

13-Nov-91 NED 16:11 E.Q.F'. -; DURBQH P-321  
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K H M P H U R A  
S T E P  
SKILLS TRAINING AND EMPLOYMENT PROJECT  
FOR THE ASSIMILATION OF SOUTH AFRICAN  
RETURNEES AND OTHER DISADVANTAGED ADULTS

## 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.

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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, 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 :criounir aanaavantageu groups Tim Hula L. :l!!qu Live may to eoeie-e both groups 3.3 '50 train them to: the: in practical skills for self employment. Because commerce and industry are not creating sufficient jobs, it .15 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.
- Ex-political 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 ehill Lu be Puraued)
- Literacy and numeracy sufficient to cope with the course content
- 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 production Will be Put; D3015 into LIN: :Uhuul LA) aaaiab lu uvvci 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 51 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. The concept of working within a co-operative environment 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/joinery
- 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)

Where possible, formal and certificated courses will be offered to ensure acceptability in the industrial commercial sector to cater for those who want 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 provide sub-standard or inferior training so as not to promote the disadvantageous education and training currently provided by the state.

#### 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.

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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 Batlagae. the following proposal is being made.

. The impetus for the development of KHUPHUKAeSTEP 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 0 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 \_w.will.Phoduce\_the necessary funding. The Kagiso Trust and the. Independent Development Trust have also indicated a willingness #A seats: in a serinos manner. ,

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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. 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:

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.

MW

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 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

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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 Management Committee which will ensure that there is fair representation of both returnees and marginalised persons. 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 training but this will be restricted by the limited capital investment envisaged by the attached budget. It will be necessary for the trainees to be provided with adequate financial support for accommodation. living and transport expenses. The project will be unable to fulfil these needs of the trainees.



STAFF  
Building insimctors  
Electronics instructors  
Textile instructors  
Benefits Q 20% 144 000  
RAW MATERIALS  
Building raw maten'als  
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 0 8% 44 200  
GRAND TOTAL 600 000  
SOURCE OF FUNDS  
Batlagae  
Interfund  
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100000  
600000

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SKILLS TRAINING AND EMPLOYMENT PROJECT  
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1017/20 Tower 8 ' c/o Education Aid Programme  
Sausbury Centre Ten 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 up to our meeting held in Durban on the 16th of October 1991. In accordance with that meeting. we are submitting this proposal for the funding of the Project Development and Management Unit of KHUPHUKAmSTEP.

W  
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 'imperative that we have an early indication of the reason it is 1

likely prospect of the proposal being approved by Interfund. We diately available from understand that the funds will not be imme the start of 1992 however we need to begin to make arrangements for the recruitment 09 staff - a process that is likely to take at least 4 months before final appointments are made. In the event that Interfund approves the proposal. we would be able to make interim financial arrangements so that we can proceed with hile we wait for the funds to arrive. If we set our target date for starting the operation of the PDMU as March 1992. advertisements for the appointment of staff need to be placed in the press sometime in November 1991.

We have had a positive response from the European Economic n the likelihood of receiving funds from them sometime early in 1992. They have tentatively suggested an initial figure They have also suggested that a of approximately'RS 000 000.

convened at the end of November/early donors conference be December (which they will facilitate) in order to secure the i it P.'12

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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. Kagieo 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 have 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

. the PDMU .

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vWe have recently been working together with the Joint Enrichment Programme to get KHUPHUKA-STEP accepted as a national programme for marginalised youth. A regional conference on a youth development programme will be held in Durban between the 608 December and KHUPHUKA-STEP will be placed on' the agenda as a proposed component of the programme. It has been agreed that the conference will 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 1332 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.

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The tasks of the Project Development and Management Unit of

d. The first task of

KHUPHUKA - STEP (K-S) will be wide end varie

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

ill have to fill out

only drawn in very broad terms. The PDMU w

the plan with clear and definable targets. Thus. the input of the

persons who will develop and operate the project is absolutely

important.

- documenting their work at all stages

database for the developmen

of a counterpart/understudy system.

. - training, by means

other adequately qualified persons who will be setting up

such other\_projects

e operating as consultants to such other

- developing a management system

prodecte

that reflects a

consistent with

participatory and . democratic style

empowering t e disadvantaged participants in the project

ethic that can serve as a

- Developing a productive work

model for other emergen

\_ 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.

velopment and operation

. PDMU will be integrally involved in the de

- essentially performing

of the units under their coordination

of Department" in a conventional

the function of interim "Heads

. 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

t collective under the

PDMU will fulfil the role of e managemen

'll run the project. In

addition. the fact that the project is of a pilot nature. the

consultants to other

PMDU will Operate

orgunliqtluns being 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 organisation chart that

illustrates the optimum development of the project to give an

indication of the context in which the PDMU will operate.

proposed

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A budget for the PDMU is attached  
appendage thereto.  
with explanatory notes as an  
is sufficient for your  
We trust that the information provided  
5. If you should require  
ary decision  
board to make the necess  
do not hesi  
further information. please  
tate to contact us.  
x...u\_

' KHUPHUKA -- STEP  
PROPOSED BUDGET: 1992  
PROJECT DEVELOPMENT AND MANAGEMENT UNIT  
STAFF  
Proiaot Caordinatar  
Finance/Admin Coordinator  
Baokkeapar  
Receptionist/sacretary  
Driver  
Skin: Training Coardinatar  
Theoretical Studios Coordinator  
. Production Coordinator  
Community Liaison Coordinator  
. Benefrts  
Markei Researcher  
Curriculum Researcher  
Personnel Consultant  
Heoruitnerrrt costs  
CONHNGENCY  
598 368  
OPERATIONAL COSTS  
Flank  
Utilities  
Stationary and supplies  
Insurance  
Vehicle running costs  
. Talephone/fax  
Travel  
. Miscellaneous  
CON'HNGENCY  
122590  
CAPITAL COSTS  
Fax  
Compmars/pnnters  
omce furniture  
Copier  
Telephone system  
Vehicte  
Office equipment  
Miscellaneous  
CONWNGENCY  
150 650  
GRAND TOTAL 871 608

KHUPHUKA - STEP

NOTES: PROPOSED BUDGET 1992

PROJECT DEVELOPMENT AND MANAGEMENT UNIT

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

Want!-

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 for:

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

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The Bookkeeper will be responsible for:

- keeping all books and accounts in good order
- buying of goods . 1.

The Bookkeeper will preferably have an accounting/bookkeeping . .ei E"  
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qualification with a minimum of 5 years relevant experience

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 de  
the efficient running of vehicles and wi  
valid unendorsed drivers licence and at  
liveries. collections end

ll be in possession of a  
least 3 years accident

The Skills Training Coordinator will be responsible for:

- developing the skills training unit and programmes of the  
project

- 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 of 8 years working of which 3  
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:

r developing the non skills training units and programmes of  
the project iellteracy/numeracy. computers. technical  
drawing etc. ,

, the responsibilities of the Skills training Coordinator  
listed above are applicable to the Theoretical Studies  
Coordinator

The Theoretical Studies Coordinator will preferably have a degree  
emphasis on adult education and at least 8

'h 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.

The Production Coordinator will be responsible for:

- planning the production capacity of the project in the  
first year

\_ vetting up the production units so that operations can  
begin in the second year (apart from units that could begin  
production in the iirst 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 r  
goods to be produced

The Production Coordinator will preferably. have a qualification  
in production management/tec

experience in production of which 5  
level. Preference will be given to a  
research to establish the nature of  
person who has had suitable



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

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on Coordinator will be responsible for:

The Community Liais

- creating structured and formal links and a working

- ' with disadvantaged communities which form the

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

grassroots level according to

communities

The Community Liaison officer should have an

complexity of the post. Preference

sufficient to cope with the

of qualification although this would

would be for a higher level

ie for appointment. It is essential that

not be the main criterion

the person be well experienced in working with community based

organisations and disadvantaged communities.

strategy for trainees at

the training needs of the

educational level

Market\_cenaultenti

The Market Consultant will be employed on a consultancy basis to

do immediate research into the market in order to establish the

nature of goods and services that the project should produce in

the production units. Such consultant will be contracted in from

a marketing research company and will work closely with the

Skills Training and Production Coordinators.

ultant will be employed on a consultancy basis

iete curricula to be used within the training

of the project. The main task will be to identify

examining bodies, certification etc that will be acceptable to

commerce and industry. The Researcher will work closely with both

nd Theoretical Studies Coordinators. Such

the Skills Training a

from the education and training sector

consultant will be drawn

and preferably from one of the university education departments.

The personnel consultant will be employed on a consultancy basis

to:

- \_ devise a staff recruitment strategy, interview procedures,

eelectigh 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

sector consultancies and should be engaged in the near future.

' mean; giggic', ::

' - y been budgeted at

The recruitment costs hav

R30 000. This amount will include travel arrangements etc.

Benefitai

Benefit: will include part payment of medical aid. pension and

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 provident funds. 13th cheque bonus. UIF etc. This has been  
 calculated at 20% of salary.  
 QEEBAIIQHAL\_QQSI&  
 Operational  
 related  
 d to the PDMU only and not costs  
 ject. The project operational  
 .13th  
 The rental budgeted is below the average commercial cost of  
 nal costs of the project  
 '. rented office space. The general operatic  
 will emake suitable premises have been  
 up the balance once  
 e PDMU will be operating for the  
 occupied by the project. Th  
 project and thus the project should bear some of the rental costs  
 W  
 This amount should be sufficient to cover electricity costs of  
 he PMDU.  
 t  
 Ma;  
 r the cost of all stationery inputs  
 This amount will cove  
 inclusive of computer supplies.  
 Inshzanee;  
 t if for insuring office equipment. computers and  
 This amoun  
 furniture against fire and theft.  
 oil. insurance. servicing and other  
 'This amount includes iaetrol.  
 incidentals. The vehicle will be used extensively by the PDMU in  
 and around the Durban Functional Region.  
 . Enlahcma max:  
 xtonu'l'va eonL'L'Hh-"l On: Alanna ulnh 1...:43. n 4 '1 0  
 international organisations will have tu'be"m343Tine E3 Eglia an  
 It will be necessary to travel to  
 centre: for meetings.  
 MAEhelleneehel  
 There will inevitably be expenditure incurred by all staff that  
 cannot at this stage be budgeted for. It is for this reason that  
 this amount has been inc  
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 tery. The amount budgeted  
 The items budgeted for are self explana  
 for office equipment and miscellaneous will take into account any  
 extras that will have to be purchased once the appointed staff  
 are in place and make their exact needs clear.

KHUPMA - STEP  
PROJECT DEVELOPMENT AND MANAGEMENT UNIT  
Educanon Development Trust  
Personnel Ccnsultant Raglonsu Management Committee  
iject Coordinator  
Project Development and Management Unit  
k' roductibn Goord  
' arka'ting Consultant  
Community Liaison Coors  
kills Training Coord aoretioal Studies Coord  
Curricuium Consultant



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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.

8. 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:

RF: 't Adminutruvc emu Mummlul aordinahw GT5 - Gamma: and tEthE technology training SUP  
ErViSOF

AFU - Administrative and finance unit 6H - Garment workers

BK - Bookkeeper II - Metal work instructors

BDT - Board of trustees xu . Meta! ugrgers

BS! - Business skills instructors 1 31 - Joinery instructors

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ETPS - Building technology pruguutlun :uperviaor gag \_ gggngiscimirzmm

:33 ' gaming technology "319an suPWuW' LN! - Literaeylnunraey inatrnrtars  
' th' - - a me l '

CBS - Community based strunturas h?s . hgiigiyy122t, ifilxi'a hing supervzsor

cc - Cannunlty consultant no - Marketing omcer

ccs - Computer centre supervisor nu - nasonry workers

B! - Carpentry instructors Pc - Production coordinator

CL - Clerks PC - Project coordinator

CL - Counsellor PI - Plumbing instructors

CLO - Community liaison officer PHU - Project management committee

2N - Cleaners PU - Production unit

CR6 - Community research coordinator Pu - Plumbing workers

GRU. - Community research unit RC - Receptionist

CS! - Community studies instructors RI - Electronics instructors

CT - Caretaker RH - Electronics workers

CH - Carpentry workers 5: - Secretaries

31 - Painting and decorating instructors SI - Shop fitting instructors

DR - Drivers 55c - Support services coordinator

nu - Painting and decorating workers SSU - Support services unit

SI ' Electrical wiring instructors STC - Skills training coordinator

ED - extension officers STU - Skills training unit

ESE - Extension service coordinator sw - Shop fitting workers

tTPS - Electrical fnahnnlncy production supervisor IDI - Technical drawing instructor

ETS - Electrical technology training supervisor Ins - Technical drawing training :uporvit  
nr

EH - Electrical wiring workers TI - Textile printing instructors

Fl . Cabinet making Instructors \_ Ts: - Theoretical studies coordinator

FH - Furniture workers TSU - Theoretical studies unit

61 - Garment making instructors In - Textile workers

5? - Grounds persons u! - Hood machining instructors

GR

- Banarai researcher BTPS - Wood technology production supervisor

ETPS - Garment and textile production supervisor \_ ITS - Hood technology training supervisor