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 :7 520 Tower B ' c/o Education Aid Programme
 I..g?ury Centre . Teh 031- 3071195/6/7
 1:? - 41 West Street Fax: 031-3076331
 . man 4001
 M'TET 1991
 TLkly
 near Cdu. Tikly
 In xeeponse to our discussions and your letter regarding :ne NOD
 fund 1 am submitting the following:
 1. A document decribing the future intended operations "-
 KHUFHUKA-STEP
 2. A budget and supporting document indicating how we will
 spend the NOD funds
 3. The proposal sent to Interfund to cover the initiation
 and operations of the Froject Development and Management
 Cemmittee of KHUPHUKA-STEP.
 I trust that the documentation provided is sufficient for your
 purposes. Ivy Matsepe-Caaaburri will contact you shortly to
 arrange a meeting to discuss the method for administering e?
 funds and reporting procedures.
 .3:
 Yo sincerely
 #7 11 LHR-h-RN
 St 1105 Comninos
 K UPHUKA-STEP
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 aKHLs TRADUNG AND EMPLOYMENT PROJECT
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WWW

STEP

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

1. The Returnees

W

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.

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.

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 acrimonious groups. A more advantageous way to deal with both groups is to train them together in practical skills to: self employment. Because commerce and industry are not creating sufficient jobs. It is clear that informal sector employment and co-operatives will become increasingly more important.

4. Target Graue

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-politiceel prisoners. detainees and activists whose education has been disrupted

mt; 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 of experience and depending on the skill to be pursued)
 - Literacy and numeracy sufficient to cope with the course
- 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

x 1 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

P.84

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 DECK 111130 DIN: EUILUUL LIV Gan-Eh in HUVG\$1116 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. The concept of marking within a self-perpetuating environment will be promoted.

c6. EHCiJlles 'Treatments of the

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

v 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 end up being 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 unit and cooperative 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 unit 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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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 Denhiko in Harare where many returnees and ex-combatante from Zimbabwe and refugees frnm 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 Denhiko 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.

10- Conclusion

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 P_E?

phases. a lot of work should be available that will be able to absorb many unemployed craftepereone. The graduates of thei 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 Batlagae. 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 Dekawa in Tanzania.

AQEllication cf attached budget and

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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 KHUPHUKAoSTEP 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 _hwill.Produce,the necessary funding. The Kagiso Trust and the Independent Development Trust have also indicated a willingness to assist in a eeriuos manner.

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t Enrichment Programme (JEP) of the
Catholic Bishops

n initiated A JEP initiated conference will
on the agenda as a programm

youth development programme. This partners

KHUPHUKA-STEP into their youth development programme and will
ent in KHUPHUKA-STEP as

increase and solidify community involvem

well as increase its funding capacity. Thus. in the context of
the attached budget was drawn up.

the expected financing.

Chaice of initial training Qprogrammes

i'le 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

y of funds. The decision was mad
availabilit

courses mentioned for the following reasons:

Buildigg skills

The cost of setting up such a unit are low and will serve
the training programme that was

as a continuation of

received at Dakawa.

of the current limited

e to initiate the

all that is required t

training mate

supplementary furniture.

. P !'

This was chosen primarily to address the issue of gender

nitial costs are fairly small

and secondarily because the i

and the level of skill required to instruct or do the
course is low.

tioned above will certainly increase the

_ cially in the informal

eration

As soon as the available. the necessary

l be done. Staff should be in Place at least two

ining. This will allow

recruitment wil

acquire equipment.

la and to set up operation.

The staff employed will fall under the control of the Project

ent Committee (if Interfund provides

DeveloPment and Menagem

1

in time) or under the direction of the Regional
finance

Coordinator as an interim measure.

Management Committee and the

ll be recruited under the direction of the Regional

Committee which will ensure that there is fair

representation of both returnees and marginalised persons.

curricula being used. The project will endeavour

but appropriate course

of a longer duration. Obviously. the length

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 tra

adequate financial support for

transport expenses. T

needs of the trainees.

DURBHH
KHUPHUKA - STEP
STAFF
Building insh'uctors
Electronics instructors
Texiile instructors
Benefim (Q 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
.11
GRAND TOTAL 600 000
SOURCE OF FUNDS
Batlagae 500 000
Interfund 100 000
600 000

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. reason it is imperative

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KHUPHUM-STEP

SKILLS TRAINING AND EMPLOYMENT PROJECT

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1017/20 Tower B ' c/o Education Aid Programme

Teh 031- 3071195/6/7

Sausbury Centre

849/51 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 KHUPHUKA-STEP. as a priority in terms

GENERAL

The establishment of the PDMU must be seen of KHUPHUKA-STEP. It is essential that the n March 1992. For this

of the development

e operational by the latest 1

rly indication of the

by Interfund. We

that we have an ea

respect of the proposal being approved

understand that the funds will not be immediately available from

e need to begin to make arrangements

- a process that is likely to take

final appointments are made. In the

proves the proposal.

ts so that we can proceed with

unit becom

target date for starting the

advertisements for the appo

the press somet

We heve had a

Community on the likelihood of receivin

early in 1992. They have tentatively suggested an

gsted that a

of approximately R5

of November/early

donors conference be d

December (which they will facilitate) in order to secure the

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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 It would thus appear that the future funding of this project is f secure - we have already canvassed some of the agencies mentioned i iabove 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'eetting up the PDMU.

LINKS_WIIH_QIHER_QREANIEAIIQEE

We 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 6-8 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 . tfoundation within its target client base.

it 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 text. For example. the Natal Rural Forum requires immediate approyriate 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 irom 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 PDHU.

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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.

Briefly, the PDMU will be responsible for:

- planning the development of the project
 - _ managing the units as they become operational
 - devising systems and methods of operation of the project
 - documenting their work at all stages in order to create a database for the development of other similar projects
 - training, by means of a counterpact/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
- r 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

'"3 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.

PDMU will fulfil the role of a management collective under the

' board of trustees that will run the project. In

addition, the fact that the project is of a pilot nature, the PMDU will operate on a national level as consultants to other oxgunioutions being developed alahg similar lines.

To illuestrate how the PDMU will operate, you are referred to the attached organisation chart and the no

addition, we have attached the proposed organisat

illustrates the optimum development of the project to give an indication of the context in which the PDMU will operate.

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A budget for the PDMU is attached with expla
appendage thereto.

We trust that the information provided is sufficient for your
board to make the necessary decisions. If you should require
further information. please do not hesitate to contact us.

natory notes as an

-rdinator

' PHUKA-STEP

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KHUPHUKA - STEP

PROPOSED BUDGET: 1992

PROJ EOT DEVELOPMENT AND

STAFF

Project Coordinator

Finance/Admin Coordinator

Bookkeeper

Hecaptionist/sacretary

Driver

Skills Training Coordinator

Theoretical Studies Coordinator

Produciion Coordinator

Community Liaison Coordinator

Benefits

Market Researcher

Curriculum Researcher

Personnel Consultant

Recruitment costs

CONHNGENCY 598 368

OPERATIONAL COSTS

Flam;

Utilities

Stationary and supplies

Insutfance

Vehicle running costs

Talephana/fax

Travel

Miscellaneous

CONTINGENCY

CAPITAL COSTS

F ax

Computarslprinters

Woe furniture

Copier

Telephone system

Vehicle

Mice equipment

Miscellaneous

CONTINGENCY 150 650

GRAND TOTAL 871 608

DLIRth'

KHUPHUKA - STEP

NOTES: PROPOSED BUDGET 1992

PROJECT DEVELOPMENT AND MANAGEMENT UNIT

it is imperative that the remuneration offered
.heis competitive. .The, responsibilities of each post and the
lpreferred qualifications 'and experience required are briefly
described below.

Emmhxuhsgexdlnatgni

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 aising and the initiation of new training programmes.

Einanaialiand_Adminietzatixe.gggxdinateni

trative Coordihetor will be responsible

The Financial and Adminis

i for:

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

Egghkeeneni

The Bookkeeper will be responsible for:

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

The Bookkeeper will preferably have an accounting/bookkeeping qualification with a minimum of 5 years relevant experiencezy,;hl

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 deliveries. collections and the efficient running of vehicles and will be in possession of a valid unendoreed drivers licence and at least 3 years accident free experience.

inetor will be responsible for:

The Skills Training Coord

it and programmes of the

- developing the skills training un

project

- establishing appropriate curricula to be used

- setting up infrastructure and installing equipment

- defining precise staff requirements.

appointments and orienting them towards the methodology to

ti? be employed in the project

- directing the initiation of eoursees

- Coordinating the operations of all training units

The Skills.Treinins 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.

ll be responsible for:

The Theoretical Studies Coordinator wi

ing units and programmes of

e developing the non skills train

the project le literacy/numereey. computers. technical

drawing etc.

- the responsibilities of the Skills training Coordinator

Theoretical Studies

listed above are applicable to the

Coordinator

dies Coordinator will preferably have a degree

emphasis on adult education and at least 8

fl; 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

i he production units so that operations can

- setting up t

begin in the second year (apart from units that could begin

production in the first year)

- establishing the number an

operate the production units

- developing the production units

can include training programmes within the

in such a way that they

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 menegement/technicel skill with at least 10 years

should be at management

experience in production of which 5

level. Preference will be given to a person who has had suitable

DLJRIBqu

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

The Community Liaison Coordinator will be responsible for:

- creating structured and formal links and a working relationship with communities which form the client base of the project
- continual liaison with such communities by means of regular meetings.

areas of production

- discovering, through consultation, within which the project can operate for the benefit of such communities

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

should have an educational level sufficient to cope with the complexity of the post. Preference would be 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.

a consultancy basis to

The Market Consultant will be employed on

the market in order to establish the

do immediate research into

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

Q ' grassroots

communities

The Community L

The Curriculum Consultant will be employed on a consultancy basis to research appropriate curricula to be used within the training project. The main task will be to identify

programmes of the certification etc that will be acceptable to

Vi? examining bodies,

commerce and industry. The Researcher will work closely with both

' Coordinators. Such

the Skills Training and

consultant will be drawn from the education and training sector

and preferably from one of the university education departments.

employed on a consultancy basis

to:

- devise a staff recruitment strategy. interview procedures.

formulation of job descriptions in an

elective criteria.

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.

it will be drawn from one of the private

and be engaged in the near future.

Egngjpmn: 99515-

The recruitment costs have been conservatively been budgeted at

R30 000. This amount will include travel arrangements etc.

A'a:_

aid. pension and

Benefits will include part payment of medical

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.p

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

be some overlap in use

costs of the PDMU are within the realm of overall management of the planning and

. ' Benji

The rental budgeted i3

rented office space. The general opera

below the average commercial cost of

tional costs of the project

will make up the balance once suitable premises have been

project The PDMU will be operating for the

occupied by the .

he project should bear some of the rental costs

militias;

This amount should be sufficient to cover electricity costs of

he PMDU.

W

1 cover the cost of all stationery inputs

This amount wil

inclusive of computer supplies.

insuring office equipment.

1. oil. insurance. servicing and other

xtensively by the PDMU in

computers and

incidentals. The vehicle

and around the Durban

men. Wax:

Eatonwhve Gentmnl.a and hint- __, ,Ml luquu una-Inna'l n l d

ill have LU bl: much: Ana. mgx-J'Qaa an

international organisations w

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

be expenditure incurred by all staff that

It is for this reason that

natbry. The amount budgeted

, ' ke into account any

extras that will have toe the appointed staff

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Education Devatapment Trust

Regional Management Committee

Personnel Cansultant

' roduc'dbn Gourd Communny Liaison caora

in/Admin Coord

ldlls Training Coord aoratioal Studies Coord

Curricuium Consurtant

Booidmeper

chretary/receptioist

Drwer

a?: w Administrativno avno Iluduhlnl cpardsnalar
 -. 'P' ll I 'L' RBHF-J
 1:5_Ll q 5 9 ll
 i, The raped organisation structure illustrates the optimum
 expccied development of the project.
 2. Hey personnel will be appointed in each unit to plan, initiate
 and develop the projec . Such key personnel will be expected to
 fulfil multiple functions in the initial stages and then delegate
 responsibilities to subordinates as 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 poate a3
 instructors and production workers.
 d. The abbrevlativns appearing on the chart are detailed below:
 AFU - Administrative and 'inance unit 6N - Garment workers
 ax - Bookkeeper II - Metal work instructors
 BUT l Board Of trUSTEQS HI - Metal ugfkcr;
 851 . Eusgness skills instructors J1 - Joinery instructors
 553 Busingn skill: trainh: cnnprvlr Jpn .. Job placement OffitEr
 37% w Bullhn; tecnology praduull supervisor W _ Jam"), unrhrs
 lls - Building technclgy trazzng supervtsur LN; - Litaracyxnun,,,cy (ngl,"r,0,g
 DY l puyl' , LNS " Literacylnumerac: training supirv car
 389 - Communxty based structures "1 . masonry ,n5truL&uz,
 CC . Community consultant H0 - Harketing officer
 :CS - Computercentre supervisor nu - nasonry workers
 ?1 - Carpentry instructors PC - Production coordinatsr
 - Clerks PC - Project coordinator
 " w COunsellar P1 ' Plumbing instructors
 5:3 - Conzu":ly zvsz-Lw r"7.cer PMU - Project management committee
 tN - Clea PU - Production unit
 CRC - : ' ..: '1; rsaeacn coordinator PW - Plumbing workers
 ERU - 5;;2unity re:carch unit RC - Receptionist
 CSI - Computer studies instructors RI - Electronics Instructors
 CT - Caretaker RH - Electronics workers
 CH - Carpentry workers 52 - Secretaries
 BI - Painting and decorating instruatrs 51 - Shop fitting instructors
 DR - Drivers SSC - Support services coordinator
 ?' - Painting and Jecorating workers SSU - Support services un:t
 El - Elattrical nlrng instru:urs STC - Skills training :rardzratsr
 ED - extension officers STU - Skills training :eit
 ESE - Extension service coordznator SW - Shop fitting usrkrs
 :IPs - Flnctric;3 fnchnolouy production supervisor IBI - Technical drawing ianrJctar
 ETS - Electrical technology training superviSOr 195 . TechniLal crauxn; g,a;ning cu;av an
 ,
 EH - Electrical wiring workers T1 - Textile printing instructors
 FI - Cabinet making Instru:tors 18C - Theoretical studies cc:'dinaf:'
 FN - Furniture workers TSU - Theoretical studies unit
 61 - Garment making instructors TN . Textile uarkgrs
 5P ' Grounds persons ll - wood machining instructors
 5R - Banaral researcher HIPS - Hood technology prniuction sugervxsor
 ST?S - (arment and textile production supervisor
 HTS - Hood technology training supervlsar
 GTS - Garment ans textile technoiagy - 'alnin9 supervisor