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TITLE OF PROJECT: EDUCATION SUPPORT PROJECT (ESP)
CONTACT PERSON/S: Ruth Underwood (Central co-ordinator)
TELEPHONE: (011) 339-2389/0 FAX: (011) 339-3334
. POSTAL ADDRESS:
201 Management House,
38 Nelle Street,
Braamfontein 8001.
PHYSICAL ADDRESS:
As above
BANK NAME AND ADDRESS:
Nedbank,
Jorissen Street Branch,
P.D. Box 31301,
Braamfontein 8017.
TELEPHONE: (011) 339-6011 FAX: (011) 339-7037
ACCOUNT NUMBER: 1965-314368
ACCOUNT NAME: Education Support Project
NAME AND ADDRESS OF AUDITORS:
Douglas & Velcich,
P.O. Box 32707,
Braamfontein 2017.
TELEPHONE: (011) 339-8555 FAX: (011) 339-7762
FINANCIAL INFORMATION:
TOTAL BUDGET OF THE ORGANISATION - R781 596
HOW MUCH IS THE ORGANISATION ASKING FOR FROM WUS(I) - R150 000
YEAR FOR WHICH THE FUNDS ARE REQUESTED - March 1998 - March 1993
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The funding requested from NUS will be used to support a resource centre and tuition programmes in Katlehong, Mamelodi and the Vaal region. The total budget for all these is R417 370.

BUDGET INFORMATION:

FOR KATLEHONG PROGRAMME

1. SALARIES AND STAFF BENEFITS

A. Part-time co-ordinator

Salary G R1 800 x 13 months : R23 400

Pension : 1 080

Medical Aid : 1 690

UIF : 840

. TOTAL : R26 400

B. Tutor subsidies

8 tutors Q R85 per hour/1 hour

each per week : R800 per

week x 40 weeks : R 8 000

1 tutor Q R75 per morning .

x 40 weeks : 3 000

TOTAL : R11 000

C. Resource Centre

1 Books : R 8 000

Maps and charts : B00

Subscriptions : 600

Statidnery : 600

Workshops : 50?

TOTAL : R10 500

D. Office furniture and equipment

Bookshelves x 5 ' : R 1 500

Desk x 1 : 500

Filing cabinet x 1 : 400

Office chairs x 2 : 300

Teachmaster video x 1 : 4 000

TOTAL : R b 700

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E. Miscellaneous
Catering 2 R 600
Travel : 5 300
Venue rental : 9 600
TOTAL : R15 500
BUDGET TOTAL : R70 100
FOR MAMELODI PROGRAMME
. A. Part-time co-ordinator
Salary Q R1 800 x 13 months : R23 400
Pension : 1 080
Medical Aid : 1 680
UIF : 240
TOTAL : R26 400
B. Tutor subsidies
10 tutors Q R100/Saturday
: R1 000/ Saturday x 34 : RBQ 000
TOTAL : R34 000
C. Miscellaneous
Travel : R10 590
Catering : B00
Stationery : 1 860
. Student workbooks/worksheets : 15 000
Field trips & excursions : 4 000
TOTAL : R31 65
BUDGET TOTAL : R92 050
FOR VAAL PROGRAMME '
A. Programme Co-ordinator
Salary G R3 600 x 13 months : R46 800
Pension : 2 160
Medical Aid : 1 680
UIF : 480
TOTAL : R51 120
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B. Tutor subsidies

10 tutors G R100/Saturday

: R1 000/Saturday x 34

TOTAL

C. Miscellaneous

Catering

Field trips and excursions

Stationery

Student workbooks/workshEets

Travel

Venue rental

TOTAL

BUDGET TOTAL

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FDR ESP RESOURCE CENTRE

A. Resource centre co-Drdinators x 8

Salaries Q R3 600 x 13 months

Pension

Medical Aid

UIF

TOTAL

'8. Miscellaneous

BOOKS

Maps and Charts

Statiohery

Subscriptions

Videos and films

Workshops

Other

TOTAL '

BUDGET TOTAL

OTHER FUNDING SOURCES

ESP has had a financial crisis this year.

Kagiso Trust in the past, it was informed very late in 1990 that it would be unable to support the project to the same extent in 1991. Budget cuts had to be made.

R34 000

R34 000

R 800

4 000

1 260

000

8 000

4 800

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R33 860

: R118 980

: R93 600

: 4 320

: 3 360

2 950

: R108 240

: R 24 000

: a 000

: 1 800

: e 000

: e 000

: 1 000

: 1 200

: R 33 200

: R136 240

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Heavily funded by

The total budget for 1991/92 was R883 758, but only R378 950 was received although Kagiso has promised another R300 000.

Funding received for 1991/92 was as follows:

DONOR AMOUNT IN RANDS

Anglo Chairman's Fund 15 000

AngloVaal Ltd 2 000

AI Insurance Company 1 000

Canadian Embassy 23 950

Combustion Engineering 5 000

Equal Opportunity Foundation 81 000

ESKOM BO 500

Kagiso Trust (1990/91 funds) 200 000

Liberty Life Foundation 20 000

Mobil Foundation 15 000

Pfizer SA 2 500

SACC 20 000

UIP SA 3 000

Student fees 24 000

TOTAL 372 950

HISTORY OF THE PROJECT:

ESP was established in 1976/77 at the request of Soweto students and was initially a project of the South African Institute of Race Relations. Extra tuition was provided for metric students at Wits University, with teaching being done mainly by university students.

In 1985, ESP broke away from the SAIRR and set up an additional tuition programme in Mamelodi at the request of communities in the Pretoria area. At this stage, the management of the project was controlled by a board of trustees linked to the Sullivan Signatories.

In 1987 ESP had a complete changeover of staff and its funding was also affected by disinvestment. As most of the Sullivan Signatories were disinvesting, the staff asked the trustees to resign and a new board or trustees was appointed, consisting mostly of people who were representative of the communities ESP was serving.

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ESP then embarked on major changes. The first was to move its programmes away from Wits University to areas that had no support for secondary school students. As a result, two programmes were set up - one in Evaton (Veal), and one in Katlehong (East Rand). The Mamelodi programme remained in place.

ESP also began to change the focus of its tuition, and teachers from township schools were employed as part-time tutors.

In 1990/91, ESP began to set up resource centres, a careers and counselling unit and also began to focus on teacher development.

AIMS AND OBJECTIVES:

ESP'S main objectives are to offer:

i) support to secondary school students and matric students

ii) support and training to teachers

iii) resources to the community at large

iv) skills to the community at large, and

v) to foster greater links with the community

ESP has to turn a large number of students away from its Saturday programmes each year. It therefore aims to cater for more students by:

i) establishing a fully functioning resource centre in each of the townships where its tuition programmes are based

ii) focusing its support work with students around the resource centres, and

iii) involving other organisations in each area in contributing to, and using, the resource centres.

It also plans to place more emphasis on teacher development. This will include those teachers not employed by ESP and the focus will be on skills and methodology for student-centred learning.

TARGET GROUP:

The project is aimed at providing black students in the under-serviced and less affluent townships identified with an opportunity to complete their studies.

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In 1991, 950 students were registered on a first-come, first-serve basis. Although a balance between male and female students is encouraged, there are usually more female than male students. This year, 70,3 percent of the students were female.

A spin-off of the programme is providing support and training to teachers and, through the resource centres, a variety of written and visual resources to disadvantaged township communities.

DESCRIPTION OF THE PROJECT:

ESP works in FOUR geographical areas:

- i) Johannesburg (Braamfontein and Central)
- ii) East Rand (Katlehong)
- iii) Pretoria (Mamelodi)
- iv) Vaal (Sebokeng)

The main activities revolve around the resource centres, outreach programme, teacher development and counselling and careers service.

Resource Centres:

A. Braamfontein: This centre now has about 250 members, most of whom are students and teachers from inner-city schools and projects in Braamfontein and Central Johannesburg.

At the moment, the centre holds syllabi and past exam papers, selected textbooks and other books, study guides, novels, maps and charts, newspapers, magazines, career information and videos covering maths, science, biology, setworks and topics of general interest.

B. Townships: ESP 5 Katlehong resource centre was recently set up at the Urban Foundation Centre in the township, and resource centres will be opened in high schools in Mamelodi and Sebokeng next year. They will hopefully provide similar resources to those found in the city centre.

Outreach Programmes:

These involve tuition programmes and study groups for students in all four areas covered, usually on Saturdays. In 1990, there were 600 students and in 1991 there were 950.

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Teacher development:

Training programmes and workshops are held for the part-time tutors. About 36 tutors were employed on a part-time basis in 1990.

Counselling and careers:

A student support worker has been appointed to provide students with ongoing assistance on issues such as study groups, study skills, career guidance and counselling.

Student workbooks/worksheets are developed to cover areas that fall outside formal school syllabi. These include drug and alcohol abuse, exam skills, life planning studies, study groups, study skills and sex education. These are used by other organisations nationwide.

PROGRAMME OF ACTION:

Resource Centres:

Membership of the Braamfontein centre will be expanded in 1992, focusing on teachers from the inner-city schools, while a wider range of resource will be provided.

In 1992, the Katlehong centre will be open from Monday to Saturday for students and teachers. It will provide similar resources to those in Braamfontein.

The Mamelodi and Sebokeng centres will be based at high schools and will be open to students and teachers on Wednesday afternoon and Saturday mornings. It is hoped that teachers at the schools will open the centres on days that ESP is not there.

Outreach Programmes:

In Katlehong, the programme will be linked to the resource centre. ESP will offer afternoon classes to matric students from Monday to Thursday. A variety of activities will also be offered on Saturday mornings. These will range from subject videos and discussions to workshops on study skills and career planning. Students who use the centre will be encouraged to form study centres and will be assisted by ESP.

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ESP will also run workshops for teachers on Saturday morning. The emphasis will be on skills and methods for student-centres learning. Teachers will be encouraged to make use of the resource centre as well.

In Mamelodi and Sebokeng, Saturday classes will be provided for metric students in accountancy, biology, business economics, economics, English, geography, history, mathematics and physical science.

Workshops will also be run during the Saturday programme or on Wednesday afternoons on exam skills, life planning skills, organisational skills, sex education, study skills and study groups.

The resource centres at these programmes will be open to students and teachers on Wednesday afternoons and Saturday mornings.

Teacher Development:

This programme will be expanded in 1992 to teachers who are not employed by ESP. ESP will be employing EB part-time teachers, who will be expected to attend two weekend training workshops and a number of shorter workshops over the course of the year. They will also receive ongoing evaluation and assistance in their ESP classes.

Both the Mamelodi and Sebokeng programmes will be based at township schools and ESP plans to open up its workshops and teacher training programmes to all teachers at these two schools. In Katlehong, Saturday morning teacher workshops will be offered to all teachers in the area.

Counselling and careers:

The student support worker will continue organising workshops and study groups on a wide range of issues.

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STRUCTURE AND ACCOUNTABILITY:

The Board of Trustees meets three times a year and approves staffing and budgets. The trustees also keep in touch with financial matters.

The board members are: Faud Cassim, 'Maxine Hart, Professor Tamsanqa Kambule, Elizabeth Mokotong, Ian Moll and Dr Nico Smith.

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The Advisory Committee consists of members of the committee, ESP staff and tutor and student representatives from each of the tuition programmes. This committee meets four times a year and deals with policy, planning and evaluationq

The committee members are: Pam Christie, Laura Dison, Jennifer Hunter, George Mashamba, Ian Moll, Billy Morgan, Yogesh Narsing, Benita Pavlicevic, Sandra Prosalendis, Mike Seloane and Ronnie Simons.

Each tuition programme selects an SRC every year after all students have completed a course on organisational skills. A joint SRC-Tutor representative committee is then formed at each ESP staff meet on a weekly basis for reportbacks, planning and discussion. Staff also have an evaluation meeting in July and a planning meeting in September.

ESP is linked to a number of networking structures.

In Mamelodi, it is part of the Mamelodi education Forum, which brings together education and community organisations in the area.

In the Vaal, it is part of the education commission of the Vaal Development Trust, which was established recently. This also involves service and community organisations.

In Katlehong, no structures have yet been set up but ESP has a working relationship with the SADTU branch and with student structures.

In Johannesburg, ESP is part of the Inter-Project group. This is a small group of projects with similar interests working specifically with secondary school students.

ESP is also part of the Education Service organisations, Forum, a broad forum Of education projects in the PNV area.

The education crisis in South Africa has escalated since 1985, with fewer secondary school students passing their matric exams each year. ESP is attempting to provide these students with some support and to empower them by encouraging them to approach their studies in a more progressive way.

ESP resource centres are open to all interested members of the community and are stocked with material of interest not only to teachers and students, but also to the wider community and other organisations.

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Its workbooks are made available to students and projects around the country, particularly to education projects in rural areas such as Jane Furse.

The teacher upgrading/development programme is now aimed at a wider level of skills transference than before.

MONITORING AND EVALUATION:

See STRUCTURE AND ACCOUNTABILITY above.

PROJECT ACTIVITY FOR THE LAST YEAR:

See attached 1990 ANNUAL REPORT

PROJECT FUTURE PLANS:

As ESP is based in the PWV area, its access to rural communities is very limited except in as far as its workbooks are distributed to rural projects.

Fewer women teachers are joining the teacher upgrading programmes, mainly because women teachers have more family commitments than men on Saturdays. But the situation is being monitored with a view to identifying ways in which more women teachers could be involved.

ESP is trying to diversify its sources of funding both locally and internationally instead of, as in the past, relying on one major source of funds.

It has applied for a Section 18A in its trust document, which it hopes to receive by mid-1998. This will enable it to secure more substantial funds from the private sector.

ESP will continue to generate funds through its student fees and resource centre membership.