

## MINUTES OF ABE WORKING GROUP HELD ON 24/25 AUGUST 1993

### 1. ATTENDANCE

Welcome Ntshangase  
Phindiwe Sigodi  
Sherry Hamilton  
John Aitchison  
Martin Sebakwane  
James Tom  
Jenny Glennie  
Shireen Motala  
Coco Cachalia  
Menzi Mthwecu

### 2. APOLOGIES

24th August: Richard Spalding  
25th August: Enver Motala, John Aitchison, Welcome Ntshangase

### 3. ADOPTION OF PREVIOUS MINUTES

The Minutes of the previous meeting were adopted with no corrections.

### 4. EXPLANATION OF THE ANC CHAPTER

Trevor explained that the main aim is to set out what the government in waiting wants to do.

In writing the document we should be aware of the following points:

- \* need for realism
- \* accessibility to lay and professionally interested audience
- \* professionally and academically credible i.e. well grounded in research but not overtly academic in presentation
- \* shouldn't be too visionary
- \* a planning perspective should moderate the visionary perspective
- \* should give a sense of what might be possible but should avoid making specific commitments

### 4. DISCUSSION OF DRAFT ABE DISCUSSION PAPER

Detailed comments were made on the document. It was agreed that Judy would rework the paper.

### 5. INPUT ON THE RECONSTRUCTION PROGRAMME

Ahmed Essop explained that the idea of a reconstruction programme emerged because of limited resources available to meet all the needs of the people. The Alliance is wanting to

work out a five year programme with clear targets for each year. The broad conceptual framework for the reconstruction programme consists of:

- (i) restructuring the state including the civil service
- (ii) social development to redress social inequalities
- (iii) economic growth and job creation
- (iv) Human resource development including education

The programme will be finalised by the end of October. A team will then look at the costing and then the programme will be fed into constitutional structures.

Several conferences will be held as part of a consultation process viz: one for the broad democratic movement in November, an ANC Conference in December and one in January for other sectors of society.

In the light of the above it was extremely important for the education sector to identify achievable targets based on our long term vision. The CEPD Working Groups should develop proposals which would be fed into the CEPD process and then into the ANC Education Department processes. The ANC will be holding a series of workshops in October.

Presently the ANC is arguing that we should marginally increase the total amount of the budget for education. Other mechanisms for financing a reconstruction agenda are also being explored eg a reconstruction levy.

## 6. DEVELOPMENT OF IMPLEMENTATION STRATEGY

We started by brainstorming what some elements of a multiple delivery system could be:

- \* different delivery systems for employed and unemployed
- \* employer responsibility for employed and state for unemployed
- \* other delivery systems are ngo's and churches
- \* all should be integrated in a national system
- \* ngo's could be contracted for specific jobs
- \* what about commercial providers?
- \* location of delivery could be universities, schools, community learning centres, military bases, regional training centres, technical colleges, company premises, libraries etc
- \* infrastructure of delivery
  - training of teachers and administration
  - regional and local offices
  - research and development
  - structures of coordination
  - publishing of learning and reading materials
- \* access to materials for the most disadvantaged sections of the population.
- \* state would be responsible for a set of basic materials for all levels
- \* ngo's and commercial publishers could continue to produce own materials in line with national standards
- \* centres will have resources to buy materials from any of the providers
- \* we will need a system of incentives for access and delivery for institutions

We then started trying to draw up a very rough five year plan for ABE provision:

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Level One	500,000	1,000,000	1,000,000	500,000	?	3 million (20% of 15 million)
Level Two		300,000 plus new enrolments (400,000)	600,000 plus new enrolments (800,000)	600,000 plus new enrolments (800,000)	300,000 plus new enrolments (400,000)	1,8 million (2,4 million)
Level Three			180,000 plus new enrolments (320,000)	360,000 plus new enrolments (640,000)	360,000 plus new enrolments (640,000)	900,000 (1,6 million)
Level Four				108,000 plus new enrolments (256,000)	180,000 plus new enrolments (?)	288,000 (?)
Total	500,000	1,300,000	1,780,000	1,568,000	840,000	
Nos of Educators needed	10,000	26,000	35,600	31,360	16,800	

Note: The numbers in brackets are calculated on the basis of 20% drop-out rate  
The numbers with no brackets are calculated on the basis of 40% drop-out rate

## Assumptions of the above model

- \* We would aim to start classes with an enrolment of 500,000 learners in the state system by April 1995.
- \* Ratio of 1:50 educators to learners
- \* Learners would meet for 400 hours per level
- \* the model only applies to provision within the state system
- \* the state system would target people outside the formal sector
- \* there would be 40% drop-out rate after each year
- \* the state system would prioritise adults who are completely illiterate
- \* Of the 500,000 learners who would be enrolled in year one we would target:
  - the poorest regions (i.e the old TBVC states)
  - areas where there are Public Works/National Development programmes *(not see here)*
  - ~~self help women's groups~~ in rural areas *(through Operation Hunger)*
  - squatter settlements
  - farm and domestic workers - *illiterate youth*
- \* that we would train marginalised youth as educators in targeted areas as part of the programme of the youth service
- \* that industry programmes on the whole would probably need to target workers who have higher educational levels
- \* ngo programmes could be used for any of the levels

## What things would need to be in place before this plan could be implemented?

**Note:** Again we just started brainstorming some ideas. This exercise is not complete.

- \* The so-called Black Universities would need ABE divisions
- \* We would need libraries and other reading resources in rural areas
- \* The necessary physical infrastructure would need to be erected in areas where there is nothing
- \* We would have developed an accurate way of assessing what levels potential learners should be placed in. Then in the targeted areas we would need to know exactly how many people want to join Level One and how many people would want to join classes at the higher levels later on
- \* The curriculum for training educators would need to be in place
- \* we would need to be very clear about the roles and responsibilities of the various players within a multiple delivery system viz the state, employers, ngo's, etc
- \* our plans would have been costed and accepted
- \* there would have been negotiations with all the major players, agreements reached about the national frameworks for the curriculum, including necessary details about Level One, for learners and educators, the production of materials for Level One and training of educators, and the necessary pilots of the materials and the educator training modules would have happened
- \* All the necessary elements of the plan would have been completed
- \* Popularising policies
- \* identified target groups
- \* we would have an integrated multiple delivery system
- \* we would have transformed the state system in line with our policy proposals including placed our people within the civil service and re-trained the remaining civil servants

- \* We would have set up all other necessary national, regional and local structures
- \* We would have developed a clear policy on the payment of ABE educators
- \* We would have developed a clear framework for the use of other media in large scale delivery and would have begun work on the immediate needs
- \* The necessary legislation would be in place
- \* We would have developed a clear staff development plan (Note: It was agreed that the NLC would work on a proposal for discussion in our next meeting)
- \* This model would enable us to reach 20% of the estimated 15 million adults who may need basic education classes within the first 5 year cycle.

The group did not have time to discuss whether the above plan was feasible within the proposed time constraints, or time to refine the total proposal. It was agreed that because of the need to feed proposals into the Reconstruction process, the Johannesburg based members of the group would meet on 16th September to refine and develop an Implementation Strategy for ABE. This would be fed into the CEPD discussions about what should be recommended to the Alliance should be part of the Reconstruction Programme.

#### **7. UPDATE ON ATTEMPTS TO SET UP COORDINATING STRUCTURE AND NATIONAL NEGOTIATIONS AROUND ABE IN THE NTB**

Judy discussed the proposed ABE Conference in November which would be used to launch a national coordinating structure and a plan for large scale ABE provision. She explained that a Planning Group would be set up to plan for the conference and initiate processes leading up to the Conference.

Judy informed the group that NTB ABE Working Group was still working on principles for an Integrated Education and Training System and ABE as part of this.

The meeting closed at 4.15pm

## GENERAL PRINCIPLES FOR ABE IN RE-CONSTRUCTION PROGRAMME

### 1) TARGET GROUPS

Given limited resources :

We need to :-

- (i) \* Relate target groups to particular development strategies within Reconstruction and Development Programme :

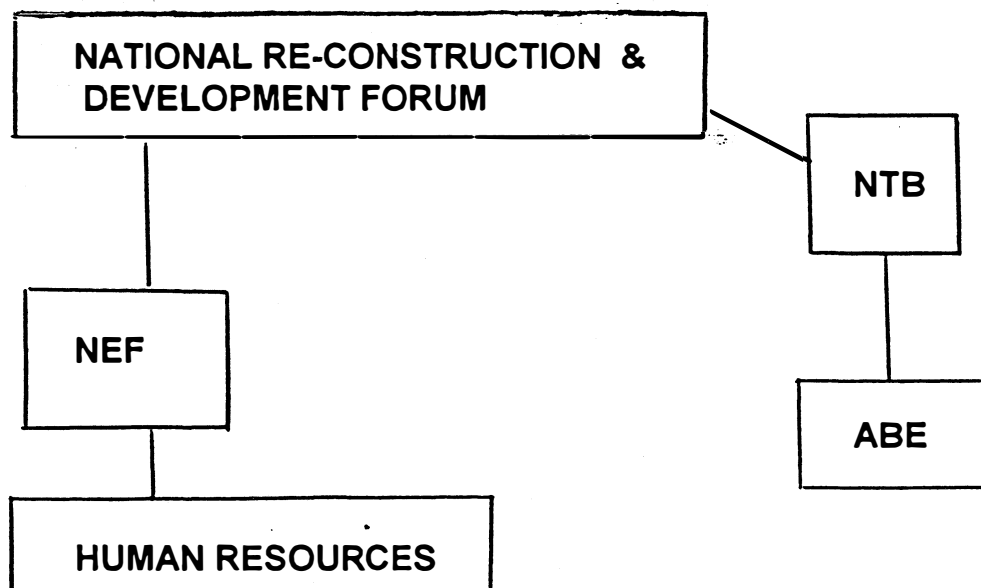
**Examples of such target groups could be :**

- Workers in employment sectors which are strategically vital
- Workers in industries, which need to become more competitive e.g. linked to export market
- Special incentives (e.g. tax, grants, state provision) to industries who have been identified as strategically important to ensure their development of ABE
- Priorities for ABE could be re-inforced through collective bargaining (Industry Based)
- Participants in public works programmes (e.g. housing, ABE centres)
- Workers in companies involved in strategies for strengthening the economy (e.g. electricity)
- Retrenched workers needing retraining
- Small enterprise projects targeted by reconstruction and development programme
- Rural development needs
- Health programmes (e.g. nutrition aids)
- Nation building in key areas (e.g. Kwa-Zulu)

- (ii) \* Relate target groups to the most disadvantaged sectors of society
  - Educationally
  - Socially
  - Economically
- **Examples of such target groups could be :**
  - \* the poorest regions (i.e. old TBVC states)
  - \* women in rural areas
  - \* squatter settlements
  - \* farm & domestic workers
  - \* unemployment youth

## 2) STRUCTURES

- \* We need a structural link into overall structures dealing with economic planning and those dealings with National plans for Human Resources.



- local possibilities for material production and local broadcast

## **STRATEGIES**

**.....ANC IS COMMITTED (AS RE EXISTING POLICY) .....**

- National Programme
  - Clear target numbers, and audiences and time frames
  - National curriculum, materials, accreditation, etc. in line with National Education Training framework
- Plus multiple delivery & multiple media (newspaper, radio) for training educators, learners, information etc.
- Public resources for advocacy and popularising
- Local possibilities for materials and production
- State to negotiate with paper industry regarding prices - part of mobilising everyone's resources around the ABE initiative
- Research/surveys into areas targeted : needs analysis
- The state will cover the costs of programmes targeted at the most disadvantaged communities.

## INFRASTRUCTURE

- Establish National ABE co-ordinating structure
- Integrate multiple delivery structures
  - More work required
- Mobilising in ongoing way
- Setting up local & regional structures linked to overall Educational and Training structures
  - Of the state
  - Of civil Society
- Transform current state adult education structures - National regional and local
  - current personnel
- Sites - necessary physical sites need to be established in areas where there is nothing (in conjunction with local communities)
  - all states facilities including (military bases) must be available for ABE
  - where subsidised could be condition of subsidy)
  - farm schools
  - find a mechanism for utilising industry facilities (union)
  - tap into growing network of Community Learning Centre's, Resource centres, libraries
- Use of T.V., Radio is essential : State to finance
- Ensure we have an adequate distribution network (for materials etc.) - formal schools (not corrupt)
  - Distributors (e.g. for SAB, Coca Cola)

### 3) HUMAN RESOURCES DEVELOPMENT FOR ABE PROVISION

- Recognise different levels and roles and would need to target all.
  
- National - NGO - Policy
- Regional - Historically Black Universities - Planning
- Local - Technikon Teacher & Technical

Implementers :

- \* Print
- \* Radio
- \* Materials
- \* Development
- \* Facilitators
- \* Administration

#### OTHER GUIDELINES

- Ensure that target audience is reflected in all levels of ABE practical (e.g. National policy as well as local provision)
- Special structure to ensure adherence to this principle
- Identify institutions for training as part of a National Plan (Historically Black Universities, Historically White Universities, Teacher Training Colleges, Technical Colleges, Technikons)
- National standards for training of personnel
- Develop National plan for development of Human Resources in ABE to include national curriculum and national materials perhaps
- National youth service initiative for training ABE educators