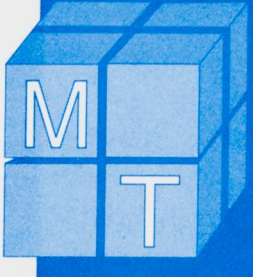
GmB/030/020/95

Funding Proposal 1993/94



Matla Trust

ABSTRACT

This proposal is for the funding of all Matla Trust projects and activities for the period March 1993 to February 1994.

The proposal consists of narrative motivation and budgets for each of the Trust's projects.

While the funding being sought is large, it is not expected that any single donor will meet the complete requirements of the Trust's programmes. Where required, this proposal can be broken into modular proposals to meet the specific requirements of individual donors.

PREAMBLE

In South Africa the needs of our disadvantaged communities are so great, even the proliferate programmes and projects of the many community and non-governmental organisations within the country do not begin to address the socio-political and economic needs created by apartheid.

Matla Trust is a development and educational trust formed in April 1991. Its main objective is to provide upliftment of the people of South Africa who have been deprived of their full opportunities by the laws of apartheid.

Since its inception, the Trust has developed a number of programmes aimed primarily at preparing South Africa's people for democratic elections, providing skills training, as well as assistance to returning exiles.

The Trust is overseen by a *Board of Trustees*, made up of 14 prominent South Africans from all walks of life with a history of struggle against apartheid.

Its day to day affairs are managed by an *Executive Director* assisted by a *Heads of Department Committee* made up of the heads of projects and administrative departments of the Trust. The Trust's accounts are audited annually by a reputable firm of auditors - *Price, Waterhouse and Meyernel.*

The Trust has a head office in Johannesburg, and seven regional offices throughout the country. It has a total staff complement, including project staff, of 62.

The Trust presently undertakes the following projects:

- **Community and Citizen Education Programme:** This is a large-scale programme to provide Education for Democracy to the South African population in preparation for a democratic election and beyond.

- **The African Institute for Technology:** An ambitious project to redress the imbalances in access to technical skills, especially computer skills, in the South African population.

- **The Sewing Project:** A small programme to provide sewing skills initially to the wives of returning exiles who do not speak and of South Africa's languages.

- **Education and Training for Returned Exiles:** A project to provide funds for the education and training of returned exiles as well as schooling for the children of returned exiles.

- **Reception and Training Centre:** Preparation of plans to establish a centre for the temporary housing and training of returned exiles before their re-integration into the community.

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1. Community and Citizen Education Programme

1.1. Introduction

The main objective of the *Community and Citizen Education Programme* is to research, package and deliver civic education to millions of citizens who have no experience in democratic processes and structures. With a political situation that may soon lead to democratic elections for all in South Africa, a greater understanding of democratic concepts and procedures needs to be explained within a mass public education campaign of Voter Education.

The priority target group of the campaign will be the 14 million Black voters, who will soon be called on to participate in an election for the first time. Special attention will also be given to schools .

It is in the interests of future peace, stability and prosperity, that we consider this campaign to be vitally important in the coming years. The havoc that apartheid has wreaked on our society, and the long, bitter years of struggle for a non-racial, non-sexist democracy, has left a deeply divided and politically intolerant society.

As we move towards a democratic society, it is essential to maximise the broad participation of the majority both in the transformation process as well as in the process of rooting democratic practices.

1.2. Aims And Objectives.

The central aims and objectives of the programme are:-

- to encourage the creation of a democratic culture.
- to implement a wide-ranging public education campaign on the negotiation and democratisation processes as they unfold.
- to implement a national voter education campaign.
- to build and strengthen democratic processes and participation at local level through education.

We are committed to achieving these objectives in a factual, objective and non-partisan manner.

1.3. Contents of the Education Programme.

The following topics will serve as the main focus of the CCEP curriculum:

1. **Political Systems**: In order to understand the political concepts and constitutional alternatives being debated, people need to know what types of political systems there are, the advantages and disadvantages of the various options and their applicability to South African conditions.

2. **Rights And Duties Of Citizens Under The Law**: Citizens must be aware of their rights and duties under the law, and the mechanisms to maintain these. This includes an examination of institutional checks and balances to enhance democracy.

3. **Protection Of Language And Cultural Rights**: People must understand the value and richness of a society of differing languages and cultures, and the need to protect and develop this richness. In the South African situation, a rejection of racial and ethnic repression must be married to a recognition of the valid needs and concerns of different cultural communities.

4. **Democracy At Local Government Level**: Processes that ensure democratic participation of citizens in local government structures.

5. **Electoral Systems**: Never having participated in an election before, people need to understand the electoral system, registration and voting procedures.

6. **Equal Rights Issues**: The structures, institutions and ideologies that enforce gender and racial inequalities in South Africa, and how to combat these, as well as the advantages and disadvantages of affirmative action programmes must form part of an understanding of democracy.

7. **The Relationships And Responsibilities Of Various Organs Of Society To Each Other**: These include the state, political parties, media, business, army and police, trade unions, civic structures etc.

Other topics will be developed as the political situation evolves.

1.4. Target Communities

Those communities disadvantaged by apartheid are most in need of education for democracy. For most of the black community democracy has become a byword for deceit. Thus it is in these communities that the most intensive work must be done. Particular communities would need priority.

- Rural areas have particular problems, including illiteracy, lack of mass communications resources, poor infrastructure etc. They therefore need special attention.

- Women represent 52 percent of the South African population, yet systematic discrimination has left them deprived of participation in government and organisational structures. The programme must pay special attention to their needs.

- Youth and students, particularly those of the *lost generation*, will be a priority. Winning over these groups to democratic ideals is essential. They must be helped to focus their energies into peaceful and constructive pursuits.

1.5. Community Involvement

It is impossible to deliver a successful mass public education campaign without the active co-operation and involvement of the various organised formations of society. These include the churches, civic organisations, trade unions, universities, educational formations, media bodies, business organisations etc.

Two fundamental strategies have been adopted by the CCEP.

- to promote long-term sustainable development structures.
- to take the programme to the people through their organisations.

1.6. Activities

CCEP activities fall into four separate but closely interlinked divisions.

- Training
- Resource Centres.
- Media
- Schools Programme.

1.7. Training

1.7.1. Introduction

The provision of election and voting training is a central facet of CCEP's *Education for Democracy* campaign. Through this training programme a formal and informal network of people is created which can facilitate the education of broad sections of the future electorate within their communities.

The groundwork for this programme has already been laid in 1992.

Two trainers have been hired at our head office to monitor existing training, do additional research and develop training programmes.

Seven regional resource centres have been set up throughout the country. These serve as a sound infrastructure for the conduct of the training programme.

In August 1992 eight workshops were held throughout the country. A total of 320 trainers drawn from over 50 organisations nationally were trained. CCEP identified 32 of these to form the core of its own trainers.

We have now reached the stage where training can be implemented at a regional level. Such training is usually held exclusively for specific organisations. CCEP assists these organisation with training manuals, trainers and financial assistance for catering.

1.7.2. Content of Training Courses

The training programme is divided into modules, which can be given all together or used for specialised training. CCEP training modules consist of the following:

1. Setting up Election Committee
2. Voter Registration
3. Electoral Act
4. Candidate Selection
5. Proportional Representation/Westminster System
6. House Meetings
7. Mass Meetings
8. Mailings
9. Posters and Banners
10. Preparing Publicity
11. Budgeting and Finance
12. Canvassing
13. Organisation of Transport
14. Cleaning up after election
15. Polling booth organisation
16. Election Day Personnel
17. Time Management
18. Casting your Vote

1.7.3. Methods Of Delivery

Training will be conducted by means of lectures, group discussions, facilitated discussions and role playing. Audio-visual aids that will be used are slides, video, and overhead projection.

1.7.4. Activities

Each group of trainers at our regional resource centres will conduct a minimum of 50 training workshops during 1993/94, making a total of 450 workshops nationally for the year. This may be increased when national election day has been set and when local municipal elections are held.

In addition we plan to have two five-day national training sessions for trainers during 1993. These will be for evaluation and upgrading of trainers and will examine training techniques, delivery and content. It will be essential to hold one of these workshops once the Electoral Act has been passed and an Election Day set. This forum will also be used for introducing new content material for trainers.

CCEP head office trainers will visit the regions regularly for assessment and evaluation of trainers' performance.

1.8. Community Resource Centres

1.8.1. Introduction

It was realised early on in the development of the CCEP plan that our *Education for Democracy* campaign would not reach even a fraction of its target group if it was conducted from our head office in Johannesburg. It was necessary to establish regional infrastructures which could serve as focal points from which more intensive educational work could be conducted at a local level.

It was thus decided to plan the setting up of resource centres in as many regions of the country as possible.

1.8.2. Aims and Objectives

The aims and objectives of these centres are:

- To make available to the general community and organisations CCEP material, as well as related material on the various topics covered by the CCEP programme.
- To conduct civic education workshops with community leaders and organisations at the centres.
- To build capacity through training of local leadership of civil society.
- To serve as infra-structural bases from which our trainers will reach out to surrounding communities.
- To serve as offices for other CCEP and all Matla projects.

1.8.3. Target Group.

The following groups of civil society will be the main targets for these centres:

- Political organisations of the disadvantaged
- Community civic associations
- Educational and religious institutions
- Workers, youth, women and student groups
- Sports, traders, burial, taxi and other associations

1.8.4. Relationship with other Structures

The resource centres, through the CCEP network, have established working relationships with a wide range of organisations involved in *Education for Democracy*. These include the following national organisations.

- South African Council of Churches (SACC)
- South African Catholic Bishops Conference (SACBC)
- Institute for Contextual Theology
- YWCA
- Joint Enrichment Project
- Black Sash
- IDASA
- Methodist Church (Ubulungisa)

- Anglican Church
- Institute for Multi-Party Democracy (MPD)

Discussions are presently underway to share the responsibility for delivering *Education for Democracy* through networking.

1.8.5. Organisational Capacity.

Staff responsible for the functioning of the centres total five head office staff with a contingent of four trainers in each of seven regional resource centres. The head office staff consists of:

- National Resource Centre Co-ordinator.
- Training Officer
- Deputy Training Officer
- Logistics Officer
- Administrative Secretary

The resource centre staff is composed of four members, all of whom will also act as trainers:

- Centre Coordinator
- Administrative Secretary
- Training Officer
- Logistics Officer

The present total of resource centre staff is 32.

1.8.6. Time Frames.

The current resource centre programme is scheduled to run for four years, until December 1995. At this point, a major assessment of the entire programme will be undertaken to determine the future of the civic education programme.

The schedule for Resource Centres is as follows:

- **Phase 1:** Organisation Development and Programme Preparation. - October 91 - February 93.)
- **Phase 2:** National Civic Education Programme and Evaluation. (March 93 - February 94)
- **Phase 3:** Full National Programme. Expansion of activities to include broad civic education. Expansion of Resource Centres to 25. March 1994 - December 1995

Phase 1 of the programme is on schedule and will be completed in February 1993. It included the following:

- Hiring of head office staff.
- Series of meetings to confer with national and local community organisations.
- Research on curriculum development.

- Train the Trainer Programme.
- Establishment of 7 Regional Resource Centres.
- Hiring and training of staff for regional centres.
- Furnishing and equipping regional centres.
- Developing manual on Voter Education.
- Voter Education workshops for targeted national civic structures.
- Networking with sister organisations.

1.8.7. Phase 2 : National Civic Education and Evaluation.

It is anticipated that an election will take place during Phase 2. This will thus be the most intensive phase. It will begin in early 1993 and will consist of the following activities:

- Conduct of Voter Education Workshops at local level.
- Development of manuals on other aspects of CCEP curricula, focusing on building capacity and sustained development.
- Training of Trainers.
- Launching of National Voter Registration Drive.
- Campaign to get people to vote during an election

In October 1993 a major organisational and programme evaluation will be undertaken by external consultants. On the basis of this, a detailed plan for Phase 3 will be drawn up.

1.9. Media

1.9.1. Introduction

The imminence of an election places particular pressure on CCEP's media campaign to ensure that all materials are prepared and widely distributed in time for such an election. Because the precise date of an election is not yet known, there is a strong need for flexibility in the preparation and timing of media production.

1.9.2. Video

Discussions are presently underway for the production of two videos on democracy. The first, on the theme *What is Democracy?*, will be ready for distribution in March 1993. The second, *How to Vote*, will come out within three months before an election.

Both of these videos will be translated into eight languages - English, Afrikaans, Zulu, Xhosa, South Sotho, North Sotho, Setswana and Venda. In effect, each video will be filmed eight times in order to ensure a proper approach to each language group, rather than producing dubbed versions of each video.

In addition to these two videos, it is planned to have a *Newsreel* service. This will involve the production of informative videos on current issues relating to negotiations and elections. These will be made up of existing video material as

well as original material. They will be taken to communities who do not have access to broadcast television, in order to provide them with the kind of access to information more readily available to urban dwellers. It is felt that this will be an important contribution to ensuring that all sectors of the future electorate will have access to the information necessary to making informed choices in a future election.

The third planned area of video production is for short videos to accompany CCEP's training and workshop activities. These will be based on CCEP's existing training material. It is envisaged that five 10 to 15 minute videos will be produced.

1.9.3. Print Media

1.9.3.1. Newspaper Democracy Pages

Presently, Matla Trust has agreements with two community publications - *South,* in Cape Town, and *Learn and Teach,* a national educational monthly - for the sponsorship and production of a page on democracy and elections in each issue of these publications. By February 1993, it is anticipated that similar arrangements will be in place with *New Nation* and *The Sowetan.*

From March 1993, it is planned that these existing arrangements will continue until the election. In addition it is hoped to have similar arrangements with five other publications to ensure as wide a coverage of the country as possible.

1.9.3.2. Booklets

Discussions are presently underway for the production of four booklets on democracy and elections between early 1993 and an election. These booklets will cover the following themes:

- What is Democracy?
- What is a Constitution?
- What is an Election?
- How to Vote

Matla Trust has reached tentative agreement with *Skotaville Publishers* on the production of these booklets. Approaches are presently being made to potential authors for these. The Trust's *Communications Department* will do the editing and design of the booklets, and co-ordinate their distribution.

The first booklet will come out in the first quarter of 1993. The others will be spaced between then and the election.

In addition to these booklets, a *handbook on democracy and elections* will be produced early in 1993 for use by CCEP's trainers and as a resource for the resource centres.

It is also planned to translate these booklets into African languages.

1.9.3.3. Comic Book

Discussions are presently underway with the *Storyteller Group* to produce a full-colour comic book on democracy and elections for large-scale distribution throughout the country.

Storyteller Group has considerable experience in researching, workshopping and producing comic books on various community issues.

The comic book will use realistic characters in real-life situations to explore and explain questions around the importance of voting, the nature of democracy and elections, and the voting procedures.

The preparatory research and planning for this publication will begin in the last months of 1992. It is expected that production will take place in the second quarter of 1993.

1.9.3.4. Democracy Inserts

It is planned to produce three four-page full-colour inserts between the first quarter of 1993 and an election. These will explore a range of themes relating to democracy, elections and voting.

Negotiations are presently underway with all major mainstream and community publications for the distribution of these inserts in their publications.

Learn and Teach Publications, which specialises in easy-language, educational publications, has been identified to produce these inserts. Matla Trust's Communications Department will work closely with Learn and Teach in the editorial and design work for the inserts.

1.9.4. Radio

Matla Trust is already in the process of preparing a large-scale radio project for the production and broadcast of radio programmes on democracy and elections on major black-language radio stations.

Agreement has been reached with four such stations for the broadcast of 15-minute programmes, initially every two weeks, increasing in frequency as elections approach.

A radio production company - *Audio Waves* - has been contracted to prepare 10 initial scripts. These are presently being reviewed and it is hoped production will begin towards the end of 1992.

From 1993 it is intended to extend the present agreements with radio stations to include all the major black-language stations, as well as to negotiate more air time per station.

This is an extremely expensive undertaking, but it is felt crucial to make full use of radio for our voter education campaign, as radio is the medium with the widest reach in South Africa, especially in the rural areas.

Matla Trust is working closely with a range of other organisations with *Education for Democracy* programmes in this endeavour, including the *South African Council of Churches*, *South African Catholic Bishops Conference*, *Institute for Multi-Party Democracy*, *IDASA*, *Centre for Democratic Studies*, *Institute for Contextual Theology* and others. An editorial board, consisting of members of these organisations, is being set up to plan the content and format of these programmes and to ensure their success. This board will also play a large part in re-inforcing the campaign for the freeing of the airwaves during the transition period and beyond.

1.9.5. Theatre

Matla Trust has already established a theatre group based in Soweto which has produced a play on democracy and elections. The play stresses the importance of political tolerance, the importance of voting, and explains the voting process in a clear and entertaining manner.

The play will be taken to community venues throughout the Transvaal province, including church halls, workplaces, community centres, outdoor venues, etc. Members of the theatre group have been through a CCEP trainers' course. Each performance will be followed by discussion with the audience and so act as a form of voter training workshop.

Discussions are presently taking place around the establishment of similar theatre groups in other parts of the country. It is intended to establish four additional theatre groups in Western Cape, Eastern Cape, Orange Free State and Natal.

1.9.6. Visual Media

It is planned to begin work from early 1993 on the production of various forms of visual media to complement our *Education for Democracy* programme. These will include posters, stickers, billboards, newspaper and television adverts.

It is envisaged that this campaign will work in five stages between early 1993 and an election. Each stage will be based around a theme. Appropriate slogans and visuals will be worked out for each stage and these will be used across all the forms of visual media.

Negotiations have recently started with all the mainstream and community print and broadcast media for free or reduced-cost space in their various media for this campaign.

The possibility of using a local black marketing agency to help in the planning and execution of this campaign is presently being explored.

1.9.7. Music for Democracy

Exploratory discussions have already begun for an ambitious programme for the use of music to popularise our *Education for Democracy* campaign.

It is envisaged that a wide range of popular local and international musicians will be brought together to produce a *democracy song*. This will be recorded and marketed through the normal music industry channels as well as through the channels set up by ourselves. A video of the song will be made and aired on TV stations.

The musicians involved in this project will then tour the country in a *Concert for Democracy*.

1.9.8. Distribution

It was anticipated early in our programme that the wide range of media we plan to produce will be wasted if a distribution network is not established to ensure that our material reaches the widest range of the future electorate as possible.

It is particularly important that our material reaches those people who are excluded from the mainstream of the existing communications and information infrastructure in the country. For this reason, it is necessary, in a very short space of time, to create alternative forms of distribution which will ensure this reach.

During 1992 a broad distribution strategy has been developed and specific possibilities explored. It is intended to have all or most of the elements of this in place by the end of the first quarter of 1993.

In September 1992 a Distribution Manager was hired for our Communications Department. He is responsible for the overall planning and co-ordination of the distribution of our *Education for Democracy* material. It will be necessary, as our material begins to come out in early 1993, to hire an assistant to this person to help with the immense workload that this project will generate.

A number of outlets are being explored for the distribution of all the media forms we will be producing.

1.9.8.1. Community Organisations

Discussions have begun with a wide range of community-based organisations for the use of their existing distribution channels for the dissemination of our material. These include the churches, trade unions, civic organisations, political parties, women's organisations, youth organisations, the business sector etc.

Procedures will also be established to ensure that material distributed in this way reaches the 'end-user'.

1.9.8.2. Resource Centres

The resource centres established by Matla Trust throughout the country will provide a crucial facility in the distribution of our material. These centres will have close links with organisations and other facilities in the regions, and will work closely with these to ensure the widest possible spread of all forms of our material. Much of the material will also be used for the workshops and other training activities of these centres.

1.9.8.3. Semi-Mobile Centres

Matla Trust is presently in discussion with a wide range of organisations involved in community education for the establishment of semi-mobile community resource centres throughout the country.

A local company has designed a project involving the construction of such centres out of four shipping containers per centre. Each centre is equipped with TV and video facilities, benches to seat 120 people, a blackboard, and bookshelves. They can be powered by mains, solar or generator electricity.

These centres can be assembled and delivered anywhere in the country within two weeks.

The centres are designed to provide a quick resource to informal and rural settlements which have no similar resources.

The centres can be used for a wide range of activities including voter education, provision of supplementary school education, skills training, community activities etc.

For Matla Trust, it is envisaged that these centres will complement our regional resource centres, providing reach to areas not covered by the regional centres.

It is hoped to establish 20 of these units throughout the country during 1993.

1.9.8.4. Rural Television

The Trust is in discussion with a local company which has established TV and video facilities at 1,000 rural stores throughout the country.

These facilities consist of TV monitors on the verandahs of these stores on which a video tape is played throughout the day. According to audited statistics, these programmes reach over a million rural viewers daily. The programmes consist of commercial adverts interspersed with various documentary and other programmes.

It is envisaged that these facilities can be used to air our *Democracy Videos*, as well as the TV slots for our visual media campaign.

The company providing this service is a commercial concern, and although they have agreed to give Matla significantly reduced rates, the amount of

airtime we will require will involve large expenditure on this form of distribution. However, this outlet provides a unique, established method of reaching a large proportion of the rural population who do not have access to broadcast TV.

1.9.8.5. Mobile Units

Even the range of distribution methods outlined above will not provide sufficient coverage of significant parts of our country and population. It is therefore intended to set up a large number of *mobile democracy education units* to take our material and training to more remote areas.

These units will consist of TV and video facilities, powered by generator or solar power. They will be staffed by a facilitator and assistant who will also drive the unit.

Each unit will be assigned a given area of the country, and will be driven from village to village. Meetings of villagers will be called where videos in the appropriate language will be shown, other visual and printed material will be distributed, and discussions on the material and on democracy and elections will be held.

It is hoped to establish 20 such units throughout the country. Units and their staff will be attached to our regional resource centres, and will each be assigned a sector in the region covered by the centre. Material and other back-up will be provided by the regional centres.

Although the capital outlay for such mobile units will be great, it is envisaged that the work of these units will not cease once elections have taken place. They will provide a long-term facility for other forms of civic education, skills training, literacy, etc. in remote areas.

1.9.9. Research

Matla Trust has already begun the establishment of a modest library and research capability in the area of materials related to democracy and elections. During 1993 it is intended to expand this resource and make it available to other organisations working in the education for democracy field.

Matla Trust will conduct in-house research as well as commission outside researchers to prepare background material on issues related to democracy and elections. Such research will also be used extensively for the preparation of the various forms of media outlined above.

This library and research facility will form the foundation of a longer-term Matla Trust resource to include information related to all future projects undertaken by the Trust.

1.10. Schools' Programme

1.10.1. Introduction

The gross inadequacies of apartheid education and the exclusion of black people from political processes have led to a vast ignorance on the part of black school pupils of civic matters and political processes. In addition, many secondary school children are already of voting age, or close to it. Black school children have also for many years been in the forefront of the struggle against apartheid. If democracy and tolerance are to prevail in South Africa, school children are a crucial target group for CCEP's Education for Democracy campaign.

For these reasons CCEP intends to launch a large-scale, national schools programme in 1993.

1.10.2. Aims

The aims of the programme are as follows:

- to promote a culture of tolerance and learning within schools.
- to promote awareness of the responsibilities of students and teachers.
- to promote greater awareness of the transitional and electoral process.
- to attempt to move past the present logjam in black education.
- to harness all the social formations of society to achieve the above.

1.10.3. Content

The topics that have been selected for this programme are as follows:

- political systems
- rights and duties of citizens under the law
- protection of language and cultural rights
- democracy at local government level
- electoral systems
- equal rights issues
- the relationships and responsibilities of various sectors of society
- basic freedoms
- political tolerance

1.10.4. Target Communities

The programme is targeted at secondary schools in urban and rural areas. The focus will be on deprived government and community schools.

1.10.5. Capacity

The programme will be run by Matla staff. Matla has eight resource centres around the country. Organisers in each region shall work from these Centres.

The success of the programme also depends on close co-operation between Matla and students, teachers, churches, parents and community organisations.

Committees will be formed at all levels from district to national level to work together with the organisers of the Schools Programme.

The Resource Centres will provide training on democratic education as well as provide reading and other material to students, teachers, parents and the community. The CCEP theatre groups will perform plays on Democracy and Voter Education to reinforce this material.

1.10.6. Activities

Students will participate in competitions for poems, essays and speech presentations on the above topics at local, regional and national levels.

CCEP hopes to seek donations from local and external companies and organisations to sponsor prizes.

The schools' competition will be held at four levels - district, zonal, regional and national. Students will compete in writing the best essay, poem and speech presentation on democracy.

The competitions will be divided into two groups - junior secondary and senior secondary. The junior secondary group will be for those who are in standard 6 to 8, while the latter group will be for standard 9 to 10 students.

It is our intention to mobilise state and independent media to support this campaign.

A broad range of organisations has been identified to participate in the programme. These organisations have met and a broad coalition has been established to promote the campaign.

1.10.7. Time Frame

The programme will run for one school calendar year - January to December 1993. The continuation of the programme will depend on an assessment and evaluation at the end of 1993.

2. African Institute of Technology

2.1. Introduction

Unless the inequalities in skills levels, education and training in both rural and urban communities are redressed, the creation of a society that values democracy will only be a dream. Computer technology occupies an increasingly important place in society as a powerful and rewarding tool for organisational and administrative tasks, for education and for communication. Skills training for computer has the shortest learning curve and can reach a large number of people and rapidly impact on

efficiency levels, self-confidence of individuals and has proved to be the best way to redress the inequalities in employment trends and standards.

The *African Institute of Technology* was established in December 1991 to try to address these needs. It was created as a joint project of *Matla Trust* and the *Educational Development Trust*. It is overseen by a *Steering Committee* consisting of prominent South Africans in the educational and technical fields.

In 1992 the main thrust of the Institute was to assess the skills training needs of the disadvantaged population, develop and implement appropriate training courses, as well as develop the infrastructure to do these. AIT is now poised to expand into the creation of additional centres throughout the country, as well as its existing training facilities.

2.2. Assessment Of Needs

In assessing the technical skills needs of people in the disadvantaged communities of South Africa, the following emerges:

- They have a vast lack of technical background and education.
- They lack facilities and exposure to technical innovations.
- They need to advance to a level where they can compete successfully for job opportunities with other race groups.
- They need to acquire organisational and administrative skills in order to be able to eliminate manual procedure and devote more time to thought and innovation.

Teachers are a particular target group who need:

- To advance technically in order to be able to impart knowledge and innovation to their students.
- To automate their administration procedures such as scheduling, time planning, accounting, record keeping etc. in order to be able to devote more time to effective teaching.

2.3. Target Population

The following target groups have been identified:

2.3.1. The Unemployed:

- To empower people with marketable skills which are otherwise unattainable because of the high cost and lack of opportunities.
- To build the self confidence of job seekers by giving them a competitive edge in the market.

2.3.2. Teachers and other Educational Bodies.

- Schools and tertiary institutions.
- Pre-schools and career advice centres.

2.3.3. Students and School-leavers

- Bridging course for university science applicants.
- Career guidance and technical exposure to school-leavers.

2.3.4. Small Businessmen

- To empower small businessmen with skills in cost effective and modern methods of computer accounting.
- To offer a consulting service, training assessment and continuing technical support to business.

2.3.5. Administrative Staff of NGOs

- Including political organisations, trade unions, civic organisations, church groups, advice offices, cultural and literacy projects etc.

2.4. Infrastructure

The concept of AIT is the establishment of a countrywide network of training centres in order to obtain as wide a coverage of the target community as possible. During 1992 a pilot project was established in Johannesburg.

The Johannesburg training centre consists of three administration offices and five training rooms, each with a capacity of 10 trainees at a time.

The Johannesburg centre has a staff of six - the Co-ordinator, four trainers and an Administrative Assistant.

The centre has computer equipment to allow each trainee access to a PC during training, as well as peripherals such as printers, scanner, plotter. modem etc.

2.5. Training Programme

AIT offers courses in the following areas:

- Introduction to Computers
- DOS
- WordPerfect
- Windows
- Word for Windows
- Lotus 123
- Excel
- DTP

The programme is modeled on enrichment, counseling and skills training in the popular PC applications in order to render the trainees employable at least at the entry skills level.

The programme is spread over a period of 16 weeks and includes modules in interpersonal skills, time management and interview management skills.

2.6. Trainee Selection and Needs Assessment

An assessment of the skills level of each applicant is conducted by the trainers through interviewing and hands-on testing. An individual training programme is drawn up and agreed on by both the trainer and the applicant. This assessment can be done for either an individual or for an organisation.

A competency assessment is then conducted at the end of each module of training and feedback given to the trainee of problem areas.

A hotline support facility is provided, giving the trainee continuing support after the training.

A database of all past trainees is kept in order to monitor careers progress of past trainees and also to facilitate job placement where possible.

Certification is based on competency and not on attendance.

In 1992 over 300 people were trained by AIT.

2.7. Expansion

2.7.1. Umtata Centre

AIT has already acquired equipment and premises for a further training centre in Umtata, Transkei. It is presently seeking staff for this centre. It is hoped to have this centre operational by March 1993.

2.7.2. Other Centres

In 1993/94 AIT is planning to establish two further training centres in Bloemfontein and the Northern Transvaal.

2.7.3. Community Resource Centres

AIT plans to attach a computer facility to each of the Matla Trust resource centres countrywide. These facilities will be administered by the resource centre administrator.

Each facility will consist of at least five personal computers and a printer and will be offered as a service to the surrounding community. The facility can be booked by community organisations for the production of publications, posters, notices, school projects etc.

3. Sewing Project

3.1. Introduction

The Matla Trust Sewing Project has been operational for one year providing basic sewing skills for women. The initial phase has concentrated on the foreign wives of returning exiles who cannot enter the formal employment sector because they lack the ability to communicate in any of the South African languages.

The aim of the project is to provide these women with a skill to enable them to start a home-based industry.

The project is presently able to provide training for six students at a time for a three-month course in basic sewing skills. Eighteen students have graduated to date, and public interest in the project has increased. In an attempt to give trainees a start at income-generation, Matla Trust provides each graduate with a manual sewing machine.

3.2. Expansion Plans

The South African economy does not show any signs of growth in the near future. More than seven million people are unemployed and the majority of them are women. As a development agency, Matla sees it as one of its tasks to provide skills which will eliminate poverty and improve people's standard of living, as well as their productivity in society.

Encouraged by the success of the Sewing Project, and developing on the main object of upgrading skills for marginalised women, Matla Trust plans to explore expanding this project into an *Arts and Crafts Centre*. This will mean expanding the range of skills-training at the centre, as well as opening it to South African women in general.

In 1993 it is planned to introduce training in the following additional skills:

- Textile tie-and-dye
- Knitting
- Batik

In the long-term further courses will be added to the centre's curriculum:

- Hand and screen printing
- Cutting and design
- Graphics (African motif)
- Sign writing and painting

Further, we are in the process of making feasibility studies aimed at establishing co-operatives for graduates to enable collective absorption of initial costs in competing in the open market. Matla hopes to implement such a programme with participants

signing an agreement whereby the initial costs are provided for as a 'start-off' assistance grant.

3.3. Resources

The present facility of the Sewing Project in downtown Johannesburg is inadequate for the accommodation of a larger number of trainees.

Additional training staff will need to be hired to cater for the new skills and the greater numbers of trainees. Administrative staff will also need to be hired to see to the running of the project as well as marketing of the project's production.

4. Education and Training for Returned Exiles

4.1. Technical Training

Among South African returnees from exile, there are those who have no skills. Given the high rate of unemployment in the country, such returnees are finding it difficult to get jobs. Most of them are young parents who are expected to support their families. Matla Trust, as part of its programme on resettlement and education, has provided scholarships for their training at various institutions in South Africa.

In 1992 Matla Trust provided scholarships for 177 trainees at various skills training institutions in the fields of personnel management, hotel management, travel and bookkeeping, public relations, journalism, business management, secretarial course, basic computer training and basic industrial electronics.

In 1993 Matla would like to provide bursaries for these students to continue their training, as well as for new students

4.2. Schools Bursaries

In 1992 the *Fund For A Free South Africa* gave Matla Trust a grant of US$ 131,842 to support the return and reintegration of political exiles. Matla Trust, in consultation with the South African liberation movements and democratic organisations, identified the educational integration of repatriated children and students as a major priority.

The Trust targeted needy children at primary and secondary educational institutions. The aim was to ensure that their studies were not interrupted because of the financial situation of their parents or guardians.

Although South Africa is in a transition period towards the elimination of apartheid and its legacy, all state educational centres are still administered under the various racist education departments. The children of returning exiles have all had educational experience in democratic and non-racial countries in Africa, Europe and north America. In an effort to lessen any potential trauma for the returning children,

most are placed at independent educational institutions with a track record in pioneering democratic and universally accepted curricula. These institutions are co-ordinated by, and answerable to, the Independent Examination Board.

In 1992 Matla Trust provided educational scholarships to one hundred pupils and students. These scholarships cover part of the educational costs of these students. The balance is covered by their parents or guardians.

Matla Trust has employed an Administrator to liaise with the beneficiaries and the educational centres, as well as provide regular counsel to students.

The Trust is committed to these programmes and will need further support to ensure the trainees and school children will be able to continue their studies in 1993. In addition, increasing numbers of returnee students have submitted new applications for the 1993 academic year.

The Fund for a Free South Africa has recently made a further contribution to enable the school children to continue their schooling in 1993.

5. Reception and Training Centre

Many returning exiles are not able to fend for themselves on first arriving back in the country. They cannot trace their families, or do not have the skills or education to enable them to compete in an already difficult job market.

In 1991 the Italian government pledged R10,000,000 for the building of a reception and training centre for these returnees. Plans for the centre were drawn up.

The centre will provide housing, health care, recreational and training facilities for 500 people at a time. Once the emergency of returnees has passed it is intended to transform the centre for use for some other community service activity, such as an orphanage, old age home or skills training centre .

In 1992 Matla Trust obtained a site and planning permission for the centre in Vosloorus, a township just east of Johannesburg. Construction of the centre will thus begin in late 1992/early 1993.

While construction is proceeding the Trust will be developing plans for the staffing, administration and running of the centre. In the second half of 1993 a detailed proposal for this will be drawn up and funding sought.

It is hoped to have the centre running before the end of 1993.

6. Administration

6.1. Introduction

The Administration Department is the core component of the Trust which provides the administrative, financial and communications services for all Matla programmes.

Due to the nature of administration, its funding has never been an attractive item to donors. Yet no programme or project can function effectively without a sound administrative infrastructure. Matla is acutely aware of the dangers of "top heavy" administrative structures, and has chosen instead the path of working with a relatively small team of experienced and competent staff. For accounting and budgeting purposes, 90% of the total expense budget for administration has been allocated on a pro-rata basis to programme expense budgets.

In 1992 the basic administrative infrastructures and procedures were put in place. In 1993 it is intended to consolidate and refine these to ensure smooth administration of all the Trust's activities.

6.2. Structure

The Trust is organised into project and administrative departments. Apart from the projects, the Trust is structured into the following administrative components:

- Board of Trustees
- Office of the Executive Director
- Finance Department
- Communications Department

6.2.1. Board of Trustees

Matla Trust is controlled by a board of 14 trustees, chaired by Ismail Ayob, a prominent South African lawyer. The other members of the board are:

- Brigalia Bam - Deputy General Secretary of the SACC
- Dr Sibusiso Bengu - Vice Chancellor of the University of Fort Hare
- Nadine Gordimer - Internationally renowned author
- Dr Benito Khotseng - Professor, University of the North
- Enos Mabuza - Director Standard Bank, Times Media
- Richard Maponya - Prominent businessman
- Barbara Masekela - Member ANC NEC
- Dr Diliza Mji - President, NAMDA
- Fr S'Mangaliso Mkhatshwa - Director, Institute for Contextual Theology
- Dr Sam Motsuenyane - Former President, NAFCOC
- Franklin Sonn -Rector, Peninsula Technicon
- Randall Van Den Heever - General Secretary, SADTU
- Frederick Van Zyl Slabbert - Founder IDASA

The board is responsible for approving new Trust programmes, policy formulation, overseeing the Trust's activities, as well as monitoring the use of Trust funds.

6.2.2. Office of the Director

The day-to-day running of the trust is in the hands of an Executive Director, assisted by a Heads of Department Committee, comprising heads of all the Trust's major projects and administrative departments.

The Office of the Director is responsible for the overall administration of the Trust and its programmes. Apart from the Director, it employs five support staff.

Its tasks include liaison with the Board of Trustees, liaison with and overseeing of all Trust programmes and projects, fundraising, and liaison with partner organisations and institutions.

In 1992 this office completed most of its staffing and organisational plans. However, it is hoped to hire a Deputy Director in 1993, who will take over responsibility for the overall internal operations of the Trust and its programmes, freeing the Director for overall co-ordination of the Trust and its activities as well as liaison with outside bodies.

6.2.3. Finance Department

Financial control is exercised by a Finance Department, and the Trust's accounts are audited annually by a reputable firm of auditors - Price, Waterhouse and Meyernel.

This department was established in 1992. It is staffed by a Finance Manager, Accountant and Financial Administrator.

This department is responsible for financial budgeting, accounting and control for the Trust and all its programmes and projects.

In 1992 basic financial and administrative procedures and systems were established. These will be consolidated during 1993.

6.3. Communications

In 1992 Matla Trust established a Communications Department with the prime aim of handling the media work for CCEP. At the same time it was decided that this department would use its skills and facilities to provide a media facility for the Trust as a whole and its other projects.

The Communications Department consists of six staff members - a Communications Officer, Distribution Manager, Production Assistant, Writer/Researcher, Secretary and Print Assistant. In early 1993 a Librarian and additional Writer/Researcher will be hired. In the second quarter of 1993 an assistant to the Distribution Manager will be hired.

The tasks of this department include:

- Media liaison
- Production of all Matla Trust and project public documents
- Production of visual and other training aids
- Co-ordination of Trust and project public relations
- Production of educational materials
- Co-ordination of all Trust and project material reproduction
- Organisation of all Trust public functions

During 1993/94 the department will consolidate and intensify its work in all the above fields in order to ensure that the work of the Trust and all its projects receives the necessary media attention and facilitates the development of partnerships between the Trust and a wide range of organisations and institutions in South Africa and abroad.

The following activities are planned for 1993/94:

- the revision of the Matla Trust brochure first produced in June 1992
- Two to three revisions of the Matla Trust Information Kit, to allow for the updating of existing projects and the inclusion of new projects
- the production of a Matla Trust promotional video to facilitate fundraising as well as relations with a wide range of partner organisations.
- The production and distribution of up to 30 press releases on Matla and project activities and events
- The holding of up to 15 press conferences on Matla Trust and project activities, events and issues
- The preparation of publicity material in the form of brochures, posters etc. for all relevant Matla Trust projects
- The organisation of three to five public functions to facilitate networking, fundraising, development of projects, and publicity for the Trust and its projects.

In addition to the above specific plans, the Communications Department will consolidate its organisational capacity, develop the skills of its staff members, carry out the routine production of Trust and project public documents and materials, and assist in the development of new media-related projects.

6.4. Staffing

In 1992, one of the main emphases was to build the necessary staff complement to deal with the immense demands on the Trust. The staff complement of the Trust and all its projects stands at 62. Of these 54 are project staff and 8 administrative staff.

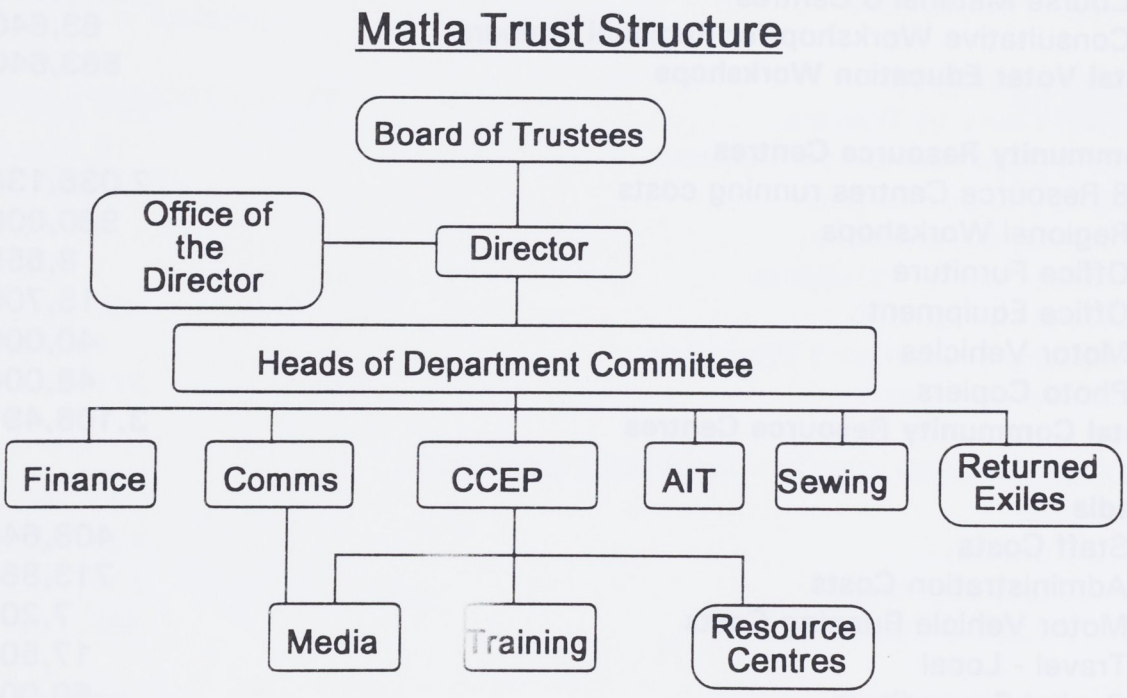
In the Trust's assessment, the major staffing of the Trust has now been achieved. In 1993 additional staff will need to be hired to cope with the expansion of the Trust's programmes outlined in previous pages.

The Trust believes firmly in the need for ongoing staff development. All staff, including management, is trained in computer skills, facilitated through our *African Institute of Technology* programme. This process will be continued in 1993.

In addition, the Trust has instituted a regular staff assessment programme to ensure the continuous assessment and upgrading of our personnel. The budget for staff development is calculated at 10% of gross salary as reflected in each programme budget.

6.5. Evaluation

The Trust is acutely aware of the need to constantly monitor and evaluate its organisation, programmes and activities. All programme budgets have included in them an amount for programme evaluation. Such evaluations will be conducted both internally and with external consultants on an annual basis.



CCEP Budget
For The Period March 1993 To February 1994

STAFF COSTS:- (NATIONAL OFFICE)	
Salaries	357,539.00
Staff Development	28,050.00
Total Staff Costs	***385,589.00***
OFFICE COSTS:- (NATIONAL OFFICE)	
Administration Costs	246,794.00
Motor Vehicle Running Costs	13,800.00
Travel Co -Ordinator	12,000.00
Total Office Costs	***272,594.00***
TOTAL OVERHEADS	**658,183.00**
PROGRAMME COSTS:-	
Voter Education Workshops:-	
Course Material 8 Centres	500,000.00
Consultative Workshop for Regional Trainers	63,640.00
Total Voter Education Workshops	**563,640.00**
Community Resource Centres	
8 Resource Centres running costs	2,036,136.00
Regional Workshops	960,000.00
Office Furniture	8,655.00
Office Equipment	15,700.00
Motor Vehicles	40,000.00
Photo Copiers	48,000.00
Total Community Resource Centres	**3,108,491.00**
Media	
Staff Costs	408,640.00
Administration Costs	713,866.00
Motor Vehicle Running Costs	7,200.00
Travel - Local	17,500.00
Capital Expenditure	60,000.00
Radio Project	1,916,580.00
Print Media	1,231,790.00
Video Project	819,380.00
Theatre Project	1,650,000.00
Research	30,000.00
Visual Media	7,100,000.00

Music	770,000.00
Distribution	3,875,000.00
Total Media	**18,599,956.00**
Schools Programme	**751,816.00**
Special Research	**1,261,515.00**
Total Programme Costs	***24,285,418.00***
GRAND TOTAL	**24,943,601.00**

African Institute Of Technology Budget
For The Period March 1993 To February 1994

STAFF COSTS:-	
Salaries - Administration	135,384.00
Staff Development	11,088.00
Total Staff Costs	***146,472.00***
OFFICE COSTS:-	
Administration Costs	50,990.00
Committee Meetings	8,050.00
General Expenses	1,380.00
Office Rental	118,800.00
Photo Copier - Purchase	5,000.00
Presentation - Students	5,000.00
Printing & Stationery	1,380.00
Telecommunications	2,760.00
Travel Co - Ordinator	5,000.00
Total Office Costs	***198,360.00***
TOTAL OVERHEADS	**344,832.00**
TRAINING COSTS:-	
Staff Costs (4 Trainers)	204,999.00
Staff Development (4 Trainers)	16,500.00
Library & Subscription	3,450.00
Printing & Stationery	4,140.00
Refreshments - Students	1,725.00
Travel (4 Trainers)	80,000.00
Training Evaluation 1 Workshop	5,000.00
Total Training Costs	***315,814.00***
ESTABLISHMENT COSTS - REGIONAL CENTRES:-	
Umtata	231,700.00
Bloemfontein	231,700.00
Northern Transvaal	231,700.00
Total Regional Centres	***695,100.00***
GRAND TOTAL	**1,355,746.00**

Sewing Project Budget
For The Period March 1993 To February 1994

STAFF COSTS:-	
Salaries	49,070.00
Staff Development	4,092.00
Total Staff Costs	***53,162.00***
OFFICE COSTS:-	
Administration Fee	6,119.00
Consumables	5,000.00
General Expenses	500.00
Rent of Offices	8,280.00
Repairs & Maintenance of Machines	1,150.00
Total Office Costs	***21,049.00***
PROJECT COSTS:-	
Project Evaluation	5,000.00
Projects:-	75,000.00
Textiles Tie & Dye	
Sewing & Knitting	
Batik	
TOTAL PROJECT COSTS	***80,000.00***
GRAND TOTAL	**154,211.00**

Bursary Programme Budget
For The Period March 1993 To February 1994

STAFF COSTS:-	
Salaries - 1 Administrator	36,600.00
Total Staff Costs	***36,600.00***
OFFICE COSTS:-	
Administration Costs	2,040.00
Total Office Costs	***2,040.00***
GRAND TOTAL	**38,640.00**

National Administration Budget
For The Period March 1993 To February 1994

STAFF COSTS:-	
Salaries - Administration & Finance (9 Staff)	678,146.00
Staff Development	54,162.00
Total Staff Costs	**732,308.00**
OFFICE COSTS:-	
Audit Fee	7,500.00
Bank Charges	5,520.00
Consultants Fees	4,600.00
Consumables	9,660.00
Discretionary Assistance	50,000.00
Entertainment	1,150.00
General Expenses	8,970.00
Insurance	28,673.00
Legal Costs	10,000.00
Motor Vehicle Running Costs	12,000.00
Rent of Offices	183,600.00
Repairs & Maintenance of Office Equipment	11,796.00
Refreshments	1,728.00
Stationery	13,800.00
Telecommunications	34,500.00
Travel	25,000.00
Total Office Costs	***408,497.00***
TOTAL OVERHEADS	***1,140,805.00***
CAPITAL EXPENDITURE:-	
Motor Vehicle	45,000.00
Total Capital Expenditure	***45,000.00***
Communications	
Entertainment	2,000.00
Printing & Stationery	20,000.00
Subscriptions & Library	5,000.00
Publicity & Promotion: -Matla	30,000.00
-AIT	10,000.00
-Sewing	6,000.00
-Other	6,000.00
Public Functions	25,000.00
Press Conferences	2,500.00
Total Communications	**106,500.00**
TOTAL EXPENDITURE	**1,292,305.00**
Less Distributed Admin Costs	**1,019,809**
GRAND TOTAL	**272,496**

Matla Trust Consolidated Budget
For The Period March 1993 To February 1994

Community and Citizen Education Programme	24,943,601.00
African Institute Of Technology	1,355,746.00
Sewing Project	154,211.00
Bursary Programme	38,640.00
Administration - National	272,496.00
GRAND TOTAL	**26,764,694.00**