



June  
1997:

FOCUS ON NEW PARTNERSHIP PROJECTS IN PROGRESS

Naledi Pandor MP, recently elected vice-chair of the JET Board of Trustees and member of the Parliamentary Select Committee on Education, presented the keynote address at JET's Annual Review Meeting in March.

Ms Pandor pointed to the cooperation between business, communities and government - as evidenced in the JET partnership and the work of other NGOs - as a plausible and successful model to implement the required changes and innovations in the South African education system.

Sketching the context for a review of JET and its work, Ms Pandor referred briefly to some of the educational problems that led to the current challenges and opportunities confronting South Africa in this arena. She referred to James Moulder who, in 1992, wrote: "When we talk about the 'education crisis' we are referring to at least four things that have gone wrong. There is the crisis of legitimacy, a crisis of provision, a crisis of quality and a crisis of relevance."

Ms Pandor suggested that while it is possible to identify a range of viable solutions to the problems inherent in these 'crisis areas' and to assert that government has a responsibility to implement them, government's resource constraints make it unable to respond to all of them.

## CHANGES IN EDUCATION POLICY: NEW OPPORTUNITIES FOR JET AND OTHER NGOs



*"It is our belief that JET has the expertise and experience to play an important role in ensuring that education innovation can work. Government will benefit greatly from developing links with JET and proven NGOs that can make a contribution to the challenges before us."*

*Extracts from Naledi Pandor's speech at the Annual Review Meeting*

Educational changes and innovations are occurring fast and furiously in South Africa today. They are necessary due to our particular circumstance and history and also because of a compelling need to revise and improve our national educational performance.

### **New Policies**

A cursory look at emerging policy options and at JET's role in response to them, at times before they became policy, clearly indicates that the Trust is well placed to play an effective role in addressing the four areas of crisis referred to earlier.

### **A single education department**

As a response to the crisis of legitimacy, we currently have state policy directed at opening and increasing access to educational opportunity for those who have not had such access. The first step was to create a single, non-racial education department that will lead to the existence of a genuinely non-racial, unified and decentralised education system. This presents JET with new roles and tasks.

### **10 years compulsory schooling**

The National Education Act responded to the crisis of provision. It committed government to providing all children with at least ten years of compulsory education and active policy steps to achieve



*From left: JET trustees Virginia Ogilvie Thompson from Southern Life and Margie Keeton from Anglo American and De Beers Chairman's Fund, with Dr Nick Taylor at the JET Annual Review Meeting.*

this objective have been put in place. In addition to access, the RDP programme has stimulated the building of schools and additional classrooms in needy areas.

#### **A new curriculum**

The new policies mean that more children and adults will enter the education and training terrain, thus causing a requirement for new teaching approaches, new teaching materials, new forms of education and innovative support to communities. They will also stimulate the emergence of people able to enter the workplace with useful skills, with the ability and interest to pursue new learning opportunities, thus offering added value to South Africa's economic and human resource requirements. This is the quality and relevance challenge.

The adoption of a new education thrust implies a new curriculum to create a new learner and to impart new skills. As we speak today, government has tabled

a new curriculum blueprint that should lead South Africa successfully into a new millennium.

A range of developments such as the proposed qualifications framework, an increased focus on science and technology, the inclusion of vocational education as a respectable education endeavour, all imply additional opportunities for JET, her current partners and emerging partners.

#### **JET's support of changes in education**

In the last five years, JET has proven that it is particularly skilled in the field of education innovation and initiative. Projects in basic adult education and training indicate a commitment and expertise in one of our greatest areas of need. JET's ability to support and encourage new modes of learning have shown that the Trust is well placed to play a leading role in the achievement of our new education agenda. In particular, the work of NGOs providing training to youth

out of work, which has been supported by JET, constitutes a vital addition to basic education and training. Clearly, one of the main areas of development has to be the production of a new teacher, one able to respond to innovation and new learning. The Trust's well recorded work with teachers and providers in a range of communities and sectors also attests to JET's contribution.

JET cannot go this innovation path alone; it requires the support of its partners, of NGOs and of government at national and provincial levels. All commentators on education agree that government has put a positive policy framework in place, the challenge now is to give it effect.

#### **Opportunities for cooperation**

Government has acknowledged that NGOs have a wealth of experience that it definitely can utilise. Like many countries involved in change and innovation, we have the potential to engender not tried before partnerships. It is our belief that JET has the expertise and experience to play an important role in ensuring that education innovation can work. Government will benefit greatly from developing links with JET and proven NGOs that can make a contribution to the challenges before us.

#### **Provincial initiatives**

The fact that we have new education managers means that, at the provincial level, departments will seek support in initiating projects directed at education change, such as the in-service training of teachers and the development of new teaching materials, in order to ensure that the transition moves effectively forward.

## Evaluation

The ability to monitor and evaluate success will have to be a central part of this process of change. JET's performance in advancing these areas of education practice has been extremely positive.

## Funding management and project implementation

There are other sources of support and innovation. International donors have viewed JET's work with a positive eye and JET's ability to manage funds and projects is clearly very attractive to donors. Thus the potential for new partnerships exists in links with donors and the implementation of programmes they are ready to support, as well as in the availability of JET's advice as to what works best and what is most urgently necessary. The data exists and can be committed to these new partnerships.

## Education and training in the workplace

Beyond this education field of interaction we can anticipate JET entering even newer fields of empowerment. Workers have been calling for increased workplace investment in education and training. The entry of education NGOs, providing innovative education and training in the workplace, may herald a new and effective response to this call.

This and much more JET is able to deliver.

## The future of JET

The role of JET's partners remains uncertain and this is something 1997 will hopefully address. The community partners and the mass democratic movement are committed to continuing support for JET in her new, more complex education role. Provincial departments clearly



*JET General Manager: Finance & Administration, Jim Wotherspoon and Rahmat Omar, Project Manager, at the Trust's Annual Review Meeting.*

recognise our importance to the qualitative transformation of education. International partners are showing a keen interest in JET's achievements and in our ability to navigate the immense education NGO environment. The commitment of the funding partners is of equally vital importance; they provided the seed funding that got the initiative off the ground, clearly they must now stand up and indicate the nature of their continuing participation in our very challenging project of making education opportunities available and meaningful for all South Africans. 🌻

# EDUCATOR RESKILLING & SCHOOL QUALITY IMPROVEMENT: A Brief Review of the President's Education Initiative

by *Mashwahle Diphofa*  
General Manager: Projects - JET

The President's Education Initiative (PEI) was started in 1996 when President Mandela appealed to the international community to assist with school quality improvement projects in the country. At the time the national Department of Education (DoE) had begun implementing an agreement reached in the Education Labour Relations Council on the right-sizing of the education establishment in order to effect an equitable provisioning of staff. It was recognised that the right-sizing process would deal only with quantitative issues and that it would be necessary to intervene at a qualitative level as well. Against this background, the following were identified as critical areas around which international assistance should be sought:

- \* the upgrading and reskilling of serving teachers in science, mathematics and technology;
- \* the improvement of the quality of education in schools, including the improvement of teaching in large classes, in multi-grade classes in small farm schools, and in a multi-lingual environment.

19 countries expressed an interest in those areas that deal with development and support for educators. In November 1996, JET was appointed by the DoE to coordinate the first phase of the project, for which funding was provided by the Danish aid



organisation DANIDA. The contract called for JET to:

- \* consult with the interested donors to establish, among other things, the nature and extent of support they were prepared to provide;
- \* collate and analyse research information to provide source documents on teaching in large classes, in multi-grade classes and in a multi-lingual environment;
- \* consult with education departments (provincial and national) to establish the nature and extent of existing teacher development and support (TDS) initiatives, thus to provide audit reports of TDS initiatives per province, and to identify priorities to be addressed;
- \* to develop funding proposals based on the above priorities for submission to the donors that have expressed an interest in the PEI (hereafter referred to as PEI donors).

## The Process

### Donor Consultations

Between November 1996 and January 1997 a questionnaire was developed and sent to all the PEI donors. The questionnaire sought to elicit information on issues such as:

- \* areas of support (e.g, management training, materials etc);
- \* provinces to be supported;
- \* programmes currently supported;
- \* possible areas of involvement in PEI;
- \* projected levels of support;
- \* funding requirements and mechanisms.

The questionnaire was followed with one-on-one consultations with individual donors where additional information on their activities was obtained. 16 of the donors, from around the world, have confirmed their in principle commitment to the project and their support will take the form of either technical assistance or grants, or both.

### Research

The research component focused on: whole school development; teaching in large classes, in multi-grade classes, and in a multi-lingual environment.

The approach adopted was that of reviewing local and international literature on the topics, and reviewing lessons from local projects addressing these areas. The findings will inform the proposals

development process in provinces. In addition, the information will provide an important resource base for the DoE and others engaged in educator development and support.

### **Provincial activities**

Each provincial department appointed a PEI liaison to serve as a point person for the project. Working through these provincial contacts, JET arranged consultative meetings to present the project and to plan subsequent steps. These meetings were also used to obtain information on departmental educator development activities, to be captured in the provincial audit reports mentioned above.

In addition, JET prepared a questionnaire which was sent to NGOs (identified from the JET database, the 1995 Teacher Education Audit: NGO sector, and by provincial departments) to establish the nature and scope of their programmes in educator development.

Follow up workshops were then held in each province, involving stakeholders from teacher unions, university education departments,

colleges of education, some NGOs and the respective provincial departments, to discuss the draft audit reports and identify priorities on which the PEI could focus.

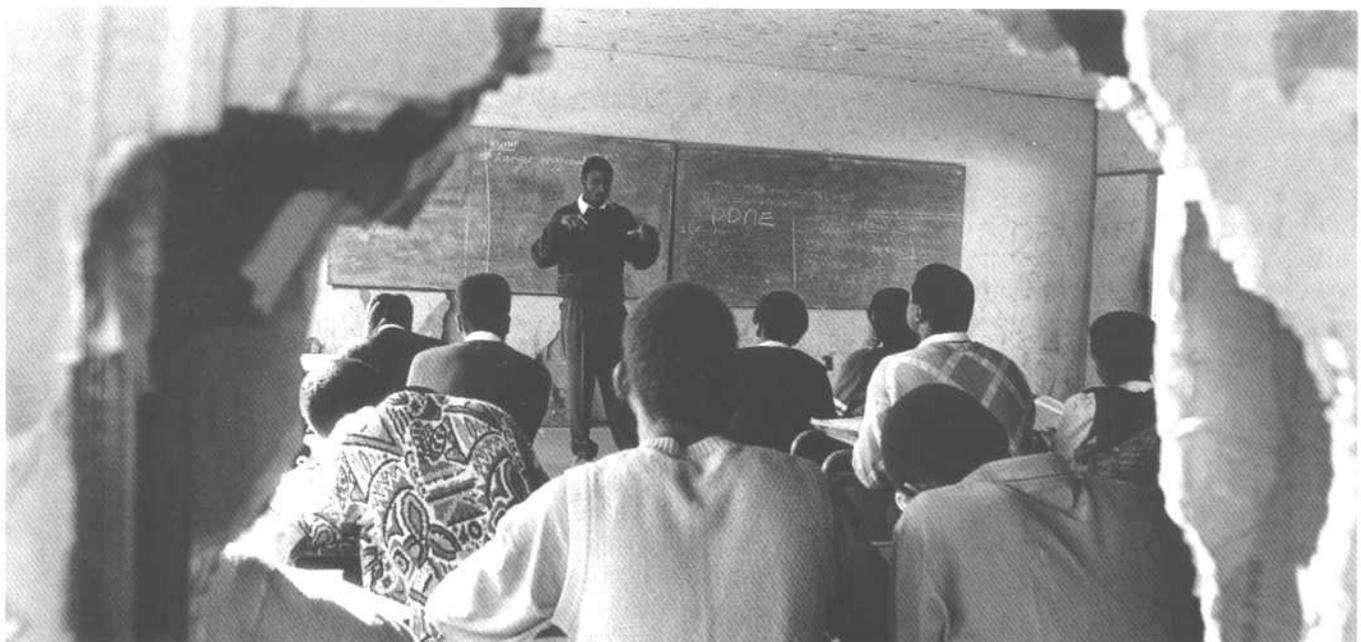
At the time of writing, all the provinces have been taken through these preparatory phases and actual funding proposals addressing the provincial PEI priorities are being drawn up. The proposals, together with the final report on the project, will be submitted to the national DoE towards the end of June 1997. These will then be passed on to the donors for consideration and this will mark the end of the first phase of the PEI. It is expected that the proposals will go through careful scrutiny as different donors apply their respective screening and assessment procedures. The outcome of this assessment process is expected to be known during the second half of 1997 so that actual implementation of the projects in the provinces can begin before the end of the year.

### **Conclusion**

The PEI comes at a time when a whole range of initiatives are already being considered by provincial education

authorities. These include Curriculum 2005, implementation of the South African Schools Act, Education Management Development and provision of Education for Learners with Special Needs. It has thus not come as a surprise that provinces have, by and large, insisted on prioritising these areas of work, calling for the PEI to complement them and to provide a resource base for greater synergy in educator development and support.

Clearly these initiatives are critical as they are likely to provide valuable pillars for a sound education system. It is important that the PEI dovetails with them to ensure that educator development activities occur within a coherent framework. Without such complementarity, duplication of efforts and a lack of synergy will remain with us. The PEI presents an important opportunity to mobilise and co-ordinate donor support around the expressed education priorities of the provinces and the national department. It should be fully exploited to achieve real improvements in the quality of school education. 



# TECHNICAL SUPPORT TO THE SOUTH AFRICAN DEPARTMENT OF EDUCATION

The formal signing of the agreement between the Department of Education (DoE), and JET, endorsed by the European Union (EU), for the EU's Programme of Technical Support to the Department of Education, took place on 21 May 1997 in Pretoria. Speaking at the press conference called to witness the ceremony, Dr NC Manganyi, Director-General of the DoE, outlined details of the contract and said:

*"We are grateful to both the EU and JET for their support in an undertaking of this magnitude".*

Dr Manganyi



*From right: EU Ambassador in SA Mr Erwan Fouéré, Executive Director of JET Dr Nick Taylor, and Director-General of the Department of Education Dr Chabani Manganyi, at the signing of the partnership agreement which sees R86 million from the EU directed into educational development over the next three years.*

"The signing of this agreement today represents the culmination of a process that began more than a year ago with the Department's approach to the Joint Education Trust to prepare a proposal on its behalf for funding from the EU.

"This agreement presents us with a model of co-operation between government, funders and NGOs - bringing together diverse resources to contribute to the transformation of our education and training system.

"We are grateful to both the EU and JET for their support in an undertaking of this magnitude."

EU Ambassador in South Africa, Mr Erwan Fouéré, cited this partnership as a wonderful example and an inspiration to all those concerned with development. He emphasised the significant role that civil society has played and continues to play in development in South Africa and said that the strength and enthusiasm of civil society needs to be nurtured to support continuing development.

Dr Nick Taylor, Executive Director of JET, highlighted the contributions that each partner brings to an alliance of this nature. "Government,"

said Dr Taylor, "has the authority to establish policy and to make education a constitutional right for all citizens. Funders," he said, "do not bring only money to such a partnership. The EU

has extensive experience of similar programmes in other countries of the developing world which it brings to bear on this project, together with its management expertise. NGOs provide the actual delivery capacity. JET, with its experience of managing grants to more than 400 NGOs over the past five years, has the ability to create a

coherent implementation programme within the policy framework determined by government and to institute quality assurance mechanisms to ensure that the funding is put to best use."

Responding to questions from the media regarding public expectations and accountability, Dr Manganyi stressed that this project represents a "very serious commitment to partnership as an operating mechanism. We have resourced JET and its experience so that our own aspirations and those of the EU can be realised in the most effective way. JET has

extensive experience with NGOs and is aware of the entire terrain in this area. It is therefore best qualified to undertake this task and to

bring cohesion to the project. From JET's experience, we have a guarantee of assessment of delivery. There are numerous accountability

mechanisms built into the management process," he said. 

## The EU Programme - In Progress

*by Saeeda Anis,  
Project Manager - JET*

The Programme of Technical Support to the South African Department of Education forms part of the European Union's Programme for Reconstruction and Development which was launched with the signing of a Financing Agreement between Deputy Minister of Finance Gill Marcus and Ambassador Erwan Fouéré in February this year. EU funding for the Programme of Technical Support to the DoE amounts to ECU17,2 million (R86 million) over a three year period, which began in April.

The project deals with three areas identified by the DoE as priorities: Early Childhood Development (ECD); Adult Basic Education and Training (ABET); and Development Support.

Broadly, the project purposes are the following:

- \* Pilot a Reception Year Programme for 5-year-old children in all provinces.
- \* Pilot a Level 3 and 4 Programme for adult learners in all provinces.
- \* Develop capacity within national and provincial government to access and manage donor grants to implement development projects/programmes.

The funding from the EU will complement government's investment in initiatives in these sectors which amounts to some R250 million in this year's budget.

The project will run under the authority of a Project Steering Committee (PSC) established in February 1997, comprising the National Director General (or his/her nominees), four Deputy Directors General (or their nominees), one representative from each of the Directorates of ECD, ABET and Development Support from the national DoE. The PSC will form the executive body for the project.

JET will act as the Project Management Unit, having final responsibility for disbursing and monitoring the grant for the project. JET will receive payment directly from the EU and will accordingly be responsible for financial receipts and disbursements made on behalf of the DoE - as specified by the PSC. Funds will be transferred from the EU to JET in accordance

with workplans approved by the PSC and the EU.

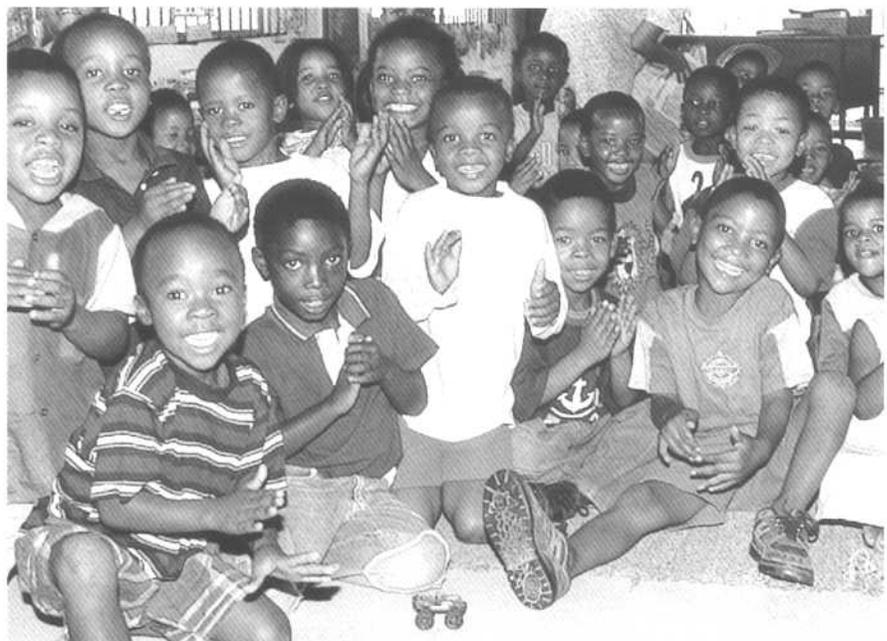
The DoE, as executing agency, will direct and receive reports from JET on the implementation of the EU supported activities. Such reports will include financial reports of funds received and used on a quarterly basis.

### **Programme framework**

The Financing Agreement signed between the DoE and JET is based on a schedule of results, each of which entails specific activities to be implemented by the respective Directorates within the national and provincial departments. Key activities per sector are outlined below.

### **Early Childhood Development**

- \* Management systems will be established and staffed in



the national, provincial and, where applicable, district DoEs, to plan, administer and monitor the pilot Reception Year programme.

- \* A policy framework will be finalised by the national Directorate, with detailed implementation plans for the national and provincial DoEs.
- \* A quality assurance system will be developed for the accreditation of teacher training and delivery agencies, within the National Qualifications Framework (NQF).
- \* Following an audit of existing materials, appropriate curricula and materials will be developed, with the approval of the South African Qualifications Authority (SAQA) and linked to the NQF.
- \* The Reception Year will be piloted with at least 47 250 children; provincial Directorates will, on tender, appoint delivery institutions (to provide at least 900 classes) and training agencies to train a minimum of 1 080 institutional managers and teachers in delivery of the new curricula. Progress will be monitored by provincial Directorates, and statistics will be collated by the national Directorate.

### **Adult Basic Education and Training**

- \* A policy framework for the delivery of services to adults and out-of-school youth at ABET Levels 3 and 4 will be developed by a Joint Committee including officials from the Departments of Education, Labour and Trade and Industry.
- \* Management systems will be developed and staffed within national and provincial directorates to plan, administer and monitor the delivery of Levels 3 and 4 ABET services.
- \* Detailed implementation plans will be developed at national and provincial levels.
- \* Following an audit of existing materials, appropriate curricula and materials will be developed, approved by SAQA and linked to the NQF.
- \* A system for the accreditation of teacher training agencies and delivery agencies will be developed, within the NQF.
- \* A system will be developed for the assessment and certification of learners, within the NQF.
- \* The new Levels 3 and 4 programmes will be piloted with at least 4 500 learners

by agencies appointed by the provincial directorates. At least 540 personnel, including institutional managers and teachers, will be trained. Progress will be monitored by provincial Directorates, and statistics will be collated by the national Directorate.

### **Project Funding**

- \* Units will be established in the national and provincial DoEs to conceptualise and manage projects such as the present one, and to access the requisite funding. Staff will be appointed and trained and project tracking systems will be established.

### **Project Management**

- \* The appropriate national and provincial structures will manage government expenditure. JET will administer the EU grant, and report to the EU on progress and expenditure. The project funding units to be established will increasingly become involved in the latter process, as their capacities are developed.

### **Funding allocation**

Over the three-year period of the project, the EU funding has been allocated to the respective sectors as follows:

ECD: .....	32%
ABET: .....	40%
Project Funding: .....	9%
Project Management: ...	10%
Contingency: .....	9%



Abel

# EVALUATION OF THE EKUSENI YOUTH DEVELOPMENT CENTRE

by Penny Vinjevold

The Ekuseni Youth Development Centre (EYDC), near Newcastle in KwaZulu-Natal, aims to provide young convicted persons with appropriate life skills, education and training. The project was motivated by President Nelson Mandela's concern that the conditions in South African prisons are not conducive to transforming and developing young prisoners, particularly those under the age of twenty-two. The vision of Ekuseni is "to empower youth at the Centre to successfully reintegrate into society as dignified and responsible individuals".

The EYDC was created by a consortium comprising:

- \* Nelson Mandela Children's Fund
- \* Ministry of Correctional Services
- \* Private Sector Initiative
- \* Joint Education Trust
- \* Rand Afrikaans University

As Ekuseni is the first project of its kind in South Africa, aimed at evolving a new and more constructive way of treating young offenders, evaluation is a critical component of the project. The results of the evaluation will be used to modify the pilot model which, in turn, will be extended into similar centres to be established around the country.

## Aims of the Evaluation

The evaluation aims to track and assess the progress of young offenders based at the EYDC as they are prepared for reintegration into society. In particular, the evaluation will trace and assess the development of the knowledge, skills and attitudes required for the world of work and the development of the educational, physical, psychological and social

potential of the offenders. The evaluation will also consider the role of each of these factors in preparing young offenders for return to life outside of prison.

As the evaluation is intended to inform policy on appropriate institutional models for young offenders, it will be concerned with:

- \* the human, physical and financial resources of the EYDC;
- \* the programmes offered;
- \* the custodial care;
- \* the management model adopted;
- \* the administration.

## Evaluation Team

The evaluation of the Ekuseni Centre was put out to tender. Seven agencies or consortia submitted proposals and a short list of three agencies was drawn up. Representatives of these agencies were

## Evaluation Questions

1. How have the knowledge, skills and attitudes of the EYDC students changed from the time the students arrived at the Centre to their time of leaving? What is the nature of the change?
2. How have those released from Correctional Services at EYDC adjusted to life outside the Centre?
3. What is the management model (including custodial care and administration) adopted at the EYDC?
4. How did the EYDC partnership impact on the Centre, the development of the management model and the programmes offered?
5. What is the profile of i) the staff, ii) the offenders, at the EYDC? How well do these profiles match those originally intended for the project? How do these profiles compare to those in other Correctional Services Centres which provide for young offenders?
6. How do the physical and financial resources contribute to the programmes and institutional model developed for the EYDC?

interviewed and the tender was awarded to a consortium of Segal Quince and Wicksteed and Dr Mbatha and Associates. The team has extensive experience in research and evaluation, education and training and work amongst offenders.

### **Evaluation Process**

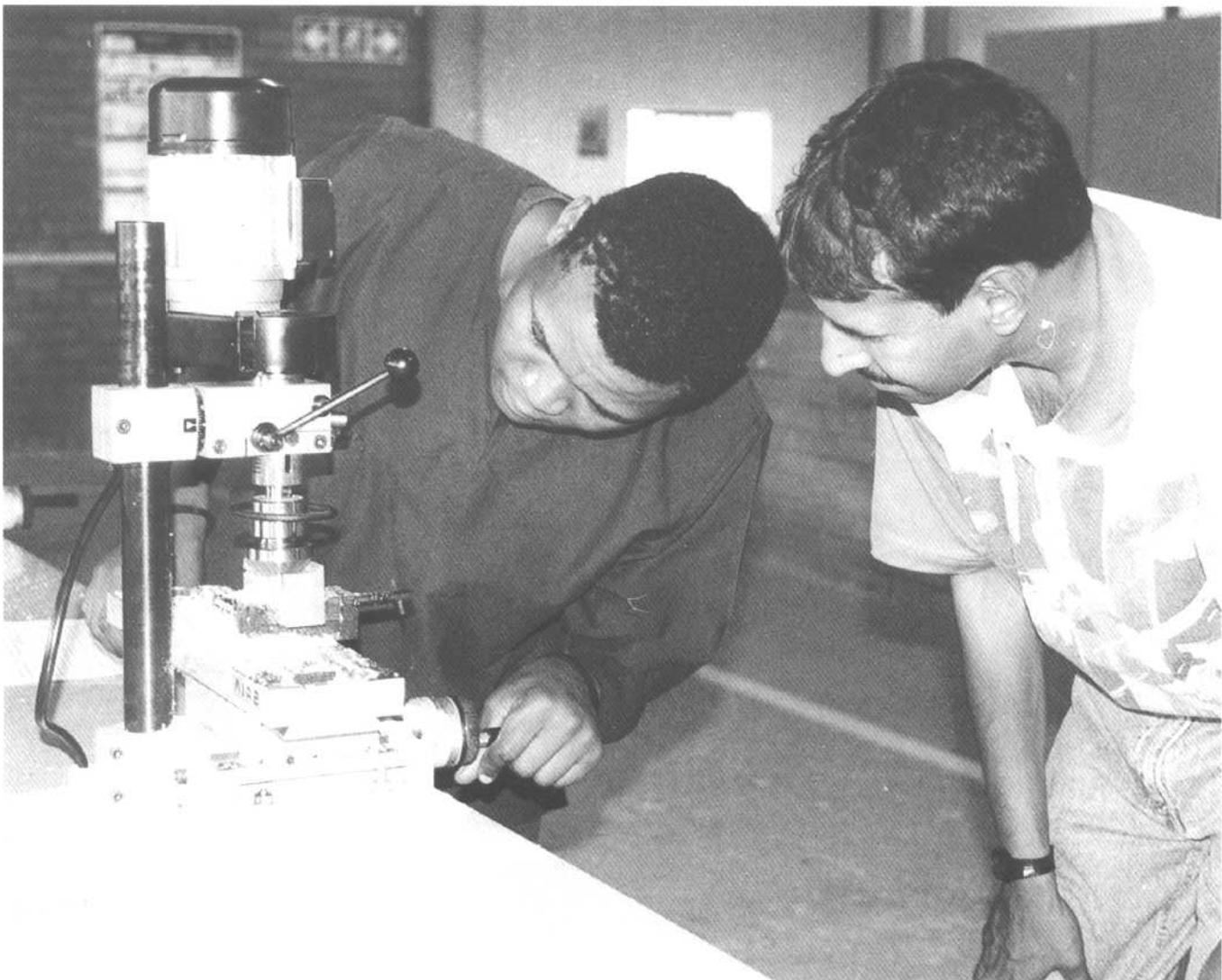
The evaluation of the EYDC is designed to assist those charged with the management and development of the Centre in a practical way. The active involvement of Ekuseni's management and staff is therefore integral to the approach, to ensure that there is a transfer of skills and expertise and that the evaluation process can be continued after this initial assignment is complete. The evaluation will produce three formal reports:

- \* a detailed review of EYDC;
- \* a report on how the EYDC compares to other initiatives in South Africa offering assistance to young offenders; and
- \* a report on appropriate international experience in rehabilitating young offenders.

In addition to answering the questions outlined above, the evaluation will provide a document of record, describing the workings of the EYDC in detail. It will highlight emerging issues, concerns and opportunities for further development and will create a range of tools, training materials and guides to enable the EYDC to undertake ongoing evaluation. The evaluation team will draw on Ekuseni's existing database, analysing the

records of young people on entry and during the programme. It will also undertake structured interviews and group workshops with students, interviews with staff and tracer studies of Ekuseni graduates.

The first phase of the evaluation will run from April 1997 to December 1997 and the second phase from January 1998 to December 1998. 



## JET CONFERENCE: Evaluating the Quality of Teaching and Learning

by *Kathy Tracey*

*Evaluations Administrator - JET*

The JET Conference on Evaluating the Quality of Teaching and Learning was held on 25 February 1997. The conference was attended by 84 delegates, including representatives from the business sector, university education faculties, donors, embassy officials and organisations and individuals concerned with programme evaluation. A steering committee consisting of Professor J Muller, Dr J Hofmeyr and Dr M Modiba, assisted JET in conceptualising the programme.

Executive Director of JET, Dr Nick Taylor, opened the conference indicating how the day's deliberations intended to take forward the discussions of JET's 1996 Evaluations Conference through the presentation of three case studies. Representatives of key stakeholders in education projects, namely government, donors and the teaching fraternity, were asked to respond to the presentations.

The first case study was concerned with the evaluation of the English Language Education Trust's work, an intervention aimed at changing teaching methodology. The evaluators, Thuli Dlamini and Roseline Ntshingila-Khosa of the Improving Education Quality Project presented their findings concerning teacher and pupil behaviour. An interesting aspect of this evaluation was a detailed classroom observation schedule. The respondent to this case on teaching methodology, Tim George of the Anglo American



*Brian O'Connell*

and De Beers Chairman's Fund, highlighted the fact that any project evaluation involving classroom observation carried the risk that behavioural patterns change when someone is aware that he or she is being observed. He added that examining the behaviour of children in the classroom may obviate this risk to a degree, as children are more impartial, with little vested interest in the outcome of the evaluation.

Commenting on the contribution made by the conference overall, Tim George said that the Chairman's Fund considered this event, because it examines particular case studies, an important step in the process of disseminating useful information to a variety of projects on how to go about assessing their performance in a constructive and more cost-effective manner.

The second case study was concerned with the introduction of low cost, across-the-curriculum workbooks into senior primary classes in Northern Cape schools. The evaluation of the Northern Cape Workbook Project (NCWP) was presented by Penny Vinjevold.

Brian O'Connell, Director-General of the Department of Education Western Cape, concluded in his response to the impact study done on the

Northern Cape Workbook Project that the attempt to evaluate this project, and the fact that this evaluation was subjected to public scrutiny, were perhaps more significant than the findings themselves. He suggested that this heralded a new phase of honest enquiry into the deployment of resources and, if this were extended to all parts of the delivery system - from universities to civil servants - the country's prospects for delivery would be greatly enhanced.

The third evaluation, of a whole-school development initiative, the Thousand Schools Project, had not yet been completed but Dr Crain Soudien from the University of Cape Town's School of Education presented the proposed indicators for evaluating the project.

The day's proceedings were summarised by Professor Tony Morphet from the Department of Adult Education at UCT, who concluded:

*"The great success of today's discussion has been the way in which the explicit and detailed presentations have made it possible for us to see both the strengths and weaknesses of our current evaluation practice and, at the same time, they have given us the means to think our way forward in the difficult task of defining indicators of learning."*

A report on the conference is being prepared by JET and will be available later in the year. 🌻

*The NCWP Evaluation Report is available from JET on request.*



*Tony Morphet*



## COMMUNITY SERVICE PROGRAMME FOR HIGHER EDUCATION

by *Rahmat Omar*  
Project Manager - JET

A funding crisis in higher education institutions has convulsed campuses around the country once again. The issue of financial assistance to students is particularly urgent as there are not the resources available to meet even current demand. The government has pledged to provide assistance through the National Student Financial Aid Scheme and has launched a fundraising campaign. However, the promised support from various sources is likely to fall short of rapidly growing demand unless new initiatives are rapidly and successfully developed.

There is a growing interest in South Africa in the idea of a national community service plan for higher education as a means to address some of this financial need. Experiences in other countries suggest that such plans are also ways for students to acquire valuable career orientation and employment skills, deepen their commitment to community development and address the needs of those less fortunate than themselves.

The idea of an investigation into the establishment of a community service initiative was first mooted in the United States - South Africa Binational Commission. It was taken up in the draft white paper on higher education.

With the support of the USA-based Ford Foundation and Solon Foundation and the Human Sciences Research Council, JET has undertaken to research the potential of a National Community Service Programme as a mechanism for bringing together leaders from government, the private sector and donors in partnership with leaders from higher education institutions, student organisations and communities, to plan and implement reconstruction and development activities.

The study will result in a concept paper which will be used as a basis for consultation with all constituencies and then developed into a final report suggesting policy and programme options. The research team based at JET will be assisted by international experts. Its work will be developed in close consultation with a steering committee of experts and guided by a high level advisory group whose primary task will be to ensure attention to the study by leaders of government, the private sector and the United States-South Africa Binational Commission. 🌻

## ADDITIONAL FUNDING FOR WHEP

by *Rahmat Omar*  
Project Manager - JET

The success of the Workers Higher Education Project (WHEP) in its first year of operation has led to additional funding being granted to this project. WHEP was established in January 1996 with a grant of R1 million from the Ford Foundation. The Project aims to contribute to the development of new policy and practices to expand access to tertiary education for working adults. To date, WHEP has focused on pilot programmes in three disciplines: engineering, teacher development and management.

The Ford Foundation has decided to provide a second and larger grant to WHEP and a new two-year grant, worth nearly R4 million, has been allocated to the Project by the Kellogg Foundation. These developments are particularly exciting as they will allow WHEP to expand its current activities and diversify its programme. The grant from the Kellogg Foundation specifically enables WHEP to extend its focus areas to include Rural and Agricultural Development. 🌻

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