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BASIC EDUCATION ACTION PLANS - ROUND TWO

FY 93

SOUTH AFRICA BASIC EDUCATION RECONSTRUCTION (SABER) PROJECT

EDUCATION SUPPORT AND TRAINING (ESAT) PROJECT

MAY 21, 1993

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SOUTH AFRICA BASIC EDUCATION RECONSTRUCTION (SABER) PROJECT

EDUCATION SUPPORT AND TRAINING (ESAT) PROJECT

Second FY93 Action Plan Review, May 21, 1993

1.0 INTRODUCTION

The Human Resources Development Division (HRDD) presents its second FY 93 Action Plan for review for the two basic education projects, the Education Support and Training (ESAT) Project and the South Africa Basic Education Reconstruction (SABER) Project, in this document. The detailed background information on both projects presented in the January FY 93 Action Plan document will not be repeated here. This document will summarize the approved actions from the January Action Plan Review and make recommendations for new funding based on our second round of proposal reviews and outreach.

1.1 Proposal Review and Selection

Approximately 45 proposals for basic education were reviewed by the technical review committee for the second round of FY 93 funding (see Table 1.1). Each proposal reviewed by the committee was graded based on our selection criteria, discussed by the committee members and assigned a grade status as follows: A = definite (recommendation for funding); B = good possibility, need more information; C = remotely possible, need more information; D = ABEL will do follow up to strengthen group; and R = Reject. All groups receiving either A or B were visited. Of the A groups, three will be recommended for SABER funding and thirteen for ESAT funding.

2.0 SABER ACTION PLAN

SABER has been allocated \$7 million in funding for FY 93. Three new SABER grant agreements and one amendment were approved at the Action Plan Review in January. Recommendations for funding in this second SABER FY 93 Action Plan include three new grant agreements, one mortgage amendment and two buy-ins to centrally-funded projects. Recommendations for funding of intermediate to long-term policy support, the first activity under Phase II of SABER, is also included.

SABER is becoming increasingly involved in outreach to rural parts of the country. Five of the six grants (three in the first Action Plan; two in this second round) proposed for FY 93 funding provide outreach, training and support services to educate and primary school teachers in rural areas with little or no access to other services. In addition, these NGOs assure that farm school and homeland children and their teachers will not be forgotten in a new unitary education system.

2.1 Approved Actions

During the first Action Plan Review in January four actions were approved:

ABEL Buy-in	- Amendment
Border Early Learning Center (BELC)	- new grant
Early Learning Resource Unit (ELRU)	- new grant
Independent Teacher Enrichment Center (ITEC)	- new grant

Grant agreements for the three new grants have been negotiated, drafted and are awaiting final clearances and approvals. The total amount of these FY 93 obligations and projected FY 94 mortgages are summarized below.

<u>Action</u>	<u>Tot. Fund</u>	<u>FY 93</u>	<u>FY 94</u>	<u>Status</u>
ABEL Buy-in	\$300,000	\$300,000	\$-0-	Drafted
BELC - new	\$750,000	\$550,000	\$200,000	In clearance
ELRU - new	\$1,150,000	\$750,000	\$400,000	In clearance
ITEC - new	\$850,000	\$850,000	\$-0-	In clearance
TOTAL		\$2,400,000	\$600,000	

2.2 Recommendations for Funding - New Grants

2.2.1 The English Language Teaching Information Center (ELTIC)

Farm school teachers constitute a disempowered community in a variety of ways: they are technically employed by the DET, but are de facto employees of the farmers on whose land the schools are located; the land is owned by farmers who may decide to close down a school at will; farm school teachers tend to be less qualified than urban teachers and are constantly threatened by retrenchment; they have little access to training programs, either in-service or formal upgrading; the school facilities are without water or electricity; the number of teachers assigned to a farm school is based on number of classrooms rather than number of grade levels, and, therefore, most teachers have several grades in one room; there is no transportation to and from the schools; farmworkers' communities are unstable due to the insecurity of tenure, continued application of covert apartheid legislation, the widespread existence of migrant labor, and the absence of labor legislation to protect farmworkers' rights. In addition, migrant labor practices force children to change school frequently, and poor wages lead parents to accept child labor to supplement family income.

Founded in 1973, ELTIC's main purpose is to improve English language teaching in South Africa through teacher education; library services; publications; research; and networking. The Farm Schools Project began in 1985 with a year-long research study which investigated the social and educational context of rural schools for the children of black farmworkers. ELTIC now offers two-year programs for farm school teachers. Six intensive courses are spread over the two years with a high degree of contact with teachers in the classroom. Over the two years an elected teachers' committee progressively takes over responsibility for the program; each committee is presently setting up a resource center to service their area. The programs have a strong emphasis on teacher participation in project decision-making and curriculum design. Currently ELTIC runs full-time programs in Brits and Bronkhorstspuit for a total of 42 schools and 137 teachers.

In addition to teacher training and support, ELTIC has played a major role in setting up a multi-sectoral network of organizations involved in rural education and in related issues such as child labor; the Rural Education Forum was launched in December 1991 as an independent organization to campaign for equity in rural education. ELTIC contributed to the National Education Policy Investigation (NEPI) last year by convening the Multilingual Classrooms research group.

ELTIC's proposal requests funding for a) expansion of its farm schools project which provides teacher training and support to rural farm school teachers; b) research and evaluation of creative language policies to support the multilingual and multi-level classrooms predominant in farm schools, as well as alternative teacher education curricula; and c) staff and project community development.

Program Support: English language training for primary teachers in farm schools; classroom management; outreach to rural communities; and lobbying for policy change in rural education.

Program Targets: Increase the number of qualified black S. Africans; develop, evaluate and disseminate innovative models; contribute to the policy debate; and strengthen education institutions.

Impact: ELTIC's teacher training and support targets farm schools, the most neglected area of black schooling in South Africa. The Farm School Project is currently working in 42 schools with about 140 teachers in the Brits and Bronkhorstspuit areas. The training has an impact on approximately 5,000 children.

Leadership: Board of Trustees is 71% black; six full-time and one part time out of ten staff positions are filled by black South Africans.

Estimated Funding: \$500,000 over three years

Other Donors: Anglo-American Corp; JET, First National Bank, Kagiso Trust, Rockefeller Brothers, Genesis Foundation, Shell, Nestle, British Council, Human Resources Trust.

Recommendation: ELTIC provides the only access to teacher upgrading on rural farms in the area. Funding is recommended for three years.

Status: "A"

2.2.2 Handspring Trust for Puppetry in Education

The Handspring Trust, a non-profit, non-racial organization recently established by the Handspring Puppet Company, is initiating educational and development projects in theater, film and television through the medium of puppetry to popularize and 'informalize' educational material. The Trust's first major project is a science education program being produced in conjunction with the Primary Science Program (PSP), and with the full cooperation of the ANC's Science and Technology Group and the ANC Department of Education. The project is a comprehensive science education program aimed primarily at disadvantaged African primary school children and their teachers. It has produced and evaluated its first pilot program on "Light" using the media of a television and video series, supported by a comic book version of the series, produced with the Storyteller Group, and teacher support materials. A radio program series is also being developed to reach the majority of black children who do not have access to television or video.

The pilot program is the first in a series of 13 programs and has been produced in "township English" and sporadic use of an African language to help children identify with the characters. The programs are developed through workshops conducted with children and teachers in DET schools. Its approach is to begin addressing the problems in science education through the provision of quality educational resources. The purpose of the project is to encourage children's interest and pleasure in science; to address fundamental misconceptions that children develop; to promote the development of thinking skills and problem-solving strategies; and to support the teachers in their need for appropriate training to use these resources effectively. It clearly fits with the need to create a culture of learning in the sciences. An independent evaluation of the pilot series

showed that the program is successful in changing misconceptions children have, and that it assists in developing problem solving skills.

The Handspring Puppetry Trust requests support for the development of the radio program, scriptwriting, teacher training and workshops and testing. In keeping with our policy not to fund audio-visual productions, USAID will not fund any part of the video or television costs.

Program Support: Teacher training; curriculum development; and provision of materials in primary science

Program Targets: Increase the number of qualified and skilled black South Africans; develop, evaluate and disseminate models of innovative approaches; and strengthen education institutions and organizations.

Impact: The comic series will reach an estimated 1.5 million African students through existing educational networks, such as the Primary Science Project, READ and TOPS. The radio programs would have an even greater outreach.

Leadership: Mixed Board; Director is white; science coordinator, management and administrative staff, as well as puppeteers, and actors are black.

Proposed Funding: \$500,000

Other Donors: Ford Foundation, Rockefeller Foundation, Rockefeller Brothers, Interfund.

Recommendations: Fund development of science series; radio program development; curriculum development; teacher training/workshopping over the next three years.

Status: "A"

2.2.3 Teacher Opportunity Programs (TOPS)

TOPS is the largest non-governmental in-service training program operating at the national level in South Africa. As a service and support organization, it focuses on improving primary education by offering programs which upgrade the quality of teaching. TOPS has previously received ESAT funding for its upgrading of teachers in the OFS and QwaQwa and currently has a SABER grant to develop a Masters Degree in Education Program in South Africa for school principals, researchers, policy makers and scholars in addition to funding a field-based educational management program.

The TOPS proposal requests funding for expansion both regionally and nationally of its Rural Education Project (REP), developed in 1989 initially as a pilot project in the Eastern and Western Cape. Recognizing the critical need of teachers in deep rural areas, the REP offers teacher upgrading through courses in teaching methodologies and skills in English, Science and Mathematics. The acquisition of a Matric Certificate opens the door to further training, higher salaries and increased job security. Based on local needs and at the request of teachers, two modes of teaching/learning evolved which took into consideration the demography of the region, accessibility to centers and availability of transport. In the rural Western Cape teachers meet tutors at a central venue, while in the Eastern Cape tutors meet with clusters of teachers at satellites from surrounding schools. The program combines face-to-face tutoring sessions coupled with study at home. Classes are conducted mostly on Saturdays with reinforcing classes on weekday afternoons.

The results of this distance education pilot program are encouraging. Matriculation examination results achieved by teachers receiving training at the rural education centers have been higher than the average results obtained at conventional centers. (An 88% pass-rate was achieved at the largest rural center, Fort Beaufort, reaching nearly 300 teachers). The drop-out rate is lower than at conventional centers; support for teachers is maintained and isolation overcome through small peer or cluster groups.

Although TOPS is already receiving USAID support for its teacher upgrading programs and the Masters Degree in Education for school principals, most of its teachers and principals have come from urban-based schools. Realizing that 73% of DET schools are in rural areas which have little or no access to teacher upgrading programs, TOPS has developed two innovative models of delivering English, Math and Science training to these isolated areas. TOPS has a proven track record of successfully managing and delivering top quality training since 1982 and has proven its capacity to expand its programs nationwide.

Program Support: Teacher training; rural education - English, Science, and Maths.

Program Targets: Increase the number of qualified and skilled black South Africans; develop, evaluate and disseminate models of innovative approaches; and strengthen education institutions and organizations.

Impact: Over the next three years, the program is estimated to reach approximately 8,000 rural teachers/principals.

Leadership: Black-led

Proposed Funding: \$500,000

Other Donors: IDT, Allied Educational Trust, Bristol Myers Squibb, Goldfields Foundation, Crown Cork, Envirotech.

Recommendations: Innovative model reaching rural teachers who are isolated and have no other means of access to upgrading their qualifications. Fund for the next three years.

Status: "A"

2.3 FY 93 Mortgages and Amendments

2.3.1 Open Learning Systems Education Trust (OLSET)

SABER's grant to OLSET provides funding for the development and implementation of the Radio Learning Project. The project focuses on using radio as an instructional tool for improving basic English literacy and numeracy in primary schools and for teacher training. The major activity in Phase II (January - December 1993) is the production of about 150 revised primary English language radio lessons and the testing of those lessons in four regions of the country. OLSET will simultaneously begin developing the math series. Although the English program is more or less on track (it is now being tested in four regions), the math program has been delayed and more time will be required than anticipated. Much time has been spent in testing the pilot lessons in rural schools, getting feedback from the teachers, consulting and spending additional time on hiring and training personnel.

The OLSET Phase II got off to a relatively slow start due to personnel recruitment difficulties, and HRDD had assumed that the mortgage could be obligated in FY 94. Now that the Radio Learning Project has its staff in place, has completed its English language radio lessons (on cassettes) and has trained teachers, it is moving quickly ahead. Therefore, we request approval to obligate the remaining mortgage in order to continue the ongoing evaluation and to develop the math series. In addition, we recommend extending the grant agreement through June 1994.

Funding Info.: July 30, 1992 - December 31, 1993
Total Grant: \$1,750,000
Obligation: \$868,468 (Including Amendment One)
Mortgage: \$881,532

Status: "A"

2.3.2 Learning Technologies for Basic Education (LearnTech)

LearnTech is a centrally-funded project accessed through a buy-in to provide OLSET technical assistance in the methodology of interactive radio instruction (IRI), to assist in implementing this approach in South Africa, and to create local capacity to develop and implement IRI programs. The current buy-in provides a technical advisor and short-term assistance to the Radio Learning Project through December 1993. To date, a prototype of English language instruction by radio has been developed, tested in schools, critiqued and revised, and teachers' notes have been developed, as has a videotape for teacher training. HRDD requests approval for another buy-in which would extend LearnTech's support through September 1994. The extension would add a formal training component for OLSET staff, provide further short-term consulting services, and provide the full-time technical advisory services of Stuart Leigh, LearnTech Technical Advisor, and Rebecca Kalin, scriptwriter and trainer of scriptwriters.

The complex political circumstances surrounding education and broadcasting in S. Africa have provided a series of hurdles for this project. Additional time has been spent on process and consultation to build support for the educational materials. OLSET has had difficulties in recruiting appropriate staff for LearnTech to train, and only since January has systematic training of scriptwriters and producers begun. This has caused some delays in production of the English program and the development of the mathematics programs. There is a high demand for training in South Africa, within OLSET, and among collaborating South African institutions such as the South Africa Institute for Distance Education (SAIDE) and the South Africa Council for Higher Education (SACHED) which will be addressed by investing extra resources in instructional design and scriptwriting training programs.

Funding Info.:	July 24, 1992 - December 31, 1993 Total Buy-in: \$500,000 Mortgage: \$-0-
Recommendation:	Process a new Buy-in through September 1994
Proposed Funding:	\$700,000
Status:	"A"

2.4 New Activities

2.4.1 Improving Educational Quality (IEQ) Project

SABER was designed to improve the quality of education for disadvantaged South Africans through innovative models and development of policies which promote a new unitary education system. The social soundness analysis section of the Project Paper emphasizes that, "...the impact of the SABER grants be measured in terms of improved learning on the part of the beneficiaries, primary school-aged students, and not just in terms of numbers reached or amount of materials produced and distributed."

The Improving Educational Quality (IEQ) project, centrally-funded by the Office of Education, Research and Development Bureau, focuses on finding practical ways to improve the quality of learning through a better understanding of how learning takes place in schools and classrooms. IEQ supports a variety of methods and procedures, such as: a) assessment of projects and performance; b) training in evaluation and research methods; c) assessment of instructional practices; d) piloting educational innovations; and e) dialogue on educational quality.

The IEQ team spent more than a week in South Africa in early March, visiting most of the SABER grantees and observing their work in the field. The purpose of the visit was to discuss with HRDD possible assistance with impact assessments of the SABER portfolio, including strengthening grantee's skills to integrate monitoring and evaluation activities into their projects, and measuring the impact of interventions on the quality of education in the classroom. The grantees were extremely interested in the IEQ project, welcomed the team and solicited feedback. They further acknowledged the lack of classroom research and availability of data and were in strong agreement about the necessity to assess the impact of their projects on the learner and on the quality of education.

Based on the field visits, interviews with NGOs, discussions with individuals involved in policy reform and HRDD staff, IEQ has submitted a scope of work for an evaluation and research initiative to be conducted in collaboration with South African counterparts. In addition, the SOW responds to professional development and training needs of black opposition policy makers and other historically disadvantaged professionals in the field of education. It also provides a mechanism for educational linkages between the U.S. and South Africa.

Although multiple years are necessary to conduct classroom research and evaluate the impact of educational interventions, the first phase of the buy-in will concentrate on: a) identifying a South African counterpart/research affiliate; b) training a cadre of South Africans in study design, instrumentation, data collection, analysis, and methods of developing and testing a basic interview/observation schedule

to use with all NGOs; c) conducting a series of workshops with the NGO managers and other potential users to clarify objectives and develop a long-term workplan of baseline data collection, monitoring and evaluation of information about the school/classroom, the learner, the resources and the environment; and d) initiating the impact evaluations for all SABER grantees.

To summarize, assistance through a buy-in to the IEQ project will establish the capacity to evaluate the innovative NGO interventions taking place in educare and the primary school classrooms, provide both qualitative and quantitative data on which methods and materials are most effective, what the impacts of interventions are on the quality of learning, and provide necessary information to decision makers to make more informed policy decisions on educational reform. Most importantly, the research and evaluation methods will be developed in collaboration with black South African professionals who will provide this expertise to the NGO community, universities and, ultimately, the new South African government.

Program Support: Measure impact of innovative NGO interventions on the learner and the quality of education; provide training and conduct data collection for classroom research; respond to professional development and provide educational linkages for historically disadvantaged professionals.

Program Targets: Evaluate models of innovative approaches; and contribute to the policy debate.

Impact: Assist in assessing and guiding innovative change which will improve the quality of education.

Leadership: Centrally-funded USAID project to be implemented in conjunction with South African researchers.

Proposed Funding: Phase I - \$700,000

Recommendations: Buy-in initially for first phase which will set up research and methodologies for assessing impacts. The following phases will provide technical assistance as requested.

Status: "A"

2.4.2 Education Policy Initiatives- Medium to Long-Term Policy Support

Since 1990, HRDD has been meeting with prominent educationists to discuss educational policy development. This has resulted in a series of requests for financial and technical assistance, including: Educational Policy Unit training through TEPS; Policy Modeling through ABEL; and funding for policy research efforts through NGOs. Such requests have come in fits and starts, but we believe that they will become more concerted and urgent in the near future as negotiations commence for the reconstruction of a unitary education system. This negotiation process marks the beginning of Phase II of SABER activities.

To respond in a flexible, timely and appropriate manner HRDD recommends developing a scope of work, in consultation with the majority opposition, for an Indefinite Quantity Contract (IQC) to provide technical assistance in policy development and implementation. Such a contract will facilitate access to international expertise in the form of technical assistance and training and will respond to a wide array of policy development and implementation needs by sector specific NGOs and the black leadership. To access assistance through the IQC, potential recipients would develop specific proposals, or task orders, to be funded subject to approval by the Mission. Assistance will be in the form of both long and short-term technical assistance, financing of selected activities, purchasing essential supplies, and training and workshops, both in the U.S. and South Africa.

The indefinite quantity contract with an American and/or South African firm will provide access to expertise in dealing with such crucial issues as:

- o Governance: privatization, choice, accountability, management, macro and micro delegations of authority;
- o Finance: costs, cost saving, funding, sources of revenue, budgeting;
- o Reform: school and system reform, translating reform ideas into effective legislation;
- o Principles: education goals, purpose, values, performance, standards, certification, accreditation;
- o Curriculum: materials, teaching methodologies, language policy, special education, support services;

- o Equity: redress, backlogs, investment requirements;
- o School readiness: educare, health, nutrition, linkages to formal education;
- o Structures: school management, classroom organization, administration;
- o Teacher: pre-service and in-service training, professional development, other types of instruction; and
- o Innovations: education technology, material development.

The Contractor would assist in the establishment of a U.S. and S.A. "Steering Committee" made up of internationally and locally recognized educational specialists (planning, finance, administration, etc.) to provide technical advice to the South Africans and to oversee the program.

Program Support: Support in policy analysis for a new unitary education system through access to international expertise.

Program Targets: Contribute to the policy debate on the future of South African education.

Impact: Technical assistance and training for reconstruction of the education system.

Proposed Funding: \$700,000 in FY93 with additional funds dependent on demand. Total contract length 3 years

Recommendations: Develop and compete IQC contract

Status: "B" This will become an "A" subject to the planned consultations with Cheryl Carolus and other education policy makers.

3.0 ESAT ACTION PLAN

In the first Basic Education Action Plan, dated 29 January, 1993, 12 Amendments and 10 new Grant Agreements were approved for funding. Table 3.1 presents the status of these actions. This second and final ESAT Action Plan allocates the \$1,398,531 which remains out of the total \$6.0 million allowance for FY 1993. This action plan makes recommendations for funding an additional 7 new Grant Agreements and 6 Purchase Orders. A summary of these recommendations can be found in Table 3.2.

3.1 Approval for Funding from First Action Plan

Several of the recommended organizations presented in the last Action Plan were assigned a "B" status because of unresolved issues or lack of information. They were approved subject to revisions. HRDD, after further consultations and site visits with these organizations, has since assigned the following list of groups with an "A" status. We provide a brief explanation as to why each group has made this transition and we request Mission approval to commence formal negotiations.

3.1.1 Project Literacy

Project Literacy was given a "B" status in the first Action Plan because, although being recognized as one of the best technical literacy NGOs in the country, it is run by white South Africans. This issue was resolved during a meeting between HRDD, the Mission Director and Project Literacy on March 16 to discuss affirmative action policies. After a meeting with the Board of Directors, ProLit has formally accepted the USAID conditions for funding the development and implementation of an affirmative action policy for the organization. This aspect will be an integral part of the Agreement and it has been agreed that the second tranche of funding will be tied to certain condition precedents on meeting affirmative action benchmarks to be written into the USAID Grant Agreement. Under their current grant with ESAT they have hired a consultant to begin the development of the affirmative action plan. The Grant will also support ProLit's development of a teacher training lab as well as a teacher training course for community-based organizations and individuals.

Leadership:	White senior management; Mixed Board
Funding Level:	\$700,000 over three years
FY 1993 Needs:	\$300,000

3.1.2 Independent Teachers Resource Center

During the Action Plan meeting this organization was recommended as a "B" status since there was concern over the involvement of the Urban Foundation in the Eastern Cape and the proposal required a refined budget. HRDD has established that the ITRC is completely independent and that the Urban Foundation provides a paid administrative service for the organization. ITRC has provided a reasonable and responsive budget to the Mission and passed its financial review with flying colors. The grant will support teacher upgrading in science and mathematics in the urban, peri-urban and rural areas of the Eastern Cape.

Leadership: Black Director; Mixed Board

Funding Level: \$200,000 over three years

FY 1993 Needs: \$200,000

3.1.3 Science Education Project

SEP was given a "B" status because the Mission had not yet received a revised proposal. Since then, HRDD has met with SEP to discuss their revised proposal and recommends funding SEP for an additional three years, under a new Grant Agreement, which will support the national delivery of SEP's pre-service and in-service teacher training programs.

To this end, specific activities to be supported include: research and development, curriculum development, data collection, course evaluations, consultants, the publication of materials and general operation costs. In the areas of research and curriculum development, HRDD plans to support the apprenticeships of several black researchers who will work closely with SEP's research team from whom they will learn to develop the skills required for such work.

Leadership: Black Director; Mixed Board

Funding Level: \$700,000 over three years

FY 1993 Needs: \$476,000

3.1.4 Learn and Teach

Learn and Teach was given a "B" status in the previous action plan because, while the program was achieving excellent educational results, it had not achieved its benchmarks towards self-sufficiency. Based on long discussions with Learn and Teach and with other members of the progressive media, it has become clear that few, if any, publications are self-sufficient in the current economic climate. Furthermore, their target population is newly literate black South Africans with limited purchasing power, particularly for goods that provide high advertising revenues (cars, holidays, etc.). Finally, the educational messages carried in Learn and Teach,

on health, workers' rights, voter education, promotion of a culture of tolerance and other issues are crucial for a successful post-apartheid society. Thus, the HRDD recommends that we continue supporting these important educational goals with a continued focus on achieving cost recovery and self-sufficiency in the long run.

Since the date of the first Action Plan, Learn and Teach has submitted to HRDD a revised proposal. In addition, a marketing survey conducted in November was presented by Learn and Teach which demonstrated positive results. Not only is it a widely read publication, with between 8 and 10 readers per issue, but that the majority of its readers are located in rural areas. It is, thus, one of the only sources of information for rural areas since other news analysis and education related media such as TV and newspapers are not available. Moreover, the survey showed that individuals highly valued the information provided in the magazine, most in fact keeping and referring to the publication indefinitely. At present, Learn and Teach is recruiting a new (black) Managing Editor. HRDD recommends funding a two year grant that will include a voter education component.

Leadership: Mixed management

Funding Level: \$150,000 over 18 months

FY 1993 Needs: \$150,000

3.2 Recommendations for Funding - NEW GRANTS

3.2.1 National Literacy Cooperation (NLC)

The NLC was given a "C" status in the January Action Plan because its proposal was vaguely written and lacked clear objectives. The NLC has now submitted a revised proposal with strong, achievable goals and met with HRDD staff to discuss the proposal. On the basis of these meetings, HRDD has promoted the activity to an "A" status. HRDD strongly recommends funding an institutional strengthening grant for this potentially crucial group which will also assist Phase I of the development of the NLC's national strategy.

The NLC is an independent network of 58 progressive NGOs working in the field of literacy and adult basic education. As such, the NLC represents one of the major forces in the literacy NGO sector with the potential to coordinate efforts and help minimize the weaknesses endemic in this field. NLC could potentially provide the basis for assisting with the delivery of a national literacy and ABE program. It provides a national structure for NGOs and is a basis on which to exchange information, lobby a new government for literacy programs, share developments in the field, and build expertise within the adult basic education movement.

Program Support: institutional strengthening grant

Program Targets: strengthen selected educational organizations, contribute to the educational policy debate

Impact: 45 member organizations located nationwide

Leadership: Black

Estimated Funding: \$150,000 over eighteen months
FY 1993 Needs: \$150,000

Other Donors: WUS, Liberty Life, and membership fees

Status: "A" (Level One Activity)

3.2.2 English Literacy Project (ELP) "Active Voice"

ELP is a literacy NGO which focuses on the English language literacy. They are requesting support for their newspaper supplement entitled "Active Voice". Initially it was designed as a forum for literacy learners to practice their newly acquired reading and writing skills through functional exercises. As the paper evolved, it began to include news, political analysis, functional information on health, the environment, cultural personalities, and the stories of ordinary people. The readership also expanded to include poorly educated adults outside of literacy classes.

"Active Voice" is published twice monthly and has several aims: to provide literacy and numeracy material for teachers and learners in literacy programs; to promote a culture of reading; to provide a forum for voices of people who do not normally have their work published; and to contribute to the process of democratization by providing accessible information for adults to make informed choices.

The decision to become an Adult Basic Education (ABE) supplement in newspapers or magazines resulted from a substantial marketing exercise which presented the limitations of increasing the circulation beyond 7,000 copies. This arrangement has already been adopted by a small community newspaper, the Lentswe in Klerksdorp which provides free copies and distribution to 4 townships in the region. "Active Voice" is also exploring the possibility of printing an ABE and literacy section in the more popular, well-established media for which they will be paid.

HRDD plans to focus the Grant Agreement on the series "Active Voice" has planned for voter education. "Active Voice" would like to adopt the national issues forum strategy presented to them by a U.S. literacy expert during a recent USAID-sponsored

consultancy in South Africa. We will also support the external evaluation which is being planned to assess the contribution and the readership of the paper. Additional funds will be provided for overall organizational and staff development.

Program Support: publication of biweekly newspaper supplement for semi-literate adults, voter education series, organizational and staff development through technical assistance

Program Targets: strengthen selected educational organizations; promote a culture of tolerance; increase the capacity of disadvantaged South Africans to govern in a post-apartheid South Africa

Impact: On average, "Active Voice" newspaper supplement read by 8 people per edition. Current circulation of 7,000, but will be carried by small newspapers, such as Lentswe which reaches about 10,065 readers.

Leadership: Black

Estimated Funding: \$125,000 for eighteen months
FY 1993 Needs: \$125,000

Other Donors: Kagiso Trust, U.S. Methodist Church, WUS, Steelworker's Humanity Fund (Canada), Catholic Committee for Development (France), Canadian Univ Services Overseas, South African Paper Industries (paper donations).

Status: "A" (Level One Activity)

3.2.3 Ekuhlaleni Community Preschool Project

Established in 1986, Ekuhlaleni is a community-based organization providing training programs for educare workers and parents in the four most neglected and impoverished townships in the Cape Province i.e., Nyanga, Guguletu, Langa and Khyalitsha (a large informal settlement with recent migrants from the homelands).

Ekuhlaleni has adopted an appropriately holistic model of educare provision. Their basic training in educare, which assists the upgrading of home-based preschool programs in the townships, is accompanied by nutrition and health services and basic management training. Currently, they work with 34 different groups and train over 100 educare providers using

material and methods developed from the Early Learning Resource Unit.

Unlike the large preschool training agencies located in Cape Town (ie; ELRU and Grassroots), Ekuhlaleni has the capacity and community leadership to conduct intensive, on-site training through community trainers who are intimately familiar with the culture and language of the trainees. Furthermore, there is close contact between these agencies which provide training, support materials and certification services to Ekuhlaleni.

Although it became an independent trust in 1989, Ekuhlaleni still receives management support from the Quaker Peace Office located in Observatory. Both the Project Officer and ABEL have visited Ekuhlaleni and believe the staff to be adequately trained and experienced to manage a USAID grant. ABEL has agreed to provide on-going support and at the start of the grant will conduct an evaluation review of the project and a staff development workshop, as requested by the project itself.

HRDD recommends funding Ekuhlaleni to support staff development and provide general support for organizational development activities.

Program Support:	institutional strengthening grant to assist in organizational development, technical assistance, staff development
Program Targets:	strengthen selected educational organizations and develop innovative models for educare
Impact:	Through training programs and workshops, 100 educare providers trained each year, approximately 3000 children impacted
Leadership:	Black
Estimated Funding:	\$125,000 for two years
FY 1993 Needs:	\$125,000
Other Donors:	Quakers Service Council (Australia), Mobil Foundation, Douglas Murray Trust
Status:	"A" (Level One Activity)

3.2.4 Center for Cognitive Development (CCD)

The Center for Cognitive Development (CCD), established in 1987, is an independent, professional, non-profit organization

funded by the private sector and under the administrative auspices of Vista University. The Center operates under an External Board of Control, comprised of representatives from the broader community, private sector, and other academic institutions. The Center's relationship with Vista University is purely an administrative one for which the Center pays a service fee.

CCD trains educators and learners to become independent individuals who are skilled, responsible, confident, critical and creative problem solvers. The CCD model of teacher training is a unique and innovative one as it particularly focuses on the introduction of mediative, learner-centered teaching styles and methods to teachers who have not been exposed to such approaches. The model works to transform authoritarian values and processes to democratic processes and critical thinking and encourages the development of quality education for cognition.

The CCD program, based on 2 to 3 day in-service teacher training modules, is designed to empower educators to encourage and develop thinking learners. Since its inception, 6,500 educators, mostly primary school teachers, have participated in CCD programs. USAID support will enable CCD to increase their outreach to include primary school teachers from Sebokeng, Sharpeville, Boipatong, and Orange Farm in the Vaal triangle. This region is a peri-urban area where few other teacher training initiatives are taking place and where there is a high level of violence. HRDD strongly recommends funding this innovative approach to teacher training which encourages the development of quality education in the primary school classroom.

Program Support:	increased outreach in the Vaal Triangle for the training of teachers in the CCD model and the development of model courses for training community trainers
Program Targets:	develop, disseminate, and evaluate innovative models in education, strengthen selected educational institutions,
Impact:	currently 6,500 educators; will reach an additional,000 educators in the Vaal region with an estimated impact upon 60,000 students.
Leadership:	Mixed Board, Black Senior Management
Estimated Funding:	\$200,000 over two years
FY 1993 Needs:	\$200,000

Other Donors:

wide donor support: over 60 sponsors from commerce, industry and development trusts including IDT, Joint Education Trust, ESKOM, Goldfields, Anglo-American

Status:

"A" (Level Two Activity)

3.2.5 Operation Upgrade

Operation Upgrade has been involved in adult literacy work for the past 25 years. To date, the organization has trained 13,000 adult literacy teachers. Presently, 4,000 trained teachers use Operation Upgrade materials and methods. Given their missionary origins, the materials and methods used by these teachers are, for the most part, outdated and inappropriate. Operation Upgrade has just gone through an extensive strategic planning and evaluation exercise and has redefined its goals and objectives. This has been accompanied by a major management transition, including the implementation of a progressive affirmative action program, and is in the process of reforming their approach to adult literacy through the development of new materials and the retraining of their teachers.

The new materials are learner-centered; founded on the principle that the learners need to be involved in the language experience. The lessons revolve around a poster depicting a common scene which is then used for discussion and problem-solving purposes. The discussions serves to educate around themes such as health care, the environment, culture of learning, voter education, etc. The language used in the discussions is then broken down and studied. The material is to be written in all vernacular languages of South Africa.

Both the Project Officer and ABEL have visited Operation Upgrade. HRDD, impressed by the national infrastructure and outreach that has evolved through the organization's longstanding involvement in literacy training, recommends supporting the organization's development of revised mother-tongue literacy materials and teacher retraining efforts.

Program Support:

development of literacy training material in vernacular languages, training of literacy teachers, organizational and staff development

Program Targets:

strengthen selected educational organizations and develop innovative models for adult literacy

Impact: 4,000 trained teachers reach up to 250,000 learners nationwide

Leadership: Mixed

Estimated Funding: \$300,000 over three years
FY 1993 Needs: \$200,000

Other Donors: NedCor, NedBank, IDT, Anglo-American, Canadian Embassy, Otis Elevator, Enegos

Status: "A" (Level Two Activity)

3.2.6 Use, Speak, Write English (USWE)

Use, Speak, Write English (USWE) is a non-profit educational trust that teaches English to adults in the Cape Region who have little or no formal schooling. During the last couple of years, USWE has expanded and has shifted its primary focus from the delivery of literacy classes to developing a training course and materials for wider use. It also decided to fill a gap in ABE provision by focusing on the needs of post-beginner learners (ie; Standards 3-5).

HRDD recommends supporting a pilot project planned in consultation with Peninsula Technikon for the development of an accredited teacher training course. USWE is working with the Technikon's School of Education on developing a three-year National Teacher's Diploma in Literacy and General Adult Education. This initiative is a particularly appropriate use of ESAT funds as it provides an innovative and unique model for adult education. In addition, by institutionalizing literacy training, the program has the potential of much wider adoption by the other Technikons around the nation.

HRDD also recommends funding USWE's efforts to develop a three-year ABE curriculum in English as a Second Language (ESL). The material development department at USWE is now completely white. USWE would like USAID support for an affirmative action policy to hire and train black researchers in this area.

USWE has been recognized by donors as one of the more sophisticated and well-run literacy NGO's with a wide and positive impact. Their literacy classes currently reach about 800 learners throughout the Cape region. At present, USWE employs 24 part-time teachers and they would like to increase their impact by adding and training more teachers.

Program Support: pilot testing of an accredited teacher training course, development of English as a Second Language (ESL) literacy

	teaching material, staff development
Program Targets:	develop, evaluate, and disseminate models of innovative approaches to adult education
Impact:	train 50 teachers a year
Leadership:	Mixed
Estimated Funding:	\$300,000 for three years
FY 1993 Needs:	\$200,000
Other Donors:	JET, IDT, Rockefeller Brothers Fund, Canadian Embassy, Caltex, WUS, Liberty Life
Status:	"B" (Level Two Activity) pending further clarifications

3.2.7 Western Transvaal Education Foundation (WTEF)

The Western Transvaal Education Foundation (WTEF) is a registered Section 21 company which strives to establish a broad forum in the Western Transvaal that will take a strategic view of the total education situation and ensure action towards innovative solutions.

In June 1991, an education forum was held at Potchefstroom University. The initial aim of the forum was to address the needs for bursaries for tertiary study. It was decided that bursaries alone were not enough and the community needed to address problems at all levels of the education ladder.

The Foundation services an extremely marginalized area which has suffered dramatically from the recession, the drought, and the closing of the gold mines which has created massive unemployment. The WTEF has been established at a large hostel complex that had been previously used for employees of the Stilfontein Gold Mining Company. Renovations have been financed by the Gencor Development Trust.

The complex now houses a pre-school center for 200 children, a pre-school teacher training center, a shelter and literacy program for 70 marginalized "street children", and a conference facility which has been used for purposes such as voter education, workshops for the local civic association, and an educational camp for local children during school holidays.

Projects are identified by the communities themselves and involve many different interest groups. The WTEF lends financial, logistical, as well as technical support to these projects. As an innovative education model promoting holistic

child development with an emphasis on community empowerment, WTEF merits support from ESAT.

HRDD recommends funding the pre-school teacher training program as well as the Literacy Project for Children of the Streets. ABEL is working with WTEF to make sure that they network with such training institutions as the Early Learning Resource Unit (ELRU) and South Africa Association for Early Childhood Educare (SAAECE). In addition, organizational and staff development support will be provided in the Grant and facilitated by ABEL. An evaluation of the project will be included.

Program Support:	Pre-school teacher training, literacy classes, organizational and staff development, evaluation
Program Targets:	develop, disseminate, and evaluate innovative models in education; strengthen selected educational organizations
Impact:	trained over 100 preschool teachers last year, potential outreach to 27,000 children; 70 street children
Leadership:	Black
Estimated Funding:	\$125,000 over two years
FY 1993 Needs:	\$125,000
Other Donors:	Gencor
Status:	"A" (Level One Activity)

3.3 Recommendations for Funding - PURCHASE ORDERS

3.3.1 Lasedi Ukukhanya Community Projects Organization (LUCPO)

LUCPO, an association of adult literacy projects working in the Vereeniging area, was established in 1987. It relied on voluntary teachers and organizers until June 1989 when resources donated by the Urban Foundation enabled LUCPO to employ three full-time staff members. At present, two full-time staff members run the organization.

In addition, there is an active Management Committee of four members who meet on a quarterly basis. Two learners and one literacy facilitator from each of the 13 LUCPO regions are elected to sit on this Committee as well.

Initially, LUCPO reached 70 learners from the region. Now their classes are attended by 350 learners each year. There are thirteen part-time teachers/facilitators. LUCPO provides a week-long course for their literacy facilitators and refresher courses as follow-up to the initial training. The LUCPO facilitators use a learner-centered approach to teaching literacy. LUCPO, with wide learner participation, has compiled a book from their own teaching material. The classes also make use of materials from other groups such as Learn and Teach, TELL (both ESAT grantees) and the Urban Foundation.

The learners are mostly domestic workers, farm laborers or unemployed members of their community. They make in-kind contributions of candles or chalk for their literacy classes. A private chemical company in Vereeniging approached them last year to conduct a 10 month class for their workers. The money earned from that project enabled them to subsidize their other classes. HRDD has encouraged them to continue using the local industries as a resource, but they indicated that the economic ills of the region have caused some companies to retrench drastically.

This is the only literacy organization working in the Vereeniging area of the "Vaal Triangle." LUCPO is a community-based, 100% black organization with great potential. They receive technical assistance from Mr. Ed French of the Zenex Adult Literacy Center and the DEAL Trust and are well linked to the literacy community in the PWV area. ABEL could also provide them with valuable organizational development assistance.

Upon meeting with the staff of LUCPO, the Project Officer believes that with support from ABEL, LUCPO is technically and financially capable of managing a USAID Purchase Order. This Purchase Order will require the submission of a Strategic Planning Document outlining staff development, future training, networking with other literacy organizations, and the development of a teacher training curriculum.

Program Targets:	strengthen selected educational institutions;
Impact:	350 learners
Leadership:	Black
Estimated Funding:	\$24,933 Purchase Order over one year
Other Donors:	Urban Foundation, Mobil Foundation, Trust for Educational Advancement, and the Canadian Embassy
Status:	"A" (Level One Activity)

3.3.2 Forum for Adult and Continuing Education (Natal)

The Forum for Adult and Continuing Education (FACE) is a democratic network of providers and users of adult education and training in the Natal region, which seeks to improve the quality and extent of provision of adult education and training for the disadvantaged community for the ABE field in Natal region.

SACHED-Natal initiated a process of consultation (which involved such actors as COSATU, SADTU, and the NECC) to better coordinate and facilitate the networking and lobbying efforts of Natal-based organizations working in adult education. A conference of 60 organizations was held in August, 1991 and in November of that same year, the regional forum was launched.

As a fairly new network, FACE is still developing its program, but it plans to offer a series of seminars and workshops, a newsletter, a database, and to provide organizational support to community groups working in ABE in the Natal region. FACE-Natal is closely associated with the ESAT grantee, Forum for the Advancement of Adult Education (FAAE), based in Johannesburg. HRDD recommends funding FACE through a Purchase Order. The Purchase Order will fund three reports including; 1) a strategic planning document, 2) a needs assessment, and 3) an evaluation.

Program Targets:	strengthen selected educational organizations
Impact:	60 member organizations
Leadership:	Black
Estimated Funding:	\$24,999 Purchase Order over one year
Other Donors:	Alberton Molly Baumann Trust and Green Acre Foundation
Status:	"A" (Stage One Activity)

3.3.3 Homeland Education Research

The NEPI (National Education Policy Investigation) Research provided important insights into the status of Rural Education in South Africa. A key finding of the NEPI investigation is that research on Homeland Education Systems is severely limited. Little quantitative data exists, and these are generally unreliable; qualitative data is virtually non-existent. This situation has serious consequences for education planning and policy in the rural areas of South Africa; it could also continue substantial wastage of resources and poorly-informed investments in rural education.

Dr. Johann Graaff, a leading South African expert on rural education, will address this challenge through a carefully focused research program on homeland education. He will be supported by a sociologist experienced in rural education research and a trainee researcher (a black South African woman), who will assist in the collection and analysis of data for this research project.

The research team has the following objectives:

1. generate substantive education research profiles for the different homelands.
2. extract clear policy linkages/implications based on the emerging education profiles for the different homelands.
3. identify remaining areas of research which should be explored in the interest of deepening understanding of policy options and strategies for rural education in general, and homeland education in particular.

HRDD believes that this research is essential to the development of new educational policies in South Africa, particularly since the new government will not have the requisite data to know how to redress the education imbalances in the future. For instance, preliminary research shows that QwaQwa has adequate numbers of school buildings, but KwaZulu does not. It will highlight such discrepancies and thus, prevent the further marginalization of rural communities under a new government.

While leadership of the research is white, there is a commitment to training and improving black research skills. No other organization in the country is pursuing research of this kind, therefore, we believe that a purchase order is appropriate. Funds will be provided for completed research reports on the individual homelands, thus, all funding will be performance based.

Program Targets:	Educational Policy Development and Improving the quality of education
Impact:	70% of all children currently being educated in the homelands; with the amount declining to 54% by the year 2020
Leadership:	white, with affirmative action
Estimated Funding:	\$24,999 Purchase Order over one year
Status:	"A" (Level One Activity)

3.3.4 Urban and Rural Development and Education Projects (URDEP)

URDEP was established in 1992 and aims to address the education/development needs of rural organizations and people. An initial needs analysis was conducted in rural areas which constituted the basis for the development of appropriate training programs.

URDEP, a black organization, is presently understaffed. There is only one fieldworker who conducts training and provides support services to build strong rural organizations through extensive community involvement. Within the different rural towns served by URDEP, a number of local facilitators are trained to run literacy workshops for local people.

URDEP has perhaps unparalleled rural outreach into areas not well served in the Cape (such as Karoo and Boland towns where literacy levels are among the lowest in the country). URDEP would like to expand into Namaqualand, another underserved rural outpost.

In addition, the URDEP training model has a strong multiplier effect. The facilitators train other facilitators who themselves are from the community served, thereby maximizing relevance, impact and sustainability of the programs.

HRDD recommends funding this organization under a Purchase Order. URDEP is an organization which shows promise in an area which sorely needs such programs. ABEL will work closely with URDEP on the implementation of this Purchase Order and the development of the required reports on strategic planning, staff development, a needs assessment and an evaluation.

Program Targets:	develop, evaluate, and disseminate models of innovative approaches to adult education
Impact:	trained 50 facilitators in a year
Leadership:	Black
Estimated Funding:	\$24,500 Purchase Order over one year
Status:	"A" (Level One Activity)

3.3.5 Imbali/Natal Midlands Education Conference

The Imbali Community (a township outside Pietermaritzberg) has suffered tremendous violence and turmoil for years. Arguably, it has been the youth from the area and their education which have been most negatively effected by this conflict. This

crisis in education, which the South African Institute of Race Relations estimates obstructed the schooling of 60,000 children around Pietermaritzberg since 1987, is not only related to the assaults, vandalism, killings, and rapes that frequently occur in schools, but to historical neglect and to the decline of a "culture of learning."

In response to the problems of the youth of Imbali, the Imbali Rehabilitation Center, a multi-faceted Imbali community organization, will host an Education Conference. This conference invites outside organizations to join forces with Imbali in reducing educated related problems of Imbali youth. The conference is a two-sided learning experience, planned as a mutual exchange between the people of Imbali and the invited guests.

The conference has an excellent prospect of improving the quality of education in the area and dramatically reducing educational disruptions. The Rehabilitation center is politically neutral and accepted by both Inkatha and the COSATU alliance. The conference will address the immediate crisis of education in the township of Imbali, but will also provide similarly troubled areas with a model strategic plan and mechanism for improving education in their communities.

HRDD recommends supporting this conference under a Purchase Order.

Program Targets:	culture of tolerance; culture of learning
Impact:	education system in Imbali township, a model for similarly troubled areas
Leadership:	Black
Estimated Funding:	\$10,000 under a Purchase Order
Status:	"A" (Level One Activity)

ESAT/SABER PROPOSALS - ROUND 2

TABLE 1.1

***KEY:**

A = definite

B = good possibility,
need more info

C = remotely possible need more info

D = ABEL will do follow up to
strengthen group

R = Reject

NAME OF NGO	CONTACT	TYPE OF PROPOSAL	AMOUNT (SAR) & TIMING	VISIT	STATUS
Ekuhlaleni Pre-School Project	Cheryl Barrat Rose Mbude	Home based pre- school training (ELRU Model)	3 years 407,346	Sarah	A
English Language Teaching Info Centre (ELTIC)	R Bennett	English Language teacher training Brits, Bronkhorspruit, PWV farms schools; outreach	1 year 1,799,800	Cheri	A SABER 3 years
English Literacy Project "Active Voice" Newspaper	Jabu Radebe	Active Voice Literacy/ABE Supplement to community newspapers	2 years 1,121,612	Sarah	A
FACE-Natal	Maurice Radebe	Adult Education Workshops	1 year 231,100	Julie	A Purchase Order
Handspring Puppetry Trust	Basil Jones	Primary school multi-media science program	1 year 3,379,934	Cheri	A SABER 3 years

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Homeland Education Research	Johan Graff	Research - Rural education, analysis research of homelands; policy proposals	One year 92,370	Jennifer ABEL	A Purchase Order
Learn & Teach	Mark Suttner	Publication 30,000 readers/issue	2 years 1,500,00	Jennifer, Dave, Sarah	A
LUCPO	Vakele Mkandawire	Adult literacy	3 years 1,480,000	Sarah	A Purchase Order
Operation Upgrade	David Ensor	Adult literacy	1 year 913,00	Sarah	A
SEP (already approved for funding)	D Triegaardt	R&D, science curr.development	3 years 6,600,000	Sarah, Jennifer	A
TOPS	Prof C Leonard	Rural Education	3 years 3,000,000	Cheri	A (SABER)
USWE	Heather Garner	Adult literacy	3 years 17,286,147	Sarah, Jennifer	A
Dr Adel Gorden	Dr Adele Gorden	Delivery of services to rural schools - training	2 years 553,309	Jonathan	A Purchase Order
Nat. Literacy Cooperation	S Hamilton	Adult Literacy	1 year	Sarah, Jennifer	A

Western Transvaal Education Foundation	Satish Roopa	Community support in education		Cheri & Jonathan	A
Urban & Rural Development	Dr J Marsh	Rural Literacy	3 years 903,720	Jonathan	A Purchahse Order
Vista University (Center for Cognitive Development)	G N Nande	Teacher training	3 years 3,137,000	Jennifer Sarah	A

NAME OF ORGANIZATION	CONTACT	TYPE OF PROPOSAL	AMOUNT & TIMING	VISIT	STATUS
Khokela (Shelf)	Judith Caryer	Pre-School BELC model	3 years 436,421		B
ORT - Sc. & Tech. Ed. Proj	Eli Eisenberg	Teacher training	3 years 3 500,000	Need visit - Cheri & Jonathan	B Resubmit next year

NAME OF ORGANIZATION	CONTACT	TYPE OF PROPOSAL	AMOUNT (SAR) & TIMING	VISIT	STATUS
Child Academy Programs	Isaac Mahlatsi	Pre-school resourc Centre	3 years 427,421	Julie	D
COUNT (Self Project	Penny Smith	Maths		Jonathan	D
Natal Tuition Program	T Phidane	High School Tutoring	1 year 432,650	Julie	D
Community and Family Center	K Rugbur	Pre-school training (ELRU MOD)	1 year 257,117	Julie	D
Job Creation Project	G L Mabuya	Literacy for employment	3 years 348,166		D
Univ. of Bop (Inst. of Ed.	J S Mahlobo	Maths proficiency	1 year 739,500		D
Zamani Adult Lit. Project	P Sigodi	Delivery of adult literacy	1 year 432,704	Sarah Jennifer	D
Zululand Lit. Trust	Jenifer Dunn	Adult Literacy	1 year 131,740	Julie	D

NAME OF NGO	CONTACT	TYPE OF PROPOSAL	AMOUNT AND TIMING	VISIT	STATUS
Academy for Finance	Bob Cooper	Sec. school bridge to jobs	No budget		R
Adult Learning Project (ALP)	Susan Westcott	Adult Literacy	1 year 427,421	Sarah	R
Deved Trust	Caroline Woods	Capacity building communities	1 year 232,913	Cheri, Sarah, Jennifer	R
Found. for Ed. w/Production	Pat v Rensburg	Distance education	1 year 781,000	Sarah & Dave	R
Film Resources Unit	Richard Ishmail	Media Education	1 year 398,851		R
H.I.P.P.Y	Marion Stewart	Strengthening parents as educators, especially mothers	3 years 1,179,914		R
Michaelhouse Deve. Office	N.F Green	Teacher upgrading	1 year 162,500		R
Naledi Pre-primary school		Japanese Maths programme		Jonathan	R

SPEAK English	Jenifer Shames	Teacher training English language			R
St Anthony's Ad Ed Ctr	M Sekati	Adult and matric upgrading			R
SACHED Trust	T. Abrahams	Computerized infor system		Sarah, Jennifer	R
University of Durban	Enver Motala	Research on Education and Labour	18months 529,200		R
Vumani Preschool Project	Catherine Alies	Educare	3 years 2,571,355	Sarah	R

TABLE 2.1 STATUS OF CURRENT GRANTS AND RECOMMENDATIONS FOR NEW GRANTS (CONTINUED)

SABER - ANNUAL WORK PLAN FY93
May 1993 - Round 2

Black = Majority of decision-making power (board and management) is black
White = Majority of decision-making power (board and management) is white
Mixed = Even participation by blacks and whites in decision-making

RECOMMENDATIONS FOR FUNDING

Grant Name/Agreement	Brief Description	Leadership*	Region	Targets	Funding Level	Obligated	Dates
English Language Teaching Info. Ctr.	Teacher training & support farm schools	Black	Brits Bronkhorstspuit	1, 2, 3, 4	\$500,000	\$0	3 years
Handspring Trust for Puppetry in Ed.	primary school science through comics and radio programs	Mixed	All	1, 2, 4	\$500,000	\$0	3 years
Teacher Opportunity Programs	teacher training & certification rural schools - distance ed.	Black	All	1, 2, 3, 4	\$500,000	\$0	3 years
<i>Centrally-Funded Project</i>							
Improving Educational Quality	impact assessments, classroom re-search, training, capacity building	Buy-in	All	1, 2, 3, 4	\$500,000	\$0	1 year
LearnTech	interactive radio, training	Buy-in	All	1, 2, 3	\$650,000	\$0	1 year
<i>Policy Initiatives</i>							
IQC Contract	technical assistance in policy analysis, training	Contract	All	1, 2, 3	\$1,000,000	\$0	3 years

Program Targets:

1. increase the number of qualified and skilled black South Africans
2. develop, evaluate and disseminate models of innovative approaches to education
3. contribute to the policy debate on the future of South African education
4. strengthen selected education institutions and organizations

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TABLE 2.1 STATUS OF CURRENT GRANTS AND RECOMMENDATIONS FOR NEW GRANTS

SABER - ANNUAL WORK PLAN FY93
May 1993 - Round 2

Black = Majority of decision-making power (board and management) is black
White = Majority of decision-making power (board and management) is white
Mixed = Even participation by blacks and whites in decision-making

CURRENT GRANTS

Grant Name/Agreement	Brief Description	Leadership*	Region	Targets	Funding Level	Obligated	Dates
Education Support Services Trust 674-0314-G-SS-2078-00	English learning mat.	White	Namaqualand E. Cape	1, 2	\$500,000	\$500,000	7/23/92 - 6/30/94
English Language Ed. Trust 674-0314-G-SS-2087-00	English - multiple culture	Black	All	1, 2, 3	\$1,000,000	\$925,000	8/1/92 - 7/31/95
Grassroots Educare Trust 674-0314-G-SS-2081-00	teacher training educare	Mixed	Cape Town	1, 2, 3, 4	\$1,000,000	\$1,000,000	8/28/92 - 8/31/95
Open Learning Systems Ed. Trust 674-0314-G-SS-2063-01	interactive radio	Black	All	1, 2, 3	\$1,750,000	\$868,468	7/30/92 - 12/31/93
LearnTech	radio ed. - OLSET	U.S. Contractor	All	1, 2, 3	\$500,000	\$500,000	Buy-in
READ Educational Trust 674-0314-G-SS-2072-00	English - training	White	All	1, 2	\$1,000,000	\$1,000,000	8/27/92 - 8/31/95
Teacher Opportunity Programs 674-0314-G-SS-2071-00	principals upgrading	Black	All	1, 3, 4	\$1,500,000	\$1,000,000	8/1/92 - 7/31/95
Border Early Learning Center 674-0314-G-SS-3037	educare centres - teacher training	Black	E. Cape/Border	1, 2, 3, 4	\$750,000	\$550,000	4/1/93
Independent Teacher Enrichment Cntr. 674-0314-G-SS-3036	in-service teacher training resource develop. primary	Mixed	E. Cape/Border	1, 2, 3, 4	\$850,000	\$850,000	4/1/93
Early Learning Resource Unit 674-0314-G-SS-3038	training - educare policy devel. anti-bias training	Black	W. Cape/All	1, 2, 3, 4	\$1,150,000	\$750,000	4/1/93

Program Targets:

1. increase the number of qualified and skilled black South Africans
2. develop, evaluate and disseminate models of innovative approaches to education
3. contribute to the policy debate on the future of South African education
4. strengthen selected education institutions and organizations

TABLE 2.2 SABER FY 93 - SUMMARY OF FUNDING

SABER - ANNUAL WORK PLAN FY 93

Project No. 674-0314

Project Officer: Cheri Rassas

FY 94

1. AMENDMENTS	Mortgage	FY 93 \$Needs	Mortgages
ABEL Buy-in (approved)	\$300,000	\$300,000	0
OLSET	\$881,532	\$881,532	0
ELET	\$75,000	0	\$75,000
TOPS	\$500,000	0	\$500,000
	\$1,756,532	\$1,181,532	\$575,000
New Agreements - Approved	TOTAL	FY 93	Mortgage
BELC	\$750,000	\$550,000	\$200,000
ITEC	\$850,000	\$850,000	\$0
ELRU	\$1,150,000	\$750,000	\$400,000
Subtotal Approved Grants	\$2,750,000	\$2,150,000	\$600,000
Recommendations for Funding - NEW	TOTAL	FY 93	Mortgage
Handspring	\$500,000	\$500,000	\$0
ELTIC	\$500,000	\$500,000	\$0
TOPS	\$500,000	\$500,000	\$0
LearnTech - Buy-in	\$650,000	\$650,000	\$0
IEQ - buy-in	\$1,000,000	\$700,000	\$300,000
IQC - Tech. Assistance to Policy	\$1,000,000	\$700,000	\$300,000
Subtotal	\$4,150,000	\$3,550,000	\$600,000
TOTAL SABER FUNDING FY 93		\$7,000,000	
Total Approved Agreements (Round 1)		\$2,150,000	
Total Approved Amendments (Round 1)		\$300,000	
TOTAL Amendments (Round 2)		\$881,532	
TOTAL Recommendations (Round 2)		\$3,550,000	
Basic Educ. Officer		\$100,000	
Unprogrammed		\$18,468	
Total Mortgages FY 94			\$1,775,000

TABLE 2.3 MAJOR CATEGORIES OF FUNDING - CURRENT AND RECOMMENDED GRANTS

CURRENT GRANTS

Grant Name/Agreement	Curriculum Development	Educational Materials & Aids	School Administration	Teacher Training	Policy Analysis & Options	Educare
ESST 674-0314-G-SS-2078-00	*	*				
ELET 674-0314-G-SS-2087-00	*			*		
Grassroots Educare Trust 674-0314-G-SS-2081-00	*	*	*	*	*	*
OLSET 674-0314-G-SS-2063-01	*	*		*		
Learning Technologies for Basic Ed.	*	*		*		
READ Educational Trust 674-0314-G-SS-2072-00	*	*		*		
TOPS 674-0314-G-SS-2071-00			*	*	*	
NEW GRANTS						
Border Early Learning Center (BELC) 674-0314-G-SS-3037-00	*	*	*	*	*	*
Independent Teacher Enrichment Center 674-0314-G-SS-3036-00	*	*		*		
Early Learning Resource Unit (ELRU) 674-0314-G-SS-3038-00	*	*	*	*	*	*
REQUESTS FOR APPROVAL - ROUND 2						
English Language Teaching Inform. Center	*	*		*	*	
Handspring Puppetry Trust	*	*		*		
Teacher Opportunity Programs (TOPS)			*	*		

Table 3.1 ESAT FY 1993 SUMMARY OF FIRST ACTION PLAN

Project No: 674-0302

Project Officer: Sarah Labaree

1. MORTGAGES	FY93 \$ obligation	Drafter	Status
ABEL Buy-In	100,000	JBisgard	drafting
SACHED Trust	300,000	THimelfarb	signed Feb 9
Education Foundation	322,471	JBisgard	negotiations
SPEAK	150,000	THimelfarb	signed Feb 25
TREE	200,000	TH/SL	signed April 20
SAAECE	100,000	TH/SL	signed March 15
IEB	250,000	TH/SL	drafted
DEAL	100,000	TH/SL	drafted
Small Beginnings	100,000	TH/SL	signed April 20
EDUPOL	100,000		no action taken
Perspectives in Education	22,000		no action taken
TELL	55,000		no action taken
	1,799,471		
2. AMENDMENTS	FY93 \$ obligation	Drafter	Status
ABEL Buy-In	300,000	JBisgard	drafting
	300,000		

3. NEW AGREEMENTS	Total grant	FY93 \$ oblig	Grade	Drafter	Status
PROTEC	400,000	300,000	"A"		negotiations
Ikemeleng Remedial Center	310,000	200,000	"A"	SLabaree	circulating
National Ed Conference (SACHED)	200,000	200,000	"A"	TH/JB	drafting
Hluvkani Literacy Association	24,999	24,999	"A"	SLabaree	no action taken
Ons Leer Mekaar	200,000	200,000	"A"		negotiations
Queenstown Early Learning Center	400,000	200,000	"A"	CRassas	ciculating
Primary and High School Tuition	24,999	24,999	"A"		negotiations
Project Literacy	700,000	376,000	"A"	SLabaree	negotiations
Independent Teachers Res Center	200,000	200,000	"A"	JBisgard	negotiations
Science Education Project	700,000	476,000	"A"		no action taken
Learn and Teach	150,000	150,000	"A"		no action taken
	3,309,998	2,351,998			
MORTGAGES FY 94:	958,000				

5. SUMMARY

TOTAL FY 1993 ESAT Funding: 6,000,000

Approved Obligations:

Mortgages	1,799,471
Amendments	300,000
New Agreements	2,351,998

TOTAL: 4,451,469

Obligated to date:

Mortgages	850,000
Amendments	0
New Agreements	0

TOTAL: 850,000

Progress to date:

% Total Obligations Made
14%

UNPROGRAMMED FUNDS: 1,548,531

May 1993

Table 3.2 ESAT FY 1993 REQUEST FOR FUNDING
SECOND ACTION PLAN REVIEW

Project No: 674-0302
Project Officer: Sarah Labaree

Total FY 93 Funding: 6,000,000 Unprogrammed Funds: 1,548,531

1. NEW AGREEMENTS: with "A" Status	Total Grant	FY 93 Needs
ELP - "Active Voice"	125,000	125,000
Ekuhlanleni Preschool Project	125,000	125,000
National Literacy Cooperation	150,000	150,000
Operation Upgrade	300,000	200,000
USWE	300,000	200,000
Center for Cognitive Dev - Vista	200,000	200,000
Western Transvaal Ed Foundation	125,000	125,000
	<hr/>	<hr/>
	1,325,000	1,125,000
 2. TECHNICAL ASSISTANCE: PIO/T's approved		
<hr/>		
ESAT Project Asst		95,000
Dependent Spouse		14,000
Graduate Student Intern		16,700
		<hr/>
		125,700

2

3. PURCHASE ORDERS: with "A" Status

FY 93 Needs

FACE – Natal	24,999
Homeland Education Research	24,999
LUCPO	24,933
URDEP	24,000
Imbali/Natal Midlands Education Conference	10,000
	<hr/>
	108,931

4. SUMMARY

TOTAL FY 1993 ESAT Funding: 6,000,000

APPROVED Programming of Funds:

PROPOSED Programming of Funds:

Mortgages	1,799,471
Amendments	300,000
New Agreements	2,351,998
	<hr/>
	4,451,469

New Agreements	1,125,000
Techn. Assistance	125,700
Purchase Orders	108,931
	<hr/>
	1,359,631

UNPROGRAMMED Funds 1,548,531
(as of Feb 93)

REMAINING Funds: 188,900

NOTE THAT IT IS OUR EXPECTATION THAT THE REMAINING \$188,900 WILL BE ABSORBED DURING THE NEGOTIATIONS WITH A VARIETY OF GRANTEEES.

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May 21, 1993

Table 3.3: **ESAT FY 1993 ACTION PLAN**
DESCRIPTION OF NEW GRANTS

KEY TO TARGETS:

1. increase the number of qualified and skilled black South Africans
2. develop, evaluate, and disseminate models of innovative approaches to education
3. contribute to the policy debate on the future of South African education
4. strengthen selected education institutions and organizations

Funding Level	Name of Organization	Leadership	Targets	Region	Brief Description
\$200,000 for two years	Center for Cognitive Development (CCD)	Mixed Board; Black Management	1,2,4	Vaal Triangle	Primary school teacher training - Vaal triangle
\$125,000 for two years	Ekuhlaleni Community Preschool Project	Black	2,4	Nyanga, Guguletu, Langa and Kyalitsha	Community-based training programs for educare workers and parents in Cape Townships
\$125,000 for 18 months	ELP "Active Voice"	Black	1,4	National distribution	Newspaper insert for semi-literate adults.
\$24,999 Purchase Order for one year	Forum for Adult and Continuing Education (FACE - NATAL)	Black	3,4	Natal	Networking coord. body for the ABE field in Natal region
\$24,999 Purchase Order for one year	Hluvukani Literacy Association (HLA)	Black	1,4	Northern Transvaal	Assoc. of community-based literacy NGOs
\$24,999 Purchase Order for one year	Homeland Education Research: Dr. Johann Graff	White; with Aff. Action	3,4	Homelands	education research profiles for the homelands
\$310,000 for three years	Ikemeleng Remedial Education Center (IREC)	Black	1,2,3,4	Soweto PWV	Community based remedial education program
\$10,000 Purchase Order for one year	Imbali/Natal Midlands Education Conference	Black	2,3	Imbali Township	conference to address the education crisis

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\$200,000 over three years	Independent Teachers' Resource Center (ITRC)	Black Director; Mixed Board	1,2,4	Port Elizabeth	training of Science and Maths teachers
\$24,933 Purchase Order for one year	Lesedi Ukukhanya Community Project Organization (LUCPO)	Black	1,4	Vaal Triangle	Community- based literacy NGO
\$150,000 for 18 months	National Literacy Cooperation (NLC)	Black	1,2,3,4	National	Independent network of 58 literacy and ABE NGOs
\$200,000 for two years	Ons Leer Mekaar	Black	1,3	Cape Province	magazine for literacy learners; Afrikaans speaking communities
\$300,000 for three years	Operation Upgrade	Mixed	2,4	Natal/KwaZulu region	ABE organization (teacher training programs)
\$24,999 Purchase Order for one year	Primary High School Tuition Project (PHSTP)	Black	1,2	Cape informal townships	primary and high school students with problem areas in English, Maths, and Afrikaans.
\$300,000 over three years	Queenstown Early Learning Center	Mixed	1,2,3,4	Border Region	Pre-school teacher training programs, formerly with BELC
\$24,500 Purchase Order for one year	Urban and Rural Development and Education Project (URDEP)	Black	1,2,4	Namaqua-land, Boland and the Karoo	Rural literacy program, community development
\$300,000 for three years	Use, Speak, Write English (USWE)	Mixed	1,2,3,4	Cape Province	ABE organization (teacher training and material development)
\$125,000 for two years	Western Transvaal Education Foundation (WTEF)	Black	1,2,4	Western Transvaal	Pre-school teacher training and literacy program "for street children"