

**ADDENDUM TO
THE NATIONAL TEACHER EDUCATION AUDIT:
NGO SECTOR**

**PROFILES OF NGOs
INVOLVED IN TEACHER DEVELOPMENT**

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**DANISH INTERNATIONAL DEVELOPMENT
AGENCY (DANIDA)**

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Profiles arranged by province, in alphabetical order

NGOs based in Gauteng

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Handspring Trust for Puppetry in Education	Handspring
Independent Examinations Board	IEB
Institute for Democracy in South Africa - Training Centre for Democracy	IDASA - TCD
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Science Education Project	SEP
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St Andrew's Teacher Enrichment Programme	-
St Mary's DSG Outreach Programme	-
Sweetwaters Integrated Educational Project	SIEP
Teaching English Language Improvement Project(Research and Development Unit)	TELIP
Teaching English Language Improvement Project (Soweto)	TELIP (Soweto)
Thusong Educational Trust - Edu-Train	Edu-train
Upgrading of Teaching, Training and Learning Trust	Uptrail
Youth Development and Guidance Programme	YOU-GUIDE

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NGOs based in the Northern Cape

Name	Acronym
Namaqualand Resource and Educational Centre	NAMREC

Profiles which arrived too late to be included in the analysis

Western Cape

Lifeskills Project

KwaZulu Natal

Embambiswaneni

Table of NGOs in alphabetical order with addresses and contact numbers

NGOs based in the Western Cape

Name	Acronym
Career Research and Information Centre	CRIC
Centre for Education Development - University of Stellenbosch	CENEDUS
Education Support Services Trust	ESST
Institute of Mathematics and Science Teaching	IMSTUS
Karoo Resource Centre	KRC
Master Maths Educational Trust	-
Mathematics Education Project	MEP
National Language Project	NLP
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Quaker Peace Centre	QPC
Resource Unit for Intercultural Education of SA	RUIESA
Teacher Advancement in Mathematics	TAIM
Teacher In-Service Project	TIP
Teacher Opportunity Programmes	TOPS*
Teaching and Learning Resources Centre	TLRC
Wildlife Society	-
Young People's Theatre Educational Trust	YPTET

NGOs based in KwaZulu Natal

Name	Acronym
Centre for Advancement for Science and Mathematics Education	CASME
English Language Education Trust	ELET
Fulcrum Teachers' Education Project	MEDU
Institute of Education and Human Development	IEHD
KwaNgwanase Schools In-Service Teachers' Development Project	KSITDP
KwaNgwanase Schools Science Teachers' Development Project	KSSTDP
Language in Learning	LILT
Media in Education Unit at Education Foundation	MIE
Metro Education Centre	-
Midlands Education Development Unit	MEDU
Midlands Education Trust	MET
Primary Maths Project	PMP
Share-Net	SHARE-NET
Singakwenza Teacher Empowerment Project	SINGAKWENZA
St Mary's Interactive Learning Experience	SMILE
Toyota Teach Primary School Project	TOYOTA
Umgenti Valley Trust	-
Valley Trust	-

NGOs based in the Eastern Cape

Name	Acronym
Centre for Continuing Education	CENCE
Independent Training and Education Centre	ITEC
Institute for Social and Individual Development	ISIDA
Rhodes University Mathematics Education Project	RUMEP
Sakhisizwe INSET Unit	INSET
Winterberg Schools Trust	-

NGOs based in the Northern Province

Name	Acronym
Gazankulu Primary Maths Project	GAZPMP
Ithusheng Community Association	ICA
Palabora Foundation	-
Primary Maths Project, Northern Province Central	PMP
Thusanang Self Help Association	Thusanang

NGOs based in the North West

Name	Acronym
Community Upliftment through Education	CUE
North West Teachers' English Language Improvement Project	NW TELIP
Primary Education Upgrading Programme	PEUP
Teachers' Assistance Programme	TAP

NGOs based in the Free State

Name	Acronym
Language Methods and Programmes	L-MAP
Primary Maths Project - FS/QwaQwa	PMP
Research Institute for Education Planning	RIEP

NGOs based in Mpumalanga

Name	Acronym
Uplands Outreach Programme	-
Wits Rural Facility	WRF

NGOs based in Gauteng

PROFILE OF ORGANISATION

Name : Catholic Institute of Education (CIE)

Date started with Teacher Development : 1985

Aims and Objectives

The Institute was established to offer INSET to teachers in Catholic schools throughout the country. The Institute believes in whole school development approaches to INSET. These consist of "change related interventions which approach teaching and learning within an integrated context of curriculum, classroom, organisational and community related systems". The Institute believes that the more teacher-focused, subject-specific approaches to INSET are not sufficient to address the teaching-learning culture of an institution as a whole. Since "...the classroom is part of a bigger system(the school)", it follows that "changes in the classroom require changes within the whole school in order for this change to be effective".

Background

The Institute is a national, not for gain, service organisation formally constituted in association with the South African Catholic Bishops' Conference. Whilst its role relates to the development, co-ordination, financing and advocacy needs of teachers, learners, administrators and governing bodies in Catholic schools in South Africa, it also serves as a critical link between the Catholic church and other educational stakeholders.

Number of Programmes

Nine interventions and training programmes are offered.

The *Whole School Renewal/Development* programme operates nationally and assumes different forms in response to local peculiarities in each participant school. Generally, this involves regular visits to the schools to set up committees, facilitate planning, run support workshops and conduct evaluations.

The *Catholic Schools and Teachers Associations (CSTA)* seek to provide fora for Catholic schools and teachers to meet and discuss problems common to the schools as well as identify relevant intervention strategies.

The *Remedial Education Programme* seeks to promote an understanding of, and develop skills for, dealing with pupil failure. Until 1994, it was presented in two formats : two weekend residential workshops in Pietersburg and Marseilles(Free State) or nine 3-hour workshops in the East Rand, West Rand and Central Johannesburg. The 1995 programme comprised two group workshops and two classroom visits each month.

The *Georgetown University Volunteer Programme* provides volunteer Georgetown University(Washington D.C) teacher graduates to Catholic schools in South Africa. One to three such volunteers are placed in a school for a year during which they are given full-time teaching loads and extra-mural responsibilities. It is believed that this promotes cross-fertilisation of experiences and develops both the volunteer teacher and the host school. This programme was suspended in 1994 but resumed in January 1995.

The *Summer School in George Programme* started in 1995. It consists of a 3.5 day intensive interactive workshop followed by whole school development activities with fieldworkers. The Institute is also exploring the possibility of including a leadership and management course to be run jointly with the Teacher In-service Project (TIP).

The *Sacred Heart College Integrated Studies Project (IS)* in the Gauteng is an alternative curriculum project implemented from standard 2 to 7, whereby children do not have separate lessons for history, geography and biology but learn these subjects in Integrated Studies. Currently the project works with 18 teachers at the Sacred Heart College and also runs workshops in Integrated Studies for other teachers and trainee teachers around the country.

- * The *Integrating the Curriculum Project* in the Western Cape seeks to spread the Integrated Studies lessons learnt at Sacred Heart and introduces schools to the concept of integration. A two-hour workshop is run using a Sacred Heart video and textbooks. Another series of two-hour workshops may be run for a school "over a long period of time" to take them further down the IS route. The project is currently planning a workshop to train teachers as resource developers. The workshop will be of 10-12 hours duration.

The *Governance Project* in the Western Cape consists of school-based workshops with teachers and out-of-school workshops with board members. The workshops focus on different management structures and their functions.

The *Life Witness* is a two-year course for religious educators. During this period 5 workshops of 3-4 days duration each are run. In addition, there are 10 four-hour tutorials every two months from January to October.

Number of teachers per programme

Programme	1993	1994
Whole School Development	$1000(G) + 120(WC) + 100(FS) = 1220$	$1200(G) + 120(WC) + 100(FS) = 1422$
C S T A	Not run	9544*
Remedial Education	26(G)	$43(G) + 17(NP) + 20(FS) = 80$
Volunteer Programme	7 schools	Not run
Summer School in George	Not run	Began in 1995
Integrated studies	18(G)	18(G)
Integrating the curriculum	306(WC)	132(WC)
Governance Project	Not run	23(WC)
Life Witness	47	24

*Refers to Catholic teachers in state schools and teachers in Catholic Schools : Gauteng (2 168); W. Cape (1 456); E. Cape (1 382); KwaZulu Natal (1 000); Mpumalanga (572); Northern Province (660); North West (900); Northern Cape (634); Free State (772).

Personnel employed by the organisation

The organisation employs 31 members of staff : 21 programme, 7 administrative and 3 service staff.

Budget for Teacher Development

The total 1994 budget of the CIE was R 7 894 000 inclusive of bursaries and school upgrade, of which R 1 387 283 was budgeted for Teacher Development.

Future vision

The CIE sees its future role as:

- working with other NGOs, the state and with local and regional teachers', parents' and governing structures;
- continuing to develop whole school renewal/development materials;
- training and curriculum and materials development for Religious and Values Education;
- putting resources and skills at the service of the Common Good, i.e. not limited to Catholic teachers and schools.

PROFILE OF ORGANISATIONS

Name : Centre for Cognitive Development (CCD)

Date started with Teacher Development

A pilot programme was run in 1987 and 3 - 5 day workshops were offered until 1987. The present programmes were first offered in 1991. The CCD Cape Town urban office opened in 1992 and the rural office in 1993. The Natal office began operations in 1992.

Aims and Objectives

The CCD views teachers as the primary agents of transformation and change. Cognition and empowerment are seen as the mechanisms for teacher development and education transformation. The CCD believes that if one can empower the teachers and through them develop the thinking skills of pupils, one can bring about the transformation of society. The CCD seeks to transform autocratic values and processes to democratic alternatives. The organisation believes that this will be achieved through interventions which empower educators to reflect critically on their educational practices and their relationship with others and so encourage the development of skilled, responsible, confident, critical and creative learners through cognitive development and the fostering of individual worth and potential.

Background

The CCD is an independent non-profit organisation funded by the private sector and under the administrative auspices of Vista University. The CCD started teacher development courses in the Gauteng province in 1987 and now has offices in the Western Cape and KwaZulu Natal. CCD programmes are offered in Gauteng (Johannesburg, East Rand, Ivory Park, Atteridgeville, Mamelodi), North West (Odi, Tlhabane, Moratele), Northern Province (Lenyenyane), Mpumalanga (Witbank), Western Cape (urban and rural), Kwa Zulu Natal (Umlazi). The CCD also offers Early Childhood Development tutor training.

Number of programmes

The CCD offers three courses for teachers in the formal school sector. The *Primary Teachers' Training Programme* and the *Secondary Teachers' Training Programme* consist of 9-11 days of interactive out-of-school workshops. (Each day's training lasts 6-7 hours) and 1-3 days school-based support. These programmes are offered over 1-1.5 years. The third programme is known as the *Advanced Reading and Writing* course and comprises 3-5 days of out-of-school interactive workshops. This course is offered as a block.

Number of teachers per programme

Programmes	Gauteng	W.Cape	KZNatal	N.W.	Mpum	NP	FS	Total
Primary 1993	271	870	542	200	-	-	27	1910
Primary 1994	269	644	297	200	-	65	-	1475
Secondary 1993	150	-	103	488	-	-	-	741
Secondary 1994	150	-	83	112	102	-	-	447
Adv R & W 1993	40	-	-	-	-	-	-	40
Adv R & W 1994	360	-	-	-	-	-	-	360

Personnel employed by the organisation

The CCD employs 54 staff members. Forty are project staff : 21 in Gauteng, 14 in the Cape offices and 5 in the KwaZulu Natal office. Fourteen are administrative staff : 7 in Gauteng, 4 in the Cape and 3 in KwaZulu Natal.

Budget for Teacher Development

The 1994 budget for Teacher Development was R7 249 446.

Future Vision

The CCD considers that it has the potential to make a contribution at both pre-service and in-service levels. The pre-service contribution would be as a training agency for trainers in colleges. The Centre is also able to assist at this level with the transformation of curriculum and curriculum development. The organisation will continue to offer short, modular programmes to teachers in-service.

PROFILE OF ORGANISATION

Name : Centre for Productive Education (CPE) at the National Productivity Institute (NPI)

Date started with Teacher Development : 1991

Aims and Objectives

CPE believes that schools need to produce mathematically competent school leavers for the country to have a technologically skilled workforce. The use of 'investigative', and not 'traditional' methods can help the country achieve this. The latter are characterised by "Do as I tell you", with teachers being seen "as the possessors of mathematical knowledge", and their task being "one of filling the pupils' heads with methods for solving problems... and the like". Investigative methods are characterised by "Let me tell you what I did" where learners are required to actively investigate how they would solve maths problems. Learners discuss possible methods to solving a problem and by so doing also develop their communicative skills. The goal of the CPE is therefore to promote the use of investigative methods in mathematics through in-service professional development of teachers.

Background

The Centre for Productive Education was established in 1991 by the National Productivity Institute. The Centre started with a pilot teacher development programme in the North West region and has since expanded to three additional regions, namely, Northern Province, Mpumalanga and KwaZulu Natal. The approach of the CPE involves developing a network of key teachers who are able to run workshops and support other teachers in their areas with the co-ordination and back-up of the Centre. These key teachers (also referred to as change agents) are trained in investigative methods either by Leeds University or local universities which have also introduced the Change Agent in Primary Maths Education (CAPME) course. The Centre currently works closely with the South African Primary Maths Project, an NGO which offers a similar programme in other regions of the country.

Number of Programmes

The *Investigative Maths Teaching Method* (which is said to be a 'process' and not a 'programme') consists of school-based workshops of 5 hours duration which are run once a month. In addition, there are two classroom support visits per school per month. These activities are completed over each school year.

The *Change Agent in Primary Maths Education (CAPME) Course* is offered in conjunction with RADMASTE and certificated by the University of the Witwatersrand. It runs over eight months and includes an initial residential week-long session in workshop skills, followed by work in the field running workshops with teachers and reporting on activities, and a final residential week-long session on classroom support skills.

Number of Teachers per programme:

1993	Gauteng	KZNatal	N. West	Mpum.	N.Prov.	F State	Total
Invest Maths	0	52	30	0	418	0	500
CAPME	3	10	17	0	0	0	30
1994							
Invest Maths	0	210	78	109	718	0	1115
CAPME	0	0	7	0	30	17	54

Personnel employed by the organisation

The CPE employs 5 programme and 1 administrative staff member.

Budget for Teacher Development

The 1994 Teacher Development budget was R 1 049 763.

Future Vision

The CPE seeks to help provinces to grow maths teacher support systems that will service all the schools in their respective scopes of administration. The CPE would like to work with regional maths advisors, circuit advisors and circuit change agents, respectively over the next five years. The five year period would enable the growth of the envisaged Teacher Support System in a province. The CPE would further like to enter into partnership with education authorities and allow government to take over responsibility of implementation of the programme.

PROFILE OF ORGANISATION

Name : Centre for Research and Development in Mathematics, Science and Technology Education (RADMASTE)

Date organisation started with Teacher Development : 1990

Aims and Objectives

The mission of the RADMASTE Centre is to enhance the quality, relevance and accessibility of mathematics, science and technology education. RADMASTE aims to support the development of teachers and teacher educators in traditionally neglected communities in South Africa.

Background

RADMASTE Centre is based at the University of the Witwatersrand and reports to the University Board of Control. It is the view of RADMASTE that many teachers lack the teaching skills to ensure the transformation of South African society into a stable, progressive community able to survive in a competitive world market. As mathematics and science teachers are seen to be essential in achieving this transformation the RADMASTE Centre was established in 1990.

Programmes

The RADMASTE Centre offers a wide range of programmes and interventions aimed at primary schools, secondary schools and colleges of education.

Toveta Teach Primary School Project. This INSET programme operates in Umlazi and Umbumbulu and involves several organisations in a co-operative primary school upgrade programme reaching 36 schools. RADMASTE is involved in maths classroom development and this involves running 2 to 3 one-day workshops for teachers and following these up with classroom support visits. In the process some teachers are identified to become leader teachers.

The Change Agent in Primary Maths Education (CAPME) certificate course is offered to leader teachers from various NGOs. The course is run over 9 months and consists of contact sessions at the university and fieldwork.

Advanced Certificate for Primary Science Educators (ACPSE) course is a two-year distance certificate course and includes four one-week residential blocks per year. It is run in conjunction with the Primary Science Programme.

More Relevant Science Curriculum aims to develop a more relevant school science curriculum. Four-hour interactive workshops are held once a term for primary teachers trialing materials in their schools. Two to three-hour workshops are held once per term for secondary teachers testing the materials.

Wise Teachers Guides is a series of books for science teachers which has been produced by RADMASTE. One and a half hour workshops on the use of the books are held at the University on request.

Microchemistry Project has developed nearly 40 experiments for the chemistry component of Physical Science in schools and colleges. Low-cost kits of equipment have been designed to enable hands-on practical work. An orientation course in the use of the materials lasting three hours is provided. A programme of three hour workshops per region for teachers involved in the Thousand Schools Project was scheduled for 1995.

Maths, Biology and Science and their application courses consist of ten interactive, day-long workshops in each discipline each year.

Ethnomathematics Project conducts three out-of-school five-hour workshops over a period of three months. The project also visits schools six times in the period to support teachers in the implementation of the programme. Research related to curriculum development is part of this project.

Colleges of Education Maths Project and Colleges of Education Science Project reach colleges of education throughout the country. Three- to five-day workshops are held twice a year which are attended by over 100 college lecturers. Lecturer teaching resources and student learning materials have been developed, discussed and disseminated. Modern teaching methods and more relevant maths and science curricula are encouraged.

In addition to these courses RADMASTE offers the following interventions :

The Maestro Project is a 75 unit audio-visual self-study programme covering the Std 6 - 10 Physical Science syllabuses. The units comprise an audiotape, colour slides, workbook and self-test. These materials have been used by science teachers and pupils. The project is being run with the Microchemistry Project (see above) in the Thousand Schools Project.

Technology Across the Curriculum Programme operates in conjunction with Ort-Step and aims to develop technology teaching materials for use in secondary schools.

Relevant Maths Project aims to develop a more relevant school mathematics curriculum. The writers meet twice a month to workshop material. Teachers test the material before publication.

-Number of teachers per programme

Project	1993	1994
Toyota Teach	24	19
CAPME	N.A	32
ACPSE	9	17
Maestro	N.A	N.A
TeaCuP	N.A	N/A
ReMaP	N.A	N/A
More Relevant Science	N.A	N.A
Wise Teachers	15	15
MicroChemistry	N.A	120
Maths.Bio. Science	N.A	N.A
Ethnomaths	N.A	N.A
College Maths & Science	100	100

Personnel employed by organisation

A total of 35 staff are employed at RADMASTE. There are 25 programme staff, 3 tenured academic staff, 7 administrative staff members and one service employee.

Budget for Teacher Development

The 1994 RADMASTE budget was R2 269 759.

Future Vision

RADMASTE claims to have the expertise and experience to provide sustained, high quality, innovative contributions to INSET. RADMASTE believes that it is time for education departments to reassert the initiative concerning INSET and to formulate comprehensive plans and a framework for INSET provision and to invite organisations to contribute to teacher development in such a framework. RADMASTE believes it is best equipped to contribute to such a framework in respect of developing teacher leaders, change agents, subject advisers and college lecturers. Furthermore RADMASTE believes that curriculum development at school and college level is of great importance and the organisation can contribute to teacher development through curriculum development and research. RADMASTE will play an important part in the Further Diplomas in Maths and Science Education offered at the University of the Witwatersrand from 1996.

PROFILE OF ORGANISATION

Name : The Community Education Trust (CET)

Date started with Teacher Development : 1992

Aims and Objectives

The CET is a vehicle through which the South African Institute of Management involves the broader community in shaping education toward meaningful change. They believe that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management of education institutions. Thus their programme aims to promote and enhance the capacity of those managing such institutions.

Background

In 1992 the South African Institute of Management was approached with a proposal to extend the work of their centre to incorporate education management. Thus the Institute of Education Management was formed with a purpose of providing a 'home' for all people involved in education management.

Number of programmes

The project offers a Diploma in Education Management. This consists of a two-week full-time course followed by 3 months of in-service training and concludes with a one-week report back and consolidation session. The modules have been written to provide school heads with practical ideas about ways in which they may become more effective managers. While this programme is designed primarily for school heads it is applicable to all other educationists who require management skills.

Number of teachers per programme

1993	14
1994	29

Personnel employed by organisation

The project employs a total of 12 staff, 9 in programme work (of which 8 are part-time) and 3 in administration.

Budget for Teacher Development

The budget for 1994 was R102 000.

Future vision

The CET hopes to contribute to the development of a policy framework and guidelines for good management practice. They also intend to provide a visible national locus for drawing together, sustaining and promoting a variety of education management initiatives currently being planned and implemented throughout the country. The project has obtained sponsorship to expand to the Western Cape and Free State and hopes to secure funding for expansion to Eastern Cape, Northern Province and Mpumalanga.

PROFILE OF ORGANISATION

Name : Co-operative Organisation for the Upgrading of Numeracy Training (COUNT)

Date started with Teacher Development : 1989

Aims and Objectives

COUNT focuses primarily on developing the mathematical skills of teachers in primary schools. The organisation adopts an activity-based, problem-centred approach to mathematics. It intends to empower teachers to play a more meaningful role in maths education. Besides teacher development, COUNT is also working on a Family Maths Programme which involves the entire community in numeracy development. COUNT operates in 3 of the 9 provinces (North West, Eastern Cape and Gauteng).

Background

COUNT is a non-racist, non-sexist and independent professional organisation which emerged out of the socio-political context which South Africans faced as a result of apartheid.

Number of Programmes

COUNT has one programme which consists of a four-day out-of-school workshop followed by 4 days of in-school classroom support each term for each participating teacher.

Number of teachers per programme

1993	120
1994	150

These figures are for Gauteng and North West and exclude E. Cape. The figures for E. Cape are captured in CENCE's profile.

Personnel employed by organisation

A total of 8 staff are employed by COUNT of which 7 are programme staff and one is administrative staff.

Budget for Teacher Development

The budget for 1994 was R608 370.

Future vision

The project believes that it has a key role to play in the development of mathematics education in this country. COUNT believes one of their tasks is to get all major role players involved in the field together in order to pool resources and expertise. It believes that it can be an advisory as well as staff training organisation in primary maths education.

PROFILE OF ORGANISATION

Name : Curriculum Development Project for the Creative Arts (CDP)

Date started with Teacher Development : 1990

Aims and Objectives

The CDP notes that arts education is almost non-existent in schools other than in those previously under the House of Assembly and private schools. Arts curricula in these schools and in teacher training remain biased away from the lives of students and from South African arts and culture. The project aims to impact on both mainstream and community-based arts education through the more relevant, student-centred content and methodology reflected in its curriculum. The issue of cultural and historical redress, and access are fundamental to the aims of the CDP. Trainee teachers and trainers of teachers focus on practical application, theoretical discovery and the development of aesthetic, creative and cultural appreciation in the classroom. The CDP aims to contribute to a greater awareness of the value of arts and cultural education to the school curriculum, to the creative development of the learner, to the community and the economy.

Background

The CDP was established under the auspices of Sacred Heart College Art Department in 1990 where it focused on alternative approaches to materials development within the school context. This was assessed to be somewhat limiting in not addressing the crucial issues of broader levels of access and of the fundamental need for curriculum transformation and teacher training. The CDP became independent in 1992, and designed and piloted learning materials and a teacher training curriculum (1993) for Kaitshong teachers (mainly ex-DET) as well as community-based arts educators. In 1995 the CDP designed and is implementing a national Facilitator Training Course for teacher trainers. The project is now registered as an independent Trust.

Number of programmes

The CDP has run five *Teacher Training Courses* in Gauteng between 1993 and 1995. Each runs for 10 months with a concurrent five months practical hands-on teaching component. The *Facilitator Training Course* consists of a three phase seven-week programme (7 hours per day, 5 days per week) spread over the year, with practical workshops set up in Northern Province, Mpumalanga, Gauteng and Western Cape. It also has a practical component.

Number of trainee teachers per programme

Programme	Gauteng	Western Cape	Mpum.	N.Province	TOTAL
Teacher Training 1993	25	-	-	-	25
Teacher Training 1994	15	20	-	-	35
Teacher Training 1995	30	-	-	-	30
Facilitator Training 1995	1	1	7	4	13

Personnel employed by the organisation

Two full-time materials and curriculum development employees who also teach the course, plus two part-time art education consultants and one additional facilitator.

Budget for Teacher Development

The CDP's 1994 budget was R 133 200.

Future vision

The vision of the CDP is to further develop teacher training curricula in the visual arts through an inter-disciplinary approach to learning and the ongoing implementation of courses for various levels: education, arts experience and actual teaching experience for trainees from various communities, but primarily for those with no previous access to arts education or tertiary training. The project hopes to have CDP Teacher Training Courses run in other provinces in 1996. The CDP sees its work as impacting on mainstream education and on the development of relevant learning and teaching materials. The CDP sees the project as continuing to serve both formal and non-formal educators. The project will also continue to contribute to the development and transformation of arts education curriculum for all levels of learning at both national and provincial levels.

PROFILE OF ORGANISATION

Name : Developing Education for Tomorrow (DEVED) Trust

Date started with Teacher Development : 1987

Aims and objectives

The project aims to work with schools and other stakeholders to help revitalise education and give children access to information. It does this through a focus on vocational guidance, sound timetabling and resource management, computer technology and learner-centred teaching approaches.

Background

DEVED is a non-profit Education Trust that was established in 1987. The project operates in Gauteng and Mpumalanga. The head office is in Johannesburg.

Number of programmes

Four teacher development programmes are offered.

The *Time and Resource Management Project* works with teachers and schools to facilitate efficient use of time and resources through proper timetabling. It consists of a few days of initial workshopping followed by two weeks of detailed timetabling. There are also approximately 8 follow up visits of 1 hour each to keep contact and monitor implementation.

The *Career Guidance Training Programme* consists of four 2-hour workshops for teachers from groups of schools in different districts, followed by two or more visits to each teacher's class. The workshops are run on weekdays. In addition, there are two evaluation workshops of 2 hours each.

The *Computers in Alexandra Programme* aims to provide basic computer literacy and skills to school administrators, principals, teachers and students. It consists of up to eight weeks of 3 hour Saturday morning sessions at a local high school. Participants can use the computer centre of the organisation twice a week for practice. Alexandra High School has gone to the extent of allocating 1 period per week per class to the programme. Emphasis is on the need for computerised registration of students.

The *Lowveld Educational Advancement Programme (LEAP)* was established to work with stakeholders to facilitate educational development in under-privileged communities. This work includes playing a role in the establishment of new providers and providing support to existing ones. For instance, LEAP provided monthly secretarial services to educational NGOs. Support is also offered to educators in formal and informal institutions. The programme operates in Mpumalanga and is based in Nelspruit.

Number of teachers per programme

Programme	1993	1994
Time and Resource(G)	Not run	14
Career Guidance(G & Mpum.)	76	88
Computers in Alexandra	42	16
LEAP (Mpum)	25	50

Personnel employed by the organisation

The organisation employs 3 programme and 2 administrative staff. It also employs a service staff member on a 3 hours per week basis.

Budget for Teacher Development

DEVED's 1994 budget for teacher development was R 684 206.

Future vision

DEVED does not believe that it is the role of a development agency to provide services on a national scale. The project will thus focus on making tested solutions available to education departments. However, the organisation would need to expand their training and employ more staff to realise this.

PROFILE OF ORGANISATION

Name : Education Alive

Date started with Teacher Development : 1975

Aims and objectives

The aim of Education Alive is to "provide a means of making learning more fun and a lifelong process" and to "reverse the dwindling spiral in education standards". The project believes that through what it calls 'technology of study', teaching-learning can be made a fulfilling and enriched activity where learners "attain the richness and satisfaction of knowledge gained through study and application".

Background

Education Alive is a non-governmental organisation that was established in 1975, using material based on the educational research of L. Ron Hubbard. This research focused on possible barriers to effective study and on the basis of its findings recommended a how-to-study procedure called Study Technology. The organisation operates in Gauteng and Mpumalanga but expanded to Northern Province and KwaZulu Natal in 1995.

Number of programmes

The *Teacher Training Programme* runs 2-3 hour workshops for up to 5 days per week, with a total of 10 sessions being required to complete each course. Depending on the arrangement with the particular schools, the workshops may be run after or during school hours or school holidays. Three courses are offered: Basic Study; Success through Communication; and Grammar.

Number of teachers per programme

The programme reached 21 and 29 teachers in 1993 and 1994 respectively.

Programme	Gauteng	NP	FS	Total
1993	6	-	15	21
1994	9	20	-	29

Personnel employed by the organisation

The organisation employs 8 programme and 7 administrative staff.

Budget for Teacher Development

The project's 1994 budget was R 166 000 of which R 40 000 was allocated to the Teacher Training Programme.

Future Vision

The project believes that the courses it offers are an integral part of teacher development and support.

PROFILE OF ORGANISATION

Name : Education Support Project (ESP)

Date organisation started with Teacher Development : 1992

Aims and Objectives

The purpose of the ESP is to contribute to the process of educational reconstruction and development. The focus of ESP is upon whole school change through teacher-centred INSET, student and teacher-driven programmes and support which is school and community-based. ESP integrates resources into learning and teaching, and supports participatory management within the school system.

Background

The ESP was established in 1976 to provide extra classes for black students preparing for Matric. This work continued until July 1993 but in October 1992 ESP saw the need to 'address the problem and not the symptom' and ran a pilot Teacher Development Programme for teachers in Mamelodi. This pilot demonstrated to ESP the need for teacher development programmes to be rooted in schools and to be teacher controlled. In 1994 ESP worked in six schools in order to implement their INSET programme (Matlafalang).

Programmes

ESP offers school-based workshops and classroom support for teachers, and assists with SRC capacity building, formation of school development committees and PTSA capacity building. The interventions provided are determined by the teachers and students and are conducted through consultation with teachers and students. ESP also supports four resource centres in Braamfontein, Katlehong, Mamelodi and Sebokeng.

Number of teachers per programme

ESP engaged with 55 teachers in 1993 and 98 in 1994.

Programme	Gauteng	Mpum	Total
1993	55	-	55
1994	81	17	98

Personnel employed by organisation

Fifteen people are employed by ESP. Three of these are involved in the administration of the project and eight in the programme activities of the organisation. Four service persons are shared with other organisations.

Budget for Teacher Development

The 1994 budget of the organisation was R954 675.

Future Vision

ESP aims to establish bases in Katlehong, Sharpeville and Soshanguve. The organisation also hopes to : engage in joint ventures and partnerships with NGOs in the provision of programmes of educational reconstruction and development in more than one province; offer modules of school-based courses which are accredited with universities and colleges; augment state programmes for teacher development and school change; innovate teaching and learning programmes within the state system; identify areas of education which the state neglects or is unable to service adequately and form an integral part of the educational communities in its areas of activity as part of civil society.

PROFILE OF ORGANISATION

Name : English Language Teaching Information Centre (ELTIC)

Date organisation started with Teacher Development: 1973

Aims and Objectives :

ELTIC is an independent Educational Trust which is committed to the improvement of language education in South Africa. Its services, resources and projects are intended to help redress the linguistic and educational imbalances created by apartheid by stimulating long-term sustainable development. ELTIC is committed to a multilingual education policy which provides improved educational opportunities for students and facilitates participation in national life.

Background

ELTIC was founded in 1973 with the aim of improving English language teaching in South Africa. ELTIC is now involved in the following areas of work : teacher education, library services, publications, research and policy development and networking. All these services are informed by a commitment to innovative multilingual practices in education.

Programmes

ELTIC has been involved in the following three teacher development programmes :

Ditame Tsa Thuto : this is a two-year distance education course working in all the curriculum domains. The underpinning rationale of the programme is that in education all South African languages need to be turned into languages of power and learning and be treated equally in order to redress the power imbalances among South African languages. The course aims to generate classroom strategies and techniques for effective language learning and the use of language for learning in multilingual contexts. The pilot course comprised 300 hours of coursework over eight blocks (two years), including 80 hours of contact in workshops and four classroom-based tutorials. The course now comprises 180 hours over five blocks, including 50 hours of workshop contact and two classroom-based tutorials. Material support for each block consists of interactive workbooks, readings and suggested techniques.

Farm School Project Bronkhorstspuit North and South and Brits : This project provided in-service programmes for several hundred rural teachers over a nine year period. 1993 was the last year of ELTIC's Farm School Project. Six five-day workshops were run at centrally located farm schools in two circuits in the Bronkhorstspuit area. In addition five one-day workshops were run for teachers in the Brits area as a follow up to a three-year project (1991-93). Although it has been discontinued in this form, the project has informed the development of Ditame Tsa Thuto, and many teachers from this project have now joined the Ditame course.

Outreach Programme : Throughout the 1980s and up to and including 1993 ELTIC ran a variety of teacher education projects in parts of what are now Gauteng, North West and Mpumalanga. 1993 was the last year of ELTIC's Outreach Project, which trained group leaders in language teaching methodology and peer teacher development. In addition to UK-based training (seven group leaders attended a three-month course in Britain), ELTIC conducted a three-day Group Leader Development Course and five two-day workshops. The group leaders in turn offered local workshops and discussion groups for teachers based in their respective areas. Although it has been discontinued in this form, the project has informed the development of Ditame Tsa Thuto and many teachers from the project are now participating in Ditame.

Number of teachers per programme

The Ditame Tsa Thuto programme began in 1994 and reached 106 teachers. The Farm School Projects and Outreach Programme ran in 1993 and reached 93 and 121 teachers respectively.

Personnel employed by organisation

11 persons are employed by the organisation : seven are involved in professional work and four in administration.

Budget for Teacher Development

The budget for ELTIC in 1994 was R1 143 204 of which R914 563 was for the development and delivery of the pilot distance education programme.

Future Vision

Because the Diteme Tsa Thuto course is a distance course the potential for expansion is great. ELTIC is prepared to train other organisations to deliver the course to teachers in their areas. ELTIC would also like to enter into partnerships with provincial departments of education to offer Diteme Tsa Thuto as an accredited course. ELTIC will be able to offer low-cost provision of the programme as development costs have been funded by local and foreign donors.

ELTIC is also planning further offshoots of its core programme. For example, Puo Dikolong, an adaptation of Diteme Tsa Thuto, will provide governing bodies of schools with the key knowledge and skills needed to formulate school language policy.

PROFILE OF ORGANISATION

Name : Glenoaks School

Date Started with Teacher Development : 1993

Aims and Objectives

Glenoaks consider their staff to have collective expertise in the area of remedial education that can be shared with black teachers from diverse districts. As a result the teacher development programme was begun and aimed to enrich teachers' expertise in the field of remedial education and to expose them to different individual learning styles within classrooms. This was to be achieved through workshops at which the latest available teaching materials for children with alternative learning styles would be used.

Background

Glenoaks was established in 1976 as a school for children with alternative learning styles. The Teacher Development Programme began in 1993 but was discontinued at the end of 1994.

Number of Programmes

One programme was offered. A series of workshops was offered on Saturday mornings. In addition, there were periodical mid-week sessions.

Number of teachers per programme

Approximately 40 and 50 teachers were reached in 1993 and 1994, respectively.

Personnel employed by the organisation

The school employs 21 programme, 2 administrative and 4 service staff. These include the Principal, Deputy Principal, Head of Department, 2 occupational therapists, a psychologist and 14 teachers. The number of staff involved in the teacher development programme was eight.

Budget for Teacher development

The overall 1994 budget for the school was R 1 600 624. The teacher development budget was R 12 000.

Future Vision

All teacher upgrade programmes have been discontinued.

PROFILE OF ORGANISATION

Name : Handspring Trust for Puppetry in Education

Date started with Teacher Development : 1991

Aims and objectives

The aim of the project is to improve the teaching of science in primary schools so that more pupils (especially girls) can take the subject at high school level. The project believes that one needs to address children's fundamental preconceptions about science and develop their thinking and problem-solving skills so as to improve their interest in the subject. This can be achieved through the provision of quality educational resources and the training and support of teachers in the use thereof. The material produced uses puppetry and related arts to improve the quality of the teaching and learning of science in primary schools. Comics and pupil workbooks form the basis of the material.

Background

The Handspring Trust is a non-profit organisation established in 1991. It is based in Johannesburg and operates in the Northern Cape, Mpumalanga and Gauteng. However, they also work in partnership with other NGOs (mainly PSP) in all provinces except the Northern Province and North West.

Number of programmes

One programme is offered. The *Spider's Place* consists of two 4-hour workshops followed by 2 classroom sessions. These are covered over a period of six months. In addition to comic material in book form, the project also uses television and radio slots to support teachers and pupils.

Number of teachers per programme

The programme reached 200 teachers in 1994.

INSET	Gauteng	W.Cape	E.Cape	KZNatal	NP	FS	Total
1994	58	11	25	38	12	56	200

Handspring began working in Northern Cape and Mpumalanga in 1995.

Personnel employed by the organisation

The Trust employs 3 programme and 2 administrative staff. They plan to employ two teacher development facilitators to augment their programme staff.

Budget for Teacher Development

The Trust's 1994 budget was R 1 958 610, of which R 1 505 783 was allocated to the teacher development programme.

Future vision

The project staff see their future role as that of working with Colleges of Education in PRESET and also helping in-service science teachers through a partnership with provincial education departments.

PROFILE OF ORGANISATION

Name : Independent Examinations Board (IEB)

Date organisation started with Teacher Development : 1988

Aims and Objectives

The IEB is an independent non-profit organisation which provides relevant, publicly acceptable and accessible examinations for schools and adult education programmes. The IEB believes that assessment has been neglected in teacher pre-service and in-service training and would like to extend its examination provision and training in assessment.

Background

The IEB was established in 1988 to take over the examining functions of the Joint Matriculation Board. The IEB has more recently extended its assessment activities into new educational sectors such as adult education.

Programmes

The IEB has two programmes aimed at teachers in the formal school system :

User Groups and User Support : teachers meet in clusters on a subject basis to discuss teaching techniques and the IEB Std 7 and 10 examinations. These meetings take place two to three times a year. The results of these discussions are fed to the examiners and moderators and they in turn meet the user groups periodically. Although the user group concept was introduced by the IEB they are now not driven by the IEB but by the teachers.

Assessment Programme : This programme, which was introduced in 1995, is an 8 module course on the theory and practice of assessment. This course will be offered to Std 7 teachers in conjunction with the MSTP.

Number of teachers per programme

The User Group Programme had 3 010 participants in 1993 and an estimated 3 060 in 1994.

The Assessment Programme began in 1995 and was expected to have 200 participants.

User Groups	Gauteng	W.Cape	E.Cape	KZNatal	N.West	NP	FS	Total
1993	1328	220	295	695	190	222	60	3010
1994	1339	228	306	702	198	227	60	3060

Personnel employed by organisation

Six persons in the organisation are dedicated to the above teacher development programmes. Nine administrative and service staff spend on average of 10% of their time on these programmes.

Budget for Teacher Development

The total IEB budget for 1994 was of R5 390 330. Of this amount, R178 000 was spent on User Groups and User Support. There was no allocation for assessment training in this period since it only began in 1995.

Future Vision

The IEB would like to provide more intense training in assessment and to expand examination provision. The organisation believes that expansion of the assessment programmes will depend on provincial acceptance and financial support.

PROFILE OF ORGANISATION

Name : Katlehong Resource Centre (KRC)

Date started with Teacher Development : 1991

Aims and Objectives

KRC believes that for learning to be an enriching experience, schools need teachers who are highly qualified, skilled and exposed to innovations in their respective fields. The aim of the centre is "to promote local community initiatives and to co-ordinate the provision of development and educational services in Katlehong". This is achieved through making training facilities available to community-based organisations and NGOs. The Centre houses the following projects: - Education for Life and Leadership Development; Kathorus Literacy and Employment Creation Organisation; Katlehong Productivity Centre; Katlehong Early Learning Resource Unit; Katlehong Tidy Town Association; Phakama Primary Health Care Institution; South African Democratic Teachers Union; Science Development Centre (SDC); Education Support Programme; Primary Science Programme and PROTEC. The latter three are involved with teacher development but are independent projects. The Centre's teacher development programme is the Science Development Centre. However, this programme only started in 1995.

Background

The KRC was established by the Urban Foundation in 1988. Although it is now independent, it continues to maintain a link with the Foundation (now the National Business Initiative) through the chairmanship of the Centre's Board of Trustees.

Number of programmes

The other teacher development programmes run at the KRC are independent and are thus covered in their respective profiles in this study. The Science Development Centre's 1995 programme consists of a one-year certificated course offered through RADMASTE at the University of the Witwatersrand. The course enrolls Maths, Biology and Physical Science teachers.

Number of teachers per programme

The SDC programme enrolled about 60 teachers in 1995.

Personnel employed by the organisation

The KRC employs 2 programme, 2 administrative and 2 service staff.

Budget for Teacher Development

The SDC's 1994 budget was R500 000. However, the SDC programme was not fully operational then.

Future Vision

The KRC plans to continue offering support and resource facilities for Teacher Development activities. The Centre hopes to attract as many organisations as possible to reach all the teachers in the area.

PROFILE OF ORGANISATION

Name : Mamelodi Career Guidance Centre (MCGC)

Date started with Teacher Development : 1990

Aims and Objectives

The Centre was established to cater for the career guidance needs of in- and out-of-school youth. The organisation believes that it is through working with teachers that their programmes can be sustainable and reach a wider student population.

Background

MCGC is a non-profit organisation developing and offering services in the areas of work and study. The services include counselling, study skills and job seeking skills. They also run career workshops and seminars for teachers and librarians. The Centre is based in Mamelodi.

Number of programmes(for teachers)

The Centre runs a series of monthly school-based workshops during school hours.

Number of teachers per programme

The programme reached 12 and 26 teachers in 1993 and 1994 respectively.

Personnel employed by organisation

The Centre employs 6 programme and 2 administrative staff.

Budget for Teacher Development

The MCGC's overall budget for 1994 was R 805 416 of which R678 484 was allocated to teacher development.

Future vision

The Centre plans to run formal teacher courses on Career Guidance Across the Curriculum and it has expanded to the Northern Province and North West in 1995.

PROFILE OF ORGANISATION

Name : Management of Schools Training Programme (MSTP)

Date started with Teacher Development : 1992

Aims and objectives

MSTP believes that proper management and leadership is critical to achieving effective governance in schools. The mission of the project is thus "the creation of effective, democratic management in school". In particular the organisation seeks to improve the management capacity of school staff and encourage interaction within the school community. Such an approach creates conditions conducive to openness and transparency and nurtures a democratic learning culture. Whilst the project mainly targets principals, deputies, heads of department and senior staff, it also works with other members of the school community such as parents and students.

Background

MSTP is a non-governmental organisation that was established in 1992 by the Community Based Education Programme Trust (CBEPT) in collaboration with other stakeholders such as the Canadian Teachers' Federation (CDF) and the South African Democratic Teachers' Union (SADTU). The project operates in Gauteng, Northern Province, Mpumalanga and the Free State.

Number of programmes: The project offers a *Further Diploma In Education (Development, Management and Administration)* jointly with the University of the Witwatersrand. Schools from which participants are drawn organise themselves into clusters according to their geographic location. In addition, there are participant advisors who provide regular mentoring and support to participants and their schools. The Diploma is a two-year part-time course involving 8 weeks of face-to-face tutorial work at the University; monthly workshops in practical training and monthly cluster meetings. Furthermore there are set assignments, although there are no formal examinations.

Number of teachers per programme

The Diploma was introduced in 1994 and enrolled 47 educators.

FDE	Gauteng	NP	FS	Total
1994	9	26	12	47

Personnel employed by organisation

The organisation employs 21 programme staff comprising 3 full-time appointments, 4 University staff, 6 part-time trainers and 8 part-time participant advisors. In addition, there are 3 administrative and 3 service staff. The latter are shared with the Independent Examinations Board (IEB).

Budget for Teacher Development

The 1994 budget for the Diploma was R1 559 445.

Future vision

The project sees itself offering quality management training nationally. It believes that it could become a Management Institute, offering courses for education stakeholders in all provinces. Although the project is not yet national, it is working on establishing offices in other provinces. For instance, the project will be opening an office in KwaZulu Natal in 1996. MSTP also envisages offering training through provincial education structures for which the departments themselves will pay. This, it is believed, will help develop and sustain the organisation.

· PROFILE OF ORGANISATION

Name : Maths Centre for Primary Teachers (MCPT)

Date started with Teacher Development : 1985

Aims and Objectives : The MCPT aims to enhance the performance of school children through working with teachers, principals and educators at primary school level. Through mathematics the need for change in the whole school is emphasised. The intention of the project is to develop local strategies to meet contextualised needs in maths education. The project specialises in teacher training and action research which informs their materials development. The project aims to empower teachers and pupils by promoting interactive and participatory classroom-based approaches.

Background : The MCPT grew out of the Auckland Park Preparatory School. The Trust was registered in 1985 and was initially involved in bringing Soweto teachers to the centre to use the available computers. The Centre then realised that it was important to work with teachers in their own classrooms and context and thus began changing its practices. The centre is now a fully operational NGO that no longer has any links to the school. The project operates in Gauteng, Free State and Mpumalanga.

Number of programmes

MCPT works in a number of focus schools where facilitation for the entire school day from Monday to Wednesday each week for a period of six months is provided. There are afternoon workshops once a week for 2 to 3 hours. Facilitation is gradually decreased and new focus schools are sought. Cluster workshops are conducted once a week with schools that are within close proximity of focus schools. It is planned that each focus school together with its neighbours will ultimately form a mini maths centre from which to operate. The programme is supported by booklets (developed with and trialed by teachers) and videos.

Number of teachers per programme

These figures are only for the focus schools. The centre also runs ad hoc workshops in the Gauteng and Free State which reached over 2 000 teachers in 1993 and 2 500 in 1994.

Programme	Gauteng	Mpum	FS	Total
1993	42	-	24	66
1994	62	24	22	108

Personnel employed by organisation

MCPT employs an equivalent of 17 full-time staff. 14 people are employed in programme work, 2,5 in administration and 0,5 in service work.

Budget for Teacher Development

The budget for 1994 was R1 431 209.

Future vision

The project intends to expand its delivery. It hopes to develop a training agency for the delivery of courses, workshops and seminars. The project believes that it has a comprehensive training programme that will help the government deliver its new education bill.

PROFILE OF ORGANISATION

Name : Molteno Project

Date started with Teacher Development : 1975

Aims and Objectives

The Molteno Project believes that pre-service teacher training in this country is underpinned by the philosophy of Fundamental Pedagogics which emphasises rote, unthinking absorption of knowledge. This, the project believes, does not prepare teachers to adopt communicative methodologies effectively. In addition the project finds the language competence of teachers to be very low. Thus it provides in-service training that equips teachers to implement language curricula effectively. Molteno is also involved in materials development with an initial mother tongue literacy course in 11 African languages and a series of English courses presently extending from Grade 1 to Std 3.

Background

The Molteno Project was established by Rhodes University in 1974 as an outreach programme in the field of language development. In 1995 the project broke away from the University and established itself as a non-profit organisation. The project operates in all of the 9 provinces as well as Namibia, Swaziland, Botswana and Lesotho. Although the project operates primarily in the field of teacher education it also works in adult basic education.

Number of programmes

Molteno's *Bridge to English* and *Breakthrough* courses are the two teacher development programmes. They comprise workshops, in-class monitoring and provision of classroom instructional materials. Training for each Molteno course consists of two instructional sessions of four days each, three to four months apart, interspersed with one or two classroom visits per term.

Number of teachers per programme

Programme	Gaut	W.C	E.Cape	KZN	N.W.	N.C	Mpum	NP	FS	Tot
Bridge Break 1993	2083	80	568	600	2706	50	1011	2252	60	9410
Bridge Break 1994	2243	393	1156	553	2005	50	606	2864	120	9990

The total number of teachers using Molteno courses is about 10 000.

Personnel employed by organisation : Molteno employs a total of 48 staff of which 37 are involved in programme work and the remainder in administration.

Budget for Teacher Development : The budget for 1994 was R6 286 000.

Future vision

The projects intends to penetrate the PRESET system to provide lecturers and teacher trainers with assistance in curriculum development and practical aspects of teacher training. They intend to develop a full range of mother tongue courses that will cover Grade 1 to Std 4. The project also intends to expand to new geographical areas.

• PROFILE OF ORGANISATION

Name : Open Learning Systems Education Trust (OLSET).

Date started with Teacher Development : 1990

Aims and Objectives

OLSET aims to use technology to assist in the education of teachers and pupils. The Trust intends to improve the quality of basic education in a cost-effective manner through the provision of educational radio/audio and integrated print materials. The purpose of the project is to address the imbalances most black teachers and pupils face. The main focus is on the use of radio as a tool in primary schools and as an aid in teacher training and development.

Background

OLSET is an independent non-profit NGO providing educational programmes through electronic media. Following discussions at the Radio Learning Project Consultative Conference in 1991 the project decided to investigate the possibility of implementing education through the medium of radio in S.A. Two pilots have been undertaken and the 'English In Action' programme for second language English speakers is being broadcast nationally. The broadcast takes place every school day from 10h30 to 11h00 on Radio 2 000. These 30 minute daily programmes are targeted at Grade 1 and 2 children in rural areas.

The project believes that the implementation of this system has great potential in that it is able to reach a large sector of the population and is cost-effective. OLSET's teacher development programme operates in the Free State, Eastern Cape, KwaZulu Natal, and Gauteng.

Furthermore OLSET has developed and implemented a South African-based electronic and communications system called BRIDGES. This system serves the RDP in linking the Ministry, private sector, NGOs and CBOs and training institutions with "Community Information Centres".

Number of programmes

The project has piloted and run workshops on their Interactive Radio Instruction Programme. These workshops explain the theory, methodology and classroom support with regard to the application of interactive radio. One two-day workshop is followed by two one-day workshops during the year. In addition they run monthly teacher support groups and co-ordinators provide individual classroom support and monitoring.

Number of teachers per programme

Interactive Radio	auteng	E Cape	KwaZ Natal	ree State	Total
1993	123	58	68	70	319
1994	261	116	141	140	658

Personnel employed by organisation

The project employs a total of 20 staff of which 9 are involved in programme work, 7 in administration and 4 in service.

Budget for Teacher Development

The budget for 1994 was R2 733 173.

Future vision

Since the English programme is broadcast nationally it is possible for every classroom with access to radio to receive it. It is the intention of the project to ensure that this happens. The organisation believes that the programme has the potential to expand across all the provinces and intends to provide the necessary teacher support and training required in order to achieve optimum effect.

PROFILE OF ORGANISATION

Name : Optima College of the SA National Council for the Blind (SANCb)

Date Started with Teacher Development : 1994, but full implementation in 1995.

Aims and objectives

The aim of SANCb is to contribute their expertise towards equipping teachers with relevant skills for more effective teaching of blind learners.

Background

The SANCb was established in 1929. Its training wing, Optima College, which is responsible for this teacher programme was established in 1985.

Number of programmes

The *Life Skills Programme* for teachers was implemented in 1995. However, teachers participated in planning workshops in 1994.

Number of teachers per programme

In 1994 about 120 teachers participated in planning workshops.

Personnel employed by the organisation

The organisation employs 10 programme and 2 administrative staff.

Budget for Teacher development

The overall 1994 budget for Optima College was R 1,3 million, of which R 250 000 was allocated to the teacher development programme.

Future vision

The project would like to have their programme accredited as a practical module for the Diploma in Special Education offered by UNISA. They also want to extend their training to cover teachers in regular mainstream schools.

PROFILE OF ORGANISATION

Name : The Organisation For Educational Resources and Technological Training(ORT)-ORT-STEP INSTITUTE.

Date started with Teacher Development : 1880 internationally and June 1993 in SA.

Aims and Objectives

The project aims to train and re-train teachers from disadvantaged communities to better their qualifications in the teaching of mathematics, science and technology education. The Institute believes that the principal problems in South African education are the lack of knowledge, motivation and skills of teachers and the project aims to contribute to resolving this crisis.

Background

ORT was founded in 1880 to provide basic skills to the Jewish community in Russia. Since its establishment it has operated in 60 countries, of which 28 are in Africa. The organisation runs schools, resource centres and projects in these countries for the benefit of all communities. ORT has now become the largest education and training NGO registered with the United Nations. In 1991 the ORT-STEP Institute was formed in South Africa with its prime focus being training teachers and pupils from disadvantaged backgrounds in the field of technology, mathematics and science. They have developed :

1. Technology teacher training
2. Secondary school curriculum for pupils
3. An educational resource centre
4. An interactive distance learning programme for pupils and teachers - SPACENET

Number of programmes

The project offers a Higher Education Diploma in Technology, Science and Mathematics Education. This course is accredited by Potchefstroom University. This is a two-year part-time course and comprises 4,5 hours of lecture time per week. The course integrates theory, practicals, methodology and micro-teaching. The material used in this course is world ORT material and other material that is adapted and developed to the local context by South Africans. Students doing the Technology component will, on successful completion, receive the world ORT Union International Certificate, an internationally recognised qualification.

Number of teachers per programme

1993	17
1994	53
1995	149

Personnel employed by organisation

40 people are employed by ORT-STEP in the following categories : 20 in programme work, 5 in administration, 4 in service, 10 ORT college teachers, and 1 in community service.

Budget for Teacher Development

The organisation's budget for teacher development in 1994 was R3 741 923.

Future vision

ORT-STEP's mission is to set the standards for Technology Education in South Africa. ORT-STEP considers teachers to be the most important agents of change. The project intends to train teachers as well as teacher trainers and thus expand its services. The project is certain that its SPACENET programme could be part of the solution to South Africa's education problems as it can reach many teachers in the most remote sites of the country, thereby allowing for the training of teachers even in areas that would otherwise be inaccessible.

PROFILE OF ORGANISATION

Name: Primary Science Programme (PSP)

Date started with Teacher Development: 1983

Aims & Objectives

The primary goal of the project is to improve the quality of science teaching and learning through the development of a core of competent primary school teachers. The project emphasises an activity-based approach to science teaching and learning underpinned by critical reflection and aims to empower teachers through self-growth and development.

Background

The PSP was founded in 1983 by the Urban Foundation. It was established to provide support for black primary school science teachers. After an evaluation in 1991 that was commissioned by the Foundation it was recommended that the PSP scale up their operations and consolidate the regional projects into one, national programme. The PSP now operates in 7 of the 9 provinces and has reorganised along the lines of the new provincial boundaries.

Number of programmes

At least three workshops per year are offered. These are followed by classroom visits. Apart from the basic teacher workshops which concentrate on subject content and methodology, teachers are also involved in materials development. The programme also sets up science teacher committees which are given some funding to carry out local activities like science olympiads, visits to industry and science fairs.

Number of teachers per programme:

Programme	Gaut*	W.Cape	E.Cape	KZN	Mpum*	FS*	Total
1993	1400	515	1407	1868	428	550	6168
1994	1411	369	969	958	900	2400	7007

*PSP previously captured its numbers in different regions namely Highveld, Orange Free State and OrangeVaal. These figures have been divided into the new provinces of Free State, Gauteng and Mpumaianga.

Personnel employed by organisation

The PSP employs a total of 58 staff. 40 in programme work, 11 in administration (of which 1 is part-time) and 7 in service of which 4 are part-time. The project operates nationally with the head office in Gauteng.

Budget for teacher development:

The 1994 budget for teacher development totalled R5 619 725.

Future Vision:

PSP aims not only to become pre-eminent amongst INSET NGOs but also to become indispensable as far as is possible to the national Reconstruction and Development Programme. They are certain that they have a role to play in the development of a scientifically literate population. Furthermore they believe that they have the potential to expand if the provincial ministries second or attach Teacher Support and Development personnel to them. The PSP intends transforming to core provincial operations supported by centralised service units. The provincial core will support departmental primary science teacher support services. This model is close to being implemented in four provinces.

PROFILE OF ORGANISATION

Name : Programme for Technological Careers (PROTEC)

Date organisation started with Teacher Development : 1995

Aims and Objectives :

PROTEC aims to prepare students from predominantly black communities, for technological careers and successful entry into the world of work by

- involving high school maths and science pupils in a programme at the secondary and tertiary educational level and during the first years of their working life;
- offering its students science, maths and other programmes and activities of the highest quality to ensure that they are valued additions to the technologically skilled human resource pool in South Africa;
- providing dedicated and competent educators and role models whose performance in assisting students to achieve their full potential will be measurable and notable;
- ensuring that donors' contributions to PROTEC for the development of South Africa's human resources will be deployed successfully and cost-effectively in the best interests of students, communities, industry and the nation;
- involving parents and communities in all PROTEC programmes to ensure their understanding and commitment contribute to the achievement of the core objective;
- continuously assessing and adapting PROTEC programmes to meet the real needs of commerce and industry in South Africa, thus enabling students to plan their career paths to meet future employer demands.

Background :

In 1982 a small group of engineers decided to run the Soweto Project which was initiated to address the growing skills shortage in engineering and the inability of the black education system to prepare candidates for engineering studies. The success of the venture led to pressure to extend the focus to all fields of technology, rather than only engineering, as well as to take the programme to other communities in South Africa. From the small pilot project in Soweto with 67 students and a budget of R20 000 PROTEC has spread throughout South Africa, with 22 branches which had reached over 8 000 students by 1995.

Number of Programmes

PROTEC runs a number of programmes but only one is dedicated to teacher development.

Technology for Education programme

This programme provides 3/4 day workshops for each of three modules. Fieldworkers visit each school once per week.

Number of teachers per programme

The programme was not run in 1993 and 1994. The programme reached 94 teachers in 1995 : 74 in Mpumalanga and 20 in Gauteng.

Personnel employed by organisation

Three involved in programme delivery and one in administration.

Budget for Teacher Development

Not provided

Future Vision

PROTEC hopes to expand its Technology for Education programme in the provinces in which it is currently working and to other provinces.

PROFILE OF ORGANISATION

Name of organisation: Metro Education Centre

Date started with Teacher Development: 1987

Aims and Objectives

- a. to provide a base for the Science Education Project junior secondary level programmes;
- b. to reach out to teachers in the wider Pietermaritzburg community;
- c. to provide a resource centre and facilities for teacher groups.

Background

The Metro Education Centre was established 1987 and is a project of the Methodist Church in the KwaZulu Natal Midlands area. The Centre provides facilities for teachers' meetings of various types. Resource material collections of various organisations are housed at the centre as well.

Number of programmes

The centre does not provide courses but facilities for others to run courses.

Number of teachers per programme

More than four thousand teachers used the Metro Centre during 1994.

Personnel employed by the organisation

1 administrator.

Budget for Teacher Development

Not applicable as the Centre does not run programmes.

Future vision

No information provided.

PROFILE OF ORGANISATION

Name of organisation: Midlands Education Development Unit (MEDU)

Date started with Teacher Development: 1989

Aims and Objectives

- to develop teaching that promotes life skills through the use of learner-centred teaching strategies;
- to provide training and support for secondary school teachers in the KZN Midlands region;
- to provide appropriate school-based INSET for secondary teachers in teaching methodology across the curriculum;
- to promote the use of learner-centred interactive teaching and encourage the use of learner-centred interactive resource-based learning;
- to promote whole school development with an emphasis on the restoration of a learning culture and democratic management.

Rationale:

- the need for intervention in African schools where development of cognitive and life skills is poor amongst pupils;
- the need to counter the effects of a content-based system;
- new education policy directed towards teaching of skills;
- teachers need new skills;
- the need for classroom support and whole school development.

Background

MEDU was established in 1989 as a teacher development project by the teacher union NEUSA. The project was a response to the high levels of violence in the Midlands area and the effects on education. In addition to its School-Based Development Programme which promotes learner-centred methodologies across the curriculum, the organisation runs a Resource Centre, a Box Libraries project, a newsletter for teachers (*Educationalive!*), and an Education Forum. MEDU is based at the University of Natal and is affiliated to the School of Education.

Number of programmes

1 non accredited programme for qualified teachers. The project is seeking accreditation through the University of Natal as a B.Ed. module in 1995.

School-Based Development Programme

This is a two-year programme consisting of initial classroom observation, a 10 week school-based workshop programme (2 hours per workshop), classroom support, additional whole school support which includes supporting teachers through resources which are placed in box libraries in each school.

MEDU also produces a quarterly publication, *Educationalive!* which provides teachers with articles on current educational issues, creative lesson suggestions and teaching strategies. It encourages teachers to research and write about their own teaching experiences. This is aimed at junior and senior secondary school teachers.

Number of teachers per programme

During a pilot phase in 1994 the programme involved 25 teachers. In 1995 the programme will reach an estimated 106 teachers.

Personnel employed by the organisation : 8 (6 programme, 2 admin)

Budget for Teacher Development in 1994 : R 245 061

Future vision

MEDU aims to work more closely with the education department and other NGOs focused on INSET. The organisation also hopes to offer teachers accreditation for relevant courses which impact on classroom practice and aims to get the *School-Based Development Programme* accredited through the University of Natal as a B.Ed. module. Finally MEDU would like to become involved in whole school development.

PROFILE OF ORGANISATION

Name of organisation: Midlands Education Trust (MET)

Date started with Teacher Development: 1990

Aims and Objectives

- a. to empower local rural communities through services provided to farm schools in the Midlands area;
- b. to ensure community participation in decision making at farm schools;
- c. to provide technical support for building operations;
- d. to actively support the establishment and training of management structures in the schools;
- e. to help schools towards achieving the goal of quality education for the whole community, including pre-school, primary, secondary and adult education;
- f. to provide appropriate teacher support through NGOs namely PSP, Molteno, READ and SEP;
- g. to provide relevant career guidance.

Rationale:

- a. commitment to a holistic approach to teacher development and the use of NGOs for service delivery;
- b. need to create appropriate skills through investment in disadvantaged communities.

Background

The Trust was established in 1988 to facilitate the development of rural education in the KwaZulu Natal Midlands. In 1991 the Natal Midlands Education Project became active in the same area through provision of teacher support and development.

At the end of 1993 the activities of the two organisations were combined. The Trust is now engaged in a range of education initiatives including a building programme for primary and secondary schools, a pre-primary and an adult education programme.

Number of programmes

One non-accredited programme for qualified teachers.

Teacher Support Programme

This programme is aimed at the junior and senior primary level with a focus on maths, science and English. The programme is delivered by a group of NGOs.

Number of teachers per programme

No information provided.

Personnel employed by the organisation

5 (4 programme, 1 admin)

Budget for Teacher Development in 1994

R239 000

Future vision

The organisation aims to promote a more holistic, whole school development approach to INSET and hopes that all participating schools will become centres of effective community enrichment. The organisation hopes that through external evaluation the programme may be accredited. The MET also aims to complete five major school building projects within a two year period.

PROFILE OF ORGANISATION

Name of organisation: Primary Maths Project (KwaZulu Natal)

Date started with Teacher Development: 1993

Aims

- a. to improve the quality of teacher training at PRESET and INSET levels by working with colleges of education;
- b. to strengthen particular groups of teachers to promote and sustain co-operation;
- c. to strengthen structures which address historical imbalances and promote the use of well-trained people;
- d. to contribute to the process of transforming the culture of learning in maths education.

Objectives:

- a. to improve the quality of primary level maths education in the region;
- b. the improvement of maths education through training of teachers and teacher trainers rather than materials development.

Rationale:

- a. insubstantial provision of maths INSET in the region;
- b. existing maths INSET course content is not in line with current thinking and practice;
- c. involvement of college lecturers in INSET bridges the PRESET- INSET gap.

Background

The Primary Maths Project was established in the early 1980s with the support of the British Council and the ODA. The project is active on a national basis and is hosted by different institutions in each region. Work began in KwaZulu Natal in 1993.

Number of programmes

The programme consists of interactive workshops run at Colleges of Education and is presented by college lecturers or teachers. The workshops last 5 hours and are presented three times a term in each sub-region. The programme operates in 7 sub-regions.

Number of teachers per programme

In 1993 the programme reached an estimated 50 teachers through 5 workshops and 300 teachers through 70 workshops in 1994.

Personnel employed by the organisation

17 part-time (3 admin, 14 programme)

Budget for Teacher Development in 1994

R75 403

Future vision

PMP would like to see a strong advisory network established by the provincial education department. The project would also like to see a review of the whole pre-service teacher education curriculum and more emphasis on teaching practice than content. The organisation urges an action research emphasis in teacher development and greater participation by college lecturers in INSET.

PROFILE OF ORGANISATION

Name of organisation: Language in Learning and Teaching Project (LILT)

Date started with Teacher Development: 1995

Aims

- to promote an understanding of the role of language in learning in all school subjects, particularly for learners of English as a second language;
- to enable self-selected English second language teachers (lower secondary level) to enhance the quality and effectiveness of their teaching;
- to enable self-selected teachers of content subjects at lower secondary level to implement a language in learning approach;
- to develop a model for implementing a language in learning approach elsewhere;
- to develop teaching resources to support a language in learning model.

Objectives

- to support teachers using a language in learning approach at the classroom level;
- to facilitate the exchange of ideas amongst teachers and networking amongst schools;
- to provide teachers with resources and skills to develop their own materials and promote less dependence on textbooks.

Rationale

- to enhance the English language development of learners who, by parental choice, are learning through the medium of a second language (English), thereby striving for greater equality in learning opportunities for such learners;
- to promote language awareness and language teaching among teachers across the curriculum in line with *new insights into the role of language in teaching and learning in all subjects*;
- to promote the ongoing development of the mother tongue both in its own right and as a teaching resource when English is used as the medium of instruction;
- to promote debate and understanding of language in education issues amongst parents and communities.

Background

LILT is a recently founded in-service teacher development project based in the Department of Second Language Studies at the University of Natal. Its activities are focused on support to secondary school teachers, particularly those teaching standard 6 and 7 in the Greater Pietermaritzburg area.

Number of programmes

One programme with two strands, one focusing on former KwaZulu and DET schools, the other focusing on former House of Representatives, House of Delegates and Natal Education Department schools.

Branch A - 2 hour workshops once per month and classroom support.

Branch B - Once a quarter whole school consciousness-raising workshops, once per month 2-3 hour workshops followed by classroom support. Supplementary booklets linking the workshops are also provided.

In addition a teachers' conference is organised once per year.

Number of teachers per programme

30 teachers attended the first conference hosted by LILT in 1994. In 1995 Branch A worked with 50 teachers and Branch B worked with all staff of 8 schools and more intensely with 40 teachers.

Personnel employed by the organisation : 4.5 (3 programme staff, 1.5 admin)

Budget for Teacher Development : R60 728

Future vision

LILT aims to explore models for training teachers across the curriculum in a language in learning and teaching approach and to develop a model for training teacher trainers of all subjects in a language in learning and teaching approach. The organisation also hopes to impact on syllabus designers.

PROFILE OF ORGANISATION

Name of Organisation: Education Foundation (Media in Education Unit)

Date Started with Teacher Development: 1993

Aims and Objectives

- a. to facilitate the availability and effective use of newspapers, magazines, and education supplements as relevant, affordable and innovative classroom resources;
- b. to help transform teaching and learning practice at all levels of education;
- c. to extend access to quality education;
- d. to promote a critical approach to learning and the media.

Rationale:

- a. need for skills training in use of media in schools;
- b. need to promote resource-based learning;
- c. need to promote interactive learning, critical thinking and problem solving approaches;
- d. need for materials in poorly resourced schools.

Background

The Media In Education Unit of the Education Foundation was born out of research by the Foundation into the role of the media in education. The Unit is active in Gauteng, the Western Cape and KwaZulu Natal.

Number of programmes : 2 non-accredited programmes aimed at un/underqualified and qualified teachers

Workshops for Teachers

The programme involves two hour school-based interactive workshops. The programme is aimed at teachers, heads of department, principals and deputies and subject advisors in the junior primary, senior primary and junior secondary phases.

Courses for Trainers and Facilitators

This is a three day training course for trainers and facilitators who conduct teacher workshops in the use of media in education. These courses are run bi-annually in each province.

Number of teachers per programme

In 1993 the programme reached 2 964 teachers and 5 477 teachers in 1994.

Personnel employed by the organisation

12 (11 programme and 1 administrative)

Budget for Teacher Development

The budget in 1994 was R2 919 539.

Future vision

MIE would like to have their courses accredited and to have continued involvement in provincial level education department structures. MIE would also like to see the implementation of an Inter-provincial Print Media in Education Council. Finally MIE hopes to have greater involvement in PRESET courses and to promote curriculum transformation.

PROFILE OF ORGANISATION

Name: Sagewood Education Centre

Date started with Teacher Development: 1987

Aims and Objectives

Sagewood aims to provide holistic education which develops the potential in individuals and empowers them to excel and contribute to society. The teacher development programme aims to develop skills, knowledge and a professional attitude amongst teachers.

Background

Sagewood Education Centre was founded in 1985 as a non-racial school with 16 nursery and grade one pupils and two teachers in a flat in Cyrildene. It expanded rapidly and moved as it grew to various temporary homes. The teacher development outreach started in 1987 with teachers in Alexandra. In January 1992 Sagewood moved to its permanent campus, a gift of various donors, in Midrand.

Number of programmes

The Centre runs a *Teacher Development Programme* which has varied over the years. In 1991 and 1992 a *one year internship* was run as well as weekly workshops for teachers in Alexandra. In 1993 and 1994 ad hoc workshops were run for teachers in Alexandra and Ivory Park. Weekly computer training workshops were also run for teachers in Tembisa in 1994. In 1995 a series of structured workshops were run for the Ikumaleng Remedial School teachers once a week covering 16 topics and followed by a month's internship. The programme also carries out Educare teacher development

Number of teachers per programme

Programme	19931	1994
Ad hoc workshops	30	48
Computer training	-	15

Personnel employed by organisation

Programme staff: 22; administrative staff: 5; service: 8. The majority of the staff are teachers in the primary school at the Centre, some of whom facilitate the teacher development programme.

Budget for teacher development

This programme is not budgeted for separately.

Future vision

Sagewood would like to run their programme for 300 teachers during 1996. They have the facilities and would like to run a series of 6 full-day workshops at weekly intervals. However, this depends on teachers being given permission to attend during school time and on funding being obtained. The programme uses a team teaching approach which requires participants to attend on school days so as to work with Sagewood teachers in the classroom. Sagewood would like to see all trainee teachers given an internship for a year before being formally appointed. They would also like to see a 'life skills' approach replace the authoritarian fundamental pedagogic approach at colleges and faculties of education.

PROFILE OF ORGANISATION

Name : Schools' English Language Programme (SELP)

Date started with Teacher Development : 1980

Aims and objectives

The aim of SELP is to improve teaching-learning in higher primary schools using a Language Across the Curriculum (LAC) approach. It is believed that every teacher is essentially a language teacher and using the LAC approach thus impacts on the whole curriculum. The project further believes that parental involvement in education is a critical factor in the academic development of children. To this end the project has shifted its exclusive focus on teachers to include parents. The project is three-pronged: (a) INSET; (b) Parental Involvement (PI) and (c) Training teachers to reach out to academic school issues and not only to fund-raising issues or governance or providing progress reports or discussing problematic children.

Background

SELP was established in 1980 by the Centre for Continuing Education (University of the Witwatersrand). It initially used the English Across the Curriculum (EAC) approach but has since moved to the LAC because it recognises that not all teaching is done through the medium of English in South African schools. The project is based at the CCE and operates mainly around Gauteng. However, they have been invited to work in the Mpumalanga and Northern Province regions as well.

Number of programmes

The *Teacher Programme* consists of two-hour workshops run twice a month. Each of the workshops is followed up with school visits. The programme runs approximately 12 workshops per year. This number is adjusted depending on review meetings, formative evaluation, school visits and other perceived needs.

From 1996 two programmes will be run : the Teacher Programme and the Parent Programme. The *Parent Programme* runs fortnightly workshops on weekends. They are also adjusted on the basis of needs at individual schools.

Number of teachers per programme

The programme reached approximately 150 teachers in each of 1993 and 1994.

Personnel employed by the organisation

The organisation employs 6 programme and 1 administrative staff. This number was expected to rise at the end of 1995.

Budget for Teacher Development

SELP's 1994 budget was R 583 400.

Future vision

The project would like to design a Teacher INSET/Parental Involvement model to benefit schools and communities. Work on this has already started. It is hoped that the model will be used for both pre- and in-service training for teachers. The model will be school-based, involving the entire staff of a school.

PROFILE OF ORGANISATION

Name : Project for the Establishment of Pre-Primary and Primary Schools (PEPPS)

Date started with Teacher Development

The project was established in 1989. However, its Teacher Development programme started in earnest in 1994.

Aims and objectives

PEPPS believes that a high standard of education at pre-school and primary levels is critical as a foundation for the meaningful development of a child's potential. The project was started so as to establish pre-primary and primary schools in areas of need where a high standard of education would be provided. PEPPS' teacher INSET programme was started because the project found it difficult to obtain the services of effective and qualified teachers for its schools and also because they had so many requests from teachers who visited them for help in improving their standards.

Background

PEPPS was established in 1989 as an initiative of parents, the headmaster, the public relations officer and some council members at the Pretoria-based Waterkloof House Preparatory School and in conjunction with the communities of Atteridgeville, Mamelodi and others in the Northern Province area. The project has since established 5 primary and 8 pre-schools in Pretoria and Northern Province.

Number of programmes

The *PEPPS Teacher Upgrading Programme* consists of three two-hour out-of-school workshops run over three days and two weeks of in-house practical activity with follow-up classroom visits. At pre-school level the programme uses a full-time internship method with one day per week for theoretical input.

Number of teachers per programme

The programme reached 120 teachers in 1994 at the primary level and 30 at the pre-school level.

Personnel employed by the organisation (training section)

The organisation employs 4 programme, 3 administrative and 10 service staff.

Budget for Teacher Development

PEPPS 1994 budget for teacher development was R 16 000 at primary level and approximately R 100 000 at pre-school level.

Future vision

PEPPS believes that they have an extremely effective INSET model using the internship principle. They would like to lobby for an extensive training programme that will involve other schools.

PROFILE OF ORGANISATION

Name : READ Educational Trust (READ)

Date Started with Teacher Development : 1979

Aims and Objectives : READ views the ability to communicate as being central to the acquisition of all other skills. The project's mission is therefore "to help the people of Southern Africa to read, write and speak with greater competence." The central aim of their teacher development programme is thus to train teachers in all aspects of the use of books and other media material as the basis for providing communicative language competencies and information skills. READ views provision of relevant material for pupil and teacher classroom use as essential to quality education.

Background

The READ Educational Trust is an independent non-profit organisation which was established in 1979. It initially focused its work in Southern Transvaal but has since expanded to cover all the provinces of the country. In addition to principals and teachers, the organisation also trains and supports librarians and community workers. The work of the project is sustained through the joint efforts of a Media Selection Unit, a Materials Development Unit and a Training Centre.

Number of programmes

Four programmes are offered. The *Primary and Secondary School Programmes* target principals, teachers and librarians and consist of twelve and eight courses respectively. The duration of each course is between 1 and 3 days. Each course is supported by relevant books and follow-up workshops. The entire intervention lasts for about 3 1/2 years after which participants get involved in outreach programmes for neighbouring schools. The *College Programme* targets colleges of education and uses parts of the Primary and Secondary School Programmes. Its actual form and duration differs from one college to another and is dependent upon the requests from colleges. The *Partnership for Change Programme* targets principals and deputy principals. It was designed in 1994 and was piloted in 1995.

Number of teachers per programme

The Primary and Secondary School Programmes reached 7 973 and 11 935 delegates in 1993 and 1994 respectively. The college programme reached 3 507 student teachers in 1993 and 1 485 in 1994. The organisation also estimates that it reached 727 educators in Mpumalanga in 1994 but the details had not been fed into the database at the time of the audit.

1993	Gauteng	W. Cape	E. Cape	Free State	N. Cape	KZ Natal	Total
Primary	1103	501	630	734	228	729	3925
Secondary	254	24	20	36	12	204	550
College	-	305	-	-	-	3202	3507
1994							
Primary	1052	731	2240	820	1086	1554	7483
Secondary	275	220	764	98	505	1035	2897
College	-	-	-	-	-	1485	1485

Personnel employed by the organisation :

READ employs 41 programme and 42 administrative staff.

Budget for Teacher Development :

The total expenditure for 1994 was R10 948 000.

Future Vision

READ sees its project as supporting the work of education authorities in the different provinces and providing training which links pre- and in-service courses. They would like to expand their training to reach inspectors and subject advisors.

PROFILE OF ORGANISATION

Name : Science Education Centre (SEC)

Date started with Teacher Development : 1974

Aims and Objectives

The SEC aims to assist teachers and students studying for matric or a science degree through UNISA. The centre also aims to improve the standard of science teaching in Soweto.

Background

The project is based at the Funda Centre.

Number of programmes

Four programmes are offered: the computer programme (6 weeks), the standards 9 and 10 upgrading programme (2 years), the post-matric bridging programme (2 years) and the 'university' programme (2-3 years). Only the first and last are directed at in-service teachers.

Number of teachers per programme

200 in 1993 and another 200 in 1994.

Personnel employed by the organisation

The organisation employs 8 programme, 2 administrative and 2 service staff.

Budget for Teacher Development

The 1994 budget was R 991 088.

Future Vision

The programme hopes to be more involved in INSET and to make this an integral part of teacher training. The Centre also hopes to serve as a model that can be replicated country-wide.

PROFILE OF ORGANISATION

Name : Science Education Project (SEP)

Date started with Teacher Development : 1976

Aims and Objectives

The project arose out of a need to promote hands-on teaching approaches in schools which did not have enough science equipment and facilities. The aim was to provide a package comprising science kits, worksheets and teachers' guides for use in schools which do not have electricity and running water. The focus of the project has since expanded to include direct teacher support and curriculum development. SEP believes that INSET should focus on four main areas: the teacher, the learner, the classroom and the curriculum. INSET models which take teachers away from the school to be addressed by 'experts' do not work. SEP's approach includes courses and materials developed for the teacher to assist in lesson preparation and presentation; portable, durable science kits designed for use by pupils in groups; and in-school follow up visits to support teachers. Implementation takes place through a system of implementers and regional managers in clusters of approximately 20 schools each. The organisation focuses on standards 6 - 8 teachers.

Background

The project began in the Eastern Cape in 1976. It now has offices in all the provinces of the country with the national office in Gauteng.

Number of programmes

SEP offers two training programmes. The *Teacher Development Programme* consists of a two-day residential course for new teachers followed by a minimum of 12 out-of-school workshops per teacher per year. There are also follow-up school visits.

The *Implementer Development Programme* consists of a two-week residential workshop, one week of implementation under the supervision of a mentor and another two-week residential workshop.

Number of teachers per programme

Teacher Dev	Gauteng	W.Cape	E.Cape	KZNatal	N.West	N.Cape	Mpum	NP	FS	Total
1993	1250	125	2000	931	750	-	500	625	125	6306
1994	1638	125	4200	1150	875	125	500	625	250	9488

The *Implementer Development Programme* reached 9 teachers in 1993 and 12 in 1994.

Personnel employed by the organisation

The organisation employs 92 programme, 6 administrative and 16 service staff.

Budget for Teacher Development

The 1994 Teacher Development budget was R 8 634 263.

Future vision

SEP sees its future role being that of providing INSET for teachers through contractual arrangements with the state.

PROFILE OF ORGANISATION

Name : Secondary Schools' English Research Project (SSERP)

Date started with Teacher Development

The first SSERP programme was run as a pilot project in 1980 with junior secondary school teachers.

Aims and Objectives

SSERP believes that in order to better the performance of teachers, one needs to improve teaching morale and the whole teaching ethos. Since English is the medium of instruction in the ex-DET schools, supporting teachers of the subject will also impact on other subjects. To this end the project offers supplementary training to English teachers at secondary school level. The focus is on: effective reading and writing which is applicable across the syllabus and examinations systems; questioning and marking techniques relating to English Senior Certificate papers; and other relevant language and literature aspects. In its work the project is responsive to the requests of the teachers in various areas of the English syllabus.

Background

SSERP was established jointly by the University of the Witwatersrand, the DET Johannesburg Region and the Chairman's Fund Educational Trust (Anglo American and De Beers). During the first few years of operation, the Chairman's Fund was the project's only private sector funder. The project has now managed to broaden its funding base to include other funders. Initially focus was on junior secondary school teachers in Gauteng but this has since shifted to the senior secondary phase and to include the Eastern Cape, KwaZulu Natal, North West, Northern Province and the Free State.

Number of programmes

Residential courses of between 1 and 5 days duration each and out-of-school workshops of 6 hours' duration each are offered.

Number of teachers per programme:

An overall total of 1260 and 1590 educators were reached in 1993 and 1994, respectively.

	Gauteng	W. Cape	E. Cape	KZNatal	N. West	Mpum.	NP	FS	Total
1993	740	28	95	56	43	23	250	25	1260
1994	776	32	105	210	-	28	407	32	1590

Personnel employed by the organisation

SSERP employs 5 project and 2 administrative staff. One service staff member is also employed on a 1 day a week basis. The project also employs an average of 20 specialist consultants annually on an ad hoc basis.

Budget for Teacher Development

The 1994 budget for Teacher Development was R 685 332.

Future Vision

SSERP sees its INSET expertise as belonging to the secondary school phase. To this effect they will continue to respond to requests for assistance made by Regional Education officials and groups of teachers. However, the project is aware that recent changes in the education system will impact on the concept of second language teaching and examining and by corollary, on how they approach their objectives as well. They will consider offering their services within proper Departmental INSET structures should these be established.

PROFILE OF ORGANISATION

Name : St Alban's College Outreach Programme

Date Started with Teacher Development

The current Teacher Development programme was started in 1984.

Aims and Objectives

St Alban's College aims (i) "to give teachers the skills to deal with issues in the classroom. These skills have been accumulated over years of experience and condensed into an exciting course for teachers"; and (ii) "to give teachers access to the world of computer technology to improve their efficiency and teaching".

Background

St Alban's is an Anglican school which was established in 1963. Their Matric Upgrading programme began in 1984 following requests for assistance. It initially focused on the Pretoria townships of Mamelodi and Atteridgeville but later moved to the East Rand.

Number of programmes

The College runs two teacher programmes. The *Information Technology (IT) Programme* offers training in teaching techniques and computer literacy. It consists of a 7 hours per day one-week workshop which is held during the April and July school holidays. In addition there is a 4-day refresher course held during the September school holidays.

The *Matric Upgrade Programme* (based at Springkell, East Rand) comprises a full timetable with classes run every Saturday morning for a year covering the matric syllabus.

Number of teachers per programme

Programme	1993	1994
Information Technology	480	544
Matric Upgrade	210	234

*No divisions according to province were provided although St Alban's claims to attract teachers from the Northern Province and Mpumalanga.

Personnel employed by the organisation

The organisation employs 10 programme and 3 administrative staff.

Budget for Teacher Development

The overall 1994 budget was R405 550, with a total of R397 383 budgeted for the two teacher development projects.

Future vision

The Project sees itself continuing to provide short interventions for teachers in service.

PROFILE OF ORGANISATION

Name of organisation: SHARE-NET

Date started with Teacher Development: 1988

Aims and Objectives

- a. to develop and distribute low cost environmental education materials to a wide school-based audience;
- b. to provide training and support;
- c. to promote the use of environmental education centres across the country;
- d. to contribute to national and local policy on environmental education issues.

Rationale:

- a. poor skills base in environmental education especially in rural and disadvantaged communities.

Background

SHARE-NET is a low cost, participatory network focused on developing environmental education materials for teachers and community groups. The project is a collaborative venture between the Wildlife Society, the Natal Parks Board and the World Wildlife Fund - South Africa. Programmes involve training, support and development, materials development and the use of a number of independent environmental education centres for on-site training. Through its partner organisations SHARE-NET is active in Gauteng, the Western Cape, Mpumalanga, Northern Province, Northern Cape and the Free State.

Number of programmes : 2 (1 Gold Fields - Certificated by Rhodes University)

Teacher Workshops

Two hour school-based teacher workshops offered on request. Longer workshops lasting up to 4 days are also available on request.

Gold Fields Environmental Education Course

One year distance learning programme aimed at all levels of teachers.

Number of teachers per programme

Programme	1993	1994
Teacher Workshops	1 915	1 665
Gold Fields Course	42	52

Personnel employed by the organisation

4 (2 programme, 1 admin, 1 service)

Budget for Teacher Development in 1994

R178 000

Future vision

The organisation would like to develop nationally in an informal way. SHARE-NET is very keen to work with education departments on materials development, publishing and provision of training and support.

PROFILE OF ORGANISATION

Name of organisation: Singakwenza Teacher Empowerment Project

Date started with Teacher Development: 1995

Aims and Objectives

- a. to facilitate the development of new teaching styles within community schools;
- b. to implement active learning using problem solving approaches, theme teaching and a supportive language approach;
- c. to focus on primary education.

Rationale:

- a. the need for interventions aimed at promoting creativity in teaching and learning;
- b. the need for teaching methods promoting active learning, problem solving, thinking skills, language across the curriculum etc.

Background

Singakwenza has operated since 1993 in the Durban area (mainly Umlazi and Klaarwater) and eight schools are currently working with the project.

Number of programmes : 1 (non accredited)

Singakwenza Teacher Empowerment Project

Facilitators visit each school for a day once a week either for a workshop or reinforcement of earlier workshops and to assist in implementation. Each facilitator works at 4 schools per annum. The programme lasts for 1 year and support includes biannual workshops. It is aimed at junior and senior primary teachers.

Number of teachers per programme

The programme received its first intake of 160 teachers in 1995.

Personnel employed by the organisation

3 (2.5 programme + 0.5 administrative)

Budget for Teacher Development in 1994

R176 000

Future vision

The organisation sees a great need for remedial education and would like to be involved in a review of teacher training programmes. Singakwenza would like to double the organisational capacity and so reach approximately 14 000 students. Finally the organisation would like further co-operation with the provincial education department.

PROFILE OF ORGANISATION

Name of Organisation: KwaNgwanase Schools In-Service Teacher Development Project (KSITDP)

Date started with Teacher Development: 1994

Background

In 1994 three organisations providing INSET programmes in KwaNgwanase decided to form a co-ordinating body through which their programmes would be offered. The KwaNgwanase Science Teacher Project, a pre-existing local organisation, works in partnership with READ and ELET - two national organisations with regional operations.

Number of programmes

2 - non accredited programmes for un and under-qualified teachers

English Language Programme

ELET offers a programme consisting of 6 day long workshops for teachers once a year and three follow up visits. Teachers are involved in the programme over two years. Smaller workshops are provided to schools on request. The programme is aimed at teachers in senior primary schools.

Mobile Library service

READ provides this service and conducts workshops 3 times per year in addition to class visits, teacher meetings and competitions. It is aimed at teachers, principals and deputies at junior and senior primary schools and junior secondary schools.

The programme offered by the KwaNgwanase Science Teacher Project is described in the profile of that organisation.

Number of teachers per programme

In 1994 an estimated 40 teachers participated in a programme offered by ELET under the auspices of the project. The Mobile Library Project (READ) reached 40 teachers in 1993 and 54 in 1994.

Personnel employed by the organisation

No data provided

Budget for Teacher Development

No data provided

Future vision

This organisation believes that there is a need for teacher committees within schools to promote change and development. At the same time there is a need for subject specific skills and therefore a need to promote partnerships with development agencies. In addition partnerships between NGOs and government should be promoted so that subject advisors are part of the change process.

PROFILE OF ORGANISATION

Name of organisation: KwaNgwanase Schools Science Teachers Development Project (KSSTDP)

Date started with Teacher Development: 1985

Aims and Objectives

- a. to provide support to science teachers from 23 primary and 7 high schools in the rural KwaNgwanase area;
- b. to promote professional growth and collaborative work amongst teachers in the area;
- c. to promote the development of education in the area;
- d. to research and develop a viable and effective model for providing in-service support to science teachers in rural areas.

Rationale:

- a. the need for intervention in a context of rural deprivation, poverty, isolation, poor communications and infrastructure;
- b. the high incidence of unqualified teachers, multiple class teaching, large classes and poor school conditions;
- c. teachers have poor subject knowledge and students are rarely exposed to interactive learning or practical work and are therefore heavily reliant on textbooks.

Background

The KSSTDP is an INSET project established in 1985 to provide support to science teachers in a remote rural area of KwaZulu Natal. It is organised and run by a Local Teacher Committee and supported by a staff member at the University of the Western Cape. An estimated 23 primary and 7 high schools now form part of the project with the 'Star of the Sea' school acting as a resource base. Most of the project's activities centre on a programme of teacher-led workshops.

Number of programmes

1 (non accredited)

Out-of-school interactive workshops at least once a quarter for science teachers at the senior primary, junior secondary and senior secondary levels.

Number of teachers per programme

40 in 1993 and 1994.

Personnel employed by the organisation

0 (teachers organise the workshops themselves)

A lecturer in the Education Department at UWC acts as mentor and resource person.

Budget for Teacher Development

The budget for 1994 was R55 000.

Future vision

The organisation believes that NGOs can play a catalytic role in promoting new developments and working in creative partnerships with government through contractual relationships. The organisation hopes to lobby for recognition from the authorities of the extra demands placed on science teachers especially the effective management of their resources. The KSSTDP hopes that government will second a resource person to the project and aims to explore ways of linking project activities with resources available at the University of Zululand or local Colleges of Education.

PROFILE OF ORGANISATION

Name : St Andrew's Outreach Foundation - Teacher Enrichment Programme

Date started with Teacher Development : The Teacher Enrichment Programme was started in 1993

Aims and Objectives

The project arose out of an interest to assist black teachers cope with the transition from vernacular to English as a medium of instruction at Junior Primary levels. The focus of the programme is to offer participants support and a platform to share ideas on classroom methodology, subject content, classroom management skills and classroom aids. It is believed that through this kind of support, teachers will become self-confident and use "motivated teaching methods".

Background

The Teacher Enrichment Project was established in 1993 by the St Andrew's Outreach Foundation. The Foundation is linked to the St Andrew's School on whose premises it also operates. It works with teachers from primary schools in Daveyton.

Number of programmes

During 1994 each participant teacher attended six 4,5 hour-long workshops held on weekdays and spread through the year. The focus was on English, Mathematics, special topics such as AIDS, theme topics such as testing and assessment and practical sessions to make teaching aids. The programme worked with Sub A to Standard 2 teachers. Workshops for Standard 3 teachers will be introduced in 1995.

Number of teachers per programme

The programme reached approximately 12 and 60 teachers in 1993 and 1994 respectively. There are 105 teachers involved regularly in 1995.

Personnel employed by the organisation

The organisation employs 7 programme, 1 administrative and 2 service staff members. All staff, except one, are employed on a part-time basis.

Budget for Teacher Development

The 1994 budget was R72 720.

Future vision

The project hopes to meet the requests to take in more teachers and to cater for Standards 4 and 5 levels, and to include other topics such as remedial work and librarianship. They will continue to focus primarily on classroom methodology because of their strong belief that "the more stimulating and innovative the teaching methods the more effective the teaching".

PROFILE OF ORGANISATION

Name : St Mary's DSG Outreach Project

Date started with Teacher Development : 1988

Aims and objectives

The goal of the Outreach Project is "to develop skills, provide educational opportunities and enhance education for disadvantaged people from different age groups and educational backgrounds ...". The project regards a school as an organic unit of change. It thus uses the whole school approach to INSET whereby it works with the whole school staff as well as parents.

Background

The Outreach Project was established in 1987 by St Mary's DSG in response to requests from teachers for development and support services. Although the project is based at the school in Pretoria, it is administered separately and has its own Board of Directors.

Number of programmes

The *Teachers In-Service Programme* consists of 11 full day (9 am to 3 pm) workshops run over a period of four months: vision-building courses run over 3 consecutive Saturdays; and a Training for Expertise component (e.g., making of teaching aids). Classroom visits are an integral part of the programme. In addition, the project is involved in parental training and the setting up of networks amongst schools. Some of the elements of the programme are offered in collaboration with other organisations such as the CCD and the University of Pretoria. The programme is run in the Pretoria townships of Mamelodi and Atteridgeville.

Number of teachers per programme

The programme reached 90 and 166 teachers in 1993 and 1994 respectively. Altogether, the programme has trained over 400 teachers since its inception.

Personnel employed by the organisation (in INSET)

The organisation employs 4 programme and 2 administrative staff. However, approximately 10 CCD staff are also involved in the programme.

Budget for Teacher Development

The Outreach Project's 1994 budget was R 536 000.

Future vision

The project would like to develop closer relationships with education departments and other NGOs to further develop the whole school INSET approach and to implement it in other areas of need. It also would like to offer more in-school support to participants.

PROFILE OF ORGANISATION

Name of organisation: St. Mary's Interactive Learning Experience (SMILE)

Date started with Teacher Development: 1991

Aims

- a. to reduce the 33% drop out rate of African pupils at the Std 3 level;
- b. to develop the English conversation skills of Std 3 pupils to equip them for secondary education;
- c. to build confidence in English conversation skills;
- d. to develop English teaching skills of primary school teachers in the community.

Objectives

- a. to provide and develop English conversational skills for Std 3, 4 and 5 African pupils under instruction of qualified mother tongue teachers;
- b. to use conversational interaction between African pupils and Std 9 mother tongue speakers;
- c. to use workshops with senior primary teachers to develop child-centred teaching skills;
- d. to enable junior primary teachers to acquire new teaching skills;
- e. to address the problems of children making the transition to the next level in primary schooling.

Rationale

- a. teaching skills of rural teachers are very limited in English second language teaching;
- b. the need to improve teaching skills through co-operative teaching.

Background

SMILE was initiated by St. Mary's School and began operating initially in the Valley of a Thousand Hills area of KwaZulu Natal. The project's activities now include programmes in adult literacy and communications skills as well as school-based student and teacher development programmes. By 1994 SMILE was operating in KwaZulu Natal, the Southern Transvaal and the Western Cape.

Number of programmes : 2 (non accredited)

Classroom Reinforcement and Teacher Training Programme

This programme is aimed at improving teaching skills and the use of materials. It involves weekly co-operative teaching in the classroom with the teacher for 1 hour for 32 weeks in the year. The teachers receive materials every week. A teacher workshop is held once monthly to discuss the use of materials.

Junior Primary Teacher Training Programme

This programme consists of fortnightly afternoon workshops of 3 hours facilitated by specialist teachers. The programme is aimed at upgrading workcards, teaching skills and visual materials in the junior primary phase.

Number of teacher per programme

Programme	1993	1994
Classroom Reinforcement Programme	96	144
Junior Primary Training Programme	13	296

Personnel employed by the organisation : 46 (44 programme/2 administration)

Budget for Teacher Development in 1994 : R635 662

Future vision

SMILE is at present involved in grassroots empowerment of language teachers. Once teachers are more confident SMILE will move out of the community and act as a support and consultative body. SMILE would like to work in collaboration with PRESET providers and intensify co-operative teaching in the classroom in urban and rural settings. SMILE sees a role for itself alongside the Education Department and the IEB in teacher training and materials development.

PROFILE OF ORGANISATION

Name of organisation: Toyota Teach Primary School Project

Date started with Teacher Development: 1991

Aims and Objectives

- a. to encourage more pupils to choose maths and science as secondary school subjects;
- b. to raise teaching standards and success rates in these subjects by improving the competence and confidence levels of teachers and students;
- c. to promote learner-centred teaching materials;
- d. to encourage mediative teaching styles;
- e. to improve resource management in schools.

Rationale:

The problems identified in black primary schools namely poor resource management and use; the language policy in African schools; poor maths and science teaching standards and the need for professional assistance.

Background

The Toyota Teach Primary School Project was formed in 1991 by the Toyota South Africa Foundation. The Foundation had already been involved in secondary and tertiary level initiatives but it became clear that interventions were needed at the primary level. The project operates in 36 schools in the Umlazi and Umbumbulu areas of KwaZulu Natal and its partner organisations include the Centre for Cognitive Development, RADMASTE, the Natal College of Education, READ, the Umlazi College for Further Education and the Primary Science Programme of Natal.

Number of programmes : 1

Toyota Teach Primary School Programme

The programme operates in 36 schools and begins with an introductory workshop with school inspectors. Plans are then drawn up in accordance with the needs of the school. Workshops and school visits are then offered. Principal discussion sessions on the progress of the project are held twice per annum. The programme is aimed at junior and senior primary teachers.

Number of teachers per programme

The programme reached 540 teachers in 1993 and 620 in 1994.

Personnel employed by the organisation

17 total (12 full time programme, 3 admin, 2 service)

Budget for Teacher Development in 1994

R2 000 000

Future vision

Toyota Teach proposes to gear all Toyota Teach Primary School Programme services towards a certificated Further Diploma in Education focused on science, maths and English. The organisation hopes to co-operate with the provincial education department. There is also a possibility of expanding the project to include secondary schools.

PROFILE OF ORGANISATION

Name of organisation: Fulcrum Teacher Education Project

Date started with Teacher Development: 1992

Aims and Objectives

- a. to facilitate and promote staff development at the Colleges of Education in KwaZulu Natal with particular emphasis on 16 former KwaZulu Colleges of Education;
- b. to develop collectively a sustainable and workable model of teacher education at pre-service and in-service levels;
- c. to create a supportive climate for staff development at the colleges;
- d. to influence policy development and practice in the college sector;
- e. to develop appropriate materials for the college level in maths, science, English and Afrikaans;
- f. to improve the training provided to teachers at the colleges.

Background

FULCRUM developed as a partnership between NGOs, college lecturers and the former KwaZulu Department of Education and Culture. Participation in the programme is voluntary and based on the needs of lecturers. Lecturers at sixteen colleges of education (formerly under the KwaZulu government) are linked to the project which has a small core staff and draws on NGO personnel for the delivery of programmes. To date the focus of programmes has been on curriculum, policy issues and support to lecturers in English, science, maths and Afrikaans.

Number of programmes : 1 non accredited programme for qualified college lecturers.

Fulcrum Teacher Education Project

One centralised workshop per subject group (maths, science, English and Afrikaans) every 6-10 weeks plus regular visits to colleges by co-ordinators and college-based workshops as requested by staff.

Number of teachers per programme

236 lecturers have been involved in the project since 1992.

Personnel employed by the organisation

5 (3 full-time programme, 1 part-time programme, 1 administrative)

Budget for Teacher Development

The budget for 1994 was R510 263.

Future vision

The organisation intends to implement and refine a process that has been started with colleges and NGOs and to consolidate the project's experience. FULCRUM sees the need to develop a coherent policy on INSET and PRESET in the region and to move responsibility for Colleges to national level and incorporate them into the tertiary sector. Finally the organisation intends to promote links with the University of Durban-Westville and University of Sussex, U.K.

PROFILE OF ORGANISATION

Name of organisation: Institute of Education and Human Development (University of Zululand)

Date started with Teacher Development: 1993

Aims and objectives (Maths and Science)

- to bring new developments to teachers of science and maths;
- to supplement pre-service education and build confidence amongst teachers;
- to make maths and science teachers more effective by equipping them with new skills, making teaching more learner-centred, and trying new approaches to the syllabus;
- to encourage teachers to produce their own materials;
- to develop the mathematical abilities of pupils.

Aims and objectives (School Management)

- to provide opportunities for school management personnel to develop their knowledge and skills so that they can perform efficiently and effectively;
- to organise workshops and school visits so that school management personnel can learn from one another and also develop a support system when they are in their individual schools;
- to facilitate the teachers' capacity to handle the teaching/learning situation, thus enhancing the education of the pupils.

Background

The Institute was established in 1988 with the support of the Herbert Quandt Foundation. Its primary purpose has been to facilitate seminars, courses and workshops aimed at enriching school managers and teachers of English, mathematics and science. In addition to current programmes in management and maths and science, the Institute offers an English Teacher Enrichment Programme (ETEP) which is based on five-day intensive courses in Communicative Language Teaching approaches, school visits and an action research component.

Number of programmes : 2 (non accredited)

Maths and Science Programme is aimed at teachers at senior primary (STD's 3-5) and junior secondary (STD's 6-8) school levels. The programmes consist of 4 contact modules. Each module is 2 days in length and these are followed by 3 days of visits per school per year.

School Management Programme consists of 4 full days of workshops per semester per group during school time with follow up visits in April, May, June and September. It is aimed at primary and secondary school managers (principals and deputies). In addition ad hoc courses for deputy principals and HODs were requested by the former Department of Education and Culture.

Numbers of teachers per programme

Programme	1993	1994
Science and Maths Programme	154	158
School Management Programme	89	107

Personnel employed by the organisation : 3.5 (1 School Management + 2 Science and Maths + a shared administrator – shared Director)

Budget for Teacher Development in 1994 : R508 964 (Management/Administration) + R282 723 (Science and Maths)

Future vision

The organisation hopes to persuade more teachers to be involved in professional organisations and to encourage collaboration amongst teachers from different schools. The project also wishes to promote greater links between PRESET provision and INSET and to lobby for the introduction of teacher apprenticeships and mandatory in-service training. The Institute believes that support to principals is a major concern. Duplication of effort in provision of services by NGOs should be avoided. The organisation would like to work in partnership with education departments and promote structured action research.

PROFILE OF ORGANISATION

Name : English Language Educational Trust (ELET)

Date started with Teacher Development : 1984

Rationale:

- a. to counter the effects of apartheid on PRESET at black teacher education colleges;
- b. the prevalence of rote learning methodology and problem of large classes;
- c. the need to counter 'teacher centred' approaches to language learning;
- d. the dearth of materials in most African schools;
- e. the need to train teachers to develop their own materials.

Background:

ELET is a non-profit NGO dedicated to the development of English where English is used as a second language. The organisation was established in 1984 by Anglovaal Limited and the Urban Foundation in response to needs in KwaZulu Natal schools. ELET offers a wide variety of services including classroom-based in-service training and it assists teachers with materials development. Specialist courses are offered on request. These are accredited by the University of Cambridge Local Examinations Syndicate (UCLES). ELET is a major producer of materials in the region and provides teacher support materials and trainers' support materials. Whilst based in KwaZulu Natal, ELET is also active in the Eastern Cape, Northern Province, Mpumalanga and the Free State.

No. of programmes:

a. ELET Project Implementors Training Programme

This is a 4 week training course for Project Implementors. In addition participants receive 3-5 days of staff development each year and participate in an annual residential course.

b. Project Teachers In-service Training

This course consists of 3 two-day interactive workshops per year in March, May and August and at least four visits to classes of participating teachers per year.

c. Post Projects Teachers' Residential Course

This is an out-of-school residential course for teachers who have been participants in ELET's in-service training programme.

d. Examination in English for Language Teachers (EELT)

This is a 75-hour course run over four-and-a-half months to help teachers to improve their own standard of English. It consists of two two-hour tutorials per week and an exam is written at the end of the course.

e. The Certificate for Overseas Teachers of English (COTE)

This is a one year course of 150 hours. Lectures/tutorials for each course are held twice weekly from 15:30 to 17:30 at the centre. Additional 10 hours of micro teaching sessions. They are observed in the classroom four times and have to complete 10 assignments.

f. The Certificate for English Medium Teachers (CEMT)

This is a one year course. Participants attend lectures twice per week and a micro teaching session once per month. They are observed in the classroom four times and have to complete 7 assignments and one mini project.

g. The Diploma for Overseas Teachers of English (DOTE)

The Diploma course is 2 years long. Participants attend lectures twice per week and a micro teaching session once per month. They are observed in the classroom six times and have to complete 10 assignments and one long project.

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h. Primary English Teaching in Rural Areas (PETRA)

This is a COTE higher primary course offered as a distance course to teachers in rural areas. It is being offered in KwaZulu Natal, Eastern Cape, Northern Province, Mpumalanga, North West, Northern Cape and Free State. Candidates attend 2 seminar blocks of 2 weeks each to receive face-to-face tuition. Regional co-ordinators work with the candidates for the rest of the year. They are required to complete 8 assignments and 4 lesson observations.

Number of teachers per programme:

Project Implementators Training Course	16	20
Project Teachers In-service Training Course	640	720
Post Projects Teachers' Residential Course	92	145
UCLES Certificate Courses	85	161
UCLES Diploma Course	15	10
English Proficiency Courses	30	105
PETRA	Not run	72

Personnel employed:

41 (35 programme staff, 6 administrative)

Budget for Teacher Development:

R3 764 000

Future vision:

ELET is interested in providing in-service teacher development at pre-service institutions and continuing INSET-related work in partnership with new education departments. ELET advocates a more reflective and self-critical mode of teacher development among teachers. ELET hopes to engage in curriculum development at the PRESET stage and plans to gain accreditation of courses through Natal College of Education. In addition ELET plans to offer services to education departments in the Eastern Cape, KwaZulu Natal and the Northern Cape. The organisation believes that NGOs should form consortia to negotiate conditions of project implementation with government. Finally ELET has a number of plans relating to the further development and dissemination of its teacher support materials.

PROFILE OF ORGANISATION

Name of organisation: Centre for the Advancement of Science and Mathematics Education (CASME)

Date started with Teacher Development: 1985

Aims and Objectives

- a. to develop and promote models of exemplary practice in science and maths education nationally;
- b. to develop and promote models of professional development for teachers in the science and maths sector;
- c. to empower teachers in maths and science;
- d. to use the resources of the organisation as a catalyst for change.

Rationale

- a. the need for qualified science, mathematics and technology teachers in South Africa;
- b. the backlog in the above fields;
- c. poor provision of science education for black teachers in the past;
- d. the need to develop and teach exemplary practice in the field.

Background

CASME was established in 1985 by Shell South Africa in response to the poor quality and inequalities of science and maths education in KwaZulu Natal. The Centre is based at the University of Natal but now operates in the Eastern Cape, Mpumalanga and the Free State. Its activities include formal and non-formal programmes in INSET, organisational development, professional development, resource development, laboratory development, computing and curriculum development.

Number of programmes

- a. *Further Diplomas in Education - Biological and Physical Science* (accredited)
These are 2 year programmes, consisting of 2x3 week contact sessions per year and distance education via assignments. They are aimed at senior secondary science teachers and heads of departments.
- b. *Non Formal INSET - Biology*
Workshops up to 4 days a semester but with a maximum of 8 days a year for senior secondary biology teachers.
- c. *Non Formal INSET - Physical Science*
Out-of-school workshops 2 to 4 days per semester with a maximum of 8 days per year for senior secondary teachers.
- d. *Non Formal INSET - Maths*
2 x 2 day workshops every year at 7 centres in KwaZulu Natal. The Durban region has 4 x 2 day workshops for senior secondary teachers.
- e. *Subject Interest Groups - Biology*
Group meetings once or twice a year involving junior and senior secondary teachers.
- f. *Subject Interest Groups - Physical Science*
Group meetings once or twice a year involving junior and senior secondary teachers.
- g. *Subject Interest Groups - Maths*
Group meetings once or twice a year involving junior and senior secondary teachers.
- h. *Junior Secondary Maths Project*
Intensive school-based support for individual junior secondary maths teachers (+/- 4 hours per week per teacher in the classroom) as well as workshops for the groups of teachers once per quarter.

i. *Computers in Schools Project*

One day training courses in computer literacy as well as WordPerfect, Quatro Pro etc. In addition weekly school visits, technical training and support and evaluation workshops. Aimed at junior and secondary teachers.

j. *Teacher Leadership Course*

Training in running development workshops for other maths, science and biology teachers.

This programme consists of 2 x 1 week full-time courses, 2 contact sessions and 4 quarterly workshops. Aimed at junior and senior secondary teachers.

k. *School Science Project*

This project supports senior secondary science teachers through site visits, materials, methodology and content development. Project workers spend a minimum of 1 hour per week with each teacher.

Number of teachers per programme

Programmes	1993	1994
Further Diploma in Biology	Not run	41
Further Diploma in Physical Science	Not run	29
Non Formal INSET Biology	250	239
Non Formal INSET Physical Science	177	135
Non Formal Maths Regional INSET	292	296
Subject Interest Group (Maths)	90	150
Subject Interest Group (Biology)	75	95
Subject Interest Group (Phys Science)	300	165
Junior Secondary Maths Project	44	40
Computers in Schools Project	100	100
Teacher Leadership Course	Not run	45
School Science Project	75	97

Personnel employed by the organisation

39 (20 programme staff, 19 admin)

Budget for Teacher Development

The budget for 1994 was R743 090.

Future vision

The organisation has no plans to expand significantly and sees large scale provision as the state's responsibility. CASME intends to develop a clear sense of identity as an Educational Development Agency and hopes for acceptance of this status by the state. The organisation also intends to lobby for the rewarding of teachers for building competency in their own subject area. In addition CASME intends to seek co-operation agreements with other NGOs and to work with the provincial education departments. CASME sees the need for a rationalised NGO sector focused on developing quality. Finally CASME intends to expand its FDE options.

NGOs based in KwaZulu Natal

PROFILE OF ORGANISATION

Name : Primary Open Learning Pathway Trust (POLP)

Date started with Teacher Development

In 1987, as the Educational Resources Project, SACHED Trust, Cape Town. Became independent as POLP in 1994.

Aims and Objectives

POLP's overall objective is "to reduce illiteracy of out-of-school children by creating sustainable strategies for a suitable literacy environment". In South Africa 1.7 million children are out of school and 13% of children in ex-DET schools are "over-age". POLP addresses this problem through curriculum development, teacher training, materials development and community empowerment.

Background

The project started as a teachers' resource centre in 1984 which offered non-formal in-service teacher upgrading workshops. In 1987, the project worked in informal settlements, putting up schools, training community members to teach in community schools, initiated literacy classes for out-of-school children and developed relevant materials. In 1994, POLP focused on curriculum development for pupils, teachers and parents for sustaining child literacy. POLP has developed a distance education *Books Education Course* for the Vulani Project at Umhlati College of Education in KwaZulu Natal which is offered to over 300 teacher per annum. POLP conducts extensive policy advocacy for out-of-school children and youth in the Western Cape and Gauteng.

In addition to the teacher development programmes described below, POLP has completed an open learning pupil curriculum which is a two-year, self-paced accelerated syllabus for "over-age" children (7-14 years) entering school for the first time or junior primary "drop-outs". Pupils are transferred from these classes into mainstream Std. 3 education. A syllabus for children too old to continue in primary schools is planned.

POLP is also working on a joint street education pilot project for inner city Johannesburg in conjunction with a number of street children programmes. This would intensively train 10 teachers.

Programmes

POLP programmes are made up of relevant junior primary teacher training courses to enable teachers to cope with open learning classrooms, i.e. multi-literate, multi-age reception/bridging classes for out-of-school children, within mainstream education. These are also suitable for farm school teachers and educators of street children.

The *Junior Primary Open Learning Studies* is the first step towards an accredited teacher training course through developing and running a module on open learning for the Cape Town College of Education at HDE level from July-December 1995. It consists of six hours contact per week. After evaluation, it could be offered by colleges of education elsewhere. Modules at the M+2 level (for upgrading teachers with primary teaching certificates) are being negotiated.

The *Orientation Courses* are 2-3 day orientation workshops for teachers, street children educators and subject advisors on education of out-of-school youth. One was to be held at Kathorus College, Gauteng in August 1995. This programme is not accredited.

Number of teachers per programme

Only figures available for projected enrolment in 1995: 60 teachers for accredited course; and at least 150 for two day orientation.

Personnel employed by organisation

7 involved in programme work (3 teacher programme and 4 in community support) and 2 in administration totalling 9.

Budget for Teacher Development

The total budget for 1994 was R444 233.

Future vision

POLP believes that compulsory education should be extended immediately to children older than six years and that appropriate provision i.e. bridging/reception classes in mainstream schools or special feeder schools for out-of-school children be set up, with open learning curricula, until the problem is eradicated. These should be flexibly adapted to each district as appropriate. Teacher training programmes should be modified to enskill teachers to work in such classrooms and should form part of preparing teachers for the reality of South Africa, not ideal situations which seldom exist. Ongoing INSET and involvement in curriculum and materials development should be normal elements of a teaching career.

PROFILE OF ORGANISATION

Name : Quaker Peace Centre (QPC)

Date started with Teacher Development : Peace Education programme started in 1990.

Aims and Objectives

The QPC works towards encouraging creative, non-violent, resolution of conflict through promoting awareness, co-operation, and empowerment. The peace education programme focuses on schools, tertiary institutions and the broader community. The inclusion of schools is based on the fact that teachers are not always equipped to deal with conflict within their classrooms. The programme was developed to provide INSET on peace education and problem solving.

Background

For over 300 years the Quakers (The Religious Society of Friends) have been committed to peace, equality, democracy and reconstruction. In addition to their programmes in INSET, QPC trains community leaders in peacemaking skills, communities in mediation skills, youth in career choices, and returnees in reintegration into society. It also runs a series of development programmes including small business advice offices in townships and rural areas and a variety of community development programmes. Finally, it houses a resource centre.

Number of programmes

The Peace Education Programme consists of 8-10 workshop sessions with teachers during school totalling 12 hours per school. It is based on a curriculum which emphasises trust building, self-identity, affirmation, overcoming prejudices, communication, co-operation, and handling of conflict. This provides the framework but the contents of the workshop are based on a specific needs assessment of the school. As part of this QPC has developed peace education materials for pre-school, primary and secondary school teachers and for other trainers. This programme is not accredited.

Number of teachers per programme

In 1994, 150 teachers participated.

Personnel employed by organisation

6 programme staff and the administration is provided by the QPC.

Budget for Teacher Development

R400 000 per annum.

Future vision

QPC would like to see peace education integrated into PRESET and INSET to involve both course work and practical workshops. In light of this, QPC has submitted a proposal to the department of education to have peace education included in curricula. QPC claims that while peace education is considered important by many schools, there is insufficient time allocated to conflict resolution and schools lack the motivation to become involved in peace education. Finally, NGOs in this field should act as a catalyst for change through the recently established National Forum on Education for Peace.

PROFILE OF ORGANISATION

Name : Resource Unit for Intercultural Education in South Africa (RUIESA) formerly known as the Open Schools Association (OSA).

Date project started with Teacher Development : 1987

Aims and Objectives :

To change the deep-set attitudes of teachers and school communities and to encourage support for multi-culturalism. Work on multi-culturalism is critical to reduce racial tensions in schools.

Background

The RUIESA was originally formed by a number of state schools in response to the educational crisis in the mid-1980s concerning "race" as a criteria for admission into any school. Over time, RUIESA has focused on supporting teachers in schools by providing training and workshops on multi-culturalism and diversity. The headquarters of RUIESA are in the Western Cape. The RUIESA works with schools in Gauteng, Eastern Cape, Northern Cape, KwaZulu Natal, Western Cape and the Free State. In addition to workshops described below, the RUIESA publishes practical information on language acquisition, management and other curriculum topics to assist schools to manage heterogeneous classroom compositions.

Programmes

Understanding Multi-culturalism and Dealing with Diversity

Workshops vary in length depending on the needs of the particular school. They can range from a brief address to intensive 5 or 6 hour workshops. These are addressed to all staff of the school. This programme is not accredited.

Number of teachers per programme

Approximately 350 attended workshops in 1993 and approximately 300 in 1994.

Personnel employed by organisation:

1 programme and 1 part-time secretary

Budget for Teacher Development in 1994:

R50 000

Future vision

The RUIESA plans to expand in any way that helps communities come to a better understanding of the issues inherent in a diverse society such as that in South Africa. Problems for the future include lack of funding, donors being unwilling to contribute to multi-cultural support programmes and the many people who want the status quo in schools maintained. According to RUIESA country-wide co-ordination is needed to ensure that individual organisations do not reinvent the wheel.

PROFILE OF ORGANISATION

Name : Young Peoples Theatre Educational Trust (YPTET)

Date started with Teacher Development : YPTET was founded in 1985, but teacher in-service development began in 1993.

Aims and Objectives

YPTET uses educational drama to teach English as a Second Language (ESL). YPTET's research has shown that educational drama is one of the most efficient and effective means of addressing thematic and cross-curricular issues. It is a particularly effective means of improving communicative abilities in ESL.

Background

YPTET originally started with an emphasis on working directly with pupils in the classroom. Since 1990, YPTET has taught successfully in 12 urban schools, 5 rural primary schools, and 3 senior secondary schools. Through continuous research, evaluation, testing of lessons and feedback from these schools, YPTET has developed a teaching methodology adapted to the specific needs of South Africa. In addition to the programmes discussed below, YPTET is conducting a research programme which will result in resource handbooks for higher primary school teachers. Other research includes the development of a database and a longitudinal study. Finally, YPTET also trains classroom drama specialists in an intensive in-house programme. This training is continuous and runs alongside the work done with teachers and pupils.

Number of programmes

Living English Urban and *Living English Rural* works in clusters of four schools where an initial workshop is provided and the new ESL syllabus is discussed, educational drama theory is outlined, and lesson planning tools are provided. A follow-up workshop is provided to share experiences, provide feedback and demonstrate lessons. These programmes are not accredited.

Number of teachers per programme

Programme	1993	1994
Living English Urban	348	146
Living English Rural	50	70

Personnel employed by organisation

14 staff work at YPTET of which 12 (including the director) are involved in programme work and 2 are in administration.

Budget for Teacher Development

The total budget for 1994 was R445 053.

Future vision

YPTET would like to see educational drama as an accepted methodology in a new government syllabus which has implications for PRESET and INSET. The organisation has the ability to readily expand as workshops can easily accommodate up to 60 teachers with minimal adaptation required. However, poor communication in the schools between teachers and principals often hampers effective implementation of the programme. In the longer term funding promises to be a major problem. YPTET would also like to see its programme for participating teachers accredited.

Number of teachers per programme

Programme	1993	1994	1995
Mathematics Methodology Component	478	505	314
School Management and Leadership	395	636	420
Science Programme	400	520	398
Teaching and Learning with Computers	-	-	230

Personnel employed by organisation

425 Programme (many part-time tutors), 39 administrative and 4 service staff totalling 468.

Budget for Teacher Development

The total budget for teacher development in 1994 was R5 210 263.

Future vision

Because of TOPS' extensive infrastructure, it believes that it can easily expand and adapt programmes in all provinces to meet the upgrading and professional needs of both teachers and school management. The methodology utilised by TOPS emphasises democracy and community involvement. TOPS believes that constructive partnerships with the national and provincial ministries for the reconstruction of education are necessary. Delivery would be cost-effective and large scale if the government contracted NGOs with a good track record to deliver INSET.

PROFILE OF ORGANISATION

Name : Teaching and Learning Resources Centre (TLRC)

Date started with Teacher Development : 1987

Aims and Objectives

The role of the TLRC is to provide INSET for teachers. Specifically it aims to investigate teachers' needs; to offer short courses which provide space for teachers to share experiences; to research and make findings widely available; to develop and house innovative materials; and to link with other institutions to influence policy. The TLRC acknowledges that the majority of teachers in South Africa are un- or under-qualified and even those with training are unable to meet the demands of today's classrooms and therefore require these programmes.

Background

Located in the School of Education at UCT, TLRC was founded in 1987 in response to the heightening of the educational crisis. It was set up to provide viable alternatives to traditional methodologies and texts in the form of courses, materials and other resources.

Number of programmes

Resources Centre: The Resources Centre houses a substantial collection of resources to directly assist classroom teachers. Over 3 000 teachers, students and lecturers use the centre's resources each year. Project staff assist teachers to identify resources and explain how they might be utilised.

Short Courses: In 1994 the TLRC designed and organised 38 short courses at UCT and in schools. Each course is generally 4-6 afternoon sessions. Teachers attending 75% or more of the course are awarded attendance certificates. Topics ranged from "Maths for Junior Primary" to "Life Skills". These courses are not accredited.

Materials Development: Each year the TLRC produces 4 publications in collaboration with teachers. These aim to meet immediate classroom needs and to extend the curriculum to include new and under-resourced areas. Teachers are given experience of developing materials which are usually linked to courses being offered.

B.Ed. Module: For the past three years, the TLRC has co-presented a module of the B.Ed. course at UCT. This module focuses on materials development and comprises one fifth of the total degree. This course is accredited.

Number of teachers per programme

Programme	1993	1994
Materials Development	35	55
Resources Centre	1500	3 000
Short Courses	352	540
B.Ed. Materials Development Module	28	24

Personnel employed by organisation :

7 of which 6 work on the programme and 1 in administration.

Budget for Teacher Development

The expenditure for 1994 was R611 800.

Future vision

The demand from teachers indicates that there is room for expansion. Part of this expansion will be the exploration of accreditation of short courses. Another part might be a change in government policy which would require all practising teachers to spend a minimum amount of time (e.g. 3 days) on INSET as a requirement to keep posts. TLRC believes that schools could be given a budget for teacher development and should choose the most appropriate forms of INSET for their teachers. Accreditation of INSET courses should be more readily available. Finally, the TLRC believes that teachers' centres are critical for teacher development as they could perform an important facilitating and co-ordinating function between schools, the government department and NGOs.

PROFILE OF ORGANISATION

Name: Wildlife Society of Southern Africa (Western Cape branch)

Date started with Teacher Development

The Wildlife Society has been involved in education since its inception in 1926. However, it was not until the early 1960's that education was accepted as an integral part of the Society's strategy to address environmental issues.

Aims and Objectives

The Wildlife Society's mission is to promote public participation in caring for the Earth. Its educational goal is to introduce and support environmental education programmes in schools. This will be achieved through INSET to assist teachers to introduce cross-curricular, interdisciplinary studies within the school. In addition, the organisation aims to develop resources to support classroom practice transformation and to build confidence in demoralised teachers.

Background

The Wildlife Society has developed a comprehensive document outlining its environmental education policy which, while acknowledging the value of awareness campaigns, promotes "hands-on" learning experiences and action whenever possible. As part of this effort, it is attempting to influence formal curricula and to provide complementary services to the formal education system. In addition to its INSET programme, described below, it encourages public participation in scientific planning of environmental departments and supports community action groups and wildlife clubs.

Number of programmes

The *Environmental Education Programme* features several elements including: a series of afternoon workshops each term; school visits based on invitations from teachers; and training courses which last 4 days and are run twice a year. The programme is not accredited.

Number of teachers per programme

In 1993, 120 schools were reached and 60 teachers were reached either through workshops or training courses. In 1994 the programme reached 75 schools and 35 teachers.

Personnel employed by organisation

Of 15, five are working directly on the education project.

Budget for Teacher Development

The total budget for the Western Cape branch was R487 000 of which education is only one part.

Future vision

The greatest problem for the Wildlife Society is the failure on the part of authorities to recognise that environmental education is a different approach to teaching and not a separate subject. The inclusion in the White Paper on Education of the statement that environmental education must be a vital element of all education programmes, should see environmental education playing a greater role in the future. The Wildlife Society also believes that there should be greater emphasis on transforming PRESET which would remove many INSET constraints.

Future vision

TIP has approached the provincial department of education with the vision of building partnerships between education departments, tertiary institutions and NGOs. TIP would like to see teacher development shift towards:

- leadership and management training for all school personnel in senior positions;
- all schools to produce one-, three- and five-year development plans;
- the roles of subject advisors and inspectors change to support development processes;
- school appraisal being mandatory based on broad national principles and details fleshed out locally.

As part of this process, TIP is working more closely with UWC to ensure articulation of TIP's non-formal INSET with B.Ed. and M.Ed. courses. Demand for TIP courses exceeds supply due to limited capacity. Uneven funding is a constraint in terms of hiring more fieldworkers. Other problems include a lack of an adequate policy framework supporting whole school development and bureaucratic inertia.

PROFILE OF ORGANISATION

Name : Teacher Opportunity Programmes (TOPS)

Date started with Teacher Development : 1982

Aims and Objectives

TOPS' goal is to provide quality teacher training educational interventions for a new education dispensation. To attain this objective, TOPS is committed to efficient, cost-effective and creative methodologies.

Background

TOPS was started in 1982 with a clear focus on improving the qualifications of under-qualified teachers who were not in possession of a matriculation certificate. Over the years, based on demands from teachers and the changing educational climate, TOPS now has programmes on improving teaching methodologies in such critical areas as mathematics, science and English. In the 1990s TOPS began providing school management training as well. While there are national offices in Cape Town, Johannesburg and Kroonstad, TOPS now has regional offices in every province.

In addition to the programmes described below, the *Academic Component* programme upgrades teachers to matric level. This programme has successfully reached its conclusion with few teachers needing these services now and it is being phased out. The *English Methodology* programme is conducted in conjunction with the English Language Educational Trust (ELET) where ELET trains TOPS teachers who then train other teachers. The ELET course is certificated by the University of Cambridge Local Examinations Syndicate (UCLES). In addition, six teachers have been sent to a three-month course at Canterbury College, UK to further their skills in teaching English.

Number of programmes

Teaching and Learning with Computers: This programme began in 1995 and focuses on the use of the computer as an administrative and pedagogical tool. Teachers are equipped with basic computer skills to develop teaching aids. Offered from three branches of TOPS (Eastern Cape, Free State and Western Cape) this is a three-month certificate course consisting of twelve two-hour sessions over a year.

Mathematics Methodology Component: This programme is designed to improve the quality of senior primary mathematics training and to expose teachers to resource-based teaching and learning. It consists of 10 two-hour sessions over the year. In addition to the conventional programme, an Advanced Mathematics Certificate course was started during the third term of 1995. The issue of accreditation is being addressed.

School Management and Leadership: The field-based programme is offered to Principals, Deputy Principals and Heads of Departments. It is run annually for 40 two-hour sessions held in the afternoon or during holidays. It provides participants with essential skills for effective management and leadership of their schools. Facilitators, who run the workshops, receive an intensive and rigorous two-week training in facilitation skills and techniques. This prepares them for a participative and interactive mode of delivery in harmony with the principles of adult learning theory. The M.Ed. programme entails attainment of senior degrees in school management and leadership. M.Ed. participants train the facilitators and supervisors of the field-based programme. The M.Ed. programme, based jointly at the University of Durban-Westville and the University of South Carolina is accredited.

Science Programme: This programme is geared to improving science teaching in senior primary schools and is divided into four modules each lasting one term. Each module of 60 hours is accompanied by a simple science kit that teachers use in sessions and that can be readily used in the classroom. TOPS is negotiating for accreditation at HDE level from UCLES.

Personnel employed by organisation

13 staff in programmatic work and five in administration totalling 18.

Budget for Teacher Development

The total expenditure for 1994 was R569 394.

Future vision

Since the Centre is based at the University of Stellenbosch, the main goal is to link non-formal certification of the programmes to formal study opportunities within the university and ultimately, to formal qualifications recognised by teachers' employers. CENEDUS hopes to continue to co-operate with other tertiary institutions and to tender for government teacher development services. CENEDUS believes that there should be a *multi-lateral understanding* between government, business, the non-formal and formal education sectors on how NGOs' expertise can be best employed. If this does not happen, NGOs and their experience may disappear. The main impediments to progress are a lack of sustainable funding and a bureaucracy which fears extra-departmental assistance.

PROFILE OF ORGANISATION

Name : Educational Support Services Trust (ESST)

Date started with Teacher Development : 1994

Aims and Objectives

ESST aims to play a role in:

- the transformation of the classroom into a place of co-operative learning and the development of
- appropriate learning-centred materials, i.e. materials that draw the learner into highly responsive and quality learning.

Teachers need to be trained and provided with guidance to:

- turn the classroom into a positive learning environment;
- stimulate the thinking and imagination of pupils through the inculcation of question heuristics;
- bring out and utilise their own often undiscovered creative skills.

Background

ESST was founded in 1986 and specialises in the development and production of learning-involved materials at all levels of education, viz. pre-primary, primary, secondary school, tertiary level, as well as in adult basic education. Materials are provided to schools in all provinces. The Teacher Methodology Programme operates in the Western Cape and Eastern Cape but there are plans to extend to the Northern Cape and KwaZulu Natal.

Number of programmes

After eight years of providing pupils with learning-centred materials and conducting related teacher development, ESST decided in 1994 to embark formally on the *Teacher Methodology Programme*. The programme primarily concerns the systemic and systematic development of teachers' thinking and participation in developing a methodology which will make the classroom a real source of learning. The programme aims to inculcate resourceful thinking and learning rather than haphazard add-on INSET. A teachers' methodology handbook will be published representing the thinking of teachers in an original and inductive way. Participants attend an 8-hour session monthly over one year and one 2-day intensive workshop. This course is not yet accredited. ESST is currently negotiating with three provincial governments to run courses for their teachers which will then be accredited.

Number of teachers per programme

48 senior primary teachers participated in the pilot phase in 1994. In 1995 160 teachers participated in the teacher development programme.

Personnel employed by organisation

34 programme staff, 12 administrative staff totalling 46.

Budget for Teacher Development

R1 260 000 out of a total budget of R4 160 000.

Future vision

ESST plans to go into partnership with provincial governments and the teaching corps to prove the success of learner-centred methodologies. ESST feels that government partnerships with NGOs should be tailored in each case to ensure viability.

PROFILE OF ORGANISATION

Name : Career Research and Information Centre (CRIC)

Date started with Teacher Development: Although CRIC was started in 1977, it only began teacher development in 1994.

Aims and Objectives

CRIC seeks to improve the access of youth to educational opportunities and the world of work through:

- advocating, in conjunction with SAVGEA, the integration of education and training;
- improving and accrediting INSET and PRESET guidance teacher training;
- developing and disseminating guidance materials;
- providing vocational guidance services to disadvantaged groups, particularly rural groups, through capacity building of community organisations and media outreach; and
- training "marginalised" youth to gain access to formal employment.

Background

CRIC was established in 1977 in response to the educational crisis sparked by the 1976 riots in Soweto. In the late 1970's, students had little or no access to basic career guidance services. CRIC was founded to develop and provide services which would prepare young people for the world of work. In the 1980s, the State introduced guidance as a subject in African schools. Nonetheless, CRIC regarded this service as inadequate due to lack of materials and poor teacher training. As a critical part of its programme, CRIC introduced teacher training workshops and intervened directly with group counselling programmes for the youth.

Number of programmes

CRIC offers four programmes of which two are PRESET and two focus on INSET. Its PRESET work focuses on providing *one module on Work and Education* at the University of the Western Cape (20 sessions of 2 hours each) and one module at the University of Cape Town (15 sessions of 3 hours each) both for HDE students. The *Teacher Development Programme* focuses on vocational guidance training in six full-day workshops, one week work placement programme and a research project. The final programme is the *INSET Workshops for Teachers* which is a half-day workshop per quarter and also focuses on vocational guidance.

Number of teachers per programme

Programme	1993	1994
HDE Module	35	35
Teacher Development Programme	-	20
INSET Workshops	100	100

Personnel employed by organisation

CRIC employs 20 people : 13 in programme work, 5 in administration and 2 in support positions.

Budget for Teacher Development : R143 855 (5% of total R2 869 100 expenditure)

Future vision : CRIC has 19 years of experience working in schools and with students, but now sees itself shifting emphasis towards vocational guidance teacher development specifically to focus on materials development, information and methodology. CRIC feels that the government must completely revise vocational guidance training to meet the contemporary demands of the labour market. Finally, the work CRIC does can only be effective if official recognition is provided through accreditation and officials within government are reoriented towards the importance of vocational guidance.

PROFILE OF ORGANISATION

Name : Centre for Education Development, University of Stellenbosch (CENEDUS)

Date started with Teacher Development : 1992

Aims and Objectives

The main objective of CENEDUS is to provide a channel for making academic expertise widely available to support education. Other objectives thus include achieving articulation between non-formal education and formal study; building strong community participation in programme design and implementation; delivering a wide range of services and securing sustainable funding. In the long term, CENEDUS feels that teachers must be assisted as they are critical to improving the quality of school education.

Background

CENEDUS is an independent institute based at the University of Stellenbosch. It is thus in a unique position to utilise resources and personnel from a variety of faculties and departments in the University. In addition to programmes described in the section on programmes below, CENEDUS is piloting the programmes: *Street Schools* which is a project to establish street schools for street children and hopes to provide a model for similar schools elsewhere; *Peace Education* which provides four teaching modules to promote peace education in senior primary and secondary schools; and *Starting English* which enables junior primary teachers to learn innovative language teaching methods while using CENEDUS-designed materials in the classroom.

Number of programmes

Initial Reading is an approach to teaching initial reading in Afrikaans through exposure to books, the first 60 of which were piloted in 1994. The second set of 30 are currently being developed. CENEDUS provides an initial intensive workshop and subsequent classroom support.

Geïntegreerde Taalonderrig develops teaching material for junior secondary school (Afrikaans first and second languages) based on authentic texts and communicative principles:

CENEDUS has successfully negotiated with the university for recognition of their courses for FDE modules. In the future all FDE courses offered by the University of Stellenbosch will include either practical assessment or participation in non-formal INSET. For example, *Starting English* is part of FDE (Teaching English in a multi-lingual context), the Environmental programmes link with FDE (Environmental Education) or FDE (Curriculum Studies).

Number of teachers per programme

Programme	1993	1994	1995
Initial Reading	30	50	1354
Geïntegreerde Taalonderrig	-	157	-
Starting English*	-	-	395
Peace Education*	-	-	50
Teaching Early Mathematics*	177	295	390
We Care Environment Programme*	1130	1880	534

*These programmes were not described by the organisation in the questionnaire.

PROFILE OF ORGANISATION

Name : Teacher Advancement in Mathematics (TAIM)

Date started with Teacher Development : 1994

Aims and Objectives

The immediate aim of the project is to improve the quality of mathematics education amongst the disadvantaged in South Africa by providing INSET courses and by delivering a maths course as part of a Further Diploma in Education. Longer term objectives include the development of a newsletter to improve communication among participating (past and present) teachers, lecturing staff and others. TAIM also plans to initiate a research project which will evaluate the INSET programme and disseminate information.

Background

TAIM was started in 1994 and is located in the Faculty of Education at the University of the Western Cape (UWC). TAIM was developed because there is a shortage of qualified, confident and innovative mathematics teachers, while there is an over-supply of teachers in other fields. TAIM believes that re-training these teachers through a two-year part-time course allows them to teach mathematics competently.

Numbers of programmes

TAIM is providing the mathematics and education modules for secondary teachers to attain the *Further Diploma in Education*. The FDE is accredited by the University of the Western Cape and is a two-year, part-time course taking place on two week day afternoons and alternate Saturdays.

Number of teachers per programme

The programme is on-going with 22 participants.

Personnel employed by organisation

There is one full-time programme employee, 7 part-time programme employees and one part-time employee assisting with administration totalling 9.

Budget for Teacher Development

The total budget of R146 500 is for teacher development.

Future vision

TAIM would like to work towards accrediting and recognising prior learning of capable maths teachers who currently do not have a FDE in mathematics. They would also like to involve teachers in curriculum and materials development. While TAIM is concerned that it only has funding for three years, the main problem is that the university is not an ideal site for INSET. TAIM feels that it would be better to provide INSET in libraries or teacher centres. Finally, TAIM feels that NGOs are only recognised as vehicles for delivery of courses, rather than as resources for input into policy and decision making. TAIM believes this could be addressed by provincial and national co-ordination and perhaps through a development agency perhaps created by a merger between the IDT and Kagiso Trust.

PROFILE OF ORGANISATION

Name : Teacher In-service Project (TIP)

Date started with Teacher Development : 1993

Aims and Objectives

The overall aim of TIP is to build enabling school environments and to develop organisational coherence which will enhance school capacity to manage the constraints and possibilities of educational practice. Thus organisational development within the whole school is crucial and is central to TIP's work. TIP believes that the capacity of the school to change is based on the teachers' understanding and ownership of the change process. Programmes are based on identifying needs, building overall strategy and school vision and creating appropriate management structures, appraisal systems and staff development plans. Moreover, it also focuses on building a culture of democracy, creativity and awareness of rights. Another aim is to link PRESET and INSET through building a partnership with UWC which includes a mentor programme.

Background

Based at the University of the Western Cape Faculty of Education, TIP initially worked in the classroom, however, over time experience showed that the culture of the school has a major impact on the quality of classroom practices. Thus, TIP became a "whole-school" development project geared for primary and secondary teachers and management of schools. In addition, to the school-based and INSET programmes, TIP develops materials in collaboration with teachers, provides classroom support, undertakes research and takes teachers onto its staff for brief periods.

Number of programmes

School-based Whole School Organisation Development Processes takes place in both primary and secondary schools, but after school hours in two-hour workshops. These will vary from school to school depending on their developmental needs, but generally the first few months are very intensive, becoming less frequent when schools' development processes become more sustained.

TIP Inservice Courses are based at UWC, 16-18 hours long (modular format) and related to whole school organisational development. Topics include leadership and management, staff development, conflict management and appraisal. These courses aim to maximise the transfer of knowledge and skills through:

- locating issues within the context of schools;
- participatory learning principles;
- using action research to encourage critical self-reflection;
- requiring participants to attempt appropriate interventions in their schools.

Number of teachers per programme

Programme	1993	1994
Whole School Organisational Development	200	1000
TIP Inservice Courses	35	140

Personnel employed by organisation

Four full-time programme staff, one full-time and one part-time administrative staff.

Budget for Teacher Development : R591 757

NGOs based in the Western Cape

PROFILE OF ORGANISATION

Name : The Von Hardenberg Foundation (Novalis)

Date started with Teacher Development : 1984

Aims and Objectives

Novalis is based on the principles of Rudolf Steiner's pedagogy (also called Waldorf pedagogy) which holds that human spirituality should be the starting point for all efforts aimed at the renewal of society. Under this philosophy all human faculties - intellectual, artistic and moral - are developed in an equal manner. Teaching is considered and practised as an art. The role of teachers is to "awaken the child's latent faculties and allow individuality to develop".

Background

In addition to experience in South Africa, the Novalis programmes are based on the experience of independent teacher training in Holland, Germany, Britain, US, Scandinavia and Australia. Novalis believes that teachers who experience the difference of being really nourished by teacher training will understand and pass this satisfaction on to children. Novalis advocates "a three-level approach to teaching to stimulate pupils' faculties of thinking, feeling and willing." It utilises rhythmical activities, recitation, singing, music, movement, drawing, painting and modelling in the primary school to deepen and enhance intellectual learning concepts.

Number of programmes

Head Teacher Support Programme starts with an introductory workshop to raise issues and concerns. It leads to a whole school development session which takes between 2 and 3 days and focuses on educational management.

INSET Teacher Enrichment Programme begins with an intensive 15 hour workshop, followed by modules over 2 years (approximately 2 hours per week) and complemented by 1 to 3 day whole school courses. These programmes are not accredited, although Novalis is currently negotiating with provincial and national government together with UWC and Peninsula Technikon for HDE certification.

Number of teachers per programme

Programme	W.Cape	KZN	Total
Head Teacher Support (1993)	-	-	-
Head Teacher Support (1994)	427	125	552
Teacher Enrichment (1993)	182	-	182
Teacher Enrichment (1994)	1 110	380	1490

Personnel employed by organisation : 75 (61 programme, 13 in administration and one in service)

Budget for Teacher Development in 1994

Expenditure was R818 553 (R165,000 for Head Teacher Support and R653 553 for Teacher Enrichment)

Future vision

Novalis feels that the greatest obstacle to primary education is the existence of a purely intellectual (hence superficial) information-gathering approach to primary school education. This approach implies that intellectual knowledge is what education is all about. Thus, it does not prepare students to overcome challenges in situations where the "facts" or "answers" cannot be memorised in advance. Furthermore this approach means that students are not motivated, nor do they enjoy their lessons. Thus, for Novalis teacher training must become more human and practical.

PROFILE OF ORGANISATION

Name : The Upgrading of Teaching, Training and Learning Trust (UPTTRAIL)

Date started with Teacher Development : 1987 (preceded by 10 years of experiments and research).

Aims and objectives

UPTTRAIL bases its work on the premise that education should primarily empower with skills and not facts. The teacher as facilitator in this process should have "a disposition that is commensurate with the most recent understanding of human potential and cognitive development". The programme thus emphasises the explicit teaching of thinking skills and integrates language teaching with the teaching of thinking skills. For the participants, the programme is aimed at "improving their English language and cognitive skills; improving their teaching skills; and preparing them specifically for the teaching of English and thinking skills utilising integrated packages which have been developed in close co-operation with black teachers".

Background

The UPTTRAIL TRUST was established in 1987 as an initiative of the Inter-university Committee for Language Teaching. They ran their first pilot in 1989 in KwaZulu Natal with a statistically representative number of primary school teachers. The project has since expanded to Gauteng, Northern Province and Free State. They also run a training programme for school governing councils.

Number of programmes

Three programmes are offered and are being implemented in the Thousand Schools Project.

Keys to Thinking targets standard 3 -5 English and Maths teachers and their pupils. It consists of a 24 hour workshop (with books for the teachers and pupils) spread over 3 days, followed by a support programme.

Time to Fly targets standard 3 English teachers and their pupils. It consists of a 32 hour workshop spread over 4 days (with books for the teachers and pupils), followed by a support programme.

The programme for *School Governing Councils* introduced in 1995 consists of a 64 hour workshop (with materials) spread over 8 days.

Number of Teachers per programme

Programme	Gauteng	KZN	FS	NP	Total
Keys to Thinking (1993)	-	-	-	-	-
Time to Fly (1993)	-	70	70	70	210
Keys to Thinking (1994)	70	20	20	-	110
Time to Fly (1994)	-	70	170	170	410

Personnel employed by the organisation

The organisation employs 2 programmer(full time), 4 administrative and 1 service staff members and a fluctuating number of ad hoc multipliers (depending on needs of the moment).

Budget for Teacher Development

The 1994 budget was approximately R 842 567.

Future vision

The project will continue to respond to INSET requests from schools and to participate in the Thousand Schools Project.

PROFILE OF ORGANISATION

Name : Youth Development and Guidance Programme (YOU-GUIDE)

Date started with Teacher Development : 1991

Aims and Objectives

YOU-GUIDE is aware of the need to build strong links within the community. The project intends to build and strengthen relationships between all the relevant role players and enlarge the common ground that already exists. Thus they believe contributes to unlocking the vast human potential that has been wasted by a poor education system.

YOU-GUIDE aims to :

- i. Offer general and career guidance to students
- ii. To introduce students to the world of work
- iii. To offer life skills programmes to students
- iv. To assess children with learning and other difficulties
- v. To offer counselling to parents who have children with disabilities
- vi. To offer skills enrichment for teachers
- vii. To establish a resource centre for teachers, students and parents

Background

The organisation registered as a non-profit association in 1990. In 1991 the centre was officially opened to the community. They operate in two provinces, Gauteng and North West.

Number of programmes

The project has a Counselling Skills Programme for teachers which consists of centre-based workshops that take place on 3 Saturday mornings for 3 hours each.

Number of teachers per programme

The project had 8 participants for 1994.

Personnel employed by organisation

YOU-GUIDE employs a total of 6 staff: 1 full-time and 4 part-time programme staff and 1 full-time administrator. They also have 1 volunteer worker.

Budget for Teacher Development

The budget for the teacher development programme in 1994 was R221 321.

Future vision

The project believes that there is potential to expand by networking with all role players and providing the community with access to the resource centre.

PROFILE OF ORGANISATION

Name : St Andrew's Outreach Foundation - Teacher Enrichment Programme

Date started with Teacher Development : The Teacher Enrichment Programme was started in 1993

Aims and Objectives

The project arose out of an interest to assist black teachers cope with the transition from vernacular to English as a medium of instruction at Junior Primary levels. The focus of the programme is to offer participants support and a platform to share ideas on classroom methodology, subject content, classroom management skills and classroom aids. It is believed that through this kind of support, teachers will become self-confident and use "motivated teaching methods".

Background

The Teacher Enrichment Project was established in 1993 by the St Andrew's Outreach Foundation. The Foundation is linked to the St Andrew's School on whose premises it also operates. It works with teachers from primary schools in Daveyton.

Number of programmes

During 1994 each participant teacher attended six 4.5 hour-long workshops held on weekdays and spread through the year. The focus was on English, Mathematics, special topics such as AIDS, theme topics such as testing and assessment and practical sessions to make teaching aids. The programme worked with Sub A to Standard 2 teachers. Workshops for Standard 3 teachers will be introduced in 1995.

Number of teachers per programme

The programme reached approximately 12 and 60 teachers in 1993 and 1994 respectively. There are 105 teachers involved regularly in 1995.

Personnel employed by the organisation

The organisation employs 7 programme, 1 administrative and 2 service staff members. All staff, except one, are employed on a part-time basis.

Budget for Teacher Development

The 1994 budget was R72 720.

Future vision

The project hopes to meet the requests to take in more teachers and to cater for Standards 4 and 5 levels, and to include other topics such as remedial work and librarianship. They will continue to focus primarily on classroom methodology because of their strong belief that "the more stimulating and innovative the teaching methods the more effective the teaching".

PROFILE OF ORGANISATION

Name : St Mary's DSG Outreach Project

Date started with Teacher Development : 1988

Aims and objectives

The goal of the Outreach Project is "to develop skills, provide educational opportunities and enhance education for disadvantaged people from different age groups and educational backgrounds ...". The project regards a school as an organic unit of change. It thus uses the whole school approach to INSET whereby it works with the whole school staff as well as parents.

Background

The Outreach Project was established in 1987 by St Mary's DSG in response to requests from teachers for development and support services. Although the project is based at the school in Pretoria, it is administered separately and has its own Board of Directors.

Number of programmes

The *Teachers In-Service Programme* consists of 11 full day (9 am to 3 pm) workshops run over a period of four months: vision-building courses run over 3 consecutive Saturdays; and a Training for Expertise component (e.g., making of teaching aids). Classroom visits are an integral part of the programme. In addition, the project is involved in parental training and the setting up of networks amongst schools. Some of the elements of the programme are offered in collaboration with other organisations such as the CCD and the University of Pretoria. The programme is run in the Pretoria townships of Mamelodi and Atteridgeville.

Number of teachers per programme

The programme reached 90 and 166 teachers in 1993 and 1994 respectively. Altogether, the programme has trained over 400 teachers since its inception.

Personnel employed by the organisation (in INSET)

The organisation employs 4 programme and 2 administrative staff. However, approximately 10 CCD staff are also involved in the programme.

Budget for Teacher Development

The Outreach Project's 1994 budget was R 586 000.

Future vision

The project would like to develop closer relationships with education departments and other NGOs to further develop the whole school INSET approach and to implement it in other areas of need. It also would like to offer more in-school support to participants.

PROFILE OF ORGANISATION

Name : Sweetwaters Integrated Educational Project (SIEP)

Date Started with Teacher Development : 1990

Aims and Objectives

The overall aim of the project is "the upliftment and development of the Sweetwaters community through the provision of education aimed at the fostering of a spirit of respect and a culture of learning underpinned by a sound value system". The teacher development project was established to assist un- and underqualified teachers obtain either matric or teachers' certificates through two Pretoria-based colleges : College for Continuing Education (CCE) and College of Education of South Africa (CESA).

Background

SIEP was formally established in 1990. It is based at the Leretshabets Primary School in Sweetwaters, an informal settlement area about 40km south of Johannesburg. Its other programmes include two day-care centres, a tertiary students' assistance programme, a youth development programme and an adult literacy programme.

Number of programmes

Two teacher development programmes are offered.

Teacher Upgrading of Professional Qualifications

Tutorials are run every Saturday for the certificate courses run by the College of Education of South Africa (CESA) and the College of Continuing Education (CCE).

Teacher Upgrading for Matric

Tutorials to assist teachers with their matric studies are run Monday to Friday afternoons every week.

Number of teachers per programme

The programmes reached an overall total of 120 and 300 teachers in 1993 and 1994 respectively.

Personnel employed by the organisation

The organisation employs 5 part-time programme staff as tutors and 5 full-time administrative staff.

Budget for teacher development

The 1994 teacher development budget was R 184 280.

Future vision

The project hopes to pave the way for the replication of its model in other parts of the Vaal or the establishment of a centre specialising in teacher development.

PROFILE OF ORGANISATION

Name : Teachers' English Language Improvement Project, Research and Development Unit (TELIP R&D Unit)

Date started with Teacher Development : 1981

Aims and objectives

TELIP believes that "the development and enrichment of teachers' English is crucial to their empowerment as professionals and members of their communities, as English is used as a medium in their classrooms, studies, and to some extent, in their personal and cultural/organisational lives". They also believe that their work not only empowers teachers towards greater professional confidence and competence, but also deepens their insight into language issues in the country. The aim of the project is therefore to provide English courses to teachers and others and thus "advance their general education, social interaction, job suitability and economic advancement".

Background

TELIP was established in 1981 by the Centre for Continuing Education (University of the Witwatersrand) and the Chairman's Fund (Anglo American and De Beers) as an offshoot of the Schools' English Language Project. Whilst the latter developed materials and methods for teaching English in the classroom, TELIP maintained a focus on the general English language competence of Black teachers. The Research and Development Unit is based at the CCE and has since shifted its emphasis on research and development to include training and implementation.

Number of programmes

Two programmes are offered. The *TELIP Foundation, English Study and Organisational Skills for Teachers* consists of five 25 hour out-of-school courses. These are offered either as a five-day intensive holiday course or on Saturday mornings or weekday afternoons over approximately 2 months.

The *TELIP Tutor and English Language Facilitator Training Course* is a 140 hours certificated course consisting of 50 hours of field work, 4 days of initial theory and orientation, at least 2 days of development workshops and an action research project. These are spread over a period of a year.

Number of teachers per programme

1993	Gauteng	KZNatal	North West	Mpum	N. Province	Total
Foundation	60	-	10	666	18	754
Facilitators	42	-	-	19	-	61
1994						
Foundation	59	15	134	245	27	480
Facilitators	25	-	21	16	-	62

Personnel employed by the organisation

The organisation employs 4 programme and 1 administrative staff member. However, the programme is also facilitated by approximately 35 tutors who are trained by TELIP for this purpose.

Budget for Teacher Development

The 1994 budget was R 606 731.

Future vision

TELIP is working towards having its programme accredited by education authorities. They believe the programme fulfils the English language proficiency standards required of pre- and in-service teachers and the requirements as a module or component of a broader teachers' diploma. The organisation would also like to collaborate with other NGOs in developing whole school interventions.

PROFILE OF ORGANISATION

Name : Teachers English Language Improvement Project Soweto (TELIP Soweto)

Date started with Teacher Development : 1985

Aims and objectives

TELIP Soweto implements the courses developed by TELIP Research and Development Unit at Wits. The aim is to improve teachers' English language competence and confidence so that they are able to operate more effectively in classrooms.

Background

TELIP Soweto was started in 1985 and is based at the Funda Centre.

Number of programmes

One programme is offered. The *TELIP Foundation, English Study and Organisational Skills for Teachers* comprises 5 courses of 25 contact hours each. The courses are offered in various formats and at a variety of venues. For instance, they may be one-week holiday courses; two 1,5 hour sessions over 8 weeks or one 3-hour session every week for 8 weeks.

Number of teachers per programme

The programme reached 60 and 41 teachers in 1993 and 1994 respectively. However the programme also reached ABE, Health workers, pre-school teachers and housewives.

Personnel employed by the organisation

The organisation employs 3 programme and 2 administrative staff. It shares service staff with Funda Centre, their host organisation. In addition there are approximately 45 part-time tutors.

Budget for Teacher Development

The 1994 overall budget was R500 000, with R 422 185 allocated to the teacher programme.

Future vision

The organisation sees its role as working with teachers within their communities not only in teacher upgrading but community capacity building as well. The target for this would include educators (ABE, Health workers, etc.), the South African Police, pre-school teachers and school teachers.

PROFILE OF ORGANISATION

Name : Thusong Educational Trust - Edu-Train

Date organisation started with Teacher Development : 1987

Aims and Objectives

The Thusong Education Trust operates as a non-formal educational institution to broaden the experience and develop the strengths and skills of disadvantaged young South Africans in a constructive manner so as to enable them to participate proactively and to contribute to a changing South Africa. The Edu-Train programme was established in 1987 to assist future leaders to understand the dynamics of change so that they can adapt to, and contribute towards, a society which encourages social cohesion. The Edu-Train programme for teachers provides an opportunity for a representative group of teachers jointly to seek solutions to common education problems so that they can establish practical ways to manage change and energise their schools.

Background

In 1979 a committee was formed to study the needs of the young people of Alexandra. From its findings grew the idea of an after-school recreational facility. The Centre opened in 1983 and offers a wide range of education, training and recreational activities. In 1987 the Edu-Train for youth was launched and several train trips took place every year. Over a period of nine days on the train lectures and workshops explore development issues in South Africa such as education, wealth creation, community empowerment, urban sprawl and conservation. Private and public sector organisations are also visited en route. In 1993 an eight-day programme was launched for the specific needs of teachers. The Train is regarded as a unique venue for study as it facilitates the maximum use of time, can reach places of interest rapidly and with ease, and is safe and comfortable.

Programmes

The eight-day *School Leadership and Management Edu-Train Programme* includes a one day interactive pre-departure workshop; a six day train journey consisting of workshops and visits to relevant organisations; a one day interactive post-train workshop.

Number of teachers per programme

Teacher Dev	Gauteng	KZNatal	Mpum	Total
1993	39	40	-	79
1994	42	-	40	82

Personnel employed by organisation

The Edu-Train programme employs two full-time programme workers and one full-time administrative staff member. In addition volunteer facilitators are paid honoraria for work done on the train journeys.

Budget for Teacher Development

The budget for the Edu-Train programme in 1994 was R981 885 of which R330 300 was allocated to the Teacher Development programme.

Future Vision

Edu-Train believes it has the capacity and experience to extend the programme. The organisation is currently exploring ways to adapt the programme to work with directors and their stakeholders within the districts demarcated by the Gauteng Department of Education. The staff believe that the programme can play its most valuable role in the present transitional phase of S.A.'s development.

PROFILE OF ORGANISATION

Name : Teachers English Language Improvement Project Soweto (TELIP Soweto)

Date started with Teacher Development : 1985

Aims and objectives

TELIP Soweto implements the courses developed by TELIP Research and Development Unit at Wits. The aim is to improve teachers' English language competence and confidence so that they are able to operate more effectively in classrooms.

Background

TELIP Soweto was started in 1985 and is based at the Funda Centre.

Number of programmes

One programme is offered. The *TELIP Foundation, English Study and Organisational Skills for Teachers* comprises 5 courses of 25 contact hours each. The courses are offered in various formats and at a variety of venues. For instance, they may be one-week holiday courses; two 1,5 hour sessions over 8 weeks or one 3-hour session every week for 8 weeks.

Number of teachers per programme

The programme reached 60 and 41 teachers in 1993 and 1994 respectively. However the programme also reached ABE, Health workers, pre-school teachers and housewives.

Personnel employed by the organisation

The organisation employs 3 programme and 2 administrative staff. It shares service staff with Funda Centre, their host organisation. In addition there are approximately 45 part-time tutors.

Budget for Teacher Development

The 1994 overall budget was R500 000, with R 422 185 allocated to the teacher programme.

Future vision

The organisation sees its role as working with teachers within their communities not only in teacher upgrading but community capacity building as well. The target for this would include educators (ABE, Health workers, etc.), the South African Police, pre-school teachers and school teachers.

PROFILE OF ORGANISATION

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Background

In 1979 a committee was formed to study the needs of the young people of Alexandra. From its findings grew the idea of an after-school recreational facility. The Centre opened in 1983 and offers a wide range of education, training and recreational activities. In 1987 the Edu-Train for youth was launched and several train trips took place every year. Over a period of nine days on the train lectures and workshops explore development issues in South Africa such as education, wealth creation, community empowerment, urban sprawl and conservation. Private and public sector organisations are also visited en route. In 1993 an eight-day programme was launched for the specific needs of teachers. The Train is regarded as a unique venue for study as it facilitates the maximum use of time, can reach places of interest rapidly and with ease, and is safe and comfortable.

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The eight-day School Leadership and Management Edu-Train Programme includes a one day interactive pre-departure workshop; a six day train journey consisting of workshops and visits to relevant organisations; a one day interactive post-train workshop.

Number of teachers per programme

Teacher Dev	Gauteng	KZNatal	Mpum	Total
1993	39	40	-	79
1994	42	-	40	82

Personnel employed by organisation

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Budget for Teacher Development

The budget for the Edu-Train programme in 1994 was R981 885 of which R330 300 was allocated to the Teacher Development programme.

Future Vision

Edu-Train believes it has the capacity and experience to extend the programme. The organisation is currently exploring ways to adapt the programme to work with directors and their stakeholders within the districts demarcated by the Gauteng Department of Education. The staff believe that the programme can play its most valuable role in the present transitional phase of S.A.'s development.

PROFILE OF ORGANISATION -

Name : The Upgrading of Teaching, Training and Learning Trust (UPTTRAIL)

Date started with Teacher Development : 1987 (preceded by 10 years of experiments and research).

Aims and objectives

UPTTRAIL bases its work on the premise that education should primarily empower with skills and not facts. The teacher as facilitator in this process should have "a disposition that is commensurate with the most recent understanding of human potential and cognitive development". The programme thus emphasises the explicit teaching of thinking skills and integrates language teaching with the teaching of thinking skills. For the participants, the programme is aimed at "improving their English language and cognitive skills; improving their teaching skills; and preparing them specifically for the teaching of English and thinking skills utilising integrated packages which have been developed in close co-operation with black teachers".

Background

The UPTTRAIL TRUST was established in 1987 as an initiative of the Inter-university Committee for Language Teaching. They ran their first pilot in 1989 in KwaZulu Natal with a statistically representative number of primary school teachers. The project has since expanded to Gauteng, Northern Province and Free State. They also run a training programme for school governing councils.

Number of programmes

Three programmes are offered and are being implemented in the Thousand Schools Project.

Keys to Thinking targets standard 3 -5 English and Maths teachers and their pupils. It consists of a 24 hour workshop (with books for the teachers and pupils) spread over 3 days, followed by a support programme.

Time to Fly targets standard 3 English teachers and their pupils. It consists of a 32 hour workshop spread over 4 days (with books for the teachers and pupils), followed by a support programme.

The programme for *School Governing Councils* introduced in 1995 consists of a 64 hour workshop (with materials) spread over 8 days.

Number of Teachers per programme

Programme	Gauteng	KZN	FS	NP	Total
Keys to Thinking (1993)	-	-	-	-	-
Time to Fly (1993)	-	70	70	70	210
Keys to Thinking (1994)	70	20	20	-	110
Time to Fly (1994)	-	70	170	170	410

Personnel employed by the organisation

The organisation employs 2 programmer(full time), 4 administrative and 1 service staff members and a fluctuating number of ad hoc multipliers (depending on needs of the moment).

Budget for Teacher Development

The 1994 budget was approximately R 842 567.

Future vision

The project will continue to respond to INSET requests from schools and to participate in the Thousand Schools Project.

PROFILE OF ORGANISATION

Name : Youth Development and Guidance Programme (YOU-GUIDE)

Date started with Teacher Development : 1991

Aims and Objectives

YOU-GUIDE is aware of the need to build strong links within the community. The project intends to build and strengthen relationships between all the relevant role players and enlarge the common ground that already exists. This they believe contributes to unlocking the vast human potential that has been wasted by a poor education system.

YOU-GUIDE aims to :

- i. Offer general and career guidance to students
- ii. To introduce students to the world of work
- iii. To offer life skills programmes to students
- iv. To assess children with learning and other difficulties
- v. To offer counselling to parents who have children with disabilities
- vi. To offer skills enrichment for teachers
- vii. To establish a resource centre for teachers, students and parents

Background

The organisation registered as a non-profit association in 1990. In 1991 the centre was officially opened to the community. They operate in two provinces, Gauteng and North West.

Number of programmes

The project has a Counselling Skills Programme for teachers which consists of centre-based workshops that take place on 3 Saturday mornings for 3 hours each.

Number of teachers per programme

The project had 8 participants for 1994.

Personnel employed by organisation

YOU-GUIDE employs a total of 6 staff: 1 full-time and 4 part-time programme staff and 1 full-time administrator. They also have 1 volunteer worker.

Budget for Teacher Development

The budget for the teacher development programme in 1994 was R221 321.

Future vision

The project believes that there is potential to expand by networking with all role players and providing the community with access to the resource centre.

PROFILE OF ORGANISATION

Name : Sweetwaters Integrated Educational Project (SIEP)

Date Started with Teacher Development : 1990

Aims and Objectives

The overall aim of the project is "the upliftment and development of the Sweetwaters community through the provision of education aimed at the fostering of a spirit of respect and a culture of learning underpinned by a sound value system". The teacher development project was established to assist un- and underqualified teachers obtain either matric or teachers' certificates through two Pretoria-based colleges : College for Continuing Education (CCE) and College of Education of South Africa (CESA).

Background

SIEP was formally established in 1990. It is based at the Leretshabetse Primary School in Sweetwaters, an informal settlement area about 40km south of Johannesburg. Its other programmes include two day-care centres, a tertiary students' assistance programme, a youth development programme and an adult literacy programme.

Number of programmes

Two teacher development programmes are offered.

Teacher Upgrading of Professional Qualifications

Tutorials are run every Saturday for the certificate courses run by the College of Education of South Africa (CESA) and the College of Continuing Education (CCE).

Teacher Upgrading for Matric

Tutorials to assist teachers with their matric studies are run Monday to Friday afternoons every week.

Number of teachers per programme

The programmes reached an overall total of 120 and 300 teachers in 1993 and 1994 respectively.

Personnel employed by the organisation

The organisation employs 5 part-time programme staff as tutors and 5 full-time administrative staff.

Budget for teacher development

The 1994 teacher development budget was R 184 280.

Future vision

The project hopes to pave the way for the replication of its model in other parts of the Vaal or the establishment of a centre specialising in teacher development.

PROFILE OF ORGANISATION

Name : Teachers' English Language Improvement Project, Research and Development Unit (TELIP R&D Unit)

Date started with Teacher Development : 1981

Aims and objectives

TELIP believes that "the development and enrichment of teachers' English is crucial to their empowerment as professionals and members of their communities, as English is used as a medium in their classrooms, studies, and to some extent, in their personal and cultural/organisational lives". They also believe that their work not only empowers teachers towards greater professional confidence and competence, but also deepens their insight into language issues in the country. The aim of the project is therefore to provide English courses to teachers and others and thus "advance their general education, social interaction, job suitability and economic advancement".

Background

TELIP was established in 1981 by the Centre for Continuing Education (University of the Witwatersrand) and the Chairman's Fund (Anglo American and De Beers) as an offshoot of the Schools' English Language Project. Whilst the latter developed materials and methods for teaching English in the classroom, TELIP maintained a focus on the general English language competence of Black teachers. The Research and Development Unit is based at the CCE and has since shifted its emphasis on research and development to include training and implementation.

Number of programmes

Two programmes are offered. The *TELIP Foundation, English Study and Organisational Skills for Teachers* consists of five 25 hour out-of-school courses. These are offered either as a five-day intensive holiday course or on Saturday mornings or weekday afternoons over approximately 2 months.

The *TELIP Tutor and English Language Facilitator Training Course* is a 140 hours certificated course consisting of 50 hours of field work, 4 days of initial theory and orientation, at least 2 days of development workshops and an action research project. These are spread over a period of a year.

Number of teachers per programme

1993	Gauteng	KZNatal	North West	Mpum	N. Province	Total
Foundation	60	-	10	666	18	754
Facilitators	42	-	-	19	-	61
1994						
Foundation	59	15	134	245	27	480
Facilitators	25	-	21	16	-	62

Personnel employed by the organisation

The organisation employs 4 programme and 1 administrative staff member. However, the programme is also facilitated by approximately 35 tutors who are trained by TELIP for this purpose.

Budget for Teacher Development

The 1994 budget was R 606 731.

Future vision

TELIP is working towards having its programme accredited by education authorities. They believe the programme fulfils the English language proficiency standards required of pre- and in-service teachers and the requirements as a module or component of a broader teachers' diploma. The organisation would also like to collaborate with other NGOs in developing whole school interventions.

PROFILE OF ORGANISATION

Name : Institute of Mathematics and Science Teaching of the University of Stellenbosch (IMSTUS)

Date started with Teacher Development : 1977

Aims and Objectives

To promote the teaching of, and the interest in, mathematics and the natural sciences at school level by providing continued and in-service training programmes to the teachers of these subjects.

Background

IMSTUS is based at the University of Stellenbosch and fulfils the responsibility of providing in-service teacher training on behalf of the Science and Education Faculties. Until 1992, IMSTUS fulfilled this role as part of an agreement between the university and the Cape Education Department. IMSTUS now functions under the auspices of the Division for Academic Development. IMSTUS plans to continue providing formal and non-formal teacher development, to support teachers in the classroom, develop affordable teaching aids and conduct research to evaluate and guide future activities. IMSTUS reaches teachers in the Northern, Eastern and primarily Western Cape provinces.

Number of programmes

Further Diploma in Education in the Natural Sciences (Secondary)

The courses of study include physical sciences or mathematical sciences or biological sciences. These are part-time diplomas spread out over two years including 3 week contact sessions during January and June/July on campus and distance tuition in the form of study and work assignments. The FDEs are fully accredited by the University of Stellenbosch.

IMSTUS Teacher Development and Support Programme

This programme consists of a series of 7 3-hour workshops in each of four subject categories (senior and junior mathematics, senior and junior science). This programme is not accredited.

Number of teachers per programme

FDEs : 28 in 1993 and in 1994 28 completed and 28 started (total 56)

Teacher Development and Support : 167 in 1994.

Personnel employed by organisation

26 (including Director) in programme work and 8 in administration totalling 34. Of the 34, 30 are part-time.

Budget for Teacher Development

The expenditure in 1994 was R330 647.

Future vision

IMSTUS believes that a new education culture must be created where INSET is treated as an essential part of a teacher's professional activities. Teachers should be encouraged to take part in INSET and their participation should be monitored and evaluated as an on-going activity. IMSTUS would like to continue healthy co-operation with the Western Cape education authorities. Given the university's human and physical infrastructure and the distance education methodology, IMSTUS feels it could expand easily if provided with additional financial resources. IMSTUS feels that NGOs should be allowed to tender for programmes.

PROFILE OF ORGANISATION

Name : Karoo Resource Centre (KRC)

Date started with Teacher Development : 1990

Aims and Objectives

The KRC is a rural-based NGO committed to providing disadvantaged people with information, skills and a critical understanding of work in education, so that they can appropriately respond to the challenges within South African society and implement the RDP in a rural context to improve the quality of lives.

Background

The KRC was started by the Career Research Information Centre (CRIC) in Cape Town in 1990 to respond to the need for rural career and vocational education. In September 1995, it will become independent and will be registered as a Section 21 non-profit company. In the 1980s the State introduced guidance as a subject but this service was inadequate due to lack of materials and poor teacher training. As a critical part of its programme, CRIC and KRC introduced teacher training workshops and intervened directly with group counselling programmes for the youth. The KRC is located in Beaufort West and thus works with teachers, schools and directly with students in the Western, Northern and Eastern Cape provinces. It is currently the only education NGO based in the Karoo.

Number of programmes

The *Guidance Teacher Programme* focuses on vocational guidance training in six-hour sessions in secondary schools twice a year. The programme covers subjects requested by the school, for example, study skills, subject choices, guidance teaching, guidance aids etc.

Number of teachers per programme

Year	Western Cape	Eastern Cape	Northern Cape
1993	10	30	40
1994	10	30	40
1995	23	28	55

In 1993 and 1994 the KRC worked with 80 teachers, 40 from the Northern Cape, 30 from Eastern Cape and 10 from Western Cape. In 1995 the KRC reached 23 teachers in the Western Cape, 55 in the Northern Cape and 28 in the Eastern Cape.

Personnel employed by organisation

There are 3 personnel involved in programme work and 2 part-time administrators totalling 5.

Budget for Teacher Development

The total expenditure for 1994 was R346 232.

Future vision

The KRC would like more support to be provided to schools in the Karoo. If increased funding and personnel were made available it could expand its services. There are enormous distances between secondary schools which also inhibits their work. KRC would like to see teachers and parents involved in curriculum development and teachers trained in extra-curricular issues. Finally, they would like to see increased emphasis placed on vocational guidance by the authorities. The KRC would like to tender for contracts from the government to deliver services in the Karoo.

PROFILE OF ORGANISATION

Name : Master Maths Educational Trust

Date started with Teacher Development : 1992

Aims and Objectives

To assist in upgrading the level of mathematics in S.A. through:

- developing thinking, cognitive and problem-solving skills;
- teaching learning skills;
- improving teaching methodology; and
- upgrading teachers' mathematics understanding.

Background

Master Maths was started as a commercial venture to provide supplementary tuition to individuals. Tuition provided covers a range of curricula from Std. 1 to Matric. After working for several years in the field, developing materials and expanding throughout the country, the Master Maths Educational Trust was developed to respond to the need of disadvantaged South Africans. To ensure greater impact, the Trust decided to work directly with teachers. The link between Master Maths and the Trust has maximised the use of tutors, premises and programmes. No further materials development is necessary.

Number of programmes

The *Teacher Upgrade Programme* is a 120-hour course generally completed in 30 4-hour sessions. The course is geared to teachers who did not complete mathematics at matric level or those who achieved a symbol below 60%. Comprehensive audiovisual and written materials were designed, authored and produced by Master Maths for use in the course. The programme is conducted by highly trained tutors who teach one-on-one and lead group sessions. This programme is not accredited.

Number of teachers per programme

83 teachers completed the programme in 1993 and 151 in 1994.

Personnel employed by organisation

80 part-time tutors (programme staff), 3 administrative staff and 2 service staff totalling 85.

Budget for Teacher Development in 1994

R3 057.41 per teacher x 151 teachers = R461 668.91.

Future vision

Master Maths Trust can cater for up to 3 500 teachers per annum with no further funding for materials development needed. Premises, programmes and tutors are in place country-wide. Since the materials are in modular form and can be easily adapted for distance learning this would allow even further expansion. Main problems include: lack of government sanction, support and endorsement and lack of encouragement and direction from governing bodies. Whilst content knowledge is of paramount importance, teachers should be given more practical skills which could be used immediately in the classroom instead of being left to develop their own lesson plans. Simultaneously, they should be encouraged to alter lesson plans as they gain experience and insight, thus giving less experienced, insecure teachers a structure to build upon.

PROFILE OF ORGANISATION

Name : Mathematics Education Project (MEP)

Date started with Teacher Development : 1989

Aims and Objectives

MEP's aim is to offer multi-layered professional development to create a motivated, engaged, confident and informed corps of maths teachers who will continue self-education; participate in professional associations; develop curricula and materials; reflect critically on their own teaching practice; and support colleagues. MEP believes that educational policies in the past have deprofessionalised teachers reducing them to technicians with no involvement in curriculum or materials design. Teacher training has often provided outdated pedagogic practices which led to students experiencing maths as "a failing subject" and further reducing teacher morale.

Background

Based on a project which started in 1985, the MEP was developed by the Faculty of Education at the University of Cape Town in 1989. In addition to the INSET programmes described below, MEP is involved in policy development and curriculum and materials development.

Number of programmes

MEP offers a multi-layered programme of INSET to primary and secondary teachers :

Intensive work

Two long courses, one for primary and one for secondary teachers is run each year. These courses consist of 16 two-hour sessions (after school) over six months. On these courses teachers engage with syllabus topics in depth, discuss teaching methods and classroom materials, and focus on broader issues of mathematics education. Teachers on the course receive school-based support from fieldworkers with the specific goal of planning and teaching a well-prepared and researched topic area. Following this work teachers may write up and present their ideas to colleagues at workshops and/or conferences with the support of the project.

MEP also works with a whole mathematics department at a school, combining departmental workshops with intensive classroom-based work with teachers involved with the same curricula.

Short courses

Short courses of four two-hour sessions are offered in regions dealing with different syllabus topics with a focus on content confidence and methodology. Course graduates meet in small working groups to develop materials together and reflect on their use in classrooms.

Teacher Preparation

MEP liaises with 8 Western Cape Colleges of Education to facilitate networking and to assist with curriculum development for primary teacher education in mathematics. They meet on two Saturday mornings per quarter.

Through a collaborative effort, MEP, the School of Education and the Mathematics Department at UCT are currently setting up a FDE (Maths) in 1996 to be accredited by UCT. MEP will be subcontracted to teach school-focused modules of the FDE.

Number of teachers per programme

Primary	1993	1994
Long course	17	23
Short Courses	370	400
Classroom support	147	125
Secondary		
Long course	10	10
Short courses	199	374
Classroom support	10	10
Conference preparation	8	11

Personnel employed by organisation

12 (including the Director) in programme work, and 5 in administration totalling 17.

Budget for Teacher Development

The total budget for 1994 was R1 579 912,10.

Future vision

MEP believes it will only be effective if it works in close partnership with government, other NGOs and tertiary institutions. Currently the MEP is involved in a number of such partnerships. However, the efforts in the field could be better co-ordinated to maximise use and impact of all regional resources. One immediate policy decision which would assist MEP's work would be one which discourages the paper chase for qualifications in unrelated subjects. Instead, an alternative would be that FDEs should be provided which give access to higher degrees such as the B.Ed. and M.Ed. courses for which NGO INSET programmes could provide accredited modules.

PROFILE OF ORGANISATION

Name : National Language Project (NLP)

Date started with Teacher Development : NLP founded in 1986 and began teacher development in 1995.

Aims and Objectives

The NLP approach is to address the whole context of the teacher's environment, to work directly in the classroom, and to work with administrators and as many parents as possible.

Background

The NLP has been concerned by the reported failure of many teacher training initiatives. Though small gains are made, NGOs report that teachers often revert back to rote teaching methods. Fundamentally, the NLP believes that sociological issues have to be addressed alongside pedagogic issues. Learner-centred methods are impossible to effect when there are unresolved racial and cultural issues influencing classroom dynamics. This is compounded by language use which stigmatises the language and cultural resources of African students. In addition to the INSET programme, the NLP publishes a magazine for teachers and others interested in multi-lingualism in South Africa. It also works on policy and health issues.

Number of programmes

Multilingual Primary Education Training Programme which provides 2.5 days of Xhosa teaching per week; 2 days per week demonstrating Creative Arts methods and one day a month general workshop with teachers over five years. This programme works with one school from each of the former racial departments. This intensive work allows observation and documentation of the impact of social, economic and linguistic variables on pedagogy and social cohesion in schools. This programme is not accredited.

Number of teachers per programme

In 1994 the programme worked with 50 teachers but in 1995 the programme worked with one school from each former racial department (white, "coloured", and African) with approximately 30 teachers per school totalling 90 in all.

Personnel employed by organisation

9 work on the programme (including the Director), 2 in administration and 3 in service work, totalling 14.

Budget for Teacher Development

In 1995, the budget for Education is R1 031 927.

Future vision

For the NLP multicultural and multilingual education should be at the top of the national agenda if one wants to promote a child-centred pedagogy (which necessarily means teaching through the first language). The improved status of African languages should be seen as an important cognitive and psychological feature in the performance of African pupils. Moreover, a culture of tolerance needs to be developed. In this light, the NLP sees its 5 year holistic work in 3 schools as research to inform policy and as a model which can be replicated. In the view of the NLP provincial departments should be responsible for mass delivery. The NLP finds the current funding environment difficult for staff development and medium-term planning and also finds that it mitigates against real co-operation between NGOs.

NGOs based in the Eastern Cape

PROFILE OF ORGANISATION

Name : Centre for Continuing Education (CENCE), University of Port Elizabeth

Date started with Teacher Development : 1979

Aims and Objectives

CENCE is a university linked organisation which, in partnership with the private sector and NGOs, seeks to provide a relevant, high quality educational service to disadvantaged communities in the Eastern and Southern Cape.

Background

CENCE is part of the University of Port Elizabeth. CENCE was founded in 1978. It provides both accredited courses (which form part of the curriculum of diplomas and degrees) and non-accredited courses and workshops, which are not part of the UPE curriculum. As part of the university CENCE enjoys Section 18a Tax exemption. CENCE is currently concerned with : Adult Education - continued professional training and refresher workshops with a special emphasis on black teachers; youth projects; entrepreneurship development and training; management development programmes; community and leadership programmes.

Number of Programmes

Further Diploma in Education : Maths & Science : 2 years part-time;

Training seminars for science teacher trainers : 9 days per annum;

Out-of-school science workshops : 4 x 6-hours per annum in collaboration with PSP;

Primary Maths Programme (working with COUNT/CENCE) : 36 hour INSET Programme - 3 x 12 Saturdays;

Certificate in Primary Maths 3 months full-time;

Ad hoc maths INSET workshops;

Primary English Teaching in Rural Areas (PETRA) : 8 out-of-school tutorials and 4 classroom observations per year.

EASL : Out-of-school interactive sessions, teachers decide on frequency

Further Diploma in Education : English Language : 2 year part-time, 2 sessions per week

Ad hoc English INSET workshops

Number of teachers per programme

Organisation	1993	1994
CENCE Science Unit	2 639	2 040
CENCE Primary Maths with Count	624	736
CENCE ESL (ad hoc workshops)	100	100
CENCE FDEs	100	100
CENCE EASL	74	79
TOTAL	3 537	3 055

Personnel employed by the organisation

Programme work : 5

Administration : 3 (shared)

Service : 1 (shared)

Budget for Teacher Development

Total INSET expenditure for 1994 was R733 900.

Future vision

The organisation intends to play a role in securing the recognition of properly curricularised INSET courses and to pursue accreditation for their courses. CENCE also intends to create opportunities for teachers to develop as professionals and to initiate and support the development of mentor roles. CENCE would like to see the linking of pre-service and in-service teachers.

PROFILE OF ORGANISATION

Name : Independent Training & Educational Centre (ITEC)

Date started with Teacher Development : 1987

Aims and Objectives

ITEC aims to contribute to the concept of whole school development by providing a holistic range of training, developmental and resource services which will impact on teachers, students and the wider community as the organisation works in partnership with all stakeholders towards the goals of quality in the classroom in a well-managed school and relevant community training for upliftment and sustainable development.

Background

ITEC is a voluntary association and a registered trust. It has applied for 18a tax status.

Number of Programmes

The Lower Primary Initiative is aimed at Junior Primary Teachers who wish to improve their classroom competencies. The 8-module programme is completed part-time over 2-3 years, and is offered in the form of workshops and classroom support.

The Education Management Training Programme is aimed at principals, deputies and heads of department as well as parents and community members. The programme is presented by means of weekly 3-hour training sessions during school terms and occasional full day workshops. This programme began in 1995.

The Guidance Teachers Training Programme on Job Creation & Entrepreneurship aims to equip teachers with skills and knowledge to train students to become entrepreneurs, and consisted of 12 3-hour sessions.

Number of teachers per programme

Programme	1993	1994
Junior Primary Initiative	134	371
Contingency Workshops	86	489
Guidance Teachers Training Programme	0	25

Personnel employed by the organisation

Programme: 19; Administration: 12; Service 3.

Budget for Teacher Development

In 1994 total budget was R1 673 066.

Future vision

Short term plans include lobbying the Eastern Cape government to implement ITEC's Lower Primary Programme throughout the province. The organisation is upscaling to utilise cluster-based training and focusing on training the trainers and developing modular training programmes for flexibility. The long term vision includes plans for provincial and national co-operation with other stakeholders in INSET and PRESET. ITEC is a lobbying force, and an agent of change and works towards the decentralisation of all services into community learning centres.

PROFILE OF ORGANISATION

Name : Sakhisizwe INSET Unit (INSET)

Date started with Teacher Development : 1985

Aims and Objectives

The Sakhisizwe INSET Unit of the Grahamstown Foundation strives to provide in-service training, ongoing support, and professional development for rural teachers. The project aims to improve the quality of language through innovative and creative teaching methods, courses and materials.

Key short term aims :

- to assist farm school teachers with day-to-day difficulties of teaching in multi-level classrooms;
- to provide assistance and support for the teaching of sound mother-tongue literacy in the first year of schooling, and English language skills in the junior and senior primary years;
- to encourage teachers to use what resources they have, and to develop their own resources.

Background

INSET was formed by the Grahamstown Foundation. It is a registered trust and has Section 18a tax status.

Number of Programmes : 3

Junior Primary Programme : four-day workshops twice per year for three years and follow up support.

Senior Primary Programme offers 6 - 10 workshops per year followed by monitoring and support.

Secondary School Programme (Called Rural Secondary School Programme RSSP) offers a language teaching workshop programme and classroom observations.

Number of teachers per programme :

Programme	1993	1994
Junior Primary Programme	75	75
Senior Primary Programme	30	30
Rural Secondary SSP	20	20

Personnel employed by the organisation

Programme work: 6; Administration: 1; Service: 7 (shared).

Budget for Teacher Development :

In 1994 the total INSET expenditure was R477 000.

Future vision

Funding permitting, Sakhisizwe would like to continue to serve a body of farm school teachers and to use the experience, materials and methods that emerge from this work as modes for other rural resources organisations. INSET also believes that using a body of project teachers as a Research and Development unit allows it to develop sound in-service modules for delivery in more general programmes.

PROFILE OF ORGANISATION

Name : Winterberg Schools Trust

Date started with Teacher Development : 1995

Aims and Objectives

- to involve the whole community in uplifting education;
- to offer pupils skills to enhance employment prospects;
- to offer adults a chance to improve their education.

The rationale for the teacher development programme is that teachers are isolated, underqualified and in need of assistance. They teach to multiple standards and have no access to information, equipment or support groups.

Background

The Winterberg Schools Trust was established in Tarkastad in 1990, although it first became involved in teacher development in 1995. It is a registered educational trust, enjoys 18a tax status and has a Board of Trustees. A new Resource Centre provides a location for workshops.

Number of Programmes : 2.

Junior Primary - Four-hour afternoon interactive workshops every second week, and ongoing as needed by teachers.

Senior Primary - Four-hour afternoon workshops every second week and then ongoing as required. Visit 4 schools per week so that every teacher/school gets 1 visit per month.

Number of teachers per programme : In 1995 Junior Primary 11; Senior Primary 10.

Personnel employed by the organisation

Programme work : 2 full-time and 2 part-time; Administration : 1; Service : 1.

Budget for Teacher Development :

Total expenditure in 1994/95 of R129 821.

Future vision :

The organisation believes that teachers will always need some sort of in-service training but they hope to get to the point where the teachers will be able to help themselves with regard to teaching. The Trust would like to extend the curriculum beyond what is being offered at this stage that is introducing computer work etc. The Trust also aims to get courses accredited.

PROFILE OF ORGANISATION

Name : Institute for Social and Individual Development in Africa (ISIDA)

Date started with Teacher Development : 1988

Aims and Objectives

ISIDA is committed to 'the development of all South Africans through their acquisition of skills, values and attitudes which will contribute to the establishment of a just and successful society.'

ISIDA aims to impact on the development of people in the Border region of the Eastern Cape through the creation and management of non-formal educational projects.

Background

ISIDA was formed in 1988 on the East London campus of Rhodes University through a foundation grant. It operates under the auspices of the University.

Number of Programmes :

Sports Coaching Skills

Classroom-based workshops after school - 3 per season

Practical coaching clinics - 1.5 hours twice weekly during the appropriate season. Outside experts present seminars and coaching clinics.

Teacher Upgrading Programme

Groupwork led by principals/teachers in Model C schools with vast experience in their fields.

Number of teachers per programme

Programme	1993	1994
Sports Coaching Skills	7	7
Teacher Upgrading Programme	33	33

Personnel employed by the organisation

Programme work: 17; Administration: 1; Service: 0

Budget for Teacher Development

In 1994 total income was R1 034 000. R194 000 or 18.5% was budgeted for teacher development.

Future vision

ISIDA intends to focus on teachers who are committed to their own development and to expose them to different teaching environments i.e. suburban model C schools. ISIDA claims that working with fewer teachers is more effectual and one is able to monitor their progress more effectively.

PROFILE OF ORGANISATION

Name : Rhodes University Mathematics Education Project (RUMEP)

Date started with Teacher Development : 1993 (formally)

Prior to that 10 years informally through Rhodes Education Department

Aims and Objectives

The aim of the project is to improve the quality of teaching and learning of mathematics in primary school, with particular emphasis on the vital early years of schooling.

Key objectives are :

- to devise and implement an in-service teacher development programme through the running of seminars, workshops, conferences and courses for teachers of mathematics;
- to develop appropriate teaching learning materials for use in primary classrooms;
- to provide a system of support for teachers in schools who are engaged in the process of implementing change through transforming their own teaching styles.

Background

RUMEP is an independently funded NGO based at Rhodes University with the specific purpose of assisting teachers in disadvantaged schools. It has operated since mid-1993 and has provided interactive workshops in the Eastern Cape and Transkei e.g. East London, Winterberg and Grahamstown.

Number of Programmes :

Rumep Farm School Project : workshops are held for farm school teachers at the beginning of each term. Classroom support follows fortnightly with materials developed to respond to teachers' needs.

Certificate in Primary Maths Education (CPME) : Full-time residential, three months.

Diploma in Primary Maths Education (DPME) : Part-time, 4 interactive workshops over 9 months.

Interactive Workshops : RUMEP's materials development section provides materials for teachers and pupils in the Junior Primary phase.

Number of teachers per programme

Programme	1993	1994
Rumep Farm School Project	-	48
CPME	-	-
DPME	-	43
Interactive workshops	40	1 409

Personnel employed by the organisation

Programme work: 4; Administration: 2; Service: 1.(shared)

Budget for Teacher Development

In 1994 total expenditure was R515 538.

Future vision

RUMEP has expertise to offer courses to future education officers as well as to staff in Colleges of Education and University Departments of Education. RUMEP believes it could be contracted by the National or Provincial Department of Education to deliver INSET workshops or courses such as CPME/DPME. The university offers the infrastructure to do this. RUMEP could also be contracted to monitor and support the impact of "key" teachers from the DPME on colleagues in home regions.

NGOs based in the Northern Province

PROFILE OF ORGANISATION

Name : Uplands School Outreach Programme

Date started with Teacher Development : 1994

Aims and Objectives

The programme aims to play a part in redressing the legacies of an inadequate education system by initiating and co-ordinating educational enrichment programmes for teachers and pupils from disadvantaged, rural-based schools. This is done in consultation with, and the participation of, local communities.

Background

In 1994 the Uplands Preparatory School in White River began an Outreach Programme. The Outreach Committee reports to the school's Management Committee and Board of Trustees.

Number of programmes

The project runs one teacher development programme namely the *Teachers in Partnership Programme*. Teachers from rural disadvantaged schools visit Uplands School for a week of observation and immersion in the school's activities. During the school day the visiting teachers observe classes and assist with lessons. After school participants attend lectures or workshops on new methodologies or they receive computer training. One such week long programme is run for a different group of teachers each term. Workshops of varied length are also run for a wider group of teachers and the participating teachers. In 1995 the week long programme was also run at Penryn College once per term under the auspices of Uplands Outreach. From August 1995 this programme will include TELIP programmes.

Numbers of teachers per programme

1993 : Not applicable

1994 : 64 on the week long programme and 500 at short workshops.

Personnel employed by the organisation

1 full-time coordinator. The 12 teachers at Uplands also participate in the Teachers in Partnership Programme once per term and the short workshops are run by outside organisations such as Shell and MAST.

Budget for Teacher Development

The budget for teacher development in 1994 was R38 728.

Future Vision

The Uplands Outreach Programme hopes to make a significant contribution to the upgrading of teachers and believes that their potential for expansion is limited only by the availability of funds.

PROFILE OF ORGANISATION

Name : Wits Rural Facility (WRF)

Date started with Teacher Development : 1993

Aims and Objectives

The WRF aims through its service, teaching and research to highlight rural needs and to develop strategies and programmes which will promote meaningful improvement in the lives of rural people. The Education Programme at the WRF aims to carry out relevant research and teaching while developing outreach programmes that meet the needs of the local community.

Background

In 1988 the University of the Witwatersrand bought a farm in the far Eastern Transvaal in order to establish a rural teaching and research facility. The establishment of the facility began with the arrival of the first members of the start up team in July 1989. The following projects exist at the facility : the Education Programme, the Income Generation Support Programme, the Rural Engineering Programme, the Natural Resources Management Programme, the Water Information Programme, the Evaluation Service Programme.

Number of programmes

There are two teacher development programmes run. (The Psychological Services and Human Resource Development course was discontinued in 1995.)

They are :

English Second Language Support and Development : School-based workshops and classroom-based support for each participant teacher once per month.

Teachers' English Language Improvement Project : out-of-school interactive courses which last one and half hours twice per week.

Numbers of teachers per programme

Psychological Services and Human Resource Development : 1993 : N/A; 1994 : 40; 1995 : 70

ESL Support and Development : 1993 : 0; 1994 : 20; 1995 : 20

TELIP : 1993 : 18; 1994 : 27; 1995 : 150

Personnel employed by the organisation

Three people are employed by the Education Programme. Two are programme personnel and one has an administrative function.

Budget for Teacher Development

An amount of R269 000 was spent on teacher development in 1994.

Future Vision

The WRF aims to facilitate the implementation of INSET courses by NGOs specialising in the field and to conduct research and evaluation of these INSET projects which would then be used for advocating increased participation in the rural education sector. A funding crisis has meant that one programme has closed down in 1995 and the number of staff reduced.

NGOs based in the Northern Cape

PROFILE OF ORGANISATION

Name : Namaqualand Resource and Education Centre (NAMREC)

Date started with teacher development : 1991

Aims and objectives

- (a) the provision of vocational guidance to school-going and out-of-school youth;
- (b) the facilitation of teacher development programmes;
- (c) information and resource collection and the dissemination thereof.

Background

NAMREC offers teacher development programmes which are as yet not accredited. The focus is on senior primary and secondary school teachers.

Number of programmes

Teacher Development Programme : Five days of workshops over a two-month period and a week long placement in industry during school holidays.

Number of teachers per programme

40 Namaqualand teachers were reached in 1994.

Personnel employed by organisation

Three full-time staff members are currently employed by the organisation in the capacities of Director, Administrator and Information Coordinator. The service worker is employed on a part-time basis.

Budget for teacher development

The budget for NAMREC in 1994 was R388 687 and the budget for teacher development was R25 000.

Future vision

The organisation claims that necessary expansion will depend on access to funding.

**Profiles which arrived too late to be
included in the analysis**

PROFILE OF ORGANISATION

Name: Lifeskills Project

Date started with Teacher Development: 1989

Aims and Objectives

The Lifeskills Project aims to provide lifeskills to a wide range of organisations and communities. Representatives from health departments, social welfare organisations, teachers, political structures etc. attend courses on a number of topics eg. assertiveness training, communication skills, conflict resolution, facilitation skills, developing empathy. The project claims that there is a growing awareness of the importance of life skills in schools as the need for capacity building, motivation and self-concept enhancement is increasingly acknowledged.

Background

The Lifeskills Project is based at the University of Cape Town and is part of the University's outreach programme. The organisation was set up to serve the community and so assist the university in bridging the gap between that institution and the community.

Number of programmes

The project runs one teacher development programme, the *Lifeskills Facilitators' course*. It is directed towards life skills, study skills, whole school development, new roles and teaching methodology. It takes the form of an out-of-school interactive, participatory, and experiential course run either over a full week or part-time over 8 or 12 weeks. There are also workshops run before, during and after school as well as weekend camps.

Number of teachers per programme

Programme	1993	1994
Lifeskills Facilitators' Course	--50	--50

Personnel employed by organisation

Programme staff: 3 full-time and 1 part-time. No administrative or service staff are employed.

Budget for teacher development

Not provided

Future vision

The Project sees its future role in training lifeskills facilitators, guidance teachers, working with principals and heads of department, developing materials, designing resources and promoting innovative and facilitative approaches to teaching. Its potential for expansion is enormous given the demand for lifeskills facilitators, particularly now that lifeskills education forms part of the school syllabus. With more staff the Project could offer more courses. It has the infrastructure as well as credibility and network capacity.

PROFILE OF ORGANISATION

Name: Embambiswaneni

Date started with Teacher Development: 1977

Aims and Objectives

Embambiswaneni aims to meet the needs of teachers of English in black schools in KwaZulu Natal; to introduce holistic, multi-cultural, cross-disciplinary, person-centred and wholebrain methodologies; to help teachers contribute positively to change; to raise the standards of English and communication; to enrich teachers and to empower them to become more confident, skilled and creative in their classrooms and, where relevant, to pass on skills to groups in their communities.

Background

Embambiswaneni grew out of teaching discussions between the then head of the department of English at Technikon Natal and groups of teachers who had approached her to help them with their classroom teaching of prescribed works in English. At the first meeting there were six teachers. This number grew rapidly and within five years Embambiswaneni was providing a wide range of services to over 500 schools. It presently works with over 1200 schools. At the end of 1994 the founder director, who had worked voluntarily for the organisation for almost 18 years, took up the post of full-time director. During 1995 Embambiswaneni became a section 21 company.

Number of programmes

Embambiswaneni offers three programmes and a journal. The *Distance Education Programme* provides teachers with detailed teaching aid notes for prescribed texts. The *Wholebrain Thinking Teaching Methods* is concerned with cognitive skills and teaching methodology and is presented through four to five-hour workshops, the distance education programme and the Embambiswaneni Journal. The *Brain Gym* programme is directed towards whole school development. It was piloted during 1993 and 1994. It takes the form of a five-hour out-of-school practical workshop which trains two teachers from each school to train the other teachers who in turn train the pupils. The *Embambiswaneni Journal* is a teachers' resource and methodology journal which is produced twice a year when funds permit and a copy is supplied free to every school.

Number of teachers per programme

Programme	1993	1994
Distance Education	*	*
Wholebrain Thinking Teaching	300	60**
Brain Gym	120	120

*Teaching aids were sent free of charge to 800 schools in 1994. One thousand two hundred schools were invited to order in 1995

**Limited by funding

Personnel employed by organisation

Up to January 1995 the organisation was run entirely by volunteers. There is now a full-time director who does programme and administrative work. There is a part-time administrative assistant who works on an ad-hoc basis. A variety of appropriately qualified people work voluntarily on an ad-hoc basis.

Budget for teacher development

Not provided.

Future vision

Embambiswaneni see its main function as providing teaching resources and skills to upgrade and enrich teacher performance. This is always syllabus-related and responsive to teachers' needs. The organisation also see itself playing an important role in passing on the wholebrain thinking skills and new wholebrain teaching methodologies. The potential for expansion in this area is limited only by funding. Embambiswaneni feels they it a lot to offer in terms of reforming methodologies and can make considerable curriculum and methodological contributions. The project would like to see NGOs streamlined and categorised so that there is more clarity on who is doing what. It would also like more co-operation from government.

NATIONAL TEACHER AUDIT

NGOs IN TEACHER EDUCATION	PROV.				CONTACT
ORGANISATION	BASE	ADDRESS	TEL	FAX	PERSON
Careers Research and Information Centre (CRIC)	W. Cape	PO Box 378, Athlone, 7760	(021) 637-8040	(021) 633-9022	Mr T. Salie
Catholic Institute of Education (CIE)	Gauteng	PO Box 2083, Southdale, 2135	(011)433-1888	(011)680-9628	Sister B. Tiernan
Centre for Advancement of Science and Maths Education	KZ-Natal	P O Box 17112, Congella, 4013	(031) 811390	(031) 815070	Dr J. Volmink
Centre for Cognitive Development (CCD)	Gauteng	PO Box 8385, Hennopsmeer, 0046	(012) 663-1204	(012) 663-1321	Ms T. Mononyane
Centre for Cognitive Development (CCD)	W. Cape	PO Box 156, Athlone, 7760	(021) 696 9762	(021) 696 9763	Mr M. Abranis
Centre for Cognitive Development (CCD)	KZ-Natal	PO Box 72921, Moleni, 4060	(031)902 6596	(031)902 4117	Mr J. Pieterse
Centre for Continuing Education (CENCE) UPE	E. Cape	PO Box 1600, Port Elizabeth, 6000	(041) 55 8718	(041) 56 4519	Prof. J. Erwee
Centre for Education Development University of Stellenbosch	W. Cape	GG Cillie Bdg, P/B X1, Matieland, 7602	(021) 808-2272	(021) 883-2403	Dr A. Weidemann
Centre for Productive Education (NPI)	Gauteng	PO Box 3971, Pretoria, 0001	(012) 341-1470	(012) 44-1866	Mr N. James
Centre for Research & Dev in Maths, Science & Technology	Gauteng	P Bag X3, Wits, 2050	(011) 716 8040	(011) 339 1054	Prof. J. Bradley
Community Education Trust (CET)	Gauteng	PO Box 31828, Braamfontein, 2017	(011)339-2364	(011)403-1441	Mr J. Dikgale
Community Upliftment through Education (CUE)	N. West	P/Bag X2078, Mafikeng, 8670	(0140) 82-2663	(0140) 21468	Prof B. Holderness
Cooperative Organisation for Upgrading of Numeracy Training	Gauteng	PO Box 55072, Northlands, 2116	(011)339-7376	(011)339-7376	Mr L. Rakgogang
Curriculum Development Programme for Creative Arts	Gauteng	PO Box 33744, Jeppestown, 2094	(011)614-3197	(011)614-3197	Ms C. Schaer
Developing Education for Tomorrow Trust (DEVED)	Gauteng	PO Box 121, Bramley, 2018	(011)887-9488	(011)887-9488	Mrs C. Wood
Education Alive	Gauteng	PO Box 9542, Johannesburg, 2000	(011)337-4551	(011)333-8527	Mr H. Barfoot
Education Support Project (ESP)	Gauteng	PO Box 31511, Braamfontein, 2017	(011)339 2389	(011)339-3334	Mr M. Gardiner
Education Support Services Trust (ESST)	W. Cape	PO Box 5012, Karl Bremer, Bellville,	(021) 455525	(021) 461-4198	Mr J. Olivier
Embambiswaneni	KZ-Natal	P O Box 402, Pavilion, 3611	(031) 222521	(031) 222521	MS S. Bell
English Language Teaching Information Centre (ELTIC)	Gauteng	PO Box 32398, Braamfontein, 2017	(011)403-3238	(011)403-3240	Mr P. Musker
English Language Education Trust (ELET)	KZ-Natal	6th Fl, 74 Aliwal Str, Durban, 4001	(031) 32-0501	(031) 37-0002	Mr M. Ogle
Fulcrum Teacher Education Project	KZ-Natal	PO Box 1608, Durban, 4000	(031) 214-244	(031) 219-011	Ms C. Salmon
Glenoaks School	Gauteng	72 Roberts Ave, Kensington, 2094	(011) 624 1160	(011) 624 2439	Mr K. Barnes
Handspring Trust for Puppetry in Education	Gauteng	1 Magnet Street, Kensington, 2094	(011) 614 6841	(011) 614-0916	Mr B. Jones
Independent Examinations Board (IEB)	Gauteng	PO Box 633, Auckland Park, 2006	(011) 482-1782	(011) 482-1786	Mr D. Adler
Independent Training & Educational Centre (ITEC)	E. Cape	PO Box 549, East London, 5200	(0431) 43-8333	(0431) 29263	Mrs G. Nicol

NATIONAL TEACHER AUDIT

NGOs IN TEACHER EDUCATION	PROV.				CONTACT
ORGANISATION	BASE	ADDRESS	TEL NUMBER	FAX NUMBER	PERSON
IDASA Training Centre for Democracy	Gauteng	IDASA, PO Box 32804, Braamfontein,	(011) 484 3694	(011) 484 2610	Ms M. Strom
Institute for Social and Individual Development in Africa	E Cape	PO Box 7426, East London, 5200	(0431) 22539	(0431) 438307	Prof K. Dovey
Institute of Education & Human Development	KZ-Natal	P/Bag X1001, KwaDlangezwa, 3886	(0351) 93-243	(0351) 93-243	Mr S. Dube
Institute of Maths and Science Teaching (IMSTUS)	W.Cape	P/Bag X1, Matieland, 7602	(021) 808-3484	(021) 808-3000	Dr J. Smit
Ithusheng Resource Centre	Mpum.	PO Box 52, Lenyenye, 0857	(01523) 55 3418	(01523) 55-3418	Mr L. Ramalepe
Karoo Resource Centre	W. Cape	PO Box 748, Beaufort West, 6970	(0201) 2890/3	(0201) 3945	Mr M. Pike
Kathlehong Resource Centre	Gauteng	PO Box 13333, Kathlehong, 1832	(011) 905-0910	(011) 905-0920	Ms M. Letoaba
KwaNgwanase Schools In-service Teacher Development	KZ-Natal	P O Box 1608, Durban, 4000	(031) 3059721	(031) 3059721	Ms C. Salmon
KwaNgwanase Schools Science Teacher Development Project	KZ-Natal	P/Bag 306, KwaNgwanase, 3973	(0335) 92 0123	No fax	Mr N. Gumede
Language in Learning & Teaching Project (LILT)	KZ-Natal	P/Bag X01, Scottsville, 3209	(0331) 2605754	(031)260-5575	Ms B. John
Language Methods and Programmes (L-MAP)	E. Cape	PO Box 34375, Newton Park 6045	(041) 544430	(041) 573965	Mr V. England
Language Methods and Programmes (L-MAP)	Free State	PO Box 6100, Bloemfontein, 9300	(051) 32 4885/6	(051) 32-4884	Mrs A. Mda
Lifeskills Project	W Cape	Ed. Building, UCT, Rondebosch, 7700	(021) 650 3029	(021)650 3489	Ms E. Rooth
Mamelodi Career Guidance Centre (MCGC)	Gauteng	PO Box 77133, Mamelodi, 0101	(012) 805-5018/9	(012) 805-4500	Mr J. Khumbane
Management of Schools Training Programme (MSTP)	Gauteng	PO Box 633, Auckland Park, 2006	(011)482-1782	(011)482-1786	Ms P. Sullivan
Master Maths Education Trust	W. Cape	19 Hope Street, Gardens, 8001	(021) 45 2628	(021) 461- 8296	Mrs S. Gero
Mathematics Education Project (MEP)	W. Cape	Univ of C.Town, P/Bag Rondebosch,	(021) 650 3368	(021) 650-3489	Prof C. Breen
Maths Centre for Primary Teachers (MCTP)	Gauteng	PO Box 117, Auckland Park, 2006	(011)726-4237/8	(011)726-1510	Ms Shan Randhawa
Media in Education Unit (Ed Foundation)	KZ-Natal	P O Box 2925 Durban, 4000	(031) 236 340	(031) 235812	Ms W. Botha
Metro Education Centre	KZ-Natal	PO Box 279, Pietermaritzburg, 3200	(0331) 45-1164	(0331) 45-1164	Mr V. Pellew
Midlands Education Development Unit (MEDU)	KZ-Natal	Private Bag X01, Scottsville, 3209	(0331) 260-5365	(0331) 260-5080	Ms S. Ainslee
Midlands Educational Trust	KZ-Natal	PO Box 80, Howick, 3290	(0332) 366-993	(0332) 306-993	Mr J. Vilakazi
Molleno Project	Gauteng	PO Box 30696, Braamfontein, 2017	(011) 339 6603	(011) 339-3555	Mr J. Burmeister
Namaqualand Resource and Educational Centre	N. Cape	PO Box 502, Springbok, 8240	(0251) 22726	(0251) 22726	Ms Milford
National Language Project (NLP)	W. Cape	PO Box 378, Salt River, 7924	(021) 47-2760/1	(021) 47-2994	Mr N. Crawhall
Novalis Teacher Enrichment Programme	W. Cape	PO Box 53090, Kenilworth, 7745	(021) 797-1857	(021) 761-0057	Mr R. Shepherd
Open Learning Systems Education Trust (OLSET)	Gauteng	PO Box 8760, Johannesburg, 2000	(011)339-5491	(011)339-6818	Mr G. Nardoo/A. Karaki
Optima College of SANCB	Gauteng	PO Box 11144, Brooklyn, 0011	(012) 346-1190	(012) 346-1149	Mrs L. du Plessis
On-Step Project	Gauteng	P/Bag X13, Halfway House, 1685	(011)651 6536	(011)651-6428	Dr E. Eisenberg
Palabora Foundation	N. Prov.	PO Box 1263, Phalaborwa, 1390	(01524) 2546	(01524) 85442	Mr M. Demmer

NATIONAL TEACHER AUDIT

NGOs IN TEACHER EDUCATION ORGANISATION	PROV. BASE	ADDRESS	TEL NUMBER	FAX NUMBER	CONTACT PERSON
Primary Education Upgrading Project (PEUP)	N. West	PO Box 3200, Mafikeng, 8670	(0140) 81-2016/7	(0140) 81-2015	Prof B. Holderness
Primary Maths Project (KZ-Natal)	KZ-Natal	100 Davenport Square, 89 Davenport	(031) 214-244	(031) 215011	Ms B. Naidoo
Primary Maths Project (N.Tvl Central)	N. Prov.	PO Box 4174, Pietersburg, 0700	(0152) 297-2950	(0152) 2972950	Mr B. Sehlare
Primary Maths Project (Gazankulu)	N. Prov.	P/Bag X578, Giyani, 0826	(0158) 21911	(0158) 23412	Mr M. Chabane
Primary Maths Project (FS/QwaQwa)	Free State	P/Bag X13, Phuthaditjhaba, 9866	(058) 713-0122	(058) 713-0152	Ms M. Maduna
Primary Maths Projects (W. Cape)	W. Cape	P/Bag X17, Bellville, 7530	(021) 959-2510	(021) 951-2602	Ms L. Rossouw
Primary Open Learning Pathway Trust (POLP)	W. Cape	Rycom Centre, 2nd Fl, c/o Old	(021) 637-8094/5	(021) 638-4410	Ms J. Pease
Primary Science Programme (PSP)	Gauteng	PO Box 32198, Braamfontein, 2017	(011) 403-2696	(011) 339-2962	Dr P. Glover
Programme for Technology Careers (PROTEC)	Gauteng	PO Box 52657, Saxonwold, 2132	(011) 788-7209	(011) 880-1795	Dr B. Tema
Project for the Establishment of Preprimary and Primary	Gauteng	PO Box 962, Irene, 1675	(012) 667-1016	(012) 667-1202	Mr P. Hamilton
Quaker Peace Centre	W. Cape	3 Rye Road, Mowbray, Cape Town,	(011) 685-7800	(011) 686-8167	Ms A. Oglethorpe
Read Educational Trust (READ)	Gauteng	PO Box 30994, Braamfontein, 2017	(011) 339-5941	(011) 403-2311	Mrs C. Hugo
Research Institute for Education Planning (RIEP)	Free State	PO Box 339, Bloemfontein, 9300	(051) 401-2856	(051) 47-4939	Prof J. van der Linde
Resource Unit for International Education in SA (RUISA)	W. Cape	PO Box 24071, Claremont, 7735	(021) 531-8160	(021) 531-8160	Mr J. Stonier
Rhodes Univ. Mathematics Education Project (RUMEP)	E. Cape	c/o Educ Dep, Rhodes Univ,	(0461) 318166	(0461) 25642	Mr J. Sloker
Sagewood Education Centre	Gauteng	P O Box 3613, Halfway House, 1685	(011) 318-2190	(011) 318-2195	Ms J. Webb
Sakhisizwe Inset Unit	E. Cape	PO Box 304, Grahamstown, 6140	(0461) 27115	(0461) 24457	Ms D. Smuts
Schools' English Language Programme (SELP)	Gauteng	CCE, Wits Univ, P/Bag X3, Wits, 2050	(011) 716-5457	(011) 339-7763	Ms L. Mashishi
Science Education Project (SEP)	Gauteng	PO Box 46, Wits, 2050	(011) 403-3720	(011) 339-7429	Dr D. Triegaardt
Science Education Centre (SEC)	Gauteng	PO Box 39067, Booyssens, 2016	(011) 938-1666	(011) 938-3603	Mr U. Lubke
Secondary Schools English Research Project (SSERP)	Gauteng	PO Box 93441, Yeoville, 2143	(011) 484-7774	(011) 484-3121	Mrs B. Hollingworth
Share Net	KZ-Natal	Wildlife Society of SA, Box 394,	(0332) 303931	(0332) 304576	Mr J. Taylor
Singakwanza Teaching Empowerment Project	KZ-Natal	21 St Andrews Rd, Durban, 4001	(031) 306-1699	(031) 305-4537	Ms O. Douglas
St Alban's Teacher Upgrading Programme	Gauteng	PO Box 3778, Pretoria, 0001	(012) 47-6147	(012) 47-1917	Mr G. Nupen
St Andrews Outreach Found. Teacher Enrichment Progr.	Gauteng	PO Box 79001, Senderwood, 2145	(011) 453-9408	(011) 453-1112	Mrs G. Morris
St Mary's DSG Outreach Project	Gauteng	PO Box 11379, Hatfield, Pretoria, 0028	(012) 342-3189	(012) 342-3189	Mrs M. MacRobert
St Mary's Interactive Learning Experience (SMILE)	KZ-Natal	PO Box 47158, Greyville, 4023	(031) 764-6336	(031) 764-6336	Ms D. Brown

NGOs IN TEACHER EDUCATION	PROV.				CONTACT
ORGANISATION	BASE	ADDRESS	TEL	FAX	PERSON
Careers Research and Information Centre (CRIC)	W. Cape	PO Box 378, Athlone, 7760	(021) 637-8040	(021) 633-9022	Mr T. Salie
Catholic Institute of Education (CIE)	Gauteng	PO Box 2083, Southdale, 2135	(011) 433-1888	(011) 680-9628	Sister B. Tiernan
Centre for Advancement of Science and Maths Education	KZ-Natal	P O Box 17112, Congella, 4013	(031) 811390	(031) 815070	Dr J. Volmink
Centre for Cognitive Development (CCD)	Gauteng	PO Box 8385, Hennopsmeer, 0046	(012) 663-1204	(012) 663-1321	Ms T. Mononyane
Centre for Cognitive Development (CCI)	W. Cape	PO Box 156, Athlone, 7760	(021) 696 9762	(021) 696 9763	Mr M. Abrams
Centre for Cognitive Development (CCD)	KZ-Natal	PO Box 72921, Mobeni, 4060	(031) 902 6596	(031) 902 4117	Mr J. Pieterse
Centre for Continuing Education (CENCE) UPE	E. Cape	PO Box 1600, Port Elizabeth, 6000	(041) 55-8718	(041) 56 4519	Prof J. Erwee
Centre for Education Development University of Stellenbosch	W. Cape	GG Cillie Bdg, P/B X1, Matieland, 7602	(021) 808-2272	(021) 883-2403	Dr A. Weidemann
Centre for Productive Education (NPI)	Gauteng	PO Box 3971, Pretoria, 0001	(012) 341-1470	(012) 44-1866	Mr N. James
Centre for Research & Dev in Maths, Science & Technology	Gauteng	P Bag X3, Wits, 2050	(011) 716 8040	(011) 339 1054	Prof J. Bradley
Community Education Trust (CET)	Gauteng	PO Box 31828, Braamfontein, 2017	(011) 339-2364	(011) 403-1441	Mr J. Dikgale
Community Upliftment through Education (CUE)	N. West	P/Bag X2078, Mafikeng, 8670	(0140) 82-2663	(0140) 21468	Prof B. Holderness
Cooperative Organisation for Upgrading of Numeracy Training	Gauteng	PO Box 55072, Northlands, 2116	(011) 339-7376	(011) 339-7376	Mr L. Rakgogang
Curriculum Development Programme for Creative Arts	Gauteng	PO Box 33744, Jeppestown, 2094	(011) 614-3197	(011) 614-3197	Ms C. Schaer
Developing Education for Tomorrow Trust (DEVED)	Gauteng	PO Box 121, Bramley, 2018	(011) 887-9488	(011) 887-9488	Mrs C. Wood
Education Alive	Gauteng	PO Box 9542, Johannesburg, 2000	(011) 337-4551	(011) 333-8527	Mr H. Barfoot
Education Support Project (ESP)	Gauteng	PO Box 31511, Braamfontein, 2017	(011) 339 2389	(011) 339-3334	Mr M. Gardiner
Education Support Services Trust (ESST)	W. Cape	PO Box 5012, Karl Bremer, Bellville,	(021) 455525	(021) 461-4198	Mr J. Olivier
Embamiswani	KZ-Natal	P O Box 402, Pavilion, 3611	(031) 222521	(031) 222521	Ms S. Bell
English Language Teaching Information Centre (ELTIC)	Gauteng	PO Box 32398, Braamfontein, 2017	(011) 403-3238	(011) 403-3240	Mr P. Musker
English Language Education Trust (ELET)	KZ-Natal	6th Fl, 74 Aliwal Str, Durban, 4001	(031) 32-0501	(031) 37-0002	Mr M. Ogle
Fulcrum Teacher Education Project	KZ-Natal	PO Box 1608, Durban, 4000	(031) 214-244	(031) 219-011	Ms C. Salmon
Glenoaks School	Gauteng	72 Roberts Ave, Kensington, 2094	(011) 624-1160	(011) 624-2439	Mr K. Barnes
Handspring Trust for Puppetry in Education	Gauteng	1 Magnet Street, Kensington, 2094	(011) 614-6841	(011) 614-0916	Mr B. Jones
Independent Examinations Board (IEB)	Gauteng	PO Box 633, Auckland Park, 2006	(011) 482-1782	(011) 482-1786	Mr D. Adler
Independent Training & Educational Centre (ITEC)	E. Cape	PO Box 549, East London, 5200	(0431) 43-8333	(0431) 29263	Mrs G. Nicol