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Sectoral Report



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Acronyms

ABET.....	Adult Basic Education and Training
ACGB.....	Adult Centre Governing Body
AET.....	Adult Education and Training
AETASA.....	Adult Educators and Trainers Association of South Africa
BSA.....	Business South Africa
COSATU.....	Congress of South African Trade Unions
CBO.....	Community Based Organisation
CHE.....	Council on Higher Education
CPM.....	Cluster Programme Manager
DEAFSA.....	Deaf Federation of South Africa
EMIS.....	Education Management Information Systems
ETQA.....	Education and Training Quality Assurer
FET.....	Further Education and Training
LSM.....	Learning and Support Materials
IAAB.....	Interim ABET Advisory Board
IDC.....	Inter-Departmental Committee
MYIP.....	Multi-year Implementation Plan
NGO.....	Non-governmental Organisation
NLC.....	National Literacy Co-operation
NQF.....	National Qualifications Framework
NYC.....	National Youth Commission
OBE.....	Outcomes Based Education
PALC.....	Public Adult Education Centre
PCC.....	Inter-Provincial Co-ordinating Committee
RPL.....	Recognition of Prior Learning
SAQA.....	South African Qualifications Authority
SADTU.....	South African Democratic Teachers' Union
SANGOCO.....	South African NGO Coalition
SETA.....	Sectoral Education and Training Authority
SGB.....	Standards Generating Body

Foreword

otal literacy in our lifetime" has been the battle cry for adult basic education, training and development activists since the 70s and 80s. This slogan has symbolised and encapsulated the inherent ambition and vision that has been the driving force behind all our efforts in the provision and delivery of adult literacy basic education, training and development in this country.

Over the past five years (in particular) a number of initiatives have been undertaken towards developing a viable and efficient ABET system in this country. Of particular note is the Multi Year Implementation Plan and the Policy Document for ABET adopted in October 1997. The role played by the Department of Education's Adult Education and Training Directorate together with NGOs, trade unions and the economic sector in the implementation of the Plan and ABET policies has been crucial in forging unity of purpose towards realising the common vision of a literate South Africa.

Our resolve to realise this vision of a literate South Africa has led us, as a sector, to undertake a number of initiatives including the Interim ABET Advisory Body (IAAB). Different structures for co-ordination and co-operation within the ABET sector make up the Interim ABET Advisory Body (IAAB). ABET Provincial Fora and Councils and in addition, key stakeholders from the state, NGO, labour and economic sectors contribute to this body which is modeled on a unified and focused way to deal with the problem of illiteracy at a national level. The successful implementation of the Plan depended on these structures functioning properly and achieving their goals.

Therefore, this is the first attempt at putting together a report for the ABET Sector in this country. Invariably this is a learning experience for all of us in the Sector. The report begins to capture and put on record the work that the ABET sector has done over the past five years particularly in relation to the Plan. Furthermore, the report seeks to bring into sharper focus the successes achieved and progress made as a sector. On the other hand it also captures the different problems that different stakeholders have encountered in the process of providing ABET and contributing towards the development of a viable ABET system in the country.

It is of particular interest to us in the IAAB that the Sectoral Report on ABET comes at the beginning of a new century and with the Minister's Call to Action pronouncing that there should be no illiterate adult person in the 21st century. The Implementation Plan for Tirisano launched by the Honourable Minister of Education, Professor Kader Asmal on the 13th January 2000 has prioritised adult literacy and basic education as one of the crucial thrusts for development and social transformation in this country.

We hope that the ABET sector in general will be empowered by this report to begin a process of reflecting critically on its own practices and learning from its shortcomings in order to better its plans for the future to achieve the targets that the sector has set for itself. We appreciate the problems encountered by the authors of this report and we, on behalf of the ABET Sector, would like to send our heartfelt thanks to them for a job well done.

Thank you

Mandla Mthembu
Gugu Nxumalo
IAAB Chairperson
Director: AET
Department of Education

Chapter 1: Introduction

The Constitution of the Republic of South Africa has enshrined the right of all citizens "to a basic education, including adult basic education, and to further education, which the State, through reasonable measures, must make progressively available and accessible"¹. Furthermore, the White Paper on Education (1995) firmly asserts the Ministry of Education's commitment to redress past inequalities by providing basic education for adults. This Ministry sees these adults as a "force for social participation and economic development" (ibid.).

It seems useful to begin by looking at the extent of the problem of illiteracy in South Africa today. According to 1996 figures released by Statistics South Africa, there are 23 699 930 adults between the ages of 16 and 65 in South Africa. Of these, 3 283 290 have not accessed any schooling and 9 439 244 have not completed Grade 9. By deduction therefore, 54 percent of the total adult population has not completed a general level of education.

It is needless to say that this has dire social, political and economic consequences. Some of the most serious consequences relate to:

- ⊗ A lack of confidence, empowerment and autonomy within families and communities;
- ⊗ Inability to keep children in school and assist and monitor their progress;
- ⊗ Low awareness of health and nutritional practices to the detriment of their families;
- ⊗ Poverty and disease;
- ⊗ Unemployment and crime;
- ⊗ The inability to participate fully in community, social and political affairs;
- ⊗ The inability to engage with the print and electronic media;
- ⊗ No access for the majority of citizens to further learning and quality employment opportunities.

The Minister of Education's Call to Action (1999) rightly argues that "no adult South African citizen should be illiterate in the 21st century". This is in line with the generally accepted vision of a "literate South Africa within which all its citizens have acquired basic education and training that will help them to effectively participate

in socio-economic and political processes to contribute to reconstruction, development and social transformation"2. In order to realise this vision, the Minister of Education foresees an Adult Basic Education and Training (ABET) Programme which transcends literacy. This programme targets learning outcomes that empower and/or enable learners to proceed with further education and training within the broad concept of lifelong learning.

The Department of Education together with other sectors in ABET, i.e. NGOs, Business and Labour, developed the national Multi-Year Implementation Plan (MYIP) for Provision and Accreditation (1997) to amongst other things, facilitate organised, focused, well structured and planned delivery of ABET. The Plan is informed by, and grows out of experiences in the process of implementation of the Ithuteng "Ready to Learn" Campaign (1996), and efforts to transform State, NGO and business provision more broadly, on both a national and provincial level. This is a national plan which gives expression to the collective efforts and contributions of all sectors - State, economic, and non-governmental - in formulating an effective, efficient, high quality and relevant Adult Basic Education and Training system.

The overall national objective of the Plan is to provide general (basic) education and training to adults for access to further education and training and employment. That is, to increase quality and quantity of relevant and appropriate learning and learning services to adults and out-of-school youth who have been unable to access education and training as envisaged in the National Education Policy Act, the White Paper on Education and Training (1995) and the South African Quality Assurance Act (1995).

The Plan propagates a two-phase approach to implementation. The first phase commits all players to setting up the systems and structures needed to ensure effective and efficient delivery at a scale, which is sustainable and well managed with ownership filtering down to the lowest denominator. The second phase of the Plan concentrates on delivery at a scale with the intensified recruitment of learners during the years 2000 and 2001. The plan reflects broad consensus around a target of 2.5 million adults into the learning system by the year 2001. Compared with the 9.4 million adults, who should have access to the learning system, this target is not large, but significant and attainable.

The establishment of the Directorate for Adult Basic Education and

Training in 1995 (now renamed the Directorate for Adult Education and Training) facilitated the process of bringing together major stakeholders and role-players in the adult basic education and training domain. This is critical since the various activities and outcomes prescribed in the Plan can only take place if the sectors are coherent and co-ordinated, providing systematic and formalised learning and teaching. Within this framework, each stakeholder at national, provincial and local level was to develop context and constituency specific business plans to improve the quality and quantity of the services they provide. While the national and provincial departments of education have the largest responsibility for ensuring that the greatest numbers of learners are reached and drawn into the system, the Plan makes provision for all stakeholders to realise and expand their responsibility.

This Sectoral Report therefore, is a compilation of reports from stakeholders which details their progress in this regard and their individual contributions to the Plan up to the final quarter of 1999. These details were provided in the form of a template designed by the Department for Adult Education and Training and submitted to the Interim ABET Advisory Board (IAAB). This template is attached as Appendix 1.

The over-arching purpose of this advisory body is to ensure co-ordination and co-operation within the ABET sector and that learning provision and services for adults and out-of-school youth are seen as a national effort. It was envisioned that through the establishment of the IAAB, a greater number of potential and actual learners could be addressed, given that it necessitates the combined efforts of all sectors, and a more unified approach to the delivery of quality learning programmes and assessment of achievements.

Within the IAAB, each stakeholder representative is responsible for and accountable to its own constituency and/or sector. For example, the National Department of Education, through the Adult Education and Training Directorate, is responsible for representing national interests and the national Inter-provincial Co-ordinating Committee representatives are responsible to the provincial departments and represent their interest, commitments and concerns in the IAAB.

Let us now turn to look at the functions of the IAAB. Besides ensuring co-ordination and co-operation in the ABET sector, the IAAB's functions also include:

1. Policy review and formulation;
2. Planning and consolidation of delivery plans;
3. Public advocacy;
4. Research and development;
5. Mobilisation of financial resources;
6. Government and parliamentary lobbying;
7. Developing collaborative relationships to facilitate service delivery;
8. Allocation of resources;
9. Co-ordination of and linkages with working committees which are internal and external to the sector;
10. Interfacing with the South African Qualifications Authority;
11. Ensuring adequate representation and accountability for the sector's interest with regard to all aspects relating to the National Qualifications Framework. This would include monitoring and reviewing standards and qualifications emerging from all the National Standards Bodies and from within the sector;
12. Cross-referencing plans and implementation proposals from all representatives to ensure that programmes for learners mutually complement and reinforce each other;
13. Reporting nationally on achievements in respect of national plans, programmes and policies and issues emerging in representative structures so that overall information can be gathered and disseminated.

These functions form the basis of this report, which has been organised alphabetically by sector, and focuses on each actor's contribution to the Plan in terms of their stated goals, key activities, key obstacles encountered, achievement and successes and other general issues. Statistics have been provided where available. Each of the sub-sectoral reports has been written by a representative of the IAAB and their names have been included in the relevant chapter.

It is however, important to note that this report covers a reporting period from 1998 to 1999 and therefore, some statistics may be out of date. Given that many sub-sectors did not include statistics in their individual reports we have concluded this Sectoral Report with statistics provided by the AET Directorate in association with the Education Management Information Systems Directorate of the National Department of Education. These may reveal some inconsistencies with the data, but we are confident that the establishment of the ABET Education Management Information System, as well as training for departmental officials will deal with this.

Chapter 2: Department of Labour

According to the Department's report by Ms Pauline Matlhaela, dated January 1999, it responds to the needs of its employees, unemployed who are being trained using state funds and employees of companies that are subsidised by the department.

The Department's stated goals are as follows

- ⊗ to reduce illiteracy within the Department amongst staff members;
- ⊗ to facilitate access to education and training for all staff members, especially those who cannot read and write;
- ⊗ to promote the principle of lifelong learning;
- ⊗ to empower people for upward mobility and career pathing for the duration of, but not limited to their time in the department;
- ⊗ to increase access to resources such as information and bursaries by the year 2000.

Key Activities engaged in

- ⊗ designing the Learnerships;
- ⊗ designing the Quality Assurance system;
- ⊗ implementing capacity building projects.

Major Obstacles Encountered

- ⊗ a limited budget for ABET activities;
- ⊗ lack of proper infrastructure for teaching and learning;
- ⊗ insufficient time for ABET;
- ⊗ lack of support from management;
- ⊗ insufficient and inappropriate learning material;
- ⊗ implementation of national projects.

Achievements and Successes

- ⊗ 70% pass rate in national examinations;
- ⊗ institutional understanding.

General Issues, Concerns, Comments

- ⊗ there is a general lack of clarity on curriculum and the learning resources to back up the available unit standards.

Sector's contribution to the implementation of the ABET policy and

the execution of the Multi-Year Implementation Plan

- ⊗ developed financial policies that bind the beneficiaries to link their current programmes with ABET;
- ⊗ implemented ABET programmes provincially;
- ⊗ networked with other organisations to share information.

Chapter 3: Directorate: Adult Education and Training (AET)

r Noel Daniels submitted the report by this Directorate, dated 11 October 1999. This report states that while the identification of priorities is not a replacement for ongoing work of this Directorate, it is a targeted intervention to ensure visible change. This directorate is committed to this process of identifying priorities and assisting the provinces and other sectors in the achievement of these. The success of the Minister's priority regarding illiteracy in particular is dependent on national consensus, which implies collective ownership, and accountability by government in particular and other partners in general, hence the critical nature of this Sectoral Report.

The AET Directorate holds that there is no single agreed definition of literacy. Over the last two decades, researchers have conceptualised literacy primarily in functional terms and tend to fall into one of two categories. The first defines literacy in terms of allowing individuals and groups to become generally functional in their own societies, whilst the second posits that literacy is part of an economic strategy to promote higher productivity and contribute to development.

In order to reach commonality when dealing with issues of literacy, this Directorate now refers to those who have not obtained a general or basic education. This Directorate has, in addition, developed the Plan, a social contract between the state, the economic and NGO sectors, since illiteracy can only be reduced through the concerted and collective efforts of all sectors. In terms of this plan, all government departments must provide basic education to their employees and the constituencies they serve. Business and the labour movement must work together to raise the education and training levels of employees and the communities in which they live. In other words, civil society must pool its resources to ensure that every South African has access to education and training opportunities.

In terms of the funding situation, public and private education constitutes the largest single investment in South Africa. In the public sector alone investment rose from R 29.3 billion in 1995/6 to R

38.6 billion in 1997/8. In spite of this level of expenditure, schools and higher education institutions still experience an acute shortage of resources for effective and quality education provision.

The Expenditure of Provincial Education Departments for 1997/8 Report revealed that during the 1997/8 financial year ABET expenditure represented 0.89 percent of total expenditure. By contrast, spending on primary and secondary schools amounted to 49.05 percent and 33.64 percent respectively.

The Expenditure of Provincial Education Departments for 1995 - 8 Report showed that the actual expenditure on ABET through the collective provincial departments increased from R160 million in 1995/6 to R207 million in 1996/7 to R343 million in 1997/8. However, a comprehensive study should be undertaken to ascertain the exact level of financial commitment to ABET.

In addition, the shift of emphasis from policy to implementation has placed greater demands on the development of systems, structures and capacity at provincial level. The AET Directorate is committed to this process and together, the sector as a whole can claim the following achievements:

- ⊗ Interim Guidelines for ABET were tabled and a pilot project targeting level 1 and 2 adult learners reached more than 100 000 learners;
- ⊗ The development of A Policy Document on Adult Education and Training (October 1997) and a National Multi-year Implementation Plan: Provision and Accreditation (October 1997), endorsed by the Heads of Education Committee and the Council of Education Ministers;
- ⊗ Provision has been made for ABET centres in the South African Schools Act of 1996 and for adult educators in the Employment of Educators Act, 1998;
- ⊗ The Department of Education has exceeded the planned target of 154 000 ABET learners enrolled in 1998 and 177 100 ABET learners enrolled in 1999, as agreed to in the Plan;
- ⊗ A national Education Management Information System is being established for the Department of Education's ABET provision;
- ⊗ A new curriculum for adult learners is being implemented;
- ⊗ Adult educators are undergoing appropriate training to implement the new curriculum. Organisations such as Use Speak and Write

English (USWE) and the English Resource Unit (ERU), amongst others, were awarded contracts by the Department of Education to assist with this task;

- ☉ Bilateral funding in excess of R80 million has been raised for innovations in ABET;
- ☉ The Department of Education has prioritised the promulgation of an ABET Act;
- ☉ The Interim ABET Advisory Body will be transformed into a statutory ABET Board.

The following documents were developed by the AET Directorate, in conjunction with other ABET sectors and IAAB standing committees:

1. Draft National Regulatory Framework - 1997
2. Policy Document on Adult Basic Education and Training - 1997
3. Multi-year Implementation Plan - 1997
4. Provincial Multi-year Implementation Plans - 1998
5. Draft Unit Standards for Communication/Language and Numeracy/ Mathematics ABET Levels 1-3 - 1998
6. Practitioner Training Providers Audit - 1998
7. Learning Support Materials Audit - 1998
8. National OBE Training Manual - 1998
9. National Assessment Training Manual - 1998
10. Needs Analysis (Eastern Cape and Northern Province) - 1998
11. Feasibility Study (Eastern Cape and Northern Province) - 1998
12. Interim Strategy for Monitoring and Evaluation - 1998
13. Draft RPL Framework Document - 1998
14. Constitution of the Interim ABET Advisory Body (IAAB) - 1998
15. Draft Standards for ABET Facilitators (Educators) - 1998
16. Draft Unit Standards for the 8 Learning Areas, NQF Level 1 - 1999
17. Draft Unit Standards for Agriculture and SMME, NQF Level 1 - 1999
18. Assessment Action Plan - 1999
19. Agriculture and SMME Assessment Exemplars - 1999
20. Qualifications and Assessment Systems document (including level descriptors, learnerships and GET qualification proposal) - 1999
21. Learning Programme Exemplars - 1999
22. National Learning Programme Training Manual - 1999
23. National Learning Support Materials Training Manual - 1999
24. Assessment Policy for Grades 0-9 and ABET - 1999
25. Administrative Guide for Placement Tools - 1999
26. Placement Tools for 7 Learning Areas - 1999
27. Social Mobilisation and Advocacy Strategy for ABET - 1999
28. Provincial Governance Training Manual - 1999/2000

29. Ikhwelo Newsletter, Issue No. 1 - 1999
30. Ikhwelo Newsletter, Issue No. 2
31. Unit Standards for the 8 Learning Areas, ABET Levels - In process
32. Unit Standards for Tourism, Ancillary Healthcare, Hospitality, Information Communications Technology and Agroprocessing - In process
33. National Project Management Training Manual - In process
34. Learning Support Materials Audit Update - In process
35. Learning Support Materials Evaluation - In process
36. Curriculum Framework Document - In process
37. Learning Programme Design Handbook - In process
38. Education Management Information System Reports - In process
39. Impact Study of the Application of the Cascade Model - In process

Chapter 4: Higher Education Sector

Dr Zelda Groener submitted a preliminary report on behalf of this sector. The report is dated 10 December 1999 and highlights some issues and challenges surrounding the accreditation of adult educator qualifications and the recognition of adult educator qualifications for employment and remuneration purposes, particularly in relation to the Certificate qualification offered by several universities.

ccreditation of Adult Educator Qualifications: Current Situation Universities offer a range of adult educator qualifications at different levels, including a Certificate for Educators of Adults. The entry requirements for this qualification ranges from Grade 10 to Grade 12. This qualification is internally accredited by those universities and does not generate full-time equivalents.

Registration of Qualifications with the South African Qualifications Authority (SAQA)

During the course of 1998, when universities were required to submit their applications to SAQA for the provisional registration of qualifications, some universities applied for the registration of the Certificate for Educators of Adults. SAQA acknowledged the provisional registration of the Certificate for Educators of Adults. At this moment universities are submitting their applications to SAQA for interim registration. According to the South African University Vice-Chancellor's Association (SAUVCA), "SAQA will not process applications for interim registration unless the qualification in question has been approved by the Higher Education Branch of the Department of Education". The document from which this quotation is extracted also makes reference to the fact that qualifications submitted to the Department of Education which do not comply with the SAPSE 116 qualification structure, are being turned down by the Department of Education and can therefore not be registered with SAQA. The preliminary report argues that the Certificate for Adult Educators is a case in point. Problems are not anticipated in relation to the registration of the Advanced Diploma for Educators of

Adults, which is a post-graduate qualification, generates full-time equivalents (FTEs) and has been offered by several universities over many years.

Recognition of Adult Educator Qualifications for Employment and Remuneration Purposes

This report posits that government employs a significant number of adult educators. It is alleged that there have been instances in which adult educator qualifications including the Certificate for Educators of Adults and the Diploma for Educators of Adults have not been recognised for employment and remuneration purposes. The issue of recognition of adult educator qualifications for employment and remuneration purposes should however not be considered in isolation of the registration of qualifications. It is apparent that the registration of qualifications with SAQA adds substantial value to a qualification. Therefore, employers, including government, would be more positively disposed to recognising adult educator qualifications for employment and remuneration purposes if these were registered with SAQA.

Challenges for the Council for Higher Education (CHE): Sub-committee on Accreditation of Learning Programmes

The challenge for the CHE, according to this report, is to decide whether the Department of Education will continue to turn down qualifications that do not comply with the SAPSE 116 qualification structure. The CHE should discuss the contradiction between access, which the NQF purports to provide and prohibition by the SAPSE 116 qualification structure. As long as this continues, SAQA will not register these qualifications and employers may continue to resist recognising some qualifications for employment and remuneration purposes.

The challenge put to the IAAB by this report is that the IAAB should discuss its role in relation to these matters.

Chapter 5: Inter-Government Departmental Committee (IDC)

r B. Lenkoe submitted the report on behalf of the Inter-Government Departmental Committee (IDC).

The Draft Policy on ABET (1997) holds that the Department of Education will influence NGOs, industry and other government departments and co-ordinate their programmes in partnership with other stakeholders so as to maximise the impact on levels of literacy. The Multi-Year Implementation Plan on Adult Education and Training identifies government departments and ministries as integral role-players in planning for adult education and training provision and accreditation.

Because of their involvement in ABET provision and delivery, the following government departments have been identified by the AET Directorate as having an essential relationship to multi-year cyclical planning for adult education and training provision and accreditation.

- ⊗ Department of Labour
- ⊗ Department of Welfare
- ⊗ Department of Sport
- ⊗ Department of Land Affairs
- ⊗ Department of Trade and Industry
- ⊗ Department of Water Affairs
- ⊗ Department of Agriculture
- ⊗ Department of Mineral and Energy Affairs
- ⊗ Department of Arts, Science and Technology
- ⊗ Department of Correctional Services
- ⊗ Department of Public Works
- ⊗ South African Police Services
- ⊗ The Service Corps of the South African National Defense Force
- ⊗ Department of Constitutional Development
- ⊗ Department of Transport and Public Works
- ⊗ Department of Transport and Public Works

The functions of the Inter-Government Departmental Committee include

- ⊗ Co-ordination of adult learning provision and delivery in government departments and ministries other than the Departments of Education and Labour;
- ⊗ Co-ordination of government resource allocations which include education and training components;
- ⊗ Developing the political will for ABET within and between their structures;
- ⊗ Monitoring service delivery in other ministries and departments; and
- ⊗ Providing support to ministries and departments for delivery and networking.

Given the above, a survey of provision in these departments was conducted by the IDC and is summarised below:

The Department of Agriculture

This department has around 850 potential learners interested in participating in ABET. The budget allocation is R60 000. However, there are no practitioners involved and no adult learning centres have been established.

Department of Arts, Culture, Science and Technology

This department did not submit a report.

Department of Constitutional Development

There are no adult education programmes under this department since a budget has not been allocated.

Department of Correctional Services

This department is committed to apply measures with regard to convicted prisoners and probationers as may lead to their reformation and rehabilitation. These measures include offering education and training opportunities in all fields and areas of learning in accordance with the belief that every prisoner has the right to basic education and to be instructed in the language of his or her choice, where this is reasonably practicable. In particular, the Department is committed to eliminating illiteracy amongst offenders and giving them the chance to raise their levels of education and training. Participation is free for all ABET sub-levels.

According to this report, the number of ABET learners in 1998, served by Correctional Services, can be broken down as follows:

Province	Number of Learners
KwaZulu Natal	714
Free State	463
Western Cape	1983
Northern Cape	673
Gauteng	2006
Northern Province	95
Mpumalanga	976
North West	1046
Total	7956

Education programmes range from ABET, Life Skills, Library Education and Training Programmes such as Building and Workshop, Hairdressing, Woodwork, Plastering, Flower arrangements, Candlework, Metal Work, Leather Work, Waiters Course, Tractor Driving course, Crane Operator, Petrol Pump Attendant, Milking Machine Operating Course. The budget allocated for these activities is R 47 101 500.

Department of Education

The Department of Education's Adult Education and Training Directorate liaises with other national stakeholders and works closely with Provincial Education Departments.

The new Curriculum in ABET levels 1 and 2 Language and Numeracy is offered in all provinces except Mpumalanga and the Western Cape. All provinces offer the Standard 8 and 10 syllabi. In 1998, Levels 3 and 4 were introduced in Language, Numeracy, Science, Technology, Human and Social Sciences. In 1999 all 8 learning areas were implemented. Provision at NQF levels 2-4 will continue to be used until the policy for FET has been developed.

The following are statistics for ABET and FET learners:

Province	ABET	FET	Total
Eastern Cape	62 700	40 000	102 700
Western Cape	2 100	3 300	5 400
Mpumalanga	20 000	26 000	46 000
Northern Cape	3 000	3 900	6 900
Free State	6 600	8 000	14 600
KwaZulu Natal	-	-	54 000
North West	23 000	30 000	53 000
Northern Province	-	-	-
Gauteng	10 000	10 000	20 000
Total	127 400	121 200	248 600

The provincial budget allocation for AET for 1999 was as follows:

Province	AET (R millions)
Eastern Cape	70
Western Cape	19
Mpumalanga	39
Northern Cape	6.8
Free State	8.3
KwaZulu Natal	21.2
North West	32
Northern Province	22.6
Gauteng	20.8
Total	239.7

There are approximately 982 adult learning centres and 9 369 practitioners around the country.

Department of Environmental Affairs

This department runs AET programmes for their employees. Despite no budget, there are 16 learners, and of these 7 are on Level 1 Zulu and Pedi and 9 are at Level 3 English and Mathematics. Three facilitators have been contracted to run the project. The department does not have contacts in the provinces but there is an Environmental Affairs Sub-committee, with which they liaise.

The Department of Health

The Department of Health does not have a structured programme to

provide adult education. It is the responsibility, therefore, of every official to subscribe to an educational institution in order to obtain the desired qualification.

This department is however, in the process of finalising an in-house training programme for semi-literate officials who are interested in improving their English and at the same time enhancing their basic life skills. This programme will be launched with a target group comprising of 51 cleaners and food service aids. The budget allocated is R 14 000, and two training officers have completed an extensive training programme.

The Department of Labour

This department has 103 973 learners at various ABET levels, targeting the unemployed (66 475), unemployed persons trained by state-aided training in the former TBVC-states and self-governing territories before April 1997 (5831), those employed (31 279) as well as those undergoing apprenticeships.

The budget allocation for 1997/98 totals R139 000 000 and is split amongst the following line items:

Programmes Offered	Budget (R)	NO. of Training Centres
Training of unemployed persons		
⊗ Long-term providers	78 000 000	15
⊗ Short-term providers	49 000 000	506
Employee Training Programme (ETP)	10 000 000	-
Trainee Training Scheme	2 000 000	5
Total	139 000 000	-

In addition, private training centres registered in terms of Section 32 of the Manpower Training Act, 1981 (Act 5 of 1981) have established 586 training centres throughout the country.

The Department of Land Affairs

ABET provisioning in the Department of Land Affairs is currently outsourced. Providers of this service have their own practitioners and well developed support programmes.

In terms of support initiatives, close links with all Provincial Departments of Education, National Literacy Co-operation, and all tertiary institutions have been established. In addition, a plan of action for mutual co-operation has been discussed. A partnership agreement with Technikon SA in the North West and Western Cape provinces is being negotiated.

In terms of monitoring, all ABET providers submit monthly reports, and Education Committees have been established in provinces where programmes have been implemented. These committees are composed of individual learners as well as workplace and gender forums. Co-ordinators visit provinces on a quarterly basis.

With regard to capacity building and awareness creation, ABET articles are published in a monthly Department Journal. In addition, one poster is printed every quarter. Finally, this department participates in ABET activities organised by Provincial Education Departments e.g. International Literacy Day and various workshops.

The Department of Land Affairs is also responsible for the provision of ABET to beneficiaries of the Land Reform Programme. In 1998, the following pilot areas were decided upon for implementation:

- ⊗ Welverdiend Community - Lichtenburg District, North West Province (1 200 potential learners);
- ⊗ Nelson's Creek Community - Paarl District, Western Cape Province (745 potential learners);
- ⊗ Area near Pietersburg, Northern Province (800 potential learners).

The intention was to implement the programme in partnership with other government departments, NGOs, tertiary institutions and the private sector.

The budget for this process amounts to R854 000 and the service providers are the National Access Consortium, Tembalethu Community Education Centre and Progressive Learning Systems.

The Department of Minerals and Energy

The Department of Minerals and Energy has 31 ABET learners at its Head Office and has allocated R60 000 for the development and implementation of ABET programmes. Ten officers have undergone

ABET training programmes to equip them with the necessary skills to be able to provide support to learners. In 1998, the department planned to run Literacy, Numeracy and Communication in English.

The Department of Public Works

Critical personnel losses forced this department to stop provision of ABET in 1998. In future, the Department of Public Works will make use of external suppliers to render ABET provision.

South African Police Services

Recent statistics show that 49 702 employees of the SAPS are not in possession of a matric certificate. ABET provision will target 30 000 functional members as these are seen as the priority target group. At present, the private service provider for the 3 pilot projects is a company called Lead the Field Africa.

According to the Second Draft of the report by the Inter-departmental Committee (1998), one of the single most essential components for successful implementation is the structural foundation and partnership-arrangements that underpin implementation plans.

The document further asserts that this foundation enables the success of policies and plans developed by government structures. This foundation is made concrete by the need to:

- ⊗ broaden and extend government responsibility for adult education and training by drawing in those departments which are directly engaged in provision for adult and out-of-school youth learners; and
- ⊗ ensure that there is an adequate regulatory framework for stakeholder participation in the field, with clear representation criteria and guidelines for functioning between and amongst stakeholders.

The report recommends the transformation of the National Stakeholder Forum into a Chamber that would ensure that learning provision and services for adults and out-of school youth are seen as a national effort. In addition, it will enable the sector to access greater financial and other resources. Furthermore, the establishment of the Chamber will facilitate a unified approach to the delivery of quality learning programmes and positively influence information gathering and dissemination.

The report of January 1999 asserts that the IDC primarily responds to the needs of inmates from prison and people with disabilities.

The Targets Set

- ⊗ to reduce illiteracy within government departments by the year 2007;
- ⊗ to develop and recognise skilled and knowledgeable adult learners;
- ⊗ to equip all South Africans with the basis for lifelong learning;
- ⊗ to enable learners to make use of opportunities and expand their range of choices;
- ⊗ to increase the numbers of suitably qualified and professional practitioners;
- ⊗ to provide opportunities for growth for non-professional staff members;
- ⊗ to enable all departmental staff members in achieving a Further Education and Training Certificate (FETC);
- ⊗ to increase access to resources including bursaries and information among general assistants by the year 2000;
- ⊗ to enhance the quality of life;
- ⊗ to ensure a safe workplace;
- ⊗ to identify ABET candidates;
- ⊗ to assess ABET entry level;
- ⊗ to monitor and evaluate current ABET programmes;
- ⊗ to upgrade the available ABET infrastructure;
- ⊗ to market ABET to increase the number of learners who enroll.

The Key Activities Engaged in

- ⊗ research and development on ABET and learner enrolment;
- ⊗ mobilisation and advocacy;
- ⊗ curriculum framework and unit standard development;
- ⊗ assessment system development;
- ⊗ monitoring and evaluation;
- ⊗ capacity building within the departments;
- ⊗ designing of the learnership.

Statistics

Special Targets

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Prisoners	20 000	2 250	22 250	9 500	1 000	10 500

Providers and Delivery Sites

Item	Total
Number of Delivery Sites 64 prisons nationally	

Budgets, Expenditure and Resources

Total	Budget for period 2000	Actual Expenditure over s 1800
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The South African International Diplomatic Association (SAIDA) supports the project by sponsoring certificate ceremonies and equipment.

Obstacles and Problems Encountered

- ⊗ gangsterism, the transfer of inmates and time management;
- ⊗ limited budget allocated for ABET activities;
- ⊗ low morale amongst learners;
- ⊗ lack of proper infrastructure for teaching and learning;
- ⊗ examination fees are unaffordable for learners;
- ⊗ the process of capacity building in some departments is slow;
- ⊗ lack of vigorous marketing and advocacy strategies;
- ⊗ lack of political support for ensuring that the millions of people who require access to ABET are made aware of the advantages thereof;
- ⊗ insufficient time and appropriate learning material;
- ⊗ shortage of manpower on ABET;
- ⊗ career pathing for individual learners;
- ⊗ implementation of national projects.

Achievements and Successes

- ⊗ approval of provincial heads for ABET;
- ⊗ development of an educator's manual;
- ⊗ development of an internal national policy on ABET;
- ⊗ 75 percent pass rate in national examinations.

General Issues, Concerns and Comments

- ⊗ most government departments have outsourced their services and many consultants are not aware or familiar with the latest developments in ABET;
- ⊗ learners have been inaccurately assessed and since learners are grouped into levels according to this assessment, this causes problems both for educators and learners;
- ⊗ clarity on curriculum and learning resources for learners has been achieved;
- ⊗ Education and Training Committees have been established;
- ⊗ ABET Centres have been visited and progress reports have been submitted.

Sector's contribution to the implementation of the ABET policy and the execution of the Multi-Year Implementation Plan

- ⊗ marketed their services to learners especially during special events like International Literacy Day;
- ⊗ established learner centres wherever possible;
- ⊗ implemented programmes that cut across departments;
- ⊗ networked with other national departments to exchange information;
- ⊗ increase in the amount budgeted for ABET;
- ⊗ integrated ABET into ETD policy;
- ⊗ enhanced learner enrolment by marketing ABET.

Chapter 6: Inter-provincial Co-ordinating Committee (PCC)

r Thabo Nd'lovu and Mrs Ntuntu Molemane presented the report on behalf of the Inter-Provincial Co-ordinating Committee (PCC) dated January 1999. According to this report, the PCC responds primarily to the needs of the 9 provincial departments of education.

Key Objectives and Targets Set

- ⊗ The development of a programme of action (March 1999);
- ⊗ Learner Support Materials (LSM) (June 1999);
- ⊗ Establishment of ABET Council;
- ⊗ Solicit donor funding;
- ⊗ AET Act and other relevant legislation (January 2000);
- ⊗ Participate in the establishment of an Adult Education Management Information System;
- ⊗ Advocacy and Policy Development;
- ⊗ Development of LSM;
- ⊗ Practitioner Training;
- ⊗ Guidance and Counselling for placement tests.

Key Activities Engaged in

- ⊗ Cascade training;
- ⊗ Developing learning programmes for Levels 3 and 4;
- ⊗ Assessment and examinations;
- ⊗ The establishment of 5 pilot centres per province;
- ⊗ Pilot level 4 in the Eastern and Western Cape;
- ⊗ LSM audit;
- ⊗ Advocacy in terms of the Adult Learner Week and International Literacy Day;
- ⊗ Monitoring and evaluation;
- ⊗ Research and development pilot;
- ⊗ ABET research study in association with the University of Natal in Pietermaritzburg.

Statistics
North West Province

Item	Target
Number of PALCs ¹	434
Number of satellites	103
Number of state aided centres	33 ¹

NB: No actual figures of PALCs, Satellites and State Aided centres were provided.

Department of Education Statistics	Target			Actual		
	Male	Female	Total	Male	Female	Total
Level 1	1 921	3 894	5 815	2 844	6 242	9 086
Level 2	1 597	3 462	5 059	4 275	10 525	14 800
Level 3	1 551	3 319	4 870	-	-	-
Level 4	1 226	3 227	4 453	-	-	-
Total	6 295	13 902	20 197	7 119	16 767	23 886

Northern Province

Item	Target	Actual
Number of PALCs	600	385
Number of satellites	-	3 ¹
Number of state aided centres	30	-

Department of Education Statistics	Male	Female	Total
Level 1	838	8 075	8 913
Level 2	519	4 892	5 411
Level 3	115	736	851
Level 4	192	633	825
Total	1 664	14 336	16 000

NB: No target number of participants was provided.

Eastern Cape

Item	Target
Number of PALCs	43 ²
Number of satellites	-
Number of state aided centres	-

NB: No actual number of PALCs, Satellites and State Aided was provided.

Department of Education Statistics	Actual	TOTAL
ABET Levels		59 908
FET Level		3 248
Total		63 156

Western Cape

Item	Actual
Number of PALCs	119
Number of satellites	-
Number of state aided centres	119

NB: No target figures and male/female breakdown was provided.

Department of Education Statistics	Target TOTAL	Actual TOTAL
ABET Level	127 000	18 828
ABET Level 2	5 000	5 000
Total	32 000	23 828

NB: No male/female breakdown was provided.

KwaZulu Natal

Department of Education Statistics	Actual TOTAL
ABET Level 1	5 401
ABET Level 2	3 831
ABET Level 3	2 184
ABET Level 4	-
TOTAL	11416
FET Levels	11 739

NB: No target figures and breakdown of male/female was provided.

Gauteng

Item	Actual
Number of PALCs	45
Number of satellites	163
Number of state aided centres	3

NB: No target figures were provided.

Department of Education Statistics	Target			Actual		
	Male	Female	Total	Male	Female	Total
Level 1	1 543	2 714	4 248	9 146	16 149	25 295
Level 2	1 421	2 560	3 981	-	-	-
Level 3	1 347	2 275	3 622	-	-	-
Level 4	109	3 464	3 573	-	-	-
FET Level	9 146	-	-	-	-	-
Total	13 566	11 013	15 424	9 146	16 149	25 295

Free State

Department of Education Statistics	Target		
	Male	Female	Total
Level 1	518	1 344	1 862
Level 2	469	1 169	1 638
Level 3	239	359	598
Level 4	1 725	242	1 967
FET Level	-	-	-
Total	2 951	3 114	6 065

NB: No target figures were provided.

Northern Cape

Level 1	Level 2	Level 3	Level 4
2 040	1 111	557	419

The Free State and KwaZulu Natal provinces did not provide statistics on the number of centres providing ABET.

Obstacles and Challenges Encountered

The major challenge expressed in this report is the lack of funding for the implementation of ABET policy. This tends to hamper the work of the various provincial education departments.

Sector's contribution to the implementation of the ABET policy and the execution of the Multi-Year Implementation Plan

This report states that a culture of planning in ABET has been developed in provinces and with respect to practitioners. All provinces have agreed on a common format in terms of plans and are on schedule for achieving their goals. 1999 focused on consolidating and implementing joint programmes with national and provincial departments of education, and the national department of education has taken the initiative to bring other stakeholders together.

With regard to the economic sector, the collaboration with the mining industry is progressing smoothly, although they are not in a position to provide statistics for this report. In terms of the NGO sector, the national funding crisis it faces manifests itself at provincial level as a lack of co-ordination and support.

The national department of education is funding ABET development both nationally and at provincial level. In the Eastern Cape and Gauteng for example, money was not readily available to initiate ABET delivery but the situation was remedied and provision took place at a later date.

The national department of education is, in addition, working tirelessly to secure donor funding for other ABET programmes, for example, cascade training. Some provinces have taken the initiative to raise funds independently for programmes and in some cases, this has been successful, for example with regard to LSM and Research and Development.

The report states that it is important to note that the Ithuteng Campaign brought some sense of urgency into ABET centres. The introduction of ABET levels 1 and 2 Language and Numeracy put ABET firmly on the path of transformation. In addition, the national department of education has been working with their provincial counterparts to ensure that ABET curriculum and LSM is an integral part of transformation. This has resulted in the development of 86 learner programmes (LP), the establishment of national curricula units, and a workshop on the findings of a national audit on LSM.

In terms of assessment, all provinces conducted summative assessment of ABET levels 1 to 3. ABET level 4 assessment was piloted in five centres in each province.

With regard to practitioner development, it is encouraging to note that all provinces have initiated practitioner training. Cascade training has been implemented in various degrees across provinces. A Practitioner Development Unit has been established to report directly to the IAAB on matters of practitioner qualifications, accreditation etc.

Chapter 7: National Practitioner Bodies

s Joelene Gabriels prepared the report for the South African Democratic Teachers' Union (SADTU) submitted in January 1999. This report therefore reflects SADTU's plans and not necessarily all practitioner bodies. According to the report, this sector responds primarily to ABET educators, and is represented by SADTU.

Benchmarks and Key Objectives set by the Sector

- ⊗ to effectively participate in policy making in the ABET sector;
- ⊗ to advocate for better conditions of service on behalf of ABET educators;
- ⊗ to professionalise the ABET educator;
- ⊗ to empower its membership on ABET issues.

Key Activities Engaged in are categorised as follows:

1. SADTU structures:
To establish effective structures at a national, provincial, regional and site level to address ABET; the establishment of a national ABET Task Team to develop provincial policy and implementation plans; and the empowerment of an Education and Gender Convenor at site or school level to deal with ABET issues.
2. Participation in the IAAB structures:
SADTU participated in all four Standing Committees of the IAAB as well as the Executive Committee of the IAAB.
3. Lobbying:
SACE has been lobbied to re-examine their definition of an educator to include ABET educators; the ELRC has been lobbied to address the conditions of service of ABET educators.
4. Campaigning:
The campaign "One Educator One Job" is aimed at ensuring that no SADTU members are teaching at both day schools and ABET centres, given that there are many unemployed educators.
5. Relationship with Other Organisations:
SADTU and the Adult Educators and Trainers Association of South Africa (AETASA) are engaged in discussions to investigate a closer working relationship between the two organisations in order to address the needs of ABET educators; and SADTU participates in

the activities of the National Standing Committee for Community Education, which looks specifically at Community Colleges.

Statistics

Personnel

- ⊗ 1 ABET Specialist at National level (full-time)
- ⊗ 9 Provincial Education Convenors (full-time)
- ⊗ 9 Provincial Task Team members (elected)

Obstacles and Problems Encountered

- ⊗ engaging with ABET educators in other industries, NGOs, and CBOs;
- ⊗ difficulty in organising and unionising the ABET sector to effectively address the needs of ABET educators.

Achievements and Successes

- ⊗ placing the needs of ABET educators on the education and political agenda of SADTU;
- ⊗ the establishment of a National ABET Task Team;
- ⊗ SADTU took a resolution to include all educators, including ABET educators in all bargaining agreements.

Sector's contribution to the implementation of the ABET policy and the execution of the Multi-Year Implementation Plan
SADTU contributes to the implementation of ABET policy and the execution of the MYIP by participating in national and provincial policy structures, professionalising the ABET educator and lobbying for the rights of ABET educators in national structures.

Chapter 8: National Provider Bodies

his sector submitted a report written by Ms Bothale Nong for the reporting period September 1998 to January 1999. According to this report, National Provider Bodies respond to the needs of ABET providers in the NGO sector. They are responsible to the National Council of the South African NGO Coalition (SANGOCO) that meets thrice a year.

The ABET NGO provider sector was originally organised through the National Literacy Co-operation (NLC) which has since closed down. The NLC had representation on, and was accountable to SANGOCO. With the demise of the NLC, access to important documentation on sectoral reports, benchmarks, membership lists, and statistics on learners and educators has not been accessible. SANGOCO has a membership list of the ABET NGOs but this is without much detail of statistical importance and usefulness for the purposes of planning. The overall co-ordination of ABET NGOs is therefore an issue that needs critical and strategic thinking if the implementation of the MYIP in this sector is to be realised.

AETASA has, on a limited scale (e.g. the National Meeting of June 13th 1998), tried to begin a process of re-organising and refocusing the ABET NGO sector, a process which is fraught with difficulty. This process will hopefully lead to the reformation of new sectoral targets, taking into consideration the changed landscape of ABET NGO provision since 1997.

Key Activities, Projects and Innovations Engaged in

- ⊗ Started a process towards the re-organisation and co-ordination of the sector, even if only for the MYIP process;
- ⊗ The Planning of an Education Summit with a major ABET thrust (this was a decision of SANGOCO's NGO Week which stressed that the ABET sector was in crisis). The summit was scheduled for April 1999, and aimed to be a forum for reflection on and refocusing on the MYIP and sectoral targets and plans;
- ⊗ The development of a Needs Survey of existing providers in the ABET sector to re-think the role of a co-ordinating body;
- ⊗ The establishment of a 'think tank' to strategise, advise and

- propose appropriate policies on ABET NGO provision;
- ⊗ The development of a funding proposal for a Resource Audit (including financial, human, material and non-material resources) that can be mobilised for the ABET NGO sector in the period 1999-2000.

Obstacles and Problems Encountered

The collapse of the NLC has not given rise to a major damage survey and stock-take. The National Provider Bodies Sector is therefore not in a position to assess the capacity and ability of ABET NGOs to reach the desired MYIP outcomes in the timeframes agreed to. This is a major obstacle in providing planning and assessment of the sector's capabilities. With many NGOs no longer active, the impact of this sector on the MYIP is questionable.

The sub-sector has progressed from a fragmented one, to one which is somewhat co-ordinated with programmatic action taking place.

Achievements and Successes

- ⊗ The meeting of June 13th 1998 and subsequent sub-sector meetings at the Annual Practitioner's Conference in September 1998 have given some hope that with more dialogue, the direction of the ABET NGO sector and desirability of a co-ordinating structure may be agreed to soon;
- ⊗ Investigating the option of allowing SANGOCO to play a more active role in the co-ordination of ABET NGOs;
- ⊗ The National Education Summit aimed at sub-sector assessment and planning;
- ⊗ The national offices of SANGONET and AETASA have started negotiations around data collection in the ABET NGO sector. This process will involve the collection, collation and publication of the relevant data. The difficulty however, is that this process should be based on the NLCs records, which as mentioned earlier, are inaccessible.

General Issues of Concerns and Comments

The time and resource-intensiveness of the exercises detailed above are of concern since they do not seem to be of priority to funders. In addition, the re-setting of sectoral targets or accessing the targets set by the NLC has proved difficult. The state financing of ABET NGOs is of particular concern.

Sector's contribution to the implementation of the ABET policy and the execution of the Multi-Year Implementation Plan

The sector makes its contribution through:

- ⊗ Continuing to provide ABET programmes to adult learners;
- ⊗ Research, development and evaluation of ABET programmes and strategies to ensure quality and best practice;
- ⊗ Innovation in terms of new models and modes of delivery (e.g. the inter-sectoral approach);
- ⊗ Assessment in terms of administration, planning and implementation;
- ⊗ Practitioner Training and Development through training courses, seminars, conferences and information dissemination;
- ⊗ Lobbying and advocacy work for this sector, practitioners (conditions of service and professionalisation issues) and learners.

Chapter 9: Nationally Organised Business

rs Marina Gunter submitted a report on behalf of Business South Africa (BSA), dated 22 November 1999. According to this report, BSA is a confederation of twenty employers' organisations which represents the interests of its members in respect of national economic and social policy. In terms of its constitution, BSA does not have any companies or businesses as members.

Given the diversity and scope of its membership, compounded by the fact that BSA has no direct membership by companies, it is impossible for BSA to give any detailed information about ABET provision by companies. BSA does not have this information available to it, nor does it have the resources or funds to conduct a time consuming and costly survey to obtain the survey.

On numerous occasions, however, BSA has publicly confirmed its support for improved training in South Africa. These statements have been made in the belief that the poor skills base in our country inhibits competitiveness. BSA believes that the rapid and sustained advancement of skills is an essential ingredient in helping to transform the workplace and underpin higher rates of growth and development in South Africa. South Africa's rank on the Human Development Index (HDI) in the World Competitiveness Report is abysmally low and we have to devote more resources to equip current and prospective employees with the skills needed for the future. While as recently as about five years ago, there was little incentive for skills development by enterprises as the demands of global competitiveness were only beginning to make themselves felt, this is not the case today. Domestic industries are now increasingly being exposed to international competition and enterprises in most sectors have recognised that they have to invest in skills development or be overtaken by smarter and more efficient opposition.

In terms of the Skills Development legislation, the BSA member organisations have committed themselves, and their affiliated companies, to contributing a percentage of their total remuneration costs to the Sectoral Education and Training Authorities (SETAs). As provided in the Skills Development Levies Bill this means that from 1

April 2000 to the end of March 2001 companies will contribute 0.5 per cent of their total remuneration costs to SETAs. Thereafter, the contribution will be in the amount of 1 per cent of total remuneration costs. 20 per cent of these funds will be used to finance the National Skills Fund (NSF).

It is hoped that the new legislation will result in an environment that will allow enterprises to develop the skills needed to increase competitiveness. It is this that will lead to economic growth, which, in turn, is a necessary condition for the creation of new jobs.

BSA's member organisations are:

- ⊗ Afrikaanse Handelsinstituut
- ⊗ The Banking Council
- ⊗ Building Industries Federation of South Africa
- ⊗ Chamber of Mines of South Africa
- ⊗ Chemical and Allied Industries' Association
- ⊗ Foundation for African Business and Consumer Services
- ⊗ Life Offices Association
- ⊗ National Association of Automobile Manufacturers of South Africa
- ⊗ Printing Industries Federation of South African
- ⊗ Retailers Association
- ⊗ South African Foundation
- ⊗ South African Agricultural Union
- ⊗ South African Chamber of Business
- ⊗ South African Federation of Civil Engineering Contractors
- ⊗ South African Insurance Association
- ⊗ South African Milk Organisation
- ⊗ South African Motor Industry Employers' Association
- ⊗ South African Petroleum Industry Association
- ⊗ Steel and Engineering Industries Federation of South Africa
- ⊗ Sugar Manufacturing and Refining Employers Association

Chapter 10: Nationally Organised Education for Learners with Special Needs

(The Deaf Federation of South Africa)

The Deaf Federation of South Africa (DEAFSA) submitted a report dated 21 June 1999, as well as a report by DEAFSA in the Free State and KwaZulu Natal, both authored by Mr Fanie du Toit. Data on these two provinces has been added to the report.

DEAFSA responds to the needs of adult deaf people who have not had formal education, who have been to school but who have very low levels of skills and provide sign language training for deaf adults who have never been to a school for the deaf. In addition, DEAFSA has 70 affiliated organisations nationally and operates through provincial offices and or provincial advisory bodies and or alliance organisations.

Key Objectives and Targets Set

- ⊗ To develop and implement a basic ABET training programme;
- ⊗ To develop and implement a life skills programme;
- ⊗ To design and develop materials for the ABET programme;
- ⊗ To design and develop modules for the life skills programme.

Key Activities and Developments Engaged in

- ⊗ Sign language skills;
- ⊗ Basic literacy and numeracy skills;
- ⊗ Basic English;
- ⊗ Life skills training and orientation;
- ⊗ Curriculum development;
- ⊗ Leadership training.

Statistics

Enrolment Nationally

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Learner enrolment	125	125	250	18	21	39

Enrolment in the Free State and KwaZulu Natal

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Learner enrolment	30	40	70	9	23	32

Enrolment by Level Nationally

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
ABET Level 1	15	15	30	13	8	21
Language/Communication	10	10	20	5	13	18
Life Orientation	100	100	200	-	-	-
GET Level						
Language and Communication	100	100	200	-	-	-

Enrolment by Level, in the Free State and KwaZulu Natal

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
ABET Level 1						
Language/Communication	30	40	70	9	23	32

Special Targets Nationally

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Youth	100	100	200	-	-	-
Disabled Persons	25	25	50	18	16	34
Prisoners	-	-	-	-	-	-

Special Targets in the Free State and KwaZulu Natal

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Youth	-	-	-	-	-	-
Disabled Persons	30	40	70	9	23	32
Prisoners	-	-	-	-	-	-

Personnel Nationally

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Number of Educators	6	8	14	1	3	4
Number of Programme Managers/Supervisors	6	6	12	1	2	3
Number of support personnel	3	5	8	2	2	4

Personnel in the Free State and KwaZulu Natal

Item	Actual		Total
	Male	Female	
Number of Educators	1	3	4
Number of Programme Managers/Supervisors	-	2	2
Number of support personnel	-	2	2

NB: Target figures were not provided.

Providers and Delivery Sites Nationally

Item	Total
Number of Delivery Sites	16
Number of Providers	15

Providers and Delivery Sites in the Free State and KwaZulu Natal

Item	Total
Number of Delivery Sites	2
Number of Providers	2

Budgets, Expenditure and Resources Nationally

	Budget for Period March 1998 - March 1999	Actual Expenditure for Period
Total	40 700	40 000

Budgets, Expenditure and Resources in the Free State and KwaZulu Natal

	Budget for Period March 1998 - March 1999	Actual Expenditure for Period
Total	151 800	-

Obstacles and Problems Encountered

- ⊗ Overtime work of learners interferes with class attendance;
- ⊗ Unemployed deaf persons cannot afford transportation;
- ⊗ Transport to and from classes after hours is not available;
- ⊗ Limited financial resources for the training of deaf ABET instructors;
- ⊗ Limited financial resources for curriculum development;
- ⊗ No learner material to address the specific needs of deaf students;
- ⊗ When sign language interpreters are not available, use is made of a hearing teacher;
- ⊗ Difficulty in registering ABET programme because of low number of learners enrolled;
- ⊗ Two-thirds of trainers are volunteers and no funds are available for salaries or honoraria;
- ⊗ Lack of classroom facilities.

Achievements and Successes

- ⊗ The Free State provincial office received the Presidential Award from former president, Nelson Mandela in 1997;

- ⊗ Leadership workshops are on course;
- ⊗ HIV/AIDS workshops are being held.

General Issues, Concerns and Comments

- ⊗ There is an overwhelming need to extend this programme to all rural areas;
- ⊗ Need to lobby government to fund ABET programmes in deaf communities;
- ⊗ Need to lobby government to make ABET programmes accessible for the deaf;
- ⊗ Recognition of sign language as an official language of instruction;
- ⊗ Stakeholders are not informed about the needs of deaf people;
- ⊗ Training of hearing people in sign language to be able to operate effectively in the ABET process is essential.

Sector's contribution to the implementation of the ABET policy and the execution of the Multi-Year Implementation Plan
DEAFSA is an NGO with limited funds. However, ABET is regarded as one of the most important priorities in education today, but much work still needs to be done to implement it in practice. DEAFSA however, is dedicated to the provision of ABET to the deaf community.

Chapter 11: Nationally Organised Labour

On behalf of COSATU, Ms Carmel Marock submitted a preliminary report on 24 November 1999, based on the information at their disposal. Given the limited resources available, they were unable to submit a full report.

Representation

COSATU consists of 18 affiliates that cover all sectors of the economy. Their report is based on preliminary information that has been submitted by some of these affiliates. Needs this Sector Responds to

- ⊗ Need to educate workers;
- ⊗ Need to ensure coherent learning and career paths for workers;
- ⊗ Need to multi-skill workers;
- ⊗ Industry needs education and training for its development.

Benchmarks and Targets Set

- ⊗ Skills Audit of the clothing industry in 1999;
- ⊗ ABET provision in the clothing industry in 1999;
- ⊗ Skills grading to be implemented in the clothing industry in 2000;
- ⊗ Qualification framework to be implemented in 2000;
- ⊗ Employment Equity Plans to be implemented in 2000;
- ⊗ Skills Plan to be implemented across the industry and the public sector in 2000;
- ⊗ Access provisions from SDA and EEA.

Key Activities Engaged in

- ⊗ Develop membership and staff;
- ⊗ ABET programmes in partnership with government departments, for example, Department of Labour, Department of Trade and Industry and the Department of Public Works;
- ⊗ NQF implementation in terms of the qualifications framework, SGB formation and realigning training programmes;
- ⊗ SETA formation;
- ⊗ Grading.

Obstacles and Problems Encountered

- ⊗ Lack of 'buy-in' by employers;
- ⊗ Lack of capacity building;
- ⊗ Lack of awareness;

- ⊗ The lack of funding for this area;
- ⊗ Insufficient co-ordination at a national level;
- ⊗ That this issue does not receive urgent prioritisation within the unions.

Achievements and Successes

- ⊗ Textile industry implementation and composition of adult learning material;
- ⊗ Partnership with Department of Trade and Industry and providers;
- ⊗ Implementation of ABET on the shop-floor across a range of sectors e.g. clothing and textile, Telkom, Post Office SAB, Simba, Genfoods, ABI, Engen, Nampak and Modek;
- ⊗ Put in place the possibility for SETAs to play a meaningful role in ABET.

General Issues, Concerns and Comments

- ⊗ Union involvement needs to be developed further, particularly in the context of the need to develop worker awareness;
- ⊗ It is important to ensure SETA commitment to ABET;
- ⊗ Lack of government funding;
- ⊗ There is a need to develop structures to co-ordinate ABET within their affiliates at a national level;
- ⊗ Unions and employers do not always work collectively on these issues.

Sector's contribution to the implementation of the ABET policy and the execution of the Multi-Year Implementation Plan

- ⊗ National projects such as the project with the Department of Trade and Industry on ABET and multi-skilling in the clothing and textile industry;
- ⊗ Implementation of national ABET at company level;
- ⊗ The development of partnerships;
- ⊗ The increased level of awareness amongst workers.

Chapter 12: Nationally Organised Youth

nationally Organised Youth submitted a report written by Ephraim Homan for the period 1997 to 1998, which states that they respond to the education and training needs of youth aged between 14 and 35. They respond to the needs of this population since 3.5 million youth are presently not studying or have discontinued their studies. In addition 22 percent of young women and 16 percent of young men are functionally illiterate. 26 percent of young people are under or unemployed. Access to education for youth and transformation of the system in terms of redress is difficult since student financing is a major constraint.

Nationally Organised Youth is accountable to the youth sector in general and the National Youth Commission located in the Office of the President, in particular.

Key Objectives Set

- ⊗ Promote the participation and contribution of young women and men in the reconstruction and development of South Africa;
- ⊗ Develop an effective, co-ordinated and holistic response to issues facing young women and men;
- ⊗ Create enabling environments and communities that are supportive of young women and men, presenting positive role models in addition to promoting social justice and national pride.

Key Activities Engaged in

- ⊗ Getting National Youth Policy accepted by Parliament;
- ⊗ National Youth Development and strategic planning;
- ⊗ National Youth Information Service;
- ⊗ The establishment of a Department Committee on Youth Affairs in order to liaise with government on youth development programmes;
- ⊗ Advocacy programmes and the work of the National Youth Commission;
- ⊗ HIV/AIDS national pilot project;
- ⊗ Deliver input on various stakeholder structures in government.

Obstacles and Problems Encountered

- ⊗ Engaging the business sector in activities;
- ⊗ Ensuring that the Council is acknowledged by all stakeholders as the legitimate spokesperson for ABET in the provinces;
- ⊗ Ensuring adequate funding for the work of the Council (e.g. consultation and information dissemination).

Achievements and Successes

- ⊗ This sector was able to send a provincial representative to UNESCO's Hamburg Conference;
- ⊗ The Best Adult Learner for 1997 came from this sector and also attended the Hamburg Conference;
- ⊗ DVV provided funding to set up an office manned by a part-time administrator;
- ⊗ Produced a newsletter for the Council;
- ⊗ Able to draft a provincial multi-year plan;
- ⊗ Achieved good co-operation between stakeholders in the provinces.

General Issues, Concerns and Comments

- ⊗ The status of provincial forums should be discussed to facilitate a uniform approach;
- ⊗ Although an implementation plan has been drafted, stakeholders do not necessarily adhere to time frames and are not always committed to the plan;
- ⊗ Further discussion around learner representation is needed.

Sector's contribution to the implementation of the ABET policy and the execution of the Multi-Year Implementation Plan

This sector has developed its own implementation plan, in accordance with the National Plan. In this regard, a capacity building session, facilitated by IAAB Chair Ms Gugu Nxumalo, was held for all members. The Council also actively encourages stakeholders to share resources, ideas and to engage in joint projects.

The National Youth Commission in the Northern Cape submitted the following report.

Key Objectives and Targets Set

- ⊗ To plan and develop ABET policy for implementation;
- ⊗ To undertake research and to develop policy proposals for the ABET field;

- ⊗ To mobilise resources;
- ⊗ To help build partnerships at provincial level and to ensure accountability to the Ministry;
- ⊗ To facilitate the establishment of a provincial strategy;
- ⊗ To advocate, create awareness and encourage debate on ABET;

Key Activities Engaged in

- ⊗ Organising the ABET sector;
- ⊗ Setting up the provincial office;
- ⊗ Employing a part-time administrator;
- ⊗ Facilitating Council meetings;
- ⊗ Strategising around a Capacity Building Programme;
- ⊗ Securing funding for the Programme of Action;
- ⊗ Ensuring information and policy dissemination to all stakeholders;
- ⊗ Ensuring that government departments accept and adhere to a policy that benefits the youth across all sectors.

Achievements and Successes

- ⊗ The development of a draft National Youth Policy;
- ⊗ The facilitation of a national youth information service;
- ⊗ The establishment of a Departmental Committee for Youth Affairs.

General Issues, Concerns and Comments

According to the report dated September 1997 to August 1998, the National Youth Commission endorses efforts to redress the legacy of apartheid education and has formulated several objectives. The Northern Cape ABET Council advocates the following objectives:

- ⊗ That the education system should respond with urgency to the educational needs of out-of-school youth;
- ⊗ To ensure accredited education and training programmes which will enable youth to access broad based and multi-stranded curricula;
- ⊗ To ensure appropriate linkages between ABET, FET, and high education which will allow upward mobility and flexibility for adult learners who do not follow the formal education route.

Sector's contribution to the implementation of the ABET policy and the execution of the Multi-Year Implementation Plan

- ⊗ The National Youth Commission (NYC) is involved at a national level in the IAAB and contributes by assisting with policy formulation;
- ⊗ The NYC is involved with the Inter-departmental Committee on youth affairs and the Department of Education at FET, Higher Education and ABET levels to ensure that the policies adopted and implemented relate to and meet the needs of the youth;
- ⊗ The NYC is involved in advocacy programmes both nationally and provincially and lobbies at these levels to ensure that youth are acknowledged as a key target group for ABET;
- ⊗ The NYC has lobbied and continues to lobby for adequate funding to be allocated for the provision of basic education and training opportunities.

Chapter 13: Eastern Cape Province

r George Sonkwala of the Eastern Cape Province submitted a report for the period May to July 1999.

Key Activities Engaged in

- ⊗ Briefing the new MEC, Stone Sizani;
- ⊗ Developing a management plan with PROLIT for the Electives Project;
- ⊗ Establishing a Provincial Interim ABET Advisory Council and Regional Forum meetings;
- ⊗ Community workshops at Electives Pilot Centres;
- ⊗ Developing an evaluation strategy for the sub-directorate;
- ⊗ Participation in national Task Teams and Standing Committees.

Benchmarks and Targets Set

- ⊗ Curriculum development: to ensure that all aspects of the curriculum framework are in place to enable the implementation of outcomes based education;
- ⊗ Practitioner development: to equip and motivate all practitioners to provide relevant and effective adult education, training and development programmes;
- ⊗ Centre development: to establish effective, sustainable, accessible centres in targeted areas for the delivery of quality ABET programmes;
- ⊗ Advocacy and mobilisation: to mobilise support for ABET programmes from communities and all role players, and in particular to ensure community control of ABET centres;
- ⊗ To establish an effective administrative system for provincial to centre level;
- ⊗ To create an enabling environment for adult education through co-ordinating the involvement of all role players and stakeholders.

Co-ordination with Other Role-Players

- ⊗ Provincial Council: KwaZulu Natal has developed a successful strategy to establish a provincial council after previous attempts failed due to poor attendance at meetings by the business and NGO sectors.
- ⊗ IAAB Structures: The report by KwaZulu Natal raised the concern that the Practitioner Standing Committee seemed to lack direction and seems to be very critical of the Department.

- ⊗ Other Departments: KwaZulu Natal continues to work closely with the Department of Correctional Services, specifically with regard to placement tests and further training of educators. In addition, a working relationship has been established with the Department of Labour through the SDI project. At a regional level, the Department of Agriculture provides support around the electives project.
- ⊗ The Economic and NGO sectors: discussions are underway with the Project Manager of the Wild Coast SDI and the Department of Labour to develop an ABET programme as a component of the Human Resource Development (HRD) strategy for the project. Discussions focus on three areas:
 - a) Learnerships: The Department of Labour is establishing Learnerships in the tourism industry and current participants have been selected on the basis of entry requirements. An ABET programme is necessary to prepare and equip potential learners in order for them to qualify for the next intake.
 - b) Building capacity of the community to participate in development processes, for example developing communication in English skills, understanding investors, contracts, management and administration, etc.
 - c) SMME development, for example business skills, general understanding of the business environment etc.
- ⊗ Proposed role for ABET:
 - Participate in developing HRD strategy;
 - Community workshops and recruitment of learners;
 - Establishment of centres;
 - Appointment of educators;
 - Designing of LP using modules from the Department of Labour;
 - Establishment and management of a pilot centre;
 - Support the learning process.

Application of Curricula and LSM

The Curriculum team monitors the implementation of the new curriculum at centres. However, the lack of continuity in the cascade-training programme has impacted negatively on the implementation of the curriculum. In addition, the province is unable to give centres sufficient support due to a transport problem.

Social Mobilisation

Community workshops were held at most pilot centres and the province is pleased with the commitment displayed by stakeholders to the process at a local level.

Practitioner Development

Twenty trainees attended the monitoring and evaluation training conducted by Simeka. Three representatives from each region and two from the provincial office also attended. According to the report, participation and enthusiasm of members was commended, however, the need to develop a monitoring and evaluation tool for practitioners was identified.

Statistics

Region	Learners	Educators
Western	7 211	315
South Eastern	5 333	262
Central	15 789	618
Northern	14 893	1 280
EG Kei	9 029	339
Eastern	14 893	580
Total	67 148	3 394

23 741 (32 per cent) of registered learners are doing Standard 10 (grade 12).

Obstacles and Problems Encountered

- ⊗ Lack of funding;
- ⊗ Challenge of keeping stakeholders informed of new developments.

Achievements and Successes

- ⊗ Successful meeting with Regional Forums to develop a strategy to establish a Provincial Council;
- ⊗ The province is in the process of developing a plan to locate ABET programmes within SDI Human Resource Development strategies;
- ⊗ Held community workshops at pilot centres;
- ⊗ Established a good working relationship with Prolit Provincial Project Office.

General Issues, Concerns and Comments

A general concern is the lack of opportunity for the Department to strategise at National level without the presence of other role-players and stakeholders.

Chapter 14: Free State Province

r Khotso Jeffrey Mosoeu of the Free State submitted a report for the period June to July 1999.

Key Activities Engaged in

- ⊗ Preparation for the ALW Campaign and ILD celebration;
- ⊗ SABC Conference;
- ⊗ SABC interview on PALC on governance;
- ⊗ Reporting on progress by the department to broad management;
- ⊗ Transformation Unit meetings;
- ⊗ Preparations for the NQF level 1 assessment for the end of the year;
- ⊗ ABET level 2 and 3 conducted in the districts;
- ⊗ Conducting third tier of cascading outcomes based education assessment training;
- ⊗ Attended conference on ETQAs and SETAs;
- ⊗ Selected LSM for pilot centres;

Benchmarks and Targets Set

- ⊗ Selection of three ABET delegates to visit Belgium;
- ⊗ Procurement of Learning Support Materials;
- ⊗ The third tier of cascading IBE assessment training;
- ⊗ Preparations for the assessment of ABET level 4 learners.

With respect to planning, the MYIP is being implemented. In addition the province is in the process of developing its own assessment policy as well as a strategy to provide ABET to the disabled.

The Welfare Department has submitted a written proposal to the ABET department to provide ABET to its target group. The business sector within the ABET Council has also shown an interest in assisting with resources towards envisaged campaigns and celebrations.

Concerning funding, the budget for ABET has been approved. Furthermore, this sector will finally be in a position to procure LSM for its learners.

Other Activities Engaged in

- ⊗ The curriculum is being implemented in full across all ABET levels;
- ⊗ The preparation to assess ABET level 4 learners has begun;
- ⊗ Districts have submitted their plans to train educators on outcomes based education assessment techniques;
- ⊗ There is a need to train newly appointed part-time educators in outcomes based education and ABET philosophy due to the influx of qualified unemployed educators;
- ⊗ Districts submit quarterly reports to the provincial head office in order to monitor and evaluate activities;
- ⊗ The need to cascade monitoring and evaluation techniques to centre supervisors has been identified.

Problems and Constraints Encountered

- ⊗ Most of an ABET official's time is spent on queries, control of claims and the appointment of part-time educators, with little time left over for professional matters;
- ⊗ Many posts, including strategic ones remain unfilled;
- ⊗ Transportation remains a problem since sites and centres cannot be visited regularly.

Chapter 15: Gauteng Province

s Rina Coetzee of Gauteng submitted reports for periods up to August 1998 and December 1998, June and July 1999 and August 1999.

Their aim is to address the entire ABET sector in Gauteng paying specific attention to the needs of all providers to ensure that the needs of the learners as well as the needs of the practitioners are addressed. The greatest need is to ensure quality education programmes as well as competent practitioners. One priority is having mechanisms in place for the accreditation of providers, and to encourage the sharing of information especially information received from the various sectors such as further education and training, SETAs etc. The ABET sector is still a very fragmented one where providers, NGOs and businesses involved in ABET training are reluctant to provide information which they view as being private. According to the report dated August 1999, many questions will remain unanswered until SAQA structures such as the ETQAs have been put into place and are fully functional.

Representation

- ⊗ Advanced Technologies
- ⊗ Anglo American Gold Division
- ⊗ Community Education Centres
- ⊗ Consol Glass
- ⊗ Open Learning College
- ⊗ BESA
- ⊗ Prolit
- ⊗ Advitech
- ⊗ SALT
- ⊗ Lesedi Teaching and Delivery Services
- ⊗ COSATU
- ⊗ Department of Correctional Services
- ⊗ Department of Labour
- ⊗ ESKOM
- ⊗ Gauteng Department of Education
- ⊗ Gauteng Library and Information Services
- ⊗ HSRC
- ⊗ IEB
- ⊗ JET

- ⊗ Rand Water
- ⊗ SADTU Gauteng
- ⊗ SAPS College, Pretoria
- ⊗ SA Post Office
- ⊗ Technisa
- ⊗ Vaal Triangle Technikon

In addition, this ABET Unit has been assisting the Health Department with its ABET programmes by providing learning support materials for their different learning sites. These materials serve as reference material for educators. The ABET Unit is also investigating the possibility of providing educators for the Health Department.

A company employing people of different abilities, Goodwill Industries, has approached the ABET Unit for assistance. A submission to the Director General for approval was rejected by the Director of Finance on the basis that personnel cost would be increased. The Unit is investigating alternative means of support for Goodwill Industries.

Key Objectives and Targets Set

- ⊗ The development of regulations;
- ⊗ Implementation of an ABET project for GDE employees.

In addition, a number of policies and regulations regarding the ABET Council were drawn up under the guidance of the previous MEC for Education in Gauteng. Their present task is to be proactive while waiting for national structures to be finalised. The province envisages the establishment of an ABET Institute that will report to the ABET Council.

This institute will be comprised of representatives that are committed to ABET provision. A concept paper will be forwarded to the MEC for Education in Gauteng for his advice and approval. The following are key targets that will be included in the concept paper:

- ⊗ The provision of a database of all ABET providers, practitioners and learners in the province;
- ⊗ Guidelines to prepare ABET centres and providers for registration and or accreditation;
- ⊗ Structuring the Institute to function as a resource mechanism for the ABET sector in Gauteng;
- ⊗ The possibility of providing mechanisms for quality assurance,

- information sharing and interfacing with providers, provinces, relevant school governing bodies and NSBs as well as with SAQA;
- ⊗ Obtaining finance from various resources for specific projects such as practitioner upgrading and career pathing, community centre management projects, etc.

Their ultimate target is to have the ABET Council formalised and to be accepted as a formal entity.

Key Projects and Activities Engaged in

- ⊗ The development of draft regulations for the establishment of governing bodies;
- ⊗ The development of an assessment proposal on behalf of the Examination Directorate;
- ⊗ Participation in the Further Education and Training Task Team;
- ⊗ Private providers are presenting ABET programmes in a number of companies and parastatals which have embarked on substantial ABET programmes to eradicate illiteracy in their organisations;
- ⊗ Ongoing projects run by community centres and NGOs;
- ⊗ The possible establishment of an ABET institute to address the needs of the Gauteng sector.

With regard to the development of draft regulations for the establishment of governing bodies, these regulations were initially drafted under the Gauteng Schools Act, but were not approved by the state law advisor. The Gauteng Education Policy Act, 12 of 1999 provides for the establishment of a range of governance and stakeholder structures. These regulations allow for governing bodies that are legal entities.

Statistics

These statistics have been provided by Gauteng's ABET Unit and published in their January 1999 Progress Report. Private providers as well as NGOs are reluctant to provide information. However, this ABET Unit has tasked the HSRC to assist with an ABET audit.

Item	Target	Actual
Number of PALCs	44	44
Number of Satellites	163	170
Number of state-aided centres	4	3

Enrolment

Item	Actual		Total
	Male	Female	
Learner enrolment	20 460	34 683	55 143
Target figures were not provided.			

Item	Actual		Total
	Male	Female	
ABET Level 1	2 603	4 578	7 181
ABET Level 2	2 090	3 774	5 864
ABET Level 3	2 483	3 830	6 313
ABET Level 4	4 138	6 352	10 490
ABET Level 5	9 146	16 149	25 295
Target figures were not provided.			

Independent Exam Board (IEB) Statistics for November 1998 ABET Levels 1 to 3

Levels	Registered	Wrote	Passed	% Passed
ABET Level 1	11 059	9 165	5 948	64.90
ABET Level 2	9 082	7 794	4 990	64.02
ABET Level 3	4 295	3 687	1 638	44.43
ABET Level 5 ¹	6 006	3 393	116	3.42

Providers and Delivery Sites in 1998

Item	Total
Number of Adult Learning Centres registered with GDE	45
Number of Industry Sponsored Centres registered with the IEB	704
Number of Gauteng NGOs registered with the IEB	72

The budget for ABET is R54 054 million. It was envisaged that R 52 399 would be spent on personnel and R 1.6 million on other budget line items.

Obstacles and Problems Encountered

- ⊗ The declining interest in Interim Bodies since they are not regarded as legal decision-making entities;
- ⊗ The slow progress that providers and practitioners experience with regard to SAQA processes and the establishment of ETQAs;
- ⊗ Uncertainties that arise from the lack of information concerning national processes that have direct implications on the provision of ABET;
- ⊗ The inability of providers to access information regarding developments in the ABET sector;
- ⊗ Staff capacity within the ABET Unit;
- ⊗ One problem that has arisen relates to the lack of access of Adult Education Centres to school buildings. With the process of delegating powers to schools according to the Schools Act, a range of responsibilities are given to school governing bodies. This has resulted in a number of governing bodies requiring ABET Centres to pay rent and services. Centres that are unable to do so have been threatened with eviction.

Achievements and Successes

The ABET Unit is participating in the FET Task Team which is examining possibilities of systems, personnel and structures for FET in the province. Processes around FET are seen as crucial since they have implications for an Adult FET. The ABET Unit will be located in the FET Directorate once it is established.

The MEC for Education has given his full support to the establishment of The Gauteng Institute for Adult Education. He has ranked ABET as a priority alongside HIV/AIDS, Early Childhood Development and Education Transformation. He has, in addition, implemented an open-door policy regarding proposals for a unitary programme of action.

General Issues, Concerns and Comments

One major concern of providers is the importance industry places on IEB examinations for ABET levels 1 to 3. ABET Level 1 causes concern since illiterate readers, who have just learnt to read and write, are expected to sit this examination. When this results in failure, these learners are demoralised. The solution would be to accredit these providers in the same way Adult Centres are accredited. This is prescribed in the MYIP.

In addition, the IEB does not make use of continuous assessment or evaluation when assessing a learner. The result that counts is the final examination mark, and in some instances a learner's project.

Another concern is that many industries regard the certificate issued by the IEB for Numeracy and Communication as a qualification, not as a record of learning. Most industries are not aware of the additional minimum of 4 learning areas that are required for an ABET qualification.

This report argues that processes proposed at a national level, such as the establishment of ETQAs are slow in being implemented, making it difficult to adhere to the requirements of the MYIP, even though many pro-active measures have been taken.

Chapter 16: KwaZulu Natal Province

r C.S. Zondi of KwaZulu Natal submitted this report. The province of KwaZulu Natal established an ABET Council which adopted its interim Constitution on 20 February 1998. Representation on this council includes government departments, local government, higher education, non-governmental organisations and the business sector. A grant of R44 500 from the German Adult Education Association assisted in hosting International Literacy Day events, assessment workshops and the re-organisation of the NGO sector.

Statistics

1998 Figures for KZN ABET and FET

Centres Operating	Tutors in the programme	ABET Level 1 (Learners)	ABET Level 2 (Learners)	ABET Level 3 (Learners)	Courses 3 and 4	FET
270	1 894	7 106	5 171	3 194	2 528	11 739

Obstacles and Problems Encountered

- ⊗ Difficulty in obtaining reliable statistics from service providers;
- ⊗ Inadequate funding for ABET in many sectors;
- ⊗ Uncertainty in the business sector around economic trends. This has resulted in uncertainty regarding investing in ABET.

Achievements and Successes

- ⊗ A spirit of co-operation with the NGO sector has led to joint ventures such as the KwaZulu Natal consortium which successfully tendered for a European Union/Department of Education/Joint Education Trust training programme on assessment;
- ⊗ The collapse of the National Literacy Co-operation (NLC) affected many NGOs and CBOs in the province. However interaction, collaboration and co-operation amongst NGOs /CBOs involved in literacy and ABET work and the Department of Education ABET Sub-directorate is still very much alive.
- ⊗ Linkages with other forms of adult education and skills training in other departments (for example, the Department of Correctional Services);
- ⊗ A national ABET survey undertaken by the University of Natal;

- ☉ The University of Natal (Centre for Adult Education) provided secretarial and admin support to the council through Prof. Aitchison. This also involved the management of funds for the council.

Obstacles and Constraints Encountered

- ☉ ABET in KwaZulu Natal remains under-resourced in terms of money, transport and staff.
- ☉ There are a number of other stakeholders/sectors who have not sent their representatives to participate in the Councils. Efforts to get all sectors to take their positions in the council are underway.
- ☉ Without an office or a base it was always going to be difficult to run the activities of the council, because the individuals who form the executive committee of the council are also full-time employees where they come from. The idea of people sacrificing time to do the work of the council has not been sustainable.

In terms of KwaZulu Natal adult education NGO provision, the number of learners reached by the NGO sector is estimated at 10 000. This figure is based on the number of learners who were reached by the National Literacy Co-operation (NLC) affiliates in KwaZulu Natal. In 1997 the NLC in KZN had done an audit of its member organisations to find out exactly how many people were being reached by the NLC through its affiliates. This figure of 10 000 was further accepted as a fair estimate of NGO provision of adult education in the province at a meeting of the Adult Education Provincial Council in 1998. There are 49 NGOs, 13 CBOs and 33 organisations which are not clear about their status that provide ABET services in the province. There are 95 managers or leaders in these organisations. The gender balance is approximately 65 percent male and 35 percent female. There are in addition, approximately 690 adult educators, and each organisation has at least 2 non-teaching staff (these are office administrators, accountants, receptionists, curriculum and material developers, director, etc.). The gender balance is in the region of 85 percent female and 15 percent male.

These sectors target rural men and women, hostel dwellers, informal settlement dwellers, farm workers, domestic workers, industry and commerce workers, out-of-school youth, entrepreneurs, employed and unemployed adults, the physically disabled and prisoners. Finally it is worth noting that Mr. C.S. Zondi who was the Chairperson of the KZN Council has since retired and been replaced by Mr. Mandla Mthembu in the interim period.

Chapter 17: Mpumalanga Province

The ABET Forum in Mpumalanga submitted numerous reports, written by Ms Ntuntu Molemane, which have been synthesised below. This forum responds to the needs of communities, industries and practitioners in Mpumalanga. It is accountable to the Office of the Premier. In addition, it is accountable to and represented by:

- ⊗ The Department of Education
- ⊗ Mpumalanga Parks Board
- ⊗ Correctional Services
- ⊗ COSATU
- ⊗ AETASA
- ⊗ ESKOM
- ⊗ South African Coal Estates
- ⊗ SAFCOL
- ⊗ SADTU
- ⊗ Regional Training Trust
- ⊗ Masifundisane Community Project

Key Activities and Targets Set

- ⊗ Training and professional support to stakeholders;
- ⊗ Monitoring and evaluation of the extent to which activities outlined in the MYIP have been achieved;
- ⊗ Setting up interim and permanent provincial structures;
- ⊗ Searching for other ABET providers in order to ensure active participation.

Other resources deployed for ABET development provisioning and include conference and catering facilities belonging to South African Coal Estate and ESKOM. These are used to hold ABET Forum meetings.

Statistics as at July 1999

District and Level	Target	Actual	District and Level	Target	Actual
Kwamhlanga			Hazyview		
ABET Level 1	70	485	ABET Level 1	245	632
ABET Level 2	69	422	ABET Level 2	232	779
ABET Level 3	72	345	ABET Level 3	277	1050
ABET Level 4	56	221	ABET Level 4	295	665
Ermelo			Malelane		
ABET Level 1	94	364	ABET Level 1	276	273
ABET Level 2	101	309	ABET Level 2	253	991
ABET Level 3	118	271	ABET Level 3	266	830
ABET Level 4	149	211	ABET Level 4	117	356
Eerstehoek			Moretele		
ABET Level 1	110	668	ABET Level 1	81	568
ABET Level 2	72	395	ABET Level 2	113	435
ABET Level 3	109	408	ABET Level 3	156	428
ABET Level 4	257	299	ABET Level 4	173	364
Groblersdal			Nelspruit		
ABET Level 1	152	1047	ABET Level 1	193	512
ABET Level 2	116	794	ABET Level 2	191	371
ABET Level 3	110	536	ABET Level 3	156	381
ABET Level 4	20	57	ABET Level 4	166	277

Total Target: 4 865 Actual: 15 744

Cascade Training

Date	District	No. of Practitioners Trained
7 - 11 June 1999	Witbank	55
7 - 11 June 1999	KwaMhlanga	89
14 - 18 June 1999	Nelspruit	100
14 - 18 June 19	Hazyview	108
21 - 25 June 1999	Moretele	112
21 - 25 June 1999	Groblersdal	100
	Total	564

Obstacles and Problems Encountered

- ⊗ Stakeholders do not submit information agreed to at meetings;
- ⊗ Inconsistency in attendance at meetings;
- ⊗ Shortage of transport for department officials;
- ⊗ Shortage of funds for launching national campaigns;
- ⊗ Inflexible funding criteria stipulated by donors;
- ⊗ Inability of stakeholders and centres to provide statistics;

Achievements and Successes

- ⊗ Sharing of resources;
- ⊗ Established an Adult Centre Governing Body (ACGB) for state centres providing ABET;
- ⊗ Trained 1014 practitioners on levels 1, 2 and 3 on outcomes based education and the learning programme design conducted by the Department of Education Core Team;
- ⊗ The Masifundisane Community Project trained 17 project co-ordinators in project and financial management.

Sector's contribution to the implementation of the ABET policy and the execution of the Multi-Year Implementation Plan

- ⊗ The Forum has submitted written reports on the category of training and numbers to be trained;
- ⊗ The issue of financial implications was negotiated amongst stakeholders and partners;
- ⊗ Stakeholders have reported on the categories of learner targets. The report includes the programme and number of learners;
- ⊗ The sector agreed to concentrate on the outlined activities and review the targeted dates.

Chapter 18: North West Province

r Thabo Ndlovu of the North West province submitted a report dated July 1999.

Key Objectives and Targets Set

- ⊗ Cascade training;
- ⊗ Development of learning programmes;
- ⊗ Participation in the Inter-departmental Committee;
- ⊗ The transfer of ABET to the Premier's Office;
- ⊗ Human resource development.

Key activities engaged in

- ⊗ Cascade training;
- ⊗ Monitoring and evaluation;
- ⊗ Development of Learning Programme;
- ⊗ Development of a centre/district budget.

Statistics

Enrolment

Item	Actual		
	Male	Female	Total
Learner enrolment	14 994	32 078	47 072

NB: Target figures were not provided.

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
ABET Level 1	1 421	2 937	4 358	1 421	2 937	4 358
ABET Level 2	-	-	-	1 251	2 467	3 718
ABET Level 3	-	-	-	1 125	2 290	3 415
GET Level/NQF 1	-	-	-	1 476	2 412	3 888

Special Targets

Item	Actual		Total
	Male	Female	
Youth	45	19	64

NB: Target figures were not provided.

Personnel

Item	Actual Total
Number of educators	2 816
Number of programme managers/supervisors	406
Number of support personnel	12

NB: No target figures and breakdown of female/male participants was provided.

Budgets, Expenditure and Resources

	Budget for Period As of June 1999	Actual Expenditure for Period
Total	None provided	6 068 171.37

Other Resources Deployed

Received technical support in the form of three computers from the Joint Education Trust/European Union.

Obstacles and Problems Encountered

- ⊗ No transport for district officials to monitor ABET at the districts after hours;
- ⊗ The ABET budget only addresses tutor salaries, not research and development, curriculum, training, learner support materials etc.;
- ⊗ Some of the functions have been outsourced;
- ⊗ Insufficient personnel at Head office and some districts.

Achievements and Successes

The ABET sub-directorate managed to:

- ⊗ Put systems in place to facilitate curriculum and skills development and training;
- ⊗ Established ABET Forum;

- ⊗ Solicited learner support materials at a cost of R1 million, through the National Department of Education;
- ⊗ Trained tutors on outcomes based education.

General Issues, Concerns and Comments

The North West has managed to conduct first and second tier training, according to their Action Plan. This training has been linked with other initiatives such as outcomes based education.

Implementation has been emphasised with the aim of making an impact on learners and society in general. In addition, practitioners have led the development of learning programmes. Training statistics for 1999 are detailed below:

Region	Training Dates	Target No.	Actual Trained	No. Employed	No. Unemployed
Mafikeng	13-15 April 1999	60	50	23	27
Temba Mabopane Brits					
Rustenburg	20-22 April 1999	40	38	6	32
Mothibistad					
Vryburg	11-13 May	24	21	10	11
	6-8 July 1999	30	26		26
Potchefstroom		15	13	12	1
Klerksdorp		15	15	14	1
Atamelang		13	13	10	3
Lichtenburg	19-21 April	14	15	13	2
	3-5 May 1999				
Total		211	191	88	103

However, one difficulty encountered was a lack of co-ordination from the outset. Workshops were poorly organised and there were problems relating to transport from districts.

Chapter 19: Northern Cape Province

his sector submitted two reports, one for the period September 1997 to August 1998, and the second for the period June to July 1999. According to these reports by Rev. Bradley Swartland, the Northern Cape provincial ABET Council responds to the needs of adults and out-of-school youth. It is accountable to all ABET provincial stakeholders.

Key Activities Engaged in

- ⊗ Actual visits to PALCs in all regions to assist with problems of implementation and to ensure that irregularities do not occur;
- ⊗ Outcomes based education training of 150 tutors at ABET levels 1 and 2 in all regions;
- ⊗ Working closely with the personnel unit to effect new tariffs for tutors in line with the PAM document. In this regard, new scales have been effected from 1 June 1999;
- ⊗ Finalising appointments and compiling a record of the total number of educators in the system;
- ⊗ Meetings with CACE partners to explore the possibility of running a third cycle of practitioner training in the province;
- ⊗ Fitting the unit's delivery plan within the MEC's vision for education in the new 5 year term of office;
- ⊗ Making preparations to prioritise ABET in the next financial year and drawing up budgets for the 2000/1 financial year;
- ⊗ Appointment and remuneration of practitioners with assistance from the personnel unit;
- ⊗ Organising capacity building programmes for the AET unit.

Benchmarks and Targets Set

- ⊗ To make ABET accessible to all communities in the four regions of the province;
- ⊗ More than 10 000 learners have registered and more than 200 educators have been trained at ABET levels 1 and 2;
- ⊗ 80 educators were trained at ABET level 3 and a further 20 will be trained in 3 learning areas (Numeracy, Natural Sciences and Language Communication);
- ⊗ Included an INSET component in training programmes to provide additional support to educators at classroom level.

Discussions are under way to phase out FET from this unit. This process will put the unit in a better position to focus on the correct client. In addition, the unit received a computer from the EU/JET project. Dfid will continue to fund and support the development of a professional core of AET practitioners in the province to assist them in attaining a two-year certificate or the Advanced Diploma in Adult Education. The third cycle of training is scheduled to commence in early January.

This unit has established links with the Departments of Agriculture, Health and Correctional Services. These links have facilitated assessment and progress with regard to ABET.

The provincial allocation for ABET for the 1999/2000 financial year is R4.5 million. SIDA's contribution for the same financial year is R3.5 million. Dfid funds the Department of Education's CACE partnership in the amount of R7 million. Governing bodies of PALCs are encouraged to raise funds to sustain the work in their centres.

Problems and Constraints Encountered

- ⊗ The sector has failed to bargain for better conditions of employment for ABET practitioners and therefore faces high staff turnover;
- ⊗ Delays to the implementation of the skills programme has resulted in learners dropping out;
- ⊗ The personnel unit has failed to effect the new tariffs for educators since July 1999. This has created resentment from educators on the ground;
- ⊗ Work around ABET legislation is slow. This is due to the fact that too much time is spent on administrative functions.

In terms of monitoring and evaluation, this unit has established a Cluster Programme Manager (CPM) who is responsible for a maximum of 4 centres, each of which should be visited at least once a week. These CPMs will form part of a core of trainers since they have the immediate advantage of reaching learners on the ground.

Achievements and Successes

- ⊗ Capacity building programmes are scheduled at various periods of the year for all levels of management, that is, provincial staff, regional staff, CPMs and facilitators. To date, more than 5 sets of training sessions have been held at various levels;

- ⊗ More than 200 practitioners will qualify at the end of December 1999 in the 2 year Certificate and Advanced Diploma in Adult Education through the University of the Western Cape;
- ⊗ CPMs have social mobilisation at the top of their agendas. Their contracts state that if they do not recruit and sustain learners in their respective clusters, they could lose their jobs;
- ⊗ Growth has been demonstrated in terms of learner numbers, attendance and facilitators;
- ⊗ Support from the Head of Department has been shown to continue funding CPMs;
- ⊗ Regions have shown better co-ordination of services and customer service;
- ⊗ A direct link with PERSAL has been established to facilitate the monitoring of salaries and put an end to delays in the payment of salaries;
- ⊗ Regional co-ordinators have been given the responsibility of processing claims resulting in timeous payment of salaries.

Chapter 20: Northern Province

r D. Machimana of the Northern Province ABET Council submitted reports dated September 1998, December 1998 and July 1999.

This Council responds to the needs of provincial ABET stakeholders and is accountable to the Department of Education, NGOs, churches, other government departments and the business sector.

Key Activities and Targets Set

- ⊗ Put into place provincial ABET policy;
- ⊗ Train ABET tutors in conjunction with the National Department of Education;
- ⊗ Establish area and regional ABET Councils;
- ⊗ Conduct a review of learning programmes of ABET levels 1 to 3;
- ⊗ Complete the second project management training session for college lecturers.

Key Activities Engaged in

- ⊗ Finalising the provincial multi-year implementation plan (MYIP);
- ⊗ Fundraising for the ABET Council;
- ⊗ Training tutors on outcomes based education;
- ⊗ Recruitment of educators and learners for the electives pilot project;
- ⊗ The establishment of systems for assessing ABET levels 1 to 3.

Statistics (1998)

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Learner enrolment	6 523	5 125	11 648	3 551	14 200	17 751

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
ABET Level 1	2 130	2 400	4 530	993	1 009	2 002
ABET Level 2	1 104	6 910	8 014	613	3 003	3 616
ABET Level 3	340	1 010	1 350	181	1 789	1 970
ABET Level 4	400	1 600	2 000	110	319	429

Special Targets

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Youth	480	1 100	1 580	224	610	834
Disabled Persons	140	115	255	25	69	94
Prisoners	2 000	150	2 150	700	46	746

Personnel

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Number of Educators	514	3 900	4 414	413	3 707	4 120

Obstacles and Problems Encountered

- ⊗ Insufficient financial resources.

Achievements and Successes

- ⊗ The development of a provincial multi-year implementation plan;
- ⊗ Co-operation between the Departments of Education and Public Works;
- ⊗ Ithireleng Educational Project in Namakgale received a Presidential Award in 1998 in the category Basic Education and Training;
- ⊗ The Leased Community Project received a Premier Education Award for its Lesedi Science Programme.

This sector has been approached by the Department of Correctional Services to render assistance on assessment issues. They were also requested to identify educators and to be invited to training sessions at their own expense.

The regions have formed regional co-ordinating committees for the electives project where the Departments of Agriculture, Health, Correctional Services and Trade and Industry are represented.

This sector has also developed a working relationship with the University of the North on the development of modules for adult educators and on research pertaining to adult education programmes in the province. Students who have registered for a Masters degree in Adult Education conduct this research. In addition, NGOs are

assisted with the training of educators. However, given the limited financial resources in the province, they are unable to finance NGOs who wish to run their own programmes. This department has identified the mining industry as a possible partner in ABET provision.

In terms of application of curriculum and learner materials, this sector has distributed learning programmes to regions for implementation. The provincial office has also organised workshops to refine learner programmes for ABET levels 1 and 3, and to develop learner programmes for level 2. During April and May of 1999, 360 educators were trained in outcomes based education. Assessment and learning programme design were cascaded during October and November of 1999.

Chapter 21: Western Cape Province

his sector, submitted reports dated September - December 1998 and July 1999 written by Ms Anelia Coetzee.

The Western Cape ABET Sub-directorate responds to the needs of persons who are not accommodated by main stream school provision, and are excluded by the South African Schools Act. These persons may be unemployed, employed, disadvantaged, disabled or have special learning needs. These individuals are seen as having the following needs:

- ☉ To improve or gain educational qualifications;
- ☉ To improve or gain skills;
- ☉ To play a meaningful role in life;
- ☉ Self-actualisation;
- ☉ Nation building.

This sub-directorate's vision is of a literate and numerate society enjoying an improved quality of life and participating in nation building. Its mission is to redress the imbalances of the past and to ensure a culture of life-long teaching, learning and service through sustainable mechanisms. In addition, its stated goal is for all young people and adults in the Western Cape in need of ABET to have access to effective literacy and numeracy provision by the year 2001.

Objectives Set

- ☉ To mobilise the skills, knowledge, resources, experiences and contributions of all role players and stakeholders and to ensure that partnerships that result will follow an approach of awareness, participation and commitment (at policy and resource level);
- ☉ To institutionalise and professionalise ABET and ensure effective and efficient management of ABET provision;
- ☉ To offer quality learner-centred instruction for an integrated learner target;
- ☉ To offer quality accredited, need oriented learning programmes for an integrated learner target group and an integrated facilitator target group;
- ☉ To establish and promote effective, democratic governance structures to direct ABET provision;
- ☉ To facilitate personal development and constructive engagement and participation in social and economic life;

- ⊗ To develop appropriate and enabling legislation and regulations;
- ⊗ To continuously monitor, evaluate, reflect and plan to ensure quality life-long learning.

Key Activities Engaged in

In the long term, the province aims to have the following systems in place:

1. Policy, planning and budgeting
 - ⊗ Developing and maintaining broad policy;
 - ⊗ Developing and maintaining regulations for ABET provision at sites;
 - ⊗ Developing and maintaining a multi-year plan;
 - ⊗ Monitoring the application of the budget.
2. Staffing and organisational positioning and linking (professionalisation and institutionalisation)
 - ⊗ Working towards staff establishments for ABET;
 - ⊗ Developing and maintaining fair employment conditions and systems of recognition;
 - ⊗ Working towards the necessary support to deliver an effective service;
 - ⊗ Ensuring strategic positioning to keep ABET firmly on the agenda;
 - ⊗ Ensuring the necessary link between sectors through partnerships.
3. Lifelong learning
 - ⊗ Access FET;
 - ⊗ Provide FET;
 - ⊗ Integrate developmental programmes into current provision.
4. Curriculum and learning support material
 - ⊗ Developing and maintaining recognised learning programmes;
 - ⊗ Ensuring access to learning and support material.
5. Training and orientation
 - ⊗ Building capacity of educators, governance members and programme supervisors.
6. Monitoring and evaluation
 - ⊗ Develop and maintain education management information systems (EMIS);
 - ⊗ Develop and maintain senior certificate examination systems;
 - ⊗ Develop monitoring and evaluation practices for all activities at all levels;
 - ⊗ Working towards own examinations at all levels.
7. Social mobilisation and advocacy

- ⊗ Mobilising around social events;
 - ⊗ Forming partnerships;
 - ⊗ Working towards the establishment of a governance committee;
 - ⊗ Marketing through different media;
 - ⊗ Develop recruitment drives.
8. Instructional delivery
- ⊗ Ensure community learning centres operate according to sound educational practices.

The ABET sub-directorate in the Western Cape Department of Education has fostered links with other departments, institutions and the business and NGO sector. This department works with the Department of Correctional Services with regard to assessment, INSET and the curriculum. Regular visits are conducted at prisons and practitioners are included in the training process.

Interaction at different levels is taking place with the South African National Defence Force (SANDF). This interaction includes curriculum matters and training.

Local government in the Western Cape will be conducting a needs analysis with regard to ABET and is working in conjunction with the ABET sub-directorate in providing the necessary services.

With regard to tertiary institutions, the ABET sub-directorate participated in the development of curriculum that will lead to the implementation of skills courses for ABET level 4 learners and facilitators at Boland College in Stellenbosch. The sub-directorate also interacts with other tertiary institutions in terms of the recognition of practitioner qualifications.

The partnership developed with The Standard Bank continues and similar talks are underway in the Worcester region, with De Beers Marine and Fidelity Cleaners.

There is continuous interaction between the sub-directorate and different NGOs on matters such as curriculum, assessment, training and funding. These NGOs include the Western Cape ABET Forum, Bergzicht Training Centre, AETASA and various literacy projects.

Statistics (1998)

Total Enrolment

Item	Target	Actual
Number of Learners	32 000	23 828

Special Targets: The Western Cape targets disabled persons, prisoners and street children for ABET provision. However, statistics on these are not available.

Personnel

Item	Actual Total
Number of Educators	1 482
Number of Programme Managers/Supervisors	138
Number of support personnel	5

No Target figures and breakdown of male/female participants was provided.

Providers and Delivery Sites

Item	Total
Number of Delivery Sites	119
Number of Providers	

Budgets, Expenditure and Resources

	Budget for Period March 1998 - Dec 1998	Actual Expenditure for Period
Total	16 286 964	10 469 691

Other Resources Deployed

- ⊗ Mainstream school buildings, technical college buildings and community centres;
- ⊗ RDP unit: posters and pamphlets;
- ⊗ Personnel, finance and labour units: processing of claims, payments and personnel directives.

Obstacles and Problems Encountered

- ⊗ A shortage of adequate human resources impacts negatively on the effective development of partnerships;
- ⊗ Tension between quality delivery, proper monitoring and an overburden of administrative exercises exists;
- ⊗ Insufficient administrative support;
- ⊗ Safety and security of learners and ABET staff;
- ⊗ The employment conditions of part-time ABET educators and the advertisement of posts;
- ⊗ Lack of full-time staff;
- ⊗ Due to outstanding surveys (snaps and quarterly), accurate statistics cannot be provided;
- ⊗ The budget allocation to the sub-directorate has had a negative impact on delivery, support and developmental services. This may lead to a restructuring of these services.

Achievements and Successes

- ⊗ Policy, Planning and Budgeting: year three of the multi-year implementation plan has been implemented and completed;
- ⊗ Institutionalisation and Professionalisation: cluster co-ordinators job descriptions have been developed and orientation has been conducted. In addition, trainers' job descriptions have been developed;
- ⊗ Curriculum and Assessment: ABET level 2 examinations have been developed for Afrikaans, Xhosa, English and Numeracy. A monitoring and support system for Senior Certificate examinations has been developed;
- ⊗ Training and Orientation: The department has invited tenders for numeracy training and materials and initiated an audit of ABET, INSET and PRESET providers.

Chapter 22: State Sector

The state sector submitted a report for the period January 1998 to March 1999. According to the report, the state sector responds to the basic education needs of out of school youth and adults between the ages of 16 and 65 years.

The Organisations Represented

- The Department of Education;
- Correctional Service;
- The Transitional Local Council;
- Other state Departments.

The Key Objectives Set

- To bring all state departments that offer ABET into an organised sector;
- To develop a plan of action;
- To implement the plan without delay.

Key Activities Engaged in

- Reading and writing in learners mother tongue;
- Basic grammar;
- Reading and comprehension;
- Basic numeracy;
- Celebrating Literacy Day;
- Visiting other adult centres.

Statistics Enrolment

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Learner enrolment	418	4	422	274	3	277

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
ABET Level 1						
Language/Communication	95	2	97	90	2	92
Numeracy/Mathematics	110	2	112	95	2	97
ABET Level 2						
Language/Communication	83	2	85	41	1	42
Numeracy/Mathematics	79	1	80	18	-	18
ABET Level 3						
Language/Communication	24	-	24	10	-	10
Numeracy/Mathematics	14	-	14	8	-	8
Other	10	-	10	10	-	10
ABET Level 4	400	1600	2000	110	319	429

Personnel

Item	Target			Actual		
	Male	Female	Total	Male	Female	Total
Number of educators	18	18	36	-	-	16
Number of programme managers/supervisors	3	-	3	3	-	3
Number of support personnel	4	2	6	4	2	6

Budgets, Expenditure and Resources

	Budget for Period April 1997-1998	Actual Expenditure for Period
Total	3 500 650	3 200 730

Other Resources that are Deployed for ABET Development and Provisioning

- ⊗ Building materials for classrooms;
- ⊗ Cars for transportation;
- ⊗ Air conditioners;
- ⊗ Photostat machines.

Obstacles and Problems Encountered

- ⊗ Absenteeism;
- ⊗ Drop-out rate;
- ⊗ Uncooperative time managers.

Achievements and Successes

- ⊗ 25 per cent reduction in the number of illiterate personnel;
- ⊗ Integration of ABET with other programmes and activities.

Summary Information on Centres (Information as on 1 March 1999)

	Total No. of Centres	Type of Centre		Registered			Ownership			Governing Body		
		Main	Satellite	Yes	No	No Response	Public	Independent	No Response	Yes	No	No Response
Eastern Cape	327	246	81	268	50	9	276	1	50	253	65	9
Free State	149	114	35	142	7	0	130	0	19	109	40	0
Gauteng	214	44	170	179	14	21	169	3	42	131	62	21
KwaZulu Natal	175	166	9	166	9	0	155	3	17	70	104	1
Mpumalanga	250	81	169	161	63	26	170	4	76	68	156	26
North West	373	295	78	339	28	6	261	17	95	195	172	6
Northern Cape	66	49	17	52	13	1	50	3	13	30	35	1
N. Province	520	465	55	379	129	12	406	6	108	26	482	12
Western Cape	152	109	43	97	53	2	103	25	24	124	26	2
Total	2226	1569	657	1783	366	77	1720	62	444	1006	1142	78

Summary Information on Centres (Information as on 1 March 1999)

	No. of Centres	Levels of Instruction offered by the Centre			Number of Learners			Number of Educators ^a			Educator: Learner Ratio	
		ABET	FET	Both	M	F	Total	M	F	No Response		Total
Eastern Cape	327	124	8	192	17015	38476	55491	616	1667	30	2313	1:23.8
Free State	149	13	5	131	8761	17046	25807	792	905	2	1699	1:15.1
Gauteng	214	37	18	156	22989	37318	60307	1155	1814	15	2984	1:19.9
KwaZulu Natal	175	62	9	104	6823	13917	20740	445	985	15	1445	1:14.5
Mpumalanga	250	173	0	75	6977	18341	25318	407	877	10	1294	1:19.3
North West	373	78	32	253	16279	33145	49424	922	1974	16	2912	1:17.0
Northern Cape	66	34	6	25	2114	3649	5763	129	176	28	333	1:18.1
Northern Province	520	476	0	21	4182	24869	29051	511	1322	79	1912	1:15.0
Western Cape	152	70	25	54	9028	14648	23676	521	652	24	1192	1:18.9
Total	2226	1067	103	1011	94168	201409	295577	5498	10372	219	16089	1:18.2

Centres according to the ABET Levels and FET Grades Offered at the Centre (Information as on 1 March 1999)

No. of
Centres

Centres offering ABET Levels

Centres offering FET Grades

	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Grade 10	%	Grade 11	%	Grade 12	%	
Eastern Cape	219	67	231	70.6	229	70	274	83.8	32	9.8	6	1.8	199	50.9	
Free State	149	63.1	101	67.8	98	65.8	121	81.2	26	17.4	2	1.3	136	91.3	
Gauteng	214	85.5	178	83.2	166	77.6	142	66.4	128	59.8	17	7.9	169	79	
KwaZulu Natal	175	91.4	153	87.4	140	80	50	28.6	18	10.3	3	1.7	112	64	
Mpumalanga	250	98.8	238	95.2	229	91.6	171	68.4	61	24.4	7	2.8	50	20	
North West	373	249	217	58.2	195	52.3	191	52.1	234	62.7	13	3.5	254	68.1	
Northern Cape	66	56	46	69.7	29	43.9	20	30.3	26	39.4	1	1.5	28	42.4	
N. Province	520	491	406	78.1	137	26.3	76	14.6	13	2.5	6	1.2	20	3.8	
Western Cape	152	119	78.3	101	66.4	71	46.7	57	37.5	67	44.1	6	3.9	79	
Total	2226	1818	91.7	1671	75.1	1294	58.1	1102	49.5	605	27.2	61	2.7	1047	47

Foot notes

- 1 The Bill of Rights, Chapter 2, Section 29 (i) of the Constitution of the Republic of South Africa, 1996, Government Gazette, No. 17678.
- 2 Department of Education, 1995. White Paper on Education. Education and Training in a Democratic South Africa: First Steps to Developing a New System. Government Gazette, Vol. 375, No. 16312, 15, March 1995.
- 3 This document was not provided by the Higher Education Sector Representative
- 4 PALCs - Public Adult Learning Centres
- 5 No prior qualification is required at Adult Learning Centres for learners enrolling at Level 5. Many learners are unaware of the demands of this level, hence the high failure rate.
- 6 Derived only from those centres which supplied both learner and educator information