

IDT NATIONAL SCHOOL-BUILDING PROGRAM  
IMPLEMENTATION STRATEGY

Regional Working Groups

Because of the problems encountered with the proposed National School Building Trust it is now generally agreed that the national program will be implemented through the establishment of regional groupings. It is also planned that as far as possible the regions will follow the nine development regions. However, due to the urgency of the needs and the presence of existing groupings as well as the overlapping of several education regions and authorities, the IDT school-building regions may have to be refined at a later stage.

Various existing organizations involved in school-building and education will be invited to constitute such a grouping, which should be broadly representative of the main players in the area. Where necessary or convenient a grouping may be made up of a few sub-groups. It is proposed that the IDT's national school-building funds be equitably allocated amongst the regions based on a proportion of the national need. For example:

Region A represents X% of the need, therefore its allocation is X% of the funds

The function of the grouping will be to confirm, legitimize and prioritize the need for and positioning of schools.

The regional grouping may become a school-building trust, like the Vusisiswe Trust, or alternatively may advise on the formation of community education trusts for individual or small groups of schools (rural schools, for example).

To ensure success and speed, regional co-ordinators, part-time where possible, will be utilized. It is proposed that the IDT fund all such administrative workings.

The National Programme will be managed and co-ordinated by the IDT through its present project and technical administration as follows:

## IDT NATIONAL SCHOOL-BUILDING TEAM

(Indicated elsewhere)

### REGIONAL WORKING GROUPS

1. Western Cape Z
2. Northern Cape
3. Orange Free state /
4. Eastern Cape (including ciskei)hmm
5. Transkei MIME
6. Natal and KwaZulu
7. Southern and Western Transvaal
8. Northern Transvaal
- KaNgwane and the Loweld

### 2 . Training Process

The regional working groups may require, depending on their composition, training in such matters as the establishing of community trusts, financial conduiting, management of \_ various kinds, relationships with building professionals and developers, the nature of grant agreements, etc. It is envisaged that the IDT will provide such training through its school-building team, as well as providing assistance in community interaction of various kinds. The emphasis will be on community empowerment rather than doing the task t for the community or region concerned. The IDT will be there in an advisory/training capacity if required or requested .

### 3 . Manacement Develogment

Professor Michael Ashley is responsible for research and recommendation around the question of devolution of authority and capacity-building in the various regional working groups, drawing on the experience of developing countries and development literature in the context of the decentralization of education. This information is proving of enormous help to the school-building team.

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Regional Groupings presently being constituted  
The IDT is in the process of drawing together working groups in the following regions :

1. Transkei
2. Western Cape
3. Eastern Cape and Ciskei
4. Northern Transvaal
5. Natal and KwaZulu
6. O.F.S and Qwa Qwa

Groupings represented in various areas currently include NECC, PAC, ANC, SASCO, COSAS, Departments of Education, PASO, and various school building groups such as Transkei Alternative Technology Unit etc.

Regions yet to be contacted :

1. Southern and Western Transvaal  
(possibly to be separated)
2. KaNgwane and the Lowveld
3. Northern Cape

IDT school-building team

Presently, those in place to co-ordinate and assist with the implementation strategy include, under Prof Mehl's direction :

Prof Nkuhlu : executive level interaction

Mr Eenrv Sentoe : technical administration and co-ordination of all building projects

Mr Naledi Tsiki : responsible for:

assisting in setting up regional working groups which have credible community support; community interaction and training procedures relating to regional committees; setting up community trusts; ensuring that projects are community-driven; etc.

Ms Glennifer Gillespie : Education Department project management; general assistance and co-ordination with Prof Mehl

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Mr Patrick Tshiwula : Eastern-Cape and Ciskei regional representative

Mr Vernon Webber : Natal and KwaZulu regional representative

Mr Doug Yetton : Natal and KwaZulu regional advisor in building and design; possible assistance in other regions if needed

Prof Michael Ashlex : research, policy and management development consultant

Still to be appointed : regional working group co-ordinators who will be determined in consultation with regions; consultant to set up regional financial structures and train regional groups in management procedure if needed, working closely with Naledi Tsiki.

Tasks for completion of implementation strategy :

The following tasks will need to be accomplished by April 1992 :-

1. Finalization of block funding allocations regionally

(HS)

2. Announcement of such allocations

(MCM/EXEC)

3. Completion of establishment of working groups in all regions

(NS, GG and HS)

4. Refinement of building product alternatives

(HS)

5. Articulation of training programme for regional groups

(MA, NT, GG and HS)

6. Budget for implementation of programme

(WN?)

7. Education authority liaison work

(MCM and EXEC)

While these tasks are being worked on, the five or six

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remaining school-building projects with which the Education Department has been interacting for some time will be submitted to EXCO and the Trustees for approval. This will complete the projects still in the pipeline from the old system.

The new system should begin to function by the beginning of April 1992.

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