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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 so (Numggg 0F Paces 36)

Dear Mr. Gjerding,

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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 - \_\_15\_QQQ

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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. ,

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 M 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.

In the event of the EDT and YET incurring administration costs, these will be accommodated through the administration element.

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 Preposal 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 affected at the Open School or St. Endas Community College.

Should you have any queries please do not hesitate to contact me. On behalf of the AhC's Department of Education may I reiterate our gratitude to Nordic Operation Dayswork for the solidarity and assistance rendered to the struggling youth of South Afrlca.

Yours sincerely,

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Mohammad Tikly

Executive Director

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

Christian Balsler-Olesen, Danchrchaid, Harare

John Samuel, Dept. of Education, ANC, JHB

Thandi Rankoe, Chief Representative, ANC, 0510

Tim Maseko, Chief Representative, ANC, Copenhagen

Jayce Diseko, Chief Representative, ANC, Stockholm

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Afrlcan Natlional Congress .

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PO Box 61884 Telex: 421252

Marshalltown 2107 '

15 October 1991 1

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; Christian Balslev-Olesen Inger Haldal SAIH

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Project Officer 13th Floor

3 Leverseck Close 1 . Devonshire House

CHRISIPITE 49 Jorisson Street

Harare ; BBAAMFONTEIN

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regarding the utilisation 'of the balance of the money raised by

Nordic Operation Dayswork. We would like to request that this

I This serves to confirm our discussions with. Mohamed Tikly

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 \_

0 Kangwane Work/Study Project. -0

With best wisheg

J OHN SW31.

HEAD: EDUCATION DEPARTMENT

c.c: Mohamed Tikly .

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EBQIEQI\_BBQEQ&AL  
TITLE: BURSARY PROGRAMME FOR REPATRIATED SCHOLARS h  
SUBMITTED TO: NORDIC OPERATION DAYSWORK  
SUBMITTED BY: ' BATLAGAE TRUST  
DATE OF SUBMISSION: 6 DECEMBER 1991  
BAQKEBQHHD

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

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

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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.

allocation of US\$1.300 per student, covering fees, books, uniform and transport.

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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.

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The Batlangu Trust . 16th Floor, 51 Plain Strut - PO Box 7748 - Johannesburglzoaf - 701293  
337/9 - Fax 290050

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Briefing: The Batlagae TruSt.

Introduction: The Batlagae Trust is an educational tmst established in 1991 in South Africa, to assist with the educational integration of returning exiles. ("Battagae" means 'retumees' - literally "those that are coming honte'- 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, it 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 for ways and means to change that system, with an aim to providing valid and effective education for all who must go through it. ;' ' . . T

Background: The Batlagae Trust was created by the "Oversight Committee' of the National Coordinating 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 powers to raise funds. nor is it likely to survive beyond the time where the NCCR completes its main tasks. The Battagae Trust was termed 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.

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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.

Structure: The Batiagae Trust was established by the NCCR, to which it remains accountable, its Board of Trustees is composed of representatives of, and it liaises 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). 1

The Batiagae Trust is audited by Deloitte Pim Goidby - R Mareis (Panner).

Personnel: The trustees are:

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

John Samuels (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 Ismail as Executive Director.

The Batlagae Trust. 16th Floor, 51 Plain Street. Po Box 7748  
thannesburg 2001. Tel293337/9. Faxzsooso

#### 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 scholar ships 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.

32. 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 bursaries. No new payments will be forthcoming without the presentation of such receipts.

CB. Each parent or student is expected to complete an application form and to provide whatever additional documentation that is required - copies of certificates, cv' 5 etc.



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TITLE: RECEPTION SCHOOL FOR REPATRIATED SCHOLARS

SUBMITTED mo: NORDIC OPERATION DAYSWORK

smxm 32:. BATLAGAE TRUST

DATE or SUBMISSION: 6 DECEMBER 1991

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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.

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 ARC 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.

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The Batlagae Trust will be responsible for establishing and running the reception schqol 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 ANC, PAC and with the National Coordinating Committee for the Return of Political Exiles (NCCR).

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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.

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

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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.

## 2. Those Who Stayed 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. Merging the Two

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 resentment between the two groups. It is essential to train them to enter the labour force for employment. Because commerce and industry are not creating sufficient jobs, in the interim that in the formal sector employment and co-operatives will become increasingly more important.

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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.

#### 6. Skill Training QUPQES

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 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 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 . 1 . \_..

#### 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.

##### a. Post-qualification

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 cost 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 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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The Danhiko FroJect in Zimbabwe has dealt with most of the issues as deacrlbed 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 frem South Airica 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 Iv 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 taxzet grcup - the disabled youth of Zimbabwe. It was felt at the time at planning that funds designated fer 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 en the coficrs 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 limitede resources. Recurrent expenditure will be generated by the institution itseli 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 lievelcpment precess. 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 leVela.

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. Thls wghld be a far more efficient use of resources than merely offerlng :inancial assistance to some persons for a limited time.

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You are referred to the document that describes the intended future operations 01 KHUPHUKA-STEP; Within the context of this larger plank end the offer of assistance from Batlegae. 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 preseeded. It will .Elve KHUPHUKA-STEP the facility to provide limited training .\_- specifically to those who have recently returned from exile. x  
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 -eould 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 . Independent Development Trust have also indicated a willingness



A-partnership with the Joint Enrichment Programme (JEP) of the South. African. Council of Churches and the Catholic Bishops . Centerence 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 yeuth development programme and will increase and solidity community involvement in KHUPHUKA-STEP as well as increaae its funding capacity. Thus. in the context of the expected financing. the attached budget was drawn up. w Choice of initi 1 trainin re rammes

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 ditiicult because of the current limited availability of funds. The decision was made to initiate the courage ?entionedlfor the following reasons:

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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.

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CIES of Italy has provided the project with suificient equipment to set up e.trainlng 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 cost: 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 temployment. prospects of trainees especially- in the informal sector. .

Method of qparation

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 wilt allow esufficient 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 have of a longer duration. Obviously, the length of training will depend on the courses decided 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.

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Building instructors  
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KHUPHUKAeSTEPN

R1 SKILLS TRAINING AND EMPLOYMENT PROJECT

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

Sausbury Centre Teh 031- 3071195/6/7

349/51 West Street Fax: 081-3076831

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.

GENERAL \_

The establishment of the PDMU must be seen as a priority in terms of the development at 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 understand that the funds will not be immediately available from the start of 1992 however we need to begin to make arrangements for the recruitment of 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 our plans while 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.

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We have had a positive response from the European Economic Community on the likelihood of receiving funds from them sometime early in 1992. They have tentatively suggested an initial figure of approximately R5 000 000. They have also suggested that a donors conference be convened at the end of November/early December (which they will facilitate) in order to secure the

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support of other funding agencies such as EDT. 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 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 settling up the PDMU.

LLHKS\_HIIH\_QIHEB\_QEGAEIEAIIQn&

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 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 3500 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.

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 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 to 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 breeder 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' 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 organisations being developed along similar 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.

BEDQEI

A budget for the PDMU is attached with explanatory notes as an 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.

Yours: sincerely

Erinator

' PHUKA-STEP

KHUPHUKA -- STEP  
 PROPOSED BUDGET: 1992  
 PROJECT DEVELOPMENT AND MANAGEMENT UNIT  
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 Skills Training Coordinator  
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The Driver will be reapons  
hitlee and will be in possession 01 a  
the efficient running oi ve  
valid unendorsed drivers licence and at least 3 years accident  
free experience.a

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The Skills Training Coordinator will be responsible

- developing the skills training unit and pro  
project

- establishing appropriate curricula to be used

- setting up infrastructure and installing equipment

staff requirements. coordinating their

appointments and erlentins them towards the methodology to\_

be employed in the project

- directing the initiation 0: courses

- Coordinating the operations of all

The Skills Training Coordinator will presera

qualitied person with a minimum at 8 years working of which 3

should be in -a managerial and development positi

technical training institution. Preference will be given to a

person who has had suitable and relevant experience in prodeet

developwent and lnltlation.:

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The Theoretical Studies Coordinator will be responsible for:

w developing the non skills training units and programmes of

the project ie llteracy/numeracy. computers. technical

drawing etc.

the Skills training Coordinator

- the responsibilities of

listed above are applicable to the Theoretical Studies

for:

grammes of the

Coordinator ,

The Theoretical Studies Coordinator will preferably haVe a degree

4 dult education and at least at

in educathn with an empha3-s on a

should be in a managerial

years wcrk experience ofj Which 3

position within an.educational institution. Preference will be

given to a person who has had suitable and relevant experience in

project development and initiation.

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The Preduction Coordinat

- planning the preductio

first year

- setting up the production u

begin in the second year (apart from units t

production in the first year) '

- establishing the number and nature of staff .required to

operate the production units

in such a way that they

- developing the production units

can include training programmes within the concept of

training and production

- coordinating market\_research to establish the nature of

, seeds to be produced .

The Production Ccordlnatr will preierably have'a qualification

in production management/technical skill with at least 10 years

of which 5 should 'be at management

experience in production

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

or will be responsible.for:

n capacity 0: the project in the

nits so that operation: gen

hat could begin

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

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The Community Liaison Coordinator will be responsible for:

- creating structured; and normal links and a working relationship 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 strategy for trainees at grassroots level according to the training needs of the communities

The Community Liaison officer 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 organisation? and disadvantaged communities.

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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.

The Curriculum Consultant will be employed on a consultancy basis 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 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 at the university education departments.

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1 The personnel consultant will be employed on a consultancy basis to:

- , devise a staff recruitment strategy. interview procedures, 'select high criteria. formulation of job descriptions in an integrated way and advising on probationary periods etc.
- advise on salary structure: 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.

Reexnil e : - - 4 .

The recruitment costs have been conservatively been budgeted at R30 000. This amount will include travel arrangements etc. r

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Benefits will include part payment of medical aid. pension and

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' . 91 Men 16:24 E-n p ,  
provident 'iunds.il3th cheque bonus. UIF etc. This has been  
calculated at 20% of salary. -  
QBEREEEEEMELJHXEHi  
Operational costs are related to the PDMU only and not costs  
related to the operation of the project. The project operational  
costs will be budgeted separately. It is obvious that there will  
be some overlap in use of funds but generally the operational  
ccsts cf the PDMU are within the realm of overall management cf  
the planning and development process.  
The rental budgeted i3 below the averaae commercial cost of  
rented offiice space. The general cperatlional costs of the project  
will -make up the balance once suitable premises haVe been  
occupied by the pro5ect. The PDMU will be operating far the  
project and thus the project should bear some oi the rental costs  
This amount should be auficiient to cover electricity costs of  
the PMDU.  
This amount will cave: the cost of all stationery inputs  
inclusive of computer supplies.  
Inenzensel .  
This amount if for insuring office equipment. computers and  
furniture against fire and theft.  
A l  
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.This amOunt includes petrol. oil. insurance. servicing and other  
incieentals. The vehicle will be uaed extensively by the PDHU in  
and around theDurban Functional Region. .  
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naive aehtwn... 9mm tan... Hum  
International organisations will ha\$6l25'be"agiz"ile QE?%QE%el?d  
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It will be necessary to travel to Johannesburg and other main  
centres for meetings.  
Miauallnnsnual  
There will inevitably be expenditure incurred by all staff that  
cannot at this stage he budgeted for. It is for this reason that i  
this amount has been included in the budget. . '  
QAEIIAL.QQ&\$&  
The itees budgeted for are self explanatory. The amount budgeted  
for office equipment and miscellaneous will take into account an?  
extras that will have to be purchased once the appointed staff 'gj'  
are in place and make their exact needs clear.

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PROJECT DEVELOPMENT AND MANAGEMENT UNIT

Education Dawopmon! Trust

Regional Management Commas

' mjact Coordinator

Project Development and Management Unit

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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 as and when recruited. The key personnel will more than likely assume the position of coordinators or 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:

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AFG - Adninsszratzvv and rau-u.1.: eolriinoior IT: - Slrnant ang (31:11; tgchnology training supervisor

AFU - Administrative and finance unit an - acrneat uarters

It - Buokkenper ' ll - Reta! work instructors

BOT - Board of trustees ln - Reta! nurkers

33; ' Easiness Stfiis instr%ctor5 i J! - Joinory instructors

55 - lusiness :u c ra n n :nnrv sor .

BTFS ' Building tecnnnzagy yroguutiun nupefviaor gzn - gggg:::?:rgf'\$cir

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c: - Cunaunty consultant nu - Barkuting officer

CB3 - Coeputer centre supervisor nu - Hasanry workers

Cl ' Carpentry instructors Po - Production cnordinitor

CL - clarts rc - Project :unrdinator

CL - Counsellor PI - Plumbing instructor:

CLO - Connunlty liaison nificer PHU - Project aanaqgaent conuittee

BR . Cleaner: 90 - ?raduction unit

can - Cannunity research :oardlnatnr Pl - Pluabing workers

630 - Conaunity research unit it - Recoptiunist

CS! - Camputer studies instru:tors R! - Elnctronics instructors

CT - Caretaker RU - Electrnnlcs workers

63 ' carpentry workers as i- Secretaries ,

nl - Painting and decorating instructors SI . - Shop fitting iustructors

nu - arzvers 85: - Support services coordinator

Du - Painting and decorating worktrs . ISU . Support servines unit

81 - Electrical airing instructors 578 - Skills training coordinator x

50 - Ixtension offticers STU ' Skills training-unlt

ES: - Extension service coordinator SN - Shop iitting workers

:19: - :Ioetrtcai tachnnlcny graduation supervise: In: - Technical craving instructor

ETS - Elucrtical technology training iupervisar IDS - TI:uniLul crowing training cnporvic nr

Eu - Ela:trical airing Iorkers TI - Textile printing instructors

F1 - Canine: maxing Instructors \_ . , Is: - theoretiaal studies :oaruinatnr

F9 - Furniture workers TSU - Theoretital studies unit

8! - Sarnent mating instructors lw - Textile unrters

SP - Grounds persons HI - - iood machining instructors

GR - SenEraI researcher -HTP5 - Hood technology productinn supervisar

STFS - Garnent and textile prductionu superyisor . ITS - Hood technology training supervi sor

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PROJECT TITLE: KANGWANE WORK-STUDY PROJECT

SUBHI'I'I'ED 'ro: NORDIC OPERATION DAYSWORK

SUBMITTED BY: BATLAGAE TRUST

DATE or SUBMISSION: 6/12/91

The KaNgwane Project is intended to comprise a complex of communitybased institutions in KaNgwane aimed at promoting 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.

D O D O

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.



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The students will Spend half of an eight hour day in the classroom and half in productive activities. The production and training units are intended to develop and localise skills, prepare students for employment (or self-employment, or co-Operatives) after school, while at the same time off-eetting the costs of providing a more multi-faceted education than the standard school system. Skills training will have a theoretical component as well as an emphasis on practical experience. The norm will be for students to be admitted for a three year period, at the end of which it is intended that they will be examined in the technical studies and education with production courses by the Cambridge ExaminatiOn Board at O or M level.

Each production area is to be under the supervision of a 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 theory related to the practical skill being acquired (using special syllabuses based on FEP experience elsewhere) and 75% (6 hours) on skill acquisition on the job.

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When fully developed, it is intended that the project will 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 main centre will be primarily teacher training for the project's own teachers on a rotational basis and teachers from elsewhere, and the development of heducational materials, including a distance education component (radio programmes, weekly newspaper etc.).

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 depend on the joint evaluation by community groups and project participants, taking into account resource potential and market demand in the areas served by the centres, as well as skill preferences.

A rather complex institutional structure is proposed to run the system. Committees, whose members are elected by participants in the project, form an important part of the proposed structure. This is consistent with the objectives that working relationships should be noneexploitative and democratic, with staff and student initiative being encouraged wherever possible.

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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. '

The KaNgwane Project is an attempt to address this crisis. It is essentially a development project through which a relevant 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.

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overall responsibility for the project is vested in the Youth Education Trust tYETl, 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.

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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:n

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

OVBrall 200 x R47 9 400.00

Boots 200 x R57 11 400.00

Building, Fencing, Gates for Crop & Vegetable

Farm - \_\_&Q\_992129

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 Cooriginator q: the Pronect.