and peri-urban areas. In addition to providing a full training programme for the duration of the course, ELET also continues to provide informal support once the programme is finished. Teachers are also encouraged to form English committees which will be able to continue ELET's work once the programme is completed. Finally, ELET also offers teachers a one-week training course designed to equip them with the skills required to train other teachers (see below), representing a further attempt to enable work to continue once the formal programme is completed.

Length:	Part-time, two years; three workshops of two days and four cycles of field visits by ELET fieldworkers every year.
Intake:	Each project deals with 20 schools and approximately 40 teachers; there are 16 projects running at present.
Location:	Central schools for workshops.
Requirements:	Open to teachers of English as an additional language (mainly primary teachers, but ELET is starting to work with secondary school teachers).
Main Field/s:	In-Service Educator/Teacher Training; Language/Literacy

[1] English Language Educational Trust Introductory Brochure.

Training.

Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Provided by ELET for one week training course.

(●) **Trainer Training Programme**
This course is offered to teachers who have been through ELET's two year training programme above. The main aim of the course is to equip teachers with the skills required to train other teachers. This is part of ELET's effort to ensure that work continues once its formal training programmes are completed.

Length: Full-time, one week.
Intake: Variable, once annually.
Location: *English Language Educational Trust.*
Requirements: Open to teachers of English as an additional language who have been through ELET's two year programme.
Main Field/s: In-Service Educator/Teacher Training; Language/Literacy Training; Trainer Training.
Accreditation: No formal accreditation.
Course Fees: None (including accommodation).
Accommodation: Provided by ELET.

(●) **Fieldworker Training Course**
This course covers the skills of both of the above courses, but is offered in an intensive programme to people who will become fieldworkers for ELET's two-year teacher training programme.

Length: Full-time, one month.
Intake: Variable.
Location: *English Language Educational Trust.*
Requirements: Open to experienced teachers of English as a second language.
Main Field/s: Language/Literacy Training; Trainer Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Provided by ELET if necessary.

(●) **University of Cambridge Local Examinations Syndicate Courses**
ELET offers a range of part-time, in-service training courses designed to assist teachers of English as a second language. These courses are validated by the *University of Cambridge Local Examinations Syndicate*. The following courses are offered:

(♦) **Cambridge Examination for English Language Teachers** - this is a three month course aimed at teachers who wish to improve their language proficiency for personal and professional development.
(♦) **Certificate for Overseas Teachers of English** - this is a one-year course for teachers who have had over 300 hours of teaching experience.
(♦) **Certificate for English Medium Teachers** - this is a one year course aimed at teachers teaching linguistically or culturally mixed classes.
(♦) **Diploma for Overseas Teachers of English** - this is a two year course for non-mother tongue speakers of English only.

Details below apply to all courses:

Location: *English Language Educational Trust.*
Requirements: Open to teachers of English as a second language.
Main Field/s: In-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation: Validated by the *University of Cambridge Local Examinations*

Syndicate (do not function as salary or category upgrading as yet).

Course Fees: Nominal fees charged for each course.

Accommodation: Not applicable.

Materials Available at SAIDE

- (●) *English Language Educational Trust* Introductory Brochure.
- (●) *English Language Educational Trust* Schedule of Courses.
- (●) *English Language Educational Trust* Newsletter, August 1992

ENGLISH LANGUAGE METHODS AND PROGRAMMES (ELMAP)

ORANGE FREE STATE

Physical Address:	Mangaung Resource Centre, Dr Belcher Road, Bloemfontein
Postal Address:	P.O. Box 6100, Bloemfontein, 9300
Tel No:	[051] 32-4885
Fax No:	[051] 32-4881
Contact/s:	Albert Weideman (Director)
	Viv England (Teacher Development officer)

● ● ● ● ● ● ● ●

Introduction

English Language Methods and Programmes (ELMAP) is a teacher development organization whose mission is "to improve language teaching methodology through teacher development at primary level"[1]. In order to achieve this, ELMAP runs a variety of teacher training programmes (see below). ELMAP is working to bridge the gap between the formal and non-formal education of teachers, and aims to gain formal recognition for non-formal courses by getting them to substitute for components of formal courses. ELMAP has already negotiated for all of the teacher training courses below to act as part of the Advanced Diploma in Language Education which will hopefully start at the *University of the Orange Free State* in 1994. In addition to these courses, ELMAP has been involved in the development of classroom versions of its courses (see below). ELMAP supports language across the curriculum work by operating in close conjunction with a variety of other education development programmes (such as the *Primary Science Programme* and the *Teacher Opportunity Programmes*).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

Note: All of the courses below "promote alternatives to conventional language teaching and learning practices in the primary school by advocating the use of a range of innovative language teaching approaches, methods and techniques"[2]. These would include approaches and methods such as communicative and task-based teaching, information gap techniques, and participatory planning and research.

(●) **Easing Into English**

This course is aimed at sub-A and sub-B teachers, and, in addition to the teacher training supplied, ELMAP has also developed a classroom version of the course, entitled *Starting English*. The package is currently sold with the teaching course, at a cost of approximately R135 per kit.

Length:	Part-time, one to two years, with two hour sessions once weekly. Shorter, intensive courses of one or two days are also available on request from institutions.
Intake:	Four to five participants per course (approximately nine classes are being run in the Bloemfontein area in 1993). Shorter workshops can accommodate 25-40 participants.
Location:	Central locations in the Bloemfontein Area. Shorter workshops are run at the participating institution.
Requirements:	Open to sub-A and sub-B teachers.

---

[1] English Language Methods and Programmes Introductory Document, p. 2.

[2] *ibid*, p. 2.

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

Accreditation: No formal accreditation (this should change if the course is recognized as part of the Advanced Diploma in Language Education).

Course Fees: None. Institutions requesting shorter workshops are charged a sliding scale of fees depending on the institution's ability to afford the course.

Accommodation: Not applicable.

(•) **Next Step**

This course, aimed at standard one teachers, is currently in its pilot phase. It should move out of the pilot phase by 1995 at the latest.

Length: Part-time, one to two years, with two hour sessions once weekly.

Intake: Four to five participants per course (approximately five classes are being run in the Bloemfontein area in 1993).

Location: Central locations in the Bloemfontein area.

Requirements: Open to standard one teachers.

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

Accreditation: No formal accreditation (this should change if the course is recognized as part of the Advanced Diploma in Language Education).

Course Fees: None.

Accommodation: Not applicable.

(•) **Third Step**

Length: Part-time, one to two years, with two hour sessions once weekly.

Intake: Four to five participants per course (approximately four classes are being run in the Bloemfontein area in 1993).

Location: Central locations in the Bloemfontein area.

Requirements: Open to standard two teachers.

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

Accreditation: No formal accreditation (this should change if the course is recognized as part of the Advanced Diploma in Language Education).

Course Fees: None.

Accommodation: Not applicable.

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

This is a programme run in classrooms with senior primary teachers. The entry of the facilitator into the classroom is negotiated with the teacher. Following this, the classroom process is then reflected upon with the teacher, after which this reflection is acted upon. This procedure is repeated with the teacher in an effort to improve the classroom process. ELMAP describes this action-reflection-implementation process as an Action Research method of training.

Length: Each participant is worked with individually once weekly, and there is a meeting of the full group of teachers at least once every school term (the number of full group meetings depends on the needs of the teachers).

Intake: Approximately 40 participants involved at present.

Location:	Run in classrooms of teachers (full group meetings held at ELMAP).
Requirements:	Open to senior primary teachers.
Main Field/s:	In-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation:	No accreditation.
Course Fees:	None.
Accommodation:	Not applicable.

Materials Available at SAIDE

(●) *English Language Methods and Programmes* Introductory Document.

ENGLISH RESOURCE UNIT (ERU)

NATAL

Physical Address:	301 Berea Centre, 249-57 Berea Road, Durban, 4001
Postal Address:	As Above
Tel No:	[031] 21-8265/6
Fax No:	[031] 21-5644
Contact/s:	Ann Browne (Coordinator)

● ● ● ● ● ● ● ●

Introduction

The *English Resource Unit* (ERU) works in the field of adult basic education, and particularly in teacher training. It was established in 1986 and works with community-based organizations (CBOs) and non-governmental organizations involved in adult basic education. The main aim of ERU is to set up independent adult basic education CBOs through the provision of teacher training and organizational development (see below). ERU also provides an ongoing support service to organizations which have been set up with the Unit's assistance (as well as providing a limited consultancy service to literacy programmes run by industry).

In addition to this main function, however, ERU also acts as a materials distribution centre for adult basic education organizations. Although the Unit is not strongly involved in materials production itself, it has developed some materials of its own, including Basic English and Zulu literacy courses. ERU also produces a newsletter, Masifundisane, for teachers twice annually; this provides adult basic education information and support. In addition, the Unit conducts research into appropriate models for adult basic education provision in informal settlements and rural areas. ERU is a member of the *National Literacy Cooperation*.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

Note: The ideal for the courses below (although not always the reality) is that people wishing to set up adult basic education classes will go on ERU's organizational development courses, will set up literacy classes, and will then find teachers to send on the teacher training classes. It should also be noted that, although English and Zulu literacy courses are currently offered separately, ERU is considering the possibility of integrating them to form one course.

(●) **Organizational Development Programme**

This programme opens with an introductory course (which covers an introduction to adult basic education, the process for setting up adult basic education programmes, information on management structures, administrative issues, and other relevant topics), followed by field work, further support from ERU, and another training course once a year. The latter courses are based on the needs of organizations, thus varying in content.

Length:	Full-time five day introductory course - follow-up courses are also full-time for five days and occur once annually.
Intake:	20-25 participants per course.
Location:	Central location in Durban (ERU is hoping to run courses in other areas, such as Port Shepstone, in the future).
Requirements:	Open to organizers of adult basic education programmes within community-based organizations and non-governmental organizations.
Main Field/s:	Adult Education Training; Educational Administration Train-

ing.

Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Provided free of charge by ERU.

(•) **Zulu Literacy Teacher Training Course**

This course focuses on the skills required for the running of Zulu literacy classes, with a particular emphasis on reading and writing. The course is very practically-oriented and is materials-based. After the initial course, ERU provides ongoing support, where necessary, to teachers and also runs follow-up workshops of five days each once a year (dealing with specific problems faced by the teachers).

Length: Part-time, two blocks of five days each a block of two days, each separated by a break of one month.
Intake: 20-25 participants, once annually (10-15 participants per course would, however, be an optimum number).
Location: Central location in Durban (ERU is hoping to run courses in other areas, such as Port Shepstone, in the future).
Requirements: Open to people involved in or wanting to become involved in the running of literacy classes - minimum requirements of standard eight and English fluency.
Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Accommodation and transport costs are covered by ERU for people living outside of Durban Functional Region.

(•) **English Literacy Teacher Training Course**

This course focuses on the skills required for the running of English literacy classes. The course is very practically-oriented and is materials-based. After the initial course, ERU provides ongoing support, where necessary, to teachers and also runs follow-up workshops of five days each once a year (dealing with specific problems faced by the teachers).

Length: Part-time, two blocks of five days each a block of two days, each separated by a break of one month.
Intake: 20-25 participants, once annually (10-15 participants per course would, however, be an optimum number).
Location: Central location in Durban (ERU is hoping to run courses in other areas, such as Port Shepstone, in the future).
Requirements: Open to people involved in or wanting to become involved in the running of literacy classes - minimum requirements of standard eight and English fluency.
Main Field/s: Adult Education Training; In-Service and Pre-Service Educator/Teacher Training; Language/Literacy Training.
Accreditation: No formal accreditation.
Course Fees: None.
Accommodation: Accommodation and transport costs are covered by ERU for people living outside of Durban Functional Region.

Materials Available at SAIDE

(•) "Overall aims of the *English Resource Unit*" Loose Paper.
(•) Masifundisane, Newsletters, October 1992 & July 1993.

FACULTY OF EDUCATION

University of Cape Town

WESTERN CAPE

Physical Address:	New Education Building, Middle Campus, University of Cape Town (off Stanley Road)
Postal Address:	University of Cape Town, Private Bag, Rondebosch, 7700, Cape Town
Tel No:	[021] 650-2781
Fax No:	[021] 650-3489
Contact/s:	Prof Doug Young

● ● ● ● ● ● ● ●

Introduction

The *Faculty of Education* at the *University of Cape Town* runs a number of courses aimed at training teachers for several levels and educational fields, in a wide variety of subjects These courses, too numerous to be covered in detail by this report, vary in length, intake, cost, and entrance requirements (see Student Handbook for further details). All courses, however, deal with the field of pre-service teacher training, although some of the postgraduate courses could also function as a form of in-service teacher training. In addition, the Faculty runs a number of components within its degrees which deal specifically with the media in education (see below). For further information, see also under the following entries:

(●) *Department of Adult Education and Extra-Mural Studies.*
(●) *Primary Education Project.*
(●) *Project for the Study of Alternative Education in South Africa.*
(●) *Teaching and Learning Resources Centre.*

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Media Awareness Options (B. Prim. Ed.), Language in Media Option (B. Secondary Ed.)**

All of these options are offered within various degrees. The *Media Awareness* Option takes place in the third year of the Bachelor of Primary Education Degree, and consists of a "critical analysis of the persuasive power of mass media in terms of their socio-political, economical and educational effects"[1]. The course lasts six months (with one lecture per week over this period). The *Language in Media* Option takes place within the Bachelor of Secondary Education Degree, and deals with the way in which the media functions. Both of these options are theoretical, not practical, courses.

Intake:	Variable, once annually.
Location:	*Faculty of Education, University of Cape Town.*
Requirements:	Only open to students registered for relevant degrees.
Main Field/s:	Media in Education; Media Theory; Pre-Service Educator/ Teacher Training.
Accreditation:	Formal accreditation through degrees.
Course Fees:	Included in degree fees.
Accommodation:	Available through university residences.

(●) **Media in Subject Teaching Option (B. Ed.)**

This option in the Bachelor of Education (B. Ed.) degree deals with media literacy and awareness and with the media as technology and popular culture. Media

---

[1] Faculty of Education Student Handbook, 1993, p. 42.

programmes can be made by participating students as part of their project work, but it is not a production course and has a more theoretical than practical orientation.

Length: 40 hours over a year.
Intake: Variable, but maximum of 20 students, once annually.
Location: *Faculty of Education, University of Cape Town.*
Requirements: Only open to B. Ed. students.
Main Field/s: Media in Education; Media Theory; Pre-Service Educator/ Teacher Training.
Accreditation: Formal accreditation through B. Ed. degree.
Course Fees: Included in B. Ed. fees.
Accommodation: Available through university residences.

(•) **Masters and Doctorate Degrees**

These Degrees consist of writing a thesis. Such a thesis could incorporate research into the electronic media in education or distance education.

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

Materials Available at SAIDE

(•) *Faculty of Education* Student Handbook, 1993.

FACULTY OF EDUCATION

University of the Orange Free State

ORANGE FREE STATE

Physical Address:	University of the Orange Free State, off Kimberley Road, Bloemfontein
Postal Address:	University of the Orange Free State, P.O. Box 339, Bloemfontein, 9300
Tel No:	[051] 401-2238
	[051] 401-2523 - Professor Pienaar
Fax No:	[051] 48-0363
Contact/s:	Professor Pienaar (Head of Didactics Department)

● ● ● ● ● ● ● ●

Introduction

The *Faculty of Education* at the *University of the Orange Free State* offers formal training for primary and secondary school teachers. The Faculty offers a variety of integrated undergraduate degrees (a Bachelor of Arts Degree in Education, a Bachelor of Science Degree in Education, and a Bachelor of Commerce Degree in Education), as well as a Higher Diploma in Education and a Bachelor of Education Postgraduate Degree.

The Faculty is also lecturing at Kimberley (offering undergraduate diplomas and postgraduate degrees) and at Welkom (offering postgraduate degrees only) which engage in a form of distance education. This is because the number of contact sessions for students is considerably less than those for students at the Bloemfontein campus (this does not apply to the postgraduate degrees, where there is similar contact time). To facilitate this, the faculty has divided its Education into modules, consisting of three modules per semester. The diploma thus functions on a modular credit system, and if students obtain over 65% for modular tests it becomes unnecessary for them to write examinations at the end of the year in that particular module. In addition, the faculty has produced written materials to compensate for the reduction in contact time in the undergraduate diploma at the Kimberley campus. A video and accompanying printed materials package, designed to supplement lectures, has also been developed on the subject of didactics in history. All of these materials are available to students at Kimberley and on the Bloemfontein campus.

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Undergraduate Courses Media Component**

All of the Faculty's undergraduate education training programmes include a component on the media, covering such media as slides, models, charts, video and audio-cassettes, and computers. This component deals with understanding the media and learning how to use the media in education.

Length:	Two sessions weekly of 50 minutes each, for a year within the undergraduate course being taken (less contact sessions for students at the Kimberley campus).
Intake:	Variable.
Location:	*Faculty of Education* at the Bloemfontein and Kimberley campuses of the *University of the Orange Free State.*
Requirements:	Only open to (and compulsory for) undergraduate education students.
Main Field/s:	Media in Education; Pre-Service Educator/Teacher Training.
Accreditation:	Formal accreditation offered through university degrees and diplomas.

Course Fees: Variable.
Accommodation: Available through university residences.

FACULTY OF EDUCATION

University of Port Elizabeth

EASTERN CAPE

Physical Address:	Education Building, University of Port Elizabeth, Marine Road, Port Elizabeth
Postal Address:	University of Port Elizabeth, P.O. Box 1600, Port Elizabeth, 6000
Tel No:	[041] 504-2156
Fax No:	[041] 504-2574
Contact/s:	Pat Bean (Senior Lecturer)

● ● ● ● ● ● ● ●

Introduction

The *Faculty of Education* at the *University of Port Elizabeth* offers a wide variety of degrees and diplomas for people wishing to go into formal education. These courses, too numerous to be covered in detail by this report, vary in length, intake, cost, and entrance requirements. All courses, however, deal with the field of pre-service teacher training, although some of the postgraduate courses could also function as a form of in-service teacher training. Of primary interest to this report is the fact that the Faculty offers media courses within some of these degrees and diplomas (see below).

● ● ● ● ● ● ● ●

Training Programmes Presently Offered

(●) **Integrated Media Courses**

The aim of the integrated media courses, which are offered within various degrees and diplomas in education, is to equip students with a theoretical base for use of the media within teaching and with practical knowledge for the development of educational media materials. The theoretical input consists of topics such as learning theories and research into the design, development, and use of the media. The practical component covers the educational use of a wide variety of educational media materials, including transparencies, blackboards, relief maps, three-dimensional models, display boards, posters, photographs, audio cassettes, video cassettes, and computers. This practical component also deals with how to produce such media materials for use in education. The media component of the undergraduate degrees and diplomas forms part of the minimum qualification requirements of the degrees an diplomas, and is thus compulsory.

Length:	Minimum of 13 hours required for degree purposes. Further hours of study can be undertaken by interested students.
Intake:	Approximately 140 students pass through the course per year.
Location:	*Faculty of Education* at the *University of the Orange Free State.*
Requirements:	Matriculation certificate with university entrance.
Main Field/s:	Media in Education; Media Skills Training; Media Theory; Pre-Service Educator/Teacher Training.
Accreditation:	Formal accreditation through university degrees and diplomas.
Course Fees:	Incorporated in fees for university degrees and diplomas.
Accommodation:	Available through university residences.

Materials Available at SAIDE

(●) *University of Port Elizabeth* 1993 Calendar.

(●) "Instructional Media for Education" Course Outline, Introduction, and Schedule.

FILM AND ALLIED WORKERS ORGANISATION (FAWO)

TRANSVAAL

Physical Address:	3rd floor, Paris Building, 70 End Street, Johannesburg
Postal Address:	P.O. Box 16939, Doornfontein, 2198, Johannesburg
Tel No:	[011] 402-4570/1
Fax No:	[011] 402-0777
Contact/s:	Tsepho Rantho (Vice-Chair of FAWO Transvaal)

NATAL

Physical Address:	Centre for Cultural and Media Studies, 2nd Landing, East Wing, Memorial Tower Building, University of Natal, King George V Avenue, Durban, 4001
Postal Address:	c/o Centre for Cultural and Media Studies, University of Natal, King George V Avenue, Durban, 4001
Tel No:	[031] 260-2505
Fax No:	[031] 260-2214
Contact/s:	Dumi Ngubane

WESTERN CAPE

Physical Address:	106 Chapel Street, Woodstock, 7945, Cape Town
Postal Address:	As above
Tel No:	[021] 45-1545
Fax No:	[021] 45-2008
Contact/s:	Nicky Newman (General Secretary)

● ● ● ● ● ● ● ●

Introduction

The *Film and Allied Workers Organisation* (FAWO) was formed in 1988 "in order to unite progressive film workers with the aim of working together to advance the struggle for the creation of a non-racial, non-sexist, democratic South Africa"[1]. The idea behind FAWO is for independent filmmakers to come together in order to develop a progressive film culture which serves the aspirations of the majority of people and to redress imbalances within the current film industry. To do this, FAWO has been, and is, involved in a variety of projects, including the following:

(●) **Community Video School** - this School was set up by FAWO in order to redress imbalances in terms of skills and has now become an independent organization (see separate report).

(●) **Video Suitcase Project** - this project was set up in order to address the issue of distribution. The project runs a mobile cinema, screening marginal films, and works in conjunction with the *Film Resource Unit*.

(●) **International Contac** - FAWO, along with a range of other organizations (such as the *South African Musicians' Association* and the *Performing Arts Workers' Equity*), is in the forefront of establishing international contacts, with the aim of getting such contact to benefit the wider South African industry. FAWO also lobbies international production taking place in South Africa to take on trainees and interns from South Africa while in the country in order to provide technical skills training.

(●) **Film and Broadcasting Commission** - this is the policy arm of FAWO, and it concentrates on developing policy around the media, especially around the restructuring of the media industry.

---

[1] *Film and Allied Workers Organisation* Introductory Document, p. 1.

FAWO has found that its role within the South African film industry is changing, and it is currently restructuring itself. It envisages having three main areas of focus within this restructuring:

(•) **Independent Producers and Directors Association** - the constitutions and aims of this association are already being formulated.

(•) **Union Dimension** - the emphasis here will be on strengthening existing unions (such as the *South African Union of Journalists* and the *Media Workers Association of South Africa*).

(•) **Film Institute** - this would constitute a broad-based public body controlled by the film industry and regulating that industry.

FAWO sees itself becoming a film and broadcast development network. This role would include the facilitation of training programmes and institutions, although FAWO would not run such programmes itself.

• • • • • • • •

Materials Available at SAIDE

(•) *Film and Allied Workers Organisation* Introductory Document.

(•) *Film and Allied Workers Organisation* Membership Application Forms.

(•) *Film and Allied Workers Organisation* Constitution.

(•) FAWO, Public Broadcasting in a New South Africa, Loose Document.

(•) African European Institute, 1991, Jabulani! Freedom of the Airwaves, Conference Report, Doorn, Netherlands.

FILM RESOURCE UNIT (FRU)

TRANSVAAL
Physical Address: 2nd Floor, Normandy Court, Cnr Kerk and Delvers Streets, Johannesburg
Postal Address: P.O. Box 11065, Johannesburg, 2000
Tel No: [011] 333-2401/2
Fax No: [011] 29-6967
Contact/s: Muzi Sithebe (Resource Centre Coordinator)
Floyd Mgwato (Training Coordinator)

● ● ● ● ● ● ● ●

Introduction

The *Film Resource Unit* (FRU) was started in 1986 as a film club by a group of independent filmmakers and librarians. The video materials gathered by the Unit, primarily those which were not being broadcast by the *South African Broadcasting Corporation* (SABC), were designed to help in the development of communities. Thus, FRU's main aim is "to provide film and video resources for the purposes of education and training, and cultural and socio-economic transformation. [It focuses] on materials that are socially relevant and produced by independent film-makers in Southern Africa"[1].

FRU has three main functions:

(●) **Resource Centre** - In 1993, FRU has approximately two hundred members, made up both of organizations and individuals (membership fees are R110 per year for non-governmental organizations, resource centre, and individuals and R55 per year for schools and organizations for the unemployed). Members are able to hire videos from FRU's resource centre (over seven hundred titles are available at present). Membership is national and videos are mailed to members living outside of the Pretoria-Witwatersrand-Vereeniging area (a mail charge of R5 per video accompanies this service). FRU is also involved in establishing regional resource centres, and centres have already been set up in Pietersburg and Soweto.

(●) **Distribution** - the main aim of this is to make materials produced by independent filmmakers as widely accessible as possible. FRU liaises with the SABC, *Bophuthatswana Television*, the *Electronic Media Network Limited* (M-Net), the *Namibian Broadcasting Corporation*, and international broadcasters in an effort to get video programmes broadcast. FRU also handles non-theatrical distribution (i.e. the distribution of documentary materials), selling copies of documentaries to libraries, resource centres, video shops, schools and other interested organizations. Finally, FRU organizes exhibitions and film festivals (including the *Weekly Mail* Film Festival, the Durban International Film Festival, and the Environmental Film Festival).

(●) **Education** - the main project in this regard is the *Mobile Video Van Education Project*, which takes video resources to rural and distant areas. In this way, video is used to educate people in these areas. The length of workshops ranges from two to two and a half hours and they are offered free of charge to an average of fifty to sixty people at a time. The nature of the education offered by this project changes continually, but has, most recently, been focusing on electoral education. In 1994, the focus will be on media literacy (see below).

● ● ● ● ● ● ● ●

---

[1] *Film Resource Unit Organizational Profile*, p. 1.

Training Programmes Planned

(•) **Mobile Video Van Project Media Literacy Courses**

In 1994, the *Mobile Video Van Project* will be offering courses to people in rural and distant areas on media literacy. Course materials have already been developed for this programme, the first module dealing with "understanding the news". The aim is to educate people about the media and how it functions (this would include, amongst other issues, content analyses and identifying the ideology behind the image). The courses will be open to anyone interested in attending and will be offered free of charge.

Main Field/s: Media Theory.

Materials Available at SAIDE

(•) *Film Resource Unit* Introductory Brochure.

(•) *Film Resource Unit* Annual Report, 1992-3.

(•) *Film Resource Unit* Organizational Profile.

(•) Medium Term Development Plan for the *Film Resource Unit*.

(•) Media Literacy Course Module One, Understanding the News, Participants' and Instructor's Manuals.

(•) Ismail, R. Video as a Tool for Education, Information, Communication and Socio-Economic Development, *Film Resource Unit*.