

A REPORT ON ADULT EDUCATION NEEDS
AND PROVISION IN THE DURBAN AREA

BY
PAMELA STEIN

Project Submitted To
The Centre For Applied Social Science
University of Natal, Durban
For Postgraduate Diploma in Applied Social Science
February 1981

Centre for Applied Social Sciences
University of Natal
King George V Avenue
Durban 4001
South Africa

CASS/23-STE

CONTENTS

Introduction

PART I	Analysis Of Data
PART II	Needs
PART III	Provision Of Continuing Education
PART IV	Recommendations
PART V	Appendix

INTRODUCTION

The purpose of this project was to identify the essential educational needs and intrests of the black adult community in Durban. Further information was collected about the existing provision for continuing education. In the light of this research, certain basic recommendations were made concerning the improvement of existing facilities, and the provision of future facilities.

The research began in July 1980 at an Informal Centre for Continuation classes in Durban. Relevant questions concerning this project were included in a survey which was being conducted amongst the students for the purpose of registration. The data from these interviews was analysed, and consequently the felt needs and interests of the students were established. The next part of the research was an overview of the kind of facilities that are available in Durban for Adult Education. The research for this section was carried out by instructured interviews with the respective principals of each centre.

The final part of this project consists of certain recommendations concerning Adult Education.

I ANALYSIS OF DATA FROM EMMANUEL CENTRE

This research was conducted at an Informal Adult Education Centre in Durban in July 1980. A random sample of 117 students was interviewed, drawn geographically from 8 areas. The interviews lasted approximately 30 minutes. However it was only certain questions in the interview that related specifically to this project: the rest were used as data for the registration of the centre. The interviews were conducted by student volunteers after briefing, and under the supervision of the author and another party from the centre for Applied Social Sciences. The replies were classified and coded for computer analysis, carried out by the University of Natal Computer Centre. To prevent the possibility of some form of systematic bias occurring, great care was taken to leave the students as uninformed as possible about the purpose of the research.

Although data was collected from students already attending continuation classes, the overall interests and needs that emerged from the analysis could reflect a wider circle of adults who are in some way or another interested in continuing their education. Perhaps this can be seen as an advantage in that the students that were interviewed, had at some stage experienced some form of Adult Education, so that their views could be seen as constructive in improving existing facilities.

Centre for Applied Social Sciences
University of Natal
King George V Avenue
Durban 4001
South Africa

SURVEYResponse to Question 1: Reasons For Attending This Centre.

This question was asked primarily to gauge why students attended this particular centre, as opposed to any other. Nearly a third of the students stated that the official State Adult Education Centres in the townships which they had attempted to attend were full. A few students mentioned that they had failed the previous year at the centres, and were not allowed to return. The majority of the students replied that the centre was convenient in terms of its centrality with relation to transport and where they worked.

Response to Question 15: Nearest Centre To Home

When asked about existing facilities nearest to their home, 40% of the students had no knowledge of education centres in their areas. Of those students who knew of Adult Education centres only 7% had ever attended these centres. 18% quoted the Emmanuel Centre as the Nearest. (The Centre where the research was conducted.)

Response to Question 16: Reasons For Not Attending Or Leaving Above Mentioned Centres.

When those students who had either left or never attended the Adult Education Centres in their areas, were asked the reason for this: it was again mentioned by quite a few students that those centres were full. However the question of access to these centres proved to be the most prominent reason for attending.

Response to Question 29: If This Centre Were No Longer Available.

When asked what the student would do if the centre was no longer available over half the students replied that they would pursue their education elsewhere (at local Adult Education Centres 24%; through correspondence courses 20%; through other centres in town 9%) 18% of the students did

not know what they would do and 21% would be forced to give up their continuation of studies.

Response to Question 32: Plans after Matric

When the students were asked whether they intended to further their education after Matric, almost 80% of them replied that they intended to study further. 8% were undecided or unable to, and 12% replied that they would not study further.

Response to Question 33: Reasons For Continuing Education.

When asked what all the reasons were for continuing their education many varied answers were given. It seems that almost 50% the students regarded education to be necessary for personal growth and improvement. The other half were divided between those who wanted a better job or career and those who wanted more money.

Response to Question 35: Previous Schooling

The students were asked when they had last been at school. Just over half the students had attended normal schools in '79, the rest had last been in school up to 15 years previously. The students were then asked why they had not completed it then. Nearly half of the latter had left day school primarily due to increasing financial difficulties. They claimed it was necessary for them to work so that the only way they could continue their education would be through continuation classes at an Adult Education Centre.

Response to Question 40: What Subjects They Would Like To Be Taught.

Students were asked what subject they would like to include in their curriculum. Although academic subjects were primarily mentioned, (because this was a centre for academic tuition) many other subjects were suggested throughout the interviews.

Students frequently remarked that they would like to be taught agriculture. Many students suggested that courses in plumbing, building, carpentry mechanics and metalwork should be offered (i.e. not necessarily long termed skilled artisan training). Cultural courses e.g. theatre, music art and African Literature were stated repeatedly as areas of interest. There was an interest shown in general "life skills" such as the law as it concerns the individual, basic business economics, first aid. Typewriting was mentioned by the majority of students as a course to be included in one's education. A few students suggested that all of the African languages should be offered as subjects.

Response to Question 42 and 43¹: How Black Education Could Be Improved.

The most overwhelming response to this question was: build more schools, train more teachers, have more books, put more money into black education. However many students also stated 1) that education should be free and compulsory 2) that there was a definite need for improvement in the standard of teaching 3) there should be more Adult Education Centres where adults can continue their education and work at the same time 4) all Education facilities should be open to all races. Other significant replies were that there was a need for making the community aware about the necessity for education and teachers. Specialized courses for specific interests e.g. trade skills, cultural concerns were suggested many times. A number of students said that an information service should be available where adults could obtain information about continuing their education. The following were also mentioned on a number of occasions:

1) Subjects should be taught in the home language 2) There should be more adult Education centres in Durban because those living or working in the city find access to the township centres very difficult 3) That there should be more literary courses like Operation Upgrade 4) Extra tuition available for those doing correspondence courses 5) English should be taught from Sub A 6) Radio and Newspapers should be available for general education usage 7) Black Education should be equal to white education 8) Government policy change would improve black education

1: Questions 42 and 43 were treated as one question because many students did not give separate answers. See Appendix for Questions.

- 9) There should be mixed black and white teachers at black schools.
- 10) Career guidance courses should be offered at Adult Centres.

Response To Question 44: How Black Education Could Be Improved

These questions were asked under the following headings:

- a) What you learn: Students suggested that the choice of subjects should be increased. Subjects "that will help us in the future" and "subjects that lead to jobs" was another common reply. A few students mentioned domestic skills as some specific subjects e.g. dressmaking, cooking, domestic science. Typing was again mentioned on numerous occasions.
- b) How You Learn: Students frequently replied that they would like more practical courses, especially in English. More reading and writing of English was another reply. Film, discussion sessions and projects were all suggested as methods for more practical teaching. Quite a few students said that English should be taught from Sub A. Students said there should be more part-time opportunities for continuing their education e.g. more "5 - 7 pm classes". Some students mentioned that they should be taught in English.
- c) When You Learn: Concerning this issue many students suggested that school going age should be lowered. Another suggestion was that there should be more "night classes for those who work". Some replied that they would like classes on Saturday mornings. However it seems that normal day school hours was the ideal time amongst the majority of respondents.
- d) Where You Learn: Many students mentioned that they would like to attend Adult Education Centres in their section of the township. They stressed the need for convenience and easy access, it seems that a prime concern for safety played a major factor in this choice. However just as many students remarked that they would like to attend classes in Central Durban because it was convenient in relation to their jobs and saved time and money. Mainly those who were employed in the city made this choice.

Response to Question 46: Description Of Ideal Teacher:

Students were asked to describe their ideal teacher ;they stated that not only was the qualification of the teacher important, but also the method and ability of a teacher to convey his/her subject accross.

A number of students also said that teachers must be mild tempered and must not beat the children!

II EXPRESSED NEEDS

Academic Studies

Many of those interviewed stated that formal academic education was a basic need. Students said "If you are not educated you are just nothing. You can't work". "You need education in this time". "Nowdays you can't do anything without education". "People are not employed with only St.10". There were repeated requests for more night schools in both central Durban and the townships. It was mentioned that tuition was required for students who were doing correspondence courses. Although this would not apply to these particular students, those adults who are studying degrees through correspondence courses would also need assistance from Adult Education Centres.

It emerged from the interviews that many of the students were unaware of the existing facilities for continuing academic study. Moreover students who knew about certain centres did not attend them for various reasons. It also appeared that a lot of these centres were full or overcrowded. It seems that although existing facilities are meeting certain needs, they do not provide opportunities for all adults interested in continuing education, especially for those who live in the city and suburbs.

OTHER INTEREST COURSES

Interest was expressed in many other courses besides the academic ones. Students asked for courses in agriculture, basic law, basic aspects of commerce and general life skills. Many students stated that they would like to learn to type. This course should form part of their education. There was an interest shown in learning all the African languages. Cultural courses were mentioned as areas of interest. A great many students remarked that they would like to attend courses in basic trade skills. This would be in addition to their education. When those students who were interested, were asked the reason for this, many replied that they had a personal interest and such skills may be valued for their use in the home; as well students remarked they would utilize this skill

to earn extra money in the informal sector. Other courses of interest were domestic skills e.g. cooking, sewing, hygiene

TRADE TRAINING

Training in the trade artisan skills was mentioned as a possibility for nearly two thirds of the male interviews. They stated that they would like to be trained as skilled artisans after completing their basic education. In some cases, this was an alternative choice.

ENGLISH LANGUAGE SKILLS

A great many students had difficulty with actual English language skills. The development of these skills proved a great problem for the students, and this implied a general need for language improvement. Practical courses in English were requested repeatedly and many students suggested that English should be taught from an earlier age.

ENGLISH TRAINING SKILLS

When the students were asked about their 'ideal teacher', it emerged that they wanted teachers who 'explain well in English', 'knows English well', 'speaks English', 'qualified white English'. So it must be recognised that students do not only need special courses in English language skills, but teacher upgrading in English teaching skills is also vital. The areas that need attention are in communicating and explaining subject matter (content and method) and improvement of the teachers own command of English.

COMMERCIAL COURSES

Quite a few students stated that they would like to attend commercial colleges after they have completed their matric. Secretarial and typing courses are mentioned by a number of individuals as well as well as courses in bookkeeping, accounts, shorthand and economics. The needs

for full time, as well as part time courses exists, as many students pointed out they would have to work part-time as well.

PART-TIME DEGREES

Many of those students who wanted to go to University were prevented from attending because of financial difficulties. It seems that part-time degree study should be instituted by Universities, or else Adult Education Centres should offer tuition and assistance to those individuals completing correspondence courses.

TEACHER UPGRADING

The repeated request for qualified teachers brings us to the importance of teacher upgrading. Many students mentioned that they wanted teachers who could 'explain subjects well', and 'teachers must know their subject', 'be well qualified' or 'completely qualified to teach'. The need is not only for improvement in academic qualifications, but also in teaching methods.

JOB ORIENTATION AND VOCATIONAL GUIDANCE

Students remarked that subjects should be offered, which would help to improve their job situation without having to undergo further training. Certain courses could be offered which could create immediate earning skills e.g. typing, bookkeeping.

Another request by students was for the provision of career guidance, which would be useful for adults as well as children.

LITERACY

Although the teaching of literacy is not necessary for these particular adults, literacy teaching is a pressing need. It was mentioned by a couple of students that literacy courses like "Operation Upgrade" should be available to more people.

III PROVISION FOR CONTINUING EDUCATION

This section concerns a brief review of the kind of facilities that are available to Adults who are interested in pursuing their education. Although it is not a complete list of every centre that is operating it can serve as a guideline for the type of courses offered. The information was collected through interviews with the principals of the various centres. (see Appendix)

ACADEMIC OPPORTUNITIESState Centres

There are 29 State Adult Education Centres (1 in Lamontville, 9 in Kuamashu, 8 in Umlazi North and 11 in Umlazi South)¹. These centres are usually at a high or primary school in a locality, and offer courses from literacy to matriculation level. The fees range between R1.00 and R2.00 per annum. Students are required to purchase their own books and the fees do not return to the department - they are used for teaching aids. Once stable enrolment is achieved (between 300-400 students) a full time principal is appointed. Centres of between 20-200 candidates are run by supervising teachers who assume administrative control. The teachers are usually employed full time at day schools and may not exceed 6 hours per week at the Adult education Centres. Teachers involved in continuation classes receive R3.25 per hour, whilst night school teachers provide voluntary services. The department stipulates that all teachers at Adult Education Centres must be in possession of professional teachers' qualifications. Concerning the requirements for employment, the Department states that all candidates must be over the age of 18, and they must be bona fide workers. Part-time workers and housewives are eligible for enrolment.

The Department of Education and Culture has a registered service training centre at Umlazi, where 120 teachers from KwaZulu receive training each week. The department pays for their training and stay at the centre, and full-time lecturers assist in the upgrading of methods, and syllabus.

OTHER PROJECTS

The Urban Foundation is financing an in-service training centre for the teachers of Kwa Mashu at the John L. Dube High School. This centre opens

1: SA Institute of Race Relations *Publication*.

in February and the Natal Teachers Society will assist the training and upgrading of teachers. Other Adult Educational Projects undertaken by the Urban Foundation in Durban are: 1) An in-service training course in Biology and physical Science for Zulu teachers, provided by the University of Natal 2) Course in Chemistry and physics for teachers.

CORRESPONDENCE COURSES

A number of correspondence colleges offer academic courses. Details may be obtained from the Correspondence College Council. The Turret Correspondence College is an example of one of these courses. It is a project of the Sached Trust and provides the following facilities: Counselling marking, occasional workshops and seminars, and guidance with problems. The study notes are written for students for whom English is a second language and are available from form III to Form V level. Students are able to write National Senior Certificate or Joint Matriculation Board exams. The study notes are available in Afrikaans, Biology, English, History and Geography. From January 1981, the College will offer Zulu, Mathematics, Physical Science, Economics and Commerce. The only fee is for the study notes which are about R2.00 per book. All those who are studying through the Durban Sached Centre are employed. Given the demand for a basic Commercial Education Course, the Turret College will offer such a course on the correspondence level as mentioned above.

Another project offered by the Sached Trust is the Bursary Project which is a year long supportive programme for black adults intending to study with the University of South Africa. The project provides books, arranges tutorials, provides library facilities and skills programmes for those students who are studying through Unisa for various degrees. The programme runs from January to the start of examinations each year. Under the guidance of suitably qualified tutors, the students meet weekly in each course for group discussions. Throughout the year skill courses are conducted to help students with their studies. Again most of the students are employed and pursue their studies part-time.

INFORMAL ADULT TUITION CENTRES

There are a number of Informal Adult Education Centres operating in Central Durban. One of these is the Emmanuel Parish Educational Centre which is attended by about 300 students who receive tuition in eight subjects. It is the individual student's responsibility to register for the examination at the local township examination centres. The syllabus followed is that required for National Senior Certificate. There are thirty seven voluntary teachers who share the teaching of four evenings a week in two hour sessions.

LITERACY

Literacy teaching is provided at some Adult Education Centres and by some community bodies Operation Upgrade offers a training course for literacy instructors, who go out to conduct courses among their own groups, once they have attended the week long course. The department of Education and Training offers an in-service literacy teaching programme based on the Operation Upgrade schedule.

COMMERCIAL FACILITIES

There are a number of correspondence colleges, and commercial colleges in various areas which offer instruction. The Sached Trust offers a Commercial Education Programme with courses in accountancy, typing, business English, office administration and switchboard training. A Pitmans Certificate is awarded to successful examination candidates in typing. This course is offered to both employed and unemployed parties. The Rand London College offers a five month secretarial course for students from all over South Africa. There are 360 students at the college who attend lessons for two hours a day

OTHER CENTRES

Although the Abangane Open School is not an Adult Education Project, it can serve as a very good example of the kind of cultural centre that should be available to interested adults. Various activities e.g. photography, creative writing, speech and drama, art, music and karate are provided

in the form of assistance from voluntary teachers and the resources from the school workshops are conducted in a wide range of subjects and because there is a great need for extra tuition to supplement both lessons given in school and correspondence course classes are offered in problematical subjects. Career guidance classes also form a part of the school's programme.

Sached offers a non-formal Education Project whose objectives are to provide and respond to educational needs as expressed by communities, organisations and commercial institutions. Career guidance, group skills, community development, basic administration, and money management all form part of the project.

TRADE, TECHNICAL AND VOCATIONAL FACILITIES

There are 13 full time trade technical and vocational training centres for adults in Natal and KwaZulu. There is one in-service trade centre in KwaZulu.

RECOMMENDATIONS

The recommendations made in the following section concern only a few of the many urgent needs in Adult Education. These recommendations are based on certain basic issues that have been established in the research. However because of the size and scope of the research much has been omitted.

This section would serve as a useful basis for further depth research into the problematical areas that have been defined.

1 INFORMATION SERVICE

Many interested adults do not know what facilities are available to them for continuing their education. It follows that there should be some kind of information service where details can be obtained about existing Adult Education centres, their venues and the courses they offer. This information could take the form of a register of the provision for continuing education, offered by the government, private and community organizations. This information should not only assist adults in their search for educational opportunities, but it would also inform other organisations involved with Adult education about the numerous activities of other bodies in the field of continuing education.

2 COURSES OFFERED

There should be an investigation into the academic and non-academic curriculum offered by Adult Education Centres. It seems that many students would like to attend courses of various interest besides their academic subjects. It was mentioned earlier in this project that cultural courses and short, specialized practical skills were some of the interests expressed by the students. These courses should be offered to the Adult students to supplement their formal education. They could be provided on a casual basis as part of a general programme.

Comprehensive career counselling and guidance is an important area that needs attention. Perhaps courses could be given where various institutions companies and professional or skilled people could give advice and information about their respective vocations. In addition to this, a suitably qualified teacher could perhaps give career guidance to interested individuals attending and Adult Education Centre.

3 PART TIME STUDY

As mentioned in the analysis, there is an expressed need for part time study in the secondary and undergraduate educational levels. As well as part-time

technical and trade study facilities should be available to interested parties. This is because correspondence education is very difficult, unaided by tuition. Perhaps special tuition classes should be offered to assist students studying through correspondence courses. This additional tuition should not only concern the subject content, but also offer assistance with study skills.

4. VENUES

It emerged from the data that it would be convenient, saving time and money, if those students who worked in Central Durban could attend night classes in the City. It was found that many of the students found the township Centres inaccessible. However many students stated that they would like to have Adult Education Centres in close proximity. So Adult Education Centres should be easily available to those students wanting to attend them in town. Concerning the townships, the Centres should be as centrally situated as possible. Moreover, because it seems that a number of students had attempted to attend the township centres and these were full, more centres should be created to cater for the increasing demand Adult Education. Schools should be made available after hours for this purpose.

5. SPECIAL PROJECTS

An English language project, involving the development of language skills is required not only for students, but also for teacher upgrading. Perhaps English language skills tuition could be introduced in addition to the present English classes. However, before this is possible it is necessary to improve the English language teachers. This upgrading should help with English across the curriculum.

This project will be useful not only to those involved in academic study, but also to all students involved in informal learning, technical or commercial training.

6. TEACHER UPGRADING

English was primarily identified as an area in which the students and teachers were having difficulties. However teacher upgrading is necessary

in all subjects and upgrading programmes must not only involve content but also method, practical skills and instruction techniques.

ADULT EDUCATION TRAINING

It seems that a project concerned with the professional training of adult educators needs to be developed in time. Such training should initially contain a large subject component as well as a method component. This project should begin by an in-depth and thorough investigation into every aspect of adult education and training. Perhaps it could be developed into a professional course connected with Educational Departments in time to come .

Centre for Applied Social Sciences
University of Natal
King George V Avenue
Durban 4001
South Africa

APPENDIX AArea Distribution Of Students

Umlazi	49
Kwa Mashu	22
Lamontville	7
Inanda	12
Inner Durban	17
Bassenhoek	3
Chesterville/Clermont	5
Other	2
	<hr/>
	117

Age Distribution

	%
0 - 16 years	1,7
17 - 25 years	76,1
26 - 30 years	11,1
31 - 50 years	11,1

Marital Status

	%
Married	8,5
Unmarried	91,5

Respondent's Income

	%
Unemployed	46,2
0 - R50	15,4
R51 - R100	15,4
R101 - R150	9,4
R151 - R200	4,3
R201 - R250	1,7
R251 - R300	1,7
R300 +	4,3
No Information	1,7

APPENDIX BList Of Principals Interviewed

Sister Gabriel	Emmanuel Parish Adult Centre
Mr. Aitken	Rand London College
Nomathemba Sithole	Sached, Durban
Paddy Knoetze	Urban Foundation, Durban
Joseph Ndlovu	Open School
Mr. D'Oliviera	Operation Upgrade

FOR REGISTRATION:

EMMANUEL CATHEDRAL ADULT EDUCATION CENTRE SCHEDULE:

1. What things make you come to this Centre for evening classes?

2. Area of residence: _____
3. Age: _____
4. Are you married? _____
5. (If married, divorced, separated) how many children do you have? _____
6. How many members in your household in Durban? _____
7. How many members of your household in Durban work? _____
8. All in all how many people in Durban or elsewhere depend on your income?

9. What is your monthly income? (weekly x 4,3) _____
10. What would you estimate would be the total monthly income in your household? _____

11. Where are you employed? (We need to work out distance so could you give the Company and the address?) _____

12. What kind of work do you do? (Give details) _____

13. How satisfied are you with your work at the moment? Explain _____

14. What are your hours of work? _____
15. What is the nearest education Centre providing evening classes to your home? NAME: _____
16. Have you ever attended this Centre? _____
17. What were your reasons for leaving it? _____

18. Do you have your own transport? _____
19. Where do you catch your bus/train on evenings when you do not come to the Centre? _____

- 20. From this Centre where do you catch your bus or train in town to go home in the evenings? (Berea Road Station/Berea Road bus rank/Queen Street/Soldier's Way) _____

- 21. What does your transport cost per day (on days that you come to this Centre?) _____

- 22. How many changes of vehicle do you make in a single day going to work, coming to evening classes and then going home in the evenings? Describe: _____

- 23. After you leave the Centre in the evenings how long does your transport take to get home? _____
- 24. Do you have companions travelling home with you in the evenings? _____
Who? _____
Why? _____
- 25. Is there any transport provided from your home to the Centre closest to your home, and then home again in the evening? (7 p.m. - 9 p.m.) _____
Describe: _____
- 26. How many changes of vehicle would it take to attend the education Centre in your township nearest to your home? _____

- 27. What would it cost in transport in a single day if you went to work, then to evening classes at the Centre nearest your home and then home again? _____

- 28. How long would it take to get to this Centre in your township? _____

- 29. What would you do if this Centre were no longer available? _____

- 30. What standard are you studying for now? _____
- 31. (If Std. 8) do you plan to do your matric? _____
- 32. Do you plan to further your education after matric? _____

- 33. If so, what are ALL the reasons for continuing your education? (PROBE) _____

34. Where did you do your last schooling? _____

35. When did you do your last schooling? _____

36. (If it was some time before...) Why did you not finish it then? _____

(PROBE FOR REASONS) _____

37. Since then have you tried other Centres or schools to do your matric or Std. 8? _____

Which? _____

38. What sort of job are you aiming for? _____

39. If anything were possible, what sort of job would you most like to have? _____

Why? _____

40. If you were to choose 6 subjects to include in a syllabus for black education which of the group below would you choose?

Mathematics	Physics
Typewriting	Shorthand
Biology	Music
Other African languages	Mechanics
English	French
History	Geography
Domestic Science	Physical Education
Afrikaans	Agriculture
Art	Zulu
Bookkeeping	Electronics
German	Chemistry
Economics	Metalwork
Business Economics	Accounting
Carpentry	Building

Are there any other subjects that you think would be important to include in the syllabus? _____

41. What do you think is the main purpose of education today? _____

42. What things do you think could be done right away to make education available to more students? _____

43. What things could be done in the future to make education available to more students? _____

44. In what way could black education be improved in terms of:

a) what you learn _____

b) how you learn it _____

c) when you learn it _____

d) where you learn it _____

45. Do you have any hobbies? _____

If so, what are they? _____

46. How would you describe your ideal teacher? _____

47. Why do you think opportunities in education for blacks are so limited?

48. What does education do for a person? _____

49. Why do you think so many children joined in the boycotts in Kwa Mashu?

50. Are you interested in training to be a skilled artisan? (carpenter/
boilermaker/fitter and turner) _____

Why? _____

Why not? _____

Centre for Applied Social Sciences
University of Natal
King George V Avenue
Durban 4001
South Africa



This work is licensed under a
Creative Commons
Attribution – NonCommercial - NoDerivs 3.0 License.

To view a copy of the license please see:
<http://creativecommons.org/licenses/by-nc-nd/3.0/>

This is a download from the BLDS Digital Library on OpenDocs
<http://opendocs.ids.ac.uk/opendocs/>