



June 1996: **FOCUS ON EARLY CHILDHOOD DEVELOPMENT**

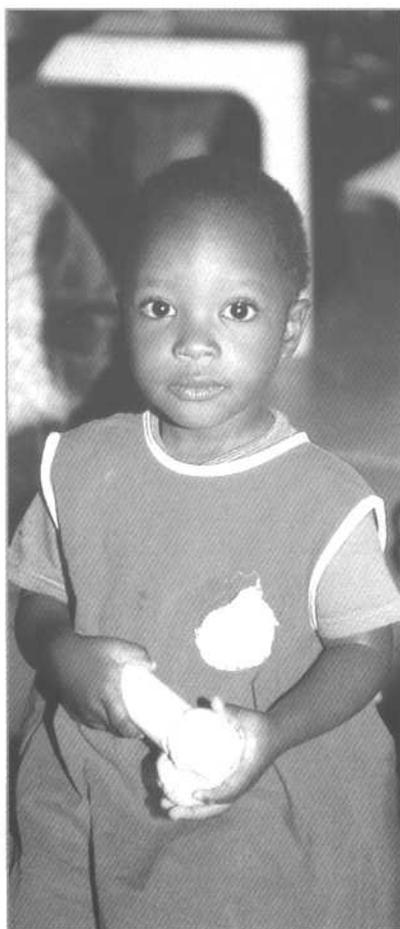
There is a widespread perception that Early Childhood Development (ECD) programmes are essential for the social and economic reconstruction and growth of South Africa. Recent policy documents, including the White Paper on Education and Training, indicate that government is committed to increasing ECD provision but, in the face of limited resources, the sector will have to rely on private sector funding for much of the provision which is to occur. Millions of rands have been spent annually by the private sector in ECD teacher training. This considerable provision has, up to this point, not been systematically documented and analysed. Such documentation is needed to assist all stakeholders to make decisions about the provision of educare and the training of educare teachers and workers. Equally it is necessary to avoid duplication of effort and to ensure that the limited resources available are used in the most efficient and effective ways.

In view of the need for systematic information in this sector, in July 1995 JET commissioned an audit of the 53 JET funded training agencies. These 53 projects represent 90% of the total number of NGOs involved in the training of teachers in the ECD sector.<sup>1</sup> The aims of the Audit were to provide information on:

<sup>1</sup> This percentage is based on research conducted by Eric Atmore for JET.

## A PICTURE OF NGO TRAINING IN THE ECD SECTOR: 1994/95

*by Trevor Schoole,  
Project Officer ECD - JET*



*This article is based on research work done by Alison Edmonds, assisted by Kathy Tracey.*

*A comprehensive report of the JET ECD Survey will be published at the end of July this year.*

- \* the number of JET-funded agencies involved in ECD training,
- \* the location of these agencies,
- \* the nature of programmes offered,
- \* the number of staff employed,
- \* their qualifications and teaching experience,
- \* the various donors in this sector, including the extent of JET's contribution, as well as
- \* per capita costs incurred in training.

The Audit provides statistical data on the ECD teacher training sector out of which flow questions for further work. Some of these questions will be investigated in research to be conducted later this year.

### **Methodology**

Data was collected mainly through a questionnaire to which agencies were asked to respond. While the data yielded valuable information, it suffered the limitation that it was mainly self-report data and could not be verified.

The Audit focused on five key issues, namely:

1. previous studies in the ECD field in South Africa;
2. ECD agencies and their provincial distribution;
3. programmes;
4. staffing;
5. finances.

## 1. STUDIES IN ECD IN SOUTH AFRICA

The JET report on ECD represents the fourth study conducted in this sector in South Africa since 1994. Previous reports include:

- \* Early Childhood Development Services for Black Children in South Africa (National Educare Forum, April 1994)
- \* Report on the South African Study on Early Childhood Development (World Bank/Centre for Education Policy Development, August 1994)
- \* Some Issues in the Training of Early Childhood Educators (Early Learning Resource Unit Seminar Paper, September 1994)

JET's report should be viewed as an update on these studies. It is unique in that it illustrates provincial spread of these institutions, the human resources involved in ECD teacher training and the financial resources expended in this sector during 1994 and, where available, for 1995.

## 2. PROVIDERS AND THEIR PROVINCIAL DISTRIBUTION

*Table 1: Number of NGOs based in each province*

Province	NGOs based
Gauteng	15
North West	2
Northern Province	2
Mpumalanga	1
Free State	7
Kwazulu Natal	8
Northern Cape	3
Western Cape	9
Eastern Cape	6
Total	53

Table 1 shows the number of NGO training agencies in each province. It depicts the great disparity in the spread of

these agencies across the provinces. For example, it shows that Gauteng and Western Cape are well-endowed with agencies and the Northern Province, the North West, Mpumalanga and the Northern Cape have few agencies.

However, Table 2 suggests that NGO ECD training is a little more evenly distributed than seems to be the case from Table 1. This is a result of NGOs based in one province also operating in other provinces.

*Table 2: Number of NGOs based and operating in each province*

Province	Based/Operating/Total		
Gauteng	15	6	21
North West	2	5	7
Northern Province	2	5	7
Mpumalanga	1	7	8
Free State	7	3	10
Kwazulu Natal	8	3	11
Northern Cape	3	2	5
Western Cape	9	1	10
Eastern Cape	6	2	8

## 3. PROGRAMMES

There are four levels of programmes in the accreditation system developed by South African Association of Early Childhood Educare (SAAECE) and later adopted by the SA Congress for ECD. However, the agencies under investigation offered only three levels of courses:

Level 1: Introductory courses  
Level 11: Foundation courses  
Level 111: Development courses

The Audit reveals that there was a total of 210 Level 1, 11, III and "other" training programmes offered by ECD NGOs in 1994. It must be noted that there were NGOs that offered similar programmes in a number of provinces. 148 Level 1- 111 courses and 62 courses covering "other" topics were offered.

Table 3 illustrates that the majority of training agencies offered Level 1 and 11 courses. This can be attributed to the demand for initial training, especially in the rural communities and in situations where new projects are being set up. There is a need for more agencies to develop capacity to offer Level 111 and advanced courses. The table shows that only 24 agencies offered Level 111 courses and none offered Level IV courses.

"Other courses" included committee work, orientation, management, financial training, toy making, first aid and health training, cooks training and anti-racism.

Table 3 further shows that extra courses were mainly offered in Gauteng, Western Cape, Eastern Cape and Kwazulu-Natal. This implies that these provinces had a wider range of courses to choose from than other provinces.

*Table 3: Number of courses offered at various levels*

Province	Level 1	Level 11	Level 111	Other	Total
Gauteng	14	13	3	12	42
North West	5	2	1	4	12
Northern Province	5	4	1	2	12
Mpumalanga	5	6	2	5	18
Free State	8	8	3	4	23
Kwazulu Natal	8	9	5	8	30
Northern Cape	3	2	1	4	10
Western Cape	9	9	5	11	34
Eastern Cape	7	7	3	12	29
Total	64	60	24	62	210

**Table 4: Number of trainees reached per course level and staff-student ratios**

Course Levels	1	11	111	Other	Total	Staff	Ratio
Trainees 1994	5 859	2 546	825	3 452	12 682	889	1:14
Trainees 1995	6 853	4 040	1 339	3 572	15 804	889	1:18
<b>Total</b>	12 712	6 586	2 164	7 024	28 486		

Table 4 shows that about 28 486 trainees went through the various JET agency programmes in 1994 and 1995. However, the total number of trainees reached by NGOs should be treated with some caution for three reasons. First, many organisations guessed the number of trainees reached. There were also frequent inconsistencies in reporting.

Secondly, there are considerable differences in the length, duration, and content of the programmes offered. Some programmes have a conspicuously high throughput of participants because of the content and nature of their programmes.

Thirdly, it is in the interests of all personnel to exaggerate the number of teachers reached. Many fieldworkers and coordinators are judged by the number of trainees reached and project managers are under pressure to present what may be exaggerated trainee numbers to donors.

Despite the cautionary notes concerning the accuracy of the data, the number of trainees is clearly substantial. The significance of the number of programmes offered, as well as the number of learners reached, is undermined by the hiatus in quality control measures and accreditation processes.

Well over 20 000 trainees at different course levels went through unaccredited courses.

The questions that emerge are:

- \* what is going to happen when formal accreditation is put in place? Will these trainees have to be re-assessed, what are the implications of this in terms of resources needed to take them through the accreditation course?
- \* given that some projects might not survive the post-JET era, what will happen to the learners that were trained through agencies that are no longer operating?

#### 4. STAFFING

Table 4 also shows that the staff-student ratio in 1995 was 1:18. The 1994 ratio shown uses the staff numbers for 1995, for illustrative purposes. The question that emerges is, what is a viable staff-student ratio within the ECD sector?

**Table 5: Academic Qualifications of Programme Staff**

Standard	Number	%
<10	187	33.04
10	173	30.63
Diploma	108	19.16
Degree	73	12.92
B.Ed	10	1.77
Masters	14	2.48
<b>Total</b>	565	100

Table 5 shows that the majority of programme staff (63%) had std 10 and below as the highest qualification. There were few staff members with postgraduate qualifications. An important quality and policy question to be considered in the setting of standards for ECD is, what would be the appropriate level

of qualification for an ECD teacher educator?

**Table 6: Teaching experience of Programme Staff**

Teaching Exp.	Total	%
<5 years	183	42.26
5 to 10	88	20.32
11 yrs +	162	37.42
<b>Total</b>	433	100

Table 6 shows that 42% of programme staff in the ECD sector have less than 5 years teaching experience and 37% are relatively experienced with 11+ years teaching experience.

What the data does not tell us is where these people come from. Were they primary or secondary school teachers or university or college lecturers? Does someone from any of these sectors qualify to be an ECD teacher educator? What kind of experience does an ECD teacher educator need?

#### 5. FINANCES

**Table 7: Total Contribution of Donors**

Agency	Amount (Rand)	%
Government	130 342	0.35
Foreign	10 721 467	28.99
Local Business*	21 664 554	58.42
Other**	2 596 829	6.99
Income	1 964 767	5.29
<b>Total</b>	37 077 959	100

\* Includes JET which at R11 683 631 constitutes 31.5% of all funding for the sector.

\*\* Includes IDT whose contribution was 1% of the total amount. Teacher training has not been a priority for IDT, its main focus has been provision of ECD.

Table 7 shows that local corporate funders and foreign donors were the biggest sources of income for ECD training agencies. They provided 58% and 29% respectively of the total income of these agencies.

Government spending was low, at less than 1% , as was self-generated income at 5%. The small income generated by these agencies in proportion to their overall expenditure is a matter of concern. Agencies will have to think about ways of marketing their services in order to generate income.

If there is to be coherent and sustainable training within the ECD sector, both government contribution and generation of private income will be crucial.

*Table 8: Per Capita Cost in 1994*

<i>Province</i>	<i>No of Learners</i>	<i>Expenditure (Rand)</i>	<i>Per Capita Cost</i>
Gauteng	839	5 333 509	6 357
North West	608	3 321 020	5 462
Northern Province	88	318 116	3 615
Mpumalanga	82	109 282	1 333
Free State	1 925	3 229 711	1 678
KZN	3 311	4 786 124	1 446
North Cape	231	333 412	1 443
Western Cape	3 531	10 395 985	2 944
Eastern Cape	2 067	6 062 972	2 933
TOTAL	12 682	33 890 131	2 672

Table 8 shows that the average per capita cost for the training of an ECD teacher was R2 672. The table further reveals considerable variations in costs per province: from as high as R6 357 in Gauteng to as low as R1 333 in Mpumalanga.

Some caution needs to be considered in interpreting these figures:

- (1) training in this sector does not happen on a daily basis, in some agencies it happens on a weekly or monthly basis,
- (2) there is no indication of what expenditure entails.

It would also be interesting to know what the budget items are that make the per capita cost in Gauteng approximately double that of seven other provinces. This is important, more so because the number of trainees in Gauteng was not

among the highest in this sector. Despite these unclarified issues, it will be important to establish what cost effective ECD training per teacher would cost.

### **Conclusion**

This audit makes the following contribution to the field of ECD in South Africa:

- \* It maps the extent of JET-funded ECD teacher training provision in South Africa; and

- \* It lays a basis for further work in this sector. This will be important for the development of ECD policy.

Some of the issues around which further work is required include:

#### **1. Programmes**

Programmes offered in this field vary from weekly to monthly and annual courses. A policy needs to be developed in terms of the duration, content, levels of courses and mode(s) of delivery of courses, relative to accreditation, once a formal government accreditation system is in place.

#### **2. Staffing**

Another policy issue to be considered pertains to the relevant experience required and the appropriate qualifications for an ECD

teacher educator. More work is needed in this direction. Furthermore, the teacher-pupil ratio appropriate for training in this sector needs to be worked out.

#### **3. Finances**

The Audit has revealed the substantial contribution of JET in the development of ECD. Its contribution averaged 50% of most provincial expenditures in this sector. What is also needed is the calculation of an effective per-capita cost to produce a qualified ECD practitioner/teacher. 

# EVALUATIONS OF THE IMPACT OF ECD PROGRAMMES

*Penny Vinjevoold*  
Evaluation Manager - JET

It is clear from Trevor Schoole's article that South Africa possesses a large number of vibrant NGOs in the ECD sector. However, little has been done to assess the impact of ECD interventions on the school lives of the graduates of these programmes. How do the various interventions impact on school readiness, retention rates, pass rates and progress of the children concerned?

JET has funded two investigations into the impact of ECD programmes on young children. Both studies have been concerned with the school readiness of graduates of pre-school interventions. The first of these, conducted by Social Surveys, raised problems related to conducting this type of research.

## Problems

- \* Even though fieldwork started six weeks after the commencement of the formal school term, none of the schools visited had class registers for Grade 1 pupils.
- \* School records where they existed were sketchy and information on dates of birth was frequently missing.
- \* Interviewers were required to visit schools up to five times in order to meet principals and teachers.
- \* Children were often not in the classes to which they were assigned and because of teacher absenteeism had moved to other classes.
- \* Interviewers had difficulty identifying the graduates of the pre-school interventions concerned because of



confusion over first names and surnames and because children were called different names at school and at home and did not know what their school names were.

With these experiences in mind, Ingrid Herbst of the University of the Free State undertook an investigation of the Ntataise Project in Viljoenskroon. The objective of the research was to establish the impact of the Ntataise pre-school intervention programme on the school readiness of Grade 1 pupils in the Viljoenskroon area.

The research aimed:

- \* to compare the school readiness of Viljoenskroon farm and township children, in their first grade, who i) had attended the Ntataise programme and ii) had not;
- \* to compare the school readiness of i) farm and ii) township children, in their first grade, who had attended the Ntataise programme.

The study adopted both quantitative and qualitative approaches to these questions.

Quantitative data was collected and statistically analysed to measure the effect of the programme on the following developmental areas:

- \* Cognitive abilities
- \* Fine motor abilities
- \* Social functioning
- \* Language competence

In addition a qualitative approach was adopted to assess whether children who participated in the Ntataise Programme differed from their peers with regard to aspects attended to in the pre-school programme such as :

- \* appearance including cleanliness, neatness and general health,
- \* physical aspects such as bodily posture and pencil and scissors grasp,
- \* interest, attention and concentration,
- \* perseverance and task completion,
- \* speed of execution,
- \* neatness of work,
- \* social skills and language proficiency.

## Method Adopted

The first steps taken in the evaluation were the identification of the developmental tasks underlying school readiness and the identification of the expected learning outcomes of the Ntataise intervention. With these in mind the researcher set about developing a measuring instrument or test. Six testers, of whom two were fluent in SeSotho, were identified and trained in the use of the tests.

Testing with the aid of interpreters was done within a



structured situation in the child's own school and took approximately an hour. The first part of the test was done in a group while the rest was done individually. Each child's test comprised a set of recording sheets for use by the tester and a set of activity sheets for the child's use. Answers to questions or requests were ticked off at the time of testing, to be scored at a later stage. The scores obtained give a quantitative indication of the child's cognitive, fine motor and language performance.

The manner in which the various subtasks were carried out provides the tester with a qualitative impression of the child's performance and abilities. The raw scores for each participating child were used for subsequent statistical analyses and interpretation.

To establish the experimental groups, all Viljoenskroon Farm and Township primary schools were identified. All principals were visited and the names and dates of birth of first grade pupils, class sizes and names and qualifications of class teachers were obtained. All known pre-

schools were visited and lists of children who had attended these facilities in 1995 and were now attending school were obtained. Pre-school teachers also had to give an indication of the primary school the pupil was expected to attend. Comparable schools were identified using the information gathered:

- \* the size, location and socio-economic circumstances of the school
- \* number of pupils per class
- \* levels of education and experience of the teacher
- \* the available number of grade one pupils who were born between July 1989 and January 1990 (aged 6 years 3 months to 6 years 9 months at the time of testing) who attended /did not attend pre-school facilities.

### The test subjects

203 township and 97 farm school children of the required age were found. From these pupils 60 children from 2 representative township schools and 60 children from all the farm schools were randomly assigned to the study. In fact, of the 120 pupils chosen to participate, it was found that many of the children classified as unstimulated by their class teachers were in their second year in grade 1 and could not therefore participate in the study. In the end 91 Grade 1 pupils between the ages of 6 years and 6 years and 9 months were evaluated at their respective schools. The data of six of these children could not be used for statistical analysis.

Table 1: Test subjects

	NTATAISE	Non-NTATAISE	Total
Farm children	27 (76.6)*	13 (74.6)	40
Township children	33 (77.2)	12 (77.7)	45
Total	60	25	85

\*numbers in brackets represent the average age in months of the pupils tested.

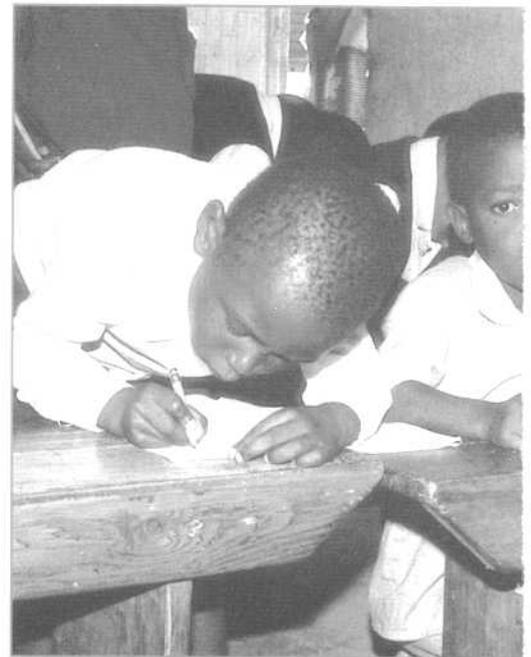
Table 2 shows the average total cognitive group scores of the Ntataise and non-Ntataise farm and township pupils tested. The number of children in each group is provided in brackets next to each average score.

Table 2: Means and significance for total cognitive scores

	NTATAISE	Si
Farm children	50.22 (27)	
	p=0.645	
Township children	51.21 (33)	
TOTAL	50.77 (60)	

Maximum score = 128

The average total cognitive score of the farm children who attended the Ntataise programme is 50.22. This differs significantly ( $p=0.000$ ) from the average score of 27.69 obtained by the farm children who did not attend pre-school. The same tendency is found in the case of the township children.

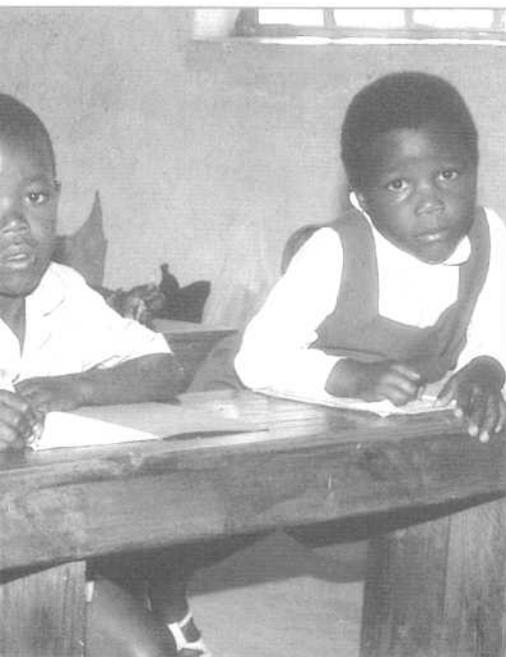


When the total scores of the Ntataise farm and township pupils are compared there is no significant difference.

In two of the other developmental areas tested, namely, fine motor skills and social skills, the pattern of the cognitive skills scores is repeated: farm and township

Significance	Non-NTATAISE	Total
p=0.000	27.69 (13) p=0.151	42.90 (40)
p=0.000	32.58 (12) 30.04 (25)	46.24 (45) 44.67 (85)

children, who have attended a Ntataise pre-school programme, fare significantly better than those farm or township children who have not. In addition, children in farm areas and township areas who have attended a Ntataise pre-school programme fare equally well on the tasks.



**Table 3: Means and significance for language quality score**

	NTATAISE	Significance	Non-NTATAISE	Total
Farm children	16.07 (27)	p=0.000	7.69 (13)	13.35 (40)
	p=0.850		p=0.000	
Township children	15.82 (33)	p=0.177	13.75 (12)	15.27 (45)
TOTAL	15.93 (60)		10.06 (25)	14.36 (85)

Maximum score = 25

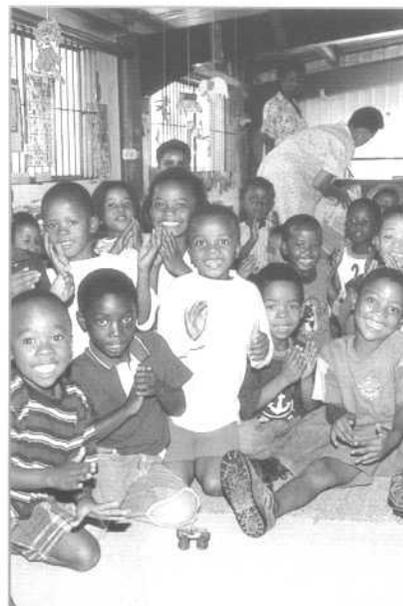
The language test scores show a different pattern. While the average score of language quality attained by the farm children who attended the Ntataise programme differs significantly from the average score obtained by the farm children who did not attend pre-school, in the case of township children, the average language score of the children who attended pre-schools and those who did not, does not appear to be significant.

## Qualitative Findings

In addition to the above tests, two experienced testers appraised each child on the quality of the developmental tasks. In general, it was found that Ntataise children displayed better pencil and scissors grasp and were generally more confident and interested in the testing activities than the non-Ntataise children. They concentrated well and there were fewer cases of distractable children in the group. The drawings of the children who had attended the pre-school programmes also were not only of a better quality but indicated that these children tended to work more carefully and neatly and displayed better fine motor skills.

## Conclusion

It is perhaps predictable that children who have been prepared for school will perform better on school readiness tests than children who have not. It could also be argued that those children who are sent to pre-school would have done better on the school readiness tests than other children even without the pre-school intervention. However, these considerations only point to the need for further research work in the field of ECD if we are to make informed policy and implementation decisions. Examples of such work would be longitudinal studies to investigate the 'washout' effects of the pre-school intervention after two, three and even four years in school, or studies into the effects of the socio-economic and educational backgrounds of the parents on school readiness.



# WHERE ARE WE GOING WITH EARLY CHILDHOOD DEVELOPMENT?

*Nick Taylor*  
Director - JET

## Government Policy

The White Paper on Education and Training sets as one of the long term goals of government the provision of a Reception Year for all 5-6 year olds as part of a 10-year compulsory schooling phase. Acknowledging the numerous pressing demands on the education budget and the important contributions made by non-government sectors in the past, the White Paper calls for the establishment of partnerships in rationalising, improving and extending Early Childhood Development (ECD) services. It is envisaged that NGOs, the private sector and donors will cooperate with government at national and provincial levels.

In February 1996 the national Directorate for ECD and Junior Primary Education published an Interim Policy for ECD. This document was formulated in consultation with stakeholders and approved by HEDCOM (Heads of Education Departments Committee). It announces the launch of a 3-year pilot project as a first step towards implementing the Reception Year. The national Department of Education has committed R50 million towards implementing the pilot project. While the pilot project will not be dependent on non-government contributions, donors are invited to participate in the project in order to extend its scope.



## The National ECD Pilot Project

The pilot project consists of six components.

- \* Elaborating the interim policy guidelines in the light of the lessons learnt through the pilot project. A research team and national and provincial Coordinating Committee for ECD will assist in this process.
- \* Formulating curricula and standards for accrediting practitioners and institutions. This step will form part of a

reconceptualisation of the 0-9 year old phase, placing the Reception Year as the first step in an integrated approach to basic education.

- \* Establishing an interim accreditation body.
- \* Developing capacity for planning and management at provincial level. Provinces will produce implementation plans.
- \* Developing capacity for delivery in both NGO community based centres and government school based classes. This will include teacher training within a career path framework linked to the National Qualifications Framework (NQF).
- \* Establishing sustainable funding mechanisms for financing the Reception Year, including subsidisation of community centres by government.



## Alternative Approaches

The Reception Year pilot project is being launched against a background of healthy debate, both in and out of government. One of the main points of contention concerns the ability of the state to fund the expansion of the project, or to sustain it in the near future.

A second is the question as to whether early childhood education is best delivered through formal or semi-formal classes, or through community structures and homes where it may be more easily linked to primary health care programmes, nutrition schemes, adult literacy classes and family education.

A third point of criticism of the Reception Year pilot is that it concentrates attention and resources on the 5-6 year age group to the detriment of younger children.

These and other considerations are driving a search for programmes which would complement the Reception Year pilot project, and perhaps lead to its being implemented in different ways to cater for a variety of conditions.

## Questions

School drop-out and failure rates are very high amongst the poorest South African children. These problems are particularly acute in the first year of schooling. The ECD pilot project assumes that a Reception Year will alleviate this situation, not only by preparing children for formal schooling, but also by reconceptualising the junior primary phase, thereby better preparing teachers and schooling for children from disadvantaged homes.



Many years of longitudinal evaluations in other countries have failed to produce an unequivocal judgement on these assumptions. Two lessons arise from this situation. First, we should not put all our eggs into one basket: a variety of approaches to early education should be pursued. Second, all such models should be subjected to the most rigorous evaluations to determine both their immediate and longer term benefits and costs.

## The Role of JET

The issues discussed above provide the context for the work of all NGOs active in the ECD sector, and particularly of development agencies like JET. Four aspects of JET's work are relevant to this discussion.

### \* Supporting NGOs

Over the past four years the Trust has disbursed R30 million to 70 NGOs which train ECD teachers. It is projected that over the next three years JET will spend a further R22 million in the sector. Since the overwhelming majority of ECD teacher training is undertaken by NGOs, and since JET supports some 90% of these organisations, the impact of the Trust has been decisive in sustaining and developing training capacity in the sector.

### \* Mapping the field

The scale of this activity has enabled JET to undertake an audit of ECD teacher training. The results of this study are summarised by Trevor Schoole in our lead story. The audit provides the first picture of the sector, and will prove invaluable in planning the Reception Year pilot project and any other coordinated initiatives.

### \* Assessing impact

Evaluations commissioned by the Trust have been directed towards exploring some of the questions posed above regarding the impact of ECD programmes. Penny Vinjevold's article describes two of these studies and their lessons.

### \* Assisting government

The most important priority facing the ECD sector at present is the need for NGO, private sector and government initiatives to complement each other. Perhaps the most exciting aspect of the Reception Year pilot project is that it will provide a framework for coordinating what is at present a highly fragmented field.

JET was instrumental in assisting the national Department of Education to formulate the Implementation Plan for the pilot project. On request from the Department, the Trust has also developed a request to the European Commission for a grant of R30 million towards the pilot project. Should this application be approved, JET will manage the grant on behalf of the Department.

The Trust has also been requested by the Gauteng Department of Education to assist in the exploration of alternatives to the pilot project.



## JET Conference - INSET Evaluations

*Penny Vinjevold  
Evaluation Manager - JET*

The JET conference on INSET Evaluations, held on 22nd February, was attended by representatives of JET grantees involved in teacher development, members of university education faculties and organisations and individuals concerned with programme evaluation.



*Graeme Bloch, Trevor Schoole, Ayesha Rehman and Vijay Valla of JET, with Vincent Lebeta (second from right) from Primary Maths Project (QwaQwa).*

Director of JET, Dr Nick Taylor, opened the conference, highlighting some of the findings of JET's 1995 review of 53 evaluations of NGO teacher INSET programmes. In his paper entitled *Evaluation and Accountability*, Dr Taylor pointed to methodological shortcomings in the evaluations surveyed and the ongoing search for evaluations that will tell us whether or not NGO INSET interventions impact on learning.

Prof Johann Louw, from the psychology department at UCT, focused on issues of evaluation and research method in his paper entitled: *Academic Research, Internal Validity and Programme Evaluation*.

Prof Johan Muller of UCT's School of Education examined the two classes of judgement brought to bear on evaluations - the judgement of the scholar and the judgement of the adjudicator: *Walking the Line: Judgements of Veridicality and Fairness in Teacher Education Evaluations*.

# NEWS

In his paper: *Does Teacher Development Work?* Prof Jonathan Jansen from the University of Durban Westville drew on his own involvement in evaluations to argue that the inappropriate design of both INSET programmes and the related evaluations can be blamed for the lack of impact of INSET interventions. He presented some indicators for a reconceptualisation of programmes and re-design of evaluations as a way out of the "dismal picture" he had painted.

Prof Peter Weingart from Bielefeld University looked at the changing legitimisation of science internationally and the mounting demand for outside evaluation of scientific research - *Science under the Spotlight*.

Jennifer Bisgard of Khulisa Management Services presented the findings of the *Evaluation of the ITEC project*. Responses from Noleen Barry of ITEC and Penny Vinjevold of JET highlighted the time-consuming and difficult process of negotiating indicators by which to judge the impact of the intervention.

Prof Tony Morphet, from the Adult Education Department at UCT, summarised the day's deliberations, concluding that NGO work had lost the established basis of its legitimacy and was obliged to establish "new valid forms in which to render its account of its practices to the public."



*Nick Taylor with guest speakers Johan Muller and Jonathan Jansen and, at left, Peter Glover.*

*A report of the conference: Quality and Validity in INSET Evaluations, containing all the papers presented, is obtainable from JET for R20 per copy. Contact Kathy Tracey, tel: (011) 403 6401.*

*JET is planning a follow through conference later this year on Establishing key indicators for measuring the impact of INSET interventions.*

## OAU Conference on Youth & Development

*Addis Ababa, Ethiopia, March 18 - 22 1996  
From the report on the conference by Graeme Bloch*

JET was one of 5 NGOs to join the Government delegation at the Organisation of African Unity (OAU) Conference on Youth and Development. The delegation was led by Deputy Minister of Welfare and Population Development, Geraldine Fraser-Moleketi, who was elected president of the Conference.

JET directly contributed to

perspectives in the South African delegation and some of these were carried over to the general forum. Possible avenues for future cooperation were explored.

Given that issues of unemployment and training are perhaps the central concerns of African youth, JET's focus provides a strong base from which to make a contribution.



*SA delegates and OAU officials at the Economic Commission for Africa (ECA) Hall in Addis Ababa.*

Two books which result from the Adult Basic Education research studies commissioned by JET will be published by Maskew Miller Longman and launched later this year.

In 1994 JET called for proposals to conduct research into various aspects of ABE and its effectiveness. This research was prompted by the identification of problems in this sector, which included:

- the unreliability of basic statistics such as adult literacy rates
- the paucity of information on the numbers, types and location of delivery institutions, as well as the numbers of learners catered for
- the absence of a national policy framework
- the lack of coherence within the sector
- the absence of articulation mechanisms
- low level of capacity in terms of both material and human resources

From the proposals submitted JET commissioned two national research projects.

## JET-Commissioned ABE Research

*Zo Mbelle*  
Project Officer ABE - JET

The Centre of Adult Education and Department of Adult and Community Education at the University of Natal were commissioned to conduct research which would provide a national picture of the current provision of Adult Basic Education. The aim was to find out what could be replicated and how this could be effected.

This detailed research, to be published under the title: *A Survey of ABE in South Africa in the 1990s*, is presented in four sections. The first section examines the demography of functional illiteracy among adults in South Africa and current learners. The second is devoted to international trends and models in ABET policy and implementation. Third is a

section on policy development in South Africa, policy implementation at national and provincial levels, the financing of ABET and human resource development in ABET. The final section looks at providers of ABET, curriculum and courses, materials and materials development, teachers and teacher training for ABET, evaluation and research and finally support and networking.

The universities of Cape Town and the Western Cape undertook research into the social uses of literacy. The aim of this study was to investigate why even the small number of places provided by delivery institutions are undersubscribed. The research consists of a series of case studies which investigated participation in literacy classes and whether and how the learners in particular settings used the skills and knowledge acquired. This will be published under the title: *The Social Uses of Literacy*.

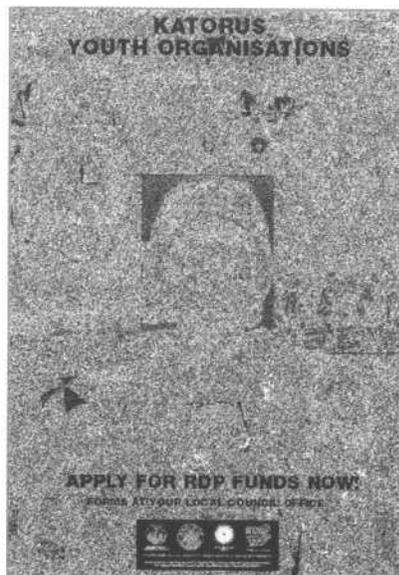
Together these two publications present, for the first time, a comprehensive view of ABE in South Africa.

## Katorus Youth Services Support Programme

Speaking at the launch of the Katorus Youth Services Support Programme in Germiston on 13 May, JET Project Manager Graeme Bloch said: "We believe this programme is an innovative partnership with the best interests of development at its core. We are piloting a new approach to RDP delivery and a new relationship between government and providers at local level. Above all, we are strengthening our country's most important resource - the youth."

The RDP has made R2,1 million available to the KYSSP, as part of the Katorus Special Presidential Project. The principal aims of the KYSSP are: to enhance the life opportunities of youth, to encourage the growth and

development of youth organisations and to develop youth as a key resource in the communities.



As a cooperative programme between the Gauteng Department of Local Government and Housing, the Transitional Local Councils of Alberton, Boksburg and Germiston and JET, the KYSSP demonstrates how Government and NGOs can work together in a synergistic relationship, pooling their resources and skills to achieve set objectives.

The success of this cooperative venture will set a precedent for further innovative associations between Government and civil society to deliver the RDP to the people.

## JET Annual Review Meeting



*"One of the assets which was born in the belly of the beast of apartheid is our very well developed NGO sector."*

The JET Annual Review Meeting was held on 29 March at The Carlton in Johannesburg. The special guests at the Review were President Nelson Mandela and Cheryl Carolus.

Nick Taylor and Projects Manager Mashwahle Diphofa presented a review of JET's achievements in 1995 and the new ventures in which the Trust is involved.

In her keynote address Cheryl Carolus pointed to SA's very well developed NGO sector as "one of the assets which was born in the belly of the beast of apartheid." She went on to say: "Today, the NGO sector, like the rest of the movement which opposed apartheid, needs to adapt to the new circumstances in our country." Carolus highlighted some of the problematic features which the NGO sector needs to address: fragmentation; the variability in quality standards; systematic human resource development for its own staff; systematic record keeping of activities and beneficiaries; and, lobbying government to utilise the skills of the sector.

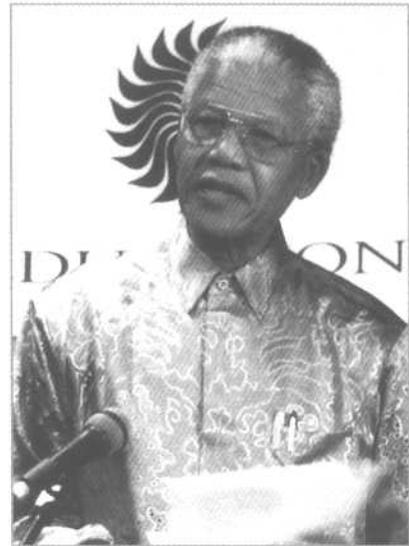
Carolus commended JET, as (after government) the second biggest investor in education and training in the country, for the

ways in which it has developed the precious national resource that NGOs represent.

In conclusion, Carolus cited JET as a very successful partnership: "We were almost a little ahead of our time when we set up JET. Our partnership has had an obvious impact on the provision of quality education and training. It has also helped to build coherent policies. But its impact has extended way beyond what we had envisaged. It has laid a basis for trust among stakeholders whose relationships were characterised mainly by



*Mashwahle Diphofa presented a review of JET's achievements in 1995.*



*"We welcomed the formation of JET in 1992 as a move inspired by patriotism and vision."*

conflict and confrontation. This partnership has illustrated to us the many common objectives and responsibilities which we have for our country."

President Mandela, in a short address delivered during lunch, said: "We welcomed the formation of the Joint Education Trust in 1992 as a move inspired by patriotism and vision. Eighteen leading South African companies joined hands with our political parties, labour unions and educational organisations. This dynamic partnership of government, business, NGOs and community organisations has facilitated a practical programme within a common vision for peace, prosperity and opportunity for all South Africans.

"Multiplied across almost 400 projects, the principles represented by the Trust are forging a partnership for development that bodes well for the New Patriotism that is shaping our nation. It is a practical and significant investment in our youth and therefore in our future." 

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**JOINT EDUCATION TRUST**,  
 3rd Floor, Braamfontein Centre,  
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 PO Box 178, Wits, 2050.  
 Tel: (011) 403-6401/9.  
 Fax: (011) 339-7844.

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