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TITLE OF PROJECT: Matric Study Improvement Project

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CONTACT PERSON/S: Jabulani Mabaso

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TELEPHONE: (031) 307-3280 / 306-2718

FAX: (031) 307-3282 / 306-8718

POSTAL ADDRESS:

P.D. Box 3933,

Durban 4000.

PHYSICAL ADDRESS:

12th Floor, Tower B,

Salisbury Centre,

362 Smith Street,

Durban 4001.

BANK NAME AND ADDRESS:

TELEPHONE: FAX:

. ACCOUNT NUMBER 0

ACCOUNT NAME: '

NAME AND ADDRESS OF AUDITORS:

David Stratchan & Tayler,

18th Floor,

320 West Street,

Durban 4001.

TELEPHONE: FAX:

FINANCIAL INFORMATION:

TOTAL BUDGET OF THE ORGANISATION - R1 321 600

HOW MUCH IS THE ORGANISATION ASKING FDR FROM NUS(I) - R496 000

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YEAR FOR WHICH THE FUNDS ARE REQUESTED - 1992

WHAT WILL THE AMOUNT REQUESTED FROM NUS BE USED FOR?

X Honoraria for voluntary teachers R186 000

X Resource centre equipment 61 000

X Study rooms and equipment 100 000

X Teaching equipment 150 000

TOTAL R496 000

OTHER FUNDING SOURCES FOR YOUR ORGANISATION

- Internationally

- Locally

- Self-generated income

HISTORY OF THE PROJECT:

MASMDVE was initiated by concerned students in Natal in 1988 to give students a second chance to obtain a metric certificate.

These students had either failed, or had been rejected by the system, or had dropped out because they were discouraged by Dyer-crowned and poor learning facilities, or by personal or political circumstances.

This left many students marginalised in society with slim chances of getting jobs.

The project has always had a strong self-help bias, with the students organising their own study groups, and the numbers enrolled have risen from 15 in Durban in 1988 to 285 in five branches around Natal by 1990. There are now seven branches or learning centres catering for 500 students.

AIMS AND OBJECTIVES:

MASMDVE's mission statement is:

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"To create and open the doors of learning for the future of young South Africans: To ensure that a young person is the key creator and director of his/her life through active participation and development in his/her life education."

It is a student organisation that aims to enable black students to complete their secondary education and improve their matriculation results.

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The project has been designed to support student-led initiatives and to enhance the educational support and resources available to MASMDVE participants.

The main objectives and strategies employed are:

X To maintain and develop self-study groups for students who would otherwise be unable to enrol in formal schools, or who require additional support to study effectively.

I To establish and maintain a resource centre, including appropriate teaching equipment and materials, library and educational aids in each branch.

X To enhance the quality of education offered through self-directed learning and to develop an appropriate education and/or learning culture and material for use in study groups.

X To establish extra-curricula skills development and student counselling programmes to meet social and physical needs of the students and better prepare/equip them for further study and/or employment.

X To liaise with community organisations, potential donors, individuals and education authorities in order to plan for and attain the long-term implementation of MASMDVE activities.

TARGET GROUP:

Black youth in urban and rural areas in Natal who have been excluded from the formal education system.

DESCRIPTION OF THE PROJECT:

MASMOVE has branches in:

Durban - 14 study groups, 151 students
Pinetown - 2 study groups, 36 students
Nelspruit - 2 study groups, 36 students
Newcastle - 6 study groups, 49 students
Pietermaritzburg - 6 study groups, 50 students
Empangeni - 1 study group, 15 students
Port Shepstone - 3 study groups, 50 students

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Each branch is run by a programme co-ordinator, who selects students, forms groups and trains and supports study group leaders.

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Voluntary teachers are recruited to provide tutorial and problem# solving input in all subject areas but activities are largely managed by the students through study group leaders, regional committees and a co-ordinating committee. Guidance and advice is provided by a management committee and a board of trustees made up of community leaders and professionals.

The programmes offered include:

I Curriculum support:

This is provided through self-help study groups which meet six days a week for self-study, research and tutorials. Workshops and seminars are organised for groups containing 15 students each to encourage questioning and discussion.

I Skills development:

Through its Student Association of Skills Development Programme (SASMENT), students are provided with life skills such as studying, leadership, decisionmaking and computer literacy.

x Social support:

Provided through educational tours, peer relations and parent programmes.

X Extra-mural activities:

This focuses on activities such as Family Days, intersport competitions and talent searching. '

To support the study groups, resource centres are established for each branch. These provide a venue for the students to study in as well as resource materials and teaching aids.

In the Durban branch, an academic officer has been appointed to provide on-going support for the branch project co-ordinators, and to develop and produce appropriate educational materials and aids for self-directed learning.

PROGRAMME OF ACTION:

It is planned to have 10 branches in operation after 1992. This will mean that there will be 65 study groups of 15 students each operating effectively (975 students). Over five years, this should help 5 000 students complete matriculation.

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STRUCTURE AND ACCOUNTABILITY:

All project activities are co-ordinated from the head office in Durban, which also administers fundraising schemes.

Each branch has a project co-ordinator, who selects students, draws up timetables etc. Branches also have area co-ordinators to oversee activities and supervise registration of students. Students are closely involved in all planning and implementation of activities.

Students usually become aware of the project through its brochure or by word of mouth. If interested, they make contact with the head office, which then assesses the needs of the area. A meeting is then held between the students and the project co-ordinator in their area. It is essential that at this stage a core of motivated students emerges who will liaise with their branch office.

Once a branch is formed, students are divided into subject streams or Study groups. Each group must prepare a syllabus year-planner, with 90% of the work being done by students and 10% by tutors. The tutors are teachers, ex-teachers, university students or anyone interested in helping the students. The students and tutors plan a monthly test and a record of test results and work done must be kept.

Each branch must elect a sports committee, fundraising committee and jstudy project. Representatives of these committees and of the SRC then form the area committee.

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There is ongoing liaison with community organisations, potential donors, individuals and education authorities to ensure the long-term implementation of MASMOVE activities. Some schools have expressed an interest in trying out its programme to encourage students.

IMPACT:

MASMOVE has been able to achieve a 87% pass rate compared to the 36% national average.

The students benefit academically and also acquire organisational and decision-making skills because they help run the project themselves. -

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MONITORING AND EVALUATION:

This takes place:

X MONTHLY - the project co-ordinator produces a report outlining the activities undertaken, detailed expenditure, funding requirements for the next month etc.

x QUARTERLY - Project co-ordinator and auditors prepare audited financial statement and report on project activities and developments.

X ANNUALLY - A comprehensive annual report is prepared. This includes student results, audited financial statements and future plans. This is presented to the project's annual meeting and circulated to students, parents and funders.

PROJECT ACTIVITY FOR THE LAST YEAR:

New branches were started in Pietermaritzburg and Nelspruit.

A skills development wing, The Students' Association of Skills Development (SASMENT) was developed.

The head office was divided up into four departments:

Students Affairs

X Field CD-ordination

X Resource Development

X Development and CD-ordination

The students continued their successful teacher/tutor recruitment campaign and more than 150 volunteered to help the study groups.

A student representative co-ordinating committee was formed and is very useful in the development of the project.

MASMOVE's first "Family Day" was held on May 18 to bring all the branches together.

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Various workshops and seminars were attended or organised.

Computer maths and science courses have been started.

Natal University donated maths workbooks to the students.

Saturday classes were run at the Natal Technikon for Durban study groups.

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A television documentary of MASMOVE activities was screened on M-Net, which has had a positive impact at all levels.

The project has successfully run exams under the auspices of the South African Association of Independent Schools.

The project co-ordinator was named as one of the Johannesburg Junior Chamber of Commerce and Industry's four Young Outstanding South Africans.

PROJECT FUTURE PLANS:

Where applicable, include the following:

- Projections On OBJECTIVES, STRUCTURE, PROJECT ACTIVITIES

_ Plans to strengthen and improve IMPACT, ORGANISATIONAL CAPACITY, PARTICIPATION OF TARGET GROUP, TRANSFERRING SKILLS TO BLACKS, WOMEN AND OTHER MARGINAL GROUPS THROUGH TRAINING, AFFIRMATIVE ACTION AND OTHER STRATEGIES.

- Plans to improve OUTREACH, MARKETING AND NETWORKING

- Plans to diversify funding sources NATIONALLY, INTERNATIONALLY AND THROUGH SELF-GENERATION. .