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ABSTRACT

This report traces the development and major accomplishments of the Centre for Adult and Continuing Education (CACE) at South Africa's University of the Western Cape (UWC) since its establishment in 1985. Presented in the introductory section are the CACE's aims and lists of its 1994 staff and 1994 advisory council members. CACE milestones for each year from 1985 through 1994 are listed. Next, the CACE's 10-year history is traced with special emphasis on the following: the CACE's founding as part of the UWC's response to the challenge posed by the apartheid system; CACE responses to the 1985 call for people's education; and the "Preparing To Govern" and "Learning To Govern" workshops. Presented next is the CACE's 1994 annual report, which details activities in relation to the following areas: program administration (staffing, staff committee activities, funding); professional training of adult educators and trainers (advanced diploma and certificate programs, curriculum and materials development); continuing education (course development in antiracist and antisexist practices, workshops, seminars); networking and resource provision (electronic networking, CACE Resource Center, CACE Hall); research; and international exchanges/linkages. Also listed are conferences and workshops attended by CACE staff in 1994 and 149 CACE publications issued between 1988 and 1994. (MN)

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CONTINUING EDUCATION
CACE
10th
ANNIVERSARY
1985
to
1995
REPORT

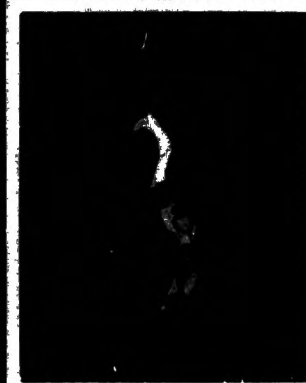


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CENTRE FOR ADULT AND
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CACE

10th
ANNIVERSARY

1985

to

1995

REPORT

AIMS

- ◆ To contribute to the development of theory and practice of adult education in a critical, rigorous academic and professional way, among community-based and other adult educators.
- ◆ To participate in the building of a national system of adult education which contributes towards the reconstruction and development of an equitable, just and democratic society in South Africa.
- ◆ To participate in and encourage community-orientated services as legitimate parts of UWC's functioning.
- ◆ To participate in the global movements of critical adult educators particularly those located in the 'south', in order to contribute to sustainable, human development.
- ◆ We seek to achieve these aims through :
 - ◆ the non-formal and formal education and training of community-based and other adult educators
 - ◆ research
 - ◆ networking nationally and internationally
 - ◆ developing and publishing materials
 - ◆ providing support and resources to adult educators
 - ◆ participating in relevant university and community structures.

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1985 - 1995

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GLOSSARY

- AACE** - Association for Adult and Continuing Education
AALAE - African Association for Literacy and Adult Education
ABE - Adult basic education
ABET - Adult Basic Education and Training
AETASA - Adult Educators and Trainers Association of South Africa
ANC - African National Congress
ASECA - A Secondary Education Curriculum for Adults
CACE - Centre for Adult and Continuing Education
CAETA - Commonwealth Association for the Education and Training of Adults
CBO - Community-Based Organisation
CDS - Centre for Development Studies
CMC - CACE Management Committee
CORE - Community Organisation Research and Education Project
DEAL TRUST - Disseminating Expertise in Adult Literacy Trust
DEASA - Distance Education Association of Southern Africa
DVV - German Adult Education Association (Deutscher Volkshochschul-Verband e.V.)
ECD - Early Childhood Development
ERASE - End Racism and Sexism through Education
ERIC - Educational Resources Information Centre
HSRC - Human Sciences Research Council
ICAE - International Council for Adult Education
IEB - Independent Examination Board
JET - Joint Education Trust
NAECIN - National Education Computer Information Network
NECC - National Education Co-ordinating Committee
NEF - National Educare Forum
NETF - National Education and Training Forum
NGO - Non-Governmental Organisation
NIACE - National Institute For Adult Community Education
NICE - National Investigation into Continuing Education
NTB - National Training Board
PLOEG - Plattelandse Ontwikkelingsnetwerk vir Eenheid in Gemeenskapsdiens
RDP - Reconstruction and Development Programme
SAB - Senate Academic Planning
SACABE - South African Committee for Adult Basic Education
SACHED - South Africa Committee for Higher Education
SAIDE - South African Institute for Distance Education
SAQA - South African Qualifications Authority
SIDA - Swedish International Development Agency
UCT - University of Cape Town
UNESCO - United Nations Educational Scientific and Cultural Organisation
UNISA - University of South Africa
USAID - United States Agency for International Development
USWE - Use Spoken and Written English
UWC - University of the Western Cape
WCPETF - Western Cape Provincial Education and Training Forum
WNC - Women's National Coalition

MILESTONES

1985

- ◆ 1 April, the director is appointed.
- ◆ Research undertaken on literacy and night schools facilities and needs.
- ◆ Community Organization Research and Education (CORE) project undertaken which included a survey of community organisations in greater Cape Town.
- ◆ A 'Focus on Literacy' was held for the campus community.

1986

- ◆ A research report published on *Second Chance to Learn: A Preliminary Survey of Compensatory Adult Education in Greater Cape Town*.
- ◆ Conference held for 200 community activists on Education within Community Organisations
- ◆ Research into the needs for training of community and adult educators.
- ◆ *The story of the struggle for democracy within one community organisations in the 1980s* was published.
- ◆ *The struggle for democracy. A study of community organizations in the Greater Cape Town from the 1960s to 1985* was published.

1987

- ◆ Production of materials for distance education Certificate for Educators of Adults.
- ◆ Conference report on *The building of Community Organisations: the Role of Education* was published.
- ◆ Research into People's Education.
- ◆ Workshops for adult educators and community activists.

1988

- ◆ A Certificate for Educators of Adults was offered for the first time to 36 students.
- ◆ The two-year Advanced Diploma for Educators of Adults was developed
- ◆ The B Ed module on Adult and Continuing Education was completed by 91 students.
- ◆ Non-formal education was conducted through short courses, workshops and consultations in the following fields:
 - ◆ Organizational skills, people's education, design and facilitation skills .
 - ◆ Seminars held on *Dilemmas of Community Research and State reform and security strategies*.

1989

- ◆ The first Certificate for Educators of Adults course was completed by 18 students.
- ◆ The two-year Advanced Diploma for Educators of Adults was offered to 15 students.
- ◆ The B Ed module on Adult and Continuing Education was limited to 50 students.
 - ◆ In non-formal education 20 courses were presented.
- ◆ A programme on International Perspectives on Adult Education began.
- ◆ Research was conducted in the following areas:
 - ◆ University 'Extension Work' Policy Research Project.
 - ◆ Distance Education as a Model for Adult Education.

1990

- ◆ The second Certificate for Educators of Adults course was presented to 52 students.
- ◆ The first two-year Advanced Diploma for Educators of Adults was completed.
- ◆ The B Ed module on Adult and Continuing Education was completed by over 90 students.
- ◆ Non-formal education included the following:
 - ◆ Short courses related to organization and educational skills training.
 - ◆ The International Literacy Year at UWC. This included a Literacy Focus Week and a workshop on *What is literacy?*
 - ◆ International Gender and Popular Education Workshops.
 - ◆ The programme for international visitors.
- ◆ Research included:
 - ◆ A joint research project with the Women's Programme of the International Council for Adult Education (ICAE), focused on *International perspectives on gender and popular education*.
- ◆ Discussions began with other university departments on Adult Education Policy.

1991

- ◆ The second Certificate for Educators of Adults ended with 42 students, 57% of the students passed.
- ◆ The first 11 diplomates of the two year Advanced Diploma for Educators of Adults graduated.
- ◆ The B Ed module on Adult and Continuing Education was completed by 86 students.
- ◆ Non-formal education included the following:
 - ◆ The Gender and Popular Education Research and Training programme continued.
 - ◆ A workshop on *Challenging Racism*.
 - ◆ Short courses and workshops on organizational and educational skills training.
 - ◆ Programmes for international visitors.
- ◆ The Computer Literacy and Information Project became part of CACE.
- ◆ The following research projects continued:
 - ◆ Community Organization Research and Education.
 - ◆ Adult Education Policy Research.
 - ◆ *International perspectives on gender and popular education*.
 - ◆ University 'Extension Work' Policy Research Project.

1992

- ◆ The Certificate for Educators of Adults continued with 100 registered students; 43 students from urban and 57 from rural areas.
- ◆ The Advanced Diploma for Educators of Adults continued with 16 students entering their second year.
- ◆ The B Ed module on Adult and Continuing Education was undertaken by 45 students and successfully completed by 87% of students.
- ◆ One M Phil student graduated and two doctoral students registered.
- ◆ Non-formal education included:
 - ◆ Publication of a gender and popular education handbook *On Our Feet: Taking Steps to Challenge Women's Oppression*; an international seminar entitled 'Gender and Popular Education Seminar: International Perspectives'. This was jointly hosted with the Women's Programme of the ICAE. Women from 15 countries attended.
 - ◆ Anti-racism training was advanced through short workshops for religious, women's and service organizations.
 - ◆ Three editions of a networking bulletin, the *Talking Stick*, were produced.

- ◆ The following research projects continued:
 - Community Organization Research and Education.
 - Adult Education Policy Research.
 - The joint research project on Gender and Popular Education.

1993

- ◆ The Certificate for Educators of Adults continued with 63 registered students.
- ◆ Twenty three students registered for the Advanced Diploma for Educators of Adults.
- ◆ The BEd module on Adult and Continuing Education was completed by 12 students.
- ◆ Non-formal education included the development of the following workshops and training materials:
 - 13 Trainers were trained to run anti-racism workshops.
 - A handbook entitled *A guide to challenging racism workshops* was published as an integral part of the training courses.
 - Seminars were held for practising adult educators.
- ◆ Networking played an important part in the year's activities with the development of an extensive database on non-governmental organizations (NGOs) as well as support for the launch of the Association for Adult and Continuing Education (AACE).
- ◆ Specific research projects are:
 - Women and Non-formal Adult Education Research Project.
 - Social Uses of Literacy – a joint project with the University of Cape Town.
 - A National Approach to University-based Professional Training of Adult Educators – a joint project with the University of Cape Town under the auspices of the Disseminating Expertise for Adult Literacy (DEAL) Trust.

1994

- ◆ The Certificate for Educators of Adults continued with 92 registered students. New materials on *Teaching Methods* was produced.
- ◆ The Advanced Diploma for Educators of Adults was in the second year of the third cycle with 15 students registered.
- ◆ The BEd module on Adult and Continuing Education was completed by 45 students.
- ◆ The Continuing Education Programme consisted of ongoing development in the fields of anti-racist and anti-sexist practices. A short course is planned for an integrated approach to working with multiple-oppressions.
- ◆ Networking continued to play an important role. The data base on non-governmental organizations (NGOs) consists of 900 NGOs and 250 adult educators.
- ◆ The Adult Educators and Trainers Association of South Africa (AETASA), a federation of 6 provincial associations and 4 national organizations, was launched. CACE acted as secretariat for the Association for Adult and Continuing Education (AACE) and is on the AETASA Executive.
- ◆ Specific research projects are:
 - Participatory research with the Women's National Coalition to survey women's needs. A booklet of findings was produced.
 - Social Uses of Literacy – a joint project with the University of Cape Town.
 - A National Approach to University-based Professional Training of Adult Educators – a joint project as part of the DEAL Trust. A report was produced and disseminated.
- ◆ Women's needs in informal adult education. A report of the research was published.

TEN YEARS ON 1985 – 1995

Celebrating CACE's 10 Years

On the first of April 1985, the University of the Western Cape's Rector-designate, Professor Jakes Gerwel, the Dean of the Faculty of Education, Professor Owen van den Berg, and CACE's founding director, Shirley Walters, were seen wandering around the campus looking for an office, a chair and a desk, from which CACE could begin its operations. A 'caravan' eventually became CACE's first home.

Ten years later, CACE is an established institute of the university which is recognised nationally and internationally for its contribution to the field of adult and continuing education. This Annual Report reflects on the previous 10 years of CACE's work and reports in detail on activities of 1994.

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Looking Back

The creation of CACE can be viewed as part of the response by the university to implement the UWC Objectives which were accepted in 1982 by the University Council. Through these objectives UWC committed itself to break with its apartheid past and serve South Africa's historically disadvantaged communities in more direct ways.

In a 1982 study,¹ the argument was made that UWC should face the challenge posed by the apartheid system by using adult education as an important instrument for social transformation and to contribute to further developing adult education within South Africa as an important and legitimate field of academic study. From the outset CACE experienced, as a central focus, the need to be a place of intellectual and academic excellence and to be responsive to the socio-political context. A paper written in 1987 captures this with its title *To write a paper or to protest? A CACE study.*² This was written at a time of heightened mobilisation on the campuses against the 'de Klerk regulations' which aimed to limit further the autonomy of universities.

In a 1982 study, the argument was made that UWC should face the challenge posed by the apartheid system by using adult education as an important instrument for social transformation and to contribute to further developing adult education within South Africa as an important and legitimate field of academic study.

1 Shirley Walters, *The Role of the University of Western Cape in Adult Education*, UWC Mimeograph, Bellville, 1982
2 Shirley Walters, *To write a paper or to protest? A CACE study*. Unpublished paper presented at Kenton Conference, Durban, 1987.

In 1982 it was argued that any future adult education initiative at UWC should fall within traditional university functions of the university. The way those traditional functions of teaching, research and provision of resources were conducted would make them more or less relevant to the oppressed and exploited communities. It was stated that :

We are involved in teaching and in research, but we feel that the way we teach and what we research will make us relevant or irrelevant. We believe the important point is the origin of our research problems. If we are not connected to what is going on in the broader community, both our research and our teaching can become irrelevant. We keep in touch with what is going on by being involved in the broader struggles ourselves.³

The influence of the general orientation of the 1982 report is still apparent in CACE today. In the CACE brochure of 1988 the position statement was expressed as : CACE aims to promote adult and continuing education which serves the poor and the oppressed individually and organisationally, with an overall commitment to the attainment of a non-racial democratic society. This hopes to achieve through

- informal, non-formal and formal teaching,
- ongoing research,
- provision of appropriate resources to adult and community educators.

By 1992 CACE had developed its mission to focus more specifically on the training of adult educators and the promotion of a national system of adult education within a democratic dispensation. It had moved from focusing on the broad political context to highlighting its adult educational role more strongly,

CACE aims to promote adult and continuing education which serves the poor and the oppressed individually and organisationally, with an overall commitment to the attainment of a non-racial democratic society.

The tenth year of CACE's history was a watershed time for adult educators with a dramatic contextual shift in 1994 when black South Africans could cast their votes for the first time in history. The African National Congress (ANC) became the majority party in a Government of National Unity. A new single Ministry of Education with clear commitments to lifelong education was being established in place of the eighteen education departments under apartheid.

In reflecting back there seem to be three distinct periods in CACE's short history: the first is represented by CACE's unambiguous location within the 'People's Education movement' from 1985 to 1989. The second was a period of transition captured by the slogans developed in 1989: 'preparing to govern' and 'moving from resistance to development'. The third period began in May 1994 and was concerned with 'learning to govern' and 'governing'. These three periods reflect on what seem to be CACE's most significant achievements within the context of the development of the field of adult education as a whole.

³ Joseph Samuels, *An Appropriate Extension Work Policy for the Centre for Adult and Continuing Education (CACE)*, M Phil thesis submitted to UWC, 1992.

The People's Education Movement 1985 to 1989

The call for People's Education was first made at the National Education Crisis Committee (NECC) conference of December 1985. It was a response to the deep crisis in education, which in turn reflected the political and economic crises of the time. People's Education was concerned both with mobilising all constituencies within education to participate in the struggle against the apartheid state and with building the foundations for a future democratic education system.

People's Education was actively taken up at UWC by students and staff. CACE staff were integral to these efforts in three ways: firstly, the radical educational theory and practice which was being explored across the campus drew heavily on the works of, for example, Paulo Freire and Antonio Gramsci, both theorists which had impacted CACE's work from the outset. CACE staff were therefore useful resource people for UWC students and staff. The non-formal and formal courses run by CACE, reflected these approaches and understandings.

Secondly, CACE had established a nascent resource centre in which posters, pamphlets, newsclippings, formal and informal publications on radical educational and organisational theory and practice were stored. At that time the UWC library was fairly conservative and therefore CACE's resources were heavily used by activists both from on and off the campus.

Thirdly, CACE had two research projects which fed into the debates and understandings of the time. The one was a contemporary history project which captured developments within the popular social movements of the Western Cape and the other focused on monitoring developments within People's Education.

CACE publications produced during this period reflect some of the concrete outcomes. Two of the publications related to the struggle for democracy within community organisations: one was a report of a conference of community educators and activists, three of the publications captured debates and



resources relating to People's Education and one publication was a survey of literacy and school-equivalent adult education facilities. The publications have been widely disseminated and are still used as reference texts.

The significance of People's Education for adult education was captured in the preface of one of the publications:⁴

As adult educators we are excited by the challenges that People's Education offers. It is one of the first times in South Africa that 'lifelong education' is on the agenda where education in the school is seen only as one aspect of necessary education provision. Adult education at the workplace, in voluntary associations, in political movements, in the home, is seen as integral to the educational process both in the period of social transformation and in a future, post-apartheid society.

Through CACE's engagement with People's Education contacts were made internationally with other popular educators also struggling for democracy. This was the time of the academic and cultural boycott. There were lengthy processes to gain clearance from the democratic movement and the solidarity groups before international visits could be undertaken.

Through the Women's Program of the International Council for Adult Education (ICAE), based in Toronto, Canada, strong links were made with popular educators in North and Latin America, Asia, Africa, Europe and the Middle East.

CACE staff visited places such as Chile, Ecuador, Brazil, and Zambia. These linkages, particularly with other countries of the 'south', were seen as important historic



correctives to the predominant relations with Britain and North America.

Adult education at the workplace, in voluntary associations, in political movements, in the home, is seen as integral to the educational process both in the period of social transformation and in a future, post-apartheid society.

They provided very important perspectives on transformative adult education and especially the necessity to empower women in the process.

During this period the three formal courses, the Certificate and Advanced Diploma for Educators of Adults and the B Ed module on Adult and Continuing Education, were established. The first two resulted from lengthy consultations with community educators and activists and aimed to provide space for critical reflection by practising educators and activists.

The Certificate for Education of Adults was designed to enable rural participation and to give practitioners with a standard eight education

4 Glenda Kruss. *People's Education: An examination of the Concept*. CACE, UWC, Bellville, 1988.

access to the university. It was a ground-breaking design within the context of university adult education and is now an important reference point for national developments in the professional training of adult educators.

In 1985 there was not a 'field of adult education'. There were many organisations and institutions 'doing' adult education but few would have identified themselves as adult educators. The primary reference point for adult educators was the political struggle against apartheid. There was little self-identification as 'adult educators'. The context of educational practice was emphasised rather than the theoretical or micro educational issues. While the government at the time actively dissuaded adult education through harassment of individuals and organisations, within the democratic movement there were the early stirrings of recognition of its potential relevance.



The importance of adult education was beginning to emerge.

'Preparing to Govern' 1990 - 30 April 1994

In late 1989 CACE co-hosted a conference with the Centre for Development Studies (CDS) at UWC. It brought together activists from the democratic movement and it focused on *Facing the challenges of the 1990s: Organising for democracy in the Western Cape*. One of the central themes of the meeting was 'preparing to govern'. For the first time activists were showing concern for the chaos that would be inherited once transfer of state power had been achieved. Some issues which previously would not easily have captured the attention of most activists began to be heard, for example, ecological concerns, AIDS, and the fact that millions of adult South Africans could not read or write. Not only the question of the destruction of the apartheid state but also the creation of a non-racial democratic society were firmly placed on the agenda for the next decade.

Adult education began to emerge in various fora as being important. At the NECC conference in December 1989 the slogan 'Literacy and numeracy for all' was used. 1990 was the United Nation's International Year of Literacy and this influenced the context. More people began to ask what adult education was and how it could contribute to the building of a democratic society. The period of transition was firmly underway with the unbanning of the political organisations on the 2 February 1990.



Education had to become part of the process of creating a non-racial and democratic society.

At this time space opened up for people located within various sectors to begin to stake out their specific domains and to begin to articulate their needs and interests as separate from the political considerations. Amongst adult educators a change was discernible: there was some movement towards the acknowledgement of adult education as an important field in its own right. Adult educators began to talk more confi-

dently as 'adult educators' although the differences in their location meant there was little trust amongst those working, for example, in non-governmental organizations (NGOs), community-based organizations (CBOs), trade unions, universities, or technikons.

The context shaped CACE's work in three key ways: firstly, CACE began to engage more specifically in policy orientated research. Secondly, it emphasised the development of indigenous approaches to anti-racist and anti-sexist training programmes for adult educators. Thirdly, it actively supported networking and the building of organisations specifically concerned with promoting the interests of adult educators, NGOs, CBOs and women.

In 1989 there were the first tentative moves to form an ongoing dialogue amongst the five universities in South Africa who were training adult educators. In that year there was a meeting at CACE in order to promote more concerted, joint efforts in policy orientated research and development. From then on sporadic meetings were held.

In 1992 an organisation was established, the Disseminating Expertise for Adult Literacy (DEAL) Trust, which linked the Universities of Cape Town, Natal, Witwatersrand and Western Cape to facilitate co-operative work in the field of adult basic education. It was funded by United States Agency for International Development (USAID). By 1994 joint research projects between the University of Cape Town (UCT) and the University of the Western Cape (UWC) and other universities were underway. In addition, a standing annual conference of university-based adult educators has been established since 1992 and an Association of Tertiary-based Adult Educators has been formed. This period saw the emergence of a more coherent community of university-based adult educators.

Early on in this period there were competing bids to influence the formulation of national policy options within an anticipated democratic government amongst adult educators working, for example, in literacy, trade union and workplace education, university based adult education, political and community education. In order to encourage more concerted approaches, CACE co hosted with the Independent Examinations Board (IEB) a colloquium on *The future of Adult Education* in April 1991. It brought together for one of the first times a cross section of carefully selected individuals from the range of sectors, political groupings and forms of organisations, including a small number of state officials. The experiences of southern Africa were contributed through participants from Botswana, Mozambique and Namibia. This meeting emphasised the close interrelatedness between organising the field of adult educators, theorising, and practising adult education on the ground. Given the lack of a national system and the marginality of the field, the interdependence

Since 1992 the period saw the emergence of a more coherent community of university-based adult educators.



of all adult educators across sectors and organisational locations was clear. If adult educators were to make any headway they needed one another.

The education policy research of the country's democratic movement was co-ordinated through the National Education Policy Investigation (NEPI). This was initiated in 1990 and produced twelve sectoral reports in 1992, analysing feasible education policy options. Three of the booklets referred to adult education and were produced by teams of adult educators around the country. Numerous other policy documents were produced and critiqued in this period, particularly those generated through the ANC. The DEAL Trust universities worked together in 1994 on two policy-related research projects. One was on the social uses of literacy and the other was on 'The professional preparation and qualification of adult educators and trainers'. This period saw the generation of a variety of policy options.

Specific research and development of indigenous approaches to challenging racism began in CACE in 1991 and is recognised by many practitioners to be innovative and at the cutting edge within the South African field of practice.

Within the political framework of transition towards the negotiated settlement, there was growing consensus that a comprehensive approach to adult education within an integrated system of lifelong learning was needed. Organised labour, employers and the state shared some agreement that widespread provision of Adult Basic Education (ABE) was crucial for economic renewal. Amongst many stakeholders there seemed to be agreement on the importance of adult education in addressing equity and redress issues. In 1993 the fashioning of the new adult education system was still at the conceptual level.

During this time, staff at CACE worked hard to build networks and organisations of adult educators who could be an effective lobby for adult education provision. Together with others from NGOs, CBOs, technicians, universities and colleges, a new Association for Adult and Continuing Education (AACTE) was formed in the Western Cape. This was the first organisation of its kind and bridged the sectoral and organisational divides. CACE provided the secretariat in 1993 and 1994. In 1994 along with other regional organisations around the country a national organisation was formed, the Adult Educators and Trainers Association of South Africa (AETASA). CACE staff helped to spearhead this development.

This period saw the shift from a disparate array of practitioners 'doing' adult education towards the forging of a legitimate field of practice which was wanting to 'professionalise'.

From 1990 women in South Africa also found new spaces to organise specifically around women's issues. Before this the national struggle for liberation had been advantaged by activists over the struggle for women's rights. In the late 1980s CACE made contact with feminist popular educators internationally. In 1990 staff developed work-



The first gender and popular education workshop.

shops on women's oppression and popular education for practitioners. The workshops developed methods of education which help to challenge gender bias in organisations and education programmes. In 1992, a handbook, *On our feet. Taking Steps to Challenge Women's Oppression*⁵ was published. This handbook was distributed widely with 12 000 copies alone being sent by the German Adult Education Association all over the world. It has been hailed by practitioners in South Africa and internationally as a 'marvellous resource'. Since then several other resource materials, academic articles and workshops have been developed to further feminist approaches to adult education and training.

CACE staff have also been actively involved in the Women's National Coalition (WNC), the broadest grouping of South African women set up to fight for effective equality for women.

5 Liz Mackenzie, *On our feet. Taking steps to challenge women's oppression*, CACE, UWC, Bellville, 1992.

Specific research and development of indigenous approaches to challenging racism began in CACE in 1991. At this time there were few black anti-racist trainers in the country. An innovative approach to facilitator training was developed and a handbook *A Guide to Workshops on Challenging Racism*,⁶ was produced to be used in this training. Other resources, workshops and papers have been produced in the last years to contribute to the conceptual understanding of racism in South Africa and to challenge it in practice. In 1995 a new course development commenced to approach the challenging of all oppressions in an integrated way.

CACE's work in anti racism and gender training is recognised by many practitioners to be innovative and at the cutting edge within the South African field of practice.

The period from 1990 to April 1994 saw adult educators positioning themselves in relation to the anticipated democratic government. This meant three things for CACE: engaging in policy research and development of policy options, organising the field in order to help forge an adult education movement, and finally, focusing on innovative micro-educational practices in the training of adult educators, highlighting anti-racism and anti-sexism in particular.



The CACE work in the anti-racist anti-sexist fields broke new ground.

6 Antoinette Zanda, *A guide to Workshops on Challenging Racism*, CACE, UWC, Bellville, 1991.

'Learning to Govern' From May 1994

On 12 May 1994, the first democratically-elected President of South Africa, Nelson Mandela, was sworn into office to head up the Government of National Unity. The successfully-run national elections had followed the biggest adult education programme ever undertaken by NGOs, government and other institutions alike: voter education. Millions of people in rural and urban areas were reached by the thousands of facilitators who were trained through short courses. CACE staff and students, along with many others, were caught up in the processes of voter education, campaigning, electioneering. Many of the normal CACE programmes were interrupted or changed as the focus turned in March and April to the elections. Staff integrated issues into the curricula of courses and were called on to react to a number of requests, such as those relating to the racism that was being generated through the campaigns. The results of the elections were overwhelmingly in favour of the ANC except in two provinces, Western Cape and KwaZulu/Natal.

A major task for the provincial education authority was to begin to convert the old apartheid structures to form one Ministry of Education. This task is still underway and in the process a range of Task Teams were set up to formulate ideas for new approaches to the broad education arena, from early childhood development (ECD), to adult basic education (ABE), to schooling and technical colleges. While new ideas were being generated intermediate legislation was being formulated and passed into law. CACE staff, together with other educators, academics and politicians from the wide spectrum of political and social locations, were drawn into the processes. Everyone was for the first time working with 'people from the other side'. Everyone is still learning about governance within a democratic dispensation. ANC activists are learning what it means to be in opposition within a democratic polity in the Western Cape.

Within adult education, towards the end of the year, there had been a move away from the generation of policy options to concerns about implementation. During the year a number of policy documents had been produced to influence the new government and to which there had to be a response - these include the National Training Board Training Initiative, ANC Education Policy Framework, National Investigation into Community Colleges (NICE). The new government presented its draft Education and Training White Paper and the Reconstruction and Development Programme White Paper.

Within the draft Education and Training White Paper major new proposals relate to the establishment of a national qualifications framework with a South African Qualifications Authority (SAQA), the integra-

Discussions about reconstructing education in South Africa showed the painful fact that bringing about fundamental changes in the education and training arena are going to take a long time and there are many struggles ahead.

tion of education and training, the concept of life long learning, the recognition of FCD and ABE. If developed, all of these concepts will have major implications for adult education. In an attempt to deepen the discussions around the concept of integration, CACE organised a colloquium which brought together practitioners from different sectors, including government, parastatals, trade unions, NGOs and tertiary institutions. This meeting highlighted the many areas of research and theorisation that still need to be undertaken to begin to understand the implications of the new concepts. It also showed the painful fact that bringing about fundamental changes in the education and training arena are going to take a long time and there are many struggles ahead.



Discussing the future of adult education in the rural and urban areas.



The politics of social reconstruction is at the heart of the CACE curricula! this is debated in different types of fora.



Dedication and commitment to the goal of democracy have propelled many of our students.

In anticipation of the need for many more trained adult educators and trainers, CACE staff have been reassessing the formal and non-formal courses on offer. The DEAL Trust research into the professional preparation of practitioners has helped to focus the issues. The constituencies with whom CACE has worked have also been reassessed with the curricula changes that that implies. From 1995 the Advanced Diploma for Educators of Adults will be catering for a range of education, training and development practitioners. The course will be trying to explore the meaning of 'integration of adult education and training' in practice by working with educators and trainers across all sectors. There will also be moves in the new year to make the formal courses accessible to more students in far, outlying areas.

This period has seen the continuation of organising the field through a proliferation of various fora. A number of national organisations were duplicated provincially. For example, the National Education and Training Forum (NETF) established in 1993, was being reproduced on a provincial basis in the form of the Western Cape Province Education and Training Forum (WCPETF) which was launched in May 1994 and to which the director of CACE was elected as chair, and the South African Committee on Adult Basic

Education (SACABE), which was established in November 1993, and was formed in the Western Cape in April 1994.

Learning to live and work in a democratic country is a process that has begun in 1994. It is challenging many assumptions and practices within CACE. During 1995 the euphoria of the changed political reality will lessen as the harsh realities of fiscal constraints, lack of political will at the provincial level, resistances to change, and so on, sink in. For adult education and training to make headway, the field will need to continue to organise itself into an effective lobby so that it can engage the government both provincially and nationally to ensure that the vision of the new government is converted to reality on the ground.

No external evaluation has been done of CACE's achievements in the last ten years. Only internal assessments have been done every six months over the years. It will be beneficial if resources can be found for such an exercise. Looking back, however, CACE can claim to have contributed significantly to the legitimisation, professionalisation and organisation of the field of adult education in the country. Its unique contribution has been forged within an historically black university where commitments to social justice have been paramount and this is demonstrated in the profile of its staff and students.

In the next section the details of the 1994 Report will be presented.



1994 ANNUAL REPORT

The context for 1994 is captured in the previous section. This section presents the details of the activities for the past year.



ADMINISTRATION

Staffing

There were several staff changes this year. Mignonne Breier was appointed to coordinate the eighteen month research project on the Social Uses of Literacy. She was joined by two research assistants, Matsepela Taetsane and Lynette Sait. Three staff left, Martin Sebakwane, Pethu Serote, and Nosipho Msizi. We appreciated their contributions to CACE's work. Staff who were employed for brief periods were Debbie Hene, Danfred Booysen, and Tammy Shefer. Liz Mackenzie was on maternity leave for the first half of the year and delivered a healthy daughter. In December Salma Ismail delivered a son and Roy Crowder proudly welcomed his daughter into the world. Zelda Groener completed the second year of her study leave.

Temporary short term contracts were filled by Kathy Watters on the literacy research, Lehn Benjamin on the gender and popular education publications, Cathy Gush on the DEAL Trust research. Student assistants were Angela Blaauw, Khaya Mrali, and Lungile Ndlovu.

The following were part-time tutors on the Certificate for Educators of Adults: Jonathan Geidt, Tom Johnson, Shaheeda Ebrahim, Rachel Balie, John Adams, Denise Damon, Patrick Klaas, Neville Jaftha, Johanna Stoffels, Shaamela Cassiem and Carl Hendricks. Carl left to take up a senior adult education position in Swaziland after many years as a tutor. We appreciated his contribution.



Back: Martin Sebakwane, Joe Samuels, Thembeliswe Qulo, David Kapp, Mignonne Breier, Roy Crowder, Middle: Hilda Andrews, Liz Mackenzie, Lynette Sait, Mtombi Makwasa, Bev Thaver, Eunice Christians Front: Cecile-Ann Pearce, Matsepela Taetsane, Shirley Walters, Glynnis Lawrence

Committee Work of Staff

This included serving on several CACE committees, other university committees, and on committees of a range of community and non-governmental organisations (NGOs). The CACE Management Committee (CMC) was serviced by Shirley Walters, Albert Ntunja, Roy Crowder, Bev Thaver, Eunice Christians and Joe Samuels.

CACE was represented on the following UWC committees: Faculty of Education - Faculty Board, Research, Higher Degrees, Appointments, Dean's, Planning, B ED, Academic Development Committees. Senate committees included - Senate, Senate Academic Planning (SAB), CACE Advisory Council, Gender Action Committee, International Relations, and Appointments Committees. Staff also sat on the Boards of UWC Worker's College and UWC Savings and Credit Co-operative.

CACE staff served on the following adult education-related organisations and committees: Association for the Adult and Continuing Education (AACE), the Adult Educators and Trainers Association of South Africa (AETASA), the ANC Adult Education Working Group, the South African Committee on Adult Basic Education (SACABE Western Cape), the Adult Education Task Team of the Provincial Ministry of Education, the Western Cape Province Education and Training Forum (WCPETF), DEAL Trust, Distance Education Association of Southern Africa (DEASA), South African Institute for Distance Education (SAIDE) Working Group, Kenton 21 Conference Organising Committee.



Funding

Funding was received from the following funders: the Mott Foundation, Kagiso Trust, the Joint Education Trust, the Independent Development Trust, Steelworkers Humanities Fund, SIDA, the World University Services, USAID, Liberty Life, Students Services Council, Richtersveld Bestuursraad, Shell Oil (South Africa) Ltd, the German Adult Education Association, Engen Foundation, Desmond Tutu Trust Fund, the British Council. We are appreciative of their ongoing support.

The university currently funds the posts of two lecturers, one professor and one administrative assistant. All other posts are funded privately. Applications have been made to the university for an increase in its staff allocation to CACE. In response, the university has taken over the post of an additional lecturer post for three years from 1995 and has undertaken to reassess post allocation to CACE in the light of developments within the field of adult education and training.

The bookkeeping function was co-ordinated by Nosipho Msizi and then by Danfred Booysen who worked closely with the UWC Finance Department.

PROFESSIONAL TRAINING OF ADULT EDUCATORS AND TRAINERS

The importance of the professional development of adult educators and trainers has begun to be emphasised through the Ministry of Education, the RDP, and the National Training Board. Adult Basic Education and Training (ABET), particularly, has been identified as important in order to achieve redress, equity, and economic development. If these commitments are to be translated into practice it means that thousands of adult educators and trainers will need to be equipped with professional skills to carry out demanding and historically new tasks. The scale of delivery by training institutions, including CACE, will have to increase dramatically.

During the year CACE staff were active in the development of proposals for a national system of professional training. There was reassessment of curricula in the Certificate for Educators of Adults and the Advanced Diploma for Educators of Adults in the light of the broader range of students that have applied to do the courses and the changed political context. CACE is exploring the delivery of the courses in 1996 to the Northern Cape.

Advanced Diploma for Educators of Adults

The Advanced Diploma for Educators of Adults is a two year part-time in-service course for practitioners from a wide range of professional settings. The course aims to enhance the participants' understanding of theoretical debates as well as improving their practical effectiveness as educators and facilitators. The field of study includes both educational and organisational development issues. Entry to the course depends on experience in the field and a qualification equivalent to at least two years' post matriculation study. The variety of student backgrounds means that participants' qualifications this year range from a masters degree to a mix of non-formal training courses.

1994 was the second year of the third cycle of the diploma with 15 registered students. The course focused on organisational management and development and students wrote an evaluation study on some aspect of their work.

The increasing proportion of students who join the course with non-mainstream educational credits has encouraged CACE to develop more creative curriculum, teaching methodology and assessment instruments. CACE's concern with these issues, in collaboration with the university's Academic Development Centre, resulted in two papers, on curriculum and on assignments, being presented during the year by Roy Crowder.

A short-term research project was initiated towards the end of the year by Roy Crowder with the assistance of Cathy Gush to investigate recruitment and curricular issues for the fourth diploma course which will be starting in 1995. A concerted effort was made to engage with training departments and managers in industrial, commercial and governmental organisations in order to discover their training needs and to make the diploma known to a wider audience.

Applications for the new course indicate a large increase in interest as initiatives such as the RDP give an enhanced role to education and training. They also indicate a substantial interest from the corporate training sector which has previously been under represented in our work.

The diploma was co-ordinated and taught by Roy Crowder and administered by Hilda Andrews. Other CACE staff assisted in supervising students' evaluation studies and leading occasional course sessions.

Certificate for Educators of Adults

The Certificate for Educators of Adults is a two-year part-time distance education course for adult educators who work with marginalised communities. The students work as adult educators and trainers in a range of sectors such as adult basic education, health, welfare, small business development, early childhood development, religion, civic affairs and industry. The course aims to improve their practice of adult education. At the start of the 1994/1995 cycle we accepted and registered 92 students.

Profile of the Certificate Students

Gender: 62 females and 30 males

Region: 54 urban and 38 rural

Language: 34 Xhosa, 21 English and 37 Afrikaans

School leaving levels and age: more than half of the students have a school-leaving status of between standard 6 and standard 9 and are between 31 and 60 years old. The rest have a standard 10.

Curriculum and Materials Development

Three modules were completed this year: *Contextual Studies*, *Adult Learning and Teaching Methods*,¹ Students undertook both written and practical assignments and projects. They have made presentations in their respective communities which test their design and facilitation skills.

¹ *Contextual Studies, Adult Learning and Teaching Methods*. CACE Course material. CACE Publications, Bellville.

They presented a variety of activities which covered topics such as on 'the role of women in the community' and 'the role of youth in implementing the Reconstruction and Development Programme'.

Research and Monitoring

An external evaluator was contracted to do an evaluation study of the Certificate for Educators of Adults to assess the impact of the course on individual students' personal, community, socio-economic and working lives. This report is in progress and will be used to assess the future direction of the course.

During the year Bev Thaver has represented CACE on the South African Institute for Distance Educators secretariat which is investigating national delivery of training to ABET practitioners at a distance. The certificate course is providing an important model for these national developments which include the new courses by UNISA and VISTA universities.

The B Ed Module on Adult and Continuing Education

This was successfully completed by 45 students who are mainly practising teachers. The course was taught by Salma Ismail, Joe Samuels, Roy Crowder, Jonathan Geidt and Shirley Walters.

External Examining

Roy Crowder was external examiner for B Ed Adult and Continuing Education, University of Venda and the Advanced Diploma for Educators of Adults, University of Cape Town.

Post Graduate Degrees

One doctoral degree student was registered with CACE.



The importance of adult education and training was debated in terms of the demanding tasks of a new political dispensation.

CONTINUING EDUCATION

The Continuing Education Programme has consisted of the ongoing development and running of workshops for adult educators, the development of training handbooks and other materials, the running of short courses, seminars and conferences for adult educators and trainers, consultations, and the facilitation and design of educational programmes on request from other organisations.

Course Development in Anti-racist and Anti-sexist Practices

CACE's work in anti-racist and anti-sexist training over the last few years has been taken forward with the intention of integrating these two aspects within a broader framework of challenging power relations. The groundwork is being laid for the piloting of a 3 - 6 month certified course for adult educators and trainers, delivered through a combination of distance and face-to-face methods. The development and the piloting of the course is planned as a two year process which will continue to be complemented by responding to requests for anti-racism and gender workshops. Collaboration and networking with others in the field will continue to be integral to the process.

It is hoped that the pilot course will lead to it being integrated into a nationally acceptable curriculum for adult educators and trainers which will be recognised within the proposed National Qualifications Framework.

Consultations

These have been undertaken for the National Educare Forum, the Equal Opportunities Fund, the A Secondary Education Curriculum for Adults programme of Sached, the Northern Cape Ministry of Education, SpoorNet, the UWC Workers College, Women for Change in Zambia and several other organisations. Various structures on the UWC campus have consulted staff on the development of an anti-racism policy. Organisational development within the President's Office is being facilitated by CACE staff.



Anti-racism and anti-sexism workshops are run on a continuous basis.

Workshops

Several workshops have been facilitated for community organisations, trade unions, NGOs, and training institutions on challenging racism, gender training, group dynamics, materials development, adult learning.

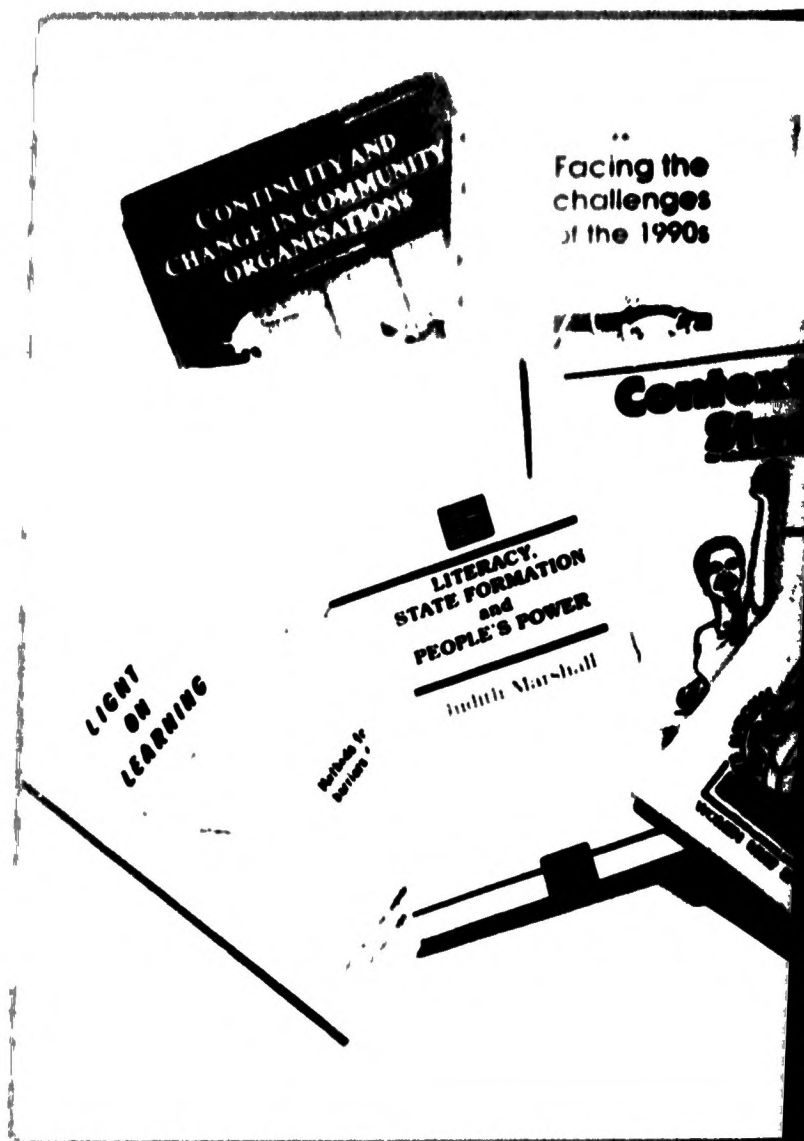
Seminars

CACE co-hosted the Western Cape NGO Summit which was held on 18 February 1994. The aims of the summit were to develop a concerted strategy amongst NGOs to participate in provincial and national advocacy and lobbying processes.

A Seminar Series on *Understanding Popular Education: Theory and Practice* was presented by Dr Bernt Gustavsson during March 1994 and October 1994. Participants included CACE staff members, members from the education faculty and a number of people from educational NGOs.

A two-day colloquium on *Integrating Adult Education and Training: Constraints and Possibilities* was held on 21 and 22 October 1994. The colloquium was attended by about 70 participants from tertiary institutions, NGOs, trade unions, government departments, Members of Parliament, industry training boards, business and industry. Participants represented international, national and provincial organisations. The international speakers Mr Keith Jackson from Fircroft College, Birmingham and Dr Bernt Gustavsson from the University of Linköping, Sweden presented papers at the colloquium.

A seminar entitled *Theorising Racism* was held on 22 November 1994. Two presenters were Dr Leon Ticky of the Education Policy Unit at the University of the Witwatersrand and Prof Don Foster Psychology Department, University of Cape Town.



A seminar on *Lobbying for Adult Basic Education* was held for ABE practitioners on 24 November 1994. The guest speaker was Mr Alan Tuckett, Director of the National Institute For Adult Continuing Education (NIACE), England.

CACE Publications

CACE produced two new books in 1994. They were *Adult Education and Women's Needs*² and *Feminist Teaching Methods for Adult and Popular Educators: An Annotated Bibliography*.³

A comprehensive publications policy has been drawn up and a new stock control and sales system devised.

Books produced by CACE have continued to sell well, both locally and internationally. We have had unsolicited positive feedback on our books from adult educators in countries around the world, from India and Thailand, to Ghana and Tanzania.

Permission has been given both in South Africa and internationally for other publishers or NGOs to use extracts of our publications in their books. For example, permission was given to use extracts from *On Our Feet: Taking Steps to Challenge Women's Oppression* to Oxfam, who is producing a gender training manual, to the United Church of Canada, and to SPEAK and SACHED. *On Our Feet* was also selected for inclusion in the United States Department of Education's Educational Resources Information Centre (ERIC) database.



2 AnnMarie Wolpe, *Adult Education and Women's Needs*, CACE Publications, Bellville, 1994.

3 Lehn M. Benjamin, *Feminist Teaching Methods for Adult and Popular Educators: An Annotated Bibliography*, CACE Publications, Bellville, 1994.

NETWORKING AND RESOURCE PROVISION

The changing political and economic landscape of adult education in South Africa has demanded that adult educators and trainers organise themselves to speak with a single united voice. During this year they have had to respond to policy proposals and advocate for the importance of the field within the reconstruction and development of the country.

CACE has been playing a key role in organising the field, in advocacy, in sharing ideas and materials on local, national and international levels. The work has included two very different types of activity - public and high-profile work and out-of-sight administrative support. The report will highlight some of the main achievements and activities over the past year.

Networking adult educators and trainers

The changing political and economic landscape of adult education in South Africa has demanded that adult educators and trainers organise themselves to speak with a single united voice.

CACE has played a pivotal role in the establishment of the Association of Adult and Continuing Education (AACE). This is the first organisation of adult educators and trainers in the Western Cape Province which brings together practitioners working within a wide range of contexts including NGOs, tertiary institutions and industry. The challenge for AACE in 1994 was to build the necessary infrastructure and capacity to effectively respond and represent its members. The AACE Executive achieved its objectives through strong support from CACE staff, particularly Joe Samuels, David Kapp, Cecile-Ann Pearce and student assistant, Angela Blaauw. AACE practitioners were represented on a number of provincial and national policy fora.

Joe Samuels, as secretary of AACE, spearheaded the efforts to establish the first national association of adult educators and trainers. The Adult Educators and Trainers Association of South Africa (AETASA) was launched in Durban on the 6 October 1994. AETASA is a federation of 6 provincial associations and 4 national organisations. Through AETASA adult educators and trainers now have representation on the National Education and Training Forum (NETF), the Human Resource Development Advisory Council of the RDP, SACABE and NICE. Joe was elected as the vice-chairperson of AETASA.

Through AACE, Joe Samuels was invited to participate in a panel discussion on *Challenges Facing Adult Education in the New South Africa* in Egypt at the International

Council for Adult Education's (ICAE) 5th World Assembly. One of the positive results of the conference was a resolution passed by ICAE which pledged their support for adult education in South Africa. Many valuable contacts were made during the visit.

Electronic Networking

CACE is part of a telecommunications system called Southern African NGO Network and has been communicating with a wide range of organisations on a regional, national and international level. David Kapp has given support services to organisations in their use of SANGONET.

CACE was instrumental in setting up a computer network amongst adult educators regionally and nationally. The Western Cape wing of the National Education Computer Information Network (NAECIN) transformed itself into an electronic computer networking sub committee of AACE. The envisaged adult education bulletin board on SANGONET for the Western Cape has not yet been established, but CACE hopes to initiate this in 1995.

The Mailing List

CACE's comprehensive mailing list of just under 900 community organisations and 250 adult educators in the Western Cape is a much sought-after resource. A service is now offered to organisations wanting access to this. In 1994 CACE won one of the Rockefeller Foundation's (Kenya) 3rd prizes for networking, for assisting them in distributing and publicising their FEMED Newsletter.

CACE's mailing list of just under 900 community organisations and 250 adult educators in the Western Cape is a much sought-after resource.

Our comprehensive mailing list has enabled us to play a pivotal administrative support role in the formation of the NGO Coalition in the Western Cape. CACE has worked together with the Urban Foundation, in particular, to establish the NGO Coalition in December 1994. As a lead up to this several seminars, workshops, and meetings were held. CACE hosted the NGO Summit in February 1994 as part of the process.

The CACE Resource Centre

The CACE Resource Centre stocks a wide selection of adult educational material. A key development in the Resource Centre has been the installation of SANGONET, which enables the co-ordinator to link electronically with other resource centres, provincially, nationally and internationally.

Another key development has been a stocktaking and collection evaluation. Its purpose was to help determine the areas which needed development and to assess the collection development policy. The findings of evaluation showed that key areas of the

stock that need to be developed include community education, social aspects of adult education, adult basic education, curriculum planning and design. The evaluation showed that we have a relatively strong collection of books on women and gender. The recommendations from this process will guide practice in 1995.

The Resource Centre annually provides two students with the opportunity to learn about resource centres, develop intellectual and administrative skills through UWC's workstudy programme. The co-ordinator provides on-the-job training, as well as monitoring and evaluating the progress of the student assistants.

The CACE Hall

Since 1989 there has been active use of the CACE Hall by NGOs, trade unions, community and campus organisations for non-formal educational events. The provision of this important service by the UWC resulted in the Hall becoming well used and owned by the NGO and adult education communities. It provided one of the few spaces on the campus for non-formal education because of the informal and flexible facilities it provided. It was extensively used by the CACE certificate programme.

Because of pressure on facilities at the university a decision was made by the Rectorate during 1994 to convert the Hall into a student pub and recreational area. This decision is a serious set back for adult and non-formal education on the campus.



Cultural expression is part of adult education.

RESEARCH

As part of the process of developing academic writing skills amongst staff, Joe Samuels and Roy Crowder have participated in a Writers Support Group. Staff have also attended internal CACE seminars, the Faculty of Education's seminars and other seminars and conferences. At the annual Tertiary-Based Adult Education Conference and at the Kenton Conference several more CACE staff than usual presented papers and this illustrates staff's ongoing development as academic authors.

Mignonne Breier was awarded her M Phil (UCT) in June for a thesis entitled: *Living without 'geleerdheid': A study of the discourses and literacy practices of literacy class learners and resisters in OceanView.*

Bev Thayer is serving on the Editorial Board of the Kenyan based African Association for Literacy and Adult Education (AALAE) Journal.

Specific Research Projects

Social Uses of Literacy Project

In this 18-month project, researchers from CACE and from UCT's Department of Adult Education are exploring the uses of literacy among people who are traditionally the targets of adult literacy programmes.

The research, which is financed by the Joint Education Trust, stems from a concern about low take-up and high drop-out rates in literacy classes. Researchers are using ethnographic research methods, such as participant observation and life history interviewing, to gain a greater understanding of the role of reading and writing in the lives of target populations. At UCT researchers are investigating literacy practices in geographically-defined communities. CACE researchers are



exploring the literacy practices of workers in a range of work sites including the taxi industry, a Brackenfell factory, a Somerset West fruit farm and a Cape Town school.

The project is co-ordinated by Mignonne Breier. Matsepela Taetsane and Lynette Sait are temporary research assistants. Kathy Watters and Diana Gibson are doing part-time research with Thembiliswe Qolo assisting with translations and transcriptions. The UWC research team has interacted regularly with the UCT team through periodic workshops and consultative meetings.

The final report, due to be completed by the middle of 1995, will try to answer important policy-related questions about literacy needs, curricula and resources.

A National Approach to University-based Professional Training of Adult Educators and Trainers

This research was commissioned by the DEAL Trust and was a joint research project with UCT. It was co-ordinated by Shirley Walters and Clive Millar.

It had two interrelated tasks: the first was to construct a process of communication and co-operation at national level to test and develop policy consensus and enhance current university capacity in the field of adult educator training. The second was to conduct a programme of research to critique, inform and contextualise the above process.

The impetus for the research was the dramatic shift in state policy and responsibility in the field of adult education and training and the imminent expansion of the field following the achievement of democratic government - and the awareness that the university sector needed to prepare to shoulder a substantial responsibility for professional development and training if state policy was to be effectively implemented.

The process of enquiry included both institutional development and educational research goals. It included the facilitation of numerous consultative meetings and seminars both at a national and provincial level. For the first time in South Africa, adult educators and trainers were drawn from across all sectors into discussions about the professional development of practitioners including what an appropriate hierarchy of qualifications should be.

The research culminated in a report entitled *The professional preparation and qualification of adult educators and trainers. Developing policy and capacity in the university sector*. This has been distributed nationally to key individuals and institutions and has been well received. A consultative meeting was held in November with the UWC Senate Academic Planning Committee and more detailed proposals will now be submitted to the university in relation to the hierarchy of courses on offer. There are plans to develop

the research and institutional development work further in 1995. A funding proposal has been developed to enable this to happen.

Course and Curricula Reviews

Within the Certificate and Advanced Diploma review processes are underway with an external evaluation being conducted on the impact of the certificate on students over the years. This will be completed early in 1995. Roy Crowder, with assistance from Cathy Gush, undertook a curricula review in preparation for the new intake of students in 1995. Bev Thayer and Roy Crowder have both been involved in the research into the professional training of adult educators.

Community Research

Lehn Benjamin and Shirley Walters were actively involved in participatory research through the Women's National Coalition and this culminated in a booklet being published in February 1994 entitled *Women must speak now! Mawathethe ngoku amakhosikazi! Vroue Moet Nou Praat!* This booklet captures the voices of a cross section of Cape Town women speaking about issues such as domestic violence, job security, childcare and abortion.



Speaking out against oppression.

INTERNATIONAL LINKS

Important contacts were made or maintained with adult educators from various parts of the world through visits to CACE, through staff travelling and through the active electronic networking undertaken particularly by David Kapp.

Exchanges/Linkages

CACE has two international exchange programmes: the one is the Fircroft-CACE Academic Links Programme which is co-ordinated by Roy Crowder and Keith Jackson, the principal of Fircroft College of Adult Education, Selly Oak Colleges, Birmingham, England. It is sponsored by the British Council. The aims of the programme are for staff members to learn from each others' developing work in the areas of anti-racist and multi-cultural education for democracy; the training and formation of education, training and development practitioners and our understanding of theory and practice of popular education especially in relation to policy developments in adult education and training systems.

Roy Crowder visited Fircroft in March 1994 to finalise proposal drafting and in the first year of the link there has been one visit each way. Bev Thaver visited Fircroft in May to examine access programmes and feed her findings into the DEAL Trust sponsored colloquium on National Accreditation in June. Keith Jackson visited CACE in October to participate in the Colloquium on *Integrating Adult Education and Training: Possibilities and Constraints*. Further visits are scheduled for 1995.



International linkages were fostered with many organisations.

The second programme is with the Centre for Adult Educators, University of Linköping, Sweden. This is sponsored by SIDA. As part of the exchange during this year Dr Bernt Gustavsson has led a two part seminar programme on Popular Education: Theory and Practice, at CACE. He also participated in the Colloquium in October. In 1995 there will be several staff exchanges and a conference will be hosted jointly in Cape Town in November.

International Visits

Besides the visits to England by Roy Crowder and Bev Thaver as part of the CACE-Fircroft exchange, Joe Samuels attended the ICAE World Assembly in Egypt where he presented a paper as part of a South African panel. Shirley Walters was invited to participate in a seminar in Israel in May. She also presented a paper at the UNESCO Institute of Education's seminar in Montreal, Canada in September.

There were numerous international visitors to CACE whose programmes were coordinated by Joe Samuels and Cecile-Anne Pearce. Besides those already mentioned, they included Alan Tuckett from the National Institute of Adult and Continuing Education (NIACE) in England, Judith Marshall from the Canadian Steelworkers Humanity Fund, and Wolfgang Leumer from the German Association for Adult Education (DfV).



Numerous international visitors and visits were undertaken by CACE.

CONFERENCES AND WORKSHOPS ATTENDED – 1994 –

Seminar on *Negotiations on a National Level* hosted by the Forum for the Advancement of Adult Education, Institute of Personal Management and Eskom on 26 January 1994 at Megawatt Park Johannesburg was attended by Shirley Walters and Joe Samuels.

The Electronic Media in Education Forum (EMEF) conference in Johannesburg in January 1994 was attended by David Kapp.

The *Western Cape NGO Summit* held at CACE on the 18 February 1994 was attended by David Kapp and Shirley Walters as organisers, and Jonathan Geidt and Lehn Benjamin.

National Educare Forum Workshop from 4 - 6 February 1994 in Johannesburg was attended by Shirley Walters as facilitator.

Women's National Coalition Conference, Johannesburg, 26 February 1994, was attended by Shirley Walters.

DEAL Trust Consultative Forum, Johannesburg, March 1994, was attended by Shirley Walters and Bev Thaver.

University-based Adult Education Conference, Witwatersrand, March 1994, was attended by Roy Crowder, Shirley Walters, Joe Samuels, Jonathan Geidt, Salma Ismail.

Independent Examinations Board Consultation on Assessment and Accreditation, Cape Town, May 1994, was attended by Roy Crowder.

Education workshop on *Journey to a New Land Convocation*, Methodist Church of Southern Africa, Cape District Synod, May 1994, was attended by Roy Crowder as a facilitator.

DEAL Trust Consultation on *University-based Adult Educator Training Hierarchy*, CACE, June 1994, was attended by Roy Crowder, Joe Samuels, Bev Thaver, Salma Ismail and Shirley Walters who was the coordinator.

DEAL Trust National Workshop on *National Accreditation for Educators of Adults* at UCT, in June 1994, was attended by Roy Crowder, Shirley Walters, Bev Thaver, and Salma Ismail.

USWE/Pentech Centre for Continuing Education seminar series on *Competency and Outcomes-based Curriculum for ABFT*, July and August, 1994, was attended by Salma Ismail, Bev Thaver, Roy Crowder.

Institute for the Study of Leadership and Authority weekend workshop August 1994 was attended by Roy Crowder.

Institute of Personnel Management RDP Seminar, August 1994, was attended by Roy Crowder.

Plattelandse Ontwikkelingsnetwerk vir Eenheid in Gemeenskapsprojekte's AGM in Beaufort West in August 1994 was attended by Joe Samuels and David Kapp. The theme was 'The RDP and Rural Development'.

Conference of the Methodist Church of Southern Africa, Umtata, September 1994, was attended by Roy Crowder.

Conference on the *Recognition of Prior Learning*, hosted by the HSRC and NTM in Pretoria, 5 September 1994, was attended by Bev Thaver

ICAE *Fifth World Assembly on Literacy, Women Development: Challenges Facing Adult Education in the 21st Century* of the International Council of Adult Education, Cairo, Egypt on 18 September 1994 was attended by Joe Samuels.

Colloquium on Integrating Adult Education and Training: Possibilities and Constraints, CACE, October 1994, was attended by Bev Thaver, Mignonne Breier, Roy Crowder, Shirley Walters, Liz Mackenzie, as documented, and Joe Samuels, as co-ordinator.

Kenton 21 Conference, Gordon's Bay, October 1994, was attended by Roy Crowder, as one of the organisers, Joe Samuels, Mignonne Breier, Matsepela Taetsane, Lynette Sait, Kathy Watters, Shirley Walters, Jonathan Geidt and Liz Mackenzie.

Launch of the *Adult Educators and Trainers Association of South Africa (AETASA)* held on 6 October 1994 in Durban hosted by the Forum For Adult and Continuing Education (FACE) was attended by Joe Samuels and Shirley Walters.

Seminar on *Popular Education: Theory and Practice* organised by CACE and presented by Dr Bernt Gustavsson on 17 October 1994, was attended by Bev Thaver, Joe Samuels, Shirley Walters, Roy Crowder, Tammy Shefer, Jonathan Geidt.

Northern Cape Ministry of Education, *Adult Basic Education and Training Consultative Meeting* in Kimberly on 8 October 1994 was attended by Shirley Walters as a facilitator.

Seminar on *Theorising Racism* at CACE was attended by Liz Mackenzie, Joe Samuels and Tammy Shefer in November 1994.

Western Cape NGO Coalition Launch, Manenberg People's Centre was attended by David Kapp and Shirley Walters in December 1994,

Workshops on *An Overview of Publishing and Introduction to Book Production* which were organised by the Independent Publishers Association of South Africa (IPASA) were attended by Liz Mackenzie in 1994.

A workshop on *Developing Accessible Course Materials* run by the South African Institute for Distance Education (SAIDE) was attended by Liz Mackenzie in 1994.

Seminar at CACE on *Instructional Design* given by Andy Northedge from the Open University was attended by Liz Mackenzie, Bev Thaver, Salma Ismail, Jonathan Geidt in 1994.

PUBLICATIONS

1994

Benjamin Lehn, *Feminist Teaching Methods for Adult and Popular Educators. An Annotated Bibliography*, CACE Publications, Bellville, 1994.

Breier, Mignonne, *Interpreting texts and contexts surrounding adult illiteracy in South Africa: an introduction to the Social Uses of Literacy Research Project at CACE, UWC*, paper presented at a seminar held at CACE in May 1994.

Breier, Mignonne; Taetsane, Matsepela; and Sait, Lynette, *Taking literacy for a ride: reading and writing in the taxi industry*. Versions of this joint, draft paper were presented at the Kenton Conference at Gordon's Bay in October, 1994; at a UWC Education Faculty staff seminar and at two seminars at UCT organised by the UCT team of the Social Uses of Literacy Research Project.

Crowder, Roy, *Voicing hidden histories: processes of developing and facilitating a curriculum on adult education history*, a chapter published in AD Dialogues 3, Academic Development Centre, UWC, December 1994.

Crowder, Roy, *Accessible assignments for academic development: constructing assignments to assist student access*, a paper presented to the University-based Adult Education Conference, University of Witwatersrand, March 1994, and published in the conference proceedings. Subsequent versions of the paper presented to UWC Education Faculty seminar, June 1994, and to the Kenton 21 Conference, Gordon's Bay, October 1994.

Crowder, Roy, Report on the Umtata Conference of the Methodist Church of Southern Africa, published in SA Outlook, December 1994.

Geidt Jonathan, *The Social Context of History*, a paper presented to the University-based Adult Education Conference, University of Witwatersrand, March 1994, and published in the conference proceedings.

Geidt Jonathan, *Critique of New Literacy Studies*, a paper presented to the Faculty of Education seminar on the 18 October 1994.

Kapp, David, *Hip-hopping through Rap*, an article published in ERASER Number 1, 1994, youth magazine of End Racism and Sexism Through Education (ERASE).

Kapp, David, *Who you calling bitch?*, an article published in ERASER Number 2/3, 1994, youth magazine of End Racism and Sexism Through Education (ERASE).

Kapp, David, *Networking electronically speaking*, an article published in the Association of Adult and Continuing Education Western Cape (AAEC - WC) Newsletter No. 3 September 1994.

Ismail, Salma, *The Langa Enrichment Programme: A study of student perceptions of the performance of the programme*, a paper presented at a Faculty of Education Seminar, 2 August 1994

Mackenzie Liz and Ismail Salma, *Teaching Methods Workbook: For students of the Certificate for Adult Educators Course*, CACE Publications, Bellville, 1994.

Mackenzie Liz, *Gender and Popular Education at the Centre for Adult and Continuing Education (CACE) in South Africa*, for the Newsletter of the Commonwealth Association for the Education and Training of Adults (CAETA), 1994.

Samuels, Joe, *Impressions of a Seminar: Negotiations at the national Level*, an article for the Association for Adult and Continuing Education (AAEC) Newsletter No. 2 April 1994.

Samuels Joe, *Is multi-culturalism relevant in South Africa today?*, paper presented at Maskew Millar Longman Conference held on 13 July 1994 at Ambassador Hotel, Seapoint, Cape Town.

Samuels Joe, *Unite or wither and die: Challenges Facing Adult Educators and Trainers in the New South Africa*. A paper presented at the Fifth World Assembly of the International Council of Adult Education, Cairo, Egypt on 18 September 1994.

Samuels Joe and Cornell Carohn, *Writing Blocks, A Writers Support Group And Ways Forward*, Published in AD Dialogues, October 1994.

Samuels Joe, *An anti-racism policy for UWC: Has non racialism failed?* A draft working paper presented at the Education Faculty on 13 October 1994.

Samuels Joe, *You people loved Kriel so much that you voted for him: Categorisation, classification and implications for teaching adults in the New South Africa*. A draft paper presented at Kenton Conference 28 - 31 October 1994.

Thaver Bev, *Access to what and for whom?* a paper delivered at the DEAL Trust Consultative Meeting held at UCT 15 - 17 June 1994.

Thaver Bev, *CACE Certificate Programme. A case study in community education*, presented to Fircroft College, Birmingham, England in May 1994.

Thaver Bev, *Educational access for women development workers*, presented to WUS Women's Forum.

Thaver Bev, Presentation on ABE to Vista University, Soweto Campus, 11 November 1994.

Walters Shirley, *Training gender-sensitive and feminist adult educators in South Africa: An emerging curriculum*, in Perspectives in Education, Volume 15 no 1 Summer 1993/94 Johannesburg, 1994.

Walters Shirley and Lehn Benjamin, *'The women can also dig the graves': The centrality of power and resistance in gender training in South Africa*, in Convergence, Volume XXV11, no 2/3 1994, Toronto, Canada

Walters Shirley and Lehn Benjamin, *Power and Resistance in gender training*, in Agenda, no 22 1994, Durban, 1994.

Walters Shirley and Lehn Benjamin, as part of an Editorial Collective for the Women's National Coalition Western Cape Region Shopping Centre Campaign Report, *Women must now speak!, Mawathethe ngoku amakhosikazi!, Vroue Moet Nou Praat!*, February 1994.

Walters Shirley, Linda Cooper, Clive Millar, Jeanne Gamble and Janice Mc Millan for the DEAL Trust, *The Professional Preparation and Qualification of Adult Educators and Trainers. Developing Policy and Capacity in the University Sector*. A DEAL Trust Report. Cape Town, October 1994.

Walters Shirley and Joe Samuels, as part of the ANC Sub-committee on Adult Education and Training, developed and submitted a critique of the *ANC Education and Training Policy Proposals*, February 1994.

Walters Shirley and Joe Samuels, as part of the *PETF Working Group on Adult Education and Training*, developed and submitted a critique of the Ministry of Education's White Paper on Education and Training, October 1994.

Walters Shirley, *Trying to catch butterflies without a net: Towards a national approach to the professional education and training of adult educators in South Africa*, presented at the DEAL Trust Consultative Forum, Johannesburg, 22 March 1994. This paper was also presented to a Faculty of Education Seminar, 17 May 1994.

Walters Shirley, presented a paper which was jointly written with Lehn Benjamin, *The centrality of power and resistance for gender training*, at the University-based Adult Educators Conference, Johannesburg, 23 - 25 March 1994.

Walters Shirley, *The ANC's Adult Education and Training Policy*, ANC's People's Forum on Adult Education, Athlone, 9 March 1994.

Walters Shirley, *Training gender-sensitive adult educators in South Africa*, presented to the Critical Education Forum, Tel Aviv, Israel, 9 May 1994.

Walters Shirley, *Community interventions in South Africa: A focus on the changing state of community organisations in the 1990s*, presented to a seminar on Educating in Deeply Conflicted Societies in Acre, Israel, on 12 May 1994.

Walters Shirley, *From conflict to peace in South Africa*, as part of a panel discussion - From Conflict to Peace: Conflict Resolution in Northern Ireland, South Africa and Israel, held in Acre, Israel, on 13 May 1994.

Walters Shirley, *Towards a future agenda for South African adult education research within the context of the southern African region*, presented at a UNESCO Institute for Education's seminar on 'World trends in adult education research' held in Montreal, Canada from 6 - 9 September 1994.

Walters Shirley, Linda Cooper, Clive Millar, Jeanne Gamble, Janice Mc Millan, *The professional preparation and qualification of adult educators and trainers. Developing policy and capacity in the university sector*, presented at the Kenton Conference, Gordon's Bay 30 October 1994.

Wolpe AnnMarie, *Adult Education and Women's Needs*, CACE Publications, Bellville, 1994.

1993

Crowder Roy, *Teaching history without a history book: problems and opportunities posed by a course on the history of progressive South African adult education for students on a Diploma course of Educators of Adults* a paper presented to an Education Faculty Seminar, University of the Western Cape, September 1993 and to the Annual Conference of Southern African Comparative and History of Education Society, Scottburgh, Natal, October 1993.

Geidt Jonathan, *Texts and Adult Education* a paper presented to the University based Adult Education Conference, DevonVale Country Club, Stellenbosch, 14 - 16 April 1993, and published in the Conference's Proceedings.

Mackenzie Liz, *Gender, Development and Power: Some Issues and Methods for Gender Trainers*. Report on a Workshop for Gender Trainers held in the Western Cape, September 1993, CACE Publications, Cape Town, November 1993.

Samuels Joe, *Critical Reflections on CACE's Challenging Racism Work* a paper presented to the University-based Adult Education Conference at DevonVale Country Club, Stellenbosch, 14 - 16 April 1993, and published in the Conference's Proceedings (A revised version of the above-mentioned paper was also presented at a Faculty of Education Seminar in August 1993).

Samuels Joe (ed), *Proceedings of the University-based Adult Education Conference on Adult Education: Issues for the future* published by the Centre for Adult and Continuing Education (CACE), Bellville, October 1993.

Samuels Joe, *Writing Blocks: Is nurturing the answer?* a paper presented at Faculty of Education Seminar on Academic Writing on 12 October 1993.

Samuels Joe and Cornell Carohn, *Writing Blocks, A Writers Support Group and Ways Forward*, a paper presented at the Academic Development Centre Staff Seminar on 18 October 1993, also presented at the South African Association for Academic Development Conference *Finding Our Voices* held at the University of the Western Cape from 1 - 3 December 1993, and published in the Conference's Proceedings compiled by Chrissie Boughey and Brenda Leibowitz.

Samuels, Joe, *Challenging Racism: The Role of Adult Education* A poster presented at Kenton Olwandle Conference on Education: Reshaping the Boundaries, from 29 October - 1 November 1993.

Samuels Joe, *CACE and Networking*, an article published in Association of Adult and Continuing Education (AAE) Launch Newsletter Number One, November 1993.

Sebakwane Martin, *Lifelong Learning*, a paper presented to the UNESCO Conference on *Quality of life improvement programmes and lifelong learning*, Hamburg, Germany, September 1993.

Serote Pethu, *All the Women are White, All the Blacks are Men: Affirmative Action and the Black Women* a paper presented to the *Affirmative Action in the Public and Private Sector and Implications for Vocational Training* Conference organised by the Education Policy Unit, University of Natal, Pietermaritzburg, held in Durban in November 1993.

Serote Pethu, *Solomon Mahlangu Freedom College: A Unique South African Educational Experience in Tanzania*, an article published in the ICAE's newsletter *Convergence*, Volume XXVI, Number 4, 1993.

Walters Shirley, *Looking Back in Order to Look Forward: Trends and Issues for Community Organisations in Greater Cape Town from 1989 - 1991*, a paper presented at the NGO Seminar Series at CACE, 24 February 1993, and published by CACE as COREWORKING PAPER I *Continuity and Change in Community Organisations: Trends in Greater Cape Town from 1989 - 1991*.

Walters Shirley, *Continuity Not Rupture: An Analysis of Adult Education policy Proposals emanating from the National Education Policy Investigation (NEPI)* a paper presented to the University based Adult Education Conference at Devon Vale Country Club, Stellenbosch, 14 - 16 April 1993, and published in the Conference's Proceedings.

Walters Shirley, *Adult education and democracy in South Africa* a paper presented at the 125th Anniversary of Folk High Schools in Sweden in August 1993.

Wolpe AnnMarie, *Inserting Feminism into Adult Education* a paper presented to the University-based Adult Education Conference at Devon Vale Country Club, Stellenbosch, 14 - 16 April 1993, and published in the Conference's Proceedings.

Wolpe AnnMarie, *Gender and the NEPI exercise in Perspectives in Education*, University of Witwatersrand 1993.

Zanda Antoinette, *A Guide to Workshops on Challenging Racism*, published by CACE Publications, Cape Town, November 1993.

1992

Abrahams David, *The Historical Experience of Coalition-building* a paper presented to a symposium of Filipino NGOs, July 1992, Manila, Philippines.

Abrahams David, *Lessons of Coalition-building in South Africa* a paper presented to a regional NGO formation, July 1992, Mindao, Philippines.

- Abrahams David, *The Lessons for the Philippines from South Africa* a paper presented to a panel discussion of the Institute for popular Democracy, July 1992, Manila, Philippines.
- Abrahams David, *History of Coalition-building in South Africa* August 1992, Davao City, Philippines.
- Abrahams David, *History of Coalition building in South Africa CONJECTURE*, the publication of the Institute for Popular Democracy, 1992, Philippines.
- Crowder Roy, *Learning from theory: Malcolm Knowles and concepts of adult learning* Workshop for nightschool teachers in DET Western Cape Region, St Francis Centre, Langa, January 1992.
- Crowder Roy, *A hierarchy of Adult Education Training Courses: questions and implications* a paper presented to the University based Adult Educators Conference, April 1992, Natal.
- Crowder Roy, *A perspective on South African adult education history* a paper presented to the Staff Seminar Centre for Adult Educators, Linköping University, Sweden.
- Crowder Roy, *In the wake of February 2nd: old experiences and new perspectives in South African adult education* paper presented to Councillors and Community Workers Seminar, Sheffield City Council, England, September 1992.
- Groener Zeldi, *Adult Education Policy in South Africa* a paper presented at the conference on the Political Economy of Adult Education, Mombassa, Kenya, organised by the African Association for Literacy and Adult Education (AAIAE), July 1992.
- Kapp David, *Reggae against racism . . . but what about sexism?* AGENDA Number 14, 1992, Durban.
- Kapp David, *Michael Jackson: black or white?* ERASER 4/5 1992, Cape Town.
- Mackenzie Liz, *On our Feet: taking steps to challenge women's oppression. A Handbook*, 1992, University of the Western Cape, Bellville.
- Mackenzie Liz, *Talking Gender: Popular Education Workshops in South Africa* in *Voices Rising* Number 1, 1992, Toronto.
- Samuels Joe, *Non-formal Education at the Centre for Adult and Continuing Education*, a paper presented to the conference of the University-based Adult Educators in April 1992, Natal.
- Serote Pethu, *Issues of race and power expressed during gender conferences in South Africa* Durban: AGENDA Number 14, 1992.
- Serote Pethu, *Solomon Mahlangu Freedom College: A unique South African educational experience in Tanzania* a paper presented at the SOMAFECO Workshop, June 1992 and at the SACHED Conference, Broederstroom, October 1992.
- Serote Pethu, *Solomon Mahlangu Freedom College: A unique South African educational experience in Tanzania* Durban: TRANSFORMATION Number 20, 1992.
- Serote Pethu, *Mazimbu: The community that kept South Africa alive and throbbing in their hearts and minds* in the Commemorative brochure *Mazimbu, Dakawa 1977 - 1992*, published by the Batlagae Trust, Johannesburg, 1992.
- Thaver Bev, *Reading and Writing as learning strategies for Adult Learners* a paper presented to the University-based Adult Educators Conference, April 1992, Natal.
- Thaver Bev, *Academic Development in the Certificate Course* a paper presented to University of the Western Cape's Education Faculty Seminar, April 1992.
- Thaver Bev, *Attitudes around English Second Language students* a presentation to teachers at Groenvlei Senior Secondary School, Lansdowne.
- Walters Shirley, *Gender and adult education: Training gender-sensitive and feminist adult educators in*

South Africa - an emerging curriculum a paper presented at Conference on the Political Economy of Adult Education, Mombassa, Kenya, organised by the African Association for Literacy and Adult Education. A revised version of this paper was also presented to University-based Adult Educators conference in April 1992 and at the Kenton Conference, October 1992.

Walters Shirley, *Strengthening the position of women in NGOs* a paper presented at the conference of the Development Society of Southern Africa, Grahamstown, September 1992.

Walters Shirley, *The greatest task is to be united as women*: Agenda Number 14, 1992 Durban. This article was also published in Participatory Formation Newsletter 1992 Volume 6 Number 1, USA.

Walters Shirley, *The gendering process and NGOs*: AGISHANANG Volume 1 Number 4, October/November 1992 Johannesburg.

Walters Shirley, *Non-formal education organisations and the South African state: Present and Future relations*: Community Development Journal, Oxford University Press, 1992 Oxford, England.

Walters Shirley, *Continuity and Change in Community Organisations: Trends in greater Cape Town from 1989 to 1991* CORE Working Paper Number 1, CACE.

Wolpe AnnMarie, *Schooling as the Key Ideological State Apparatus: What Future for Women?* for a festschrift on Althusser.

1991

Abrahams David, *The role of social movements and coalitions in relation to post-apartheid developments* presented to a seminar in Ottawa, Canada, November 1991.

Abrahams David, *A brief history of social movement struggles in South Africa* presented to Canadian Labour Congress, Ottawa, November 1991.

Abrahams David, *Coalitions and the South African experience* presented to Action Canada Network, Ottawa, November 1991.

Abrahams David, *Lessons for Coalition-work from South Africa* presented to Toronto Social Action Network, Toronto, December 1991.

Budlender Debbie, *Women and the economy* a paper delivered at the Women and Gender in Southern Africa Conference, University of Natal, January 1991.

Budlender Debbie, *Women and the Economy* a booklet published by the Community Agency for Social Enquiry, Johannesburg, 1991.

Budlender Debbie, *Defining Women out of Development* Economic Trends Group Working Paper No. 2, Development of Policy Research Unit, University of Cape Town.

Budlender Debbie, *Women, Education and the Economy* in Proceedings of the Student Services Centre Natal Workshop: *Bursaries towards a Free Democratic Education System*, Underberg, Natal, 2-28 April 1991, published by Student Service Centre.

Groener Zelda, *Adult Education for the future* a paper delivered to the CACE/IEB Colloquium, April 1991.

Mackenzie Liz, *Gender and Popular Education Workshop* published in *Report on Conference of Women and Gender in Southern Africa, 30th January - 2nd February 1991*, University of Natal, October 1991.

Matiwana Mizana and Bev Thayer, *Rural outreach for rural educators: A course for educators of adults* in *Matlhasedi* Volume 10, Number 1, December 1991.

Ntunja Albert, *The organisation of community information files by community organisations* presented to the Library Science Department Symposium, University of the Western Cape, April 1991.

Serote Pethu, *National liberation equals women's emancipation: A myth totally exploded* in Agenda Number 11, 1991 Durban.

Walters Shirley, *Her words on his lips: Gender and Popular Education in South Africa* presented to the Women and Gender in Southern Africa Conference, University of Natal, January 1991.

Walters Shirley, *Her words on his lips: Gender and Popular Education in South Africa* published in *Women's Studies Journal*, University of Transkei, 1991.

Walters Shirley, *Her words on his lips: Gender and Popular Education in South Africa* published in The Aspbac Courier Number 52, the Journal of the Asian South Pacific Bureau of Adult Education, Australia, 1991.

Walters Shirley, *Non formal education organisations and the South African state: Present and Future relations* a paper presented to the Conference on Namibian NGOs organised by the Namibian Peace Plan, August 1991.

Walters Shirley, *Non formal education organisations and the South African state: Present and Future relations* published in Progress report on health and development in Southern Africa Fall/Winter 1990.

Walters Shirley, *An organisational Profile of CACF* published in Agenda Number 9, 1991 Durban.

Walters Shirley, *Gender Issues and Affirmative Action* a paper presented to the Institute for Personnel Management, July 1991.

Walters Shirley, *From Resistance to Development: Learning our way into the Future* a speech to the Graduation Ceremony of the University of Transkei, May 1991.

Walters Shirley, *Gender Issues and Affirmative action* a paper presented to the Institute for Personnel Management, July 1991.

Walters Shirley, *Have you got a mandate?: Reflecting on People's Education and the University in South African in light of 'Education for All'* a paper delivered to the World University Service International Workshop, New Delhi, India, September 1991.

Walters Shirley, *Organisation, literacy and empowerment of women* a paper presented to a seminar on *Reading the World and the Word: Literacy and Education from a Gender Perspective* organised by the Vrouwenberaad Ontwikkelingssamenwerking in The Netherlands, November 1991.

Walters Shirley, *A critical discussion of democratic participation within community organisations in Clive Millar, Sarah Anne Raynham and Angela Shaffer (eds) Breaking the Formal Frame. Readings in South African Education in the Eighties* Oxford University Press, 1991.

Walters Shirley, *Empowering Women in Community Organisations* in Matlashedi Volume 10 Number 1, December 1991, Matikeng.

Walters Shirley, Book review of *Training for Empowerment* by Judith Marshall et al. in *Convergence* Volume XXIV Number 4, 1991, Toronto, Canada.

1990

Abrahams David, *The state of struggle in South Africa* a presentation to a seminar at McGill University, Toronto, April 1990.

Abrahams David, *The nature of resistance in South Africa* a presentation to the Toronto Committee for Liberation of Southern Africa (TCLSA), April 1990.

Budlender Debbie, *Developing our own software* paper for Conference of the Cape Education Computer Society (CECS) Conference, July 1990.

Budlender Debbie, *Women and the Economy in South Africa* report prepared for the Secretary-General of the United Nations to be used as a basis for his annual report on Women and Children under Apartheid.

Budlender Debbie, *A fair deal for domestic workers* for Justice and Peace Commission of the Catholic Church.

Crowder Roy and Joe Samuels, *Analysing an educational nightmare: Issues of design and facilitation* a paper presented at both the ASA Conference in Stellenbosch, July 1990 and the Kenton Conference in Transkei, October 1990.

Groener Zeldia, *Popular education under conditions of repression in South Africa* a paper delivered to the World Assembly of the International Council for Adult Education, Bangkok, Thailand, January 1990.

Kapp David, *Taking the magic and mysteries out of computers - some adult education experiences* a paper prepared for the Cape Education Computer Society (CECS) Conference, July 1990.

Mackenzie Liz, *Talking Gender* an article in *Democracy in Action*, December 1990, IDASA, Mowbray.

Mackenzie Liz, *Light on Learning. Methods to Overcome Barriers to Learning* based on *Organising for Democracy in the Western Cape*, November 1989, February 1990.

Marshall Judith, *State Formation and People's Power: Education in a Mozambican Factory* CACE Non-formal Education Thesis Series.

Walters Shirley and Glenda Kruss, *People's Education in South Africa* in the *Journal of the African Association for Literacy and Adult Education (AALAE)* Volume 4 Number 1, 1989.

Walters Shirley, *Training for Empowerment. A Review* in *The Southern Africa Report* Volume 6 Number 3, December 1990, Toronto, Canada.

Walters Shirley, *Non-governmental organisations and the South African state: Present and Future relations* a paper presented to an HSRC conference on the Future of Literacy in South Africa in September 1990. This paper was also presented to the Forum for Advancement of Adult Education in Johannesburg in October 1990.

Walters Shirley, *The role of universities in the development of adult literacy* a presentation to the *Weekly Mail Book Week*, 15 November 1990.

Walters Shirley, *Participatory Democracy under repression: Lessons from South Africa* a workshop presentation at the General Assembly of AALAE in Mauritius, November 1990.

1989

Budlender Debbie, *Assessing the effects of disinvestment by US companies* in *South African Labour Bulletin*, April 1989.

Budlender Debbie, *Mobil is mobile* in *South African Labour Bulletin*, June 1989.

Matiwana Mizana, Shirley Walters and Zeldia Groener, *The struggle for democracy: A history of community organisations in the Western Cape from 1960 to 1988*, CACE Publications.

Walters Shirley, *An overview of adult education in South Africa* a presentation at the African Association of Literacy and Adult Education (AALAE) Conference, University of Zimbabwe, Harare, February 1989.

Walters Shirley, *People's Education and the University* seminar in the Faculty of Education, University of Transkei, 17 May 1989.

Walters Shirley, *People's Education and its relationship to Adult Education* public lecture at the University of Transkei, 17 May 1989.

Walters Shirley, *The use of codes in the process of consciousness-raising* workshop for adult and community workers, University of Transkei, 18 May 1989.

Walters Shirley, *Popular Education in Latin America* presentation to LUCHA Solidarity Network with Latin America, 19 May 1989.

Walters Shirley, *Leadership and Women in International Adult Education* article in *Voices Rising*, August 1989, Toronto, Canada.

Walters Shirley, *The future of adult education in Southern Africa: A report of a conference* in *Perspectives in Education* Vol. 11 No. 1, 1989.

Walters Shirley, *Building Democratic Organisations*, a two-and-a-half day workshop as part of a Leadership in Adult Education Seminar, organised by the International Council for Adult Education, Santiago, Chile, 17, 18 and 19 September, 1989.

Walters Shirley, *Education for Democratic Participation* a publication of the Adult and Non-formal Education Thesis Series of Centre for Adult and Continuing Education, University of the Western Cape, 1989

Walters Shirley, *Organising for democracy in Chile*, in *South*, 5 October, 1989.

Walters Shirley, *Women in Ecuador* UWCO NEWS, December 1989, newsletter of the Claremont/Observatory Branch of the United Women's Congress.

1988

van der Walt Hester, *The development of a distance education course for adult educators* presented to the Conference on Rural Education Development and Change at UNIBO, May 1988.

Walters Shirley, *People's Education: A South African Case Study* presented to a seminar on Women, Leadership and Adult Education, Quito, Ecuador, October 1988.

Walters Shirley, *The role of service organisations - a response* in *The South African Labour Bulletin* Volume 13, June/July 1988.

Walters Shirley and Glenda Kruss, *People's Education in South Africa* in *Convergence International Journal of Adult Education*, Volume 21, 1988.

PROVISIONAL FINANCIAL STATEMENT

Income and Expenditure for the Period January 1994 -
December 1994

	ALBE	PERT	CORE	General	UWC	CERTIF
INCOME						1115177.06
DEAL TRUST	111069.00			40908.00		
DVV				58324.50		
UWC SUPPORT		10000.00				93465.28
ENERGOS			50000.00			
IDRC		42472.00				
IDT			53875.50			
JET	198350.00					
MOTT						254970.00
PAC		56297.72				
SHELL						35000.00
STEELWRKS HF		54210.06				
UWC GRANT					46235.00	
OTHER		10000.00				
TOTALS:	309419.00	172979.78	103875.50	99232.50	46235.00	383435.28
EXPENDITURE						1090976.44
	202114.13	58412.07	122868.00	119131.59	89427.61	499023.04
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NOTES: 1. For 1994 R117000 still awaited from Kagiso Trust for the Certificate for Educators of Adults.

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CONCLUSION

CACE has moved in the last ten years from a 'one person show in a caravan' to an established institute of the Faculty of Education and the university which is known nationally and internationally. It has made significant contributions to the forging of the field of adult education. It has been responsive to the context and has given leadership in many different ways. It has built a strong team of professional adult educators which has black people and women in the majority.

None of this impressive record would have been possible without the remarkable contributions from a host of people. The success of organisations depends to some degree on vision. At the outset Professor Jakes Gerwel, who was rector designate at the time, shared the vision. Both he and the Dean of Education, Professor Owen van den Berg, gave essential support to the Director in those early days. The staff that CACE has attracted over the past ten years has been outstanding. Everyone has made important contributions to the shaping of the direction and the implementation of the programmes. Two ex staff members who left their mark indelibly were Mizana Matiwana and Hester van der Walt. The warm and caring atmosphere that staff have generated is often commented on by visitors and signifies the value placed on careful management of the institution by the staff.

Throughout the years CACE has been dependent on raising funds for its operations. There have been several funders who have contributed generously and have been supporting CACE for several years. In the early years the Carnegie Corporation and the Anglo American Chairman's Fund stuck their necks out and enabled the early ground-work to be undertaken. The Charles Stewart Mott Foundation, Kagiso Trust, Shell Oil, Rockefeller Brothers Fund, Mobil Foundation, International Development Research Centre, USAID, Independent Development Trust, Joint Education Trust, Steelworkers Humanity Fund and several other smaller funders, listed on the previous page, have made essential contributions to the success of the work. Their role is acknowledged and appreciated.

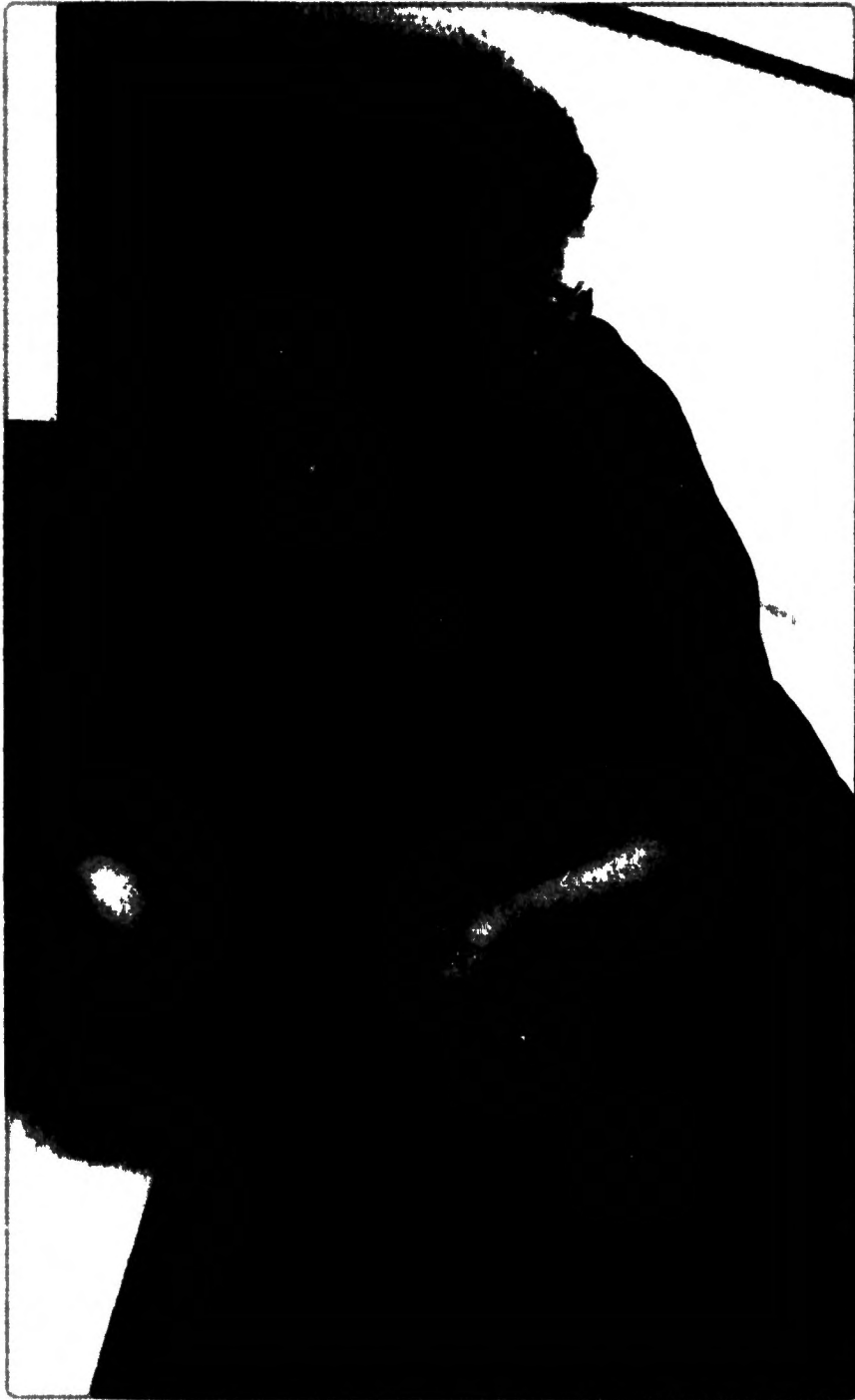
The co-operation and support from the Rectorate, the Faculty of Education and the many friends on and off campus, have been sources of great strength and have been appreciated over the years. We at CACE look forward to continuing to learn and work together into the future.

Shirley Walters

Director

with assistance from the CACE staff

January 1995



The inextricable link between women, children and education.

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Lifelong learning requires that we look holistically at the field of adult education and training - both formal and non-formal and for both young and old.

It requires that we try to bring together the two separate tracks of education and training into one system of education.



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