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ATLAG TRUST 4 -

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10/12/91

Nordic Operation Dayswork Committee

c/o Danchnrchaid

3 Sankt Peders Straede

DK-1453 Copenhagen K

DENMARK

FAX: 09-45-33 15 38 60 (Numgae UF Phaes 36)

Dear Mr. Gjerding,

1985 NOD ALLQQAIIION

Herewith please find copies of the following Project Proposals:-

- (a) Bursary Proposal for Repatriated Scholars
- (b) Reception School for Repatriated Scholars
- (c) Khuphuka Skills Training and Employment Project
- (d) Kangwane Work-Study Project

Please refer to the letter dated 15/10/91 from John Samuel, Head of the ANC's Department of Education and addressed to Christian Balster-Olesen and Inger A. Heldal in which he confirms the ANC's decision about the disbursement of the balance of the 1985 NOD allocation.

You are also referred to my memorandum of 7/10/91 and the Preliminary Proposal submitted to NOD. The sum of US\$750,000 is recommended for subdivision as follows:-

- (a) Bursary Programme - 110 500
- (b) Reception School - 216 000
- (c) Khuphuka STEP - 185 500
- (d) Kangwane Project - 163 000
- (e) Administration - 75 000

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It is the wish of the ANC that the Batlagae Trust should administer the NOD allocation. In the case of the Bursary Programme and the Reception School, their budgets will be administered directly by the Batlagae Trust. L

As regards, Khuphuka STEP, which falls under the Education Development Trust (EDT), there will have to be close coordination and monitoring by both EDT and the Batlagae Trust. EDT will

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provide reports and accounts to the Batlagae Trust for submission to NOD.

The Kangwane Work-Study Project is supervised. by the Youth Education Trust (YET). YET will submit reports and financial statements to the Batlagae Trust, which in turn will report to NOD.

Already, there is close collaboration between the Directors of EDT and YET, as well as with the Coordinators of the two respective Projects.

Thus, the Batlagae Trust is responsible for the overall administration and coordination of the 4 Projects and is obliged to report and account to the ANC's Department of Education.

In the Preliminary Proposal sent to you on 7/10/91 mention was made of 90 children at At. Ansgars School. Regrettably, the Council of the School has not given approval to the Proposal. However, group placement may be effected at the Open School or St. Endas Community College.

Should you have any queries please do not hesitate to contact me.

Yours sincerely,

AI

Mohammed Tikly

Executive Director

cc. Marga Dewal, NOD, Oslo c/o Fax: 09 47 2 115707

Christian Balsler-Olesen, Danchrchaïd, Harare

John Samuel, Dept. of Education, ANC, JHB

Thandi Rankoe, Chief Representative, ANC, Oslo

Tim Maseko, Chief Representative, ANC, Copenhagen

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15 October 1991

Christian Balslev-Olesen Inger Heldal SAIH

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Harare BRAAMFONTEIN

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This serves to confirm our discussions with Mohamed Tikly regarding the utilisation of the balance of the money raised by Nordic Operation Dayswork. We would like to request that this balance be utilised as follows:

- establishment of reception centres for returning children and students.
- a bursary fund for these students
- Khuphuka Skills Training and Employment Programme
- Kangwane Work/Study Project.

With best wishes

J OHN SAMUEL

HEAD: EDUCATION DEPARTMENT

c.c: Mohamed Tikly .

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The People Shall Govern!

PROJECI PBOEOSAL

TITLE: BURSARY PROGRAMME FOR REPATRIATED SCHOLARS

SUBMITTED TO: NORDIC OPERATION DAYSWORK

SUBMITTED BY: BATLAGAE TRUST

DATE OF SUBMISSION: 6 DECEMBER 1991

BACKGROUND

After the unbanning of the Liberation Movements in February 1990, the repatriation of political exiles commenced. To date some 8000 exiles have returned and several more thousands will be brought back by the UNHCR in the coming weeks.

Among those repatriated or to be repatriated are approximately 6000 children and youth. So far about 1000 have returned. Their integration will inevitably be a traumatic experience for most of them. Many were born in exile and will have to make the difficult adjustment to life in a new environment. Educationally, they will have to get accustomed to a new system of education, learn new languages and encounter new teaching methods.

It is necessary to make the transition as easy as possible for the repatriating scholars. Many will require to be placed in a -reception centre-cum-school where qualified staff will provide them with the required orientation, social and academic support. For the children who are dispersed to their parents or guardians, a bursary programme has been established. They require counselling, welfare support and supplementary teaching to enable them to adjust to the new curricula they will encounter.

In many instances, parents or guardians, faced with a totally new reality, will also require counselling, over and above the financial assistance for their offspring.

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The educational integration of repatriated children and students is a complex exercise which requires considerable expertise.

Under the system of apartheid, education, as with many other areas of social reality, is in a state of crisis.

The returning children have to be located within this national disaster. They require assistance with placement at appropriate schools and will require support and close monitoring. For the older students, a career guidance service has to be made available.

The National Coordinating Committee for the Return of Political Exiles (NCCR) decided to set up the Batlagae Trust

to take responsibility for the educational integration of repatriated scholars. The accompanying Briefing Sheet provides information about the Trust, including its primary objectives.

BHDQEI

The Batlagae Trust is working on a target group of 440 primary pupils and secondary students. The estimated need for their bursaries is US\$ 818,520, of which an amount of US\$ 348,888 has been secured through SIDA and AIDAB (Australia).

The budget requested from Nordic Operation Dayswork is US\$ 110,500, which will cover the needs of 85 scholars.

The children are being enrolled at different types of schools, some of which are State schools and others are Independent schools. The fees charged by both State and Independent schools vary greatly, according to their location, standard, whether day scholars or boarders, etc. Therefore, the budget presented here is a generalised one. When accounting is done, the actual disbursement of funds will be reflected and will provide a true picture of the actual number of children sponsored.

This budget therefore is a preliminary one, based on the average allocation of US\$1,300 per student, covering fees, books, uniform and transport.

REPORTING PROCEDURE

The Batlagae Trust will provide a report half yearly with an audited financial statement. The accompanying Guidelines For Bursaries provides the criteria and procedure for implementation of the bursary programme. -

The Batlagae Trust . 16th Floor, 51 Plain Street . PO Box 7748 - Johannesburg 2001 . Tel 29333779 - Fax 290050

Briefing: The Batlagae TruSt,

Introduction: The Batlagae TruSt is an educational trust established in 1991 in South Africa, to assist with the educational integration of returning exiles. ("Batlagae" means returnees"-literally "those that are coming home"-in Setswana). The Trust will address educational problems of returnees on all levels, from pre-school infants to those facing university students and those seeking adult education.

Motivation: Education often takes centre stage in the problems confronting returning exiles. After 30 years of apartheid, the South African educational system remains a shambles. Classrooms are inadequate and often in ruins. Facilities are de facto, if no longer de jure, segregated. Curricula still reflect their roots in apartheid . . . education. There are not enough places, by far, for the number of school-aged children; many youths leave school after a few years, forever.

The children from exile have no choice but to enter into this national disaster. These ' children must already cope with the trauma of finding themselves uprooted from familiar homes and surroundings, to "return" to a country they may never have known. Previous schooling, where ever it may have taken place, hardly prepares them for the conditions they are likely to find in the township schools (far less in the rural areas). Parents or guardians too often cannot afford the few private "non-racial" schools to which better-off township residents turn in desperation. The primary task of the Batlagae Trust is the educational integration of these children from exile. This task requires the clear and careful selection of appropriate institutions and programmes; and often the provision of funds. It requires counselling, both to the learner and to guardians or parents: and the development of . . . personnel capable of providing this form of support. It requires reaching out to the wider community, to engage their interest and involvement in this process of integration. Ultimately, it demands not the "adjustment" of returning children to the South African educational system, but rather looking forward and means to change that system, with an aim to providing a valid and effective education for all who must go through it. -

Background: The Batlagae Trust was created by the "Oversight Committee" of the National Co-ordinating Committee for the Return of Exiles. As with the NCCR, the Oversight Committee comprises representatives of the churches and the liberation movements. It was charged with the task of coordinating the return of exiled children and students. However, the Oversight Committee has no power to raise funds nor is it likely to survive beyond the time where the NCCR completes its main tasks. The Batlagae Trust was formed to fill this gap. -

The Trust is non-partisan, and will support all children and youth from exile. irrespective of which liberation movement holds their affiliation.

Objectives: The Trust's immediate objectives are: .

- . to arrange reception and school facilities for repatriated children and students who cannot be dispersed to parents or next of kin;
- to arrange a bursary/scholarship programme for children and students who are able to stay with their families; . '
- to facilitate the return of educational archives from abroad, and arrange their safe custody inside South Africa; at a later stage to create an information and research project on SOMAFCO and other educational institutions set up by the .liberation movements during the years of exile.

Long-term projects include the establishment of an education centre to concentrate on the needs of youth and adults; in particular, to develop appropriate technical . education for returning exiles and for the educationally "lost generation" in our country. v

Structure: The Batlagae Trust-was established by the NCCR, to which it remains accountable, Its Board of Trustees is composed of representatives of, and it liases closely with, the ANC, the PAC, and the Churches.

The Trust was registered on 19 July, 1991 ; registration no. 1279/91 , issued by the Department of Justice, Section 6 (1), Trust Property Control Act, 1988 (Republic of South Africa). T'

The Batlagae Trust is audited by Deloitte Pim Goldby - R Mareis (Partner).

Personnel: The trustees are:

Michael Corke, Chairman (Anglican Church representative; CEO of St. Barnabas . College, and Chairman of the Independent Examinations Board) V

John Samuel (ANC representative; Head of ANC Department of Education)

William Seriti (PAC representative; practicing attorney).

Barbara Watson (Social Worker at Sacred Heart College)

and Neil McGurk (Catholic Church representative; CEO of Sacred Heart College, and Director of the Independent Examinations Board)

The Board of Trustees has recently appointed Mohammad Tikly as Executive Director.

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GUIDELINES FOR BURSARIES

A. GENERAL

- A1. The Batlagae Trust provides educational assistance for students and children who have returned from exile.
- A2. The Trust provides assistance for pre-school education, primary and secondary schooling, vocational training, technical training and bridging courses. In exceptional cases, and depending on the availability of funds, tertiary scholarships will be provided.
- A3. The bursary covers fully or partially expenditures for fees, books, uniform.
- A4. The allocation per candidate will be dependent on financial need and family circumstances. In the case of . enrolment at independent schools co-funding will be sought.
- A5. Bursaries are tenable for one year only. If further funding is made available, Bursaries will be renewed on an annual basis and will depend on a student's academic progress, continuing need and availability of funds.
- A6. Bursaries will be tenable as from January 1992.

B CRITERIA FOR SELECTION

- B1. Priority is given to those from institutions established in exile by liberation movements. In addition to these are those who are or were studying in various other institutions abroad.
- B2. If the demand for assistance exceeds the level of available funds, priority will be given to those in most ' . need and affirmative action according to age, gender and urban/rural distribution.

C PROCEDURE FOR IMPLEMENTATION

- C1. Applicants should have a letter of referral from NCCR or other repatriation organisation.
- C2. Fees are payable directly to the institution concerned. Parents or guardians are expected to provide receipts for money received for books and uniforms. A maximum allowance for books, uniform and transport must be negotiated between institutions concerned and recipients of n bursaries. No new payments will be forthcoming without the presentation of such receipts.
- C3. Each parent or student is expected to complete an application form and to provide whatever additional documentation that is required - copies of certificates, cv's etc.

BAILAGAE TRUSTRECEPTLON C3313;

TITLE: RECEPTION SCHOOL FOR REPATRIATED SCHOLARS

SUBMITTED TO: NORDIC OPERATION DAYSWORK

SUBMITTED BY: BATLAGAE TRUST

DATE OF SUBMISSION: 6 DECEMBER 1991

Approximately 6000 children and youth will have returned to South Africa by 1992. One thousand have so far returned. With the arrival of large numbers from institutions set up by the liberation movements in exile, such as SOMAFCO, careful arrangements have to be made for their educational integration in South Africa.

Those educated in institutions, such as SOMAFCO, were provided with tailor-made facilities and underwent specially designed curricula. Many of the scholars were born in exile and their only experience is through the refugee settlements where they have grown up and where they received education. They will now have to leave a complete way of life to come to South Africa and adjust to new circumstances and a new social environment. It is going to be a traumatic experience for them.

The Batlagae Trust has been requested by the NCCR and the ANC to establish a reception school for approximately 200 of the returning scholars. The rest will be dispersed to their relatives for individual or group placement at schools. The reception school will help to ease the integration of the scholars within the complex and changing education system in South Africa. Suitable teachers, some from SOMAFCO, will be provided to facilitate the orientation process. Counselling will be provided by experienced social workers and educational psychologists and an appropriate curriculum established to give greater emphasis to language instruction.

Regrettably, since the bombing of Hillview School in Pretoria by white extremists in June 1991 efforts to find an alternative site for a reception school have not been successful due to the lack of cooperation and sympathy from the South African Government. The ANC has now decided to purchase a village complex, at Orkney, near Klerkorp in the Western Transvaal, for the settlement of returning exiles. There is a school building within the village complex.

The ANC wishes to utilise part of the balance of the NORDIC Operation Dayswork 1985 allocation towards the purchase of the village complex at Orkney.

INSTITUTIONAL ARRANG

The Batlagae Trust will be responsible for establishing and running the reception school at the village complex at Orkney. Returnee children belonging to the liberation movements will be eligible for enrolment at the school and the Batlagae Trust will work closely with both the tANC, PAC and with the National Coordinating Committee for the Return of Political Exiles (NCCR).

BUDGET

The ANC requests through the Batlagae Trust that \$216,000 of the balance of the NORDIC Operation Dayswork 1985 allocation be spent towards the purchase price of the village complex at Orkney. The total cost will be \$1.5 million.

Some funds are already available from Sweden and Australia for the setting up of the school.

REPORTING PROCEDURE

The Batlagae Trust will provide six-monthly reports with audited financial statements on the reception school.

KHMPHMKA

STEP

SKILLS TRAINING AND EMPLOYMENT PROJECT
FOR THE ASSIMILATION OF SOUTH AFRICAN
RETURNEES AND OTHER DISADVANTAGED ADULTS

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1. The Returnees

With the imminent return of exiles, preparations must be made for their assimilation into South African society. The society that they left to liberate is now in severe crisis: unemployment is higher than ever, the economy is under stress and education and training has been totally disrupted. Most significantly, there is not yet a government in place in South Africa that is sensitive to the needs of returnees. The liberation movement is itself coping with the problems of returning home, as it begins to negotiate a political settlement and builds its organisation. Priority in the allocation of its resources will most certainly be given to political work; as a result, the liberation movement will not be able to offer the kind of assistance to its returning exiles that it would want to.

In addition to the behavioral and psychological problems of integration into the changed social, political and cultural milieu, returnees will experience severe hardships as a result of the hostile and crisis-ridden economy. This will be in stark contrast to their immediate past experience, for whatever the constraints of life in the liberation movement's structures in exile, people were afforded a degree of security - and often a resulting dependency - that will not be replicated back in South Africa. Those who have lived for years in a protected and closed society where most basic needs have been provided for will find it difficult to maintain the standards (however low) to which they have become accustomed.

2. Those who Staged at Home

Apart from this group of educationally disadvantaged exiles, there is now a vast and growing number of adults inside South Africa who have no skills. For many of them, their plight is a direct result of the South African political situation, i.e. schooling disrupted by boycotts and whole communities rendered homeless (to say nothing of school-less) by the conflict. Activists, ex-detainees and ex-political prisoners also struggled at home and many young people sacrificed or disrupted their education to assist in the liberation of their country.

3- Making the Link

Given the current volatile environment in the country, it would be unacceptable to those who had not left South Africa to see returnees receive preferential treatment. Thus it makes sense to link the two groups - returnees and the disadvantaged groups inside the country - so that resources and training can be distributed equally. Those who stayed inside the country during the struggle will be able to assist returnees in the integration process. The two groups can offer each other support and build camaraderie. Adopting such an approach will pay great dividends in future, in terms of obviating rivalries and resentments between the two groups. Both groups need to be trained in practical skills for self employment. Because commerce and industry are not creating sufficient jobs, it is clear that internal sector employment and co-operatives will become increasingly more important.

4. Target Broue

Prospective students will be drawn from:

- People who have missed out on an education by going into exile or. while in exile. acquired low level skills inappropriate to the South African situation.
- Adults who have been disadvantaged by the inequitable education system in South Africa and who are thus unemployed and unskilled - the "lost generation" which is now commonly described as "marginalised".
- Women, specifically single. unemployed and disadvantaged and including those who. because of apartheid have had to be sole breadwinners. .
- EXepolitical prisoners. detainees and activists whose education has been disrupted

Flexibility in the entry requirements will be policy. with the need of the individual as the deciding factor. However. depending on legislation and examining bodies for some courses. academic entry qualifications will be imposed. Account should be taken of work or other relevant experience. Bearing in mind this flexibility, the target group Will be expected to have the following minimum skills:

- Standard 5 or equivalent (lower if the person has had some form 0: experience and depending on the ahill bu be pursued)
- Literacy and numeracy sufficient to cope with the course content 3
- Aptitude for a craft or trade and the desire to acquire a practical skill

All students will be 20 years old or more and have an appreciation and understanding of the value of skills training as a means of improving their economic situation.

5. Nature of Training

. The training will be innovative in nature and concerned primarily with the integration into society of the target group. Skills acquired will be relevant to themselves and their communities. and applicable in the informal employment sector - and within commerce and industry. Integral to this should be an emphasis on self-reliance. as well as service to their communities. Broadly, students will acquire their skills in a productive environment. By this is meant the acquisition of skills through production. While learning. students will be producing something. whether it be goods for sale or services for hire. Goods and surplus produced from proauction Will be PUT; DECK lH'CD mu: :UhUUL L'U a:aiab .Ln yvvci ins the running costs and. if sufficient. providing some pocket money for trainees and to support the setting up of productive units for graduates. Production will be extended to work within the communities around the area. A positive rapport in the interaction between the target group.and the surrounding communities is vital. The training centre will have the programmes described below as the main focus. The method of training will be modular in nature and geared towards skills acquisition in the shortest possible time. Modules will be designed in such a:manner that skills can be developed as needed to enable the participant to be employable and self reliant.

Throughout their training students will be instructed in basic administrative skills to enable them to run their own productive units. T110 eoneopt :5 working within a oo-opoxativo anvironmonb will be promoted.

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A wide range of skills will ultimately be offered at a school of this nature. All the skills that will be offered must fulfil the following criteria:

- The skill must be suitable for informal sector self-employment, as well as formal employment in. commerce and industry
- The skill must be suitable for production while training in order to produce surplus income to cover operational and other costs
- The skill should be appropriate for providing services and goods in the townships and informal settlements and improving the quality of life of persons in these areas
- The capital cost of setting up graduates in productive units where they can use their skills should be low
- Skills should be suitable for group employment such as cooperatives. It would be useful if the skills taught were complementary. so that multi-skilled groups can be formed. An example would be a house-building group with a builder carpenter. electrician and plumber.

The skills listed below fit the criteria:

- Carpentry/cabinetmaking/ioinery

Electronics

Electrical wiring

Garment-making

Silk screening and fabric technology

Motor mechanics

- Building

- Plumbing

- Secretarial. computer. accounting and administrative studies

- Co-operative theory and practice

(Note that not all of the skills listed above will be offered in the initial phases of the project)

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Where possible. formal and certificated courses will be offered to ensure acceptability in the industrial commercial sector to cater for those who went to and are able to be formally employed. For this reason applicants for certain courses should have the minimum qualifications acceptable to the examining bodies. Where a higher entry level is a prerequisite to a course and the student does not possess this. an academic upgrading course will be offered.

A careful study of courses currently available in South Africa will be made with specific reference to the entry levels. Research will be done into the viability of creating appropriate curricula that will be .recognized. Care should be taken not to jprovide sub-standard or inferior training so as not to promote the disadvantageous education and training currently provided by the state.

4.

7- Trainee Support Services

Due to the disadvantaged nature of the target group, it will be necessary to provide support services to enable trainees to devote all their time and attention to the acquisition of skills. Trainees will require finance to enable them to support themselves and their families while being instructed. Although it is the intention of the proposed training centre that trainees earn while they learn, it will take some time before remuneration will reach acceptable levels. All encompassing bursaries should be provided that will enable trainees to support their families and for travel to and from the training centres.

There will be an urgent need to provide psychological and social counselling to the target groups. It is estimated that in Natal alone there are 80 000 young persons requiring counselling as a result of the violence. Returnees will find great difficulty in adjusting to the changed situation and will similarly require counselling. This can be provided in a structured manner in a formal training environment.

8. Post-certification

Once students have attained certification level, they will be given the opportunity to participate in an internship programme as a form of apprenticeship or industrial training. The internship should take place in the production workshops of the centre (once established) where they will be taught how to use their skills as a group within a professional environment. As the number of apprentices has dropped nationally, it is clear that this form of industrial placement will become more important in the future. If students can follow their courses as well as being trained as apprentices in the production facilities of the project, qualified artisans can be produced. The production facilities could also produce sufficient income to cover most of the operational costs of training. Research will be done into the opportunities available in commerce and industry for internships and apprenticeships.

On leaving the centre, graduates will be supported by an extension unit that will provide the following services:

- Advice in setting up a productive units and cooperatives in the informal sector
- Financial assistance (through a revolving fund or self financing scheme) for the purchase of tools and/or the establishment of productive units individually or in groups
- Follow-up and monitoring programme
- Administrative and marketing assistance
- Linking graduates with organisations and individuals with skills and objectives similar to them
- Assistance in finding formal employment if the graduate wishes to be employed in the commercial or industrial sector.
- Particular emphasis should be placed on creating employment in the informal sector, which will become more important as unemployment grows.

9- A Flmdel

The Danhiko Project in Zimbabwe has dealt with most of the issues as described above. The concept of training and production has been used successfully at Danhiko in Harare where many returnees and ex-combatants from Zimbabwe and refugees from South Africa and Namibia, and disadvantaged Zimbabwean adults have been able to acquire skills that have assisted them in finding employment, whether formal or informal, to assimilate themselves into the general society.

The Danhiko Project, planned for the rehabilitation of ex-combatants, realised the inevitability of a decreasing target group and thus ensured that all developments took into account a secondary and long lasting target group - the disabled youth of Zimbabwe. It was felt at the time of planning that funds designated for assisting returnees could be utilised for the benefit of the larger Zimbabwean society in the long term.

Its productive capacity both in terms of producing highly skilled graduates and its own running costs (and latterly, some of its own development costs) has served as a model for Zimbabwe and is not a drain on the coffers of government. The Danhiko Project is generally recognised as being innovative in its approach and successful in achieving its objectives. It is the only training institution of its nature in southern Africa and there has been great interest expressed in its replication elsewhere.

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In the development process, the foremost consideration will be to create a quality adult training institution that can serve as a model for a future liberated South Africa. This institution will be self sufficient, productive and should not be a drain on limited resources. Recurrent expenditure will be generated by the institution itself and, in the long term, could provide its own capital costs.

The establishment of such an institution will be important in creating job opportunities for persons who already have useable skills but who cannot find employment in the shrinking job market. The institution will rely heavily on its graduates as employees during the long term development process. During the initial phases, a lot of work should be available that will be able to absorb many unemployed craftspersons. The graduates of the institution will also be ensured of some income generating activity once they leave the institution. In this way some impact can be made on the unemployment levels.

In conclusion, by using funds that are destined to assist returnees, it will be possible to create facilities that will be to the benefit of all disadvantaged South Africans. This would be a far more efficient use of resources than merely offering financial assistance to some persons for a limited time.

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You are referred to the document that describes the intended future operations of KHUPHUKA-STEP. Within the context of this larger plan and the offer of assistance from Batlsgae, the following proposal is being made.

The impetus for the development of KHUPHUKA-STEP is the repatriation process. There is an immediate need to assimilate persons returning from exile. This assimilation will be fraught with various problems which will be exacerbated in the case of those who have no skills.

Returnees cannot be assisted in isolation from the marginalised persons who did not leave and. for this reason KHUPHUKA-STEP intends to work with both groups. Because of the immediacy of repatriation. the initial group of trainees will mainly be returnees - especially those from Dakawa in Tanzania.

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The budget has been extracted from the global budget of the project. It will be applied to the interim start up phase of the project while the major funding required is processed. It will give KHUPHUKA-STEP the facility to provide limited training specifically to those who have recently returned from exile. The budget obviously does not cover the full amount of development and operational costs of the training programmes mentioned below. There is no provision for administrative costs or assistance to trainees during their training and afterwards. With respect to administrative costs, a proposal has been submitted to Interfund - it is expected that the funds will be available sometime within the first quarter of 1992. In addition. there should be some finance remaining from the Interfund contributions so far - this is reflected in the attached budget. In accordance with recent discussions with the European Economic Community, a proposal will be submitted to them (in early December) for the full costs of the development and operation of the project. They have tentatively indicated that they would be prepared to fund the first year of the project but will do so if KHUPHUKA-STEP can commit other agencies for the remaining years. To obtaining this commitment. they suggested that a donors conference be called (which they will assist in facilitating) of relevant local and foreign agencies. The prospects seem very positive and we are operating on the assumption that the process will produce the necessary funding. The Kagiso Trust and the .
I -Independent Development Trust have also indicated a willingness
#A aaciut in n serius manner.

A partnership with the Joint Enrichment Programme (JEP) of the South African Council of Churches and the Catholic Bishops Conference has been initiated. A JEP initiated conference will be held in Durban in early December that will put KHUPHUKA-STEP on the agenda as a programme that will be a major factor in this youth development programme. This partnership will thus link KHUPHUKA-STEP into their youth development programme and will increase and solidify community involvement in KHUPHUKA-STEP as well as increase its funding capacity. Thus, in the context of the expected financing, the attached budget was drawn up.

Choice of initial training programmes

The funds provided by the attached budget will be applied directly towards the starting the development of the following training programmes:

- Building skills
- Electronics
- Textile design and production

The choice was difficult because of the current limited availability of funds. The decision was made to initiate the courses mentioned for the following reasons:

Building skills

The cost of setting up such a unit are low and will serve as a continuation of the training programme that was received at Dakawa.

Equipment

CIES of Italy has provided the project with sufficient equipment to set up a training course in electronics. The equipment was originally destined for the ANC project in Tanzania and has been redirected to KHUPHUKA-STEP. Thus, all that is required to begin the course is adequate training materials and an instructor as well as some supplementary furniture.

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This was chosen primarily to address the issue of gender and secondarily because the initial costs are fairly small and the level of skill required to instruct or do the course is low.'

All the skills mentioned above will certainly increase the employment prospects of trainees especially in the informal sector. .

Method of operation

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As soon as the finance becomes available, the necessary recruitment will be done. Staff should be in place at least two months prior to the commencement of training. This will allow sufficient lead time to find premises, acquire equipment, discover appropriate curricula and to set up operation. The staff employed will fall under the control of the Project Development and Management Committee (if Interfund provides

finance in time) or under the direction of the Regional Management Committee and the Coordinator as an interim measure. Trainees will be recruited under the direction of the Regional high will ensure. that there is fair
The length of training will be determined by the nature of the curricula being used. The project will endeavour to provide short but appropriate courses - except for electronics which will be of a longer duration. Obviously. the length of training will depend on the courses decided on as appropriate. The project will also attempt to include production as an integral part of y for the trainees to be provided with accommodation. living and ill be unable to fulfil these
It will be necessar
adequate financial support for transport expenses. The project w needs of the trainees.
P.le'

STAFF
Building instructors
Electronics instructors
Textile instructors
Benefits & 20% 144 000
RAW MATERIALS
Building raw materials
Electronics raw materials
Tactile raw materials 37 000
CAPITAL COSTS
Building
Electronics
Textiles
Vehicle 208 000
OPERATIONAL COSTS
Rental
Utilities
Vehicle
Communications
Insurance
Miscellaneous 166 800
SUBTOTAL 555 800
CONTINGENCY Q) 8% 44 200
GRAND TOTAL 600 000
SOURCE OF FUNDS ,
Batlagae 500 000'
Interfund ' 100 000
600 000

1 SKILLS TRAINING AND EMPLOYMENT PROJECT

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1017/20 Tower .8 ' c/o Education Aid Programme

Sausbury Centre Tab 031- 3071195/6/7

349/51 West Street Fax: 031-3076831

. Durban 4001 .

30 October 1991

Merle Favis

Interfund

Dear Merle

This communication serves as a follow u

Durban on the 16th of October 1991. In accordance with that

meeting. we are submitting this preposal for the funding of the
Project DeveloPment and Management Unit of KHUPHUKA-STEP.

GENERAL

The establishment of the PDMU must be seen as a priority in terms
of the development of KHUPHUKA-STEP. It is essential that the
unit become operational by the latest in March 1992. For this
.reason it is imperative that we have an early indication of the
likely prospect of the proposal being approved by Interfund. We
that the funds will not be immediately available from
understand

the start of 1992 however we need to begin to make arrangements
for the recruitment of staff - a process that is likely to take
the before final appointments are made. In the
at least 4 mon

event that Interfund app

make interim financial

our plans while we wait for the funds

target date for starting the operation 0

advertisements for the appointment of staf

the press sometime in November 1991.

roves the proposal. we would be able to
arrangements so that we can proceed with
to arrive. If we set our

f the PDMU as March 1992.

f need to be placed in

from the European Economic

n3 funds from them sometime

uggested an initial figure

also suggested that a

of November/early

are the

We have had a positive response

Community on the likelihood of receivi

early in 1992. They have tentatively s

of approximately R5 000 000. They have

donors conference be convened at the end

December (which they will facilitate) in order to see

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support of other funding agencies such as IDT. Private Sector Initiative. Anglo American and De Beers Chairman's Fund. foreign government agencies. Kagiso Trust. Liberty Life etc. They are concerned about the sustainability of funding in future years and would like to see a commitment from other quarters. (Interfund will be invited to this meeting once the formalities have been worked out.)

It would thus appear that the future funding of this project is secure - we have already canvassed some of the agencies mentioned above and their responses has been positive without exception, We must ensure that we have the capacity to complete the planning and to implement the project - hence the urgency of 'setting up the PDMU.

LlNka_KllH_QIHEE_QBEANIEAIIQEi

We have recently been working together with the Joint Enrichment Programme to get KHUPHUKA-STBP accepted as a national programme for marginalised youth. A regional conference on a youth development programme will be held in Durban between the 15th and 18th December and KHUPHUKA-STEP will be placed on 'the agenda as a proposed component of the programme. It has been agreed that the '11 be geared towards coming out with a concrete programme proposal for youth development that will include KHUPHUKA-STEP as a major component. We feel that this is a very positive development. This will give KHUPHUKA-STEP a very sound foundation within its target client base.

Although KHUPHUKA-STEP will only become operational during the next year. we have had numerous urgent requests from organisations to run training programmes within a community development context. For example, the Natal Rural Forum requires immediate appropriate training programmes to build capacity for the development of rural communities. We have worked together with them in identifying alternative (but not appropriate) training programmes as an interim arrangement until we are operational. Similar requests have been received from the Association of Ex-Political prisoners. groups of returnees etc.' It is thus imperative that we begin operation as soon as possible. We will therefore begin training on a small scale in 1992 with approximately R500 000 received from the Batlagae Trust on 'the condition that we take in some of the returnees from Tanzania. This will be one of the first tasks of 'the PDMU.

WM

The tasks of the Project Development and Management Unit of KHUPHUKA - STEP (K-S) will be wide and varied. The first task of the PDMU will be to draw up a detailed five year development plan. The embryo of this plan is already in existence but it is only drawn in very broad terms. The PDMU will have to fill out the plan with clear and definable targets. Thus, the input of the persons who will develop and operate the project is absolutely important.

- training, by means of a counterpart/understudy system, other adequately qualified persons who will be setting up such other projects

- operating as consultants to such other projects

- developing a management system that reflects a participatory and . democratic style consistent with empowering the disadvantaged participants in the project

- Developing a productive work ethic that can serve as a model for other emergent community based organisations

- Defining entry criteria according the needs and wishes of the target client base

- Defining the operation of the project according to the training needs of the target client base in relation to the development of their communities

Apart from their broader development role, all staff attached to PDMU will be integrally involved in the development and operation of the units under their coordination - essentially performing the function of interim "Heads of Department" in a conventional technical college. For this reason it is essential that the staff employed be of high calibre with substantial relevant experience. For this reason the attached budget proposes that staff be paid competitive salaries based on the scales of established training institutions.

Once the development aspects of the project are complete, the PDMU will fulfil the role of a management collective under the direction of a board of trustees that will run the project. In addition, the fact that the project is of a pilot nature, the PDMU will Operate on a national level as consultants to other

1 ' organi-atluns being developed alehs s-m-lar lines.

To illustrate how the PDMU will Operate, you are referred to the attached organisation chart and the notes appended thereto. In addition, we have attached the proposed organisation chart that illustrates the optimum development of the project to give an indication of the context in which the PDMU will operate.

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BEDQEK

A budget for the PDMU is attache
appendage thereto.

We trust that the information provided
board to make the necessary decisions.

d with explanatory notes as an

is sufficient for your

If you should require

further information. please do not negltate to contact us.

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-rdinator

' PHUKA-STEP

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' KHUPHUKA - STEP
PROPOSED BUDGET: 1992
PROJECT DEVELOPMENT AN
STAF F
Protect Coordinath
FmancelAdmin Coordinator
Bookkeeper
ReceptionisUsacratary
Driver
5km: Training Coordinator
Theoretical Studies Coordinator
Produciion Coordinator
Community Liaison Coordinator
Banefrb
Marke't Researcher
Curriculum Researcher
Personnel Consultant
Recruitment desks
CONHNGENOY 598 368
OPERATIONAL COSTS
Rant
Utilities
Stationary and supplies
Insurranca
Vehicle running costs
Telephona/fax
Travel
Miscellaneous
CONTINGENCY 122 590
CAPITAL COSTS
Fax
Computers/printers
Office furniture
Copier
Telaphone system
Vehicle
Office equipment
Misceilaneous
CONTINGENCY 150 650
GRAND TOTAL 871 608

KHUPHUKA - STEP

NOTES: PROPOSED BUDGET 1992

PROJECT DEVELOPMENT AND MANAGEMENT UNIT

EIAEE

Salaries are based on scales applicable to technical colleges run under the Department of Manpower. In order to attract staff of suitable calibre it is imperative that the remuneration offered is competitive. The responsibilities of each post and the preferred qualifications and experience required are briefly described below.

W

The Project Coordinator will be responsible for:

- coordinating the operations of the Project Management and Development Unit (PMDU).

- Coordinating the operation of the Regional Management Committee (RMC)

- liaising with the Education Development Trust (EDT) Board of Trustees

- fund raising

- Liaising with other organisations relevant to the operation of the project -

The coordinator will preferably have a post graduate degree. 10 years work experience with at least 5 years experience in the management and development of a vocational training centre. fund raising and the initiation of new training programmes.

The Financial and Administrative Coordinator will be responsible or:

- the efficient financial and administrative operations of the project with the assistance of a bookkeeper

- developing financial and administrative systems

- # budgeting for capital and operational costs

- v financial reports

- personnel management

The Financial and Administrative Coordinator will preferably have a degree and a minimum of 10 years experience with 5 years relevant experience at managerial level.

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The Bookkeeper will be responsible for:

- keeping all books and accounts in good order

The Bookkeeper will preferably have an accounting/bookkeeping Qualification with a minimum of 5 years relevant experience. If. BeeeziieniaizSeaxeiezz; .

The receptionist/secretary will be responsible for the usual tasks of such position in addition to minute taking at all meetings and will preferably have a secretarial qualification with shorthand skills and 3 years relevant experience.

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The Driver will be responsible for the efficient running of vehicles and valid unendorsed drivers licence and at least 3 years accident free experience.

iveries. collections and

ill be in possession of a

The Skills Training Cooidinotor will be responsible for:

- developing the skills training unit and programmes of the
- establishing appropriate curricula to be used
- setting up infrastructure and installing equipment
- defining precise staff requirements. coordinating their . appointments and orienting them towards the methodology to .

be employed in the project

- directing the initiation of courses
- Coordinating the operations of all training units

The Skills Training Coordinator will preferably be a technically qualified person with a minimum

should be in -a managerial and development position within technical training institution. Preference will be given to a person who has had suitable and relevant experience in project development and initiation.

The Theoretical Studies Coordinator will be responsible for:

- developing the non skills training units and programmes of the project ie literacy/numeracy. computers. technical drawing etc.

bilities of the Skills training Coordinator

- the responsi

listed above are applicable to the Theoretical Studies

The Theoretical Studies Coordinator will preferably have a degree dult education and at least 8

" in education with an emphasis on a

years work experience of which 3 should be in a managerial position within an educational institution. Preference will be given to a person who has had suitable and relevant experience in project development and initiation.

first year

- setting up the production units so that operations can begin in the second year (apart from units that could begin production in the first year)
- establishing the number and nature of staff required to operate the production units
- developing the production units in such a way that they can include training programmes within the concept of training and production
- coordinating market research to establish the nature of goods to be produced

The Production Coordinator will preferably have a qualification in production management/technical skill with at least 10 years experience in production of which 5 should be at management level. Preference will be given to a person Who has had suitable

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y M.

and relevant experience in the conception and implementation of production facilities.

n Coordinator will be responsible for:

formal links and a working

d communities which form the

The Community Liaise

-- creating structured and

relationship with disadvantage

client base of the project

- continual liaison with such communities by means of regular meetings .

.- discovering. through consultation. areas of production

within which the project can operate for the benefit of such communities

- coordinating the recruitment strategy for trainees at grassroots level according to the training needs of the communities .

educational level

The Community Liaison officer should have an

sufficient to cope with the complexity of the post. Preference

for a higher level of qualification although this would

not be the main criteria for appointment. It is essential that

the person be well experienced in working with community based organisations and disadvantaged communities.

The Market Consultant w

do immediate research into the market in or

nature of goods and services that the project should produce in the production units. Such consultan .

a marketing research company and will work closely with the

Skills Training and Production Coordinators.

The Curriculum Consultant will be employe

to research appropriate curricula to be used within the training

programmes of the project. The main task will be to identify

examining bodies. certification etc that will be acceptable to 'h

commerce and industry. The Researcher will work closely with both

the Skills Training and Theoretical Studies Coordinators. Such

consultant will be drawn from the education and training sector

and preferably from one of the university education departments.

employed on a consultancy basis

- devise a staff recruitment strategy, interview procedures.

selection criteria. formulation of job descriptions in-an

integrated way and advising on probationary periods etc.

- advise on salary structures and employment benefits and

policy to equate the project to the conventional sector

- Dismissal procedures and the legal aspects of employment.

. industrial relations etc.

The Personnel Consultant will be drawn from one of the private

secto; consultancies and should be engaged in the near future.

Eesnnitment.ggamie , ' ,

The recruitment costs have been conservatively been budgeted at

R30 000. This amount will include travel arrangements etc.

Wile;

Benefits will include part payment of medical- aid. pension andt

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provident funds. 13th cheque bonus, UIF etc. This has been calculated at 20% of salary.

Operational costs are related to the PDMU only and not costs related to the operation of the project.

will be budgeted separately. It is o

be some overlap in use 5 but generally the operational

ithin the realm of overall management of

'hlight;

e .

The rental budgeted is below the average commercial cost of rented office space. The general operational costs of the project ' once suitable premises have been

will 'make up the balance

The PDMU will be operating for the

occupied by the project.

project and thus the project should bear some of the rental costs

Dilliiieal

This amount should be sufficient to cover electricity costs of

the PMDU. '

e;

the cost of all stationery inputs

W

This amount if for insuring office equipment. computers and furniture against fire and theft.

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oil. insurance. servicing and other

'This amount includes betrel.

incidentals. The vehicle will be used extensively by the PDMU in and around the Durban Functional Region.

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xtonnlve eonumuha an: tanxu "HA. 1...;...: una-i 1 .

international organisations Will have tu'be muaSTina \$3VEQEQ\$ce?d

It will be necessary to travel to Johannesburg and other main centres for meetings.

blanellnneemal

There will inevitably be expenditure incurred by all staff that cannot at this stage be budgeted for. It is for this reason that luded in the budget. _

The items budgeted for are self explanatbry. The amount budgeted ellaneous will take into account any

for office equipment and misc

be purchased once the appointed staff

extras that will have to

are in place and make their exact needs clear.

P-za

DURBAN

KHUPHEUKA. - STEP

PROJECT DEVELOPMENT AND MANAGEMENT UNIT

Educanon Development Trust

Personnel Consultant Regional Management Commune

' reject Coordinator

Project Development and Management Unit

aoratloal Studies Cocrd 'roducti'an Coord

Curriculum Consurtarrt ' arkating ConSultant

Community Llalsn Coora

' in/Admin Coord Skills Training Coord

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WE

1. The proposed organisation structure illustrates the optimum expected development of the project.
2. Key personnel will be appointed in each unit to plan, initiate and develop the project. Such key personnel will be expected to fulfil multiple functions in the initial stages and then delegate responsibilities to subordinates and when recruited. The key personnel will more than likely assume the position of coordinators of their units.

3. Such key personnel will form the Project Development and Management Unit (PDMU - see relevant chart) which will be known as the Project Management Unit (PMU) as the project develops to capacity,

3. Graduates will have preference in assuming full time posts as instructors and production workers.

4. The abbreviations appearing on the chart are detailed below:

RFC - Administrative and finance unit GU - Barman: workers
upervisor

AFU - Administrative and finance unit GU - Barman: workers

BK - Bookkeeper ' II - Metal work instructors

BOT - Board of trustees lw - Metal workers .

BS! - Business skills instructors a: - Joinery instructors

BS: - Business: mm training clnnrvlsur Jpn - Job pungent Officer

BTPS - Building technology production supervtaor JH - Joinery Hark";

BIS ' Banding technology "3111199 superviwr LN! - Literueywunaracy instrurtnrs

9V ' 'th' e LNS - Literacyxnumeracy training supervisor

CBS - Community based structures HI - masonry lustruLtu,,

cc - Community consultant no - Marketing officer

CBS - Computer centre supervisor aw - masonry workers

cl - Carpentry instructors Pc - Production coordinator

CL - Clerks PC - Project ccnrdinatore

CL - Counsellor Pl - Plumbing instructors

CLO - Community liaison officer PHU - Project management cmmittee

CN - Cleaners PU - Production unit

6RD - Community research :oordlnator PW - Plumbing nurkers

CRU. - Community research unit RC - Receptionist

CS! - Computer studies instructors R! - Electronics instructors

CT - Caretaker RB - Electronics workers

CW - Carpentry workers 58 - Secretaries

nl - Painting and decorating instructors SI - 5th fitting instructors .

DR - Drivers 55: - Support services coordinator

nw - Painting and decorating workers SSU - Support services unit

El - Electrical airing instructors STC - Skills training cnordinatnr

ED - extension officers STU .. Skills training unit

ESE - Extension service coordinator SH - Shop fitting workers

:19: - Electrical fnchnolaury production supervisor Tn! - Technical drawing instructor

ETS - Electrical technology training supervisor Tu: - Techniual drawing training cupnrvin
nr

EH - Eleztrical wiring workers TI - Textile printing instructors

F! - Dahinet making instructors _ 15c - Theoretical studies coordinator

Fw - Furniture workers TSU - Theoretical studies unit

61 - Garment making instructors lw - Textile workers

5? - Grounds persons u! - Hood machining instructors

SR - Beneral researcher HTPS - Wood technology production supervisor

STPS . Garment and textile production supervyisor . HTS - Rood technology training supervi
sor

PBOJECI PROPOSAL

PROJECT TITLE: KANGWANE WORK-STUDY PROJECT

SUBMITTED TO: NORDIC OPERATION DAYSWORK

SUBMITTED BY: BATLAGAE TRUST

DATE OF SUBMISSION: 6/12/91

BACKGROUND

education, development and job creation for youth from exile and those resident in KaNgwane (which is located in the Eastern Transvaal, adjacent to Swaziland).

The immediate objectives of the project are to improve the education system in KaNgwane quantitatively (more secondary school places in an overcrowded system plus adult education out of school hours) and qualitatively (introduction of a new curriculum, plus skill acquisition in production units; also the training of teachers). It is intended that the school will be a centre of development within the community, not just a place of learning for a limited number of students.

The longer term objective of the project is to contribute towards the evolution of a viable alternative national education system.

It is hoped that the KaNgwane project will serve as a model of innovative education geared to development and job-creation, for replication in other parts of South Africa, and it will be monitored with this in mind, so that necessary adjustments can be made in the process of replication.

EDUCATION WITH PRODUCTION

The new curriculum, developed by FEP over a number of years with the co-operation of several SADCC countries, aims at a wide all-round education, but reflects the post-school working environment in a more thorough way than existing curricula. It aims for a close relationship between academic learning and productive activities, relating theory to practice. It is seen as being inherently superior to the purely academic orientation of conventional high schooling, in that it aims "to develop the different talents of its learners as fully as possible, in their own and in society's interests, and to cater for a range of intellectual abilities and learning potentials. The project aims to develop an education that prepares students to participate as fully effective and creative members of a new South Africa.

Each production area is to be under the production manager, with full-time production staff managing and operating individual production units. In at least some cases, the production unit will consist of a brigade, by which is meant a team composed of instructors and trainees. The trainees will be young people wishing to acquire a craft skill; unlike the 50:50 division for students in the school, brigade trainees will spend 25% of their time on academic work (2 hours), including consist of a main centre and 8 sub-centres, spread throughout KaNgwane, with capacity for 300 students at each (5 classrooms, 1 laboratory and 1 workshop at each centre). The function of the In order to fully occupy 2 400 students, up to 80 production units will have to be established, allowing for a large number of brigade trainees to be included in the project. Estimates of the numbers of production units, brigade trainees and paid employees are not given in the Concept Paper but appear in other documents. It is stated that the choice of activities is to

JUSTIFICATION

It is the view of the ANC that the balance of the money donated by NORDIC Operation Dayswork in 1985 for education and training purposes in Tanzania for exiled youth, should be diverted to the KaNgwane Work Study Project. Already 60 returning exiles have enrolled KaNgwane and a further 200 will enrol in the coming months.

The Project concept is similar to the education and training facilities established by the ANC at Dakawa in Tanzania. It is hoped that some of the teachers and instructors from Tanzania will work at the KaNgwane Project to provide a 'measure of continuity.

South African education is in deep crisis. Decades of injustice and racism have created a massive uneducated population and a large part of it is young. Since the Soweto Uprising, we have the phenomenon of the "lost generations" of youth who are alienated and educationally deprived. They expect and deserve education and training facilities that will reintegrate them in society.

education will be imparted and jobs created for the youth of KaNgwane and those from exile. Whereas much of the emphasis of development tends to be biased towards urban areas, the KaNgwane Project attempts address to the needs of a rural community.

ORGANISATIONAL ARRANGEMENTS

Overall responsibility for the project is vested in the Youth Education Trust iYETI, which is based in Johannesburg. Its main roles are to raise funds, ensure that finances are properly managed within the project, and give guidance and assistance to the project on all matters relating to planning, education and production.

Besides the Trust, there is also a Local Management Committee, which meets in Nelspruit. The membership of the YET and the Local Management Committee is drawn mainly from representatives of mass organisations (the South Africa Democratic Teachers Union (SADTU), the student organisations COSAS and SANSCO, the COSATU National Education Committee, the National Education Co-ordinating Committee and the ANC itself).

At present, the KaNgwane administration has agreed to pay the salaries of the teachers and the acting co-ordinator; as the class sizes are much smaller than in other schools in KaNgwane, this implies a higher contribution per student in the case of project students.

BUDGET

The funds from NORDIC Operation Dayswork will supplement funds received from SIDA and other donors. The request in this Proposal focuses principally on the integration of 200 returning exiles. The funds will cover their accommodation, food, books, stationery, study aids, equipment and protective clothes for production unit activities. There is a component for the crop and vegetable farm unit which will allow the Project to become more self-reliant.

A total of US\$163,000 is requested, equivalent to R440,000.00 as follows:-

Books and Stationery 200 x R 275 55 000.00
Accommodation and Food 200 x R1280 256 000.00
Study Aids & Gen.Equipment 200 x R 240 48 200.00
Protection Clothes 20 800.00
Overall 200 x R47 9 400.00
Boots 200 X R57 11 400.00
Building, Fencing, Gates for Crop & Vegetable
Farm 60 000.00
R440 000.00

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The Batlagae Trust will administer the budget and provide a report in six months time and again at the end of a year from the commencement of the implementation of this Proposal.

A close working relationship has been established. with the Director of the YET, who has overall responsibility for the KaNgwane Project, and with the Coordinator of the Project.