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UNIVERSITY OF THE WITWATERSRAND
DIVISION OF ADULT EDUCATION
M.ED. BY COURSE WORK AND RESEARCH REPORT

NETWORKING IN ADULT EDUCATION IN SOUTH AFRICA

Illuminated by a case study of one organisation - the
FORUM FOR THE ADVANCEMENT OF ADULT EDUCATION (FAAE)

Dee Roup

A research report submitted to the Faculty of Education, University of the Witwatersrand in partial fulfilment of the requirements for the degree of Master of Education.

Johannesburg
February 1998

DECLARATION

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

Dee Roup.

19th day of February, 1998.

ABSTRACT

In the fast changing world of a new, democratic South Africa (S.A.), the political, economic and social arenas are rapidly moving in new directions. In order to impact on important new policy developments as they are being developed and to impact on the planned changes in their fields, many adult education organisations saw the need to band together to form networks or associations and the like, through which to present their viewpoints or ideas at policy debates. In this way their views were backed by recognisable stakeholder or constituency groupings.

One such networking organisation was established in 1989, well before the fast-moving, radical changes were so extreme in South Africa, namely, the Forum for the Advancement of Adult Education (FAAE). The aim of the FAAE was to inform, support and professionalize the field of Adult Education and Training via their networking activities. At times it also acted as a structure to support policy development. These aims continue today, although the work of the FAAE has broadened.

This study looks at the role of "Networking" in Adult Education in South Africa to examine its process and its impact. The study explores the views and opinions of practitioners in different parts of South Africa and examines the case study of the FAAE as part of its data gathering, as it asks the questions: how, why, when and where does or should networking occur. What are the potential gains or problems involved in such an activity?

The research design, which is a combination of qualitative and quantitative approaches, attempts to provide quantitative details which accurately portray elements of the data gathered, as well as qualitative data which reflects the rich detail of the data explored.

Although networking is being explored within a specific sector or community (adult continuing education), it is hoped that this study will open up ideas and possibilities to assist networking activities in other sectors or communities. It is hoped that this study will catalyse other studies to explore the concept of "networking" and as a consequence, that more publications addressing this issue might arise.

Keywords: networking, network, adult continuing education, adult professional development, communication, shared experiences, connect

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CHAPTER 1

INTRODUCTION

South Africa has seen considerable change during the last decade. This has been particularly evident in the myriad political, economic and social transitions taking place. One observable change which is of interest to this study is that, whereas previously organisations such as Non Governmental Organisations (NGOs) tended to operate independently, without much effort at joining together in their strategic planning or in working cooperatively, today, large numbers of associations, forums and networks have been established, in order to build a critical mass. The joining of individual organisations into broad based networks, representative of certain constituency groupings, seems to have given the field an audible voice for the first time. It was hoped that this voice might impact on important developments such as policy development, standard setting, curriculum development, and so on. Many cooperative structures can be seen to have engaged actively in various networking processes in S.A., though often not without difficulties in the forming of these structures and in the networking process itself. Some of these initiatives have specialized in the field of adult education and training. A few examples which can be cited are:

- the National Education and Training Forum (NETF), which aimed at addressing issues of national importance in the education/ training sector and which achieved representation on government structures as a voice for the education/training field as a whole.

- the Adult Basic Education and Training (ABET) National Stakeholder Forum (NSF) which represented a range of constituency groupings in the Literacy and Adult Basic Education sector and aimed to unite the field into a concerted effort in South Africa. One of the current important objectives was to set acceptable standards of achievement for learners/ practitioners at different levels. It succeeded, for the first time, in developing wide support for a four year plan for delivery of ABET in S.A.

- the development of the National Association of Distance Education Organisations in South Africa (NADEOSA), which made a concerted effort to bring together distance education institutions in South Africa for discussions, conferences and development of common standards of practice, assessment practices, etc. - a networking process which has had a noticeable impact in this country.

One of the forerunners of these networking bodies was the Forum for the Advancement of Adult Eduction (F.A.A.E.), which was founded in 1989 in Gauteng (then the Transvaal) after many deliberations and planning meetings in the preceding few years. The FAAE was one of the first organisations in South Africa which identified networking in the field of adult and continuing education as one of its prime objectives. The aim was to unite this field, widespread across the provinces of a vast land and characterised by disparate organisations. Many of these organisations were duplicating the work of others and not sharing the experiences or advancements that were made. At the time of the formation of the FAAE, the ability to deliver relevant, well coordinated adult education interventions with recognised accreditation and with career development value, was minimal.

Adult educators and trainers continue to operate in very diverse sectors and their ideologies, objectives, methods and processes often vary. They may operate in NGO's, Community Based Organisations (CBOs), voluntary bodies, the private sector, State bodies, in formal settings such as the Universities and so on. However, whereas many of these practitioners have operated for years in a fragmented, widely dispersed and unsupported environment (NEPI, 1993), today networks can be found across and within sectors and sub-sectors in education and development. These networks have become increasingly active. Many provide an informing and strengthening support role to the field of adult continuing education, where real challenges exist for adult educators. However, several have floundered for various reasons. Networks can be found operating in sub-fields such as literacy, numeracy, ABE, community education, development work, health education, formal education, skills training, tertiary education and other specialised areas of focus.

One of the main objectives of this study is to explore and understand the concept of 'networking' in general terms. The findings can then inform, prepare or forewarn individual practitioners, organisations and policy makers across different sectors or fields, who might put the information to good use. Another objective is to explore the 'role of networking' more specifically in the field of adult and continuing education and in this way to inform the field about the concept. This study will be illuminated by a case study of the FAAE and to some extent by perceptions of other networking activities/bodies. It will also be informed by the perceptions of the author, who will reflect on her own experience. Research findings will be drawn from the ideas of a representative group of practitioners in this field via interviews and questionnaires. The study will also explore the archival material from the FAAE, as a data source, and lastly, the study will be supported by a relevant literature survey. The corroboration of findings from all of these data sources will aim to bring validity and reliability to this study.

CHAPTER 2

DEFINITION OF TERMS

"Adult Education"

The classic definition of adult education is that adopted at UNESCO's Nairobi conference in 1976. It reads as follows:

"The entire body of organised educational processes, whatever the content, level, or method, whether formal or otherwise, whether they prolong or replace initial education in schools or colleges, and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications, or turn them in a new direction and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced independent, social, economic, and cultural development." *(UNESCO 1976) (Jarvis, 1990:6)*

"Adult Continuing Education"

Adult education which takes an holistic view of education provision, encompassing Adult Basic Education (ABE) and continuing on with further and higher education to meet the ***ongoing education and training needs of adults***. *(Dee Roup 1997)*

"Case/Case Study"

... can be defined as "an attempt to understand a person, institution, etc. from collected information and keeping a record of such an attempt".
(The Oxford Modern Dictionary, 1992, Clarendon Press, Oxford)

"Continuing Education"

Note: "Continuing" contrasts not with formal but with "initial" education. It has been defined as follows:

... "planned educational programmes for adults (both formal and non-formal) who wish to continue their education beyond the point reached through the system of formal initial education during their youth, whatever level was reached, or to pursue education in new areas of knowledge or skill whilst maintaining the commitments of adult hood."

(Millar, 1984) and (The Framework Report, NEPI: 86)

"Continuing education relates as directly to the adult who has received no formal education at all as it does to the person who has attained a standard of postgraduate professional education"

(Morphet and Millar, 1981:4)

"Formal Education"

... "the hierarchically structured, chronologically graded *educational system*, running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training." *(Coombs, 1973:10-11)*

"Informal Education"

... "the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library, and the mass media." *(Coombs, 1973:10-11)*

"Learning"

... "is a process of making changes in knowledge, skills, understandings, attitudes and value systems, and in behaviour. Some of these changes are intended, others are not intended." *(Rogers, 1992:21)*

"Lifelong Learning"

... "A principle that is concerned with the continual improvement of learning and skills acquisition to meet the demands of the economy, social development, as well as the needs of individuals"

(The Green Paper: "A Skills Development Strategy for Economic and Employment Growth in S.A.., March, 1997:27)

"Lifelong Education"

... "may be considered a dimension of non-formal education (NFE) .. and is based on the assumptions that:

- learning doesn't need to be confined to schools
- learning doesn't simply need to be directed towards work preparation, though it may be
- learning should be seen as a process that extends throughout a person's life, and not simply through youth.

(Christie P, 1982:5)

"A network"

... is defined as "a group of people who exchange information, contacts and experience for professional or social purposes".

(The Oxford Modern Dictionary, 1992, Clarendon Press, Oxford)

A "Networker"

... can be defined as "a member of a professional or social network".

(The Oxford Modern Dictionary, 1992, Clarendon Press, Oxford)

"Networking"

... can be defined as "the promotion of political goals or the exchange of ideas and information amongst people who share interests or causes ..."

(World Book Encyclopaedia, 1992, Dictionary Vol 2, 24, P13297)

"Networking bodies/associations/forums"

... can be defined as "groups of individuals or collective organisations, connected in some way, who exchange ideas and information or promote goals via their networking function for various purposes".

(Dee Roup, 1998)

"Non-formal education"

... "any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives".

(Coombs, 1973:10-11)

"Training"

... can be defined as "the act or process of teaching or learning a skill or discipline".

(The Oxford Modern Dictionary, 1992, Clarendon Press, Oxford)

"Validity"

Maxwell (1992) provides us with a typology of validity linked with understanding, based on the way qualitative researchers think about and deal with validity in their practice. The categories of understanding and validity which he proposes are:

- Descriptive validity, which is concerned with the accuracy of an account of an object, event, act or situation.
- Interpretive validity, the researcher's interpretation of what objects, events, and situations mean to the people involved in them. This is a matter of inference from the words and actions of participants in the situations being studied.
- Theoretical Validity, the theoretical constructions that the researcher brings to, or develops during, the study. These go beyond description and interpretation to provide an explanation of the phenomenon under study.
- Generalizability, the extent to which an account of a particular setting or population can be systematically extended to other settings, people or times.
- Evaluative validity, the evaluative framework that the researcher applies to the study.

(Maxwell, 1992:285-295)

However, Reason and Rowan (1981) warn us:

- Seek alternative interpretations and explanations in an effort to test your own constructions.
- Be cautious about claims to 'external generalizability' (generalizing beyond the groups studied) and 'internal validity' (generalizing within the group studied to persons who were not directly addressed in the research).
- Make your personal evaluative framework explicit to the reader, rather than leaving it implicit in the accounts.

(Reason and Rowan, 1981:245-250)

Definition of "networking" in Adult Education:
(as defined by the author)

As an important part of this discourse, the author has attempted to define the term "Networking" as it relates to the field of adult education and training based on her own ideas and experience, and based on definitions found in the literature, as follows:

"Networking in adult education and training"

... can be described as activities or processes that enable useful contact or connections between individuals, groups or sectors that share interests or causes in adult education and training. The purpose would be:

- to meet with colleagues to exchange ideas, share experiences/information and to learn from one another
- to promote lobbying/advocacy for political goals and/or funding allocations
- to catalyze improved in-service training and capacity building for practitioners
- to assist in the standards setting processes and the professionalising of the field
- to facilitate the development of appropriate assessment practices and access to recognised accreditation
- to encourage the facilitation of lifelong learning

(Dee Roup, 1998)

This definition will be commented on in the findings of this study and added to or amended.

CHAPTER 3

REVIEW OF RELATED LITERATURE

On considering the possible role and impact of networking in Adult Continuing Education in South Africa, a literature survey was conducted to shape and inform the outcomes of this study. In consultation with the author's colleagues, a variety of questions emerged which helped to shape the outcomes of this study, such as:

- What is networking?
- Why "network" in Adult Education in S.A. or elsewhere?
- What methods of networking could be used to support and develop adult and continuing education?
- Can "networking" influence adult learning or social change? What do we mean by "adult learning"? What do we mean by "social change"?
- Could "networking" impact on development in South Africa? In what way?
- Can "networking" result in empowerment or disempowerment?

The literature available on the concept of "networking", particularly in relation to adult education, is not very extensive. The earliest references to "networking" that the author has been able to locate were around 1988 and referred mainly to the training of young entrepreneurs and high fliers in business. Only later does the term arise in the adult education discourse ((Ref: Enterprise: Networking for Africa's entrepreneurs and leaders - 1989 and 1990). This is a similar period in time to that of the formation of the FAAE as a new networking body in adult education in S.A. The FAAE was established in response to a felt need amongst practitioners to share experiences and information and to professionalise their field of practice. Often the term "networking" is identified with the use of computers and the Internet rather than to concepts relating to educational transformation.

Networking can be seen as a useful ***tool to use,*** **or a** ***skill to cultivate,*** to accomplish various objectives for individuals or organisations, associations or forums. How it should be defined and what impacts of networking might be (positive or negative), or what methods might be useful for effective networking are questions explored in this literature review.

The following ***additional definitions*** from the Oxford Modern English Dictionary (1992, Clarendon Press, Oxford) to further clarify the terminology used in the literature review:

Organisation	-	an organized body (with a particular structure), especially a business, government department, charity *(An example in Adult Education in South Africa is an NGO)*
Organize	-	give an orderly structure to, form (a union or a group), arrange for, take responsibility for
Association	-	a group of people organized for a joint purpose; a mental connection between ideas
Forum	-	a place of or meeting for public discussion; giving an opportunity for discussion

From the above definitions, it would seem that a 'Forum' is the least structured and least formalised of the three types of organisations. An 'Organisation' and an 'Association' both have some identifiable shape or form, a specified management structure and an agreed way of operating with specific goal(s). In some instances a 'Forum' and an 'Association' may be seen to be operating almost as an 'Organisation', which the author believes to be the case with the FAAE and with AETASA (see page 21). Both have a specific structure and an agreed way of operating. Therefore, in many instances in this report these three terms are seen as having considerable overlap and could often be describing the same entity.

3.1 Networking and its role in Organisations:

The use of networks has been actively explored in the business sector for some years. In his book, "Strategic Networks: Creating the Borderless Organisation", J. Carlos Jarillo (1993) discusses the importance of effective networks in business. He explains that strategic networks are "long-term, purposeful arrangements amongst distinct but related for

profit organisations that allow those firms ... to gain or sustain competitive advantage *vis-a-vis* their competitors outside the network, by optimizing activity costs and minimizing coordination costs" (Jarillo, 1993:149) They may sometimes exist where motivation, often found in small proactive companies, is combined with the advantages of technology, funds, and marketing power, generally found in large companies, to form a clearly superior combination. This is not to say that large companies are always without motivation and small companies without modern technology, funding and marketing strength! Combinations of the best each group has to offer being used for the benefit of all is an interesting idea to discuss amongst all networking groups and to apply this thinking in a creative way. Perhaps there is a lesson that can be taken from what Jarillo has to say about strategic networks in the business context that could be applied in a variety of other different contexts? However, smaller organisations have often entered networks with larger organisations in the development world with some trepidation, often for good reasons.

Jarillo states that, to be effective, a network should make it attractive to all participants to stay in it. He emphasizes that a further essential element in a network is that all its players should be committed to investment in it. Without that specialized investment, a network is no more than a collection of suppliers and buyers, but no special competitive advantage is being gained by the network itself. In addition, where a gain does occur this should be shared in a way that all participants feel to be fair. Jarillo claims that a strategic network can be more efficient, in general terms, than any other way to co-ordinate activities within or between organisations.

Although Jarillo's context is clearly business specific, it is the author's view that some of his points could be applied to adult education ***organisations*** such as CBO's and NGO's, as well as to ***associations*** and ***forums*** involved in education and development. The ground rules of such a network should be made clear. In a best-case scenario the activities of organisations, associations or forums in any sector could benefit from strategic networking activities in a variety of ways. In addition, individual practitioners and learners involved could benefit directly.

Wayne E. Baker (1994), in his book "Networking Smart", has a number of reasons to place a strong emphasis on the importance of networking for the ***individual***. He states that people who network 'smart' or effectively,

build a broad and diverse range of relationships and contacts. In his view, building relationships and contacts in this way will enhance personal and organisational success.

Baker declares that in the United States today, it is unfortunate that there is "evidence of the decline of relationships and the ascendancy of the deal mentality". He notices too "the increasingly litigious nature of our society, the sharp rise in medical malpractice claims, the dissolution of the traditional family, and the erosion of trust in social and public institutions of all kinds. The decline of relationships is so pervasive that philosophers ask whether it is possible for us to sustain commitments to others in personal, business, or public life" (Ibid:31). Baker paints a dismal and distressing picture of modern society, but his idea that networks could be used to sustain better relationships - both personal and in business - based on shared values and mutual respect, may have merit.

Baker goes on to say that building relationships and networking is often a more appropriate and more powerful alternative than cutting deals or 'the deal-mentality'. He states that people who network 'smart' see relationships as the essential way to get their jobs done effectively and for this reason, they make every effort to build a broad and diverse range of relationships. In his view, managing relationships is not easy and demands a high level of intellectual and emotional development. He maintains that support systems via our personal networks may help us to manage our personal relationships more effectively. What often complicates the issue is that people experience and understand interpersonal problems differently. Some people enjoy building contacts and others shy away from this. Baker notes that good networking entails "managing up" or working well with your superiors and "managing down" or regarding your subordinates as partners.

It is the author's personal experience in adult education via her role in the FAAE, that a network of supportive and informed colleagues can often lead to finding the best way to get something done, to solve problems or to learn from one another. In her experience, building a supportive and informed personal network has proven to be a valuable resource to tap into.

In Baker's view, "the networking vision includes relationships that *are* and that *can be*" and the networking territory, as he explains it, "covers relationships inside and outside the organisation, at both the personal and the group levels" (Ibid :34) as indicated in the diagram on the this page.

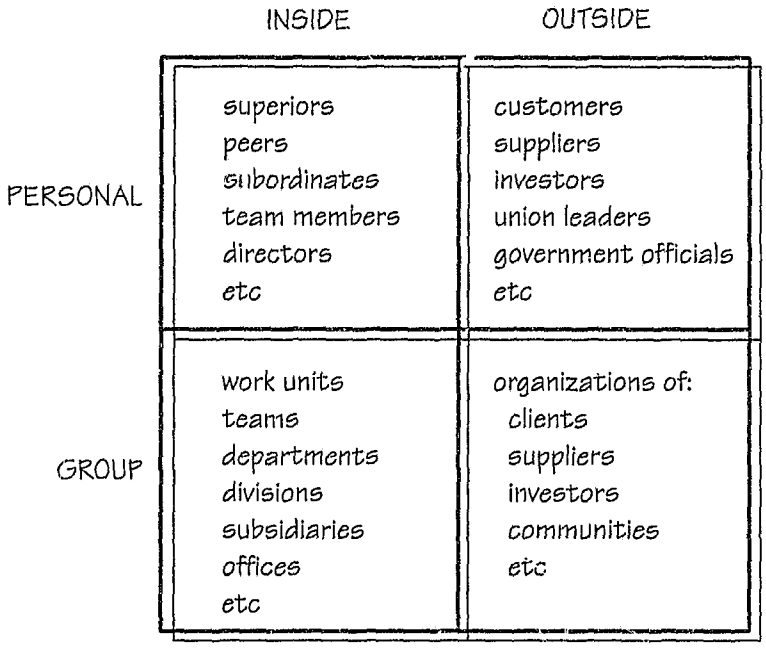


Figure 1: ***The Networking Territory.*** **(W.E. Baker, 1994, p34)**

Inside the organisation, effective leaders are depicted by Baker as those who develop good relationships with a wide range of people - superiors, board directors, peers, team members, subordinates and others. Apart from the one on one relationships, effective leaders also foster good relations between work groups, teams, departments, divisions and other organisational units. Outside of the organisation, good leaders are envisaged to cultivate strong ties with suppliers, vendors, customers, clients, competitors, investors, local communities, the press, trade associations and other constituencies. An effective leader may well be blessed with the personality trait which enables him to network and build relationships with this myriad of links in his/her life, but one would think that, as time management is of the essence for managers, it would be

more appropriate to delegate much of these networking functions to subordinates. The manager must cope with a myriad of complex tasks that his/her position demands. How much time should he/she devote to networking? Baker also cautions that one should be wary of the dark side of networking which may come to the fore at times, particularly in organisations where conflict and hostility exist and where negative rumours about the organisation could be easily fostered. (Ibid:190) Nevertheless, the essence of Baker's argument may be a valuable one, namely that an awareness of building relationships at all levels in our lives is a worthwhile skill to develop. It may not always be easy, but the effort is important.

3.2 Networking and relationships:

Baker (1994:37) has identified five "Networking Principles" and states that people who network 'smart' apply all five of these to build and manage their relationships:

Principle 1: *Relationships are a fundamental human need*

Baker believes that people create relationships for a variety of reasons, the most basic of which is that ***we need to.*** Relationships may emerge from a common focus of interest - at work, in a place of worship, amongst our immediate communities/neighbours, on the sports field or at a gym or club. Baker further maintains that people are generally social by nature and value relationships as ends in themselves, and in fact, "each of us is a point in a vast network of interdependent relationships" (Ibid:37). Baker feels that people can achieve more together (in a network) than on their own. I am sure that there are some worthwhile exceptions to disprove what Baker has said, but the strength in a network can be a force to be reckoned with. However, an ineffectual network may do less than one dynamic, committed individual!

Baker goes on to say that the above principle may be the key to effective management. He states "the human need for relationships is potential energy you can tap and direct to generate high performance and productivity" (Ibid:38). He further makes the point that people have a need to belong and this can be a powerful human force which could find expression in effective teamwork. Baker seems to view networking through rose-tinted spectacles. His argument here sounds a little simplis-

tic and perhaps ignores the harsh realities of the workplace, the competitiveness amongst some individuals and the guardedness of others, as well as the range of other creative skills required to be an effective manager (*one* of which could well be good 'networking' skills). The author is inclined to agree with Baker's last point in this section, however, which states that "by helping people build and manage relationships, you are helping them fulfill very human desires" (Ibid:38).

It may well be useful for adult educators to find ways in which to enhance the capacity to build and maintain relationships with their learners and colleagues. This would align with the emphasis placed on understanding the psychology of an adult in adult education courses – an integral part of the training of an adult educator. Furthermore, effective teamwork or groupwork are useful and effective skills to cultivate in adult education practice, which may well require the very same abilities as being a good 'networker'.

Principle 2: *People tend to do what is expected of them*

Baker proposes that "expectations are self-fulfilling prophesies" and that "what we expect of people is often what we get" (Ibid:38). One example is as follows:

> "When a line producer was told that some workers had scored higher than others on intelligence and dexterity tests (when, like the 'unusual' schoolchildren in Rosenthal and Jacobson's study, those workers' names were drawn at random), the 'better' workers actually outperformed the others." (A.S. King, '***Self-Fulfilling Prophesies in Training the Hard-Core: Supervisory Expectations and the Underprivileged Workers' Performance***,' *Social Science Quarterly, vol 52, 1971, p369-378 - in Ibid).*

Baker states that there are numerous similar stories. A further example involving relationships is as follows:

> "When manufacturers and suppliers expect their relationship to continue in the long run, they make investments in the relationship that actually sustain and strengthen it. The Pygmalion principle isn't limited to personal relationships. It applies to company-to-company relationships as well." (Ref: Jan B. Heide & George John, '***Alliances in Industrial Purchasing: The Determinants of Joint Action in Buyer-Supplier Relationships***,' *Journal of Marketing Research, vol 37, 1990, p 24-36, In Ibid:39).*

It should be noted that this scenario would, in fact, apply to any relationship that is worth maintaining e.g. within families or in a marriage. However, if people are seen to do what is expected of them, those in positions of power could easily manipulate groups into decision making or plans of action that they themselves prefer or would benefit from by shaping people's expectations. This is a particular danger in networks where management committees often hold sway.

Principle 3: *People tend to associate with others like themselves*

Baker calls this the "similarity principle". He claims that it is well documented in social science that "Birds of a feather flock together" (e.g. in D. Byrne and J. Lamberth, "Interpersonal Attraction," Annual Review of Psychology, vol. 24, 1973, p317-336 in ibid:41). Furthermore, in America, it was noted that people tend to marry people like themselves e.g. with similar educations (see Matthijs Kalmijn, "Status Homogamy in the United States," American Journal of Psychology, vol. 97, 1991, p496-523 in ibid:41). This might often be the case, but it is also said that opposites attract. It may well be that people with similar educations tend to marry, but this could just be the result of people meeting socially in the institutions at which they are studying, and forging relationships which lead to marriage, because they are at this stage in their lives. If they studied or worked in other contexts, they would more than likely forge relationships there, even if they were dissimilar as people.

Baker believes that the similarity principle can be a powerful force in organisations. He believes that when people with common interests are put in close physical proximity, this can germinate new connections and in this way create the desired connections in an organisation. This might explain the modern tendency to design open office areas, however this does not suit all personalities. The similarity principle could also cause problems in some instances. For example, if senior managers develop a closed network due to the fact that they prefer the company of similar senior people, they could become isolated from their subordinates and could remain unaware of problems that may be brewing in the organisation, until it is too late. The similarity principle may also lead to undemocratic or elitist practices. One might conclude that active, open networking activities across a variety of levels or different interest groupings, could be one way to develop a healthy organisation/association/forum which favours open, democratic discourse and promotes shared understanding and decision making. Perhaps it might be a healthy experience to "walk a mile in another's shoes" (Ibid:42).

***Principle 4**: Repeated interaction encourages cooperation*

Some might say that familiarity breeds contempt, but Baker maintains (ibid) that "as a rule people who interact repeatedly tend to cooperate and develop positive relationships" (see R.B. Zajonc "The attitudinal Effects of Mere Exposure," Journal of Personality and Social psychology Monographs, vol. 9, part 2, 1986 in ibid:42). Some Social Scientists might explain cooperation to be the result of simple self-interest which might be perceived as a rational, cold, calculated action for personal advancement. Some game theorists who view the social world as a giant chess board, believe that you cooperate when it is in your self interest to do so. On the other hand it is well known that people often manipulate reality to gain the upper hand and might appear to be cooperating, when in fact they are not. It is clearly a danger that selfish, manipulative attitudes may intervene at times and this could be detrimental to true sustainable networking.

Principle 4 might work well where cooperation, rather than competition is encouraged. This can be catalyzed by giving a group or a team a common goal which would induce colleagues/members to rely on each other for success. Repeated interaction could provide information about one another in a team, that is needed to assist the team to operate with a high level of understanding. This is probably true of teams who perform sophisticated tasks together, e.g. in a hospital operating theatre, where human life is in the balance and reputations are at stake. An effective team leader, by helping others to interact well, could activate a natural human tendency to cooperate. This could, in fact, build bridges between diverse groups, tap the power of diversity, reduce conflict, and help build cooperative ties. Where diverse views from different people are brought to bear in a situation, often a more creative discussion ensues and a more complete picture of the reality of the situation can emerge. Diversity can also add to the richness of understanding and tolerance. It is the author's view that this type of cooperation is a goal worth working towards in a democratic society and is particularly important in a multicultural country like South Africa.

***Principle 5**: It's a small world*

Most of us have some time or other experienced what is called "the small world phenomenon" where "the seemingly unlikely discovery of a shared acquaintance" (Baker 1994:43) always amazes us. Baker explains that

"everyone's network is comprised of zones of contact. Your 'first-order zone' contains your direct contacts. Your 'second-order zone' contains the contacts of your direct contacts, i.e. your indirect contacts" (Ibid:43). This small-world phenomenon means that you are closer to critical information, resources and people than you think, and this for a third world country is a comforting thought! Everyone has an enormous number of second order contacts and every time you add another single direct contact to your personal network, your indirect contacts multiply accordingly. Baker correctly states that this small-world principle is "the networking leader's ally" (Ibid:43).

In this author's experience, working with NGO's in S.A., this 'small world phenomenon' was found to be invaluable and was used constantly to find appropriate speakers for conferences, to set up relevant workshops, to approach sympathetic donors for funding, to assist in problem solving and for generally getting things done. It only takes courage and persistence to explore what our networks can yield! There are dangers, however, that when individuals network openly about their own innovative work, they may be at risk for having their ideas stolen, misused or abused. The "Internet" is a frighteningly exciting new technological advancement which could be used for personal networking. However, this danger may also exist here. Baker states (and one might generally agree) that "the power of the small-world principle can be exploited productively in organized networking clubs" (Ibid:44) where shared acquaintances can be found to be useful for a number of reasons. It might depend, however, on how carefully and sensitively this process is managed, and whether there is give and take on both sides.

Jarillo (1993) seems to have taken a systems thinking approach when discussing a network. He believes that a network can be seen as an ecosystem where both professional and social elements need to be nurtured. Jarillo notes that "the better adapted to each other's working ways the members of a network become through cooperation and specialized investments, the more efficient coordination becomes, thus paving the way for more and more adaptation" ... and so it becomes evident that "the whole system is self-reinforcing, for every characteristic of the network builds on the others: adaptation, specialization, trust, long-term outlook, internal consistency vis-a-vis the outside world, etc., which provide efficiency and flexibility" (Ibid:143). A network or system

having these characteristics of efficient co-ordination and co-operation could become very impactful and this could justify the existence of the network, reinforcing its characteristics. This would align with Baker's ideas of a self-fulfilling prophesy.

Jarillo however asserts that "trust" is at the very core of what a strategic network is (Ibid:149). He states: "By definition, trust cannot be imposed, it has to be earned. Developing trust probably implies a long-term process, where the originator of the network develops, little by little, personal relationships and a reputation for fairness" (Ibid:146). Building a network on trust could take the better part of a lifetime. An analogy with a trusted psychologist/psychological unit could be drawn, who builds up his/her/their reputation over time and with it a wider and wider circle of trusting patients. It was the author's experience that much of the work of the FAAE was built on trust and respect.

Jarillo adds that networking within and between organisations makes sense due to the current emphasis on concepts such as teamwork, flat hierarchies and empowerment, which abound in popular management theories today. These concepts are not unfamiliar in the field of adult continuing education and they might also be seen as features of the post modern condition, where strategic management would also encourage critical comparisons, open involvement, transparency, as well as continual re-assessment and flexibility in striving to meet relevant objectives. Here, networking might also be an invaluable tool.

3.3 Networking and Associations/Forums:

According to the earlier work of Houle (1980 in Brockett 1991:112), an association can be described as a "structured body of members who join together, more or less freely, because of a shared interest, activity, or purpose, and who, by the act of joining together, assume the same basic powers and responsibilities held by other members." Houle also identifies a number of functions of professional associations which include fulfilling "a need for status, a sense of commitment or calling, a desire to share in policy formation and implementation ... a feeling of duty, a wish for fellowship and community and a zest for education" (Ibid:112). There seems to be some congruence between Houle's views and the five principles of networking described by Baker (1994), notably principle number 1 (the need for relationships), 3 (people associate with others who are like themselves) and 4 (repeated interaction encourages co-operation).

The question might arise as to whether "associations" are necessary at all and what possible benefits might emanate from them. Brockett (1991:113) provides us with this answer. He states that today, these associations offer many potential benefits to the individuals, to the field, and to the larger society:

- ***Individuals*** may benefit from opportunities for professional development, for keeping abreast with new developments (e.g. via conferences, workshops and publications) and also to learn about changing practices. Furthermore, associations may provide opportunities for leadership development, the chance to acquire new skills, or to assist in shaping the directions individual practitioner groupings wish their fields to take. The networks that individuals form through their affiliations with other members often serve as an invaluable resource for sharing ideas, gaining new perspectives, and learning from one another (Ibid:113).

- Professional associations benefit ***the field*** of adult continuing education by contributing to the recognition of the field by providing both "substantive and programmatic identity to the field" (McClusky, 1982 in Ibid:114). Similarly, the author notes that associations can play a role in advocacy for the field by providing outlets for continuing policy formulation and in professionalisation of the practitioner in the field. They also contribute to the strength and recognizability of the field by helping to share information amongst practitioners and to publish relevant informative material for this purpose.

- According to Brockett, benefits to ***society*** may result from "creating greater awareness of adult learning throughout the larger society" (1991:114). It is necessary for educators of adults to become involved in the political process and in policy-making, if they are "to play a major role in shaping opportunities for adult learning" (Ibid).

Nevertheless, further questions may arise, such as: Is the individual practitioner not the vital element? Are adult education "organisations" that specialise in particular sectors preferable to wider associations? What use are unstructured "Forums" in adult and continuing education in

developing countries? How does networking in an association or forum that is are less structured, differ from that in a more structured organisation? What kinds of networking tools or activities would suit the particular purposes of each?

One very useful role for broader networks, forums or associations could be to influence ongoing policy debates. Because of the commitment and common vision between members, an association might carry a legitimate voice in a particular constituency and could make this voice heard in the policy making structures. An example that could be cited is the role that medical associations play to represent their constituency with a legitimate, recognised voice. Medical associations support policy formulation and implementation, act as regulatory bodies, involve common interests, and provide the need for status and the wish for fellowship in their fraternity. This sense of a legitimate voice could also be developed in different contexts. An important factor, in order to be effective, is that these groupings need to have their activities well coordinated. This is where an organised network or an association could become needed.

In some instances, the terms association and organisation might be used interchangeably. However, Houle distinguishes between these concepts by noting that the "authority in an association is temporary, based on election of officers, while the authority structure within an organisation is hierarchical and relatively permanent" (Houle, 1980, in Brockett, 1991:112). Associations are generally democratic and inclusive and are designed to benefit the membership while organisations are clearly directed at serving their owners, their membership, or a defined clientele outside their own membership. In some circles of thought, organisations may be suspect because of their often hierarchical, authoritarian management structures, their lack of democratic processes and their self-serving processes. However, one element in their favour is that they are often lauded for their productivity and efficiency!

In this author's view the terms 'organisation', 'association' and 'forum' often describe the same organisation in the context of adult continuing education in South Africa. A 'forum' might imply a looser involvement of participants, whereas an 'association' is often more formalised, with defined rules of association and a structured constitution. Both associations and forums could be managed as organisations, with their

own administrative capacity and their own networks. A body which begins its' life as a 'forum' could mature to become an 'association' or several 'fora' could amalgamate to form a broader 'association'. This was the case where various provincial networks that were initiated later on in South Africa, such as FACE (Kwazulu/Natal), ECAETA (Eastern Cape), Free State Forum (Free State) and AACE (Western Cape), all came together to network at a national level with FAAE (Gauteng) and as a result the Adult Educators and Trainers Association of S.A. (AETASA) was formed as a national association.

In the United States, professional associations in the adult education field have been classified according to a variety of specifications. Brockett (1991:115) proposes a useful, simple alternative approach to the classification of adult continuing education professional associations, where associations are classified according to two criteria:

> "the major role performed by the association",
> *and* "its scope or breadth of service" (Ibid).

Associations may be seen to operate at a local, regional, national or international levels. These levels are all important as they can perform different vital functions. An informal network at a local level can be seen to be "more in touch with the concerns of adult and continuing educators in the context of a particular community than is possible in other levels of associations" (Ibid:117). For this reason it is more common to find loose networks and less formalised forums or associations at the local level. These often have easy adaptation mechanisms and more flexibility, which is necessary to work responsively and creatively at the coal face of adult education activities.

It is the author's view that some form of networking process could be useful at all levels, i.e. local, national and international. At a national level, however, an association might have more chance of networking with legislators, or influencing policy development and funding allocations. This could be an important contribution to assist the work of adult continuing education practitioners. Local, regional and national associations should analyse what networking processes are most useful in their context and then work out strategies to implement and maintain these processes to best advantage.

Darkenwald and Merriam, writing about North America, suggested that "the profusion of associations of adult educators might be interpreted as an example of healthy pluralism or as a symptom or parochialism and fragmentation" (1982 in Ibid: 117). It can, in fact, be both. Brockett maintains that "if professional associations are to have maximum influence on the field, there will need to be concern for both the ***unification and the specialization*** aspects. Without broad 'umbrella' associations, the field will inevitably continue to suffer from fragmentation and lack of professional identity" (Brockett, 1991:117). The issue of specialisation is equally important as "without opportunities to associate professionally among those with specific shared concerns, we run the risk of failing to move beyond general themes to the particular issues that are germane to certain segments of the field" (Ibid).

In South Africa particularly, a myriad of networks have sprung up and practitioners have found it almost impossible to keep up with all of them. A vast amount of time has been spent networking, often resulting in little advantage to the individual or their organisation. There is a need in South Africa for the specialist groups to work proactively together to serve the myriad, unique educational needs in our society. At the same time, there is also the need for the umbrella bodies to collaborate and find ways to work at issues such as standards setting, assessment and accreditation and to find ways to deliver the promises of equal access and articulation at a national level for all adults in a lifelong learning system. It is difficult to be selective as to where and when to network and to be time and cost effective in how we participate.

Professional associations in the field of adult and continuing education in South Africa could play many vital roles which would assist in developing, defining and strengthening the field. This field has, until recently, been a peripheral, if not invisible, sector. Adult education has been regarded almost as the stepsister in the education framework in S.A. and has been marginalised in terms of funding and recognition. There has also been little provision of professional training programmes for adult educators and not many of these are accredited. Some specialised tertiary courses have been available, but were difficult to access. There are also numerous barriers which hamper or block active participation in the courses that do exist for adult learners. All of these issues impact negatively on the field of adult and continuing education and impede its' important work. It was hoped that an effective networking strategy at a

national level, would lobby constituencies effectively in the provinces and make an impact on the recognition of the field. Such a national networking body might also begin to carry more weight with the policy makers and might start to win through to obtain Government support in order to access the necessary funding and resources. AETASA is attempting to rise to this challenge.

3.4 Networking and Policy:

Griffiths (1976 in Brockett 1991:114) argues that "if educators of adults are to play a major role in shaping opportunities for adult learning, it will be necessary to be actively involved in the political process and in policy making". For this purpose, many associations in first world countries (e.g. USA and UK), have developed "legislative committees that work to promote adult education policy issues" (Ibid). In this way, an important contribution to society can be made by professional associations, e.g. "by playing a leadership role in educating legislators at the national and state levels with regard to adult learning issues" (Ibid). This is a further challenge for AETASA at a national level.

Associations, organisations and individuals in the field of adult education and training in our country should aim, through a variety of functions (networking being one of these), to support the development of all people in the fullest sense. This in turn could underpin democratic development and transformation of our country - principles which the ordinary adult education practitioner and learner holds dear.

The RDP document, published by the ANC in 1994, was seen as an important proposal for the emancipation, development and empowerment of all people in South Africa. The principles and values espoused carried hope and the vision of empowerment for all. This document stated in its introduction:

> "The RDP is an integrated, coherent socio-economic policy framework. It seeks to mobilise all our people and our country's resources toward the final eradication of apartheid and the building of a democratic, non-racial and non-sexist future." (RDP, 1994:1)

A worthwhile vision for the future emerges from this statement - one which would support democratic policies that would provide equal access to education/development for all people (including our adults). To effect the mobilisation of our 'people power' (another term used in the RDP document), it seems obvious that appropriate adult education programs should be offered in support of this vision. Adult learning or training programmes could take place in the workplace, in community centres and via the media. The aim would be to build the necessary skills and knowledge for a developing nation, which might possibly have a spinoff effect on the growth of the economy, resulting in the creation of more jobs, the development of a more skilled workforce, and a better life for all. Adult educators might argue that an enabling networking process which is participative, democratic, open and transparent, could be instrumental in supporting a strategy for real transformation and development in South Africa. Perhaps this active network could have helped in some way to sustain the proposed RDP initiative, which raised such high expectations in 1994, especially at the grassroots level.

This author suggests that the notion of development and empowerment for all would align with the international adult education ethos of 'lifelong education' or 'lifelong learning'. This was in fact, a central theme at the recent international "Confitentia" or adult and continuing education conference in Hamburg, Germany earlier this year. International principles and trends were discussed and ratified here for the coming years. This could be regarded as one of the most important networking activites of its kind in the field of adult education at an international level. A delegation of South Africans attended the "Confitentia" but sadly, a vision of lifelong learning for all is yet a dream in this country.

3.5 Networking and Empowerment:

It is important for any constituency to be alert to the danger that networking processes might in fact, ***not result in empowerment for all,*** but could become skewed by an exercise of power and control. A thinly-disguised networking activity could in fact result in ***disempowerment for many.*** In the apartheid era, the Nationalist Party used their own special networks to influence public perceptions via the press/media, their church

groups or via the activities of the Broederbond/AWB. The result was to control freedom of expression and what could or could not appear in the local media. A sense of control was also imposed via censored education curricula and the limited training processes that were made available. In this way, a manipulation of public opinion and a suppression of critical thinking prevailed at that time. This sense of control was engineered in order to minimise opposition to the implementation of the 'Apartheid Regime' with its' ideas of 'separate development', resulting in the oppression of millions. This reality presented a very real challenge to adult educators at the time, many of whom wished to challenge the current thinking and social norms and to initiate the redress that was so necessary. Many NGOs worked openly and actively in opposition to the government of the day.

A far worse manipulation can be said to have taken place in Nazi Germany in the Second World War, where a fanatical dictator aimed to establish a totalitarian state. Atrocities were executed on what was perceived to be an 'inferior' race or culture, unimpeded by the majority of local Germans and most of Western Europe. The final outcome, only fully discovered after the war, was an attempt to annihilate a complete sector of society in that country, based on nothing more than perceived differences in culture or religious beliefs. A powerful manipulation of public opinion also occurred in Nazi Germany via the media, the youth training camps and via the political indoctrination of their people. The strong dictatorial suppression of any opposition or freedom of thought, carried along with it the atrocities that were inflicted on the Jewish communities at that time.

The drive to attain total power, seems invariably to lead to abuse (particularly of human rights). How can we hold in check such power-hungry fanaticism? The same mistakes have been allowed to recur in Rwanda and Bosnia - unchecked in the so called enlightened communities of the 20th Century - an era thought to be guided by principles of democracy and equality!

What role could networking play, if any, in opposing such overwhelming power and control and in the empowerment or disempowerment of individuals in such communities? Could such a process find the strength to deal with fanaticism?

Other examples of networking and empowerment could be found in South Africa in the days of the struggle against Apartheid. It could be said that our history has been significantly influenced by the underground networks of the ANC both locally and abroad. These networks supported the continued struggle for freedom, using both violent and non-violent means. The comradeship, the continual contact, shared communications, mutual interests and purpose sustained these networks. Influential underground newspapers and newsletters were produced in England and elsewhere, throughout the struggle against 'Apartheid'. These publications provided important avenues to network for change. This networking process also opened doors to further education for those who fled South Africa and who returned later as educated and empowered leaders, to shape our new democracy. The role of networks such as the 'Black Sash', 'Lawyers for Human Rights' and the Democratic Party, have also undoubtedly played a meaningful role in supporting the democratisation of our society. Are influential networks and politics inextricably intertwined? Could future networks be manipulated to undermine our new democracy? If so how do we guard against this?

Influence of post-modernists and critical thinkers:

Perhaps a leaf could be taken from the book of the postmodernists who often disturb 'taken for granted ways of thinking and doing' in their creative, yet critical search for the plurality of meanings (Kohli 1991:41). Postmodernists are disgruntled with the unsuccessful trends in today's society and emphasize the need for deconstruction or decentring of ideas or processes, to continually reassess their validity. Postmodernism is a trend in thinking that has developed since World War II. It "privileges no single authority, method or paradigm" (Denzin, NK and Lincoln, YS, 1994:15). This continual drive to deconstruct and analyse social processes or to understand the social construction of knowledge could, in a way, ensure that a networking process remained open, critical, healthily challenging and worked for the benefit of all parties. The objective here would undoubtedly be to work for a networking process that is liberating, not oppressive.

Postmodernists are hostile towards an accepted 'universality' where imposed ideals often impede the search for hidden or neglected meaning (Ibid). They search for meaning in the 'local', not the 'universal'. It is likely that postmodernists might oppose national associations or 'networks' and might even propose that the contribution of each indivi-

dual at a local level is more important/relevant/ creative/responsive than the contribution of regional or national associations, which generally aim to set standards or rules and develop umbrella bodies for the 'common good'. Some likely questions might be:

- How are these networks constructed?
- By and for whom?
- For what purpose?
- Is it the network that is important, or the individuals that make up that network?

A questioning attitude is a basic requirement for both *'critical thinkers'* and *'postmodernists'*. In fact, postmodernism might be seen by some as a more emancipated level of critical thinking. Both would endorse an analysis of the workings of society and the economy, but for different purposes. In the case of *critical thinkers*, competing paradigms of thought are debated so as to emerge with revised theories, or to improve the old 'Grand narratives', the ultimate aim being to create alternative frameworks for governance or justice which emphasize equality and empowerment as goals within the system.

Postmodernists avoid too much focus on theory-building and would perhaps cling to theoretical diversity. They would reject any accepted or imposed 'system' and would prefer flexibility/creativity/fragmentation. Herein lies the danger. Reconstructive possibilities may then not emerge from the postmodernist unbundling.

Surely it is of historical necessity that we create and recreate our futures as is suggested by Kohli (Ibid)? Systems that were once intact may be left in tatters at the hands of the postmodernists and this is generally not desirable. Perhaps critical thinking is as challenging as postmodernist thinking, but provides a more useful framework in the end? Perhaps to be a critical thinker is a more responsible approach? There are no clear answers.

Richardson (1986), in the Handbook of Theory and Research for the Sociology of Education, asks two important interrelated questions to consider, which are relevant within the sociology of adult education in South Africa in particular:

- To what extent does education make society better by making it more egalitarian? and ...
- To what extent does education legitimate, and even enhance, existing social and economic inequalities?

These are important issues which we could entrust to the postmodernists and the critical thinkers in the field to unpack. However, they are also issues for adult educators/trainers to consider, especially when considering open access to education, articulation and accredation for learning in an equal democratic society which is interested in the development of all its' people. Once a clear strategy begins to be formulated by policy makers and practitioners, establishing a network might assist in many ways. For example, sharing ideas, comparing experiences and gaining acceptance for certain policies could be made easier. Monitoring, evaluating and reassessing outcomes could improve. Lobbying for recognition and resources, at government level, might also bear fruit. But, an eye should be kept on who would facilitate the networking process in an open and democratic way. Who might influence the outcomes, so that the interests of the parties making up the network as a whole are served, and not just a powerful lobbying group, serving a minority?

3.6 Networking and Development:

A large number of adult education organisations, CBO's and NGO's, jointly support the education and development processes in S.A. In fact their activities are often interwoven or interlinked in some way. The work of these organisations could possibly be more fruitfully coordinated within and across sectors. Patrick FitzGerald (1992:20), in his article "Networks and Structures for Development in a Democratic South Africa" states that the development debate must constitute "a space where people from very different political and ideological backgrounds and 'schools' can reach consensus over basic concerns and cooperate in planning and implementing practical action". This would align with the systems thinking approach of Jarillo (1993) mentioned earlier, resulting in fruitful cross-sectoral networking practices.

Fitzgerald (1992:21) points out that "South Africa badly needs to maintain and enhance the capacities and competitiveness of its modern sector as a major generator of wealth and foreign exchange". At the same time, he also cautions that "it cannot be forgotten that a majority of

South Africans subsist outside or partially outside the structures of the formal economic sector. It is precisely these communities and groups who are least well placed to lobby for post apartheid benefits and entitlements. These marginalised groups include the rural poor, the peri-urban and urban squatter communities, the illiterate and semi-literate and many of those who have been ruled over by bantustan structures in the past. Any development strategy must pay urgent attention to the needs of such women, men and children whose direct political influence in the society is minimal" (Ibid:22).

FitzGerald (Ibid:23) also points out that "the history of segregation and apartheid in South Africa has bequeathed a societal context characterised by an acute lack of appropriate developmental linkages". Apartheid, with its unique philosophy and its segregated/separatist social, legislative and economic arrangements, led to an extreme compartmentalization of resources, skills and talents. Informal interventions as well as institutional action is needed at various levels, but particularly at the level of the rural poor, to deal with the social inequalities and to establish proactive development for all. A window of opportunity exists for development-oriented bodies to expand their networking opportunities in order to strengthen and improve the development process. It is hoped that this study has highlighted this need.

It is interesting to note that FitzGerald (Ibid:27) divides networks into various types:

- information sharing networks
- communication networks
- resource sharing networks
- decision-making networks

He states further that it is important to evolve networks and linkages which are appropriate to our own particular needs within and across sectors and regions, as well as between different kinds of project partners (e.g. State, international partners, local community groups and NGO's, etc. In this way the development sector could become an area of action and initiative, with a high degree of mutual support and mutual experience sharing. This vision certainly seems appealing.

Robbert van der Kooy (1989-90) notes the significance of the developmental role of NGO's in the past decade or two, many of which were adult continuing education agencies. He also notes that NGOs have experienced "their fair share of problems and are often not suitably equipped for what they want to do" (Ibid:71). NGOs have some sound attributes such as "enthusiasm, motivation, willingness and ability to work at grassroots level, the ability of fast responses and innovation, sensitivity to the grassroots needs and they claim to be cost effective" (Ibid:71). Nevertheless NGOs could do more to enhance their effectiveness and to play a larger role in development in South Africa. Van der Kooy states that "the single most important way in which NGO's can jointly promote their own role in development is through the establishment of a voluntary type of organisation to promote NGOs ... which can improve their visibility without putting them under any obligation" (Ibid:81). In essence he was calling for an effective networking strategy.

NGO's have been very active in the development sector in S.A. until recently. Most have experienced a difficult period in the last few years due to the hiatus in receiving their funding for a variety of reasons. Since this paper by van der Kooy was published, an NGO Coalition has been formed in S.A. to lobby for the interests of NGOs. An awareness raising approach has been taken by this coalition, with some articles in the media to attract attention to the plight of NGOs. In addition a sharing of information has ocurred via conferences and newsletters to address issues of mutual concern, such as funding and poverty. This Coalition could play a meaningful networking role in South Africa, Southern Africa and beyond and NGO's could use this coalition as a useful networking mechanism to lobby for funds and resources to meet their requirements.

Van der Kooy (1989-90:79) noted that "networking of activities with other development agencies or other NGO's does not take place sufficiently". Why is this?

The following reasons were proposed and many still hold true:

- fear of suppressing initiative and innovativeness
- fear of outside control or paternalising of small NGO's by larger ones or other development agencies
- often NGO's do not know about each and do not want to know

- most NGO's do not record what they are doing - their successes and failures and similar mistakes are made over and over as they are not aware of each other's experiences
- small NGO's especially, find it difficult to liaise with each other or with large NGO's
- all NGO's have difficulty in linking up with international NGO's
- NGO's do not evaluate their own effectiveness and development impact (Ibid:78)

Van der Kooy (Ibid:82) describes various roles that such voluntary organisations or associations/forums/coalitions could usefully fulfil:

- training of staff
- self-evaluation
- make representations to authorities
- facilitate networking and communication
- coordinate activities
- promote legitimacy
- assist NGOs with short term problems
- promote NGOs
- be a clearing house of information
- act as a go-between (for NGOs, government and parastatals
- compile and update a directory of NGOs in S.A. with information on chief office bearers, sources of funds and support, nature and locality of activities, examples of projects, results, etc.
- authorities could use the association to channel funds and other resources

Mary Honey (1992:47) maintains that "if true conditions for cooperation exist, e.g. common values and goals and interdependence of resources, both international and local experience illustrates that despite obstacles, the interested parties will negotiate a collaborative way". She also suggests that NGO's and public/government sectors may both need to prepare themselves to strategically negotiate and manage this collaborative process. Here effective networking skills could definitely play a part. In addition, South Africa could benefit from overseas experience by learning how "to achieve corroboration on mutually acceptable and sustainable terms" (Ibid). However, Honey cautions that the terms and conditions should not compromise the autonomy of NGOs or "their ability to contribute actively to the process of development, policy formulation, stra-

tegy implementation and evaluation" (Ibid). In other words there is an emphasis on autonomy and flexibilty, not on power and control. In cases where overseas collaboration is involved, the terms and conditions laid out should not merely benefit the overseas benefactor (as was the case in the colonisation of Africa), but should benefit the local recipient equally. The story of the colonisation of Africa is well told in the book "The Scramble for Africa", by T. Pakenham, published in 1991 by Jonathan Ball Publishers. Local initiatives should be wary of constraints placed on them by overseas collaborators who aim only to meet their own ends. Perhaps networking could play a role here?

In the United Stages, an interesting example of a networking forum which was sensitive to both sides of the collaboration can be seen in the work of John Studebaker. He considered that civic responsibility and civic education were "a matter of continuing concern to citizens in a democratic social order" (Moreland W.D. & Goldenstein E.H. 1985:223). This conviction led him to establish a forum "as a primary approach to the continuing civic education of American adults" (Ibid). This forum was to "provide a structured but informal setting in which to exchange views on important public issues in such a way as to develop tolerance, open-mindedness, and critical thinking and in the process to arrive cautiously at defensible conclusions" (Ibid). Both sides of the collaboration, i.e. the citizens and the State, benefitted.

This idea of a forum began in Des Moines in 1920 but soon spread to other regions and eventually this work assumed a national scope. This as a pioneering effort in adult civic education and was enormously successful. Studebaker's professional career was linked to the service of public education in his native state, Iowa, and the success of the forum was due largely to his commitment, involvement, energy and drive. The results benefitted both the citizens and the State. In the first year alone, more than 13 thousand adults attended one or more of the forums. Studebaker was convinced of the "need for a comprehensive and competently managed system of public forums to provide the trained civic intelligence so essential to the effective operation of a democratic form of government" (Ibid). Studebaker was adamant that the forums "would contribute to the ongoing development of effective citizenship" (Ibid) by doing the following:

1. Make available in a convenient form impartial analyses of national and international problems.
2. Put at the service of American adults trained experts skilled in analyzing complicated issues.
3. Promote the habit of active learning throughout life.
4. Assist adults to utilize more intelligently the information available to them through printed media and radio broadcasts.
5. Create a new genre of the teaching profession requiring both a high degree of scholarly training and the ability to apply the best knowledge available to the solution of practical social problems, and
6. Develop among adults the technique and habit of informed discussion of pressing national and international problems.

This was an interesting case study, where networking was put to good use for the benefit of the society in general. These forums had a number of interesting characteristics which might inform other similar initiatives of how best to operate. Firstly, they were informal and informational. Studebaker felt that "adult learners would effectively acquire information only to the degree that they could learn in non threatening informal settings. Regular attendance was encouraged but not required and anyone who chose to might attend. There were no texts, no assignments, no recitations, no tests, no enrollment fees, no end-of-term requirements, nor any other inhibiting requirements normally associated with formal course work" (Ibid:230) These forums were under public management where a high standard of leadership was demanded. They provided organized continuing programs which were analytical in nature but allowed for maximum flexibility to accomodate attendees.

Studebaker understood the principles of adult education and recognised the crucial role of this field. He identified three simple essentials for a successful public seminar program. These were: (Ibid:231)

1. A group of interested people
2. A capable leader, and
3. An important topic

This is good basic advice for any planned seminar, workshop or conference.

Studebaker's forum programme was very successful and provided "a new vista for the continuing education of adults in a time of rapid social and technological change" (Ibid:236). It emphasized the common learning needs of adults as opposed to the needs of individual adults. The focus here was on "the country's need for well-informed adult citizens, capable of critical and analytical thought, and the common need for all adults to improve their civic competence on behalf of a better society and more just governmental structures and operations" (Ibid:237).

In the United States, the idea behind the forum has survived. Colleges, universities, community colleges, and public schools' support forums and symposia that deal with vital public issues, albeit not generally on a continuing basis. Other similar programmes were conducted by church groups, private organisations, political parties, governmental agencies, and by organisations representing business and industry. In South Africa more recently, a proliferation of similar activities has been initiated. A clear example was the establishment of the FAAE in 1989, as a forum for networking initially at a local level, but which later became a cross-provincial network and was also a prime catalyst for the establishment of the national association in South Africa in 1995, AETASA, as previously mentioned.

3.7 The Importance of HRD:

In the section entitled "Developing our Human Resources", the controversial RDP document (1994) put forward a problem statement concerning the training of adults, as follows:

"3.1.1. Education and training under apartheid is characterised by three key features. First, the system is fragmented along racial and ethnic lines, and is saturated with the racist and sexist ideology and educational doctrines of apartheid. Second, there is a lack of access, or unequal access, to education and training at all levels of the system. Vast disparities exist between black and white provision, and large numbers of people - in particular, adults (and more especially women), out-of-school youth, and children of pre-school age - have little or no access to education and training. Third, there is a lack of democratic control within the education and training system. Students, teachers, parents and workers are excluded from decision-making processes."

"3.1.2. 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 development."

"3.1.5. The challenge that we face at the dawning of a democratic society is to create an education and training system that ensures people are able to realise their full potential in our society, as a basis and a prerequisite for the successful achievement of all other goals in this Reconstruction and Development Programme."

Despite the fact that the RDP programme was not successfully implemented in South Africa, some useful spinoff activities were catalysed in communities by the vision of the RDP. Some of these activities continue to address certain needs in various communities today, sustained by the energy of the locals in that community. Expectations were raised by the RDP programme and these hopes have not yet materialised to a large extent. Adult educators and trainers nevertheless continue to address the important challenges that exist in this country.

Research undertaken, or scenarios developed in other countries, has clearly shown that the development of human resources through adult education and training programmes together with the development of the necessary infrastructures, could access the social change that is needed and desired. It seems logical that the Government of National Unity (GNU) should examine these examples and should not hesitate to allocate a significant portion of their budget towards the field of adult education and training. Such a scenario is unlikely however in the immediate future, as the education budget can only stretch so far. The education needs in S.A. which abound in all sub-sectors (from ECD to teacher training to formal schooling and tertiary education), all require significant funding. Adult education seems to be fairly low on the list of priorities at this stage. Therefore other channels have to be sought to support the field until the current thinking can be effectively challenged. A continual re-evaluation of the change processes taking place, could help to avoid the mistakes of the past.

It is the view of this author that many adult educators are more than ready to do what is needed. Courageous, effective leadership is needed in the field, with democratic values, access to the necessary funding and resources, the training of sufficient numbers of effective practitioners and the will to implement the necessary programmes. The ineffectual fragmentation that has existed in the past could be reduced by the use of effective networking processes and substantial evidence exists of this having already been achieved in many sectors. Networking could be one way to initiate redress, as has been seen with the NSF in the ABET sector.

3.8 Monitoring and Evaluation Through Consultation:

Because of the importance of involving the views of the collective in South Africa, processes such as fourth generation evaluation could usefully be employed here for monitoring and evaluation purposes. This method aims to consider and take into account the perceptions of all stakeholders on an ongoing and iterative basis, leading to evaluative outcomes which could underpin relevant decision making or identify important stumbling blocks. This evaluation method is described as a "responsive-constructivist" activity which copes effectively with multiple perspectives in mixed groups of stakeholders. It is not without fault or problems, however, as experienced facilitators are necessary to guide the process and problems can be experienced in achieving representative mixed groups to participate in the process. This is especially true in third world countries where it is difficult to communicate easily with marginalised communities. Many of these communities are also often overstretched in terms of capacity and generally have no easy access to transport. These are stumbling blocks to be overcome in any cooperative process.

Guba & Lincoln (1989:11) refer to "Fourth Generation Evaluation" as a responsive mode of focusing their research activities, and a constructivist mode of doing the work. What results is a form of planning and management which emanates from a consultative process with all parties involved. This harnesses the power of the collective. Views and opinions are sought on a recurrent basis and common or agreed realities are constructed from these. The evaluation outcomes take shape as this process moves along. The Fourth Generation Evaluation method would align with the notion of a "people-driven process", as mooted in the RDP document in S.A. (1994).

This author was intrigued by the notion of "a people-driven process" - a well-used phrase in the democratisation process in S.A. This phrase was regarded as a key principle for effective reconstruction and development. It was described as follows:

> "A people-driven process: Our people, with their aspirations and collective determination, are our most important resource. The RDP is focussed on our people's most immediate needs, and it relies, in turn, on their energies to drive the process of meeting these needs. Regardless of race or sex, or whether they are rural or urban, rich or poor, the people of South Africa must together shape their own future. Development is not about the delivery of goods to a passive citizenry. It is about active involvement and growing empowerment. In taking this approach we are building on the many forums, peace structures and negotiations that our people are involved in throughout the land".
>
> *(RDP, 1994, p5)*

It is interesting to note that the RDP document alludes to the networking that has taken place via forums and other structures at grass roots level and sees this as a useful platform to build on. The networking processes alone, however, are not sufficient to sustain the process of change. Without the support from government, bringing to the process a strong political will and with it the necessary funds and resources to tackle the current social problems and realities that exist, it has proven impossible to take advantage of the window of opportunity that was beckoning. The "people-driven process" referred to in the RDP document could very likely have been guided and supported by an active and empowering networking process and also by monitoring and evaluation practices. The resulting exchange of ideas and information, together with shared strategies, resources and support systems, might perhaps have been an important catalyst for active change and development.

It is important to note that it would be useful if all processes of change would be carefully monitored and evaluated from an impartial, yet critical perspective. If monitoring had been effectively implemented from the start in the RDP programme, perhaps the outcome could have been different. Stumbling blocks might have been identified earlier and dealt with and objectives amended or streamlined in terms of feasibility. It may then have been possible to achieve some of the more important goals identified. A major reason for the ineffectuality of the RDP could possibly have been preoccupation with planning and strategizing and not following through realistically with action.

3.9 The Role of the Adult Educator:

The many inequalities that have been the legacy of apartheid in South Africa magnify the urgent need for social change in this country:

> "Our history has been a bitter one dominated by colonialism, racism, apartheid, sexism and repressive labour policies. The result is that poverty and degradation exist side by side with modern cities and a developed mining, industrial and commercial infrastructure. Our income distribution is racially distorted and ranks as one of the most unequal in the world - lavish wealth and abject poverty characterise our society".
>
> *(RDP , 1994, p2)*

Clearly the development of South Africa's disenfranchised is long overdue. Given the existing social conditions and legacies in South Africa, what role could adult education and trainers play to enhance the developmental process? What processes could facilitate change? How do we bring about this desired change in behaviour or in behavioural potentiality? Trained adult educators could play a key role in catalysing effective education and development for adults, using relevant holistic learning programmes. An important aim of adult education and training is to promote self-directed and self-managed development for the adult learner through a facilitated, challenging, relevant learning experience (Brookfield 1986). This process is shared equally amongst the group, involving both teacher and learner actively in the learning process. Empowering learning activities using a curriculum which responds to the needs of the group, could stimulate a sharp learning curve for an adult learner. In this way, adult education itself could be seen as a people-driven process, which would align with the earlier principles of the RDP and this should be welcomed in any democratic society.

Networking processes could be used to enhance relevant learning experiences between learner groups, where adults have the opportunity to take charge of their own growth. An important aspect of adult education which is often ignored is the informal method of learning for adults via personal contacts, media, newsletters etc. Adult educators are aware of the potential for learning through informal learning incidents in the life of their learners. Used strategically these could act as extensions of the more "classroom" based learning interventions. Informal "networking" could then be used as a method to effectively enhance learning and broaden ideas. The opportunity should not be overlooked by the adult educator to make use of networking activities to enhance learning through informal learning opportunities, where exposure to variety and diversity abound.

Stephen Brookfield (1989) warns that adult educators who are critical thinkers and are alert and sensitive to the nuances that exist in different contexts, should be sceptical of standardized teaching concepts or models which propose that they would be equally effective and replicable in all possible situations. Different approaches need to be selected by the practitioner, depending on the class, ethnicity, cultural conditioning, and personality characteristics of the adult learners in the group. Recognising

the complexity of the variables in a teaching/learning situation is important, therefore a sense of flexibility and possibly even ambiguity should exist in each and every attempt to facilitate adult learning. All these points are especially relevant in the complex context of South Africa where extreme variables occur in every group of adult learners.

Adult educators should ideally be skilled, sensitive individuals who are well trained and experienced, and who could effectively facilitate adult learning and respond to the diverse and complex needs that exist. They need to rise to the challenge of the difficult task ahead and open up the potential for lifelong learning for our adults. A networking process may well be of considerable help to facilitators of adult learning, not only by putting them in touch with each other in order to share common experiences, but for all the ancillary benefits that a network can provide. Where circumstances are conducive, educators working in informal groups or networks, could garner support from one another in a field of work that is often draining, demoralising, and exhausting, but also sometimes exhilarating. These informal networks might not only be a support to the educators but also to the learners and the institutions themselves in the form of supportive learning networks, particularly where such complexities of needs exists.

Morris T. Keeton (1974) mentions various advantages that can be derived from learning networks to support education interventions. For example, learning networks could improve learning opportunities and the quality of learning. These networks could also assist in lowering the costs involved and opening up access to resources available to learners and educators. Keeton argues that the most economical networks are not those connecting similar institutions, but those networks connecting unlike ones which have complementary needs. Such networks might facilitate a mutually beneficial exchange of resources and services with little or no increase in aggregate costs. The effectiveness of these networks, however, is often the result of efficient institutions sharing with each other to mutual benefit. This enables them to gain new qualitative achievements leading to still higher levels of efficiency. This could also provide greater educational resources per student without driving up the cost (Ibid:105).

Keeton advises all universities to link into a network, thereby affording themselves the advantage of several "strategies for economy, efficiency, and quality" (Ibid:106). Five institutions in the Western Cape formed such a network in a link-up between their library services, entitled the

Calico Project (i.e. the Cape Library Co-operative). Here, three universities and two technikons have linked their libraries via computer so that any student in any of the five institutions could access a text or the data required within 24 hours. The efficiency of each institution is thereby enhanced and in time each library could aim to specialize in certain areas, keeping only the journals which relate to their courses on the shelves and relying on the other institutions for other material. This cuts costs and avoids duplication. The University of the Witwatersrand engaged in an internal networking strategy some years ago which aimed at solving current problems. This also yielded useful results. For example, the sharing of money-saving ideas within the internal network of staff, led to the development of the revolving envelope. This was a design for reusable envelopes of different sizes, to be used and re-used many times in the internal mail system of the University. This saved the university a considerable amount of money and was recognised as an inventive cost saving device for the university at a time when budget constraints were severe.

Keeton makes an important point. He states that the need for quality and efficiency in organisations and institutions is ever increasing. Working together with the growing body of experience that has been accumulated by networks, including the problems as well as the potentials, is no longer a 'should' but a 'must'. Simultaneously, greater efforts are needed to monitor and evaluate network performances (Ibid:106). Networks themselves should compare ideas and utilise self-assessment or evaluative strategies so as to maintain the best usage of their networking activities and potential. In this way they could be seen to practise what they preach.

Keeton puts forward a challenging proposal. He feels sure that our society needs an increased number and an increased potency of networks, comprising unlike members, which will bring together people of diverse and even competing interests and outlooks. The aim is to join resources in facilitating learning and to think through together what is ***most worth learning and doing*** (Ibid). Keeton feels that "once we learn to make educational networks fly, new options of purpose and possibility will also emerge ... and we will be obliged to replace our old visions with new ones" (Ibid:107). Importantly, shared priorities could be addressed and shared between institutions and relevant needs identified, for both learners and facilitators or educators.

The author was fortunate enough to have experienced such a vibrant learning and networking context in her studies in the 'Higher Diploma for Educators of Adults' (H. Dip. Ed. Ad.) at the University of the Witwatersrand and also in working with the training and networking activities of the FAAE. Rich and valuable outcomes were the result. Keeton's proposal is therefore enthusiastically supported by this author.

Griffiths (1976 in Brockett 1991:114) also argues that "if educators of adults are to play a major role in shaping opportunities for adult learning, it will be necessary to be actively involved in the political process and in policy making". For this purpose, many associations in countries that are well organised have dedicated "legislative committees that work to promote adult education policy issues" (Ibid). Professional associations, "by playing a leadership role in educating legislators at the national and state levels with regard to adult learning issues" (Ibid) could provide a further important contribution to society. This seems to imply that it would be important for professional associations to consult with, and to network with, policy-makers and legislative bodies.

3.10 Adult Education and Social Change or Development:

Adult education and training in South Africa needs to consider how it could best play an active role in influencing the social development of our people. Without doubt, they would need to garner the necessary skills and resources, as has been demonstrated in other countries. The approach taken, however, might depend on how we *define "social development"*. Arie de Geus, in his address at the "Leadership and Learning" Conference at Midrand (1991), defines social development as follows:

> ".... a policy of investment in the education and health of the people, investment in the infrastructure of a country, namely, access to clean water, adequate sewage, access to power or electricity, and the building of an infrastructure for the education of the nation".

Mr de Geus, a well-known scenario planner for Shell, described a research programme which had been commissioned by Shell to examine indicators of social development in more than 40 countries over a period of 20 years. This research indicated that there was a strong correlation between the development of the human potential of a nation and the parallel economic upswing which followed within five years. The two strongest pull factors in this process were seen to be education and health. Initia-

tives to catalyse relevant human resources development were seen as critical. The logical deduction then is that the development of adult education and training in South Africa is crucially important for transformation and empowerment of our adults. A consultative networking process might improve the kinds of educative strategies and materials made available, the accessibility of resources and funding, the effective training of educators and the commitment of learners to participate. The hope is that this in turn could lead to a lift in the economic growth with the creation of more jobs.

It is clear that adult education could play an important role to catalyse social change. Therefore the concept of 'social change education' becomes relevant. Rosenblum (1985) states that social change education is education that implies social transformation and it is designed to seek answers to fundamental questions. It also implies that education can be a medium through which social transformation can occur. Other authors, such as Freire (1985) and Brookfield (1985) would concur that the adult educator has a significant role to play in any type of transformation process. By impacting on the necessary social development of adults, worthwhile social change can occur.

Differing frames of reference regarding 'social change':

In discussing adult education and social change, a variety of attitudes have prevailed which are generally located in one frame of reference or another. These are based on different sets of assumptions, reflecting different perspectives, issues and problems. Some theorists fall within a 'consensus' paradigm (one which would advocate the maintenance of the status quo) and others in a 'conflict' oriented world view (one which constantly challenges the status quo and seeks alternative solutions to social issues). Many authors (e.g. Burrell and Morgan 1979, Paulston 1977 in Castle 1994) see these sociological paradigms as mutually exclusive. However, Thomas and Harries-Jenkins (1975) (Ibid) have a different view. They consider the different values between consensus and conflict theories as contrasting poles along a continuum as follows:

< ... Revolution ... Reform ... Maintenance ... Conservation ... >

South Africa has been through many years of conflict and revolution. With the recent democratic elections, perhaps the time has come for reform and transformation with the interests of *all our peoples* at heart. Many would hope that the time of conflict has passed, however the time for maintenance and conservation has not yet arrived. Perhaps this could be considered a state to cautiously aspire towards? The present emphasis is clearly on transformation, rebuilding and change. At some time in the future, however, there may be a time for maintenance or conservation if a fair and equal, democratic dispensation is established.

Developmental adult education and training programmes need to be wary of the subtle support for or the re-establishment of "human capital theory" or "reproduction theory" where training and development inadvertently leads to a maintaining of the status quo (Dore 1976), even though this status quo is desired only by the privileged. Here, the potential of the individual/employee is developed for the benefit of the organisation/ employer alone. The need for social change or transformation in communities is ignored in such scenarios.

Once again, networking processes could perhaps be utilized to challenge current thinking or to influence the status quo. After reflecting on a variety of viewpoints, issues and concerns, a representative voice could propose alternative scenarios for change, endorsed by a network with the backing of a constituency grouping. It might be informative to reflect on the strategy of "culture circles" as described by Paolo Freire or the "ideal speech" scenario of Habermas (Kohli 1991) both of which aimed to establish credible, relevant and democratic shared discussions. This can be very persuasive and can be effectively explored in a "network". In order for any "network" to build credibility and to carry weight, it needs to be organised and to embrace open, democratic, transparent processes of decision making and accountability. By so doing, they could generate enough support to challenge an unwanted 'status quo'.

3.11 Adult Education in South Africa as a Catalyst for Change:

It has been acknowledged in the new S.A. that education should be seen as a basic human right. Therefore, an holistic perspective of education needs should be taken into account, to provide Adult Basic Education (ABE) programmes together with other relevant educational interventions for adults who have been denied education opportunities in the past.

It should be noted that the benefits from ABE programmes could take a long time to bring adults to a stage of effective employability in the economic sector. However, the impact on the quality of life and on improved family education could be immediate, where parents can help children and so on. At the same time, people who have already acquired a basic level of skills, knowledge and experience could be quickly brought to a further stage of personal advancement by exposing them to relatively little extra training. They could then access better jobs, start small businesses or effectively engage in the affirmative action opportunities that now exist. Within a year or two these benefits could possibly impact positively on the South African economy. It might follow that within five years we could hope for a stronger economic upswing with potential spin-off benefits such as more jobs being created - an issue which is so crucial at this time.

At the same time it is important that relevant programmes are introduced that address the needs for the out-of-school youth or out-of-work young adults. The energy and potential of thousands of young people could be usefully harnessed and channelled in worthwhile directions to also support the ideas contained in the RDP proposals. If this need is not addressed, the outlet for this explosive potential energy might take the form of uncontained violence, as has happened in the past.

The myriad education and training interventions that are so needed in S.A., should be planned for by a responsible leadership for a variety of appropriate levels for adults and the long term benefits should be kept in mind. A start could be made in unlocking the potential for individual growth and development in many small ways and life-long learning could begin to take hold over a period of time. The learning potential of adults might be stimulated and supported by enabling networks in the various sub-sectors. Students could explore this potential by developing invaluable study support groups amongst their peers. Networking groups could also facilitate needs analyses to assess relevant learning needs for adult continuing education from time to time. In this way, in-service or part-time training programmes for adults could be implemented more effectively on an ongoing basis on a national scale.

What does adult continuing education currently do in South Africa to catalyse change? Adult education practitioners work in a variety of sectors, all of which are important in the development of people, namely:

- Adult Basic Education
- Further Adult Education
- Industrial and Commercial Training
- Agricultural Extension
- Community Development
- Health Education
- Distance Education
- Environmental Education
- Mass Media Education
- Non-Formal Education Courses

(FAAE 1994)

In all of these sectors, adult education plays an active role, providing learning experiences which help adults increase their knowledge and skills. This process could facilitate the improvement of technical or professional qualifications of adults (FAAE, 1994) and at the same time it could change their attitudes or behaviour as a result of the learning that takes place. All of the above sectors could no doubt benefit from networking processes, with like and with unlike organisations or interest groups, to enhance and extend their practice. An example is the "Aids Awareness" campaign in S.A., which is designed to educate people about the incidence and treatment of Aids. This campaign could impact on sectors such as Health Education, Training in Industry, Youth Programmes, Community Development initiatives and so on. Networking across all of these sectors could enhance the "Aids Awareness" campaign. There are many other examples of potential cooperative ventures which could benefit in the same way.

Planning adult continuing education/training programmes in S.A. clearly calls for an holistic approach to provide balanced programmes across a variety of needs and sub-sectors. Networks across some sectors are in existence and should be used to help plan and implement such initiatives more effectively and to ensure their success.

The RDP document ironically states:

"3.3.1. We must develop 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 option. It must address the development of knowledge and skills that can be used to produce high-quality goods and services in such a way as to enable us to develop our cultures, our society and our economy."

(The question remains as to how practitioners ensure that policy documents do not merely remain pieces of paper)

"3.3.2. Education must be directed to the full development of the individual and the community, and to strengthening respect for human rights and fundamental freedoms. It must promote understanding, tolerance, and friendship among all South Africans and must advance the principles contained in the Bill of Rights."

(This vision would be wholeheartedly endorsed by educators, but how will this be achieved without adults having access to relevant comprehensive adult education programmes or without the resources to do work effectively in this sector?)

The failure to significantly acknowledge the field of adult and continuing education in a recent "white paper" and the minimal budget allocation currently being made available by the Government is almost incomprehensible and difficult to accept. It is well known that the budgetary problems of the current dispensation have been inherited from the previous regime. It is also understandable that the present Government does not yet have complete freedom to replan. It can only be hoped that this situation will be reassessed in time. If adult educators wish to help shape the future development of their field, the current policies need to be challenged with urgency.

3.12 Networking in support of Adult Education Organisations, CBO's and NGO's:

Many of the practitioners in adult education and training are situated in Non-Governmental Organisations (NGOs) and Community Based Organisations (CBO's) which have traditionally opposed the apartheid regime in South Africa. Their common stance has been one of fighting against the entrenchment of social and economic inequalities and injustices.

Many NGO's and CBO's have attempted to use networking processes to support their initiatives in social development, some to more effect than others. For example, Sangonet has provided computer networking for developmental agencies in South Africa and has accessed connections with databases in other countries for NGO's and CBO's at affordable levels. This was slow in starting up but has now taken hold and is providing a worthwhile service. Primary and Basic health care agencies are in contact with one another nationally and internationally through the service of networks such as NPPHC, as are agricultural specialists, adult educators, and so on. Despite offering a unique and needed service,

Sangonet struggled for some time to gain recognition in the field as a computer networking organisation. They were fighting against the guardedness and suspicious nature of NGOs in general. These qualities have also been a hindrance to other networking attempts.

The FAAE was rather unique in that it managed for several years, to provide ongoing, active networking, in-service training and professionalizing contributions in the field of adult and continuing education. Active networking via workshops, seminars, conferences and publications, as well as by word of mouth was utilized. Although it took some time, the active networking practices of the FAAE mushroomed and this organisation established a basis of trust with its constituency. Their work continues today.

Adult educators need to realise that a networking process could provide a channel to lobby for an audible voice with which to promote advocacy, to demand adequate resources to make the field more viable, to push for relevant national accredited programs and to gain recognition for the field and its' practitioners. Without adequate funding, an energetic, impactful national programme would be impossible. The field might then remain marginalised as it has always been, with dedicated pockets of educators and trainers giving of their best to small scattered groups, yet making minimal difference at a national level.

In the context of South Africa, a variety of adult education and training policies, methods and approaches are currently being mooted or tested in the various regions. A networking process could be seen as an invaluable tool for sharing and comparing experiences and information. The potential spin-offs may be immeasurable. Programmes which have been successfully tested in some regions could be promoted via active networking processes, while duplication of those that were not that successful could be avoided. Important information could become more easily accessible, and the potential to make contact with other countries, more likely. A real learning cycle could result for future generations to benefit from.

CHAPTER 4

BACKGROUND TO THE STUDY

4.1 Purpose of the study:

- To *define* "**Networking**" as it applies to the field of adult and continuing education (see the author's definition on page 7, Chapter 2).

- To *examine the role of networking* in Adult Education and Training in South Africa, and

- To *illuminate this by examining a case study* of the F.A.A.E.

- To *interpret the findings* so as to provide useful information and conclusions about the role of networking in this field.

4.2 Statement of the problem situation:

Adult Educators and Trainers in South Africa have operated in a field that has traditionally been marginalised in terms of lack of access to funding and resources, as well as the lack of recognition of its roles and functions, as part of the formal and non-formal education processes in the country (NEPI, 1993). These practitioners have operated in disparate groupings scattered across our vast land and have, to a large extent, worked in isolation from one another, unable to share experiences, successes and failures. This has led to much duplication of effort and wastage of scarce resources. Furthermore, the absence of a coordinated national strategy, carrying with it nationally recognised levels and standards for accreditation and certification, has been disempowering for the field.

Prior to the 1980's, the field of adult education and training had been unable to unite and develop into a force to be reckoned with. No effective lobbying initiatives existed with any real representation on national bodies or on government working teams. Therefore, no significant influence in national policy debates had been possible and access to state

recognition or funding support had not been available. In many instances, adult education organisations had not been able to share ideas and information at even a basic level. They had certainly not had any opportunity to establish national standards, and had struggled to develop a sense of professionalism in their field.

More recently, however, the cohesiveness of adult education practices has been influenced by various networking processes. Groups of practitioners have banded together to form forums or associations. One of the main purposes has been the urgent need to lobby for representation on various structures being set up in government and elsewhere, and in important reconstruction processes in the country as the rapid change processes set in. The field as a whole has now become increasingly aware of how important it is to have a recognisable voice with which to lobby effectively, which could represent the various constituencies. This has led to increased efforts to push for representation on various important bodies. Whether active networking has played a useful role or not, is in question. The findings of this study could broaden our understanding of the role of networking. Meanwhile, fairly large numbers of participants have been attending comprehensive training programs for adult educators within university education departments and in other institutions and have since qualified. The result is that larger numbers of professionally trained educators are entering the field in general. All of these newly graduated practitioners are most likely to be interested in professionalising the field, in continued access to information and in in-service training to improve their skills. Established adult education practitioners have begun to address some of the earlier inadequacies in their sector in a number of different ways. Networking might be one issue that they need to consider. This study is therefore quite timeous.

4.3 The importance of this study:

This research report could be said to be of historical importance, because it presents a case study of a specific period of an organisation's life, namely the FAAE. This organisation was established as one of the first democratic, inclusive networking organisations in S.A. in the field of adult continuing education, as an attempt to initiate some cohesiveness into the field. The findings of this study are illustrated and illuminated by the personal experience of the author, who was a founder member of the FAAE in 1988 and the coordinator of the forum's activities over a period of five years. Information about the FAAE, gathered from various sources

and publications, have been collated and interpreted to provide data for the purposes of this study. It might be interesting to examine whether this forum was seen as successful and why it continued to thrive over the five to six years of this study and beyond.

The FAAE is still active in the field of adult and continuing education today, despite having lived through a very difficult funding period recently, which was shared by all NGOs in S.A.

Further, this study aims to provide some useful information to practitioners in the field of adult continuing education[1], by examining the kinds of networking processes that have occurred, peoples' perceptions of or definitions of networking (as well as the lack of a clear definition), and also what part networks have played in the roles and functions of adult educators and trainers at various levels. In this way, this study could provide information for current and future practitioners in the field about effective networking practices. This study might also be useful to other sectors who might be interested in the concept of "networking", for the broader purposes of education and development work.

Lastly, it is hoped that the findings of this study will be useful to the FAAE management and to the new national association, AETASA (Adult Educators and Trainers Association of South Africa). It should be noted that the establishment of AETASA was due, to a large extent, to the hard work, achievements and experiences of the FAAE over the past eight years, which in fact supported and spearheaded the establishment of the national body.

1.4 Statement of assumptions underlying the research:

The main assumption is that it will be useful to know what the networking processes of the FAAE set out to achieve, what it did achieve, and how this could inform practitioners about "networking" in adult continuing education. In addition, it could perhaps be useful to discover what other experiences of "networking" adult educators and trainers have had and what can be learned from this.

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1 The author's definition of adult continuing education also encompasses training - see Definition of Terms Section in Chapter 2.

A broader assumption is that there is a need to understand the phenomenon of "networks" or "networking" - nationally and internationally - to learn how this impacts on training and capacity building or on management processes within organisations or companies. Opening up the debates about the possible dangers of networking, the potential value inherent in such processes or the most effective methods to use, could be of some benefit to a fairly wide audience.

Further assumptions:

- that an in-depth study of one organisation which, while not ***generalisable*** in the strictest sense, does have the potential to produce detailed information about or illustrate a process, which may have useful implications for the field

- that networking as a concept and as a practice might ***interest*** practitioners

- that the majority of adult education practitioners are interested in promoting the field, and therefore would ***cooperate*** willingly with the study

- that the documentation of an ***historical*** case study in the field may be useful for future researchers

4.5 Target Audience:

It is hoped that this study will benefit a wide audience of practitioners who have an interest in the field of adult and continuing education across a range of specializations and levels. A wider audience might be practitioners in education and development sectors, management levels and policy makers.

4.6 Scope and limitations of the study:

The case study of the FAAE has been examined in detail over a period of five years (1989 - 1993) as one main data source for this piece of research. A second main data source is the use of a questionnaire to test ideas and opinions across a wider range of practitioners in different regions of S.A. The questionnaire has looked at respondents' perceptions

of the concept of "networking" and how this benefits/disadvantages people in the field of adult continuing education. Thirdly a series of interviews was conducted to substantiate and extend the ideas in this study. Lastly a literature survey complements and adds to the research findings. Relevant sources in the literature have been explored to confirm/add to the ideas that have emerged from this study.

A limitation, however, is that not much has been written about "networking" in adult and continuing education specifically in the literature. Nevertheless a useful amount of relevant information has been discovered. It is hoped that this study will act as a catalyst for further studies to be done in different sectors of adult and continuing education, which will further illuminate the issue.

Particular emphasis in this study is placed on the activities of the FAAE, an active, inclusive networking body, with which the author has had particular personal experience. It should be noted that studies conducted with other organisations might have yielded different results. Some other experiences of networking practices outside of the activities of the FAAE have also been briefly touched on by the author, to add some different perspectives to the data collected and in that way, add to the depth of the findings.

The personal experiences of the author during the first five formative years of the FAAE, working closely with this NGO, bring with it an inherent amount of researcher bias, not to mention the emotional commitment of the author to the FAAE at the time. For this reason, there could be a concern about the validity of certain aspects of this study. Commenting on the self in field work, Nancy Scheper-Hughes (1992 in Denzin & Lincoln 1994:165) writes, "We cannot rid ourselves of the cultural self we bring with us into the field any more than we can disown the eyes, ears and skin through which we take in our intuitive perceptions about the new and strange world we have entered". The researcher bias that exists could then, in fact, be seen as a useful resource to guide data gathering and for understanding and interpreting behaviour in the research, as long as the researcher emphasizes the importance of remaining sufficiently reflexive about his/her project.

The author was aware of the limitation that could result from the bias she brings as researcher in this study. However, the personal bias here was noted and attempts made by the author to minimize the impact of possible bias in this study by remaining open-minded and reflecting con-

tinually on the outcomes of the research. The author would agree with Scheper-Hughes (Ibid) that the disadvantage of the inherent researcher bias in this study might be more than outweighed by the fact that the author is in a unique position to provide full and detailed descriptions of the FAAE case study included here and that this is of value to the research involved. If care is taken, using a reflective, self-appraising approach in the research, the inherent researcher bias could be minimized. The advantages of having a closely involved researcher should not be underestimated. It is important to catch the details of such a close personal experience, which could enrich a study in a way that would be difficult to capture from an outside observer.

An attempt was made in this study to gather responses to the questionnaire from practitioners in several of the provinces of S.A. in order to obtain a broad sweep of opinions from different regions. However, a relatively small number of people were available to comment for the purposes of this study, who could find the time to complete what was a fairly comprehensive questionnaire (n=18). A few respondents had not actively experienced any networking activities and therefore felt that they did not have many comments to offer. Nevertheless the questionnaires that were received did contain a wealth of information on the whole. A further limitation that should be noted, is that only the four most accessible provinces were reached to gather information. Practising adult educators from the more outlying regions might have had very different and equally important things to say about "networking", especially about their inaccessibility to information and their problem about remaining ignorant of current developments in the field. An attempt was made by the author to tap the responses of individuals farther afield by disseminating questionnaires through practitioners from those areas. The reality, however, is that the respondents who did find the time to respond and return their questionnaires were generally from urban areas in the more accessible and resource rich regions.

Due to time and cost constraints, the author could not conduct a large number of interviews for the purposes of this study. Therefore, the number of interviews conducted was limited (n = 10). The interviewees were selected by the author on the basis that they were known to have experienced some kind of networking activity in the field, and the intention was to tap their knowledge and experience. These interviewees were discovered through the author's own personal network, which although extensive in the field of adult and continuing education, is not exhaustive. Some interesting cases may have been overlooked. This study could in fact go on *ad infinitum*.

Another limitation arises out of the fact that many of the founder members of the FAAE have moved on and have been replaced with different incoming board members, who do not have intimate knowledge of the history being explored. However it has still been possible to interview a small percentage of individuals who do know this history. Furthermore, the numbers of individuals who have been part of the membership of the FAAE, for whom this network might have been of use, has fluctuated from year to year. Only a small percentage of their views were able to be tapped. Nevertheless, detailed and varied responses were received.

The well documented limitation of using qualitative research as a main research paradigm (Denzin, Lincoln, 1994) must be acknowledged. The absence of scientifically measured, quantifiable outcomes in the purest sense, is often seen as a weakness. The author has therefore attempted to support the qualitative data with verifiable, quantitative information (Cohen & Manion, 1980). This adds an element of measurability to the data, which may be seen as more easily verifiable.

What is gained from the qualitative approach used in parts of this study, however, is the inclusion of more in-depth, specific descriptions, providing fuller, detailed data. The combination of both quantitative and qualitative data aims to substantiate the findings of this study more fully and to build in elements of reliability and validity to the research design.

4.7 Possible potential outcomes of this study:

Establishing that networking in adult education and training can lead to:

- less fragmentation/marginalisation of the field
- building alliances to facilitate development
- a stronger lobbying potential, eg. for policy formulation, with enhanced democratic processes
- easier access to and dissemination of information
- creating a channel for communication and the sharing of resources
- enhanced learning and accelerated social change
- enhanced organisational management

It is hoped that this study will be of value to the field of adult continuing education as a whole, as it hopes to provide useful information about networking in South Africa, as a concept and as a skill.

CHAPTER 5

RESEARCH DESIGN and METHODOLOGY

5.1 Theoretical underpinning to the research:

The research paradigm for this study is a combination of both qualitative and quantitative data analysis where appropriate.

The interviews conducted and the case study examined both yielded very detailed information. This data gathered therefore lends itself to a qualitative type of analysis for the purposes of this study. It was possible, in both the case study and in the interviewing, to probe and search for more particulars so as to provide detailed findings with rich descriptions. Therefore, the qualitative analysis of these findings attempts to provide this study with a clearer picture with more descriptive detail. This aims to give the reader an almost vicarious experience of the realities involved (Denzin, Lincoln, 1994). This is an important aspect of the data gathered here.

Responses received from using the questionnaire, however, were analysed using a more quantitative approach. The frequency of certain responses indicated where the emphasis was placed for certain issues. In this way the use of quantitative analysis added to the clarity of the research findings and complements the other more descriptive data in the study. Use of the quantitative approach was not intended to prove a point statistically, as in the pure scientific paradigm, but rather to describe the information gathered using numbers in such a way that it becomes clearer to the reader. Charts and numerical descriptors have also helped to portray elements of the findings clearly.

It is hoped that the use of both qualitative and quantitative techniques in a complementary fashion, adds to the validity of the findings of this study.

The records and the documentation available from the archives of the FAAE were used as primary source documents in this study and these were described using both qualitative and quantitative approaches. The qualitative approach provided full rich descriptions and the quantitative approach portrayed information such as: numbers of networking seminars, numbers of training workshops, estimated numbers of attendees, etc. The analysis of the archival records at the FAAE provided a third element to the data sources used in this study.

A fourth element to the research findings is provided by the comprehensive literature survey conducted by the author. Here, a qualitative analysis of relevant information was done. A form of triangulation has therefore been applied to the data collection in the research by exploring three or more sources of data. This is an attempt to bring a greater validity to this study, to attempt to counteract the unavoidable researcher bias acknowledged earlier by the author. Nevertheless, the researcher bias of the author is recognised as a limitation of this study.

In short, this is seen as an exploratory study with a practical application - the potential to inform others about "networking" as a tool or a skill for future benefit. The historical value of the case study of the FAAE could be particularly useful for this purpose. Other organisations, initiatives or individuals could be informed by the recommendations that emerge from a study of this nature.

5.2 Research objectives:

- To discover what "networking" is, as reflected in the opinions of practitioners in the field and from the activities/ experiences of the FAAE over a 5 year period, via a case study.
- To prove/disprove that "networking" will strengthen and build the field of adult continuing education.
- To explore what advantages or disadvantages networking might bring via the Case Study?
- To make useful recommendations and conclusions for the field in general.

5.3 Data Sources:

5.3.1 The sample of ten respondents selected for the focused interviews consisted of individuals identified by the author via her networking contacts in the field. This sample comprised particular individuals with some knowledge and/or experience of networking used for various purposes in the field of adult and continuing education/ training (or a related field).

5.3.2 The sample of respondents for completing the questionnaires was selected from different regions of South Africa, however, this was often dependent on who was available to complete the task. Individuals coming from different regions were asked to carry the questionnaires back to their province and have them completed by practitioners, for the purposes of this study. They were then to be sent back to the researcher. It is therefore not a pure random sample. It would have been an advantage to this study if the sample could have been more carefully randomised, but due to time constraints and the difficulty and cost of reaching all the different regions in a more widespread and balanced manner, this was found to be impractical. The author feels that the process undertaken has probably been comprehensive enough to attempt to exhaust the range of possible comments from practitioners for the purposes of this study.

5.3.3 The researcher has examined records of the activities of the FAAE over the stipulated period and these archival records have provided a detailed case study which is reported on in this study.

5.3.4 A literature search was carried out to establish when the term "networking" first appeared on the agenda of the adult educator and trainer. In addition, various papers, books and articles, as well as newspaper articles, were consulted to discover what opinions, attitudes and considerations of value have emerged in the literature of interest to this study.

5.4 Research procedure:

This study attempts to explore the role of "networking" in adult continuing education. It almost introduces an hypothesis that "networking" could strengthen and build the field of adult education. An attempt is made to find evidence to prove/disprove this hypothesis.

In order not to be guided by the issues and concerns of the author alone in the constructing of the questionnaire and interview schedule, an informal needs analysis was conducted by the author amongst her group of masters students, specialising in adult education and training. The questions or issues of interest they raised were used as a starting point to draft the first set of research questions for this study. This group of masters students were well informed with regard to relevant issues in the field and were therefore a valid source of guidance and information. They had acquired a significant amount of collective knowledge through their work and life experience and could provide useful ideas and guidelines for this study.

Initially, the masters students were asked to comment on or suggest any issues or questions they would like to see addressed in this study. Later, they were asked to comment on the initial rough draft of the proposed questionnaire to be used. The suggestions made were then used to shape the second draft of the research questionnaire. This participatory approach attempted to avoid too much author bias in constructing the questionnaire, thereby avoiding a situation where the author's concerns/ perceptions would be allowed to dominate in this study.

The second draft of the questionnaire was tried out verbally with the chairman of another networking forum, Mr. David Ensor, but was used as a focused interview schedule in this instance. His responses were based mainly on his own experiences within a network in his province, the Forum for Adult and Continuing Education (FACE), Kwazulu/Natal. This network was established some time after the FAAE in Gauteng (Transvaal) and was modelled to some extent on the work of the FAAE. Additional points of discussion or new questions which could be added to the questionnaire were noted during this initial interview. Generally the types of questions posed were found to be useful.

The same questions were then used by Mr. Ensor to also interview the author. As a result of the experience of these two interviews, a third questionnaire format was drawn up (Appendix 1). This was then ready for use as one of the research tools to be implemented in this study. In this way, an attempt was made to improve the format for the questionnaire, to minimise the researcher bias and to try to gather valid information for the study.

The final format for the semi-structured interview schedule for the purposes of this study was also finalised based on the experiences of these initial two interviews. It covered the same kinds of issues as the questionnaire (Appendix 2). The interview schedule was designed to tap responses to certain predesigned questions, but also allowed the opportunity for probing or exploring for further details where necessary. In other words, the methodology remained flexible enough to allow for the inclusion of unexpected/additional comments and questions where appropriate. An element of almost phenomenological interviewing was added in this way, which recorded the personal experiences of the interviewee as they related to the concept of networking. The aim in the research analysis phase was to look for complementary, confirmatory or contradictory evidence to shape the findings of this study.

Approximately forty questionnaires were sent to several different provinces via practitioners known to the author. An equal spread was attempted across the different provinces at that time. A random approach was used when handing out the questionnaires for completion to their colleagues. Interviews were also conducted with practitioners in different provinces. These interviewees were selected by the author, based on the fact that they had some knowledge or experience of networking. Some sensitivity was shown to choosing a mix of individuals for this purpose, with a variety of cultural perceptions and backgrounds. A mix of men and women and a mix of sub-fields was included. The choice of interviewees was therefore not random, but rather individuals were selected with something to offer this study. This might be seen to also introduce a measure of researcher bias, but an attempt was made to avoid this by the spread of individuals used and a continued reflective approach on the part of the author.

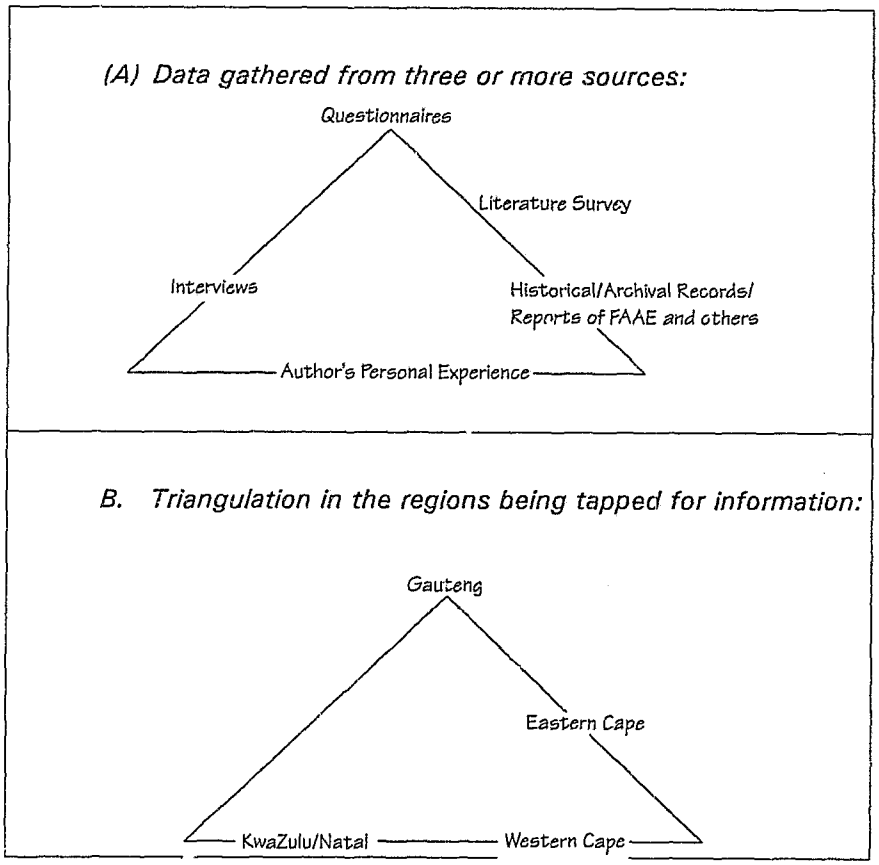
In addition, the historical records, publications, reports, minutes of meetings and other relevant documents of the FAAE were examined for data gathering purposes. This contributed to an understanding of the notion of "networking". Documents from other organisations or initiatives were also looked at which could have a bearing on this study. Furthermore a comprehensive literature survey was conducted, looking at writings of relevance in various publications, to add to the comprehensiveness of this study.

In the findings section, graphs and tables have been used to depict with clarity, aspects of the more quantitative findings. The qualitative data, containing the fuller descriptions, was content analysed and useful responses identified. Where pertinent comments were found, these have been quoted verbatim to add some interesting details to the findings. Where a repetition of ideas occurred, or particular emphasis was placed on certain comments, this data has been reflected by a numerical count in the findings.

Most researchers are concerned about the validity of their findings and the communications which emerge. Therefore various procedures are used to reduce misinterpretation. One such procedure is the use of triangulation, as has been the case in this study. Triangulation is ... "a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation" (Denzin & Lincoln 1994: 241). However, it should be noted that, although "no observations or interpretations are perfectly repeatable, triangulation serves also to clarify meaning by identifying different ways the phenomenon is being seen" (Flick 1992 in Ibid). It is hoped that the reliability and validity of findings in this study has been enhanced by the fact that triangulation of evidence was gathered from three or more data sources and from three or more regions.

Figure 2

The two ***elements of triangulation*** in this study can be shown as follows:



5.5 Methods of data analysis:

A content analysis was carried out using the qualitative data in this study, which resulted from the focused interviews and the exploration of archival material. Both the themes of interest that emerged and the count of the recurrences of ideas were noted, so as to give an indication of emphasis placed on certain ideas or elements, as mentioned. The ideas in the literature and in the various publications consulted were also content analysed. Some of the questions in the questionnaire called for a qualitative content analysis and others required a more statistical or quanti-

tative approach. Where appropriate, direct quotes from the interviews or questionnaires have been used in the findings to illustrate points, bringing the data to life. In other cases, findings have been demonstrated by means of charts, diagrams, graphs and so on. Therefore, a variety of methods of data analysis were used where appropriate, for the particular kinds of data gathered.

Examples of the questionnaire and the focused interview schedules used in this study are appended, as well as other evidence to support the credibility of this study.

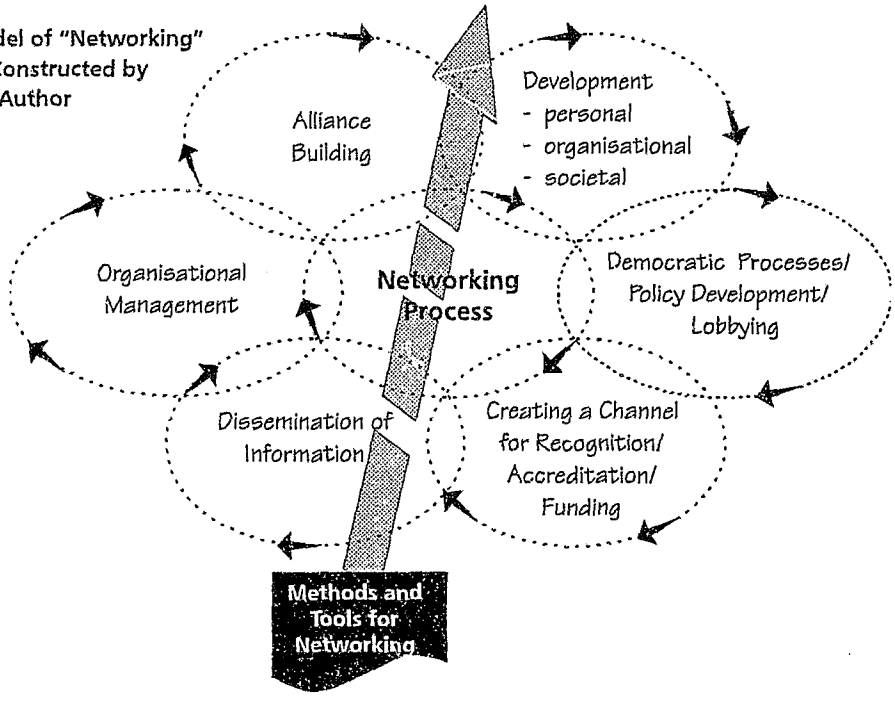
CHAPTER 6

ORGANISATION OF IDEAS ABOUT NETWORKING

A model representing the dynamic process of "networking" has been constructed by the author in order to attempt to organise the ideas that have emerged around the notion of networking (see figure 3 below). The findings have been interrogated in terms of this model and where the model requires some additions or modifications in response to the issues that have emerged, the model will be modified accordingly in the findings. The author considers it useful to have a model as a starting point against which to test the variety of issues, comments and suggestions which have emerged.

Figure 3

Model of "Networking" As Constructed by the Author



This networking model depicts a flow of energy through points of contact with different nodes of activity, generating a synergy of thoughts/feelings/ experiences/ideas. The strong networking nucleus gives greater cohesion and yet maintains the interactive relationship between the different elements.

CHAPTER 7

RESEARCH FINDINGS

As mentioned in the Research Design Section (Chapter 5, p54), the research findings in this study have been gathered from at least three data sources. The first important data source was the use of a questionnaire to explore the ideas and experiences of practitioners and others, relating to the concept of 'networking'. The format for the questionnaire can be seen in Annexure 1, p.148. The research findings from this data source are detailed below. Findings from other data sources follow later on in this chapter.

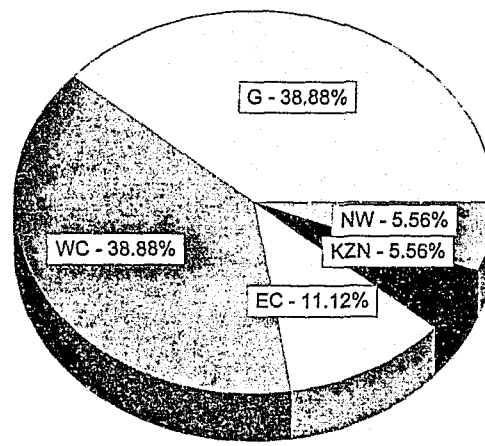
7.1 Questionnaire Findings

7.1.1 Provincial spread of persons who completed the questionnaire:

Figure 4(a): Table showing provincial spread of respondents in South Africa

PROVINCE	NO.	%
G = Gauteng	7	38.88
WC = Western Cape	7	38.88
EC = Eastern Cape	2	11.12
KZN = KwaZulu Natal	1	5.56
NW = North West	1	5.56
	18	**100%**

Figure 4(b): Pie chart showing provincial spread of respondents in South Africa:

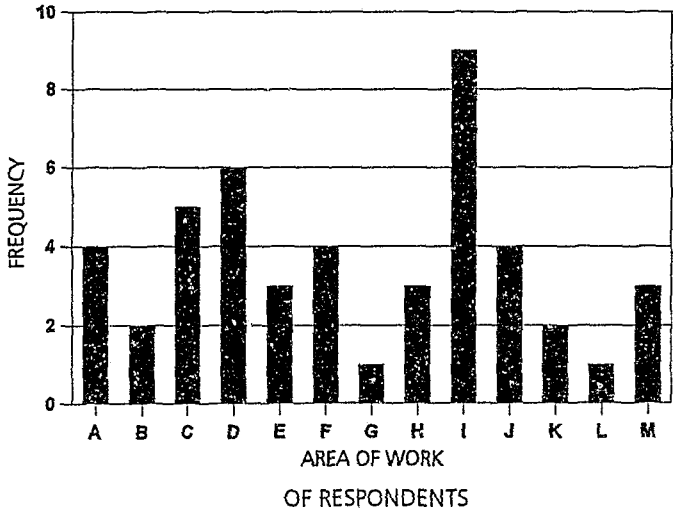


7.1.2 Results of the Data Analysis:

QUESTION ONE: Please describe *your area of work* in adult education/training/development. What are your *key principles and values* in this work?

Findings:

Q1(a)	AREAS OF WORK OF RESPONDENTS:	N = ?
(A)	Training (in service and non-formal) of educarers/ECD development workers (including parents, teachers, childminders, etc)	4
(B)	Recognition of experience/prior learning of educarers	2
(C)	Adult Basic Education (and Training) - ABE(T) specialisation	5
(D)	Publications/Programme Design/Curriculum/Materials	6
(E)	Assessment in Adult and Continuing Education	3
(F)	Evaluation	4
(G)	Publications	1
(H)	Facilitating learning in Adult and Continuing Education (more broadly - for myself and my learners)	3
(I)	University-based/Tertiary Education for Adult Educators or non-formal training of educators	9
(J)	Promoting the interests of national social and economic development	4
(K)	Research	2
(L)	Policy Development	1
(M)	Community Development areas	3



Q1(B)	KEY PRINCIPLES AND VALUES OF RESPONDENTS:	N = 6
(A)	Anti-racism, anti-sexism, equity and redress, democracy, humanitarian values	6
(B)	Working to promote the interests of national, social and economic development and empowerment	5
(C)	The right to autonomy in a teaching/learning situation, enabling adults to learn what they want to learn, progressively identifying new learning goals and evaluation of their own achievement	4
(D)	Education for social change as opposed to education for better workers	3
(E)	Delivery/quality/validity	3
(F)	Participatory, people-centred approaches, working co-operatively as a team and assisting wherever possible	2
(G)	Empowerment (of practitioners)	2
(H)	Commitment to critical enquiry	1

Comments on Question One:

In this question, the author's intention was to establish the range of respondents' activities and specialisations within the field of adult and continuing education. Also, whether these values and principles were harmonious with or in contrast to those values conducive to establishing 'networks' or interacting in various 'networking' activities (e.g. open to sharing/listening/democratic principles/mutual respect and tolerance etc. as opposed to a more self interested stance). It was the author's suspicion that, as the respondents are all adult educators, the former would hold true, i.e. their values would align with those deemed to be effective in 'networking' strategies, which seems to have been the case. The majority did align themselves with the principles of democracy and participatory processes.

Responses to question one might have been fuller and clearer had the question been divided into two sections as follows:

1(a) Describe your area of work/area of specialisation.

1(b) What are your key principles and values in this work.

Had the terms 'key principles' and 'values' been explained, the responses received may have been even clearer. However, the comments made were analysed into these two main sections and significant comments were nevertheless unpacked.

QUESTION TWO:	What *effect*, if any, does networking have on your work?

Findings:

FROM GAUTENG - comments were as follows:	N = ?
Effect of 'networking' was described as follows: crucial/a great deal/important/useful for:	
• Helping us keep abreast of new ideas/new developments/new information/keeps us in touch/accessing wider opinions and options	7
• Helps us work together on projects (e.g. assessment design)	2
• Helps identify emerging needs in the field	1
• Encourages development of new training modules	1
• The contact is valuable, especially in other provinces	1
• It is supportive to research	1
• It is stimulating	1
• It provides moral support from peers	1
BUT: problems -	
• Some respondents were not sure what the definition of 'networking' is	2
• Despite it being useful and desirable, the opportunity to consolidate what 'networking' or 'networks' have to offer is often subverted due to organisational demands and political camps. 10(G)	1

FROM OTHER PROVINCES - comments were as follows:	N = ?
Effect of 'networking' was seen as: valuable/significant contribution/a great deal/a great effect/a huge effect for:	
• Providing access to/awareness of greater sources of information and current developments	8
• Structuring provincial programmes and presenting these nationally (e.g. curricula for accreditation, setting standards, population developments, ABET)	5
• Helping to achieve some degree of coordination/leads to cooperative ventures	4
• Enriching and facilitating my work/shaping my thinking	2
• Strengthens our sector	1
• Builds sensitivity	1
• Useful for funding purposes	1
• Helps with recruiting of students	1

BUT: problems -	
• It takes time	1
• The word 'networking' has a wide meaning - therefore respondent lacks a clear answer	1

Comments on Question Two:

It was interesting to compare the comments which emerged from respondents in Gauteng with those from other provinces. Although the FAAE initiated and implemented its programmes mainly in Gauteng over the last ten years, people did travel from different provinces to share in these activities. One might have expected different perspectives to have emerged or even different emphases to have been placed on certain issues in different regions. The FAAE has been the longest running Forum of its kind in S.A., which practised 'networking' in an open and democratic way. It does seem to have had some significant effects in the field. The most prominent comments or phrases are given first in each instance. A count is also given for each comment.

A strong positive attitude seems to exist towards 'networking' across the board in most provinces in S.A. Generally, 'networking' seems to be perceived to be making important positive contributions to the field.

A few 'buts' emerged, mainly around the lack of clarity of the meaning of 'networking' as a concept. 'Networking' was seen as an activity that takes time and this may not always be well spent. Furthermore, the outcomes of the 'networking' experience may not always deliver what is possible/expected for various reasons, some of which may well be strong organisational demands or attitudes which hold sway in one or other dominant group/political camp. This is a problem to look out for when planning any 'networking' activity and maximum benefit for all should be aimed for via democratic participatory interventions.

Finally, *Question Two* could have been worded with more clarity as follows:

Q2(a) Does networking have an important effect on your work? Yes ☐ No ☐
Q2(b) Please explain how.

This would have made answering this question easier and would also have improved the clarity of the answers received.

QUESTION THREE: Do you feel that organisations should 'network' together? Why?

Findings: YES = 17 POSSIBLY = 1

	N = ? (Q2 + 3)
Reasons: organisations will gain in the following ways:	
• "It is an easy and successful means of ensuring the effective sharing of ideas, issues and debates concerning topical issues" (14 EC) i.e. an opportunity to communicate/debate/share ideas/learn from each other/ compare information/keep informed regarding developments in the field	20
• Consolidating and strengthening/improving the field of adult and continuing education to become more coherent, more professional and avoid or eliminate fragmentation (both locally and internationally)	13
• Forming a joint lobby (e.g. for ABET developments) to streamline initiatives, maximise impact, achieve common objectives, for concerted policy developments/for democratisation/to ensure an holistic approach	8
• Avoid duplication (of services) or "reinventing the wheel" (15 G) and gaining economy of effort	7
• Working jointly reduces costs, increases quality of products and enables sharing of resources/broadening the resource base (infrastructure/skills/ materials) (18 WC)	4
• Developing better training strategies (in-service and non-formal)	2
• To practise implementation	2
• For moral support/the potential for partnerships	2
• Recruiting students	1
• To spearhead research	1
• To systematically organise the field	1
• To enhance community participation and make sure they are responsible and accountable	1
• To uplift standards (of training)	1
• For monitoring and evaluation	1
BUT: problems -	
• the word 'should' in the question implies compulsion which is misleading and could be a problem. It was acknowledged however that organisations may benefit from others' experiences if they do 'network'	1
• The outcomes of the 'networking' depends on need and what people have to offer	1
• Often 'networking' can mean consulting to gain support for already-taken decisions	1

Comments on Question Three:

A wide variety of important reasons were given as to why organisations should network and a strong consensus emerged from the responses received. One comment warned that the word 'should' in the question implies compulsion which was not the intention. However, even this respondent conceded that organisations 'may' benefit from other's experiences if they did involve themselves in 'networking'. Another cautionary remark made was that the potential benefits from 'networking' may depend to some extent on the 'need' that exists and on what people have to offer to the process. Furthermore, adult educators might be wise to remain wary of the fact that 'networking' could also mean a veneer of 'consulting' to endorse already taken decisions. This kind of manipulation could be very problematic (10 G).

QUESTION FOUR: How should organisations "network" and for what purpose?

Many purposes for networking were given in question three - the additional ones from the responses in four have been added to the count in question three above. A joint count of the comments received regarding reasons or purposes for 'networking' to show where the emphasis lay across Q3 and Q4 was thought to be more useful.

How should organisations network?

FROM GAUTENG: comments were as follows:	N = ?
• Conferences	6
• Seminars on topical areas of concern	6
• Exchanging written information/newsletters/invitations/research reports	3
• A professional body should be established and meetings held	2
• Workshopping together	1
• Possibly exchange of personnel to share experiences	1
• Study groups	1
• Personal contact/staff meetings	1

FROM OTHER PROVINCES - comments were as follows:	N = ?
• Organisations working *on similar projects should organise forums* to contribute to joint aims in the field and to advance organisational interests - taking up issues jointly e.g. funding/participative workshops/ small group work or debates/sharing of teachers, lecturers, resources	5
• Conferences	2
• Seminars	2
• Meetings (at local management and senior management levels)	2
• Exchange of literature/newsletters	2
• E-mail and fax	2
• Some cross-sectoral meetings where needed	1
• 'Networking' should be done around specific issues that arise in the work of organisations for planning and development or *to resolve specific problems*	1
• A structured approach is needed at national level e.g. AETASA - to facilitate formal and informal, local and international inputs	1
• Strategically	1
• With integrity	1
BUT:	
• The effectiveness often depends on the organisations involved	1

Comments on Question Four:

A full range of suggested methods emerged in the findings in response to question four asking ***how*** organisations should 'network'. Gauteng seemed more positive about the use of conferences and seminars than other provinces, but did emphasize that these should be around common topics of concern. In other provinces, the emphasis was placed on empowerment of the local communities, working participatively between like-minded projects and maximizing on the sharing of resources. Nevertheless, 'networking' methods such as seminars, conferences, exchanging of literature were also proposed in these provinces. In this instance (other provinces), it was noted that a structured approach at national level was suggested. It is interesting to note the cautionary remark that the effectiveness of the 'networking' will depend on the organisations involved (i.e. how they plan and manage this and what they have to offer in the 'networking' processes). It is also interesting to note that the beginnings of a code of ethics began to emerge from the other provinces in answering this question (i.e. commitment, integrity, strategic action).

It is a problem in the structure of the questionnaire itself that both questions three and four ask for a purpose or ***why*** 'networking' should occur. The responses in the findings for both these questions give details of the ***purposes*** for 'networking'. These have therefore been combined in the findings section of question three. The count has been merged as well across these two questions and so a strong national emphasis has been placed on these "why" comments. This explains the high count given in the findings for Question Three even though the issues were raised from only eighteen respondents.

QUESTION FIVE: What, in your view, is the ***importance*** of "networking" in Adult Education, Training and Development in South Africa?

The findings from this question are best expressed by quoting examples of comments made. These capture worthwhile ideas from practitioners in the field about the ***importance*** of "networking". The reference column refers to the questionnaires that responses were taken from.

GAUTENG		REF
(a)	"If we (in the Adult Education Field) are going to have a legitimate and "weighty" voice, we have to be more coordinated and more aware of what everyone in the field is doing. I believe that only if we have that "voice" will we be allocated the resources etc by government to do a proper job."	(1G)
(b)	"Adult Education is a field of education pinpointed by the RDP for immediate attention, due to past educational disadvantages of so many South Africans. Organisations (adult education or not) need to network in order to develop, so as not to waste time by working in isolation."	(4G)
(c)	"ABET field has never had any long term stability. Networking for consolidating, lobbying and strategising can enhance stability of the field. Could also contribute to wider recognition of ABET and its practitioners and to professional development of the field."	(15G)

OTHER PROVINCES:		REF
(a)	"It helps oil the wheels"	(13KZN)
(b)	"It has the potential for contributing to the recognition in government and society of the importance of AE (Adult Education)"	(12WC)
(c)	"To lobby for funding, for the recognition of our work, to take up discriminatory issues, to be independent from the State and challenge State policy if you feel it is incorrect."	(18WC)

Comments on Question Five:

The above succinct quotes from practitioners are clear examples of the opinions that exist regarding the "importance" of networking in this field. It is a possibility that the exposure of practitioners to this questionnaire was in itself, a learning experience for them. Perhaps their own ideas have been honed and their beliefs and values sharpened.

QUESTION SIX: What does the term "networking" *mean* in your view?

Examples of definitions given were as follows:

GAUTENG:		REF
(a)	"Interacting with organisations and individuals for mutual benefit, either in the same field or different fields."	(7G)
(b)	"It is primarily about communication and, the idea of "ubuntu" - people in a community (adult education community) working together to support and help one another."	(1G)
(c)	"Having an honest, symbiotic relationship with other individuals or organisations involved with and committed to ABET, with a secondary purpose of enriching the field through cooperation."	(5G)
(d)	"Sharing of information, plans, resources, skills. Pooling ideas and energies. Avoiding duplication and confusion. Accessing expertise and ideas. Peer support."	(15G)

OTHER PROVINCES:		REF
(a)	"It means keeping contact with one another, with the aim of learning from one another, sharing ideas or new innovations - exchanging information or knowledge."	(8NW)
(b)	(i) "Interaction with each other and the sharing of ideas" (ii) "Involvement in a particular project which leads to ownership and accountability."	,4EC)
(c)	"Working together with other organisations, not forcing them to join and form an organisation; the need usually arises and the link is formed and organisations are committed."	(2WC)
(d)	"Seeking relationships with those individuals/organisations which may facilitate the achievement of own and/or mutual objectives."	(12WC)

Comments on Question Six:

The above examples of definitions are some samples given by practitioners to explain the meaning of the term "networking" from their own individual perspectives. It is the author's view that these are good examples of definitions and will contribute to the reworking of the author's own definition of "networking" in the conclusion of this study.

QUESTION SEVEN: What particular *forums, associations, networks*, have you been associated with or known of in the field of adult education, training or development (in the past six years) that have made a contribution to the field? What was the contribution?

(NOTE: Where the network is mentioned more than once a count (n=?) is given)		N = ?
AACE	seminars, inputs	3
AALAE	conferences, newsletters	2
AETASA	workshops, conferences, information provided at a national level, policy work, access to current debates, training, accreditation	9
ABET	task team: policy, implementation, training, accreditation	
ANC Education Desk		
CACE		
CCASA	sharing information, access to current debates, policy and implementation, training, accreditation, met other practitioners	
CEP	practitioner workshops - various contributions	
CEPD		
Congress for ECD (former South African Association for Early Childhood Educare)	helped trainers acknowledge their programmes as worthwhile, accreditation	3
DEAL Trust	helped to enhance the universities' view of their specific role in ABET training and research	2
DET (Dept of Education and Training)	sharing information, access to current debates, policy and implementation, training, accreditation, met other practitioners	2
ECAETA	sharing information, providing access to current debates	3
ECALP		
EPPI		

FAAE	seminars, workshops, conferences, information, special training opportunities, courses, a forum for networking (not all that helpful, if not Gauteng-based)	9
FACE (Natal)	trying to develop common identities amongst adult educators	2
CEPD		
Health Sciences Development Unit - various contributions		
IEB	stakeholder workshops, legitimised new assessment developments	
ITEC		
Industry Forums (informal)	sharing information, providing access to current debates	
MBSA Adult Centre		
Mmabatho Literacy Education Trust		
NECC Task Teams		
NETF (National Education and Training Forum)	sharing information, providing access to current debates	2
NLC	sharing information, access to current debates, policy and implementation, training, accreditation, met other practitioners	4
NTB		
NYDF		
PETF	Provincial Education and Training Forum provided an adult education working group, sharing information, providing access to current debates	5
Personal Networks	moral support, sharing ideas, employment opportunities	
Project Literacy		
Provincial stakeholder forums on ABET	sharing information, providing access to current debates	5
RET (Rural Education Trust)		2
SAALAE	sharing information, access to current debates, policy and implementation, training, accreditation, met other practitioners	2
SACHED		
SADTU		
Sangonet	computer networking	
SA Teachers Council		
Training Sector Network		

Comments on Question Seven:

The proliferation of networking bodies mentioned across five of the nine provinces in South Africa is amazing. This proliferation may be counter-productive to a concerted national effort by networks in South Africa. For practi-tioners to engage in a fraction of these networking activities it must be very time-consuming, not to mention draining of person power in organisations, particularly the smaller or less advantaged ones. This might explain the comments received that "networking takes time". However, can practitioners afford not to network? A further important comment made earlier was that often practitioners obtain information that they don't need or spend time on issues of no real benefit personally or organisationally. The challenge may be to provide relevant networking, yet take minimal time out of busy lives.

It is interesting to note that the networks most mentioned were AETASA (9), FAAE (9) and the PETF's (5) (Provincial Education and Training Forums).

QUESTION EIGHT: In your view, what should networks/forums/associations provide at a provincial level that would be useful? What are they presently providing (e.g. FACE, AACE, FAAE)? Please discuss.

(a)	Provide a platform to facilitate and encourage participation in debates and discussions of topical issues to raise awareness in the field/policy formulation and debates, accreditation, etc.* (see Caution 1 below)
(b)	Facilitate access to information (e.g. publications, newsletters, national events, latest trends, etc) - especially to rural people and isolated practitioners/ programmes.* (see Caution 1 below)
(c)	Contribute to INSET for adult educators/practitioners i.e. the sharing of training opportunities/short courses.* (see Caution 1 below)
(d)	Provide contact with people engaged in similar work.
(e)	Share the views/situations from (rural and urban) provincial level to the national planners i.e. a forum which provides representation for the voice of the adult educator/practitioner (e.g. ECAETA).
(f)	Professionalize the field/improve the status of adult educators.
(g)	Research support/opportunities.
(h)	Provide advice regarding accessing resources and materials, a services guide, consultation facilities, securing of funding, developing and sustaining community projects.
(i)	Lobby local industry/ministries to take ABET seriously.
(j)	Monitor working conditions of educators.
(k)	Database of organisations and what they do.
(l)	Advise the provincial adult education ministry re curriculum, materials, etc.
(m)	Opportunities to discuss draft bills.

CAUTIONARY REMARKS:

1. *"At the moment (1996) none of this is happening - which is problematic so the field in Gauteng is fragmenting again." (Ref 1G)

2. "AETASA is the obvious association to represent the interests of adult educators on a provincial level, however little contact between members and AETASA exists and full participation is thus limited. We need a lobbying, debating, policy development and professional development association." (Ref. 10G)

3. "More information is currently available from social networks, Practically no advanced training is organised. Working conditions and career paths of educators are completely neglected. Forums operate as competing NGOs, eg. the FAAE and NLC have sometimes operated as competitors to their affiliates. Very little systematic support of educators is organised." (Ref 15G)

4. "What I don't think they should do is duplicate the work of member organisations." (Ref 13 KZN)

5. "Some networks (talking shops) are useful. Others merely take time which could be spent in grassroots activities and education." (Ibid)

6. "I don't know what they provide, because they are so distant and appear to have very little influence/power to change State policy. What they should provide is the power base with which to fight for the demands of AE." (Ibid)

Comments on Question Eight:

Respondents have provided a very useful and comprehensive list of aims or objectives to work towards for any provisional networking body. Many of these are dependent on the available people power and resources. Nevertheless it is of value to obtain practitioners' ideas in this regard.

The cautionary remarks mentioned above are also valid and timeous for existing networks to heed, in order to sustain themselves or to build on what they are doing in an effective and relevant way. The comment emphasizing personal or social networks is interesting and should encourage practitioners to utilise the opportunities that personal networkers offer more effectively. The caution not to duplicate the work of member organisations has cropped up many times in the author's experience. It may nevertheless be worthwhile to try to creatively manage, the tension between offering challenging INSET or upgrading oppor-

tunities to practitioners and not to overstep the mark towards duplication of the work done by member organisations. The problem of some members or potential members being at a distance, is also very real and difficult to overcome.

QUESTION NINE: What should a national association (e.g. AETASA) provide at a national level and what support at a provincial level? Explain.

(NOTE: A count is provided for each comment)		N = ?
(a)	AETASA should provide a national structure to represent adult educators and trainers: - playing a coordinating/lobbying advocacy role - pushing for the recognition of our field at government level - representing the view/situations of adult educators - put forward proposed policies from local or provincial level to national planners/national debates - act as an interpreter of national/international development	8
(b)	Provide information on national events and trends (especially to rural areas) as well as international developments in the field.	6
(c)	Professionalise the field at national level, clarifying standards and providing training frameworks and guidelines.	3
(d)	Mechanisms for input at provincial levels to be developed: - actual training opportunities - information sharing/workshopping ideas or proposals - tutor/educator development/support - encouragement of active social networks	3
(e)	Develop strong networks at provincial level: - facilitating contact between individuals and organisations - help identify common issues/concerns - encourage common approaches and avoid waste - keep people up to date - motivate provinces - help them organise their members - being sensitive to the needs of provinces	2
(f)	Provide funding for provincial bodies/financial and infra-structural support to provinces while they are being set up.	2
(g)	Provide access to research formation/results from investigations.	2
(h)	Two respondents were not clear about what AETASA does or how to respond.	2
(i)	Act as an employment agency.	1
(j)	Assisting in the growth of provincial leaders.	1
(k)	Marketing of ABET at national and provincial levels.	1
(l)	Publicity.	1

Comments on Question Nine:

Once again, a most useful list of objectives for a national association to consider, has been constructed from the data. In an ideal scenario, the national association that could provide all of the above would be doing sterling work. Too often, however, the lack of funds/resources/capacity stands in the way for such an association to "network" for maximum effect.

QUESTION TEN: What could ensure a mutually beneficial "networking" relationship between provinces and between provincial and national associations?

(NOTE: A count is provided for each comment)		N = ?
(a)	Continuous communication/regular contact/keeping informed/ information flow.	9
(b)	Accountability and representivity on behalf of the national body and the provinces (having national and provincial task teams).	6
(c)	A professional, well managed body with the commitment to get things done.	5
(d)	Proper demarcation of responsibilities and clear lines of reporting.	3
(e)	Skills development/professionalisation.	3
(f)	A truly democratic process/consultation.	2
(g)	Act as a clearing house for documentation/resources.	2
(h)	Non-exclusive of the individual/small organisation/the resource poor.	2
(i)	Media coverage.	1
(j)	Not always the same people attending national meetings.	1
(k)	Annual conferences.	1
(l)	A clear budget.	1
(m)	A clear statement of intent/vision/reasons and benefits for such a network.	1
(n)	Don't know.	1

CAUTION REMARKS/SUGGESTIONS:		
*	"Provincial and national need to be parts of the same organisation - with the same name, identity and aims, though the functions at regional and national levels may be different. There is a schism if AETASA is national and forums are regional and not the same."	(15 G)
*	"Often decisions are taken but nothing is implemented at the provincial level. Or mandates are not sought on a provincial level."	(16 WC)

Comments on Question Ten:

The above guidelines for an effective and 'mutually beneficial' networking relationship are illuminating. Good suggestions were forthcoming. They seem to call for a well organised body with good management, representivity, accountability, a clear structure with an explicit vision and objectives, as well as having democratic processes and inclusivity. What would perhaps sum it up is delivery, quality and professionalism.

QUESTION ELEVEN	What do you know of the work of the FAAE (Forum for the Advancement of Adult Education)? Have you ever been a member? Were you aware of the "networking" activities of the FAAE between 1988 and 1993? Please give details. Were these "networking" activities useful to the field? Please explain:

COMMENTS FROM GAUTENG RESPONDENTS:

- Of the seven Gauteng respondents, all of them knew of the work of the FAAE. Six were members. The networking activities of the FAAE were well known to most respondents and these were found to be very useful. Most had engaged with these to a greater or lesser extent. It was noted that these networking activities had diminished to some extent in recent times. Out of the seven respondents, two were current board members and were founder members who had been involved since the inception of this network. The knowledge of one respondent who was new to the field, was scant.
- The networking activities of the FAAE were described as follows:
  - short courses
  - journal (the 'network')
  - resource centre
  - conferences
  - initiated policy debates
  - training workshops
  - seminars
  - conferences (national & local)
  - Literacy Link

QUOTES:	
- "FAAE was a model of encouragement to other associations".	(9 G)
- "FAAE has contributed to the establishment of provincial networks and also AETASA."	(7 G)
- "I do know that FAAE is representative of AETASA for Gauteng adult educators. This is an important function for which one needs proper funding in order to communicate with members."	(10 G)
- "The quality of speakers at monthly meetings has been very varied and often of limited usefulness."	(15 G)
- "During the 1980s when the ABET field was less developed, the FAAE did provide a useful and valuable 'meeting ground'."	(15 G)
- "Perhaps support for FAAE could have been better sustained if it had not been perceived as a competing NGO provider/trainer."	(15 G)

COMMENTS FROM OTHER PROVINCES:	
• Of the eleven respondents from other provinces, four had a good grasp of the activities of the FAAE, two of which were paying members, five had a vague awareness of this network and two were unaware of its activities.	
Respondents from other provinces who were not aware of the work of the FAAE had the following comments to make -	
- "What I know about FAAE is what I have read in magazines and articles pertaining to the changes in Adult Education".	(14 EC)
- "There is a need for the FAAE, but more effort should be made to publicise its activities."	(3 EC)
- "I have mainly seen occasional brochures and publications, not of direct use to me for geographical reasons, but interesting to me what other people are doing."	(13 KZN)
From respondents who were aware of the work of the FAAE and some of whom were members (despite living in the provinces), the following comments can be cited -	
- "Although I am not a member but I really enjoyed going through their material."	(8 NW)
- "I am aware that the FAAE played a role in the formation of AETASA."	(12 WC)
- "Was a member - mostly aware of training and seminars offered which were all in Johannesburg and therefore not feasible for us to attend."	(12 WC)
- "I have known the work of FAAE since its inception. I have been on the mailing list. I think the manual produced and a number of meetings around computer networking, as well as the range of seminars, were useful."	(12 WC)

Comments on Question Eleven:

It is clear that a provincial network such as the FAAE has more impact in its own locale. Nevertheless those at a distance did also benefit marginally. These findings would seem to suggest that local networking is very effective for practitioners in a particular region, however to connect in some way at a national level would also be useful, and brings other benefits. The networking of the FAAE seems to have been effective as the majority of local respondents knew of, or were actively involved in, its activities. The respondents from farther afield were also informed about the work of the FAAE, and seemed to also benefit, but to a lesser extent.

QUESTION TWELVE (A): What strengths do the following have in the "networking" process? What are the potential gains?

INDIVIDUALS	n=?	SMALL ORGANISATIONS	n=?	BIG ORGANISATIONS	n=?
The strengths individuals can bring to a "networking" process:		The strengths small organisations can bring to a "networking" process:		The strengths big organisations can bring to networking:	
They can be the conduit of information/ideas/skills/ knowledge between organisations	4	They have more autonomy. Therefore they can work in collaboration with other organisations more easily and share aims and objectives i.e. the most appropriate size	6	They can offer the support of their infrastructure as they have the funds and resources	12
Local knowledge i.e. clear awareness of contextualisation	2	They have progressive, collective, practical experiences to share than bigger, less grassroots organisations	5	They have the clout, the stability & the person power to facilitate/sustain the process	3
They bring their own specialisation in their territory	2	They are more in touch with the realities that exist (context) and are best informed about growth development areas	4	There is strength in numbers/ greater influence(s)	3
They have precise information, personal perspectives and experience	2	They have a close involvement with communities at local/district/ grassroots levels	3	Their scale of contribution is greater i.e. are able to arrange wide-ranging conferences, support the RDP, more person power for this	2
They may be freer to join in as are not part of an organisation	1	They can share innovations/ experiences	1	Provide publicity campaigns/ use of media/publications	2
They can be selective and decide who and what to 'network' with	1	Can move quicker through the ranks of participation	1	They can pressurise for change	1
	1	The lateral & horizontal sharing or movement of information is better	1	Can provide a broader vision	1
				BUT: They are more urban-oriented	1
				They should show accountability to their members	1

INDIVIDUALS		SMALL ORGANISATIONS		BIG ORGANISATIONS	
THE POTENTIAL GAINS:		THE POTENTIAL GAINS:		THE POTENTIAL GAINS	
- develop a detailed & broader understanding about certain issues/share and extend knowledge & skills	5	- it can assist them to improve their activities/expertise by learning from what other organisations are doing well/badly	3	- wider political support & legitimacy	2
- the opportunity to discuss ideas & develop understanding	4	- it can provide access to resources/information/funding	1	- lobbying potential	2
- opportunity to meet challenging people with creative insights	2	- access to training opportunities	1	- access to specialist information	2
- capacity building & confidence building	2	- they can gain wider support and legitimacy	1	- opportunity to share already tested practices/ achievements	2
- access to participatory processes	2	- they can gain an increased exposure to the field in terms of knowledge and skills	1	- gain an understanding of the contextualization for their work i.e. know the context better	2
- increase their pool of contacts or form partnerships/consortiums	2	- cheap research can be done quickly into the state of the field	1	- training opportunities	1
- connected individuals can be powerful	2			- easier access to policy makers	1
- access to information	1			- could gain an understanding of the difficulties that small organisations have	1
- moral support	1				
- employment support	1				

QUESTION TWELVE (B): What are the problems or disadvantages of networking for individuals, small organisations or big organisations?

INDIVIDUALS	n=?	SMALL ORGANISATIONS	n=?	BIG ORGANISATIONS	n=?
- a lack of infrastructure/ organisational base :. may be sidelined in the coalition building, lobbying processes	8	- struggle to forge & maintain links as not enough capacity/ resources/money to attend, especially when a number of networks are operating i.e. demand for resources may outstrip the supply	10	- they may tend to dominate as they have stability/often provide the funds & resources (human and other)/ often feel they know best/their agendas or values are more important - therefore are not so open to collaborative efforts	6
- time is costly for individuals and too expensive to attend, too many networking activities/can't cover enough ground due to workload as an individual	5	- can be swallowed/ over-shadowed by larger organisations as have less clout if haven't got a powerful support base	4	- change may often be slow due to the bureaucratic red tape - this causes problems or delays to 'networking'	3
- a single voice has less impact/may not be heard/no credibility/no power to bring about change/peers may be critical	5	- gains often not worth the expense and time i.e. getting information you don't need or can't use	2	- they may want to maintain the status quo to the detriment of local grass-roots knowledge/ understandings	2
- the question of a mandate becomes a problem - many networks do not have space for individuals	3	- if too much emphasis on 'networking' they could lose focus on their defined tasks	1	- not one person responsible for adult learning - often a lack of follow-through and coordination exists - information obtained via 'networking' gets lost	2
- individuals change jobs/specialisations and move from one organisation to another/ may lack commitment	2	- often used as 'free' technical assistance to larger organisations	1	- no disadvantage	2
- often a 'free' technical assistance to organisations/intellectual property is taken with no payment (by those who can afford to pursue good ideas, particularly	2	- they risk criticism	1	- they lack the 'feel' of the smaller organisation or the individual	1
- only powerful people are represented on committees, field workers are alienated/ have no entry point	2	- one person may be responsible to attend seminars/workshops & keeps up to date but does not report back to the group	1	- they may have difficulty in assessing the merit/worth of smaller organisations or individuals in the field	1
- time spent on 'networking' may be wasted i.e. getting information you don't need/ can't use/could lead to lack of focus on core tasks	2	- not sure ...	1	- non-strategic 'networking' can compromise the organisation and its work	1
		- none ...	1	- they risk criticism and exposure	1
				- time may be spent getting information they don't need or can't use	1
				- not sure	1

QUESTION THIRTEEN: Could you rate the following methods of "networking" for their effectiveness? Please tick the column that applies.

1. Frequency of Responses:

The following table represents the number of scores given by respondents to each category with the total responses given in brackets ( ).

	RATINGS				
	Excellent 1	Good 2	Fair 3	Mediocre 4	Poor 5
METHOD:					
Conferences	IIII (4)	IIIIIII (7)	IIII (4)	II (2)	-
Meetings	II (2)	IIIIIII (7)	IIIII (5)	II (2)	-
Workplace Interaction	IIIIII (6)	IIIIII (6)	III (3)	I (1)	-
Workshops	IIIIIIIII (9)	IIIII (5)	II (2)	-	-
Seminars	IIIII (5)	IIIIIII (7)	IIII (4)	I (1)	-
Newsletters	IIIII (5)	IIIIIII (7)	II (2)	III (3)	-
Informal/Social Occasions	III (3)	IIIIIIIIII (11)	II (2)	-	I (1)
Computer	-	IIIIIIII (8)	IIII (4)	III (3)	II (2)
Telephone	I (1)	IIIIIIII (8)	IIIIIIII (8)	III (3)	-
Other:					
Fax	I (1)				
Forming Forums	I (1)				
Forming Associations	I (1)				

Additional comments made:

- In general, any of the above (particularly conferences) can be very effective or very poor, depending on the quality/good planning/how well organised, they are.*[2] (10G and 15G)
- People currently are experiencing frustration about the time taken up by networking, when the benefits are generally long term and indirect. (13WC)
- This is a relatively new skill Hopefully in time we will get to use it more effectively. (13WC)
- "Networking is a complex activity which includes many facets/ different activities. The ABET field is also complex with many facets i.e. different sectors and stakeholders." (15G)
- It might be useful here to distinguish between NGOs and others. (5G)
- A useful method to enrich networking might be to follow a 'trail' of people to find the 'expert' who can give information or help. (This was thought to be an excellent approach.) (5G)
- I find this Questionnaire quite difficult to respond to, mainly because I am not sure what networking is! (9G)

2 Reference numbers refer to Questionnaires that responses were taken from.

Question Thirteen continued:

2. Value of responses received and average calculated for each line item/method of networking:

RATINGS						Total Value (T) of n x V (*3)	Average Value (A) = T÷n (*4)	Order of Most Preferred Methods (*5)
Value Awarded (V) (*1)	Excellent 1 V = (5)	Good 2 V = (4)	Fair 3 V = (3)	Mediocre 4 V = (2)	Poor 5 V = (1)			
METHOD:	n x V = (*2)	n x V =	n x V =	n x V =	n x V =			
Conferences	4 x 5 = (20)	7 x 4 = (28)	4 x 3 = (12)	2 x 2 = (4)	-	64	n=17 3.76	7
Meetings	2 x 5 = (10)	7 x 4 = (28)	5 x 3 = (15)	2 x 2 = (4)	-	57	n=16 3.56	8
Workplace Interaction	6 x 5 = (30)	6 x 4 = (24)	3 x 3 = (9)	1 x 2 = (2)	-	65	n=16 4.06	2
Workshops	9 x 5 = (45)	5 x 4 (20)	2 x 3 = (6)	-	-	71	n=16 4.44	1
Seminars	5 x 5 = (25)	7 x 4 = (28)	4 x 3 = (12)	1 x 2 = (2)	-	67	n=17 3.94	3
Newsletters	5 x 5 = (25)	7 x 4 = (28)	2 x 3 = (6)	3 x 2 = (6)	-	65	n=17 3.82	6
Informal/Social Occasions	3 x 5 = (15)	11 x 4 = (44)	2 x 3 = (6)	-	1 x 1 = (1)	66	n=17 3.88	5
Computer	-	8 x 4 = (32)	4 x 3 = (12)	3 x 2 = (6)	2 x 1 = (2)	52	n=17 3.06	9
Telephone	1 x 5 = (5)	8 x 4 = (32)	8 x 3 = (24)	3 x 2 = (6)	-	67	n=17 3.94	4
Other:								
Fax	1 x 5 = (5)					5		
Forming Forums	1 x 5 = (5)					5		
Associations	1 x 5 = (5)					5		

Key:
(*1) V = value awarded for each response (i.e. excellent = 5, and so on)
(*2) n = number of responses given in each square (category)
(*3) T = total value for each line item (e.g. conferences) T = sum of n x V
(*4) A = average value (i.e. T ÷ n)
(*5) The order of the most preferred methods for 'networking' are shown in the final column as determined by the largest favourable response received (i.e. T or total value received)

General Finding (Question Thirteen):

The most preferred methods for networking were found to be as follows (in order of preference shows):

1. workshops
2. workplace interaction
3. seminars
4. telephone
5. informal/social occasions
6. newsletters and workplace interaction
7. conferences

Additional Notes:

- Generally all of the methods specified were found to be of some merit in networking. Very few received a poor rating.
- Additional ideas added by respondents were the use of the fax machine (16WC) and the establishment of forums and associations. (2WC)
- It was the view of this author that this chart would provide useful information to be used by forums/associations/organisations in the structuring of their networking activities.
- It is interesting that the least preferred method for networking was the computer, which could be seen as a statement about the 'era' in which this study was conducted (1995/6). It may well be due to the fact that not many adult educators possessed effective computer systems at this time, let alone e-mail or access to the Internet. This is changing fast.

7.1.3 Critical Appraisal of the Questionnaire in General:

It was noted earlier that a fairly large number (40) of questionnaires were distributed throughout various provinces in S.A. (Gauteng, Kwazulu/ Natal, W. Cape, E. Cape and North West), for completion by practitioners involved in various sectors of adult and continuing education. Eighteen responses were completed and returned. The author feels that this could be an indication of the busy and stressful life of an adult educator in S.A. (especially in NGO's and CBO's), and even more especially at the grass roots levels. It is the author's experience that, quite

often in this type of organisation, three employees can be seen to do the work of six or seven job descriptions found in other sectors (e.g. private sector), which might also account for the burnout syndrome which is so prevalent in the adult education and development sector. This is a personal observation, based on the author's involvement in the field over the past ten years.

It seems clear that most respondents were interested in the topic of the questionnaire, i.e. "Networking", which is evidenced by the varied and detailed personal responses and annotations provided to the questions asked. Several respondents seemed too struggle with a clear understanding of the term "networking". Those individuals with the most experience in networking organisations/forums had the most to say and therefore gave the most detailed responses.

The questionnaire used here could have started by providing a definition of "networking" and asking respondents to comment on this. However, the researcher/author preferred not to channel the thinking too much and too quickly, as this is an exploratory study. For the same reason, the questions were intentionally not phrased too rigidly, but guided respondents into a process of thinking about aspects of networking for themselves, as well as how they perceived this phenomenon to be impacting on their lives and their work. They were asked to respond to fairly broad, open questions around the purpose, importance, methods for and effects of "networking", from an individual and an organisational point of view, as well as from a local/provincial and/or national point of view. At times, the questionnaire almost seemed repetitive but the intention was to try to evoke a creative mix of ideas from respondents across the questionnaire, hoping that the respondents would write everything they could think of. Not too much has been written about "networking" in adult and continuing education in the literature, which could also explain the lack of clarity around the definition of this term.

It should be noted that the questionnaire format used in this study went through a process of three draft stages and, despite the fact that an informal pilot study was carried out before utilizing the questionnaire for data gathering in 1995/6, several problems were still encountered. Having seen how respondents answered the questions in the questionnaire, the author feels that some of the questions could have been better organised and more clearly worded. Questions that are not clear, specific, and well

organised, can cause irritation to respondents and this is detrimental to their answering the question fully. Dividing questions up into clearer sub-questions might have ensured that all the details asked for in each question were fully attended to. This became evident in some of the responses received. Had a second and more formalised or realistic pilot been carried out with the questionnaire, the additional problems experienced would probably have been ironed out.

On the whole, however, the research was enriched by the detailed responses that were received in the questionnaires. Those respondents that took time to fill in the questionnaire had something significant to say. The author feels that enough data was gathered to answer the questions posed fairly well. It is noted that the respondents completed the questionnaire from the perspective of the adult educator/practitioner in general, informed by their own area of work. A quote: "I have filled in this questionnaire with the networking of 'adult practitioners' in mind, rather than other ABET stakeholders" (ref. Questionnaire 15G).

7.2 Case Study of the FAAE

The examination of the case study of the FAAE is the second main data source in this study. This case study makes for interesting reading and has provided many insights into the life of a successful, open, democratic networking organisation.

Robert E Stake (in Denzin and Lincoln 1994: 236) states that "a case study is not a methodological choice, but a choice of object to be studied". He further clarifies that a case study "draws attention to the question of what specifically can be learned from the single case" (Ibid). Stake differentiates between an intrinsic and an instrumental interest in a case study. An intrinsic case study is undertaken "because one wants better understanding of this particular case" (Ibid: 237). An instrumental case study, however, is where "a particular case is examined to provide insight into an issue or refinement of a theory. The case is of secondary interest; it plays a supportive role, facilitating our understanding of something else" (Ibid: 237). The exploration of the case study of the FAAE is an instrumental case study which has been undertaken to explain or illuminate the concept of networking so as to facilitate our understanding of this concept or process, particularly in the field of adult continuing education.

The Forum for the Advancement of Adult Education (FAAE) was established in 1989 after a long gestation period. A group of adult educators studying their Higher Diploma for Educators of Adults (H. Dip. Ed. Ad.) at the University of the Witwatersrand decided that they would like to keep in touch with one another once their studies were completed. They had found the two year period spent learning together to be very enriching, both personally and professionally. There was an expressed need in this group to keep on sharing ideas, trying out new developments in the field with their peers and continuing their own personal growth via interactions with colleagues. At the same time, they wished to make some impact on professionalizing their field of endeavour - adult and continuing education. To meet this need for continued "networking" and development, a group of volunteers established themselves into an ad hoc coordinating committee and the FAAE was set in motion. The committee members were allocated duties in line with their talents and availability, as follows:

Chairperson:	Mr Maurice Radebe
Secretary/Treasurer:	Ms Leslie Bradford
Coordinator:	Ms Dee Roup
Researcher:	Ms Hilary Aber
Newsletter Editor:	Ms Tracy Blues
PRO	Mr Mike Mcethe,
	Ms Jo Ewart Smith,
	Ms Jane Castle
Fundraisers:	All

A year later the ad hoc committee was replaced by a democratically elected steering committee at the first annual general meeting, where many of the committee members were reelected to serve in the same capacities again, as they were seen to be delivering worthwhile results.

The long gestation period leading to the establishment of the FAAE in 1989 covered a period of approximately three years. During this time, groups of practitioners and students had held discussions regarding exactly this issue - the need for a "networking" and professionalising body. Unfortunately a consensus could not be reached and nothing came of these deliberations. These earlier talks did in fact pave the way for the establishment of the FAAE, as many issues for consideration had been raised and deliberated from various points of view. The actual establishment of the FAAE was finally catalysed by a dedicated group of volunteer

adult educators, who were determined to give up the time needed and make the contribution necessary for such a forum or "network" to become viable.

The first order of business was to establish a clear set of objectives for the FAAE. The first seminar held by the FAAE was sponsored by AECI in March 1989 and held in their Board room. A questionnaire was handed out to begin to tap the ideas/ needs of colleagues and to begin to shape the aims and objectives for the FAAE. The questionnaire was also given out in the workplace by colleagues. Approximately 185 questionnaires were distributed but only 26 were completed and returned. This questionnaire asked practitioners to respond to the following questions:

Q1. I do/do not wish to see the continuation of a FORUM FOR THE ADVANCEMENT OF ADULT EDUCATION (FAAE).
Outcome: All 26 responses were affirmative

Q2. The form I feel this Forum should take, and the purpose it should serve are as follows:

Responses received here were as follows (N = Frequency):

- an open forum to ***promote communication*** of our South African context, dissemination of information, development of local adult education data, promotion of research and recent/ relevant publications (N=6)
- ***carry on*** as you have started (N=4)
- ***presentations about skills and information*** in adult education/ innovations/special interest groups (N=4)
- ***meet and share ideas***, provide a group resource across areas of adult education (N=3)
- ***workshops and seminars*** (N=2)
- ***refresher courses*** for adult educators (N=1)

Useful feedback was also given as to topics that individuals felt should be addressed in seminars, individual speakers were suggested, venues were offered and other general comments were added. These ideas were taken into account for future FAAE events.

Some ***general comments*** were as follows:

- the overall control of the forum must remain impartial - no domination of any politically motivated individuals

- the year's programme should be published well in advance
- contact with other existing bodies should be initiated
- adult educators would benefit from networking, sharing ideas and resources and commitment would be enhanced

The next step was to set up a mailing list of adult education practitioners. This list was initially drawn from the computer listings of the University of the Witwatersrand, comprising mainly past students of the Higher Diploma for Educators of Adults. This mailing list was added to at each FAAE event.

At that time, the forum activities had been given a home at the Centre of Continuing Education (CCE) at the University of the Witwatersrand and the use of their facilities was encouraged. This included ancillary costs for postage and photocopying, which proved extremely supportive to the FAAE initiative for at least two years. The activities of the FAAE were coordinated by the author of this research study during those two years in a voluntary capacity. Simultaneously, she worked as a research assistant at the CCE, also in a part-time capacity.

Once the mailing list was established, the next step for the FAAE was to begin to disseminate information. To this end, a series of newsletters were initiated, the first of which was sent out in April 1989. Each newsletter provided information about upcoming events and feedback from seminars recently held by the FAAE, as well as other items of interest. In addition, book reviews provided synopses of new relevant publications of interest to practitioners. The newsletters were sent out to the FAAE mailing list. Despite being a small voluntary organisation, the activities of the FAAE began to speed up! No less than four newsletters were distributed during 1989 (the first year of operation) and eight seminars were held, culminating in an AGM in November of that year. At this AGM, an election of the 1990 steering committee formally took place. As mentioned, the acting steering committee now became a legitimate coordinating committee, resulting from a democratic election process. Plans were also proposed for the FAAE activities for the following year.

During 1989 the following outputs of the FAAE were documented:

- Newsletters: April, July, October and November
- Seminars:
- March 1989 - guest speaker, Dr. Norland, from USA at AECI

- May 1989 - John Aitchison from Univ. of Pietermaritzburg - topic: *"Adult Education for a Post Apartheid Society"*
- June 1989 - C.E.P. - A case study (held at Middelburg Steel, Krugersdorp)
- July 1989 - Fanyana Mazibuko - topic: *"The Traumas of Black Education in S.A. with Peoples"* Education as a way ahead"(held at Funda Centre, Soweto)
- August 1989 - Jane Castle & Jo Ewart Smith to discuss the film *"A Class Divided"* (held in the Education Faculty, Wits.)
- September 1989 - Lyn Tates and Paul Musker, ELTIC - topic: *"Negotiating the content of a Farm School Teachers Development Course"*
- October 1989 - Jenny Neser and Gert Hoetig of Project Literacy - topic: *"Guidelines for the successful implementation and administration of a Literacy Project for Adults"*
- AGM: November 1989 - To include:
  A review of the activities of 1989 (including financial statement), Election of 1990 Steering Committee, Suggestions for Forum activities for 1990, Dinner, and
  Address: Dr. Ken Hartshorne - *"Adult Education for a future S.A. - Cul de Sac or Crossroads"*.

Networking opportunities in 1989:
The attendance at the various networking gatherings in 1989 varied from between 10 to 60 participants (no exact figures are available). At an average attendance rate at the gatherings of approximately 35 participants during 1989, an estimated 315 individual networking opportunities were afforded to practitioners in the field across the 9 networking activities arranged by the FAAE.

A fairly full schedule of activities had taken place during the first year of operation of the FAAE. At this point in time, the work involved in running the FAAE had doubled. Costs had escalated as the mailing list had grown rapidly. Funding was starting to become a problem for maintaining ongoing work. The seminars were barely sustaining themselves via the small donations received from participants at each event, leaving little in the 'kitty'. Students (at a minimum fee) were now being brought in to cost effectively process the mailings for the FAAE. To

deal with the funding problem, a sponsorship of R1500 per seminar was now sought from the private sector as a tax deductible donation. In addition a small annual membership fee of R20 was requested from each member. This was needed to cover the costs of photocopying and mailing, which the CCE was now charging for, as the numbers and costs had escalated so rapidly.

At the aforementioned AGM, Maurice Radebe was reelected chairperson, Tracy Blues newsletter editor, Leslie Bradford Secretary/ Treasurer and Dee Roup as Coordinator. Hilary Aber was joined by Hugh Knight as researchers, Frans Brigando joined as Vice Chairperson (a new category on the steering committee), and PRO persons were Mike Mcethe and Cindy Futhane. Support from the University staff, namely Jo Ewart Smith, Jane Castle, Jonathan van Niekerk and Ed French was ongoing.

The FAAE was now entering its second year of operation. A concrete effort had been made to build a 'network'. The publication of the quarterly newsletter continued and four issues were produced during 1990. The organisation had thus far been self-funded by its activities and by the in-kind sponsorship of the university. Its members came from both rural and urban areas and from a variety of provinces, to attend FAAE events. The thrust of the Forum was to continue to share stimulating and relevant seminar discussions, to promote continued awareness and professional growth, to maintain contact amongst members thereby spreading an awareness of resources in the field and renewing motivation and energy. From the FAAE's point of view, planning for the necessary budget was now important.

The newly elected steering committee realised that the formulation of a mission statement for the FAAE (and not just a reiteration of its aims and objectives) had become a priority. This would clarify and popularise what the FAAE stood for as an organisation and would be necessary in order to initiate fundraising. A workshop for Committee members was arranged on Saturday 21 April, 1990, to draft the first mission statement for the FAAE and to set the agenda for the immediate future. The FAAE mission statement which emerged remained unchanged for some years and clarified the nature and purpose of the forum. It read as follows:

FORUM FOR THE ADVANCEMENT OF ADULT EDUCATION
MISSION STATEMENT:

The Forum for the Advancement of Adult Education (FAAE) is a democratic, non-racial organisation which aims to promote, facilitate and communicate through networking, the concept of Adult Education in South Africa.

The Forum is committed to fostering Adult Education as part of the process of social change leading to the creation of equitable education in a non-racial democratic South Africa.

OBJECTIVES:

- To promote wider recognition of Adult Education as an agent for change and development in South Africa;
- To strive for the recognition of Adult Education as a crucial element in democratic national education provisions;
- To develop, enrich and enhance the continuing professional competence of the facilitators of Adult Education;
- To act as a resource of skills and knowledge in Adult Education;
- To assist communities requiring Adult Education advice and / or provision;
- To encourage research and evaluation in Adult Education and to initiate a journal of Adult Education

This first, draft mission statement was circulated amongst practitioners and feedback was received which assisted the committee to reshape, add to and later adopt this mission statement. Further ideas or areas of interest to practitioners were identified via the feedback received, to inform the ongoing work of the FAAE.

Additional recommendations included:

- to set up a strong administrative structure and a functioning office (the voluntary work had now become impractical)
- set up a journal and a skills directory for practising adult educators
- set up a consultative service for adult education activities
- initiate a course for management of adult education initiatives

Sponsorship and additional means of funding had now become critical issues for the sustainability and broadening of FAAE activities. In July 1990, a funding proposal was designed reflecting the mission statement and detailing the aims and objectives of the FAAE. This also reported on what had been accomplished so far by the organisation. The funding proposal was sent out to potential donors. The first donor to respond positively was USAID, who had attended some of the FAAE events, and

who had experienced the value of such a Forum or Association in the USA. Their particular interest was to sponsor the FAAE to develop (and update annually) a skills directory detailing all practising adult educators and related organisations in S.A (see Appendix 9). This data, once gathered, was to be organised into sections according to specialisations and provinces of S.A. As it was felt to be prudent to have more than one donor organisation involved to support the work of the FAAE, additional donors were asked to sponsor seminars, workshops, publications or conferences.

Newsletters: Three newsletters were published by the FAAE in 1990, in March, June and October.

Seminars held during 1990 were as follows:

- February 1990 - Khetsi Lehoko and Luli Kallinicos - topic: *"The History of People's Education, and what we as adult educators can learn from this"*. This seminar was held at Funda Centre and was carried by Ms. Kallinicos as Mr. Lehoko could not be present for personal reasons.

- March 1990 - Ed French and Gugu Ngema - topic: *"Preparing for a decade of Literacy"* (This was in preparation for International Literacy year in 1990)

- May 1990 - David Adler - topic: *"Experiences of the Community Based Development Programme (CBDP)"*

- June 1990 - Dr Frank Schorn of BANFES (Basic and Non-formal Education Systems) - a project in Lesotho, addressed the forum - topic: *"The Agony and Ecstasy of Development: an overview of major donor supported education projects in Lesotho, the challenges associated with sustaining these, and some criteria for successful large scale development projects"*.

- August 1990- Panel Discussion: *"Should there be a National Policy of Adult Education for a future South Africa?"* - Speakers Jo Ewart Smith and Jo Muller from Wits, and Prof. Eskia Mphahlele, Executive Chairman of Funda Centre, and John Makhene, Executive Director of Community Education Trust, Evaton.

- September 1990 - *"An evening with Philip Coombs"* at the Wits Club - Philip Coombs was co-hosted by the CCE and the FAAE.

- AGM, 1990 - 31 October, 1990 - Keynote speaker, Prof. Shirley Walters, CACE, UWC - topic *"Non-Formal Educational Organisations and the S.A. State: Present and Future relations"*. The second speaker was Fr. Lebamang Sebidi from TEASA - topic *"The Africanisation of Education in S.A.: how should the African culture underpin future education strategies?"*.

Networking opportunities:

Attendance at the networking gatherings during 1990 varied from between 15 to 100 participants at the more popular events. An average attendance rate was therefore approximately 40 participants per gathering which afforded approximately 280 individual networking opportunities for practitioners in the field across the 7 networking events held in that year alone.

At the above mentioned AGM on October 31st, 1990, a chairman's report and treasurers report were presented, as well as voting for the incoming Steering Committee for 1991. An announcement was made that a first funding grant from USAID had been received as initial sponsorship for the activities of the FAAE. In addition the CCE at the University of the Witwatersrand were thanked for all the in kind support given to date to the FAAE initiative. Members were also thanked for their active support for Forum activities.

The abovementioned activities indicate that the work of the FAAE had increased significantly once again. This had now begun to encroach on the normal activities of the CCE. Therefore to move away from the CCE offices had become inevitable. During the first few months of 1991, the first order of business was to establish an office base for the activities of the FAAE. This move had in fact also been requested by the current donors who had given a grant in support of the FAAE. One of the main reasons for this was that in order to maintain clear accountability of the funding received, the FAAE had to maintain its own autonomy with an independent bank account. Another reason was that the Universities in

S.A. at that time were viewed as quasi government organisations and were supported to some extent by grants from the apartheid government. Therefore donor funds could not be allowed to commingle with those of a university. This was the prevailing policy of many donors at that time. A decision was taken therefore, to establish independent offices for the FAAE.

A separate banking account was also established for the FAAE and offices were established in Braamfontein a few months later. The FAAE established a fully equipped training centre which was used for seminars and workshops and this was also rented out to other NGO's to assist with income generation for the FAAE. This facility afforded other networking activities a useful venue for meetings to be held. Braamfontein provided a comfortable home to many other NGO's at that time. People who worked for NGO's were seen to network informally whenever they encountered one another in the streets and elsewhere, and there was a richness in the shared experiences.

In terms of planning soundly for the future, the FAAE was registered as a Section 21 (not for gain) Company, and a Board of Directors comprising eight existing coordinating committee members was appointed on registration of this Section 21 status. Three of these Directors adopted signatory responsibilities. Effective methods of funding control, tracking and forward planning were designed and implemented at the FAAE. These are still in place today. The bookkeeping and administration matters were managed effectively and for the first time an audited accounting of the books took place at the end of the year.

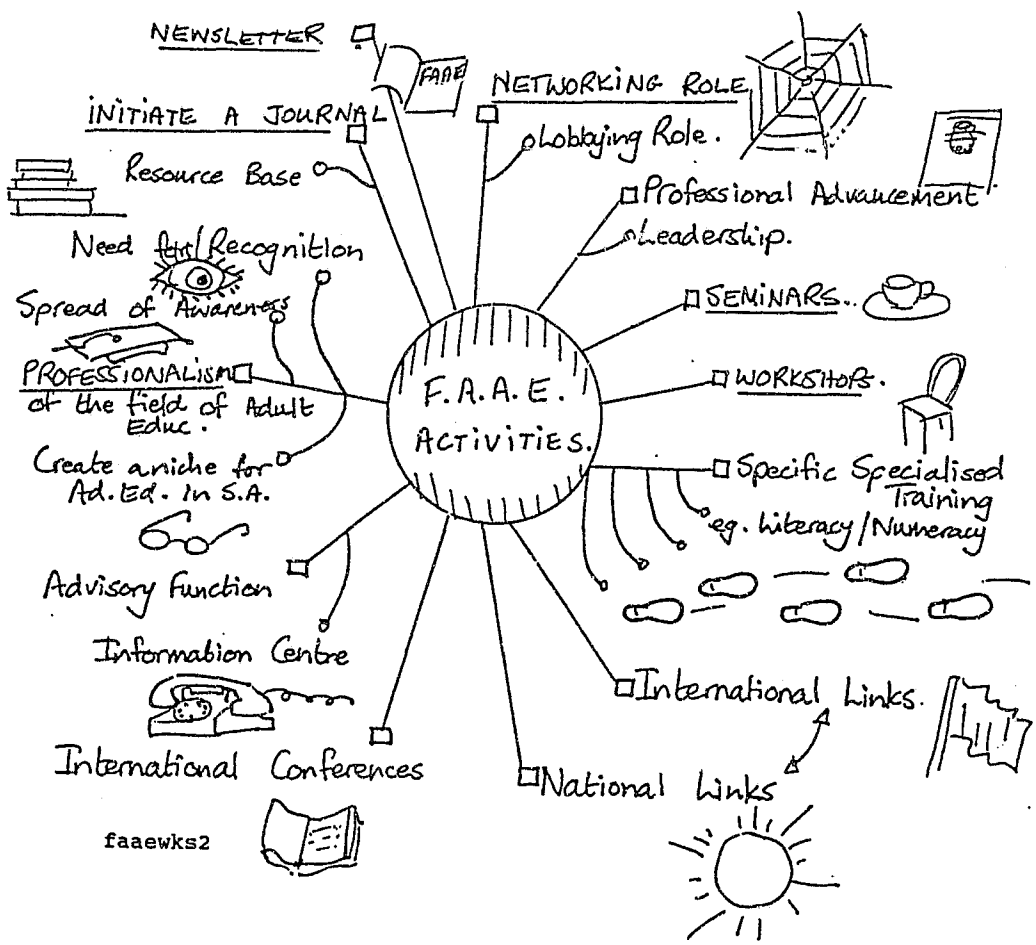
During 1991, **further developments/accomplishments** were noted:

- Effective "networking" remained one of the main thrusts of the FAAE. Simultaneously, a need for information gathering and management had become paramount for the FAAE and an efficient data base for information management within the FAAE was initiated.

- A small resource room was set up to hold books of interest and current publications for easy access.

- A planning meeting was held on the 15th June, 1991 which resulted in a comprehensive five year plan for the activities of the FAAE. For these deliberations, a mindmap of the FAAE activities was drawn up, which gives an interesting pictorial view of the FAAE activities (see figure 5 below). The new five-year plan also formed the basis for drawing up comprehensive funding proposals for future FAAE activities.

Figure 5: Mindmap Of FAAE Activities - 1991



- ***Two newsletters*** were disseminated in the first part of the year in their original format (March and June 1991). A wide variety of information of interest to the field was covered in these issues, including feedback from FAAE seminars and workshops. News about other organisations or publications in the field were added, as well as information regarding employment vacancies. The newsletter had grown in size and stature and positive feedback was constantly received. One of the most exciting developments at this stage, was the initiation of a published, full colour "Network" magazine, to replace the old newsletter format. This publication was regarded as a potentially effective networking tool which could be disseminated nationally and internationally. This was now possible due to special sponsorship that had been obtained. Articles were commissioned from writers on specific topics. Developments of interest were tracked and documented and feedback was requested from practitioners in general. The work of other organisations was also advertised. The two "Network" co-editors managed this task, with the support of the FAAE co-ordinator, the Steering Committee and with FAAE administrative support. It was a huge task. In 1991, Hugh Knight was transferred to Cape Town and Ione [illegible] now replaced him as a Co-editor of the 'Network', joining Tracy Blues in this challenging task. Sustainability of this new publication now became the issue.

- Soraya Kola joined the staff of the FAAE in 1991 as a part-time research assistant. She drafted a promotional letter on behalf of the FAAE on the 11th April, 1991, which was sent out to market the work of the FAAE and to initiate new members on an ongoing basis (see Appendix 4). This marketing strategy helped to popularise the work of the FAAE and gathered information about members needs. Many responses were sent in to the FAAE offices. Some requested more information, while others contained applications or requests for membership. An attempt was also made to advertise the work of the FAAE on Radio Metro. This was pursued by Mr. Mike Mcethe. Free advertising was found to be difficult and the FAAE did not have the budget to pay for advertising. All these efforts served to popularise the FAAE.

At this point in time the FAAE had received funding from three organisations, USAID, TEASA and Human Resources Trust. In addition, Caltex had sponsored two issues of "The Network" magazine. A logo

competition was held in order to design a logo for the 'Network' magazine and a prize was offered for this. Donors who supported the FAAE were constantly apprised of current developments and were invited to attend any and all activities. They had become a critical part of the network of the FAAE.

Several high calibre seminars were once again held in 1991. These were very exciting and well attended. The aim here was to continue to broaden and inform the ideas of practitioners in the field. The ***seminar series*** was as follows:

- March 5th 1991: Griffiths Zabala, Wilgespruit Fellowship Centre, Topic: *"The Relationship between Donor Agencies and Recipients"*. Caroline Tindal from the Social Responsibility Investment Policy Unit at JCI, responded as a donor.

- April 22nd 1991: Dr. Liz Floyd and Mary Crewe, Baragwanath Clinic and City Health Clinic respectively, Topic: *"Aids Education"*. Comment was provided by Simon Nkoili and Isaac Tladi of the Townships Aids Programme.

- June 10th 1991 - special additional seminar to host a delegation from AALAE (African Association for Literacy and Adult Education).

Speakers invited at this seminar were as follows:

Paul Wangoola: Secretary General of AALAE
Lalla Ben Barker: Coordinator of the Women's Network of AALAE
Mutombi Mulami: Coordinator of Community Education Network
Al Aoy: Director of Literacy and Popular Education Department of Madagascar.

Only Mr. Wangoola arrived in S.A. in time for the seminar, however, and he began his talk by acknowledging that this was an historic day as for him. Up to now he has not been allowed by his government or ours to visit South Africa (Network Magazine Vol. No.1, October 1991). He went on to explain the work of AALAE throughout North Africa, and stated that there were seven thematic areas being addressed in their networking and capacity building processes.

These were:

1. Literacy
2. Environment
3. Women/Gender
4. Special Research
5. Community Education
6. Organisational methods
7. Leadership

Mr. Wangoola said that it was important for adult educators to 'discover each other' (ibid:8). He admitted that "the over-riding problem for AALAE is the recognition of adult education in the broadest terms. Adult education is not understood; has no profile; the sharing among adult educators is also inadequate; and generally adult educators are a neglected species" (Ibid). As regards the "networks" that AALAE had contact with, Mr. Wangoola went on to say that "the purpose here is to bring together people of common interests to exchange ideas, materials, personnel, etc." (Ibid). The fellowship at this seminar was tangible and the discussions held, informative. A commitment to continue to network with the FAAE was made.

The Seminars in 1991 continued as follows:

- June 25th 1991: Dr. Irwin Friedman, The Valley Trust, Valley of a Thousand Hills, Natal, Topic: *"A Case Study of the Valley Trust"* and Mike Abrahams, *"A Case Study: Akanani Rural Development Project, Elim, Transvaal"*.

- August 6th 1991: Dr. Louis van der Merwe, CIL, Topic: *"The Learning Organisation"*. Comment was provided by Mr. Stan de Klerk, Leadership Institute.

- August 20th 1991: Prof. Francis Wilson, UCT, Topic: *"Poverty: The impact on Education and Self-Actualization"*. Comment was provided by Mr. Griffiths Zabala from the Human Resources Trust.

- September 18th 1991: Dr. Richard Fehnel, USAID and Dr. Jane Hofmeyr, Education Policy Unit, Urban Foundation, Topic: *"Evaluation: personal perspectives"*.

Various ***workshop series*** were also held in 1991, aimed at providing an in-service skills training for adult educators and trainers. Some were more successful than others. This was presented on a Saturday morning, which was advantageous to some, but not to others. Topics and presenters were as follows:

- August 1991:
  - 3rd Jubie Dangor, Edcent Williams, both from Unisa, and Thandi Mgoduso, *"Women and Violence: Organising women to deal with this issue"*.
  - 17th Gabi Withaus, USWE, *"Literacy Teaching: The Right Approach"*.
  - 31st Joan Lurie, PG Bison, *"Needs Analysis: What is its importance"*.

- September 1991:
  - 7th Maurice Radebe, Shell, *"Leadership Skills"*.
  - 14th Leslie Bradford, CBDP & Dee Roup, FAAE *"New Organisations: Structuring for Sound Beginnings"*.

- October 1991:
  - 12th Mike Mcethe, AECI, *"Worker/Employer Negotiation Skills"*.
  - 19th Maurice Radebe, Shell, *"Leadership Skills"*.
  - 26th Leslie Bradford, CBDP & Dee Roup, FAAE *"New Organisations: Structuring for Sound Beginnings"*.

Various ***outreach "networking" events***, arranged by other organisations or institutions, were attended by FAAE committee members to spread the influence of the FAAE further afield, such as:

- A colloquium on Policy Issues in April, 1991, at the Alpha Training Centre. Issues discussed at length were as follows: Policy/ Funding/Ideology/Independence/Accreditation/Data Base.

- A Panel Discussion by ESOF (a newly formed Education Service Organisations Forum) on *"Current Initiatives in Education - the State, Private Sector, and Mass Based Organisations"*.

- A *"Leadership and Learning Conference"*, May 1991, at the CSIR, Pretoria.

- The NEPI workshop in June, 1991. At this workshop, three main principles were proposed, namely:
  1. A commitment to the equalisation of education and the elimination of differences.
  2. A commitment to democracy.
  3. A commitment to affirmative action.

- The Sached Adult Education Conference in August, 1991 at UDW, Natal. At this conference, Enver Motala from NEPI was quoted as saying: *"... a vibrant, dynamic and comprehensive adult education sector is essential and crucial to the transformation process in South Africa".*

- The commemoration of National Literacy Day, September, 7th.

- A workshop by a subcommittee to examine and comment on the ERS (Education Renewal Strategy) Document. The report that followed questioned the lack of consultative process in the structuring of this document, and the narrow focus on "training" issues only, rather than taking a more holistic perspective of adult and continuing education.

- A field trip to Umbabat at the Wits Rural Facility.

1991 was an eventful year in the history of S.A. At the macro level, political changes brought hope for an acceptable negotiated political settlement. At the micro level hopes ran high as to what the new dispensation might bring to the person in the street, particularly in terms of the RDP programme which was being mooted. However, the ever present waves of violence threatened to shatter the vision of a new non-racial, democratic South Africa.

Networking opportunities in 1991:
This was one of the most active networking years yet of the FAAE. As shown above at least 20 different networking opportunities were offered during this year by the FAAE, intended to meet a range of practitioner needs. With average attendances again at approximately 30 to 35 persons per event, approximately 700 individual networking opportunities were afforded The sharing of information and ideas between practitioners across these events was now becoming a very meaningful contribution to the field.

In the adult education sector, practitioners were becoming increasingly aware of the demands that would soon be placed on them by the emerging "New South Africa". There was a flurry of activity in the development of new materials for training and also in the organising of adult educators into some form of regional and national structure. Institutional capacity was revisiting its ability to deliver enough quality programmes and to train enough adult educators for future needs. During 1991, the leadership of the FAAE focussed on building the FAAE into an effective adult education organisation with a solid administrative infrastructure and the capacity to face the challenges ahead. The leadership was particularly successful in this objective. This was undoubtedly the busiest year yet of FAAE activities.

In the "Network" magazine of October, 1991, (p3) the FAAE Chairperson, Mr. Maurice Radebe, said "We are living in a momentous time in South Africa today. The current (political) negotiation process brings with it the hope of ushering in a new, non-racial, democratic South Africa. I believe that adult education in South Africa has a critical role to play both during this transitional period and especially in the post apartheid era. During this transitional period we need to ensure that the agenda of adult education is on the negotiation table. In the post apartheid era, we shall be faced with huge challenges of redressing the stark social and economic inequalities created by the legacy of apartheid. We need to ensure that adult educators are ready to contribute meaningfully towards the reconstruction and development process in South Africa". The work of the FAAE during 1991 certainly tried to deliver, in line with these objectives and ideals.

When commenting on the FAAE achieving its' vision in the newsletter, Mr. Radebe continued as follows: "Adult educators can never achieve their vision if they are not organised in some way. I hope this networking newsletter will form the basis for a consultative process leading to the formation of a solid national adult education structure" (Ibid). This was particularly visionary of the Chairperson as this is exactly what happened in S.A. The establishment of AETASA (Adult Educators and Trainers Association of S.A.) did take place later, in 1995, and the consolidation at national level did, in fact, give the field "a voice" in many policy making platforms. But, in 1991, these were the first stepping stones that were being laid.

At the FAAE AGM on the 12th November, 1991, the joint Annual Report from Mr. Maurice Radebe, Chairperson, and Ms. Dee Roup, Coordinator, stated "... we would like to state that it is our sincere wish to provide a useful, informative, supportive function in the field of adult education within South Africa and to remain sensitive to the needs of our members". Every effort had certainly been made in this regard in 1991. The FAAE had now become well recognised nationally in S.A. as an influential, professionalising network that was making a worthwhile contribution to the field. This work continued through 1992 and 1993 and beyond.

At the abovementioned AGM, the electoral process for the Coordinating Committee for 1992 was proposed. In a democratic process, members were asked for further nominations to be added to those compiled from earlier postal nominations received. Voting ballots were handed out and participants were asked to complete and return these ballots by hand or by post. Members from further afield were afforded an opportunity to vote by mail as well, as the FAAE did not wish to exclude them. On this basis the coordinating committee for 1992 was formally elected.

The FAAE continued into 1992 with its good work, as an extremely busy networking organisation in the adult continuing education sector. At each new event, new members were signed on. The mailing list now comprised close to 1,000 names and each mailing had become an enormous task which took at least three days to prepare. Professional mailing services were now being considered. The FAAE accounts were professionally and effectively audited to the year end 31 March 1992, by the auditors Douglas and Velcich, according to donor standards. The accountability of the FAAE continued to be satisfactory.

A start was also made at this time by Soraya Kola and Dee Roup to initiate the skills directory which had been sponsored by USAID. A questionnaire was sent out via the FAAE mailing list to practitioners in the field, requesting details about themselves, their specialisations or interests and also details about their organisations.

Due to the fact that the work of the FAAE was broadening out, the management committee took a decision at that time to look into the establishment of a board of Trustees. This was to comprise recognised and respected individuals from a broad range of specialisations and would

aim to assist the FAAE to reassess its priorities. The prospective trustees were also asked for advice regarding the fundraising activities. Those individuals nominated or invited to attend the first Board of Trustees meeting showed a keen interest and all of those approached attended the first meeting of its kind on the 16th March 1992.

The attendees were as follows:

Shirley Walters, Janet Lopes, Jane Hofmeyr, Terry Meyer, Griffiths Zabala, Jeremy Crawford, David Adler, Jo Ewart Smith, Jane Castle, John Aitchison, Kumi Naidoo, Leslie Bradford, Sipho Nkosi, Alan Velcich (Auditor), Maurice Radebe (Chairperson) and Dee Roup (Coordinator), as well as Paddy Mathews (Administrator).

The outcome of this 'Trustees' meeting was that most individuals who had attended the meeting seemed interested in making a contribution to the development of the FAAE. However, it was proposed that a Trust might have to be established first. The Chairman, Maurice Radebe, summarised the ***main outcomes*** of the meeting as follows:

- the legal issues of the FAAE and its structure were to be looked at carefully and a clear proposal tabled at the next meeting

- the FAAE needed to reassess what it was networking for and ongoing negotiations with other sectors were to be developed. Proposals for consideration were to be drawn up

- the FAAE was to begin pushing slowly, with all the sensitivities necessary, towards a process of unification for a national structure.

Some ***warnings*** were also issued:

- the FAAE should not lose sight of the fact that its primary function was to keep in touch with and provide a support base for the grassroots adult educators and trainers. This had always been a key factor in the development of the FAAE to date and this 'engine' should not stop
- the FAAE needed to focus on its distinctive competencies
- the FAAE had been and could continue to be a support structure in the policy formulation process. This should be carefully managed

- the beginnings of a national structure was starting to emerge which could bring with it the cooperation of constituencies from different provinces, represented at a national level. The joint aim from the different regions should be to plan for a national conference to deliberate this eventuality.

During 1992, the FAAE offered *several useful seminars*. These were as follows:

Figure 6

FAAE SEMINARS HELD IN 1992/1993 (to year end 31 March 1993)			
Dates	Topics	Presenters	No. Present
March, 10	COSATU proposal for a 1992 Natal Basic Educ. in SA	Judy Favish Adrienne Bird	87
March 31	OLSET use of interactive radio for educ. purposes	Manie Eagar Al Karaki	16
May, 05	Marginalised Youth research on what communities can do	Mr S Mokoena Mrs S Sisulu	39
June, 02	Resource Centres as an alternative measure to bring about change	Motsumi Makhene in panel with Rams Ramashiya Mr Skosana	48
July, 29	Literacy and Change in the Workplace	Brian Woods	29
Sept, 16	Distance Education - Implication for SA	Don Swift	37
Oct, 14	"ELP - Case Study"	Carola Steinberg	27
Nov, 11	- "FAAE Activities: Now and Then" - "Funding Priorities for Adult Education" - "Generating Techniques for a future perspective in Adult Education"	Dee Roup Joyce Siwani Julie Reddy	45
1993:			
Feb, 17	International Literacy Programmes, particularly in Latin America US domestic programmes in literacy The role of the NGOs in the literacy field, focusing on Columbia & San Salvador *[This seminar was presented jointly with TELL and NLC and featured speakers from the United States in South Africa to consult on ABE for ABEL]*	Professor Robert Arnove Elizabeth Peterson Dr Bernal-Alarcon	48
March, 10	The Importance of Mother Tongue in Education in South Africa	Elizabeth Burroughs	35
TOTAL PARTICIPANTS AT THESE EVENTS			411

In addition a number of important **in-service training workshops** were offered in 1992. These were as follows:

Figure 7

FAAE WORKSHOPS IN 1992/1993 (to year end 31 March 1993)			
Dates	Topics	Presenters	No. Present
Aug, 15	Writing Instructional Materials	Hugh Knight	12
Aug, 22	Fund Raising	Pat Sullivan	15
Sept, 06	Report Writing	Leslie Bradford	18
Sept, 12	Verbal Communication	Maile Boshego	18
Sept, 25	Full day workshop in Phalaborwa on structuring a Community Resource Centre		40
Oct, 26	Full Day Funders Workshop		25
Oct, 27	Full Day ABE Workshop	FAAE/ZENEX/IPM/ ESKOM	125
Oct, 28-29	Evaluation Workshops	Dr Dick Fehnel and Dr Julie Reddy	28
Nov, 19-20	Evaluation Workshops	Dr Dick Fehnel and Dr Julie Reddy	28
Nov, 25	Full Day Distance Education Workshop	Solomon Inquai	20
Nov, 25	Full Day Phalaborwa Foundation workshops on Community Needs	Khanya Mazibuko and Monica Dladla	50
1993:			
February	East Rand Teachers Adult Education Methodology Workshop (3 days)	Jubie Dangor Jane Castle and Edcent Williams	28
February	Cooperative JCC ABE Facilitators Workshop (2 days)	FAAE presenters: Dee Roup Trace Blues (amongst other speakers)	150
March, 04, 05, 10 & 11	Basic Evaluation Course	Jane Hofmeyr Dee Roup and Khanya Mazibuko	35

Participants at FAAE training workshops were awarded certificates of attendance after each workshop.

TOTAL PARTICIPANTS AT THESE EVENTS	592

Networking opportunities in 1992:
At this stage of FAAE work a detailed listing of attendees at each event was being more carefully monitored. During 1992, at least 19 networking events were offered as detailed above. The actual number of individuals attending these different events was 1003. Therefore a minimum of 1003 direct primary networking opportunities were afforded to participants by FAAE activities in 1992, with many indirect spinoff secondary networking opportunities when they returned to their own organisations and contexts. These should not be underestimated.

All the above workshops and seminars were well attended and positive feedback was received by the FAAE offices. It became evident however, that some seminars seemed more of a drawcard than others. The FAAE leadership debated as to whether this was due to the suitability of the venue, the time of day chosen, or whether the donation requested at the door was a deterrent or not. Some research into these matters was initiated. The outcome did not provide a very clear picture of when and where workshops and seminars should be held. Different times and different venues suited different practitioners. The result was that the FAAE experimented with a variety of times and venues. Later on in 1997, breakfast briefings were found to be very popular. Requests were also received at the time, to bring the seminars and workshop programmes to other provinces further afield, affording more practitioners the opportunity to benefit from them. To assist in accommodating these requests, seminars were reported on in the Network" magazine and some seminars were recorded on tape for interested parties. Seminar and workshop events for 1993 were planned well ahead and advertised early, to allow practitioners to diarise these upcoming events in good time (see Appendix 11).

Amongst many other conferences attended, two Directors were invited to the University of Durban, Westville in Natal at this time, to the official launch of FACE, Natal, a brother network to the FAAE. A message of solidarity was conveyed to this initiative. FACE Natal was to network in the province of Kwazulu / Natal in the same way as the FAAE was doing in what was still the Transvaal at that time (now Gauteng and parts of other provinces).

Sadly, during 1992, the Chairperson, Maurice Radebe, after more than three years of voluntary service to this organisation, tendered his resignation. He was studying for a further degree at the time and had received a promotion at work, necessitating his transference to Natal. Under his leadership, the FAAE had blossomed into a well structured, active organisation which provided a relevant service to its constituency. The FAAE Steering Committee had worked together harmoniously, in a committed way and in an atmosphere of mutual respect, trust and cooperation. These were three very productive years in which it was a privilege to be involved with this network. Maurice Radebe was succeeded by the Vice Chairperson at that time, Mike Mcethe. Once Maurice had moved to Natal, he was immediately approached to Chair the FACE Natal Forum, which he did successfully for a year or two. He was later succeeded by David Ensor.

Despite these changes, the work of the FAAE continued unabated. Important FAAE outputs during 1992 were as follows:

- Network magazine: two full, informative published issues were produced to provide a continuing source of information to the field about current debates, recent developments and new ideas.

- An initiative to network via computer in the education and development field was proposed by the FAAE, in cooperation with SANGONET (The S.A. NGO Network) and OLSET (Open Learning Systems for Education and Training). Although endorsed in principle, this was treated with a healthy dose of suspicion by practitioners in the field and they hesitated to plunge in.

- The FAAE was commissioned by NEPI (the National Education Policy Initiative) to carry out a portion of their research. Khanya Mazibuko was taken on to manage this work. An informative report was produced via the FAAE and this was submitted to NEPI by the due date required. In addition, Khanya conducted an internal evaluation for the FAAE, to assess what had been achieved and what additional needs could still be addressed in the field. This evaluation was useful in identifying weaknesses and strengths and helped the FAAE with their planning at that time.

In addition, two staff members attended an evaluation training course offered by USAID as a support service to their grantees at this point in time. The course was at an introductory level, but was a useful learning experience which pointed out the advantages and disadvantages of an evaluation strategy for each and every organisation.

Another Board member represented the FAAE at a local conference entitled "Empowerment of the Oppressed: taking Literacy to the Grassroots". This was sponsored by The African Association of Literacy and Adult Education (AALAE). The FAAE had previously come across AALAE through Paul Wangoola who had visited at an earlier stage. Invitations to this event were not inclusive and seemed to be reserved for those who were known sympathisers of the PAC (Pan African Congress) - a strong minded political movement in S.A. to the far right of the ANC. It was not easy to be included in this 'elitist' event.

This conference aimed to conclude two days later, by establishing a "non-sectarian national structure for literacy and adult education organisations in S.A. with a grassroots base" (FAAE Network magazine, Vol 2, No 2, Sept 1992: 17). An attempt was made to push ahead with this structure at the conference, without consulting established networks like the FAAE, or without consulting many of the larger established literacy organisations in the field, such as Prolit (who would not necessarily identify wholly with the radical ideas of the conference organisers, but many of whom had worked productively with grassroots communities and had done so for 20 years or more).

Recognised overseas speakers had accepted invitations to talk at this conference, including an International Council for Adult Education (ICAE) representative. By so doing, these speakers were unwittingly endorsing this initiative, without taking into account the local dynamics that existed in S.A. at that time, or the conflicts that would no doubt arise resulting from this development. The conference attempted to address difficult issues such as "History and Culture as a Resource for Empowerment" and the "Misrepresentation of African History" (Ibid). Issues around 'English' as a medium of instruction in education were debated and a heated discussion ensued as to the question of "language and power" and what this might mean for the field of adult and continuing education in S.A. Enough dissenting voices prevented the conference from achieving its intended objectives in any meaningful way.

The mistake here was to exclude many of the local experts in adult continuing education in S.A, many of whom specialised in these particular topics themselves. They were prevented from presenting their own ideas at the conference and mainly overseas presenters were given a hearing. The intentions of this conference were not made explicit from the start and the discussions held were far from open and democratic. This event raised the ire of many highly skilled local practitioners and is a bad example of how conferences should be handled. It is an example, however, of how networking can attempt to manipulate the ideas of a group in a certain context. This kind of approach aims to thrust dominating views onto an unsuspecting group, without any consultation whatsoever, which goes against the grain in a democratic society and in a field such as adult continuing education.

An important event which took place in March of that year was the ANC/ NEC education summit at Broederstroom. The importance of education in the new S.A. was the main item on the Agenda. In the words of Prof. Jakes Gerwels, the mission was to "intervene to begin the construction of an education system which will contribute to the tasks of national development in a democratic society and, at the same time, address deep rooted problems of race, gender and class inequalities generated by apartheid". (FAAE Network magazine, Vol 2, No 2, Sept 1992:18). The guidelines drawn up included core values for a future education system, namely "human dignity, liberty, democracy, equality and national development". This summit set an important tone for policy development in education at that time. Reports of the conference were made available, which influenced current thinking at that time.

The FAAE AGM to end that financial year took place on the 30th March, 1993. The main speaker at this event was Mr. Silas Zuma and his topic was very current, namely, "A Community Colleges Initiative in S.A." After this AGM, the FAAE continued to support actively the initiative to plan for Community Colleges in S.A. Mr. Kumi Naidoo was elected the next Chairperson for the FAAE at that time.

During 1993, the change process in South Africa had gathered momentum. Affirmative Action was the watchword of the day and Donor Agencies began to reassess their priorities. Black managed organisations were now openly favoured. Nevertheless, the work of the FAAE continued in much the same way, with a watchful eye on current events.

Nimi Goolab was taken on by the FAAE at this stage, as training coordinator for the FAAE. The workshop and seminar programmes planned by her together with the FAAE co-ordinator were as relevant and professional as ever (see Appendix 11). However, attendance rates at FAAE events seemed to be noticeably dropping. An obvious explanation was that the FAAE members had attended many of the pas. workshops and were now becoming more selective as to what networking events they attended. In addition, many other networks were suddenly springing up in the field, many of which serviced specialised groupings, and it became impossible to attend every event that was offered. Practitioners had also suddenly become very busy in their jobs. For many, production deadlines were looming. Several organisations were assisting in the training and planning for the upcoming elections and others were involved in numerous materials development initiatives which were urgently underway to cater for the demands of the new S.A.

At this time, a flurry of new training programs were also being offered free of charge by donor agencies, to practitioners in their recipient NGO's and CBO's, many of whom were FAAE members. This undermined the in-service training role of the FAAE at that time - an outcome which had not been taken into account by the donors involved. These donors had perhaps also not realised that, as their training programs were free of charge, these activities could disadvantage those established agencies which were offering similar services at a small fee, in order to maintain their own sustainability. Development seems to be a delicate balance of activities and a careful systems thinking approach is needed. An awareness of this kind of issue is important on the part of donors and recipients.

What the FAAE might have considered at the time, is that perhaps new needs existed for adult educators and trainers which had not yet been addressed by the current FAAE programs. A full scale evaluation might have shown was needed to establish the correct direction for the FAAE. In order to address to some of the current dilemmas, a decision was taken to hold a special one day planning workshop during the weekend, with the Board of Directors, facilitated by an independent outside person. A report resulted from this meeting, defining the new direction for the FAAE and a useful organogram was constructed (see Appendix 7) which defined this vision. New funding proposals were once again drafted on the basis of this strategic planning meeting. This later proved quite successful in raising donor funding for ongoing FAAE activities.

At the same time the current structure and constitution of the FAAE was revisited. Proper full job descriptions were drawn up for the first time as the staff complement had grown and more delineated job areas were now identified. In the past, each member of the small team of employees had operated on a more ad hoc basis and in a less structured manner. They handled a myriad of tasks together, which, of necessity, often overlapped with one another. This was now changing. Conditions of employment were discussed and finalised at Board level, including issues such as salary advances where requested, staff loans, and leave allowances. FAAE was now becoming a more formalised organisation which necessitated a more complex administration.

During 1993, the achievements of the FAAE were undiminished. Outputs were as follows:

- A further two worthwhile publications of the "Network" magazine were produced.
- A new publication was launched in July 1993, the "Literacy Link", which was proposed earlier in the year and for which funding was received from the Liberty Life Foundation. This publication was designed for a more specialised target audience, namely the literacy teacher or facilitator and the literacy learner. The competent editor of this publication was Ms. Hilary Diemont who had been involved in the teaching of literacy at the grassroots level herself for many years (see Appendix 9).
- To add to these accomplishments, the "Skills Directory" was also finalised and published by the FAAE. This was produced under the guidance of Hilary Diemont in addition to her other tasks, assisted by the administration of the FAAE. The Skills Directory was offered for sale at a minimal cost by the FAAE to their membership and was sold at every possible event for practitioners in adult continuing education in S.A. It contained details about practitioners in S.A., supplied to the FAAE in response to the surveys that had been sent out.
- Plans were also afoot to design a full two year "Train the Trainer" Programme which was divided into four modules (see Appendix 10). This training plan was being managed by Nimi Goolab for the FAAE. The new training programme was developed from the previously tested workshop programmes offered by the FAAE in the past, with some new sub-modules added. Possible accreditation for this programme was being deliberated as well.

During 1993, many other important developments took place in the field of adult and continuing education of which the FAAE remained apprised:

- One of the most important of these was the establishment of the National Education and Training Forum (NETF) on July the 3rd. This was the culmination of many preceding conferences and consultations, between the National Education Council (NEC), the private sector and Government, as follows:

  - the NEC meeting at Broederstroom in March 1992
  - NEC/Government talks held in March 1993
  - NEC/SACHED meeting in March 1993 which invited NGEOs to discuss their role in the NEC, as well as the NGEO representation in the NETF
  - Culminating in the consultative meeting of the facilitating group of the NETF of 3 July 1993.

At this consultative meeting, it was noted that:

- the facilitating group had received mandates to continue the process of formally establishing the NETF and to set up working groups to deal with the crises in education and the restructuring of education

- it was important that these working groups be established so that urgent immediate crises could be dealt with

- although the establishment of the NETF and working groups was happening very quickly (which was seen as a criticism as more consultation was called for), it was important to bear in mind that over-extended time-frames could give the government an excuse to drag its heels

- representation in the NETF had not been finalised by the facilitating group

- the facilitating group aimed to consider submissions for representation in the NETF and the deadline for submission was 14 July 1993 (a matter of weeks). Thereafter, further submissions for representation would be considered by a credentials committee.

The facilitating group of the NETF was chaired by Dr Andre Dippenaar of PRISEC. National stakeholders (with a national constituency) were asked to submit motivations for a seat (which were extremely limited) on this body. The FAAE immediately went into action and faxed all their associate members nationally in S.A., asking for solidarity in supporting a submission to the NETF. Four seats on the NETF for representatives of the various sub-fields in adult continuing education were requested. It was also stressed that representatives of the field of adult continuing education should become involved in the various working groups to be set up by the NETF. It was likely that the NETF would assume a prominent role in educational policy during this transition period, both for issues of crisis and reconstruction of education in S.A. The actual founding meeting of the NETF was scheduled for the 7th August and four representatives from the FAAE attended. Thereafter submissions for seats would be considered. In the end, at least one seat was agreed to and set aside for a representative voice from this field, however this was identified as a specialist ABE seat. It was noted that further submissions would be considered at a later stage. From the perspective of the FAAE and others in the field, ABE was only a sub-field within the broader context of adult continuing education and other specialised sub-fields also existed (e.g. early childhood Educare), which did not fall under ABE. The NETF was an initiative which was seen as a very important policy formulation body at that time. Therefore to have one foothold to begin with to negotiate with the NETF on behalf of the field was nevertheless groundbreaking work on the part of the FAAE.

Another significant development which also affected the work of the FAAE was the establishment of a National Council for ABE, namely SACABE, which was to be set up at Government level. Consultations occurred to discuss issues of importance in ABE. In order to make sound decisions a further representative body called the National Stakeholders Forum (NSF) was established by the ABE Directorate in the Department of Education. AETASA and the FAAE were given representative seats on this panel.

Other work of importance carried out by the FAAE at this time included:

- a visit in June by Dee Roup, Silas Zuma and Ione Burke to the NETHWORC Education Project in Acornhoek in the north east of S.A. (now known as Mpumalanga). NETHWORC was a network of health and development workers in that region. A Community College was being proposed in Acornhoek at the time,

and a very active adult education activity was soon to be launched in the area. To quote the brochure for the Acornhoek Community College:

"The Acornhoek Community College is the centre-piece of the NETHWORC Education Project, a local community-based project. The NETHWORC project is a partnership between the Bushbuckridge community, Wits University and its projects in the area and the local health service - both at Mapulaneng and at Tintswalo Hospitals. As such, the NETHWORC project has a solid foundation in the community and in the institutions in the area. The community College, to be sited on an 11 hectare site on the Greenvalley end of Acornhoek, will fill the gap between school and University/Technicon education. In addition, programmes for adults (e.g. literacy training) and programmes for health workers will be offered."

The visit was very successful and Dee and Ione wrote up the findings of a 'needs analysis' conducted, which reflected the range of expectations of the local community with regard to the future Community College, the programmes that already existed in the area and which 'needs' were not yet being met. The organisations that currently existed in the locale, which could be drawn in to deliver programmes, were also identified.

- a further interesting piece of research was conducted by the FAAE on behalf of the IEB, to gather exemplars and ideas widely in the field from practitioners, regarding assessment practices at level three for adults. This research helped to establish the foundations for the IEB examinations strategy which was trialled some time after this research was completed.

- a further interesting intervention was the visit of Tracy Blues to the Akanani Rural Development Association to research their use of drama as an alternative teaching and learning method in adult education and in rural development work in that area. This was later written up as a report for the FAAE and was the theme of Tracy's Masters dissertation

- the FAAE also designed and implemented a retraining course for teachers of adults who had only received training as school teachers in the past. They were now being employed in adult night schools to teach adults. This was piloted very successfully at the

Daveyton College of Education in July 1993. The aims of this course were to:

- understand the strengths and weaknesses of adults as learners
- develop an "adult education approach" in our teaching
- learn about and experience, teaching and techniques associated with adult education
- learn how to set up study and support groups amongst learners
- find ways of coping with a packed syllabus

At around this time the author resigned her position as Coordinator of the FAAE after five years of service, the first two in a voluntary capacity and later as a paid employee. The reason was to pursue a Masters Degree. Funding was secure at the time for the organisation and healthy plans were in the pipeline. The author did stay on the Board of Directors to add some support to the strategic planning and decision making for the FAAE. The author was replaced by Mariam Sekati as Coordinator and this role was soon redefined as Director of the FAAE.

In 1994, Mr Silas Zuma was voted in as Chairperson of the Board of the FAAE. The push for the Community Colleges Initiative continued to be supported on an ongoing basis by the FAAE during this time in association with Mr Zuma. Later, a network for this sub-sector, Community Colleges Association of S.A. (CCASA) was launched, which was also actively supported by the FAAE and by Mariam Sekati.

The work of the FAAE continues unabated today, in much the same way. Their objectives have generally been met from year to year, and the Forum has remained accountable for the donor funding received.

7.3 Findings From Interviews:

A third important data source for the purposes of this study was the series of focused interviews conducted by the author. Ten interviews were held and the discussions transcribed. In this instance, full and detailed descriptive data was gathered and this is reported on below in a more qualitative way. The areas of work that interviewees were engaged in is detailed below and interesting comments from their interviews are extracted and quoted verbatim, to add a richness and depth to the findings of this study.

Figure 8

Areas of work of interviewees:	
•	Coordinator of an adult education and training forum.
•	Training of literacy tutors in ABE in the community sector, the state sector, in civic associations, in the workplace and with the church. Also, provision of the infrastructure needed. (Three thousand adult educators are involved.)
•	Engineering Professor, Cape Technikon.
•	Consultant/trainer in Adult Education and Evaluation.
•	Involved in the Calico Project (the Cape Library Co-operative) which involved electronic networking between the libraries of five institutions in the Western Cape (three Universities and two Technikons).
•	Professor of Adult Education, University of Cape Town.
•	Lecturer for the Centre for Adult Education at the University of Natal, Pietermaritzburg.
•	Senior Lecturer in the Department of Adult Education and Extra Mural Studies, UCT.
•	Rector, Cape Technikon.
•	Professor of Adult Education, University of the Western Cape.

7.3.1 *Interview with the Author:*

In the interview with the author it was clear that she had gained a lot of networking experience from her involvement in the field of Adult Education and Training and in particular in her role as a Coordinator of the FAAE from 1989 to 1993. The details of her experience follow.

What inspired the author's interest in networking was the notion of bringing people together to share experiences, ideas and information in their field. The cross-cultural exchanges, the challenging of one another's ideas and the access to new developments and ideas was very rewarding.

After seminars were planned (pitched at interesting topics at the time and guided by an informed practitioner), they were carefully implemented and maintained and soon became an ongoing aspect of FAAE work. Practitioners from further afield attempted to participate but often felt marginalised, as they could not travel the distances easily to attend these events. As a result the dissemination of information of these events became important and it was decided to extend the networking process via the print medium. To this end an FAAE newsletter was

produced to report back to the field on the latest developments in the field, on book reviews and reports and on FAAE events and seminars. This was a further stage of FAAE work that also proved very successful.

A third brief for the FAAE soon became necessary. This was the need for fundraising to sustain ongoing FAAE activities. Offices were also needed as the workload had grown, the FAAE embarked on the production of a 'Skills Directory' which was funded by USAID. This was a book that detailed practitioners in the field, their areas of specialisation and their provincial location. Simultaneously, the FAAE seminars continued and the newsletter was sent out periodically as part of the ongoing work.

Some time later the idea of providing in-service training workshops for practitioner development was proposed and accepted as a further area of work for the FAAE. Further funding was raised for these. These workshops were successfully piloted for a year. They were well attended and positive feedback was received. They also provided a useful informal opportunity for networking. The idea was then formulated to produce training manuals from the workshops, so that these could be distributed and sold further afield and carry the networking process for skills development along once again in the printed medium. This would also be a strategy to bring in further income for the FAAE as self-sustainability had become an issue to consider.

Part of the work of the FAAE was donor driven, such as the 'Skills Directory' and part of the work was member driven. The FAAE had a membership list comprising individuals who frequently received information from the FAAE and who paid a minimum membership fee. Feedback was constantly received from members and acted on by the FAAE team. Donors were also consulted from time to time.

On the whole the FAAE was a forum for individual practitioners. Apart from networking amongst individuals, the FAAE also aimed to network actively amongst organisations e.g. for standards-setting discussions amongst practitioners from different organisations, in order to inform the setting of standards and exemplars for examination purposes of the IEB. Other examples were the possibility of networking via Computer, setting up Computer Learning Centres, establishing Community Colleges, lobbying with the NETF and doing research for NEPI. Another successful

effort to network amongst organisations, was the publishing of the 'Literacy Link'. Here several literacy organisations were approached to become involved in a joint publication. They were all asked to contribute articles and the editorial group revolved from one organisation to another, in order to be more inclusive. This was a meaningful and successful project which still continues today.

Funders enjoyed the networking events of the FAAE and often attended. They enjoyed meeting the practitioners in the field and often brought out overseas experts. Networking events were arranged to incorporate them. However, funders were never keen to fund 'networking' as such! There were no observable outputs nor concrete projects that were clearly visible nor measurable which resulted from networking. Also these were unable to be monitored or evaluated. Therefore, it was important for the FAAE network to charge membership fees and to sell the Skills Directory and other publications to recoup costs and help towards sustainability.

The author's own idea of networking at the time involved the coming together of individuals to learn from one another, to affirm one another or just to keep in touch. This provided a sense of belonging and a sense of community. Through her networking experiences, the author learned so much and enjoyed wonderful friends, but at the same time this involvement placed huge demands on her. Because she seemed to be effective and to meet objectives, and was always at networking events, more and more became expected of her. She was asked to attend meetings, conferences, workshops (other than FAAE events) which all impacted on her normal area of work. She also arranged ongoing events or activities for the FAAE as part of her brief and invariably attended these events as well. Networking actively took up time and energy, and the supply of both began to run out. The efficacy of the person began to diminish as a consequence. These symptoms were not unique to the FAAE. Many practitioners in NGO's experience much the same overload.

The author's key principles and values in adult education and training were as follows:

- an interest in people
- a desire to enhance the learning and skills of others
- a commitment to lifelong learning
- a sense of satisfaction and pleasure that her work was useful and made a contribution to the community (particularly the marginalised) and the country

The *key factors* which allowed her to *network positively and effectively* were:

- honesty and sincerity
- a commonality of interests and shared values
- the ability to listen, care and empathise
- having a clear set of objectives or purpose
- good management skills
- respect for one another
- trust

The *stumbling blocks* to *networking* were, in her experience:

- a power play of individuals, wanting to control the process rather than share in it
- lack of honesty, interest or involvement in some participants
- no commitment to the process or the field
- political agendas, hidden agendas, power plays
- having opposing qualities as individuals

The author found working with the initial committee in the FAAE to be motivating and the same ideals were shared. The initial founding chairperson, Maurice Radebe, was invited to speak regularly at events where he promoted the work of the FAAE. He possessed excellent leadership skills and the team worked effectively together, virtually unchanged, for three years. Unfortunately Maurice was relocated to Kwazulu/Natal and had to vacate his seat as chairperson of the FAAE. The committee also changed to some extent at this time. Some board members became very busy and had less time for their voluntary commitments. The atmosphere in the organisation began to change subtly. The earlier dynamism and commitment seemed to dissipate somewhat. At the same time the workload and the challenges became even more demanding for the FAAE. Another factor which affected the work was that numerous other networks were springing up in the sector, some of which aimed to 'hijack' the initiative created by the FAAE.

At this time in South Africa, "the political debate" was "hotting up" and the FAAE was drawn into numerous new, current debates. This distracted attention from the original brief of the FAAE but keeping up to date was equally important. Being able to lobby at a national level now became paramount. Simultaneously contact with international networks was also

becoming important. Ultimately the need for the establishment of a ***national*** association in the field became important. AETASA was later established between all the existing provincial fora and and this was strongly supported by the FAAE.

The FAAE constantly had to reassess its priorities and its objectives and the needs of its constituency. At this stage it was felt that, working together with AETASA, they should be providing:

- a constant dialogue with people in all regions
- engaging with the policy setting initiatives
- lobbying for funding and resources
- an annual conference
- popularising the FAAE amongst mass-based organisations
- the committee needed to be given a clear mandate by their constituency
- clarifying the role of FAAE in relation to AETASA

In order to be effective, a network has to deliver at a local and a national level. Once too many networks become established, overlapping their activities in a particular sector - each of which demand time and involvement from people - problems arise. This results in an inevitable duplication of work, less commitment to any one network and ineffectiveness. Tension might sometimes exist between a forum which represents individual members and another forum with organisational stakeholders. Both may have a role to play, but these should be complementary ones. The sharing of these roles should be clarified in the field to best advantage.

Difficulties were experienced by practitioners attempting to keep abreast of the myriad of networking possibilities available and they found it exhausting. This was one of the reasons that led the author to eventually leave the FAAE. In addition, the fact that there was a subtle sense of disenfranchisement of the 'white' person in the field, as donors were favouring black managed organisations, led the author to believe that perhaps she was not the ideal person to continue to coordinate the Forum activities. She thus resigned her position to return to further her studies at the end of 1993.

The FAAE did seem to contribute actively via networking and other activities to the growth and recognition of adult education in South Africa over many years. It provided information, support and in-service training to practitioners in the field at a time when there was a great need

for this. It also afforded more definition to the field and connected people, helping them to share in many ways and this was affirming to those that participated actively. The FAAE served to satisfy a need at the time. The work of this forum continues today but the objectives and activities are constantly reassessed and tailored to meet the needs and requirements that are identified year by year.

7.3.2 *Other Interviews:*

Comments from other interviews as to the importance of networking in their work ranged from being extremely enthusiastic to being wary and guarded. Excerpts from the various interviews are quoted as follows:

1. "I think ... the more people get to know one another, the more effective the planning that can take place ... *harnessing and rationalisation of resources* can actually take place, ... people will ... pull their energies towards putting one thing right instead of duplicating left, right and centre."

2. "... one organisation can't respond to all the needs that one might find in a community and it can't respond to the needs in a piecemeal way. So there has to be some networking between delivery organisations to *make sure that what they're delivering articulates with each other* ... and also between delivery organisations and communities to make sure that what delivery organisations are providing *meets people's needs*. I think it would also lead to cost-effective delivery, because by networking you are able to plan with other organisations where you're going to work, how you're going to work, if you're going to work." .....

   "In terms of how important it is, I think it's vital but I think a lot of organisations get involved in networking just to say they're involved. They don't get involved in networking because they really feel it's going to enhance their work. As long as there's that attitude prevailing, it's got the *potential to be a waste of time.* True networking is vital, without networking you can't deliver a thing, without doing it in an ad hoc, piecemeal way."

   Networking is to ... "collaborate around a specific problem c work towards meeting a common objective. I suppose I'm looking at networking in a narrow sense, *around specific delivery*".

3. "I felt it was extremely important ... (tape inaudible) ... *contacts that I'm able to make overseas* ... electronic mail, being able to send things to somebody on the other end of the world without realising that he is at the other end of the world."

4. "... for instance, we've got Leaf College which is a college that feeds our students, and perhaps we do quite a bit of networking with them. If some people from disadvantaged communities are not quite ready for acceptance at a Technikon ... we moderate their papers and they may look at our syllabus, get their students coming to do practicals with us sometimes - and so on. So there is *networking between a smaller and a bigger institution* and they find it very beneficial to be able to communicate with us and knowing that when the best students are *doing work which is up to standard* - this also meets our standards. They also collaborate with the University of Cape Town, as you may know."

5. "Some people have written about networking as networking for unification or networking for specialisation and in fact you need both; *you need unification and you need specialisation* and there must be a balance, that is what you yourself have been saying."

6. "So if we could share those (library journals and publications) in an intelligent way we would create a lot of capacity to address public requirements and needs. The second area was that if we knew what each other had, then we could deliver to each other whatever documents are required, so a document delivery system was the second important thing. The third one was, we should with all possible speed develop the specifications for this system that would ultimately *facilitate the kind of co-operation we had in mind.*"

"What we would have to do is address the *total continuum of information* and literacy issues, starting at the rock-bottom, the very entry level issues that we as librarians already now have problems with. Students are coming in from a background where they've not had the use of electricity, they've often not owned a book - they don't understand what a bibliography is, they don't understand how you use an index book, and why is there a thing like a preface?"

7. "I can recognise that anybody in the university working in the field like ours does an awful lot of *communication* - facilitators and others. But (networking) hasn't been seen by me to have a particular programme-like quality; it's been a *by-product of work*, a by-product of research, a by-product of teaching, external examining, designing conferences, that kind of stuff. And yet I do know colleagues who have taken networking almost as an end - it's been a great deal of interest to them. I think it would be mainly informal, in my case, i.e. good relationships with other universities, other colleagues, inside the country, overseas, co...aborating on a book, research for a programme that went across departments and countries, that kind of thing."

8. "I'd think it's quite an important role, part of *networking involves a one-to-one liaison* with organisations in terms of their training needs regarding what would look like an appropriate course. But our Centre is also *part of various other networks*, we're part of FACE - the Forum for Adult and Continuing Education; we're part of Midnet - Midlands Network for Rural Organisations i.e. organisations in rural areas, and so on. So those are the some key networks that we're part of. But we're also part of other, what one could term, informal networks - we liaise with a series of different organisations both locally in Pietermaritzburg and provincially and nationally. If there's an issue, *those would be the key people we would talk to first*, to sound them out and so on. So networking certainly does play a role in terms of my daily work but also in terms of the Centre."

"I think the FAAE - one of the first forums that was set up in the area of adult education - broadly played a very useful role in terms of putting the idea forward of creating forums for adult education and training to organisations and to people. It also tried to encourage the development of such networks nationally. And for me, perhaps that type of role was quite useful, by *serving as a model* and by some of the *lobby work* it has done in various provinces - I mean, it led to the *beginnings of AETASA* and things like that".

"With that - the *sharing of information role* (of the FAAE) seems to have been quite good. The fact that I received in my PO Box over the last three years, letters for different training courses, newsletters, etc. is in some way, reflecting a sense of effectiveness;

people are getting somewhere. I haven't got it recently because I think my membership has expired. So, it's a sense of wanting to achieve something and that I think, from what I've seen in terms of FAAE's visibility, *has been its effectiveness*."

9. "First of all, just in my work on the Extra Mural side, networking with people, making contacts and things like that are very *useful in the construction of extra mural programmes* - when you're able to talk to people through other people or with other people, you are able to put together some really nice ideas. In this department, I use networking largely for the construction of our programmes. That's for one".....

"Networking also, though, works on another level. Another part of my work is both formal and non-formal teaching practices ... and I think there's a lot of networking that happens there, with students, between students and with clients outside the university. I'm *both contacted into the network as well as making networking possibilities available to other people.* So I will be telling one group about another group and actually forming the link so they can network." ....

"I think of it as *spider webs*. I think that the most beneficial kind of networking that I can be involved in as an individual will differ depending on what the issues are, so *specialisation for me is quite important.* I'm not just going to join a general network - I'll be looking, in terms of networking, for *what are the benefits*, what are the relationships, a whole range of issues will be at stake in terms of joining those (networks)."

"Bureaucracy? People try to sometimes formalise networks. They start getting ideas about 'let's make this an association, let's have membership, let's have this and the next thing'. And at that point I think you start losing people because you start then saying 'well, where do we go with that? - and that *becomes more and more bureaucratised*, more and more, *and it starts stopping things*." ....

"*Sharing gets slightly complicated* because sometimes you've spent a lot of time and even money developing something and you quite legitimately want to say 'well, hang on a moment, I'm not just going to give away everything that I've spent 20 years developing, to anybody who wants it. And so *copyrighting materials becomes necessary*".

"One of the things I'm working on is *the conference*, i.e. the International Consortium for Experiential Learning (ICEL), which has been going since '87 and it's *targeting people worldwide* who are working in the field broadly defined as experiential learning - this includes the recognition of prior learning" .... "It's been *one of the most useful mechanisms for me for developing theoretical work on experiential learning*, getting papers, getting hold of those kinds of things. That's one network that I very definitely would say I belong to. It's interesting, because the very question that ICEL is facing at the moment is how to possibly restructure itself. At the moment it's a very loose thing - there's no membership, you belong purely due to the fact that you go to the conferences."

10. "We've had to learn what their views are and how to understand their views and how to incorporate their views in our thinking. So that's been the biggest single progress that has been made, has been *understanding other people's points of view* - in the forums that I've been working with, whether it be at conference or whether it be on a national committee, understanding the broader community's needs and being able to work together is an important networking concept - that's a good one I think."

11. "I think part of what our organisation has been trying to do over the last ten years is to try to *build a sense of adult education community* ..."

"We've played a very active role in developing forms of *voluntary associations* like AACE (W. Cape) and AETASA (nationally). And we plan on keeping our involvement going - also to provide a sort of *administrative back-up to people.* We are also supported in that way - like the Women's Coalition, the NGO Coalition and the Provincial Education and Training Forum". ....

"I think it's the politics of networking - in my view it's about *building forms of coalitions* so that people can actually *take a sort of collective position on something*, and in this instance, on Adult Education. So it's trying to build in a way a power block, I suppose, on one level, that there's a more effective way of intervening, both for advocating and lobbying for particular positions, especially in the marginalised areas, where you have to ensure that the voice of that marginalised community has to get louder in order for it to be heard." ....

"That's what I was trying to get to in terms of the difference between individuals, small organisations and large organisations. *The larger organisations can actually dominate* through their own networking and through other strategies and can make it difficult for the smaller NGOs and CBOs who aren't well resourced and who don't have the capacity or the funds or anything else. So that could actually be an infringement, in a way, of people's space and their right to participate, which is something that's worried me from time to time."

"You *need to have a common goal if* it's going to work at all. It (networking) can't be too amorphous or too loose .....it has to be motivated by long term objectives that are obviously agreed to and supported by that network, otherwise it just flounders. It also has to be physically supported - the work that goes in - *someone has to do the work.*" ....

"... *communication is the operative word* in networking, whether you're doing it via electronic mail, whether you're doing it via letters or faxes or face-to-face meetings. I think it all goes towards *building a sense of community.* It depends a lot on what your resources are and who the people are that are involved, as to perhaps how often you have to communicate. Because I think the timing of the communication is quite important. It's about *keeping something alive.*"

"I think it's about *common purpose*, whatever that common purpose is - whether it's a big macro thing or whether it's a very micro thing. For example, if it's about people with autistic children, they can be helped through a network around that. But if it's for people who need to get specialised education onto the agenda, then that group of parents of autistic children would then join a much bigger one (network) - I don't think it's one or the other." ....

"The perception was of *an active body (FAAE)* that was *trying to create a sense of community* in the Transvaal, then, and *trying to develop an organisational base.* But, it did this in order to bring people together to educate members and *in order to try to build the field of adult education.* Over time it developed and moved towards some sort of a lobby. ... I think its activities around both meetings and

sending out information - quite liberally - I suppose the impact was of an active body that was doing things. I think the building of a base is important. I think *this comes back to the building of the technical capacity to deliver* - so the FAAE was the first of the associations where there was a physical capability to do some of the work."

7.3.3 *Additional question arising out of the Interviews:*

On completion of the interviewing stage of data gathering, a new and interesting issue was introduced into this study by the last interviewee as follows:

This person commented:
"I think networking is a kind of methodology and I think there are certain kinds of skills required in order to be a good networker. It would be interesting to think about what those skills are? *What does it take to be a good networker? ...*
I think that it's one of those things that happens, but because it's about process, it's invisible, and there are a whole lot of assumptions that all of us should be good networkers - you just have to network! ...
I think there's a real underplaying of *the kind of skills, personality*, or whatever it is, *knowledge, attitude that's required* to do it."

Unfortunately this issue only came to the fore towards the end of the interview phase of the research. However, the author feels that it would make an interesting issue to be explored in some future research, to answer the question:

What characteristics or qualities are important in a person to be an effective networker?

In order to ***begin*** to answer this question, a telephonic survey was done in January 1998, by the author with ten of her colleagues in adult education and training. The author asked them what characteristics they believed to be important in an effective networker. Their comments are recorded below.

Characteristics or qualities considered important in a person to be an effective networker were found to be:

- non-judgemental
- mature and broad-minded/ open minded/ fair mindedness
- able to network well for the sake of the organisation
- ***really consider*** and bring in ***everybody's*** point of view
- well-rounded person
- a social person who likes people / is interested in other people
- a sense of permanence to them (not just there for the moment)
- commitment to their field
- not just a 'party' person with one political stance
- a very good memory (i.e. what was said to whom and how you met with whom)
- very good organisational skills / sets realistic goals and meets them
- able to "connect" with people
- a good listener (someone who listens and ***hears***)
- a good judge of character
- able to assess other people's needs especially when they aren't able to articulate their needs adequately
- unselfish
- someone who acts not only for themselves
- able to put various people in touch with various others (a broker for others) - then the network grows i.e. another grid of contacts develops which can be tapped into
- able to make good connections with people and take pleasure in the process
- generosity of spirit
- relaxed relationships
- has integrity i.e. above suspicion/ an unsullied reputation
- someone who has recognition in their field
- well informed about current developments/ debates
- someone who has the respect of others
- someone who has a wide range of contacts
- someone with clear motives
- open to new challenges
- an authentic, informed view of the world in which you operate
- success breeds success
- someone who instils optimism

- someone with the patience to search deeper and to identify possibilities
- able to identify and access useful people, resources and information
- identify people with similar interests
- a 'stick with it' attitude
- someone with the 'want' and the 'love' of networking

7.3.4 General comments on the findings from the interviews

- The comments from the interviewees were an expression of their personal views, based on their own experience of networking.

- The author believes that introducing their comments, quoted verbatim, adds a fuller, more qualitative element to the findings. It also adds validity.

- The interviewees were all involved in adult continuing education, predominantly at the tertiary level. Interviewing others involved at lower levels of education may have yielded slightly different results or other ideas with a different emphasis.

- There does however seems to be a clear corroboration with the findings from the questionnaire.

  The following issues were common:

  - most interviewees felt that networking was a useful tool which could help them in some way in their work and could support social development
  - communication is important and this could be enhanced by networking
  - provides links to other individuals and organisations
  - networking helps us to form (trustworthy) relationships
  - larger organisations assisting smaller, less well-resourced ones is important (but guard against overpowering and overshadowing)
  - networking is important to share resources and avoid duplication
  - keeps us informed by showing current developments
  - helps plan relevant programmes

- networking could help to promote articulation (of adult continuing education) and assist with more effective delivery
- the most useful methods for networking were similar in both sets of data
- helpful to catalyse further contact between individuals and between organisations
- making contacts around the world both in person and via the Internet is important for professional growth and excellence
- networking for both specialisation and unification i.e. showing a concern for the needs of individual sub-fields or sectors, while pushing to lobby at a national, unified level
- be wary of bureaucracy
- easier access to shared resources and publications, e.g. networking between libraries which would assist them to be more cost effective, while they keep abreast of new information in interest areas only, and access other information out of house.

Seidman (1991:3) states that the purpose of in-depth interviewing is to understand the experience of other people and to make meaning of it, as well as to recognise that these stories are of worth. Interviewing "provides access to the context of people's behaviour and thereby provides a way for researchers to understand the meaning of that behaviour" (Ibid:4). In this study, the interviewing process did provide a better understanding of the interviewees' ideas about and experiences with networking. It is recognised that interviewing takes a great deal of time and, sometimes, money (Ibid:5). In addition, that the data gathered is detailed and difficult to analyse. Nevertheless, it is a useful data gathering tool which adds another dimension to a study.

7.4 Other Findings: Research Findings from a survey of newspaper articles:

To round off the data collection for this study, the author scanned various newspapers for a period of time and gathered articles of interest that referred to 'networking'. These have been explored for ideas about the purpose of networking in our society.

The purposes identified were as follows:

- working together for mutual benefit (People Development Forum, IPM)
- for the rights of the (girl) child (Beijing Conference)
- calling for steps to alleviate women's poverty, improve health care, education and job opportunities (Beijing Conference)
- effective delivery of social services (NGO's)
- for effective planning and improved consultation (RDP)
- economic self-empowerment (BMF - Black Management Forum)
- framing codes of conduct (student organisations)
- conducting surveys (Ccolt - Committee on the Culture of Learning and Teaching)
- identify weak links in the City redevelopment (African Gateway Farm)
- strengthen the feminist voice (Women's Forum, Unisa)
- for collective bargaining and participation by workers (Labour movement)
- address nurses grievances (National Consultative Health Forum)
- provide informal meeting places where ideas and information can be shared on both professional and individual levels (Organisational Development, IPM)
- setting a code of ethics (NGO Coalition)
- protection of human rights and alleviation of poverty (Black Sash Trust)
- provide innovative education programmes and materials in support of Democracy Development (IMPD - Institute for Multi-Party Democracy)
- to further socio-economic justice by curbing corruption and promoting transparency and accountability in all sectors of society (TI-SA: Transparency International, South Africa)
- Community driven development to promote an equitable and sustainable urban environment (USN - Urban Sector Network)
- crime prevention and crime information (CPF's - Community Policing Forum's or neighbourhood networks)
- for creative cooperation (US Space Programme)
- training and teaching via radio (Community Radio Project)
- share ideas on education (Instructa)
- developing grassroots leadership (ANC Youth League)
- affirmative action audit (Black Editor's Forum)

partnerships to build human capacity (SAGA - South African Grantmakers Association)
- computer networking to enhance teaching and learning in schools (St. Albans College)
- to break global film isolation (WIFT - Women in Film and Television)
- to petition an Industry Board re Trade and Tariffs (Stainless Steel Development Association
- to improve feeding schemes (Health Systems Trust)
- national stakeholders conferences (Nafcoc - National African Federated Chamber of Commerce and Industry)
- the democratisation of South Africa's workplace (WF's - Workplace Forums)
- assistance with structural home problems (NHBRC - National Home Builders Registration Council)
- access to information (Global Internet Access - GIA)
- enhancing worker productivity (EAP - Employee Assistance Programme)
- partnerships between industry and education (SCIP - Schools Curriculum Industry Partnership, UK)
- high school of the air for adults (EMEF - Electronic Media and Education Forum)
- equal representation on local government (Rural Women's Movement)
- towards a better education (READ)

This list of purposes for networking bodies was surveyed from newspaper articles (The Star, Weekly Mail & Guardian, Sowetan, Sunday Times) over a period of two years. It is certainly not exhaustive, but merely comprises a sample of the networking organisations that evidenced themselves from time to time in the media. It indicates rather strongly that there is a proliferation of different Fora or networking associations, some of whom specialise in specific target groups and others that network more broadly across sectors. It is interesting to consider the impact in society of so many networks, actively pursuing worthwhile causes. How many of these actually reach their objectives and effectively sustain themselves for an extended period of time remains to be seen. An ineffectual network can really prove to be a waste of time and it might be prudent to assure oneself of a network's relevance and validity before becoming involved.

CHAPTER 8

RECOMMENDATIONS AND CONCLUSION

This study has shown that networking could be a useful process or tool to be used at a local/provincial level as well as at a national level, for a variety of reasons, in the adult continuing education sector as well as the development sector. At a national level, a lobbying influence is easier than at a local level and this can be hard to ignore if a broad representative constituency is backing the lobby. However, it is more difficult for a national network to deliver responsive programmes at the local or provincial level. Local networks are more suited to this. Therefore there is a place for networking at both national and local levels. Networking has been acknowledged as an effective activity in the private sector and this has been well documented. Perhaps the education and development sectors could take a leaf out of their book?

What might one expect from networking?

The findings in this study generally point to the fact that worthwhile, mutually beneficial, consultative networking processes might be of benefit to practitioners and organisations alike in the field of adult continuing education in the following ways and therefore might strengthen the field:

- to motivate and sustain ongoing, relevant interventions in the field of adult continuing education
- to share information and experiences
- to cooperate in ventures
- for unifying the field
- for professionalising the field
- to establish an audible voice for policy formulation and for other purposes
- for economy (financial and effort)
- for self affirmation and motivation of facilitators and learners

Common trends in the issues raised have been sought across the various sources of data collected, with a count given to show where an emphasis was placed. Where appropriate, statistical analysis has been used with the quantitative data and is represented using suitable tables or graphs. Where suitable, qualitative

data has been quoted verbatim to add richness and depth to the findings. It is hoped that the results will be useful in developing a clearer understanding of the process of networking as a tool or a methodology.

The data in this study was gathered using several data collection methodologies and was sourced from a variety of regions in South Africa. The data collected from the questionnaire responses was supplemented by the data gathered in the semi-structured interviews, one of which was an interview with the author by a third party. Comprehensive research into the archival material of the FAAE has also contributed to the findings and newspapers were scanned for social comment. The results of this study have been analysed in light of the questions raised earlier and also in terms of the issues raised in the comprehensive literature survey.

One aim was to find a relevant definition of 'networking' in the field of adult education and training, in this study. The definition provided as a basis for thought in Chapter 2 has been re-worked and amended as follows, based on the findings:

Definition of "Networking"

> *"Networking"* in Adult Continuing Education is a useful activity to facilitate connections between individuals and organisations in order to communicate, exchange information, share ideas and resources, pool skills and/or to explore new possibilities to mutual advantage. In addition, this process may provide a platform for lobbying, policy making, in-service training and enable the debating of common concerns such as standards-setting, assessment practices, articulation and access etc, within a framework of lifelong learning activities. *D. Roup, 1998*

A further definition of a *"networker"* and of a *"network"* has been attempted based on the findings and these are as follows:

> A *"networker"* is an individual who has a range of contacts and is able to make good connections with people, while really considering everyone's point of view in the process.

> A *"network"* is a group of generally like-minded individuals with common interests, goals or causes and a shared vision who exchange information, contacts and experiences and where voluntary membership (of individuals and/or organisations) is encouraged. *D. Roup, 1998*

The findings in this study seem to indicate that the role of networking in adult education in South Africa is an important one. Networking could take place both formally (via a variety of activities e.g. seminars, conferences), and informally (between individuals in passing). The networking process could impact importantly in the field of adult continuing education from facilitating access to information and resources, and access to participation in current debates or current training activities, to lobbying with a legitimate, "weighty" voice for funding or policy developments and also contributing to the recognition of the importance of the field of adult continuing education.

The case study of the FAAE has helped to illuminate or clarify what a networking organisation does and which activities are more effective than others. It shows, interestingly enough, that when motivation runs high and a committed team are managing the network, the possibilities are endless. It also warns us about not allowing staff members to become swamped by demands, but rather to prioritise and plan realistically. The interview with the author endorses this. A warning is also given regarding allowing the power struggles that can occur to undermine the good work of a networking organisation.

The findings in this study are clear. Generally, respondents have endorsed networking as a useful and important mechanism to improve our practice as adult educators and trainers. This mechanism could help to keep us informed and motivated, and to enable us to work in a caring community where resources are shared, duplication of services are avoided, experiences are shared and access to information is open. Where an effective network exists, keeping up to date with current debates can be ongoing. The forums or networks could contribute to joint aims in the field and advance individual and organisational interests in a democratic, unbiased way. The respondents to the questionnaire all (except one) felt that organisations *should* network together for the reasons given above. The most preferred methods for networking given were workshops, workplace interaction, seminars, exchanging written and published documents, conferences and meetings of projects with similar interests, as well as informal social occasions and telephone exchanges. However other methods were also suggested.

The sheer volume of networks that abound in South Africa was evident from responses in both the questionnaires and interviews. This was corroborated by the newspaper survey. The field, perhaps, needs to reassess whether this is actually beneficial or whether valuable time, money and energy is being wasted. The advantages and disadvantages of networks at national and local levels need to be clearly thought out and their brief should be clarified accordingly.

A wide spectrum of activities in the field of adult continuing education is clearly needed for the holistic development of adults in South Africa and these should be drawn together into a meaningful national plan of action. This plan should be driven by the needs of the adult learners in the short term and the need for economic growth in the medium to long term. An empowering networking process, based on inclusive and consultative principles, could provide an enabling environment for this to occur particularly when both sides of the networking activity stand to benefit. Where all stakeholders involved in a network benefit, a sustainable network would most likely be the result. It is envisaged that effective networks could play a vital future role in supporting the development of all our people, which is so critical for the future growth and prosperity of our country.

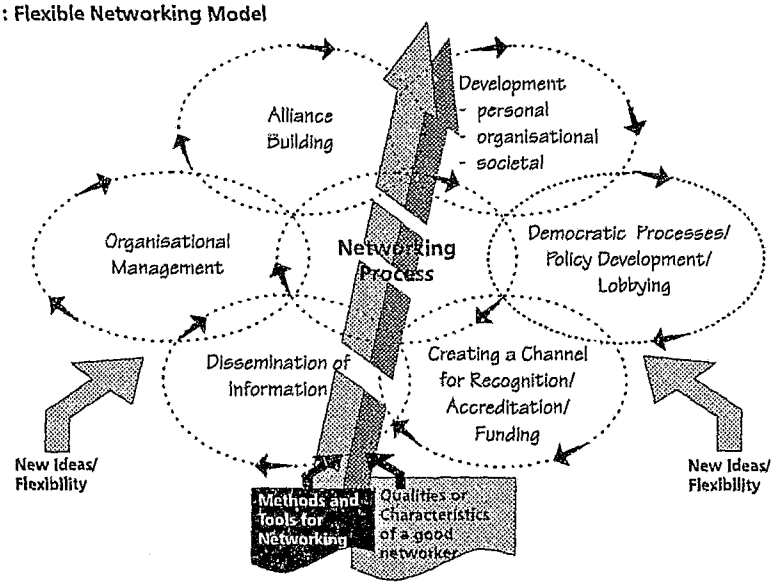
In terms of the organisation of ideas around 'networking', a diagram of a model was proposed in Chapter 5. This model shows the dynamic processes involved in an active, effective networking process. What it misses perhaps are two things that emerged from the findings, namely:

- the importance of flexibility and an openness to new possibilities, and
- the idea that the characteristics of a good networker are important and would go hand in hand with the methods or tools needed.

(See revised diagram overleaf)

These additional ideas could be added to the diagram as follows, to propose a flexible networking model:

Figure 9 : Flexible Networking Model



This flexible networking model depicts a flow of energy through points of contact resulting in a synergy of thoughts / feelings / experiences / ideas. A strong core of effective methods being used for networking combined with good networking traits/qualities gives shape to the network and yet maintains the interactive relationship between the different elements.

Some important elements in a successful networking process have been found to be trust, balance and mutuality i.e. where all partners in a network feel at ease and that each partner stands to benefit from the activity. In this instance, they will most likely continue to support the network actively, and invest in it, both in terms of time and financial support. Where the activities of the network become one-sided or hijacked by a particular political element or lobby group (i.e. where control by one group becomes an issue), the impact, value and sustainability of the network will diminish.

There is a real difference in the contributions that can be made to the networking process by small organisations and by large organisations. These are unpacked in Question 12 of the Questionnaire. Similarly there are differences between local and national networks. However, all have a role to play. National networks in adult education should support and sustain the activities of their local and provincial networking bodies, both in terms of funding support and cooperation. In order to actively engage with and maintain the support of their constituencies, provincial networks should keep in touch with the needs that prevail and be seen to deliver relevant programmes or activities to address these needs. Interaction between practitioner organisations is also valuable. A warning,

however, is that local networks should not duplicate or replace the work of constituent organisations or members, but should rather try to assist and support the development and growth of these organisations. Furthermore, national networks should not overshadow local or provincial ones.

As far as the case study of the FAAE is concerned, there are lessons to be learned from the establishing and development of this networking organisation. We can learn what can be expected from such a networking organisation by exploring its successes and failures. The work of the FAAE was known and generally respected by respondents in this study and the networking activities of FAAE were approved of and endorsed. Many of the respondents had themselves, in fact, been active members of the FAAE network. It was felt that the FAAE was "a model of encouragement to other associations in the field" (Questionnaire 9). The work that the FAAE has done to assist in establishing the national association, AETASA, was also recognised. Some criticisms were forthcoming in that the FAAE was seen (by some) to be competing with member NGOs or providers which is problemmatic in the long term. Also, it was felt that the work of the FAAE should be popularised and become more known to mass-based organisations. The FAAE could, at times, have been labelled 'elitist' as the majority of their founder members were university qualified.

In terms of the hypothesis suggested in 5.4 on p 57, namely that "networking" could strengthen and build the field of adult education, this study seems to have shown this statement to be true.

The findings in this study are based on three or more data-gathering tools and methodologies and that the author has attempted to maintain a reflexive stance. In terms of Maxwell's "typology of validity" (1992:285) described on page 6, these research findings seem to have achieved descriptive, interpretative and theoretical validity and in some instances are generalisable from one organisation to another or from one sector to another.

These conclusions and/or recommendations follow from the findings of this study. It is hoped that these will provide the field with new perspectives with which to plan future work as well as ideas for further research. In this way, the ideas which have emerged in this study, should benefit individuals, organisations and present and future forums and associations, both locally and abroad.

- End -

Dee Roup
February 1998

Glossary of Terms:

AAAE	American Association for Adult Education, USA
AETASA	Adult Educators and Trainers Association of South Africa.
ANC	African National Congress
An Association	A "structured body of members who join together, more or less f reely, because of a shared interest, activity, or purpose, and who, by the act of joining together, assume the same basic powers and responsibilities held by other members" (Houle 1980, in Brockett 1991)
Association	a group of people organized for a joint purpose; a society; a mental connection between ideas (Oxford Modern English Dictionary, 1992, Clarendon Press, Oxford)
Organisation	an organized body (with a particular structure), especially a business, government department, charity (An example in South Africa common in Adult Education is a NGO) (Oxford Modern English Dictionary, 1992, Clarendon Press, Oxford)
Organize	give an orderly structure to,form (a union or a group), arrange for, take responsibility for (Oxford Modern English Dictionary, 1992, Clarendon Press, Oxford)
CBO	Community Based Organisation
Critical thinkers	Open minded thinkers who consider many alternative options or views in their analysis of aspects of their lives, societies, the government or the economy and so on
DAE	Department of Adult Education
FAAE	Forum for the Advancement of Adult Education, S.A.
FACE	Forum for Adult and Continuing Education, Kwazulu/ Natal
Forum	A place of or meeting for public discussion/ giving an opportunity for discussion (The Oxford Modern English Dictionary, 1992, Clarendon Press, Oxford)
GNU	Government of National Unity
'Grand Narratives'	Commonly accepted or perceived ways of understanding/ proven theories e.g. in Art, Science or Philosophy
Organisation	An organised body or business, or government department, with a systemmatic hierarchical sset of divisions or departments
NAE	National Education Association, USA

NIACE — National Institute for Adult and Continuing Education, UK.

Network — A "network" is defined as "a group of people who exchange information, contacts, and experience for professional or social purposes".
(The Oxford Modern English Dictionary, 1992, Clarendon Press, Oxford)

Networking — "Networking" can be defined as "the promotion of political goals or the exchange of ideas and information amongst people who share interests or causes .." (World Book Encyclopaedia, 1992, Dictionary Vol 2, 24, P1397)

"Networking" in adult education and training could therefore be described as activities or processes that enable contact or a connection between individuals, groups or sectors that share interests or causes in adult education and training, the purpose being:

- To meet with colleagues to exchange ideas, share experiences/information and to learn from one another
- To promote lobbying/ advocacy for political goals/ funding allocations
- To promote in-service training and capacity building for practitioners and to initiate appropriate assessment and accreditation or peer review processes
- To set standards and to professionalise the field
- To encourage the facilitation of lifelong learning
(D. Roup - 1997)

NGO's — Non-Governmental Organisations, traditionally set up as oppositional structures to the entrenched apartheid regime in SA. Their activities aim to redress the inequalities that exist.

PPHC — Progre ve Primary Health Care

Postmodernists or Poststructuralists — Thinkers who work from a paradigm where challenging central ideas and social theories is encouraged and who examine and deconstruct existing ideas/ structures/philosophies

RDP — Reconstruction and Development Program: a program set out by the new democratic government in South Africa to address issues of redress, restructuring and development of our people and our country

Reconstructive Possibilities — New options that are put together from relooking at old theories or funnctions in a critical analysis

S.A. — South Africa

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Networking in Adult Education and Training in South Africa

This is a questionnaire which is part of the data collection for a Masters Degree in Adult Education for Dee Roup. The findings will also be useful for AETASA and for provincial forums/associations to inform their planning activities. You are respectfully requested to complete the questions fully and sincerely. The contents will be used only for the purposes stated above. Thank you very much for your cooperation. It is most appreciated.

QUESTIONNAIRE

Name: _____ **Province:** _____

1. Please describe ***your area of work*** in adult education/training/ development. What are your ***key principles and values*** in this work?

_____

_____

_____

2. What ***effect***, if any, does ***networking have*** on your work?

_____

_____

_____

3. Do you feel that ***organisations should "network"*** together? Why?

_____

_____

_____

4. *How should* organisations "network" and ***for what purposes***?

5. What, in your view, is the ***importance of "networking"*** in adult education, training and development in South Africa?

6. What does the term ***"networking" mean***, in your view?

7. What particular forums, associations, networks, have you been ***associated with or know of*** in the field of adult education, training or development (in the past six years) that have made a contribution to the field? What was the contribution?

8. In your view, what should networks/forums/associations provide at a ***provincial level*** that would be useful? What are they presently providing (e.g. FACE, AACE, FAAE, etc)? Please discuss.

_____

_____

_____

9 What should a ***national association (e.g. AETASA) provide at a national level*** and what support at a ***provincial level***? Explain.

_____

_____

_____

10. What could ensure a ***mutally beneficial*** "networking" relationship between provinces and between a province and a national association.

_____

_____

_____

11. What do you know of the ***work of the FAAE*** (Forum for the Advancement of Adult Education)? Have you ever been a member? Were you aware of the "networking" activities of the FAAE between 1988 and 1993? Please give details. Were these "networking" activities useful to the field? Please explain.

_____

_____

_____

_____

_____

12.(a) What ***strenths*** do the following have in the "networking" process? What are the potential ***gains***?

Individuals:

_____

_____

_____

_____

_____

Big organisations:

_____

_____

_____

_____

_____

Small organisations:

_____

_____

_____

_____

_____

_____

12(b). What are the ***problems*** or ***diasadvantages*** of networking for:

Individuals:

_____

_____

_____

_____

_____

Big organisations:

_____

_____

_____

_____

_____

Small organisations:

_____

_____

_____

_____

_____

13. Could you r***ate the following*** methods of "networking" for their effectiveness? Please tick the column that applies.

	RATING				
	EXCELLENT 1	GOOD 2	FAIR 3	MEDIOCRE 4	POOR 5
Method:					
Conference					
Meetings					
Workplace interaction					
Workshops					
Seminars					
Newsletters					
Informal/social occasions					
Computer					
Telephone					
Other					

Please feel free to add any additional comments:

Thank you so much for the time and the comments.
I really appreciate your contribution.

Dee Roup

Interview Schedule

The schedule of questions used to guide the focused interviews was as follows:
(Note
- Sometimes the order of questions was changed
- Where relevant, additional or probe questions were also used)

1. Please state your name.
2. What type of work do you do in adult continuing education and what is your position?
3. What does your work involve?
4. Does 'networking' play a role in your working life? (e.g. information networks, communication networks, resource sharing networks, decision making networks)
5. What, in your view, is 'networking'?
6. Does/can 'networking' have an effect on the efficiency/quality/economy/ relevance of delivery of Adult Education and Training?
7. How should 'networking' be done?
8. What are the advantages/disadvantages of 'networking' for individuals, small organisations and large organisations?
9. What relationship does 'networking' have with issues such as power/justice/ oppression?
10. What 'networking' associations/forums or other bodies are you associated with or have you come across?
11. What was your impression of the work of the FAAE?
12. How do you feel we could evaluate networks?

Appendix 3 (a) [156.]

NETWORKING IN ADULT EDUCATION & TRAINING IN SOUTH AFRICA:

This is a questionnaire which is part of the data collection for a Masters Degree in Adult Education for Dee Roup. The findings will also be useful for AETASA and for provincial forums/ associations to inform their planning activities. You are respectfully requested to complete the questions fully and sincerely. The contents will be used only for the purposes stated above. Thank you very much for your cooperation. It is most appreciated.

QUESTIONNAIRE:

Name: Gwyneth Tuchten **Province:** Gauteng

(1) Please describe **your area of work** in adult education/ training/ development. What are your **key principles and values** in this work?

ABET research, evaluation, assessment design, training / tutoring of educators

Principles + Values: Quality, validity.

(2) What **effect**, if any, does **networking have** on your work?

Provides sources of information for research
Accesses wider options/opinions for assessment design
Moral support from peers

(3) Do you feel that **organisations should "network"** together? Why?

(Y) Yes - share information + resources
Form a joint lobby for ABET developments
Moral support
Avoid duplication

(4) **How should** organisations "network" and **for what purposes?** +

Sharing research, reports + documentation material
Staff meetings - personal contact
Workshops, conferences
Consolidate + strengthen work locally + regionally
Could be more systematically structured than in the past.

Purposes given in (3).

(5) What, in your view, is the **importance of networking** in adult education, training and development in S.A.?

ABET field has never had any long term stability. Networking for consolidating lobbying + strategising can enhance stability of the field. Can also contribute to wider recognition of ABET & practitioners + contribute to professional development of the field.

(6) What does the term **"networking" mean**, in your view?

- Sharing - of info, plans, resources, skills. Pooling ideas + energies. Avoiding duplication + confusion. Accessing expertise + ideas. Peer support.

(7) What particular forums, associations, networks have you been **associated with or known of** in the field of adult education, training or development (in the past six years) that have made a contribution to the field? What was the contribution?

DEAL - helped to enhance the universities their specific role in ABET - training + research.

IEB - Stakeholder workshops - legitimised new assessment developments

FAAE - special training opportunities

Personal network around E. French - moral support, ideas + employment opportunities

NHC - met other practitioners

(if more space is required, please write on the reverse side)

(8) In your view what should networks/ forums/ associations provide at a **provincial level** that would be useful? What are ~~they~~ presently providing? (eg. FACE, AACE, FAAE etc.) Please discuss.

Provincial level: - Sharing training opportunities
- Lobby local industry / ministries to take ABET seriously
- Provide moral support for educators
- Monitor working conditions of educators
- Provide info to isolated practitioners/ programmes

Presently providing v little - more info available from social networks. Practically no advanced training organised. Working conditions + career paths of educators completely neglected. Forums etc. operate as competing NGO's.

FAAE + NLC have at times functioned as competitors to their affiliates. Very little systematic support of educators organised.

(9) What should a **national association (eg. AETASA) provide** at a **national level** and what support at a provincial level? Explain.

National – Lobby, policy input
– Training frameworks / guidelines

Provincial – Actual training opportunities
– Info sharing
– Tutor / Educator development + support
– Social networks

(10) What could ensure a **mutually beneficial** networking relationship between provinces and between a province and a national association?

Provincial + national need to be parts of the same organisation – with the same name, identity and aims. Though the functions at regional + national levels may be different. There is a schism if AETASA is national + forums are regional – not the same.

(11) What do you know of the **work of the F.A.A.E.** (Forum for the Advancement of Adult Education)? Have you ever been a member? Were you aware of the "networking" activities of the FAAE between 1988 and 1993? Please give details. Were these "networking" actvities useful to the field? Please explain

Have been a member for several years. FAAE did provide some useful training opportunities + info sharing in literacy link is useful. However the quality of speakers at monthly meetings has been very varied + often of limited usefulness.

During late 1980's when ASTEI field was less developed the FIAFE did provide a useful + valuable "meeting ground".

Perhaps support for FIAFE could have been better sustained if it had not been perceived as a competing NGO provider / trainer.

(12) What strengths do the following have in the "networking" process? What are the potential gains?

- **individuals**
  - precise info
  - local knowledge
  - innovations
  - personal perspectives + experience

  gains
  - moral support
  - employment opport.
  - discussing, developing ideas.

- **big organisations**
  - offer infrastructure + resources
  - scale of contribution
  - lobbying potential

  - specialist info
  - training opportunities
  - wider political support + legitimacy

- **small organisations**
  - share innovations + experience
  - local knowledge

  - access training opportunities
  - wider support + legitimacy

(12) What are the **problems or disadvantages** of networking for:

- **individuals**
  - time + money involved
  - "free" technical assistance to organisations
  - peers sometimes critical.

- **big organisations**
  - risk criticism + exposure

- **small organisations**
  - takes time + resources
  - gains not worth expense + time
  - "free" technical assistance to larger organisations.
  - risk criticism

(13) Could you **rate the following** methods of "networking" for their effectiveness? Please tick the column that applies.

Rating:

	excellent 1	good 2	fair 3	mediocre 4	poor 5
Method:					
conferences		✓			
meetings	✓				
workplace interaction		✓			
workshops	✓				
seminars	✓				
newsletters		✓			
informal/ social occasions		✓			
computer				✓	
telephone				✓	
other					

Please feel free to add any additional comments:

In general any of the above can be very effective or very poor - depending on quality, planning etc.

"Networking" is a complex activity - includes different activities.

ABET field also complex - different sectors + stakeholders

I have fitted in this questionnaire with the networking of "adult educators + practitioners" in mind - rather than other ABET stakeholders

Thank you so much for the time and the comments. I really appreciate your contribution.

Dee Roup.

DR Mast Q3.

Appendix 3 (b)

[14.E.C.]

NETWORKING IN ADULT EDUCATION & TRAINING IN SOUTH AFRICA:

This is a questionnaire which is part of the data collection for a Masters Degree in Adult Education for Dee Roup. The findings will also be useful for AETASA and for provincial forums/ associations to inform their planning activities. You are respectfully requested to complete the questions fully and sincerely. The contents will be used only for the purposes stated above. Thank you very much for your cooperation. It is most appreciated.

QUESTIONNAIRE:

Name: J. MACHARD **Province:** E-Cape

(1) Please describe **your area of work** in adult education/ training/ development. What are your **key principles and values** in this work?

My work entails developing relevant curriculum and materials in the field of Population Education. Key issues are to enable individuals to make informed decisions concerning population issues ie, fertility, mortality and migration.

(2) What **effect**, if any, does **networking have** on your work?

At present a very significant contribution as a great deal of work has to be done concerning the histology of the Population development Programme and the development of a new nationally directed programme.

(3) Do you feel that **organisations should "network"** together? Why?

Yes, as it is an easy and successful means of ensuring the effective sharing of ideas, issues and debate concerning topical issues. Community participation starts at this level therefore making sure that they are responsible and accountable.

(4) ~~How should organisations "network" and~~ **for what purposes?**

Where ever possible local, district community participative workshops, small group work and debates, ensuring that a 'holistic' participation takes place.

Depending on issues, meetings at local, management and senior management levels. Newsletters can be an asset and effective.

Facilitation in projects, but allowing communities to develop.

(5) What, in your view, is the **importance of networking** in adult education, training and development in S.A.?

Exchanging of ideas.
Support for new structures, processes and qualifications.
Responsibility of adult educators within a developing SA new system
Interaction in the various fields is of utmost importance

(6) What does the term **"networking" mean**, in your view?

Interaction with each other and the sharing of ideas.
Involvement in a particular project which leads to ownership and accountability.

(7) What particular forums, associations, networks have you been **associated with or known of** in the field of adult education, training or development (in the past six years) that have made a contribution to the field? What was the contribution?

AETASA, ECAETA, PETF, NFTE.
NECC, Task Teams ABET Financial, SAATU
SA TEACHERS Council, EPPI, ANC Ed. Desk,
NYDF, MRSA Ad. Cent., NLC, ECALP, ITEC.

(if more space is required, please write on the reverse side)

(8) In your view what should networks/ forums/ associations provide at a **provincial level** that would be useful? What are they presently providing? (eg. FACE, AACE, FAAE etc.) Please discuss.

Associations and forums at prov. level should provide the platform for debate.
The collection of material and the circulation of these resources.
The facilitation and encouragement of debate and participation.
eg. ECAETA established to provide a forum of representation for the practitioner.

Ass. can be accredited with the securing of funds which would be used to develops in community projects ie. Management, financing and auditing. Research can be done by Ass or forums if they are interactive with communities.

(9) What should a **national association (eg. AETASA) provide** at a **national level** and what support at a provincial level? Explain.

Training and capacity enhancement of participants to carry this to Provincial fora.
Platforms for debate and exchanging of ideas which eventually leads to growth of prov. leaders.
Financial and infra-structural support to prov. fora while they are being set up. Greater utilization of opportunities to market ADET at Nat + prov. levels.

(10) What could ensure a **mutually beneficial** "networking" relationship between provinces and between a province and a national association?

Provincial workshops - local workshops - exchange of material
National meetings in other provinces
Media coverage
Exchange of information betw. prov.
Prov. representation increased but prov. must be held accountable by making them responsible for various projects.

(11) What do you know of the **work of the F.A.A.E.** (Forum for the Advancement of Adult Education)? Have you ever been a member? Were you aware of the "networking" activities of the FAAE between 1988 and 1993? Please give details. Were these "networking" actvities useful to the field? Please explain

No but I have only recently 1994 joined the ranks of Adult Education.
What I know about F.A.A.E is what I here read in magazines and articles pertaining to the changes in Adult Education.

(12) What **strengths** do the following have in the "networking" process? What are the potential **gains**?

- **individuals** - capacity enhancement
  - Sharing of ideas
  - confidence building
  - participation
  - training
  - human resource development.
- **big organisations** - joint venture in change
  - wider representation basis
  - accountable to members
  - can pressurise for change
  - maximum input / media campaigns.
  - financial infrastructure
- **small organisations** - involved with communities at local/district levels.
  - move quicker through the ranks of participation
  - the lateral and horizontal movement of information is better - more in touch with (grassroots) reality.

(12) What are the **problems or disadvantages** of networking for:

- **individuals** - power base can be demolished
  - less impact
  - lack commitment if not supported
- **big organisations** - bureaucracy and 'red tape'.
  - lack the feel of the smaller/individual
- **small organisations** - support basis in term of finance, administrative.

(13) Could you **rate the following** methods of "networking" for their effectiveness? Please tick the column that applies.

Rating:

	excellent 1	good 2	fair 3	mediocre 4	poor 5
Method:					
conferences		✓			
meetings				✓	
workplace interaction		✓			
workshops		✓			
seminars			✓		
newsletters	✓				
informal/ social occasions		✓			
computer		✓			
telephone		✓			
other					

Please feel free to add any additional comments:

Thank you so much for the time and the comments.
I really appreciate your contribution.

Dee Roup.

DR Mast Q3.

Appendix 4.

FORUM FOR THE ADVANCEMENT OF ADULT EDUCATION - F.A.A.E.

TEL: 339-6322/3

ADDRESS: 3rd Flr. Sable Centre
41 De Korte Street
Braamfontein
2001

Dear Members

Most of you are aware that the Forum has now set up an administrative structure with offices in Braamfontein at the above address.

At present we are initiating the setting up of a skills directory of Adult Educators which would define members particular fields of expertise. We are fortunate to be in the position of having a membership that is so diverse and has a wealth of experience as well as knowledge in the field of adult education.

We intend adding to this list on an ongoing basis until we have access to almost all the adult education activities that are taking place in the country. This information would be readily available to all members of the forum as well as organisations involved in adult education and, we hope, will be useful for a number of purposes.

We hope to be able to publish an updated version of this listing six monthly and at the back of each one, to include an in-depth interview with one particular organisation to describe in detail their activities, their aims and aspirations!

In order for this venture to be successful, we need you to participate by filling in the information on the attached sheet and returning it to us at the Forum offices.

As your Forum for adult education we have realised that we need this type of information urgently. There are many initiatives underway attempting to outline education policy for the future. If we are more informed about our membership and the resources available, it will enable us to throw some light on these policy initiatives and to function more effectively.

Please assist us by returning your completed sheet as soon as possible to:

F.A.A.E.
3rd Floor, Sable Centre
41 De Korte Street
Braamfontein
2001

Best wishes.

1/3/92.

SORAYA KOLA & DEE ROUP.
(F.A.A.E.)

NAME: _____

OCCUPATION: _____

TEL NO: _____ **FAX NO:** _____

ADDRESS: _____

(1) Would you find a detailed listing of all parties involved in the field of Adult Education a useful resource? YES / NO

(2) Are you aware of any such existing resource? YES / NO

(3) If YES, please supply name and contact number:

_____

_____

WHAT ASPECTS OF ADULT EDUCATION/ TRAINING/ COMMUNITY DEVELOPMENT ARE YOU INVOLVED WITH? PLEASE CATEGORISE THESE UNDER THE FOLLOWING HEADINGS: Industry, Community Organisation, Academic, Other.

_____

_____

_____

_____

_____

_____

PLEASE SUMMARISE WHAT YOUR OWN ADULT EDUCATION INVOLVEMENT OR SPECIALISATION ENTAILS:

_____

_____

_____

_____

_____

_____

_____

P.T.O.

PLEASE STATE THE NAME OF ALL ORGANISATION(S) WITH WHICH YOUR ADULT EDUCATION ACTIVITIES ARE LINKED. PLEASE SUPPLY CONTACT NUMBERS AND ADDRESSES.

PLEASE SUMMARISE THE ADULT EDUCATION ACTIVITIES OF THESE ORGANISATIONS AND THEIR AIMS:

WHAT OTHER ORGANISATIONS ARE YOU AWARE OF THAT DO THE SAME OR SIMILAR WORK? (PLUS TEL. NO. AND ADDRESS)

FAAEINFO

Appendix 5.

The FAAE is planning to catagorise its mailing list so that members receive only relevant news.

Please indicate your areas of interest.

- ☐ General
- ☐ Literacy / ABE
- ☐ Training
- ☐ Educare
- ☐ Teacher Upgrade
- ☐ Research and Evaluation
- ☐ Community Development
- ☐ Health
- ☐ Materials development
- ☐ Publishing
- ☐ Career Guidance
- ☐ Electronic Media for Education
- ☐ Organisational Development
- ☐ Distance Education
- ☐ Evaluation
- ☐ Agriculture
- ☐ Adult Secondary/Tertiary eg. Matric or Bridging or Degree access

Forum for the Advancement of Adult Education

FAAE

MEMBERSHIP FORM

APRIL 1994 - 31st MARCH 1995

- ☐ INDIVIDUALS R40.00
- ☐ NGO'S R60.00
- ☐ COMPANY/INSTITUTE R100.00
- ☐ OVERSEAS $100.00 (in Rand equivalent)

If you have any problems with paying the subscription please contact us.

Please tick where applicable

Note : Cheques /Money order payable to FAAE

NAME:----------

ORGANISATION: ----------

ADDRESS:----------

TEL NO : ---------- CODE: ---------

FAX NO.: ----------

PAID UP MEMBERS WILL RECEIVE :-

* Invitations to :
  - Workshops
  - Seminars
  - Conferences

* Information about Adult Education initiatives in other areas

* News items

Your subscriptions enable us to pay the cost of postage. Only fully paid up members will receive all news items.

NB : **The Literacy Link is available at R15 for 4 issues - It is not sent to members free.**

Author Roup D
Name of thesis Networking In Adult Education In South Africa Roup D 1998

PUBLISHER:
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